



**Mohamed Khider University of Biskra**

**Faculty of Letters and Languages**

**Department of Foreign Languages**

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English Language

Sciences of the language

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Submitted by:

**Ziad Salsabil**

On: **Using Podcasts to Improve EFL Learners' Speaking Skill**

**A case study of first year EFL students of English division at University  
of Mohammed Kheider Biskra**

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**Board of Examiners:**

<b>Mr. Lebiar Khaled</b>	<b>University of Biskra</b>	<b>President</b>
<b>Dr. Temagoult Slimane</b>	<b>University of Biskra</b>	<b>Supervisor</b>
<b>Mme. Djouama Houda</b>	<b>University of Biskra</b>	<b>Examiner</b>

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**Dedication**

In the name of Allah, the entirely merciful,  
the especially Merciful.

This work is dedicated to:

To my parents

The reason for what I become today

Thanks for your love, great support, and  
continuous care

To my siblings

I am really thankful for your encouragement  
and guidance

TO my family and the ones I love

### **Acknowledgment**

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### **Abstract**

The present dissertation attempts to investigate the effect of using podcasts in EFL learning classroom to enhance the students' oral achievement. In this research, we follow the descriptive that aims to describe the research variables: Educational podcasts as an independent variable and learners' speaking skill as a dependent variable. In order to confirm and test the stated hypothesis, two questionnaires were administered for first-year LMD students and oral expression teachers at the English branch at Mohammed Kheider University of Biskra during the academic year 2019-2020. The results of the analysis support our hypothesis that if podcasts are used in teaching speaking to enhance learner's performance of language mastery will improve their correct pronunciation, grammar, and acquiring new vocabulary.

**Keywords:** Dissertation, research, research papers, the speaking skill, E-learning and podcasts.

### **List of Abbreviations**

**EFL:** English as a foreign language

**ICT:** Information and communication technology

**GTM:** The grammar translation method

**ALM:** Audio-lingual approach

**CLT:** Communication language teaching

**TBA:** Task-based approach

**E-learning:** Electronic learning

**ELT:** English language teaching

**LMD:** Licence Master and Doctorate

**NB:** It is used to emphasize an important point

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ملخص

Résumé

# **General Introduction**

## USING PODCASTS TO IMPROVE EFL LEARNERS' SPEAKING SKILLS

### **Introduction**

One of the main objectives for all EFL learners is to master the speaking skill of the target language. However, in EFL oral classroom, speaking a foreign language is considered a hard task because there is not always a chance to meet and communicate with native speakers. due to that students face a lot of difficulties to express themselves in the second language.

In addition, EFL teachers need to apply information and communication technology (ICT) in an oral classroom in order to make the student more familiar with the different aspects of the target language. Therefore, the application of the podcasts in the oral expression course will provide EFL learners with correct pronunciation, vocabulary use according to specific contexts and grammar. Also, these educational podcasts (audio/video) considered an appropriate solution for learners to overcome their speaking difficulties and develop their oral proficiency.

### **2. Statement of the problem**

To be able to speak fluently and correctly a target language is the main goal of any EFL student. However, most of the first year LMD students have struggled to speak and communicate the second language inside the classroom or outside due to their lack of engagement to the second language because of the traditional teaching methods that were not interesting to them and having no opportunity to acquire new words or having the right pronunciation in order to speak the target language.

### **3. Significance of the study**

The present study focuses on the effect of using podcasts in EFL learning classroom to enhance the student's oral achievement. This study aims to investigate the role of the

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podcast as an ICT tool in developing first-year LMD students and to extract their attitudes towards the application of podcasts in oral expression.

### **4. Aims of the study**

The aim of the study will focus on the role of using podcasts in oral expression to develop the learners speaking abilities. In order to achieve the overall objective of the research, we are going to investigate:

1. The effect of using podcasts on the students speaking abilities.
2. The impact of the podcast on teaching speaking.
3. The importance of teaching speaking by using one of the ICT tools.

