

People's Democratic Republic of Algeria
Ministry of Higher Education and Scientific Research
University of Mohammed Kheider Biskra
Faculty of Arts and Languages
English Branch



**The Impact of Listening to Educational Podcasts on EFL Learners’
Speaking Skill**
**A case study of second year EFL learners at University of Mohammed
Kheider Biskra**

A dissertation submitted as partial fulfillment of the Master’s degree in Sciences of
Languages.

Submitted by:

Miss Louafi Amina

Supervised by:

Mrs. Amri Chenini Boutheina

Board of Examiners

Mr. Smati Said

Examiner

Mr. Boulegroun Adel

Chairman

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Dedication

In the name of Allah, the Entirely Merciful, the Especially Merciful

This work is dedicated to:

My mother and my brother Salim “May Allah bless their souls”

My father

My beloved sisters Nadia and Hanane, and my dear brothers Ahmed and Saïd

Louafi for their love, support, and encouragements

My darling best friend Labdi Djahida

Sihem, Tarek, Mahassen, Amel, Asma, Rofaïda, Mouna Khadraoui, Iman Ben

Dahmane, and all my dear friends

My family and the ones I love

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Abstract

The current research intends to study the development of EFL students' speaking skill through listening to educational podcasts. The main purpose of this study is to investigate the effect of integrating podcasts in EFL classrooms on teaching and learning processes, and to examine the effectiveness of implementing this E-Learning tool in oral expression class in enhancing students' oral competency. This research follows the descriptive method that aims to describe the research variables: Educational podcasts as the independent variable and learners' speaking skill as the dependent variable. In order to confirm and test the stated hypotheses, two questionnaires were administered for second year LMD students and oral expression teachers at English branch at Mohammed Kheider University of Biksra during the academic year 2016-2017. The results of the analysis have revealed that the majority of students and teachers believe that the integration of podcasts in EFL classrooms has a positive effect on learners' oral proficiency, and it increases their motivation and participation while leaning in an interactional environment, and it exposes them to the authentic spoken English where they can acquire vocabulary, pronunciation, and they would know how English language is spoken according to specific contexts.

List of Abbreviations

EFL: English as a foreign language

E-Learning: Electronic learning

ELT: English language teaching

ESL: English as a second language

LMD: Licence Master and Doctorate

TL: Target language

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ملخص

General Introduction

Introduction

The aim of language teaching is mainly related to the achievement of language skills' success. Teaching oral expression in EFL classrooms involves two main skills: the receptive skill (listening) and the productive skill (speaking). The main objective of teaching this module is to promote EFL learners' ability to produce correct structures, to use language aspects appropriately in different situations, and to enhance their oral proficiency in the target language.

When studying and learning English as a foreign language, it is important to understand its authentic spoken form in order to communicate using different language aspects appropriately. However, there is not always a chance to meet and communicate with native speakers in order to practice speaking and listening to the language in its natural surroundings, therefore the implementation of podcasts in EFL classrooms will provide EFL learners' with correct pronunciation, vocabulary use according to specific contexts, and grammar. Also, these tools may promote learners' listening comprehension and their oral proficiency.

1- Statement of the problem

The main objective of language learning is acquiring the abilities to communicate fluently and accurately in the target language. However, the majority of EFL students have many difficulties when they attempt to communicate in English whether inside or outside the classrooms. Also, even if they are aware about different aspects of the language, but they often have a mental blockage while engaging in a dialogue, a conversation, or in oral presentations. These communicative problems are caused by the lack of listening to how,

where, and when English language can be used, the lack of participation and practice in classroom discussions, and the traditional teaching methods that make them less motivated and interested about the topic. Because of the above reasons, learners do not pay attention to new words to be acquired, they can not get the right pronunciation of vocabulary, and they do not have the opportunity to listen to the natural spoken form of English in its natural environment.

2- Significance of the study

The current study focuses on the effects of using an E-learning tool in EFL classrooms on students' oral achievement. This study aims to investigate the role of podcasts as an E-learning tool in developing students' speaking skill, and it attempts to extract teachers' and second year LMD students' attitudes towards the implementation of podcasts in oral expression class.

3- Aims of the study

The aim of this study is investigating the effectiveness of the use of podcasts in EFL classrooms, and their impacts in enhancing students' speaking skill. In order to achieve the overall aim of the research, the following objectives have been identified:

- 1- To examine the impact of using "podcasts" on the students' speaking abilities.
- 2- To improve teaching speaking through using one of the E-learning tools.
- 3- To investigate the effectiveness of podcasts in teaching speaking.
- 4- To make teachers more aware about the effectiveness of using podcasts in EFL classes in creating a successful learning atmosphere.
- 5- To help students find remedies to their speaking problems.

4- Research Questions

The study will try to answer the following questions:

- 1- Do podcasts enhance EFL learners' speaking skill?
- 2- How do podcasts influence students' oral performance?

5- Research Hypotheses

It is hypothesized that if podcasts are used in teaching speaking, students' performance in this skill will be developed. Also, it is hypothesized that podcasts help learners' to improve their oral performance through acquiring the correct pronunciation, grammar, and learning new vocabulary.

6- Methodology

This research consists of a literature review about podcasts and speaking skill coupled with data collection and analysis. The method of this research is descriptive which aims to describe two variables, educational podcasts as the independent variable, and its role in developing students' speaking skill as the dependent variable. In order to test the stated hypotheses and to obtain the required information, two questionnaires were designed for both teachers and students as a research tool that will be helpful in gathering and analyzing data.

7- Research Tools

Teachers' and students' questionnaires were chosen as the research tool that was designed in order to achieve the stated objectives and to give the work validity. The questionnaires save time and efforts, and they can gather a large amount of data in a short time.

8- Sample of the study

8.1. Students

The sample of this study has been taken from second year LMD students of English branch at the University of Biskra during the academic year 2016-2017. Sixty students were selected randomly from the whole population about five hundred students which are divided into ten groups.

8.2. Teachers

Concerning teachers, the sample has been taken from teachers of English language at the University of Biskra. Ten teachers of oral expression were chosen from the total population of teachers of English language.

9- Delimitation of the study

The main aim of acquiring language skills is achieving a development in the abilities of receiving and producing the target language. However, EFL students face troubles when they are going to start or to take the flow in different conversations. The traditional method according to which the teacher reads passages and students listen to them in order to fill the gaps, or to acquire new vocabularies does not help them to improve their speaking abilities because of the lack of supporting material such as the use of technological devices that may help them to be exposed to the correct pronunciation and language use by native speakers of English. Therefore, Podcasts can enhance EFL learners' capacities in speaking performance, and it enables them to master the English language.

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Chapter one

Overview of Speaking Skill

Introduction

English Learning in EFL classrooms is a challenging process that requires having receptive and productive language skills. The main objective of learning English as a foreign language is acquiring and developing these skills. Speaking skill has primarily been regarded as the most important skill to be practiced, developed, and enhanced because the essential aim of learning English as a foreign language is being able to communicate using it inside and outside classroom. So that, oral expression teachers should establish an active learning environment and develop effective techniques to help learners promote their proficiencies and abilities to respond actively in the different communicative situations.

This chapter will be devoted to discuss the place of speaking skill in foreign language teaching context taking into account the general issues concerned speaking: the skill of speaking, its main components, the process of speaking, and characteristics of speaking performance. Subsequently, the reasons for teaching speaking will be discussed as well as the relationship between speaking and listening. Furthermore, this chapter will deal with learner communication strategies. Finally, speaking difficulties in foreign language learning will be mentioned.

1- The skill of speaking

Speaking is considered as the most essential skill in foreign language teaching that needs to be acquired and developed. According to Luoma (2004) "Speaking skills are an important

part of the curriculum in language teaching, and this makes them an important object of assessment as well." (p.1)

By speaking students can monitor and control linguistic, psychological, and social areas of the language. "Part of our speaking proficiency depends upon our ability to speak differentially, depending upon our audience and upon the way we absorb their reactions and respond to them." (Harmer, 2007, p.277)

Speaking is used for different purposes. It can be used in casual conversations to make social contact with people, to establish relationships, or to discuss with someone. In addition, it may be used to seek or to express opinions, or to persuade someone about something. Also, speaking is used to clarify information, to give instructions, or to get things done by others. Speaking helps to describe things, to explain people's behavior, to make polite requests, or to please people with jokes and anecdotes. (Richards & Renandya, 2002)

2- Main components of speaking skill

Thornbury asserts that speaking skill is mainly related to linguistic knowledge; learners should be aware about this knowledge for an effective spoken production. "Being skillful assumes having some kind of knowledge base ... knowledge that is relevant to speaking can be categorized either as knowledge of feature of language (linguistic knowledge) or knowledge that is independent of language (extra linguistic knowledge)". (Thornbury, 2005, p.11).

2.1. Grammar

Grammar knowledge is an aspect of speaking skill that EFL learners should know about in order to improve their oral proficiency. Harmer (2001) defines the grammar of the language as "the description of the ways in which words can change their forms and can be combined into sentences in that language." (p.12)

A typical tree diagram shows a description and demonstrates how grammar rules equip the scaffolding on which any number of different sentences can be created by taking the simple sentence the mongoose bit the snake as an example. (Harmer, 2001)

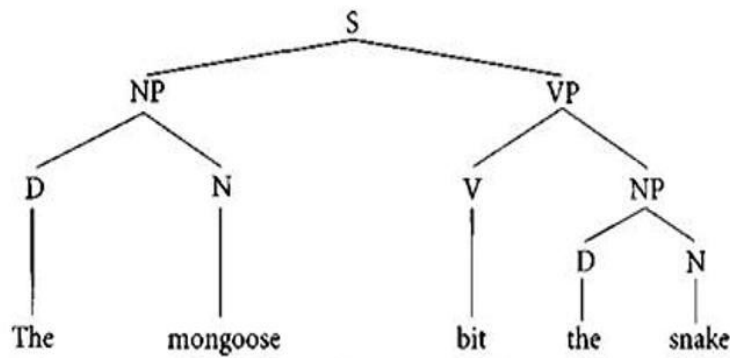


Figure 1.1: a grammar tree diagram

(Harmer, 2001, p.12)

2.2. Vocabulary

Vocabulary is a tool that enables students to understand information or explanation, and it has a role in the use and mastery and of the language. “Vocabulary is a core component of the language proficiency and provides much of the basis for how well learners speak, listen, and write.” (Richards and Renandya, 2002, p. 255)

Without having a comprehensive body of vocabulary and strategies for acquiring a new vocabulary, learners often fail to achieve their potentials and may lose their courage in using language learning opportunities available around them (Richards & Renandya, 2002)

Vocabulary might be acquired through diagrams and pictures which can help students recognize, learn, and remember vocabulary. (Michael McCarthy and Felicity O’Dell, 1994)

2.3. Pronunciation

When communicating with a foreign language, pronunciation is the aspect that often creates the first impression of the speaker’s acquired language skills. EFL learners have to

be aware about the different rules of sounds when they speak as Harmer (2001, p.248) argues:

Concentrating on sounds, showing where they are made in the mouth, making students aware of where words should be stressed- all these things give them extra information about spoken English and help them achieve the goal of improved comprehension and intelligibility.

Pronunciation is concerned with how sounds vary and function in the language. It addresses speaker's emotions, interest, doubt, and attitudes. Also, it helps the addressee to perceive the grammatical structure of spoken language. Peter Roach (2002, p. 62) believes that "many people learn to pronounce a language that they are learning simply through imitation and correction by a teacher or a native speaker."

3- The Process of Speaking

Speaking is more than just a communicative ability of producing sounds and conveying thoughts and messages, but it is a complex skill which includes four main processes.

3.1. Speech production

The objective of investigating the process of speaking is being able to recognize the practice of producing and conveying meaningful utterances.

People may produce more than tens of thousands of words a day, but when it comes to a foreign language, they have to learn about the way of dealing with speaking in order to accomplish this ability. (Thornbury, 2005)

Speech production as emphasized by Thornbury (2005) is linear where words follow words, phrases follow phrases, and speech is produced utterance-by-utterance in response to the addressee's productions of speech.

Speech is dependent in terms of utterances where each one is naturally related to the previous one as Thornbury claims “This contingent nature of speech, whereby each utterance is dependent on a preceding one, accounts for its spontaneity.” (2005, p.2)

3.2. Conceptualization and Formulation

Concepts are framed into language structures, and then they are formulated into words, phrases, or utterances.

Speech is conceptualized in terms of the discourse type, the topic, and the purpose. Speech is primarily conceptualized when the speaker employs new concepts in order to take the turn. For example, in a dinner party conversation, one of the speakers used the term “Kedgeree” in order to change the topic from junket to kedgeree to gain the floor since she previously conceptualized the story by shifting the topic. Before conceptualization, the idea has to be formulated by creating choices at the level of discourse, syntax, and vocabulary. At the level of discourse, the story has a script which is a part of the shared knowledge, so that the formulation time will be saved and the script will be easier to be understood by the listener. At the utterance level, a specific syntax of each utterance has to be chosen so as to the content of the story fits the speaker’s intention. The choice of terms is determined according to the use of them more frequently when talking about a specific subject, or they are chosen according to their appropriateness in a particular context with focusing on pronunciation including stress and the meaningful use of intonation. (Thornbury, 2005)

3.3. Articulation

After the conceptualization and formulation of ideas, they are articulated as sounds of speech through the speech organs. Thornbury(2005, p.5) explains the way sounds are produced in the articulation process:

Articulation involves the use of the organs of speech to produce sounds. A stream of air is produced in the lungs, driven through the vocal cords, and ‘shaped’ by, among other

things, the position and movement of the tongue, teeth and lips. Vowel sounds are produced primarily by the action of the tongue and the lips. Consonant sounds are determined by the point at which the air stream is obstructed.

Articulation process is directly linked to the changes which affect on the flow of air stream. Subglottal system produces the air stream, and sounds are pulmonal egressive. The regular air stream is converted by the larynx into periodic sequences of air bursts. The air escapes from the pharynx through supralaryngeal vocal tract either the vocal or nasal cavities. (Fery, 2003)

3.4. Self-monitoring and Repair

Self-monitoring and repair refer to the strategies that the speaker uses in order to overcome communication breakdowns. Postma (2000) points out that self-repair takes place within a short time when the error occurs, and the monitors which are control devices responsible for the correctness of the speaker's output. In addition, self-repair occurs when the speaker does not find the appropriate word for expressing thoughts in the TL as the study of Rabab'ah (2013) reveals "Self-initiated repair was used when the speakers encountered problems with retrieving the target language item."

Moreover, self-monitoring and repair are produced when the speaker faced a linguistic problem in an ordinary speech, such as the difficulty of retrieving lexical items, and pronunciation errors, or grammatical mistakes. These problems can be detected after the speech took place, or in pre-articulatory speech by some form of speech monitoring mechanism inherent in the speech production process. (Laver 1969 & 1980, Levelt, 1983 & 1989, van Wijk & Kempen, 1987, as cited in Pillai, 2006)

Schegloff (2000, as cited in Eleanor M. Feltner, 2016) categorizes three main parts to a repair mechanism "the initiation, which occurs at a possible disjunction, the repairable, which is a portion of talk that should be repaired, and the outcome, which is a solution to the disjunction." (p. 3)

4- Characteristics of Speaking Skill

The speaking performance is characterized by two main parameters by which the individual is judged whether he/she is fluent or accurate.