### **5. Research Questions**

The research questions that need to be addressed are the following:

1. Do podcasts improve student's speaking skills?
2. How do podcasts enhance student's oral performance?

### **6. Research Hypothesis**

According to what has been mentioned above, we can hypothesize that if podcasts are used in teaching speaking to enhance learner's performance of language mastery will improve their correct pronunciation, grammar, and acquiring new vocabulary.

### **7. Methodology**

The present study is a qualitative descriptive method that aims to describe two variables, E-learning podcasts as an independent variable and its impact on developing learners speaking skill as a dependent variable.

## **8. Research Tools**

Teachers' and students' questionnaires were chosen as the research tool designed to achieve the stated objectives and give validity to the study. The questionnaires save time and energy, and in a short time, they can collect large amounts of data.

## **9. Sample of the study**

### **9.1. Students**

The sample of this study was taken during the 2019- 2020 academic year from first-year English branch LMD students at the University of Biskra. Thirty (30) students were selected randomly from the whole population of about three hundred and twenty-two students (322) which are divided into ten (10) groups.

### **9.2. Teachers**

As for the teachers, the sample was taken from English language teachers at Biskra University. Ten (10) oral expression teachers from the total English language teacher population were chosen.

## **10. Structure of the dissertation**

The current analysis is made up of two principal sections. These are the theoretical part and the practical part, with a total number of three chapters. The theoretical part initially provides a general overview of the speaking skills and E-learning and podcasts. Furthermore, it attempts to present a review of the literature. Moreover, the practical part is devoted to analyzing and discussing the data gathered from different instruments. Below is a categorization of the three chapters:

### **Chapter one**

This chapter displays a theoretical overview of the speaking skill, starting with the speaking definition, its components, and its characteristics. In addition, it mentions the

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different types and functions of speaking. Moreover, the chapter presents teaching speaking in EFL oral classroom and speaking activities. Finally, it discusses the relationship between speaking and listening, and the main difficulties in speaking skills that encounter EFL learners.

### **Chapter two**

The chapter addresses the major theoretical concepts concerning the E-learning and the podcasts by providing the definition of the E-learning and its approaches as well as its components. After that, it defines the podcasts and the history of podcasts. In addition, it raises the different types of podcasts and its importance. Moreover, the chapter presents podcasting technology in education and the ELT podcasts' various content. Finally, it discusses the consideration that we should take in using podcasts in higher education and the different podcasts that are used in teaching speaking in EFL classrooms.

### **Chapter three**

This chapter deals with data collection, analysis, and interpretation. It is based on two questionnaires, one will be directed to first-year LMD students to know their opinions about the role of using podcasts in the oral expression courses for developing their speaking skills. The second questionnaire will be addressed the oral expression teachers in order to collect their perspectives and opinions on the use of podcasts in the oral expression sessions in order to teach speaking. The process of gathering these data will be based on the descriptive since the nature of the subject requires such a method.

# **Chapter One: The speaking skill**



## Introduction

### 1.1. Definition of the speaking skill

### 1.2. Components of speaking

1.2.1. Comprehension

1.2.2. Grammar

1.2.3. Vocabulary

1.2.4. Pronunciation

### 1.3. Characteristics of speaking

1.3.1. Fluency

1.3.2. Accuracy

### 1.4. Types of speaking

1.4.1. Imitative

1.4.2. Intensive

1.4.3. Responsive

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## 1.9. The relationship between speaking and listening

## 1.10. Difficulties of speaking skills

- 1.10.1. Inhibition
- 1.10.2. Nothing to say
- 1.10.3. Low or uneven participation
- 1.10.4. Mother tongue use

## Conclusion

## **Introduction**

The aim of language teaching is always to ensure the success of the four language skills: listening, speaking, reading and writing. Speaking is the most important language skill that should be taken into consideration because of the essential objective of learning English as a foreign language is to be able to communicate inside and outside the classroom.

This chapter aims to introduce the basic problems of speaking starting with the speaking definition and its components, the characteristics of speaking. Then we mention the types of speaking and the function of speaking. Afterward, we discuss the approaches of teaching speaking skills in EFL oral classrooms and the learner strategy in communication. Furthermore, we will shed light on the kind of activities that can be used inside the classroom. Finally, speaking difficulties in foreign language learning will be discussed.

### **1.1. Definition of speaking**

As mentioned earlier that speaking is a basic skill that language learners need to acquire besides other language skills. According to Chaney, (as cited Rahimy& Safarpour,2012), speaking is the process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of contexts.

Moreover; teaching speaking plays a great role in the learner's good oral achievement, (Bygate,1987) quoted that:

Speaking is the vehicle par excellence of social solidarity, of social ranking of professional advancement and of business. it is also the medium through which much language is learned, and which for many is particularly conducive for learning. perhaps then, the teaching of speaking merits more thought (p,1)

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Furthermore, learning the speaking skill is the most important aspect of learning a second or foreign language and success is measured based on the ability to perform a conversation in the language. Nunan, (as cited in Leong & Ahmadi,2016). This means that speaking plays an important role in communication. In addition to that, Nunan (2003) mentions that speaking is a productive aural/oral skill which consists of producing systematic verbal utterances to convey meaning. While Eckard & kearnly (1981), Florez (1999) and Howarth (2001) define speaking as a two-way process involving meaningful spoken exchange of ideas, information or feelings. This view considers the spoken texts the product of cooperation between two or more interactants in shared time, and a shared physical context.

Besides that, speech is used for different purposes. Wallace et al (1995) state that learners need to learn how speakers vary from one another and how specific circumstances call for different forms of speech. They can learn how speech styles affect listeners. Therefore, the rate at which they speak, the volume and the quality of the pronunciation that vary considerably from one situation to another.

### **1.2. Components of speaking**

The goal of teaching speaking is to improve students' communication ability to interact with others. When learners acquire language, they need to learn how to use sentences correctly to accomplish communication intent. Speaking competency is a complex skill because at least it is concerned with at least four components of speaking skill: comprehension, grammar, vocabulary, and pronunciation. Syakur, (as cited in Widiastuti,2007).

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### **1.2.1. Comprehension**

The term comprehension refers to the ability to understand what is received as input. Comprehension is not only related to listening and reading but also it is concerned with oral communication that surely needs a subject to address, to talk and to initiate with understanding.

As a matter of fact, language development is based on comprehension that stands on understanding the language that people use, being familiar with the words used and knowing the ideas conveyed.

### **1.2.2. Grammar**

Grammar is needed to arrange correct sentences for students in conversation. It is line with explanations suggested by Nelson (2002) that grammar refers to the set of rules that allows us to combine words in our language into larger units.

Moreover, the grammar of a language is the description of the way in which words can change their forms and can be combined into sentences in that language. (Harmer,2002). The utility of grammar is used to learn the correct way to gain knowledge of the language in oral and written form.

### **1.2.3. Vocabulary**

Vocabulary is essential for the effective use of the second language which enables students to understand information that is encounter. Vocabulary means the appropriate diction or the most important thing in a language especially in speaking; furthermore, knowing many vocabularies we will be easier to express our ideas, feeling and thoughts both in oral or written form. (Turk,2003).

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It was supported by Richard and Renandya, "Vocabulary is the core component of language proficiency and provides much of basic for how well learners speak, listen, read, and write." (Richard and Renandya,2002).

### 1.2.4. Pronunciation

Pronunciation is the way for students to produce a clearer language when they communicate with a foreign language. It ensures that students can speak effectively when they have good pronunciation and intonation, even though they have minimal vocabulary and grammar. As Kline (2002) mentions that pronunciation refers to the traditional or customary utterance of words. From that statement can be concluded that pronunciation is the way for students to produce utterance words clearly when they are speaking.