4.1. Fluency

The main characteristic that defines speakers' performance in the target language is fluency. Fluency is the speaker's ability to speak easily, at a regular pace, and not making too much pauses, repetitions, and other markers of self-repair as Luoma (2004) emphasizes "One central part of fluency is related to temporal aspects of speech, such as speaking rate, speech-pause relationships, and frequency of disfluency markers such as hesitations, repetitions and self-corrections."(p. 89)

According to Knapp, Seidlhofer, and Widdowson (2009), the rate of delivery of speech is the main feature that reflects speaker's fluency which involves speed and regularity of speech. Speed of delivery of speech is measured according to the number of syllable per minute, whereas the measurement of regularity of distribution of pausing has two types. The first one is Mean Length of Run (MLR) where the speech is uninterrupted by paused between utterances. The second kind of measuring the delivery of speech focuses on the relative frequency of pausing within utterances.

4.2. Accuracy

Accuracy is concerned with producing grammatically correct utterances, and relying on rule system in order to convey correct and comprehensible messages. Foreign language learners should recognize grammatical rules and apply them appropriately when speaking.

Accuracy as a language mastery characteristic is defined by Goh and Burns (2012) as "speech where the message is communicated using correct grammar. The notion of accuracy can also be expanded to include correct pronunciation according to target language norms."(p. 43).

5- Learner Strategies of Communication

The essential aim of learning English as a foreign language is the acquisition of the oral communicative competence and having the proficiency to speak fluently, confidently, and appropriately in speech situations by using oral communicative strategies that may help students to avoid oral communication breakdowns and to overcome difficulties of taking parts in different interactions. Ellis and Barkhuizen (2005) define oral communicative strategies as “Speakers-oriented; that is they are used by learners to compensate for lack of L2 knowledge or their inability to access the L2 knowledge they have.”(170-71)

According to Bygate (1987), there are two main types of communicative strategies. Achievement strategies as one of the main types include guessing strategies, paraphrase strategies, and co-operative strategies. The second main type is reduction strategies which include avoidance strategies.

5.1. Achievement Strategies

They are compensatory strategies that are used by the speakers as an attempt to keep the message that they want to convey without changing it when they do not find the appropriate language item such as vocabularies, phrases, and other items. These strategies help learners to avoid breakdowns of communication. Achievement strategies are divided into three sub-strategies:

5.1.1. Guessing Strategies

EFL learners probe for a word which they do not know or they are not sure of, and they wish that the interlocutors will understand that word. Learners may use different types of guessing strategies.

A learner may foreignize a word from his/her L1 and pronounce it as it belongs to English language; s/he may also borrow a word from his/her L1 and using it as it is without changing

it hoping that the listener will understand what s/he wants to say. In addition, the learner may provide a literal translation of his/her L1 word and hope that is the same one in the target language. Moreover, EFL learners may use another guessing strategy which is coining a word and creating it in the target language.

5.1.2. Paraphrase Strategies

Learners may look for alternative expressions in order to find the appropriate words that they need. There are two ways to do this. The first one is called a lexical substitution strategy when learner use a synonym, and the second one is called circumlocution by which learners try to gather phrases to explain their concepts.

5.1.3. Co-operative Strategies

It is the third type of achievement strategies that is used when the speaker gets help from the other interlocutor; the speaker may ask for the translation of the word that s/he uses in his/her L1 into the target language, pointing to the object that s/he means, or by miming.

5.2. Reduction Strategies

Reduction strategies refer to the strategies used by learners in order to reduce their communicative objectives through abandoning the topic or altering a particular message.

5.2.1 Avoidance Strategies

The learner uses avoidance strategies aiming to abandon the message and look for another topic to talk about or they keep silent. In addition, a learner may use avoidance strategies to avoid troubles such as avoiding producing a certain sound sequence. These strategies are used also to avoid sophisticated structures, or to avoid difficulties in expressing ideas because of the lack of vocabulary.

6- Speaking activities

Teaching speaking in EFL classrooms prompts students to practice speaking tasks. Harmer (1998) sets three main reasons of providing learners with speaking activities that push them to use the target language, and they are rehearsal, feedback, and engagement.

6.1. Rehearsal

Free discussions in the classroom provide students with a chance to rehearse speaking, and they enable learners to engage in discussions outside the learning environment in real situations where communicating in English is needed. (Harmer, 1998)

6.2. Feedback

Harmer (1998) affirms that speaking tasks provide both learners and teachers with feedback. Teachers will observe how teaching and learning processes are going in the class, and they will diagnose learners' language problems. For students, speaking tasks enable them to recognize what they should do in order to improve their speaking by giving them satisfaction and confidence.

6.3 Engagement

Harmer (1998) asserts that speaking tasks are highly effective when teachers establish the activities properly in order to create beneficial, motivating, and interesting tasks, and then they give sympathetic feedback.

Furthermore, According to Harmer (2007), there are three main reasons for teaching speaking. Firstly, it provides students with opportunities for speaking the target language within the learning environment. Secondly, tasks given in the classroom would enable students to express their thoughts and ideas freely their knowledge freely, and they may diagnose their strengths as well as their weaknesses when speaking the second language. Thirdly, the stored information about language grammar structures and the functions of the

language will be practiced by learners without difficulty since the teacher will correct their mistakes when speaking.

7- The relationship between Speaking and Listening

Speaking and listening are interrelated skills in the process of constructing learners' communicative competence. Listening to the target language helps students acquire vocabularies, it improves their pronunciation, and it helps also to produce the appropriate utterances according to the context. Along the same line, being exposed to listening recourses would be a support to improve oral skills in English language learning. "The development of oral interaction skills is paramount for English language learners. Speaking and listening skills are essential to their ability to participate effectively in the workplace and community."(McKay & Schaetzel, 2008, p.1)

Moreover, there is a natural and logical link between listening and speaking skills. They are integrated with each other since we listen to the spoken form of the language and we rarely speak without being exposed to a spoken input. "Through using language and hearing how others use it, children become able to describe the world, make sense of life's experiences and get things done. They learn to use language as a tool for thinking, collectively and alone." (Mercer & Dawes, 2016, para. 1)

Listening and speaking as integrated skills helps learners to enhance their reading and writing skills as Dawes (2011) mentions "Through a speaking and listening approach children can naturally achieve literacy without being burdened with ridiculous Learning Intentions" (p. 44).

Furthermore, Communicative process in second language will be successful if there are speaking listening connections. Anderson and Lynch (1988, p.15) assume that:

A carefully prepared L2 utterance is only a useful aid to Communication if the speaker can deal effectively with the replies he receives. For the L2 learner in conversation, he needs to be skilled as both speaker and listener.

8- Speaking Difficulties in Foreign Language Learning

Speaking task in the learning environment is considered as the medium through which learners understand, learn, and practice English as a foreign language. However, EFL learners, regardless how much they learned and know about the different aspects of the English language, still encounter many speaking problems and difficulties.

8.1. Inhibition

When EFL learners try to participate in the classroom, they become shy, worried about making mistakes, or they are fearful of criticism of the ones to whom they are talking. Also, their desire to speak and express themselves confidently in front of their teacher and their classmates will be decreased. Ur (1991, p.121) claims that:

Speaking requires some degree of real-time exposure to the audience. Learners are often inhibited about trying to say things in a foreign language in the classroom: worried about making mistakes, fearful of criticism or losing face, or simply shy of the attention that their speech attracts.

Therefore, teachers should ask their learners to express themselves in front of the whole class, so this leads them to experience the stress and making mistakes then correcting them when doing speaking tasks. (Peace Corps (U.S.) Peace Corps (U.S.) & Center for Applied Linguistics, 1989)

8.2. Mother tongue interference

The interference of the first language with the foreign language is one of the most common problems that spread among English foreign language learners. Learners, who share the same L1, usually tend to speak in it instead of the target language outside and even inside

the classroom because they may feel comfortable when using their L1, or because of the deficient vocabularies in the target language. This view is supported by Ur (1991, p. 121) who affirms that:

In classes where all, or a number of, the learners share the same mother tongue, they may tend to use it: because it is easier, because it feels unnatural to speak to one another in a foreign language, and because they feel „exposed“ if they are speaking their mother tongue.

Moreover, learners use their mother tongue in the EFL classroom unconsciously and naturally, and they use translation from and into L1. Harmer (2001, p. 131) states that “Another reason why students use their own language in the classroom is because it is an entirely natural thing to do; when we learn a foreign language we use translation almost without thinking about it.”

8.3. Low or uneven participation

In a speaking course, one student can participate and talk while other learners may speak a little in a given amount of time because of the tendency to dominate, or because of an overcrowded class. Ur (1991, p. 121) emphasizes that:

Only one participant can talk at a time if he or she is to be heard; and in a large group this means that each one will have only very little talking time. This problem is compounded by the tendency of some learners to dominate, while others speak very little or not at all.

There are always some learners who want to talk and participate all the time and be dominant, and they do not have fear or shyness of talking in front of others. Whereas, there are students who talk if they are obliged to, and they do not usually participate particularly when they are put into groups where they rely on the other members of the group to talk. Furthermore, there are students who prefer to keep silent and do not participate at all. Pleuger (2001) argues that speaking a foreign language is a difficult task not only for young learners,

but even for adults because that task is not only a matter of intelligence, but it depends on how much learners have spoken and practice the language in their lives.

Dividing weak participants in groups and letting them work together. In such cases, passive learners can not hide behind the active participants, and the teacher can accomplish a high level of participation. (Harmer; 2001)

8.4. Nothing to say

Learners have no motive to express themselves and they have no ideas to express as Ur (1991) states “Even if they are not inhibited, you often hear learners complain that they cannot think of anything to say: they have no motive to express themselves beyond the guilty feeling that they should be speaking.” (p. 121)

Teachers should select and design the appropriate classroom strategies and techniques, and they should create tasks that encourage students to communicate in different situations so that learners will have further resources for boosting their oral performance. Goh and Burns (2012, p. 234) stated that “speaking lessons should not be limited to simply asking learners to complete a speaking tasks. There is more that teachers can do to help them gradually improve their speaking.”

Conclusion

This chapter shed light on speaking as a productive skill which is the criterion for evaluating learners' mastery of speaking English as a target language, and through which learners produce what is stored in their minds. Learners need to listen to the authentic form of the spoken English language in order to develop their speaking skill in terms of pronunciation, vocabulary, and grammar. Also, they need to be exposed to how the target language is used in different contexts for helping them to develop their communicative competence.

Chapter two

E-learning and Educational Podcasts

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Chapter two

E-learning and Educational Podcasts

Introduction

Podcasts as pedagogical materials became increasingly used for teaching speaking in EFL classrooms. This e-learning tool creates a new face of interactive learning, and it improves interaction between learners and their teachers, learners and learners, and learners and podcasts. Also, the integration of educational podcasts with teaching English language boosts learners' speaking skill and encourages autonomy in learning.

Therefore, this chapter introduces an overview of E-learning and podcasts and focuses on the effect of podcasts as pedagogical aids on teaching and learning processes. It aims to explain how podcasts may help EFL learners to promote their speaking proficiency.

1- E-learning definitions

E-learning is the process by which learners obtain knowledge and improve skills through learning via electronic media. Researchers defined e-learning from their different points of view. As Rosenberg (2001) claims "E-learning refers to the use of internet technologies to deliver a broad array of solutions that enhance knowledge and performance." (p.28). Also, Horton (2006, p.1) defines e-learning as "the use of information and computer technologies to create learning experiences." In addition, Epignosis LLC (2014, p.5) indicates that:

E-learning is a computer based educational tool or system that enables you to learn anywhere and at any time. Today e-learning is mostly delivered through the

internet, although in the past it was delivered using a blend of computer-based methods like CD-ROM.

In 2004, Bowles mentions that e-learning comprises learning including training and education and knowledge management involving technology and information.

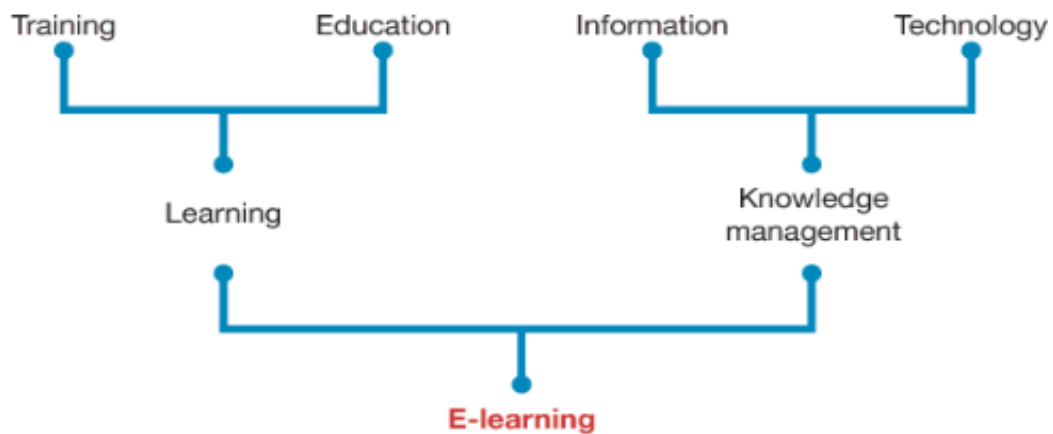


Figure 2.2: Merging language and fields of study

(Bowles, 2004, p.3)

Moreover, Littlefield (2016) suggests that learners could be engaged in e-learning while learning through a video online, participating in an academic discussion board, or subscribing in a virtual class, and their learning experiences will be easily improved.

2- E-learning components

E-learning contains five essential components which raise the learning process, and play a main role in designing an online course. Understanding these components will help learner to develop a course that corresponds to the objectives of computer-based training. (Instructional Design Expert, 2009)

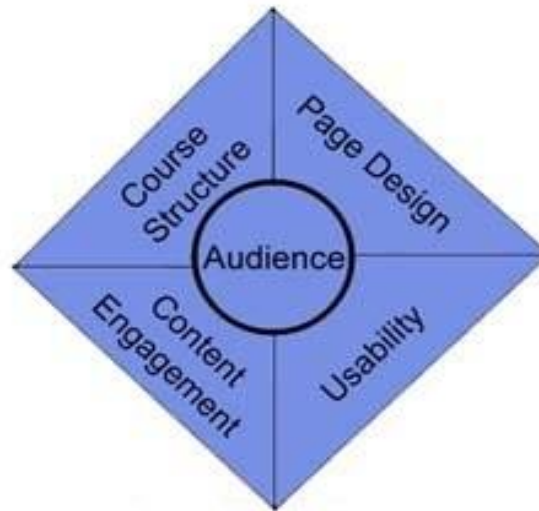


Figure 2.3: The five e-learning components (www.instructionaldesignexpert.com)

2.1. The audience

The audience is a component that plays a crucial part in the process of developing online courses because if there is no audience, there will be no design of an online course. The expectations about the outcomes of the designed course, the audience's learning abilities, the learning environment, and the job responsibilities are the main considerations about the audience when developing an online course. (Instructional Design Expert, 2009)

2.2. The course structure

The course structure refers to how the material is designed for the audience to learn. There are some main considerations when structuring an online course such as: incorporating interactive concepts, using graphics or pictures to explain ideas, and grouping information into small segments in order to make the material easy to learn. (Instructional Design Expert, 2009)

2.3. The page design

The page design indicates to how the course page is designed which can have an impact on the learning experience and the interest of the audience. When formatting the course page, there are considerable tips to be followed. The layout of an online course should be clear and easy to be understood by the learner in order to achieve the learning objectives. Graphics are considered as a powerful resource in online courses. Integrating graphics wisely in texts is a way that helps learners comprehend complex topics. (Instructional Design Expert, 2009)

2.4. The content engagement

Content engagement is about how the learner interacts with content of a particular course. The learning experience of the audience is greatly enhanced when activities are incorporated into the learning process. Engaging exercises such as games, quizzes, or tests, and incorporating interactive graphics such as animations provide learners with additional resources of information, and they maintain their interests. (Instructional Design Expert, 2009)

2.5. The usability

The usability is an E-learning component that refers to testing and analyzing the content of an online course in the e-learning environment (Instructional Design Expert, 2009). There are some considerations that the instructor should follow when conducting usability analysis:

- a. Verifying that all links work properly.
- b. Ensuring that activities function as designed.