According to O'Connor (1967), There are two terms that have to be focused on producing the sounds, they are consonant and vowel. O'Connor stated that consonants are generally made by a definite interference of the vocal organs with the air stream and so are easier to describe and understand, in English they are:

1. Friction Consonants: / f, v, θ, ð, s, z, ʃ, ʒ/
2. Stop Consonants: /p, b/, /t, d/, /k, g/, /tʃ, /dʒ/
3. Nasal Consonants: /m, n, ŋ/
4. Lateral Consonants: / l /
5. Gliding Consonants: / J, w, r/

Besides, the term Vowels can be described as sounds made by voiced air moving through different mouth-shapes. The variations in the shape of the mouth are caused by the different positions of the tongue and the lips. According to O'Connor (1967), there are kinds of vowels, they are:

1. Simple vowels: /I, I, e/, /e, æ, ^/, /I:, I, e, æ, ^/, /^, a:, ɪ/, /ɪ, ə:, u, u:/. /ə:, a:/, /ə/,

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2. Diphthongs: /əu, aɪ/, /eɪ, ai, əɪ/, /Iə, eə, uə
3. Vowel Sequences: the most common sequences are formed by adding to a diphthong, especially to / aɪ / and / au.

Moreover, Fraser (2001) added that Pronunciation includes many aspects that include articulation, rhythm, intonation and phrasing, and more peripherally even gesture, body language and eye contact. which means Pronunciation includes all those aspects of speech that make the flow of speech easy to understand.

### **1.3. Characteristics of speaking**

According to Mazouzi (2013), the activities of the learners should be designed based on an equivalence between fluency and accuracy. Both fluency and accuracy are important elements of the communication approach.

#### **1.3.1. Fluency**

Speaking fluency is an essential and important goal of language teaching. Fluency is a major element in determining the speaker's ability and competence in expressing their thoughts easily with more attention to meaning than the form in EFL classes. Hughes (2002) asserted that fluency is the learners' ability to speak in an understandable way in order not to break down communication because listeners may lose their interest.

According to Badr, (as cited Diyyab,2013), EFL speaking fluency skills were categorized as: speaking at a normal speed without stumbling over words and sounds with perfect English, conveying the speaker's message in an easy, clear, and understandable way, using a simple language that suits the listener's level, producing comprehensible sentences with no major complications, exposing ideas calmly and spontaneously, arguing persuasively, organizing the oral production both cognitively and physically, manifesting a

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certain number of hesitations, pauses, backtracking and corrections, and using gap-fillers correctly.

### **1.3.2. Accuracy**

Accuracy refers to how learners use the language system correctly in producing grammatically correct utterances to deliver accurate and understandable messages. According to Nunan (2003), accuracy is the degree to which the student's expression correlates to what people actually say when using the target language.

Abdullaeva states that most foreign language teachers emphasized on the accuracy in their teaching since learners aspire to be more fluent and forget to be accurate. Moreover, speakers will not be heard without structuring clear speech, and their interlocutors will lose their interest if they execute incorrect utterances each time. This means that paying attention to the accuracy and completeness of the language is therefore of greater importance to oral proficiency.

## **1.4. Types of speaking**

According to Brown (2004), There are four types of speaking: imitative, intensive, responsive, transactional (dialogue), interpersonal (dialogue), and extensive (monologue).

### **1.4.1. Imitative**

Speaking performance relies on one's ability to repeat some words, phrases, and/or sentences. Imitative speaking is performed for the purpose of establishing contact between the teacher and the learner by listening and repeating, for example: when a learner performs an intonation or attempts to pronounce certain syllables of a phrase, imitation, it can be beneficial to speak few times in the classroom, since the emphasis is on the specific elements of the language form.



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The basic purpose of this kind of speaking to ensure that students are equipped to produce correct grammar.

### **1.4.2. Intensive**

The intensive speaking, unlike imitators, includes the practice on some phonological or grammatical aspect of language, (Brown,2004) quoted that:

A second type of speaking used in assessment contexts is the production of short stretches of oral language designed to demonstrate competence in a narrow band of grammatical, phrasal, lexical or phonological relationships (such as prosodic elements-intonation, stress, rhythm, juncture). (P,141)

Examples of intensive by (ibid, 2004) include directed response tasks, reading aloud, completion of sentences and dialogs, minimal picture-cued tasks including simple sequences, and translation up to the simple sentence level.

### **1.4.3. Responsive**

Responsive speaking requires interaction and the test comprehension but the level is very limited to a short conversation, regular greetings and small conversations, basic requests and comments, and more. The students talk need to be concise, comprehensible, and short in which he/she provides answers to questions or feedback from the teacher or peers. Such responses should be valid and genuine as the example below:

1. A: What is your favorite day of the week and why?

B: My favorite day of the week is Friday because it is the start of the weekend.

2. A: How are you doing?

B: Not bad, and you.

### **1.4.4. Interactive**

There are two forms of interaction, it can require on the first hand, transactional language, which has the purpose of exchanging the information. On the second hand,

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interpersonal exchange, which have the purpose of maintaining a social relationship. (Brown, 2004).

Transactional speaking, the student conveys meaning, sharing facts, and specific information in the form of a long conversation where exchanging views and ideas is the main concern. Although, in the interpersonal speaking, it developed the maintain social relationships, rather than intelligence and information transmission.

### **1.4.5. Extensive**

Extensive speaking includes comprehension monolog or oral production, which can be mainly done by giving speeches, oral presentations, and storytelling where students are given more opportunities for oral interaction in the classroom.

The language style should be more deliberative and formal which can be used with intermediate or advanced EFL classrooms.

## **1.5. Functions of speaking**

Most attempts have been made to classify the function of speaking skills in human interaction. Brown and Yule, (as cited in Richards 2008), made a useful distinction between the interactional functions of speaking, in which it serves to establish and maintain social relations, and the transactional functions, which focus on the exchange of information. There is a three-part version of Brown and Yule's framework: Talk as interaction; talk as transaction; talk as performance. In terms of form and function, each of these speech practices is quite distinct and requires different teaching approaches.

### **1.5.1. Talk as interaction**

Talk as interaction refers to our daily interaction with what we normally called by conversation. When people meet, they exchange greetings, engage in small conversations; recount a recent experience, in order to build a friendly relation, and establish good

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interaction with others. The emphasis is more on the speaker and how they present themselves to each other than on the message that they produce.

Talk as interaction serves as a social function that can be summarized by Richards (2008) as follows:

- Reflects role relationships.
- It may be formal or casual.
- Reflects the speaker's identity.
- Reflects degrees of politeness.
- Uses a conversational register.

### **1.5.2. Talk as transaction**

Talk as transaction is more concerned with the message and making other people understand what we want to express, clearly, and accurately. There are two forms of this function: the first one involves the situation where the emphasis is on giving and receiving information, e.g, making a telephone call to obtain flight information, and the second one is about providing goods or services,e.g, buying something in the shop.

The main features of transactional function stated by Richards (2008) are:

- It has a primary information focus.
- The main focus is on the message and not the participants.
- Participants employ communication strategies to make themselves understood.
- There may be frequent questions, repetitions, and comprehension checks, as in the example from the preceding classroom lesson.
- There may be negotiation and digression.

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### **1.5.3. Talk as performance**

Talk as performance refers to public talk that transmits information before the audience, e.g., classroom presentations, public speeches. It tends to take the form of a monolog instead of a dialogue.

The main features of talk as performance proposed by Richards (2008) are:

- A focus on both message and audience
- Predictable organization and sequencing
- Importance of both form and accuracy
- Language is more like written language

### **1.6. Teaching speaking in EFL oral classroom**

There are various teaching methods that are used in the field of teaching and learning processes which are: the grammar-translation method, the direct method, the audio-lingual method, and communicative language teaching.