- c. Testing content to ensure that grammar and spelling are correct.

3- E-learning Approaches

E-Learning enables learners to gain knowledge at anytime and anywhere. There are two main e-learning approaches: self-paced approach and the facilitated and instructor-led approach. Self-paced e-learning enables learners to be independent and can engage in online courses at anytime they want, while facilitated and instructor-led e-learning is a real-time learning when instructor is the one who deliver the courses and information.

3.1. Self-paced e-learning approach

Self-paced is a kind of e-learning that enables learners “to study online in their own time and at their own pace, from their own location. This mode of learning provides the learner more autonomy to proceed at their own pace, while their progress is monitored to assess their achievement.” (Rhode, 2009, Spector et al., 2008 as cited in Moore, Dickson-Deane, & Galyen, 2011, p. 131)

Learners are independent to learn at the time they want and they have the ability to set their learning objectives according to their needs and interests. They can access E-learning courseware from an online learning platform or from a CD-ROM. The online course content is established depending on a set of learning objectives, and it is transmitted through different media by providing explanations, examples, and interactivity in order to enable learners to absorb the information easily without the need to an instructor. (Ghirardini, 2011)

3.2. Facilitated and instructor-led e-learning approach

Facilitated and instructor-led e-learning is described as “an environment where an instructor guides learners through the required instruction content. In this type of learning environment, the instructor controls the instructional sequencing and pacing and all learners

participate in the same learning activities at specified times.” (Rhode, 2009 as cited in Moore, Dickson-Deane, & Galyen, 2011, p. 131)

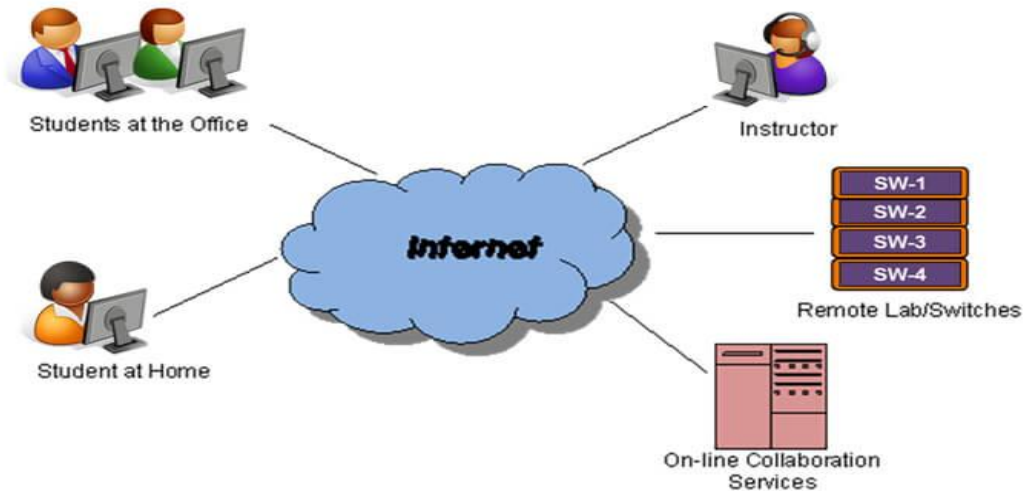


Figure 2.4: Facilitated and instructor-led e-learning.

http://www.corecompetency.net/E_Learning/Instructor_Led_Training.html

Learners and the teacher are connected and interact at the same time in a particular course. Participants can share ideas and learn in the form of groups during the session. The online course content is set by an instructor and/or facilitator through an online learning platform. Learners, facilitators and instructors can communicate and work together using communication tools such as audio and video conferencing. At the end of the course, an exercise or an assessment is included in order to measure learning. (Ghirardini, 2011)

4- Podcasts definitions

A podcast is a media file that can be delivered and downloaded over the Internet. According to Naughton (2016), the term podcast, which is a portmanteau of ‘iPod’ and ‘broadcast’, was coined in 2004. It usually spread across a series of episodes, which can be downloaded from the Internet and listened to either on a computer or an Mp3 player. Chhabra (2012, p.5) defines podcasts as “a series of digital-media files which are distributed over the

Internet using syndication feeds for playback on portable media players and computers. Utilizing podcasts in the classroom is very easy.”

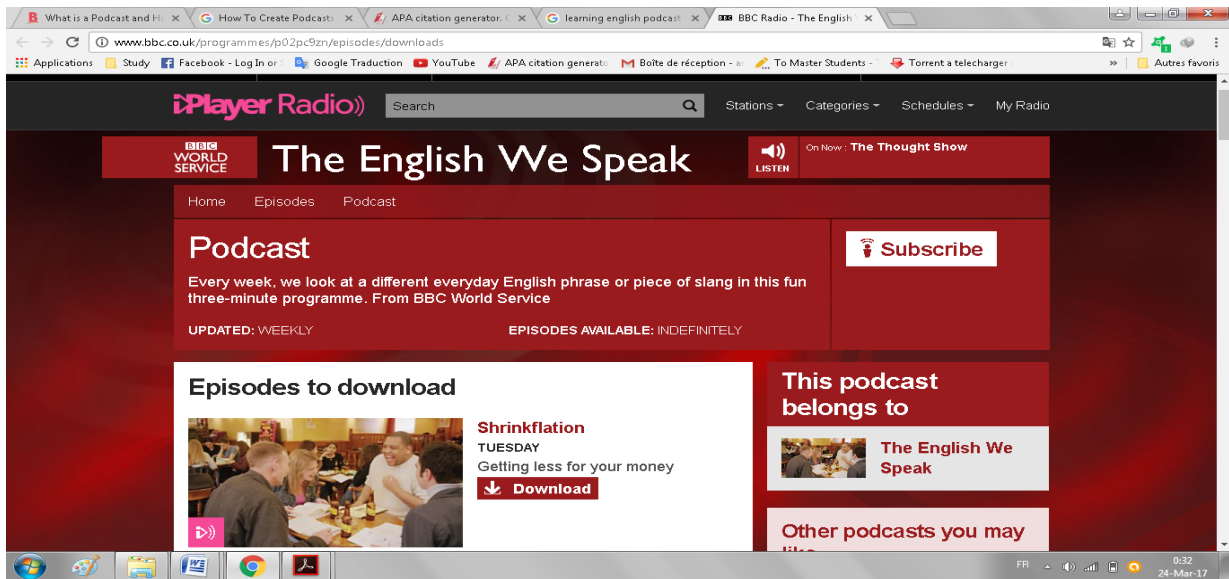


Figure 2.5: Podcast (<http://www.bbc.co.uk/programmes/p02pc9zn/episodes/downloads>)

Ashley (2007, p. 2) describes a podcast as “a means of publishing audio and video content on the web as a series of episodes with a common theme. These episodes are accompanied by a file called a “feed” that allows listeners to subscribe to the series and receive new episodes automatically.”

Moreover, podcast is considered as a web tool which can be used in dynamic, collaborative, and interactive ways. The nature of podcasts is related to any audio or video files that can be downloaded and played on a digital media player. (Barksy & Lindstrom, 2008 as cited in Facer, Abdous, & IGI Global, 2011)

5- The birth of Podcasts

Podcasts arose in the millennium, and they expanded because audio files could be provided and distributed through new web-technologies then they could be played using

small personal devices which became widely available. The visual aspect of podcasts came a little later. Podcasting was known as “audio-blogs” which had humble beginnings and limited interest of the public. Early in 2004 the word “podcasting” was coined by Ben Hammersley in The Guardian newspaper in order to refer to the practice of portable listening to audio-blogs on the iPod audio player. This word realized twenty four hits on Google in September 2004, and it became the word of the year in 2005 in The New Oxford American Dictionary. By 2007, an exploration about podcast as a learning technology started. (Salmon et al., 2008)



Figure 2.6: Podcast’s logo (<http://www.thomasbe.com/2015/09/07/critiques-de-podcasts-rolistes-francophones/>)

6- How to Download and Listen to a Podcast

Podcasts which are audio and video files are available on the Internet through RSS (Rich Site Summary) feeds. When users want to listen to podcasts, they can subscribe on the website, in which podcasts are available, through software such as podcast aggregator or podcatcher, thus subscribers will be able to get updates about the latest podcasts on the websites then they can listen to them by searching for the podcasting website, then clicking

on a specific podcast and listening to it directly, or downloading it on a computer or a portable device. (Swetha, 2013)

7- Types of Podcasts

Since podcasts are linked to the media content, they can take various forms. There are four types of podcasts.

7.1. Audio Podcast

Audio podcasts are media files that are available in an MP3 format which is widely used. This format works on devices for playing audio like MP3 players, Windows Media Audio (WMA) from Microsoft 2004, and Advanced Audio Coding (AAC) from Apple (ISMA 2005). (Salmon et al., 2008)

Users can subscribe to the audio files, and they can download them onto portable Mp3 players. The file size in such downloads is about 10MB, but the content is only related to the audio files. (Swetha, 2013)

7.2. Video Podcast

Video podcasts are clips or video series that are available in m4v, mp4, or H.264 formats. Video podcasts became popular since the airing of TV shows on the Internet started. Episodes of these videos can be found in the podcast stores. (Swetha, 2013)

7.3. Enhanced Podcasts

The enhanced podcasts are the customized form of audio podcasts. Currently, these podcasts are played only in iTunes but not in Windows Media Player. They contain audio files that work simultaneously with images. The images are displayed in the form of

slideshows which may consist of hyperlinks that include relevant information about the image. (Swetha, 2013)

7.4. Podcast Novels

The podcast novel is similar to an audio book, and it contains a series of a literary work which is delivered online in the form of a series wherein each chapter is delivered individually. Users can download the entire novel into a media player in order to listen to it. (Swetha, 2013)

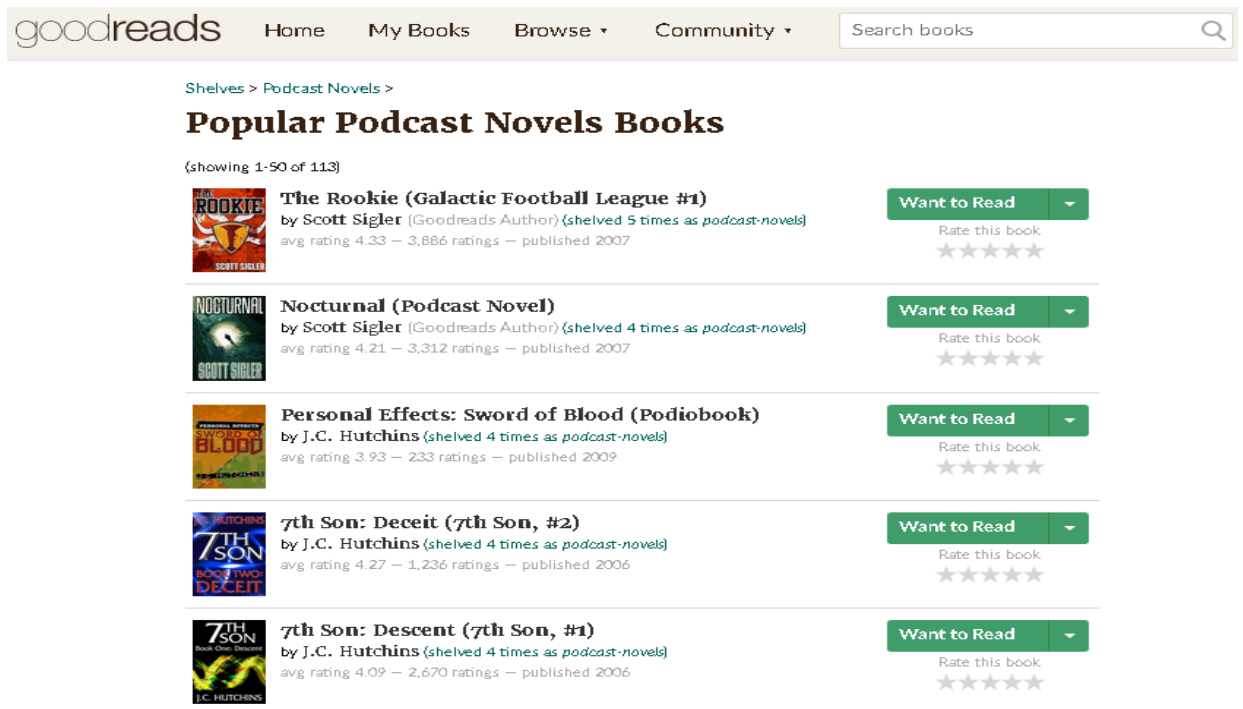


Figure 2.7: Popular podcast novels books (<https://www.goodreads.com/shelf/show/podcast-novels>)

8- Podcasting Technology in Education

Technology has revolutionized the field of education. The use of technology has made the process of teaching and learning easier for teachers to impart knowledge and for students

to acquire it.(Oak, 2016). Language teaching and learning processes are supported by the use of educational podcasts as Facer and Abdous (2011, para.1) emphasize: “The use of Academic Podcasting Technology and Mobile Assisted Language Learning (MALL) is reshaping teaching and learning as it supports, expands, and enhances course content, learning activities, and teacher-learner interactions.”

Tavales and Skevoulis (2006) consider podcasts as better e-learning tools which became used and adopted in EFL classes for instruction. Podcasts enable students to listen to native speakers’ talk, and practice mimicking intonation and pronunciation. This tool also adds quality to the learning environment without forcing universities to have to allocate additional funds.

About the importance of podcasts in education, Educause Learning Initiative (ELI) (2005) states that:

Podcasting allows education to become more portable than ever before.

Podcasting cannot replace the classroom, but it provides educators one more way to meet today’s students where they “live” on the Internet and on audio players.

Barriers to adoption and costs are minimal. The tools to implement podcasts are simple and affordable.

Podcasting as digital knowledge file revolutionized teaching and learning processes. This technological tool enables teachers to explore new teaching styles, converts them into Techno-Teachers, and transforms classrooms into Smart rooms. Podcast is created by two important communicative skills: Listening skills and Speaking skills. English language teaching used to be grammar-oriented where it focused on words without giving importance to phonology. However, language learning and language acquisition processes are totally different because the mother tongue is acquired whereas English as a foreign language has to be learnt as a communicative language with appropriate vocabulary and pronunciation and

learners need to know its practical usage with the right accent. (Sonali Rajpal, Phil, & Amitla Devim, 2011)

9- Content of ELT Podcasts

Man SZE (2006) specifies that ELT podcasts have different content types.

9.1. Comprehensive: These are podcasts that cover traditional listening comprehension activities, interviews, and vocabulary activities.

9.2. Whole lessons: These are whole lessons based on a podcast which includes a part of a story in each episode accompanied by the text of the story which is provided. The teacher should write the lesson plan for what is considered as ready-made lessons based on podcasts which can be directly used in the classroom.

9.3. Vocabulary and Idioms: This is a popular type of podcasts in which the host chooses some vocabulary items and explains their usage by giving specific idioms in each episode.

9.4. Conversations with script: Podcasts contain conversations between native speakers, and each episode is accompanied by the script in order to help learners while listening to the conversation.

9.5. Jokes: Podcasts contain jokes which usually play on language, so they encourage careful listening by learners.

9.6. Songs: Podcasts contain songs for ESL learners which are also often accompanied by the text of the lyrics.

9.7. Phonetics and Pronunciation: Podcasts are clearly highly suitable for learners to figure out the appropriate pronunciation in English. These teaching aids focus on specific phonemes and pronunciation problems in English.

10- Podcasts used in teaching speaking in EFL classrooms

Educational podcasts help students to learn English language and to develop their skills in speaking. According to Alan and Paul (2017), there are podcasts available on iTunes or other websites which differ in their styles and approaches, but all of them provide teachers with reliable teaching contents, and they offer learners expert guidance.

10.1. Podcasts in English

Podcasts in English are comprehensive English language learning podcast series with programs for learners with different levels. They provide EFL learners with spoken English in an assortment of settings. The content of these short podcasts is conducted in English, and it offers conversations between two English language speakers. They are supported by transcripts, worksheets, and vocabulary tasks and they cover a range of topics about every facet of life such as the Winter Olympics, horse riding experiences, and Facebook. (Alan & Paul, 2017)

10.2. English Class 101

There are podcast series for the different levels of learning that match learners' needs. The podcasts are presented by two hosts who act out different scenes. The scene which has been performed is repeated at a moderate pace. Each podcast includes a section which provides learners relevant cultural information with a focus on vocabulary, phrases, and definitions of some words. The concluding section these podcasts focuses on grammar. (Alan & Paul, 2017)

10.3. The English We Speak

The English language learning podcasts are conducted by knowledgeable experts of the English language in the BBC (British Broadcasting Corporation). The series of these podcasts concentrates on everyday phrases and slang. Learners will listen to the kind of English spoken at a much slower speed by two native speakers having a conversation, and every syllable is

pronounced clearly that what will help them to speak more like them. BBC podcasts includes also sound effects to give listeners the impression that about the context. (Alan & Paul, 2017)



Figure 2.8: The English we speak (<http://www.fluentu.com/english/blog/esl-english-podcasts/>)

10.4. Better at English

Better at English is a mix of podcasts which contain natural-sounding conversations between native speakers of English language at a normal speed. Listening to real conversations accompanied by transcripts and vocabulary notes is a superlative supplement to classroom learning. Students will recognize how English language is spoken in its natural pace, and they will know some idioms and common expressions in English. (Alan & Paul, 2017)



Figure 2.9: Better at English (<http://www.fluentu.com/english/blog/esl-english-podcasts/>)

Conclusion

This chapter focused on the use of podcasts as a supportive pedagogical material for teaching speaking in EFL classrooms. With a wise supplement of these educational aids in EFL classrooms, teaching and learning processes have been changed in correspondence with the new generation of technology and the need to transfer classrooms into smart ones. The use of pedagogical podcasts gives EFL students the opportunity to ameliorate their skills in speaking, to acquire vocabulary, and to know how English is spoken in its natural settings.

Chapter three

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Chapter three

Field work

Introduction

The current chapter is devoted to discuss, to describe, and to analyze the data collected from the data gathering tools that were used in investigating the effect of podcasts as an independent variable on EFL learners' speaking skill as a dependent variable. In order to solve the research problem, to answer research questions, and to confirm the validity of the research hypotheses, two questionnaires were addressed for second year LMD students and oral expression teachers. The questionnaires attempt to extract teachers' and students' feedback about how podcasts as a pedagogical material can improve the speaking skill of second year LMD students in English branch.

3.1- Research design

3.1.1. Choice of the method and data gathering tools

The nature of the research problem determines the choice of the method. In addition to the investigation of the impact of listening to podcasts on EFL learners' speaking skill, the study relies on the descriptive method for data collection. This method attempts to describe the role of educational podcasts as the independent variable in developing learners' speaking skill as the dependent variable. Two questionnaires for teachers and students are the most appropriate data gathering tools that help to test and to investigate the research hypotheses, to obtain the required information, and to fulfill the research objectives. These questionnaires would be useful in collecting and analyzing the gathered data, and they save time and efforts by gathering the needed information in a short time. Data provided by both teachers and students would help in confirming the stated hypotheses.

3.1.2. Sample of the study

3.1.2.1. Students

The sample of this study has been taken from second year LMD students of English branch at the University of Biskra during the academic year 2016-2017. Sixty (60) students were selected randomly from the whole population about four hundred and forty nine students (449) which are divided into ten (10) groups. The representative sample has been chosen in terms of certain considerations. First, second year LMD students have the experience of two years learning English language at the university, and they are more aware about the techniques used in oral expression courses. Also, oral expression module is only included within first and second years LMD programs, but second year students are more familiar with this module unlike first year students who don't know how to deal with each module because they are new students at the university.

3.1.2.2. Teachers

Concerning teachers, the sample has been taken from teachers of English language at the University of Biskra. Ten (10) teachers of oral expression were chosen from the total population of teachers of English language. The sample has been chosen in terms of certain considerations. Oral expression teachers can provide the necessary information about the use of educational podcasts since their module is concerned with teaching speaking, and its courses need the use of such pedagogical material in order to help learners promote their speaking proficiency.

3.2- Analysis of students' questionnaire

3.2.1. Aim of the questionnaire

Students' questionnaire seeks to collect data about students' points of view concerning listening to podcasts in oral expression courses, their impressions about involving this tool in oral expression module, and its impact on their oral achievement and performance. Also, it attempts to gather information about students' attitudes towards the use of podcasts as a supportive educational material that may raise their act of oral communication.

3.2.2. Administration of the questionnaire

Students' questionnaire is designed for second year LMD learners at English branch at Mohammed Kheider university of Biskra. It took place in Monday morning, 6 March 2017 in Bettaibi. A sample of sixty (60) students has been randomly selected from many groups due to the fact that not all the groups of second year have the same teacher of oral expression, and each teacher of this module has a different way of teaching. Instructions and explanations were given to students before and while answering the questionnaire that may help them to complete it.

3.2.3. Description of the questionnaire

The questionnaire has been distributed to sixty (60) second year LMD students of English language at Mohammed Kheider university of Biskra during the academic year 2016-2017. The questionnaire comprises three sections in order to make the form of the questionnaire clear for students, and to avoid ambiguity that may face them when they read the questions so that full and clear responses will be obtained. It consists of fourteen (14) closed questions which require putting a tick mark next to right choice and choosing "yes" or "no" answers then providing a brief justification where necessary.

3.2.3.1. Section one

This section consists of two (2) questions about background information. Students were asked to mention their ages in the first question, and to specify their level in English in the second question.

3.2.3.2. Section two

This section encompasses five (05) questions about students' perception of speaking skill. In the first question, students were asked to indicate whether speaking in English is very easy, easy, difficult or very difficult. In the second question, students were asked to specify the number of times when they participate in oral expression course. In the third question, EFL learners were asked to put a tick mark in the right column next to each problem that they face in oral expression class. Then, the fourth question required answering by "yes" or "no" if students try speaking in English outside the classroom or do not. The last question of this section (05) is about the degree of agreement on the requirement of listening to the authentic spoken form of English in order to speak it, then justifying the answer.

3.2.3.3. Section three

The last section is entitled "Podcasts as pedagogical material for teaching speaking"; it includes seven (07) questions. This section aimed to tackle students' attitudes towards the use of educational podcasts in oral expression class, and the effect of this material on their participation, communicative competence, speaking the language according to the different contexts, and whether it improves students' vocabulary, pronunciation, or grammar.

3.2.4. Analysis of students' questionnaire

Section one: Background information

Q01: Students' ages.

Age	19	20	21	22	No answer	Total
Participants	15	13	19	8	5	60
Percentage	25%	22%	32%	13%	8 %	100%

Table 01: students' ages

The above table demonstrates that there are four (04) age groups. Second year LMD students' ages vary between nineteen (19) and twenty two (22) years old. Nineteen (19) years old students represent (25%), the ones aged twenty years old (20) represent (22%), twenty one (21) years old students occupy the highest percentage (32%), and the students who are twenty two (22) years old represent the minority (13%). In the other hand, there are five (05) students who didn't specify their ages (8%). The results show the diversity in students' ages that what indicates the difference and variation in students' backgrounds in terms of abilities and learning experiences.

Q2: Do you consider your level in English?

Options	Very good	Good	Average	Less than Average	Total
Responses	10	31	19	0	60
Percentage	16,67%	51,66%	31,67%	0%	100%

Table 02: Students' level in English

As it is clearly observed from this table, 10 students (16,67%) from the total population consider that their level in English is very good. The majority of students (31)

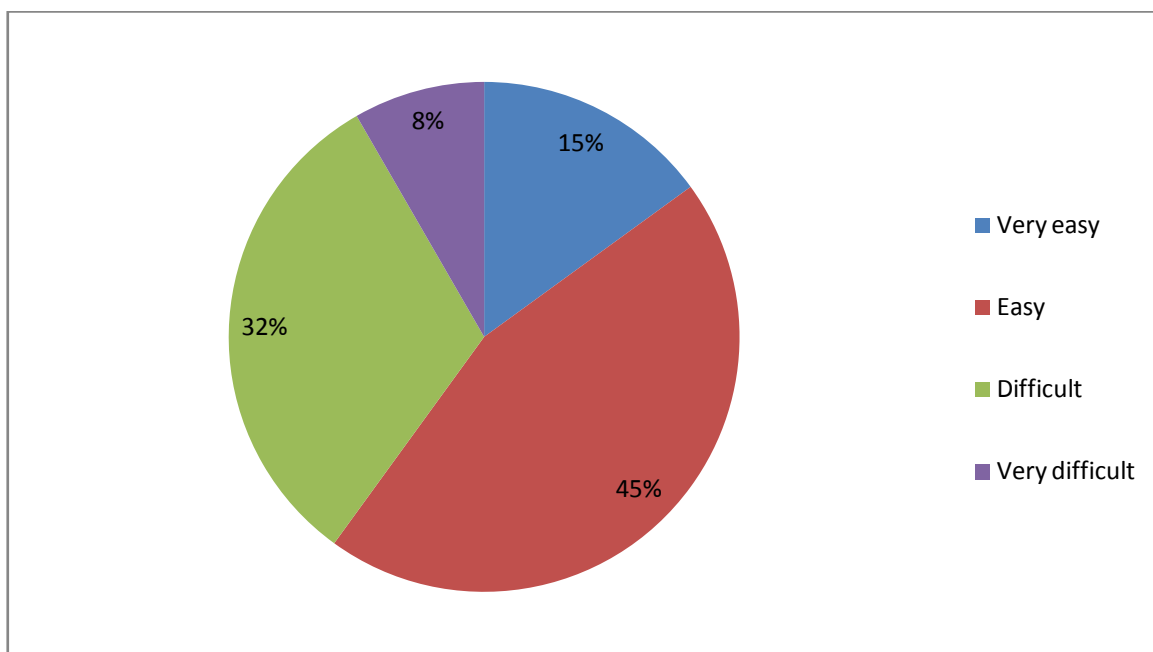
consider their level in English as a good level (51,66%). In addition, 19 students (31,67) assume that they have an average level in English. Furthermore, no one (0%) considers that his/her level as a less than average level in English. The above results show that the majority of second year LMD students claimed that they have a good level in English, and they do not underestimate their levels as EFL learners.

Section two: Students’ perception of speaking skill

Q01: How do you find speaking in English?

Options	Very easy	Easy	Difficult	Very difficult	Total
Responses	9	27	19	5	60
Percentage	15%	45%	32%	8%	100%

Table 03: Students’ attitudes towards speaking in English



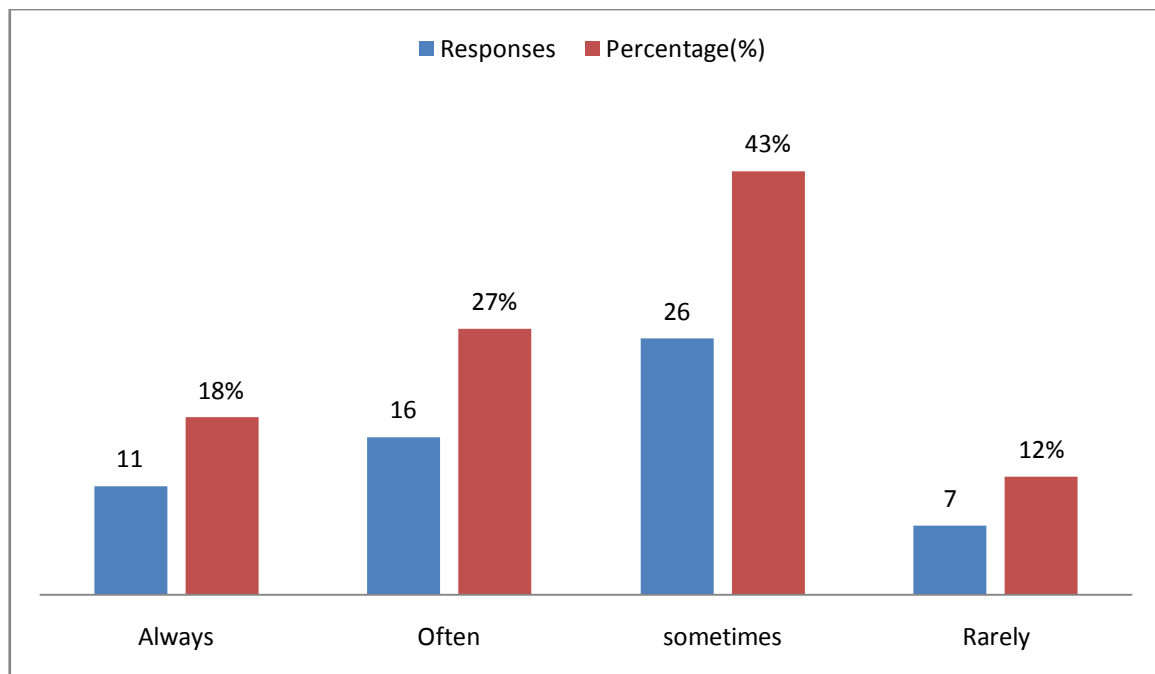
Graph 3.1: Students’ attitudes towards speaking in English

It is clear from the above table that nine (09) participants (15%) find speaking in English very easy. twenty seven (27) students (45%) believe that speaking in English is Easy, and this does not necessarily mean that they are fluent speakers or good enough. However, nineteen (19) EFL learners (32%) find it difficult; this represents the high percentage of the ones who may do not feel motivated towards learning the language either inside or outside the classroom. In addition, five (05) respondents (8%) believe that speaking in English is very difficult.

Q02: How often do you participate in oral expression course?

Options	Always	Often	Sometimes	Rarely	Total
Responses	11	16	26	7	60
Percentage	18%	27%	43 %	12%	100%

Table 04: Students' participation in oral expression



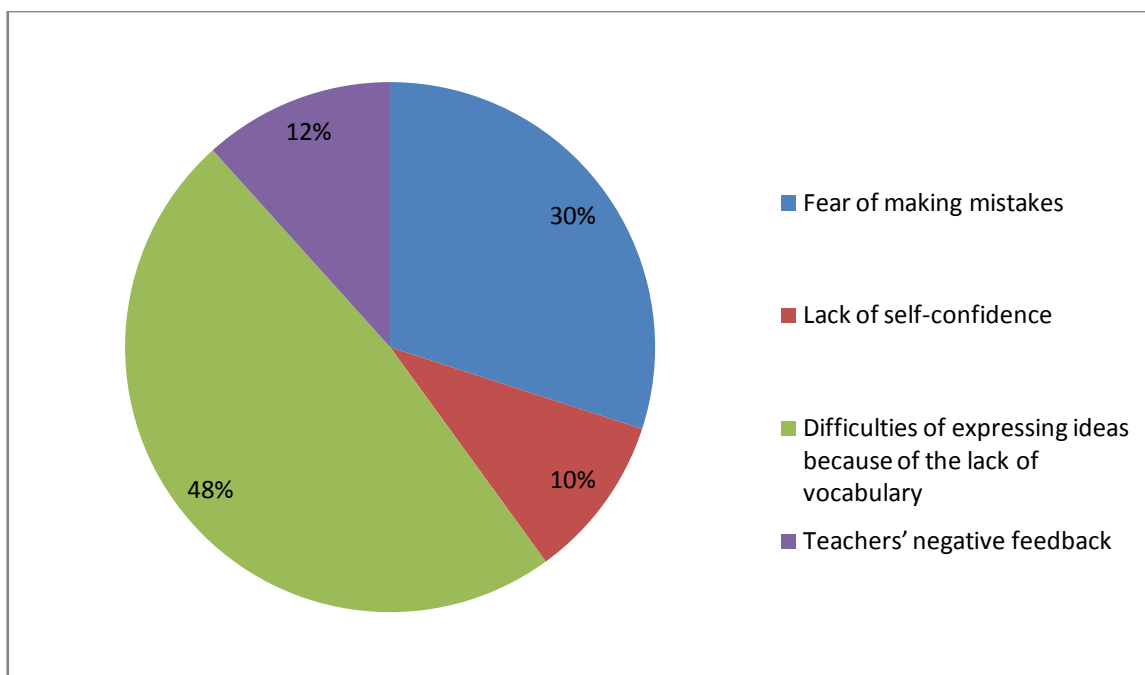
Graph 3.2: Students' participation in oral expression

As it is obvious in Table (04), the majority of the participants (43%) respond that they sometimes participate in oral expression course this may be because they need to improve their level in English frequently and to correct mistakes. (27%) of them state that they often participate in oral expression class. In the other hand, (18%) from the representative sample claim that they always participate because they may be highly motivated, whereas seven (12%) of them participate rarely; this may happen because of some reasons such as lack of self-confidence, anxiety, or fear of making mistakes.

Q03: Which of the following problems do you usually encounter when you speak in oral expression class?

Options	Responses	Percentage
Fear of making mistakes.	18	30%
Lack of self-confidence.	06	10%
Difficulties of expressing ideas because of the lack of vocabulary.	29	48%
Teachers' negative feedback	7	12%
Total	60	100%

Table 05: Problems that encounter students when they speak in English



Graph 3.3: Problems that encounter students when they speak in English

Students were asked to choose one of the problems that they usually encounter when they want to speak in oral expression class. A set of possible choices were provided are provided from which participants have to choose the one which describes the reason why students do not speak in English in the classroom. As it is shown, Eighteen (18) students (30%) have stated that they are afraid from making mistakes when they speak the target language inside the classroom. Six (06) of them (10%) said that they have lack of self-confidence. However, the majority of the participants (29) or (48%) stated that they face difficulties of expressing ideas because of the lack of vocabulary. Then, only seven (07) of them who represent (12%) mentioned that teachers' negative feedback is the problem they face when speaking in English in the classroom. The previous problems may prevent students from the participation and using their speaking abilities in the classroom.

Q04: Do you try to speak in English outside the classroom?

Options	Yes	No	Total
Responses	37	23	60
Percentage	62%	38%	100%

Table 06: Speaking in English outside the classroom

Thirty seven (37) students who represent the majority (62%) said that they do try to speak in English outside the classroom this may be due to the huge impact of English songs, series, and movies that students are exposed to, while twenty three (23) of them (38%) said that they do not speak in English outside the classroom this may be due to the domination of French language in the Algerian daily life more than the use of English language.

Q05: Do you think that speaking in English requires listening to its authentic spoken form?

Options	Responses	Percentage
Strongly agree	21	35%
Agree	35	58%
Disagree	1	2%
Strongly disagree	0	0%
No answer	3	5%
Total	60	100%

Table 07: Speaking in English requires listening to its authentic spoken form

Table (07) indicates that the majority of respondents (58%) agree that speaking in English requires listening to its authentic spoken form maybe because they think that the exposure to native speakers talk enable them to acquire vocabulary, to enhance their pronunciation, and to know how to use the language according to the context, while twenty one (21) of them (35%) are strongly agreeing on this statement. However, only one (01)

participant (2%) disagreed with the idea, and three (03) students (5%) didn't tick the appropriate choice.

Whatever the choice, justify.

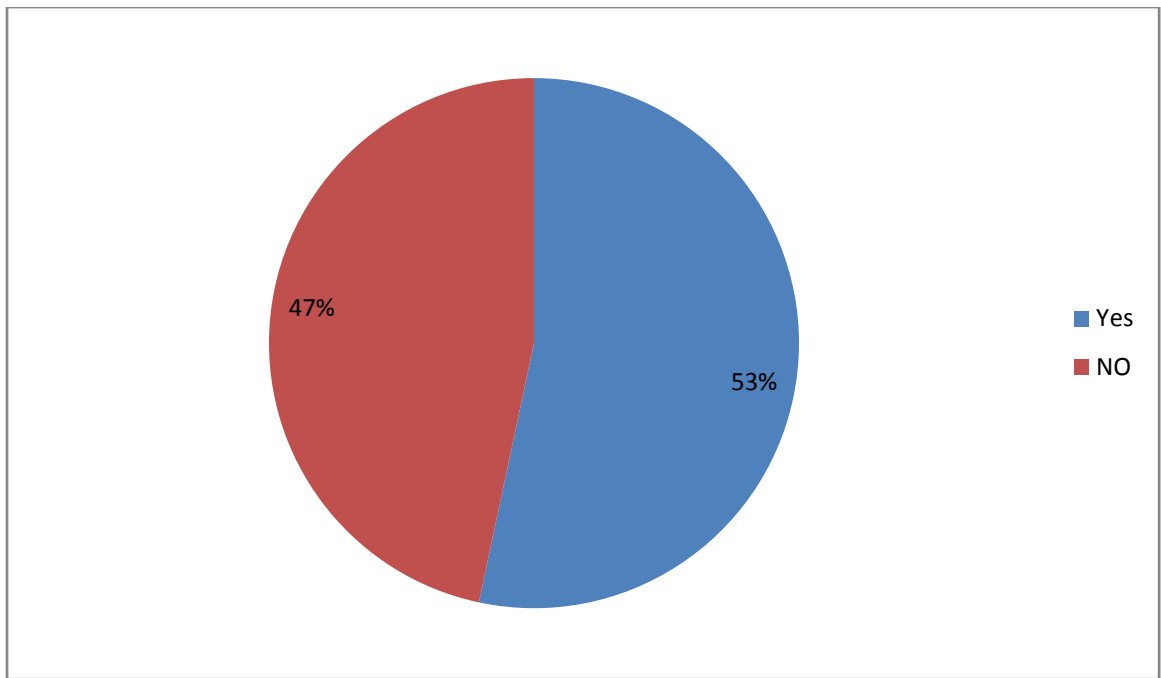
Students who are strongly agreeing and also agreeing on this question justified that listening to native speakers' talk is an original source that helps them know how native speakers use words appropriately, and to learn the language as it is in its social milieu. Also, they claimed that listening to the authentic spoken form of English language enables them to acquire vocabulary, the right pronunciation, and the correct accent. In addition, others said that listening to the natural spoken English provides them the opportunity to know how to use utterances according to the context. Furthermore, other participants supposed that they as foreign language learners need to be exposed to the culture of the target language through its native speakers talk. Finally, some students believed that listening is the best strategy to improve speaking skill. In contrast, the student who is disagreeing believed that the language can be also acquired from non-native speakers who speak English language in a good way.

Section two: Podcasts as pedagogical material for teaching speaking

Q01: Do you practice listening to native speakers' talk in the classroom?

Options	Yes	No	Total
Responses	32	28	60
Percentage	53%	47%	100%

Table 08: Listening to native speakers' in the classroom



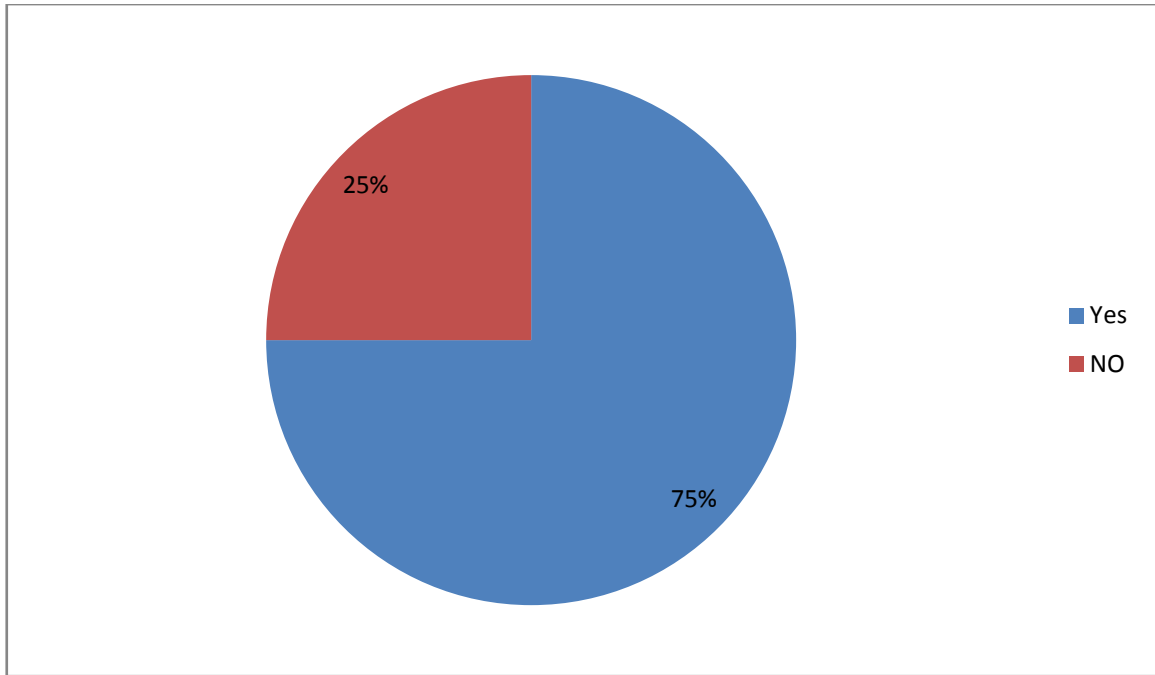
Graph 3.4: Listening to native speakers' in the classroom

The above results show that thirty two (32) students who represent (53 %) said that they do practice listening to native speakers' talk in the classroom this may be because their teachers use authentic materials in their lectures. Whereas, twenty eight (28) of them who represent (47%) said that they do not practice listening to native speakers talk this may be because their teachers do not use educational materials which contain authentic spoken English.

Q02: Do you support the use of technology in oral expression class?

Options	Yes	No	Total
Responses	45	15	60
Percentage	75%	25%	100%

Table 09: The use of technology in oral expression classroom



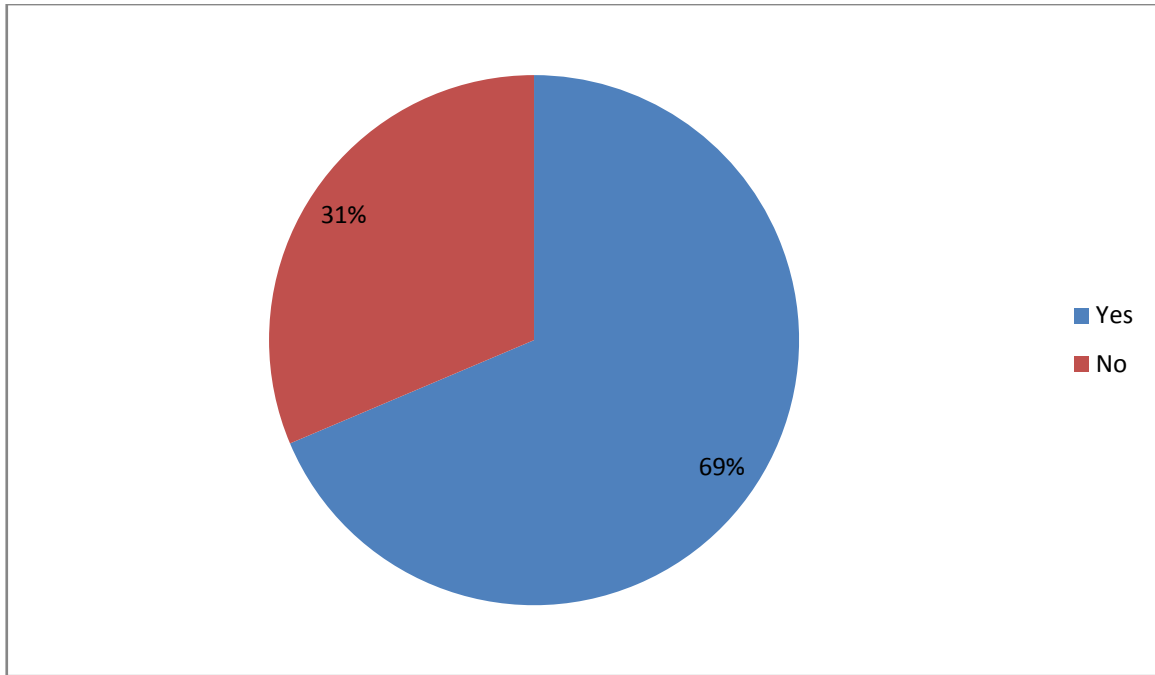
Graph 3.5: The use of technology in oral expression classroom

The Table 09 shows that almost all of the respondents (45) who represent a high percentage (45%) support the use of technology in oral expression class. This maybe because they are the new generation which is always in contact with technology nowadays, and they support transforming traditional classes into contemporary ones that meet their needs. Also, technological materials may help learners to facilitate the learning process. On the other hand, fifteen (15) students (25%) do not support the use of technology inside the classroom.

Q03: Does your teacher use podcasts in oral expression class?

Options	Yes	No	Total
Responses	7	53	60
Percentage	12%	88%	100%

Table 10: The use of podcasts in oral expression class



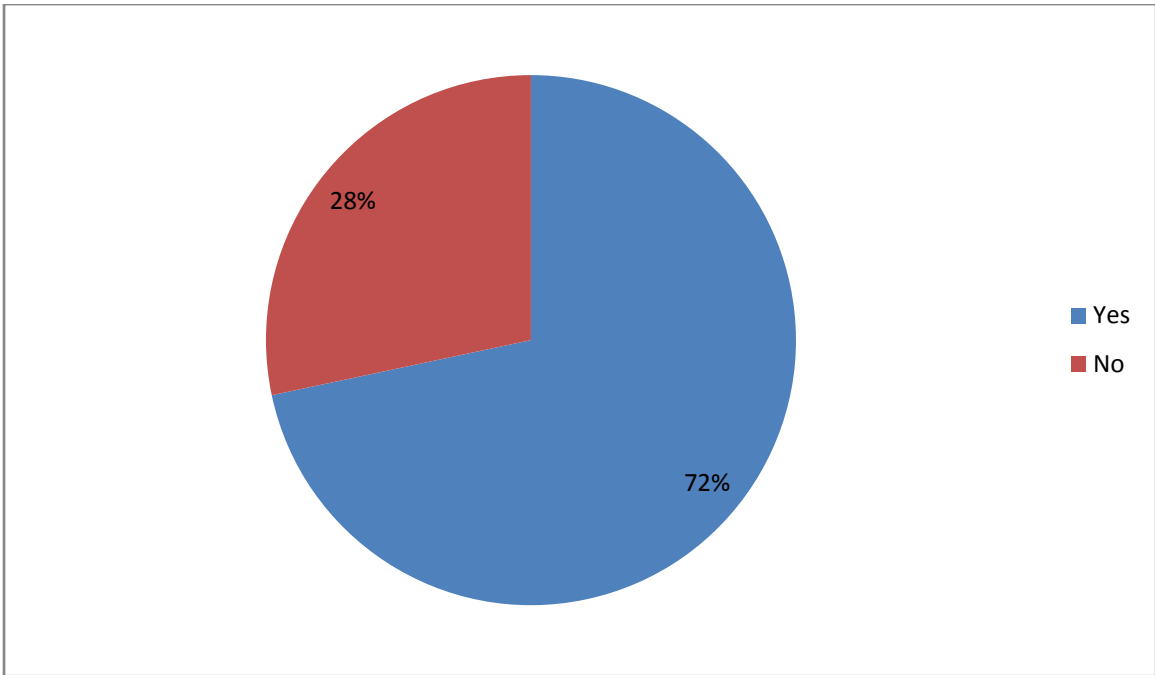
Graph 3.6: The use of podcasts in oral expression class

It is noticed that the highest percentage of students (88%) claimed that their oral expression teacher does not use Podcasts during the session. This may mean that the required equipments to use such material are missed, or it is because of the restricted time of the session and overcrowded classes. Seven (07) students (12%) stated that the teacher of oral expression uses podcasts in the class.

Q04: Do you think that podcasts promote your participation in oral expression class?

Options	Yes	No	Total
Responses	43	17	60
Percentage	72%	28%	100%

Table 11: Podcasts promote students' participation in oral expression class



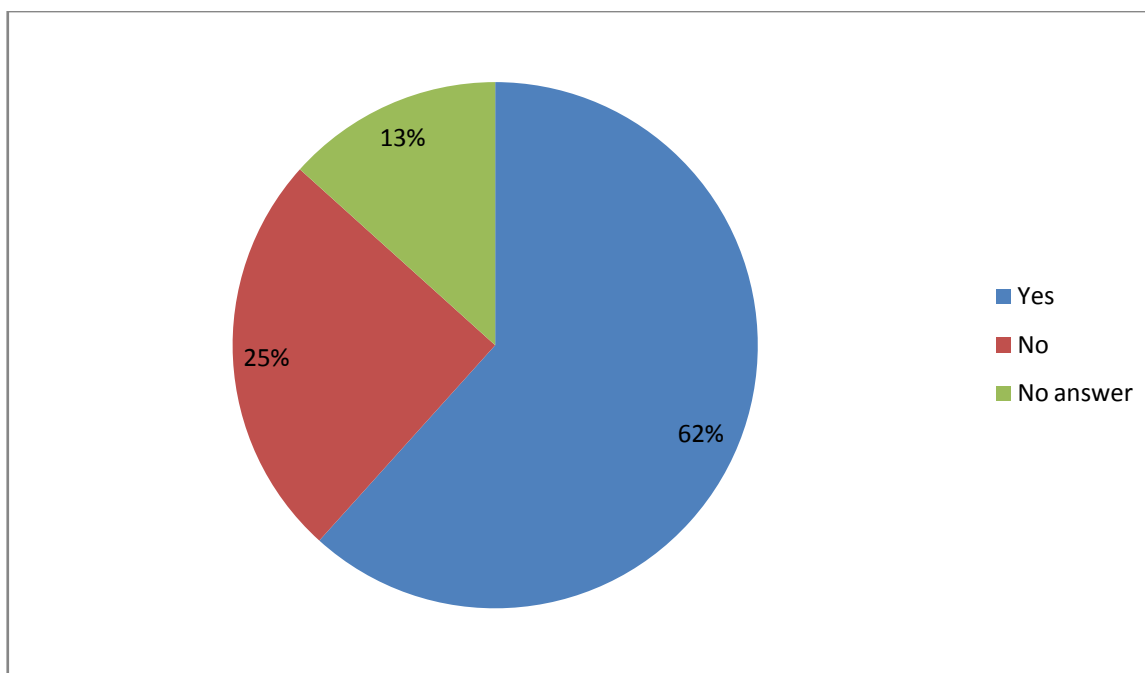
Graph 3.7: Podcasts promote students' participation in oral expression class

The majority of students (72%) thought that podcasts promote their participation in oral expression class because this teaching material may create a good learning atmosphere and boost learners' motivation whereas seventeen (17) students (28%) did not consider podcasts as a material that boosts their participation in the classroom.

Q05: Does listening to podcasts affect your communicative competence?

Options	Yes	No	No answer	Total
Responses	37	15	8	60
Percentage	62%	25%	13%	100%

Table 12: Podcasts affect students' communicative competence



Graph 3.8: Podcasts affect students' communicative competence

The results indicates that the majority (62%) of students (37) state that the use of podcasts affect their communicative competence. While fifteen (15) of them (25%) said that podcasts does not affect their communicative competence whereas eight students (13%) did not answer on this question.

If yes, say how?

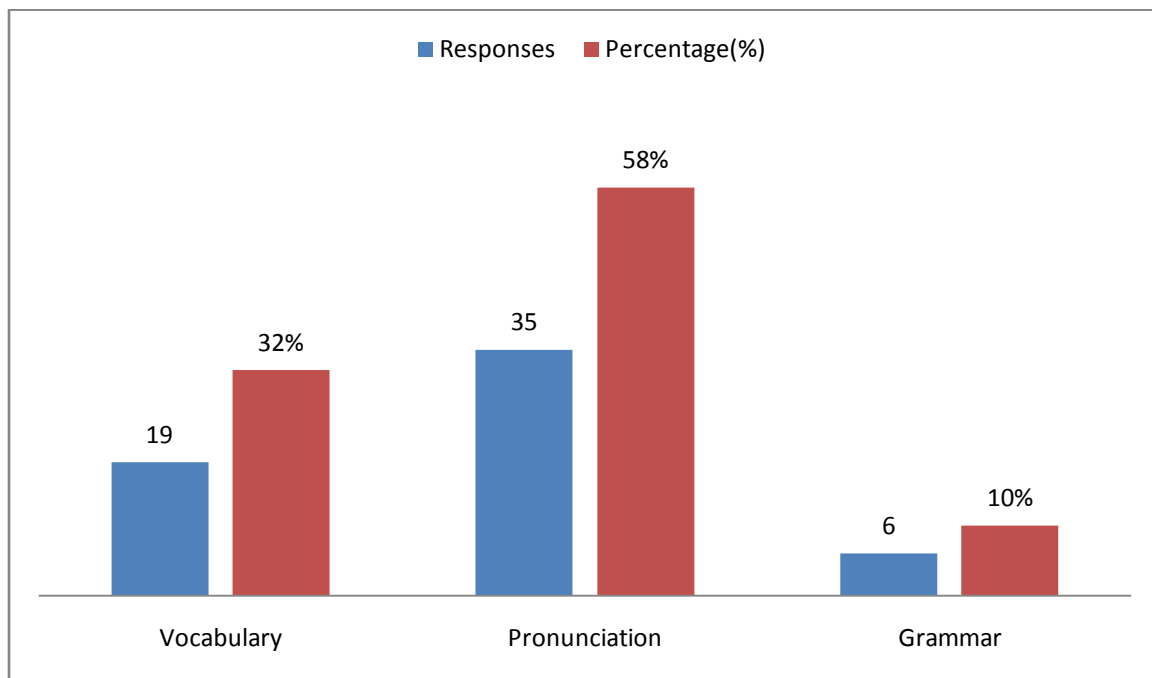
Respondents who think the use of podcasts inside the classroom affect their communicative competence said that being exposed to podcasts in the classroom will motivate them to acquire new words and to use their pre-existing vocabulary. In addition, listening to podcasts stimulates students' listening skill, and enables them to discuss about what they have listened to, thus their participation will be promoted and their speaking skill will be improved and refined in terms of the use of the correct pronunciation and recognizing how English is spoken in different situations. Moreover, learners stated that podcasts

encourage them to express their thoughts, and empower their self-confidence when they communicate orally.

Q06: Podcasts improve your: Vocabulary, pronunciation, or grammar.

Options	Responses	Percentage
Vocabulary	19	32%
Pronunciation	35	58%
Grammar	6	10%
Total	60	100%

Table 13: Podcasts improve students’ vocabulary, pronunciation, or grammar



Graph 3.9: Podcasts improve students’ vocabulary, pronunciation, or grammar

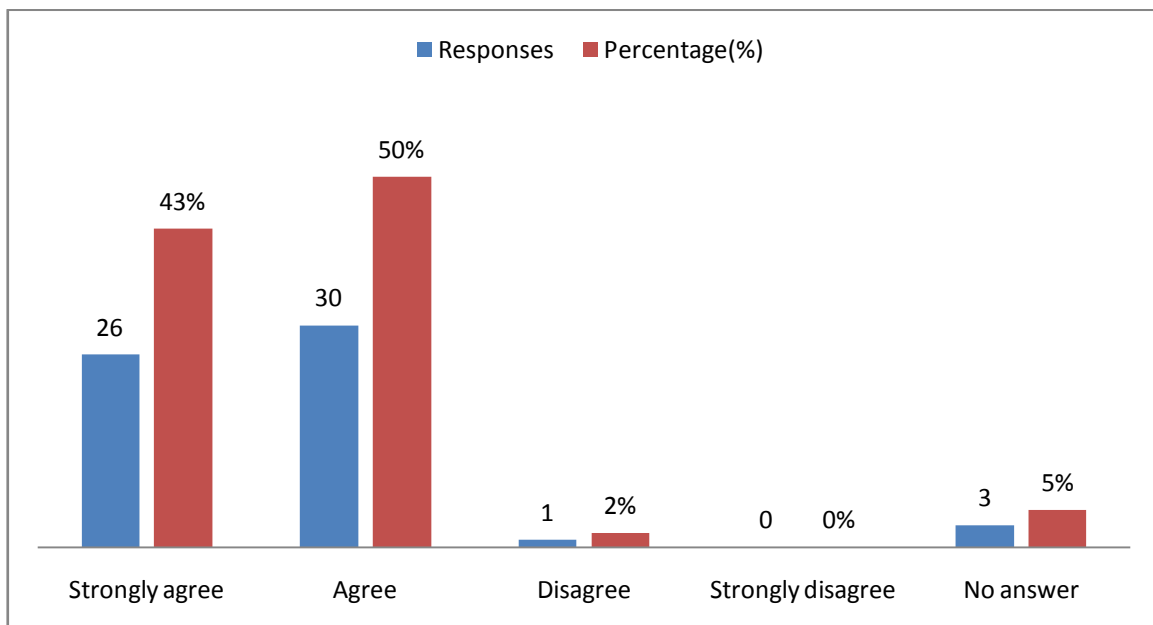
As the table reveals nineteen (19) students who represent (32%) have indicated that podcasts improve their vocabulary. while the majority (58%) stated that pronunciation is improved through listening to podcasts. On the other hand, six (06) students (10%) considered that podcasts enhance grammar. According to these results podcasts may play an

important role in helping students acquire the correct pronunciation and enrich their vocabulary store.

Q07: Do you think that listening to podcasts grants you the opportunity to recognize how the English language is spoken in different contexts

Options	Responses	Percentage
Strongly agree	26	43%
Agree	30	50%
Disagree	1	2%
Strongly disagree	0	0%
No answer	3	5%
Total	60	100%

Table 14: Listening to podcasts enables students to recognize how the English language is spoken in different contexts



Graph 3.10: Listening to podcasts enables students to recognize how the English language is spoken in different contexts

The results above indicates that that half of students (50%) did agree that listening to podcasts grants them the opportunity to recognize how the English language is spoken in different contexts. Others who represent (43%) were strongly agreeing on the idea. However, one participant (2%) disagreed, and three students did not answer the question. These results show that the majority of students consider podcasts as a source which enables them know how they can speak the language appropriately in a given situation where it should be used because this material may provide learners with different situation where English is spoken.

3.2.5. Discussion of students' questionnaire

The above analysis of students' questionnaire reveals respondents' ages is ranged from nineteen to twenty two years old, and the majority of them have a good level in English. The results obtained from section two, which is students' perception of speaking skill, show that most of second year LMD students consider speaking in English an easy task, and they participate frequently in oral expression class while others do not because of fear of making mistakes, lack of self-confidence, difficulties of expressing ideas because of the lack of vocabulary, or teacher's negative feedback. In addition, the majority said that they try to speak English outside the classroom, and they think that that speaking in English requires listening to its authentic spoken form because they prefer to learn the language from an original source. Moreover, the statistics calculated from section three, which is about podcasts as pedagogical material for teaching speaking, reveals that learners practice listening to native speakers' talk in the classroom, and the vast majority supports the use of technology in oral expression class because it will transform traditional teaching methods into modern ones that meet learners' needs. Even though a great percentage of students claim that their teacher of oral expression does not use podcasts may be because of the limited time or the department misses the required equipments, but they consider it as a material which promotes their participation in oral expression class. Also, second year EFL learners think that podcasts

have a positive effect on their communicative competence because this material helps them to acquire new vocabulary, and it exposes them to the spoken English in its natural surroundings so that they will know how to use utterances in accordance with specific situations. Moreover, half of participants agree that listening to podcasts grants them the opportunity to recognize how the English language is spoken in different contexts. Finally, the previous results obtained from students' answers proved that educational podcasts are effective in developing and enhancing students' speaking skill.

3.3- Analysis of teachers' questionnaire

3.3.1. Aim of the questionnaire

Teachers' questionnaire is designed in order to collect reliable data about teachers' perspectives and opinions about the use of podcasts in teaching speaking, their role in developing learners' vocabulary, grammar, and pronunciation, and their impact on students' speaking proficiency.

3.3.2. Administration of the questionnaire

Teachers' questionnaire is designed and administered for oral expression teachers at English branch at Mohammed Kheider university of Biskra. A sample of ten (10) oral expression teachers has been selected. All the copies were given back and were answered.

3.3.3. Description of the questionnaire

Teachers' questionnaire has been distributed to ten (10) teachers of oral expression at English branch at Mohammed Kheider university of Biskra during the academic year 2016-2017. This semi structured questionnaire consists of eleven (11) questions which require putting a tick mark in the appropriate item, choosing " yes " or " no " choices, and providing a brief justification where necessary.

3.3.4. Analysis of teachers' questionnaire

Q01: Degree (s) held:

Options	Licence	Magister	Master	PhD (doctorate)
Responses	0	3	5	2
Percentage	0%	30%	50%	20%

Table 15: Teachers' academic degree

It is noticed from table 15 that half of oral expression teachers at Mohammed Kheider university of Biskra have a master degree (50%), three of them (30%) have magister degree, and twenty percent (20%) of them have PhD degree. This indicates that probably most of oral expression teachers at Mohammed Khieder University of Biskra hold the same degree, they have enough experience, and they are competent to teach EFL learners successfully.

Q02: How long have you been teaching oral expression at university?

Years	Participants	Percentage
1 year	1	10%
2 years	2	20%
3 years	3	30%
5 years	2	20%
6 years	1	10%
More than 20 years	1	10%
Total	10	100%

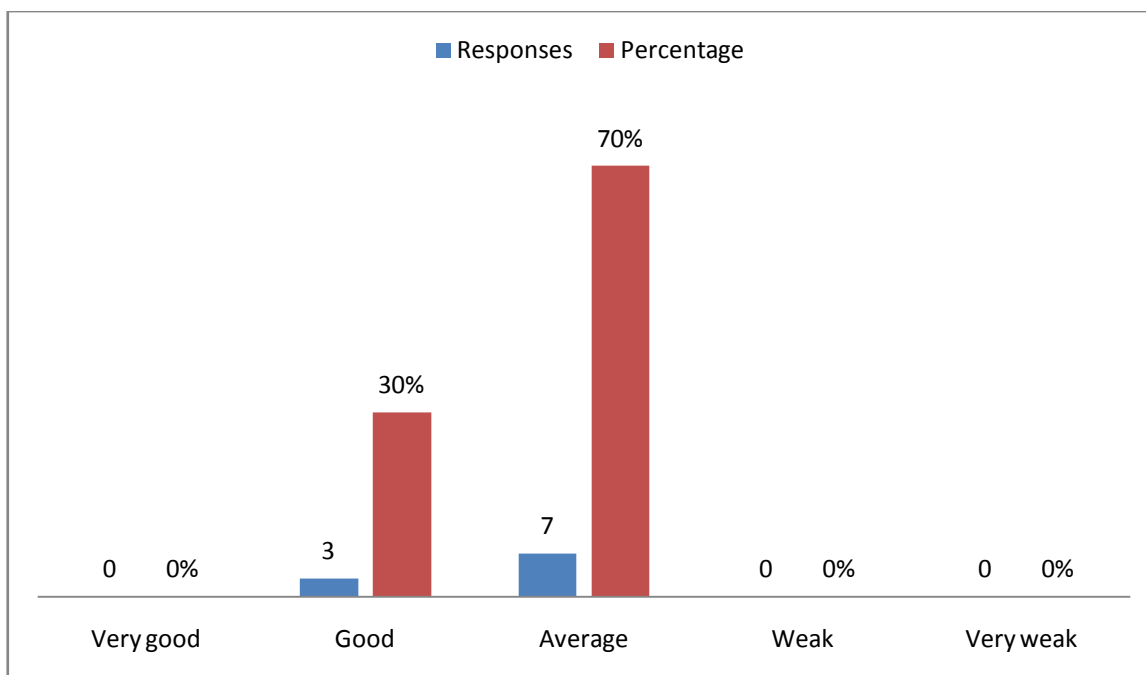
Table 16: Experience in teaching oral expression at university

The results obtained indicate that most of oral expression teachers have the experience in teaching this module. A teacher who represents (10%) teaches this module for one year. Two teachers (20%) said that they teach oral expression for two years. In addition, three of them (30%) claimed that they have been teaching oral expression for three years. While two (20%) teachers said they have five years experience in teaching oral expression. Moreover, only one teacher (10%) has been teaching oral expression for six years. Furthermore, the above table indicates that there is a teacher who has been teaching oral expression for more than twenty years and this means that he/she is the most experienced one in teaching this module. It can be noticed that oral expression teachers are enough experienced to teaching speaking in EFL classrooms.

Q03: How do you evaluate your learners' speaking performance?

Options	Responses	Percentage
Very good	0	0%
Good	3	30%
Average	7	70%
Weak	0	0%
Very weak	0	0%
Total	10	100%

Table 17: Teachers' evaluation of learners' speaking performance



Graph 3.11: Teachers' evaluation of learners' speaking performance

As the results illustrate, oral expression teachers agreed that EFL learners' level in speaking performance is between average (70%) and good (30%). However, none of the teachers considered that students' level in oral performance as a very good, weak, or a very weak level. These results indicate that the majority of students may not be motivated to practice and communicate in the target language whether inside or outside their classrooms.

Q04: How often do you use technological materials while teaching speaking?

Options	Responses	Percentage
Usually	0	0%
Sometimes	5	50%
Rarely	5	50%
Never	0	0%
Total	10	100%

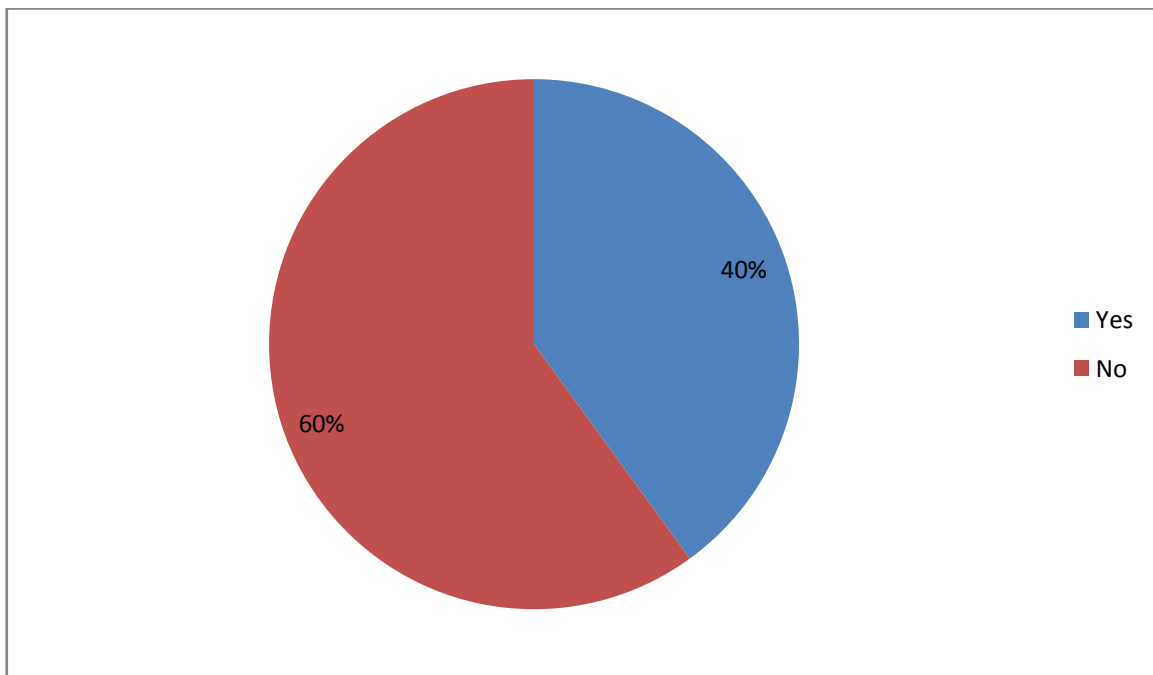
Table 18: Using technological materials while teaching speaking

The above statistics show that half of participants (50%) claimed that they sometimes rely on technological materials while teaching speaking because these tools may help them to teach students this skill, whereas the other half said that they rarely use these materials in oral expression class may be because of the lack of equipments, the overcrowded classes. However, none of the teachers indicated that he/she usually (0%) or never (0%) use technological materials.

Q05: Do you use educational podcasts in your class?

Options	Yes	No	Total
Responses	4	6	10
Percentage	40%	60%	100%

Table 19: The use of podcasts in oral expression class



Graph 3.12: The use of podcasts in oral expression class

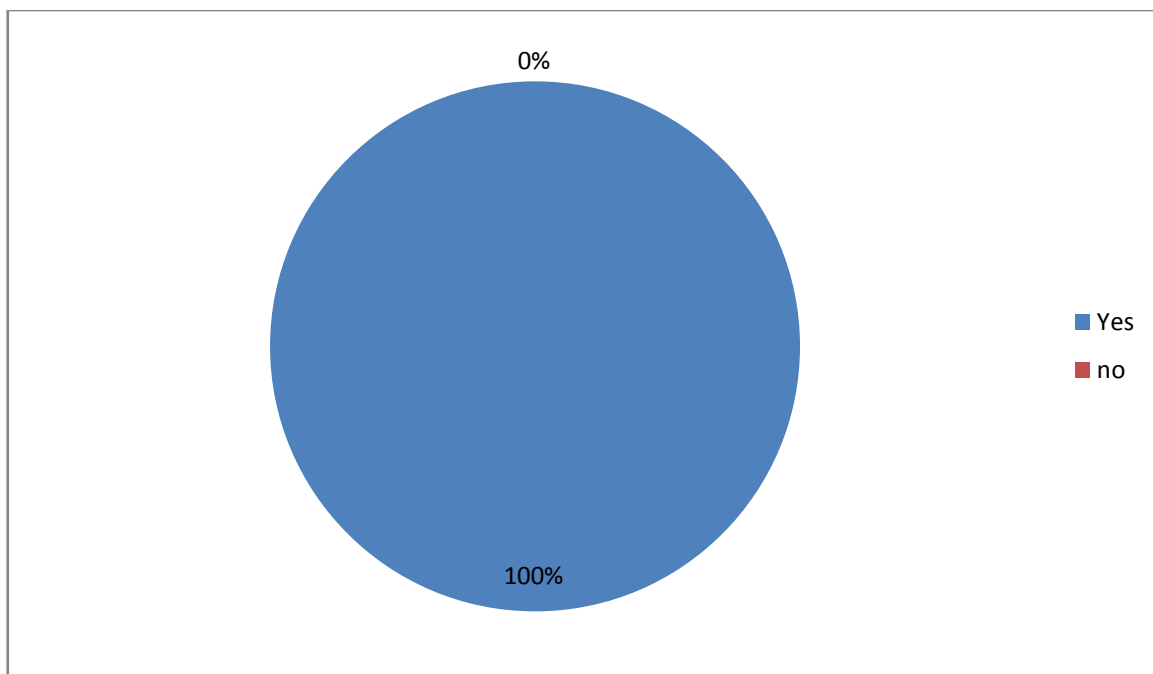
The results shown indicate that four teachers who represent (40%) stated that they use podcasts in oral expression class, while six teachers (60%) said that they do not use this

material while teaching speaking maybe because of the lack of the required equipments in the department to apply such tool.

Q06: Do you consider educational podcasts as a good source for teaching speaking?

Options	Yes	No	Total
Responses	10	0	10
Percentage	100%	0%	100%

Table 20: Educational podcasts as a good source for teaching speaking



Graph 3.13: Educational podcasts as a good source for teaching speaking

The table and the figure above indicate that all teachers (10) representing (100%) confirmed that they do consider educational podcasts as a good source for teaching speaking, and no one denied that.

If yes, in what way do you see them efficient in developing learners' speaking skill?

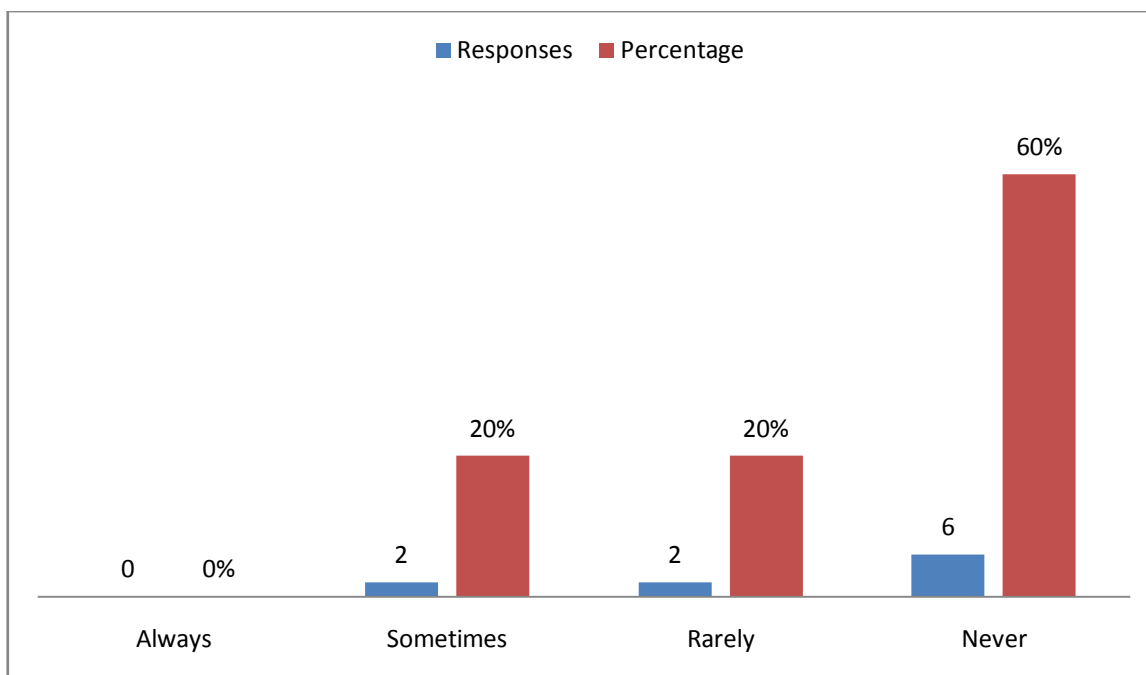
The statistics show that all of oral expression teachers agreed that educational podcasts are a good source for teaching speaking, and they justify their answers with the way

they see podcasts efficient in developing learners' speaking skill. Teachers considered podcasts as authentic materials which help to overcome students' errors and spelling mistakes, and to know how language is structured and used. In addition, teachers stated that as podcasts are generally made and performed by native speakers, they work as a reference for a correct pronunciation, grammar, and vocabulary use according to the context. Therefore, EFL learners will try to imitate and produce their own utterances using what they have listened to especially when the teachers chooses the appropriate podcast that goes with students' level. Moreover, oral expression teachers confirmed that podcasts get students' attention and boost their motivation, interaction and the discussion between students sparks, and they improve learners' speaking proficiency.

Q07: How often do you use them?

Options	Responses	Percentage
Always	0	0%
Sometimes	2	20%
Rarely	2	20%
Never	6	60%
Total	10	100%

Table 21: The frequency in using educational podcasts while teaching speaking



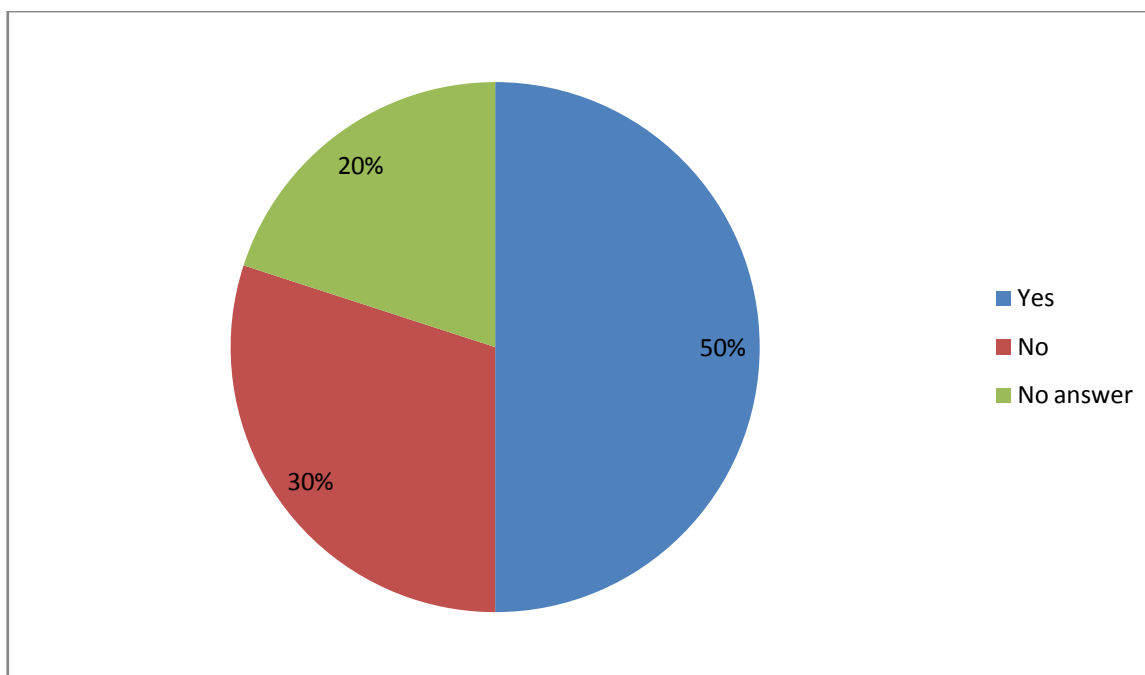
Graph 3.14: The frequency in using educational podcasts while teaching speaking

The results show that the majority of participants (60%) claimed that they never use educational podcasts while teaching speaking and two of them (20%) said that they rarely rely on this pedagogical material. Whereas, other teachers (02) who represent (20%) stated that they sometimes integrate this tool in their lectures. However, no one indicated that he/she always (0%) use podcasts in the classroom.

Q08: Do you find any difficulties when using educational podcasts in your oral courses?

Options	Yes	No	No answer	Total
Responses	5	3	2	10
Percentage	50%	30%	20%	100%

Table 22: Difficulties when using educational podcasts in oral courses



Graph 3.15: Difficulties when using educational podcasts in oral courses

Based on teachers' answers, half of the representative sample (50%) stated that they do encounter difficulties when using educational podcasts in oral courses. However, three of the teachers (30%) denied facing any difficulties. On the other hand, two teachers (02) did not answer on the question, and they have stated that they do not use podcasts to say whether there are difficulties while implementing this tool in the classroom or not.

If yes, what are they?

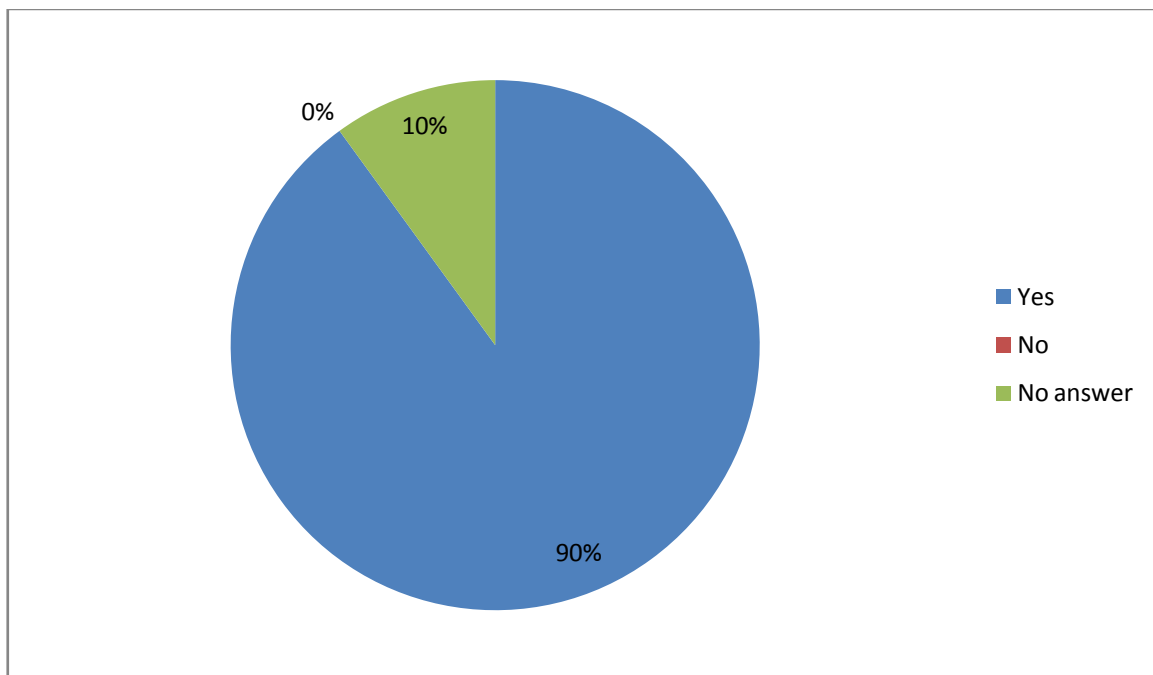
Teachers, who said that they do face when using educational podcasts in oral courses, stated that the technical problems of not having the required devices and equipments prevent the effective use of such a material in the classroom. Moreover, the huge number of students that causes the noise hinders the operation of learning through listening to podcasts so that students will have a difficulty in listening. Furthermore, because the rate of speech delivery in podcasts is quick, the students will have difficulties of understanding specific vocabulary.

Consequently, some of these problems can be avoided if the teacher chooses the appropriate podcast that fits learners' level.

Q09: Do podcasts help your students develop their ability to master some aspects of language like grammar, pronunciation, and vocabulary?

Options	Yes	No	No answer	Total
Responses	9	0	1	10
Percentage	90%	0%	10%	100%

Table 23: podcasts help students develop their ability to master some aspects of language like grammar, pronunciation, and vocabulary



Graph 3.16: podcasts help students develop their ability to master some aspects of language like grammar, pronunciation, and vocabulary

According to the statistics above, the vast majority of oral expression teachers (09) who represent (90%) affirmed that podcasts help their students develop their ability to master

some aspects of language like grammar, pronunciation, and vocabulary. However, only one teacher did not answer on the question.

In both cases, please justify your answer.

All of oral expression teachers ensure that podcasts as a teaching technique help develop their ability to master some aspects of language like grammar, pronunciation, and vocabulary, and they justify their answers saying that podcasts involve native speakers' talk which provide foreign language learners with some aspects such as perfect pronunciation, correct vocabulary use, grammar, and spoken English in real life situations. Also, the repetitive use of podcasts in the classroom provide learners with the opportunity to be exposed to native speakers without a face to face interaction, and it enables learners to build a habit of imitating native speakers in the way they speak and their use of utterances in relation to the context.

Q10: What are the advantages of using educational podcasts in oral expression class?

Teachers were asked to set the advantages of using educational podcasts in oral expression class. Out of ten teachers, nine teachers (90%) have answered the question. Teachers believed that the use of educational podcasts in teaching speaking have many advantages. Podcasts are an interesting, motivating, and attractive teaching material that create an appropriate learning atmosphere and develop EFL learners' oral performance. In addition, they persuade students to focus and pay attention to native speakers' pronunciation, accent, and vocabulary use that will help learners to develop their listening skill and oral communication. Moreover, oral expression teachers claimed that podcasts provide correct language form and use, they combine fun and education, and they help teachers gain time and energy and facilitate the flow of the lesson.

Q11: Would you please add any other comments you consider important for the use of educational podcasts in teaching speaking.

Teachers were asked to add any other important comments about the use of educational podcasts in teaching speaking. Six teachers (60%) have added their comments while four (40%) of them leaved it a black space. Teachers affirmed that it is important for them to choose those podcasts according to students' levels, needs, interests, and preferences, and they have to be selective and careful about the content of these tools. In addition, they highly support the implementation of podcasts in oral courses because they break the routine of the traditional teaching methods where learners do not have enough amount of time to express their thoughts freely in classroom discussions.

3.3.5. Discussion of teachers' questionnaire

The above analysis of teachers' questionnaire reveals teachers' attitudes towards the use of educational podcasts in teaching speaking in EFL classrooms, students' levels in oral performance, the effect of listening to podcasts in developing students' oral proficiency, difficulties when implementing podcasts in oral courses, and the advantages of using such material in the classroom.

The statistics indicate that the majority of oral expression teachers at English branch at Mohammed Kheider Biskra hold a master degree, their teaching experience varied from one to more than twenty years (1-20 years) so that the representative sample has enough experience in teaching oral expression module. The majority of teachers agreed that EFL learners' speaking performance has an average level may be because students are not interested and less motivated due to the traditional teaching methods which may disconnect learners' attention with the course content. Moreover, half of teachers (50%) said that they sometimes use technological materials while teaching speaking, and the other half said that

they rarely use these materials, but the majority of teachers (60%) do not use educational podcasts because of the huge number of students, noise, and the lack of technological devices. However, all of the teachers consider podcasts as a good source for teaching speaking and they set a number of advantages of using this tool in the classroom because it may help learners to overcome spelling mistakes and fear of expressing ideas, and it enable them to acquire correct pronunciation, new vocabulary, and grammar in addition to promoting their speaking abilities. Furthermore, most of the teachers (50%) said that they do have difficulties when implementing podcasts in their courses because of the lack of the required technical tools and the noise. Finally, teachers' answers about their attitudes towards the use of educational podcasts in teaching speaking gave validity to the current study, and confirmed the impact of this educational tool on EFL learners' speaking skill.

3.4- The main results of the analysis:

The findings obtained from the analysis of students' and teachers' questionnaires have indicated that the use of educational podcasts in oral expression class affects learners' speaking skill positively. Both students and teachers answers indicated that podcasts provide learners the opportunity to learn English from an original source where it is spoken in its natural surroundings, and they develop learners' communicative competence in terms of acquiring vocabulary and pronunciation, and knowing how to use the language appropriately. Moreover, second year LMD students and oral expression teachers support the implementation of podcasts in classrooms, and they consider them as a tool which can transform traditional teaching methods and EFL classrooms into modern ones which creates a good and interactional teaching/learning atmosphere.

Conclusion

This chapter focused on the analysis of the data gathering tool. Two questionnaires were designed and distributed to second year LMD students and oral expression teachers at English branch at university of Biskra. The results obtained from the analysis of both questionnaires confirmed the stated hypotheses about the impacts of listening to educational podcasts on EFL learners' speaking proficiency and gave this conducted research the validity.

General conclusion

The conducted study attempted to investigate the effectiveness of integrating educational podcasts in EFL classrooms and their role in developing students' oral proficiency. This current research includes a theoretical part and the field work. The theoretical part is divided into two chapters where the first chapter focuses on the speaking skill as the dependent, and the second one concentrates on E-learning and educational podcasts which is the independent variable in this study. Moreover, the field work is devoted to data collection, description, analysis, and discussion of findings obtained from students' and teachers' questionnaires. The study has taken a place at Biskra University in the academic year 2016-2017. The representative samples were second year LMD students (sixty students) and oral expression teachers (ten teachers) at English branch.

The findings have indicated that EFL learners support the use of educational podcasts in oral expression class, and they agreed on their effects in developing and promoting their oral performance. Also, the findings have revealed that oral expression teachers do confirm that the implementation of educational podcasts in their lectures helps students to pay attention to the course topic, raise their participations in classroom discussion, acquire new vocabulary, and being exposed to the correct pronunciation of words. In addition to that, learners will know how, when, and where the target language can be used.

Finally, the analysis of the obtained results confirmed the stated hypotheses and proved that educational podcasts do have a positive effect on EFL learners' oral proficiency, and they enhance their speaking skill in terms of pronunciation, grammar, vocabulary, and the use of the TL according to the context.

Recommendations

As the research findings revealed, the integration of educational podcasts in EFL classrooms at Mohammed Kheider Biskra University can help both students and teachers.

Some suggestions and recommendations are addressed:

- Oral expression teachers should involve podcasts in their lectures.
- The required equipments to involve this E-learning tool should be provided at English branch at Biskra University.
- Teachers should select the appropriate podcast in terms of its content, the rate of speech delivery, and the expressions used which should fit the level of students.
- Students should be aware about the role of podcasts in developing their communicative abilities.
- EFL learners should facilitate the process of integrating podcasts in oral expression courses without making noise because of their huge numbers in order to grasp some language aspects as much as possible.

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Appendices

Appendix I: Students' questionnaire.

Appendix I: Teachers' questionnaire.

The students' questionnaire

Dear students,

This questionnaire is a part of a study that investigates the impact of listening to podcasts on enhancing EFL learners' speaking skill. You are kindly requested to answer the following questions.

Thank you.

Section one: Background information

Put a tick (✓) mark in the right box.

1. Age:
2. Do you consider your level in English?
 - a. Very good
 - b. Good
 - c. Average
 - d. Less than average

Section two: Students' perception of speaking skill

Please, tick (✓) the appropriate box, and fill in the blanks where necessary.

1. How do you find speaking in English?
 - a. Very easy
 - b. Easy
 - c. Difficult
 - d. Very difficult
2. How often do you participate in oral expression course?
 - a. Always
 - b. Often

c. Sometimes

d. Rarely

3. Which of the following problems do you usually encounter when you speak in oral expression class?

Problems	Choice
Fear of making mistakes.	
Lack of self-confidence.	
Difficulties of expressing ideas because of the lack of vocabulary.	
Teacher's negative feedback.	

4. Do you try to speak in English outside the classroom?

a. Yes

b. No

5. Do you think that speaking in English requires listening to its authentic spoken form?

a. Strongly agree

b. Agree

c. Disagree

d. Strongly disagree

Whatever the choice, justify.

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Section three: Podcasts as pedagogical material for teaching speaking

Put a tick (✓) in the right box

1. Do you practice listening to native speakers' talk in the classroom?

a. Yes

b. No

2. Do you support the use of technology in oral expression class?

a. Yes

- b. No
3. Does your teacher use podcasts in oral expression class?
- a. Yes
- b. No
4. Do you think that podcasts promote your participation in oral expression class?
- a. Yes
- b. No
5. Does listening to podcasts affect your communicative competence?
- a. Yes
- b. No

If yes, say how?

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6. Podcasts improve your:
- a. Vocabulary
- b. Pronunciation
- c. Grammar
7. Do you think that listening to podcasts grants you the opportunity to recognize how the English language is spoken in different contexts?
- a. Strongly agree
- b. Agree
- c. Disagree
- d. Strongly disagree

Thank you for your collaboration.

Ms. Louafi Amina
Master student researcher
March 2017

Teachers' questionnaire

Dear teachers,

This questionnaire is a part of a study that investigates the impact of listening to podcasts on enhancing EFL learners' speaking skill. You are kindly requested to answer the following questions.

Thank you.

Please, put a tick mark (✓) in the appropriate box for each item, and fill in the blanks where necessary.

1. Degree(s) held:
 - a. Licence
 - b. Magister
 - c. Master
 - d. PhD (doctorate)
2. How long have you been teaching oral expression at university? years
3. How do you evaluate your learners' speaking performance?
 - a. Very good
 - b. Good
 - c. Average
 - d. Weak
 - e. Very weak
4. How often do you use technological materials while teaching speaking?
 - a. Usually
 - b. Sometimes
 - c. Rarely
 - d. Never
5. Do you use educational podcasts in your class?
 - a. Yes

b. No

6. Do you consider educational podcasts as a good source for teaching speaking?

a. Yes

b. No

If yes, in what way do you see them efficient in developing learners' speaking skill?

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7. How often do you use them?

a. Always

b. Sometimes

c. Rarely

d. Never

8. Do you find any difficulties when using educational podcasts in your oral courses?

a. Yes

b. No

If yes, what are they?

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9. Do podcasts help your students develop their ability to master some aspects of language like grammar, pronunciation, and vocabulary?

a. Yes

b. No

In both cases, please justify your answer.

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10. What are the advantages of using educational podcasts in oral expression class?

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11. Would you please add any other comments you consider important for the use of educational podcasts in teaching speaking.

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Thank you very much for your collaboration.

Amina Louafi

ملخص

يهدف البحث الحالي إلى دراسة تطور مهارة الكلام لدى طلبة اللغة الانجليزية في جامعة محمد خيضر بسكرة من خلال الاستماع إلى البودكاست التعليمية. الهدف الأساسي من هذه الدراسة هو اختبار مدى تأثير دمج البودكاست في أقسام اللغة الانجليزية على عمليتي التعليم و التعلم, و معرفة دورها في تحسين كفاءة الطلبة على التواصل الكلامي باللغة الانجليزية. يفترض البحث إلى أن استعمال البودكاست في العملية التعليمية تساعد الطلبة في تحسين مهارتهم على الكلام, بالإضافة إن هذه التقنية تساعد الطلبة على اكتساب المفردات و النطق الصحيح ومعرفة استعمال العبارات المناسبة بالتوافق مع سياق الكلام. الدراسة الحالية قائمة على المنهج الوصفي بحيث يهدف الى وصف العامل المؤثر المتمثل في البودكاست التعليمية و وصف العامل المتأثر و المتمثل في مهارة الكلام لطلبة اللغة الانجليزية. و لتأكيد فرضيات البحث, وزع استبيانين على كل من طلبة السنة الثانية و أساتذة التعبير الشفوي في شعبة اللغة الانجليزية خلال العام الدراسي 2016-2017. النتائج المتحصل عليها من خلال تحليل المعطيات المتمثلة في إجابات و انطباعات الأساتذة و الطلبة حول إدراج البودكاست في العملية التعليمية و دورها في تطوير و تحسين القدرة الكلامية لطلبة اللغة الانجليزية تؤكد صحة فرضيات البحث.