#### **1.6.1. Grammar- translation method**

According to Kim (as cited in Zahou & Niu, 2015), The method of grammar-translation or is a language teaching technique developed in Germany during the 18th and 19th centuries. It is often called the classical method, in which the traditional method was adopted for teaching the classical languages, Latin and Greek. Kim believes that grammar-translation is a traditional and ancient teaching method. The classical languages were usually taught by reading and interpreting texts derived from classical literature, which was close to the system of grammar-translation.

This approach is basically focused on literature and the grammar of the target language, with translations of passages into and from the mother language. Richards and Rodgers (2014) noted that Grammar Translation is a method of learning a language that

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first approaches the language by analyzing its grammar rules in detail, followed by applying this information to the task of translating sentences and texts into and out of the target language.

The grammar-translation method (GTM) focuses more on form and not on meaning. Learners have not the chance to listen or to speak, as a result, they face difficulties in creating an accidental oral language. Harmer (2004) stated that a variety of grammar-translation system features are worthwhile commenting on. First of all, the language was dealt with only at the level of the paragraph, with a little study, in the early stages, of longer texts. Secondly, there was little, if any, consideration for the language spoken. And thirdly, accuracy was considered essential.

### **1.6.2. The direct-method**

The direct-method approach came about as a reaction to the grammar-translation approach, According to Douglas (2000):

The second language learning should be like first language learning which includes lots of oral interaction, spontaneous use of language, no translation between first and second language, and little or no analysis of grammatical rules. (p.21)

In other words, the researcher means that the direct method is the use of the target language as mean of instruction and communication in the language classroom, and by minimizing the use of the first language.

It was based on the idea that learners can learn naturally by asking and answering questions during the language learning course. Moreover, the task of the teacher is to explain the language, to organize language practice, and to correct the mistakes of the learner; and the role of the learner is to listen, imitate, and practice the oral language. (Davies and Pearse,2000).

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### **1.6.3. Audio-lingual method**

The Audio-Lingual method, which was proposed by American linguists in 1950s, was developed from the principle that “a language is, first of all, a system of sounds for social communication; writing is a secondary derivative system for the recording of spoken language” (Carroll, as cited in Mart, 2013). This means that the Audio-lingual approach (ALM) is a form of language teaching that puts more emphasis on listening and communicating than on reading and writing.

However, the audio-lingual method consists of getting to know the grammar by practicing its rules through memorization, repetition, dialogues and ignored the role of context and awareness in language learning. This approach is still used today, but it did not deliver any improvement in learners' abilities.

Moreover, the audio-lingual method overuses the drilling and repetition techniques to form habits, which means that it gives more consideration to the forms rather than the meaning and function. Harmer (2004) stated that the purpose of audio-lingual teaching was creating habits formation through constant repetition of correct utterances, supported by positive reinforcement.

### **1.6.4. Communicative approach**

The origins of Communicative Language Teaching can be found in improvements in the teaching of the British language dating from the late 1960s. Situational Language Teaching was the major British approach to teaching English as a foreign language up to then. The language was taught in the Situational Language Teaching by the application of basic structures in practical situational based practices. (Manoliu,2012).

Communicative language teaching (CLT) is an approach to teach a target language that involves the ability to interpret the message in terms of its meaning rather than

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focusing exclusively on grammatical perfection or phonetics. According to Harmer (2004) if students are properly exposed to language and opportunities for its use - and are motivated - then language learning can take of itself.

Therefore, CLT requires taking a real or realistic situation, where the successful achievement of communication tasks more important than the accuracy of language use. for example, student might simulate a television program or scene at an airport (ibid, 2004). On the other hand, the learners should have motivation and interaction purposes by the purpose of focusing on the content rather than a particular language form.

### **1.6.5. Task-based approach**

Since the last decade of the 20th century, the task-based approach (TBA) has gained popularity in the area of language teaching. According to Sanchez (2004):

The emergence of the TBA is connected to what became known as the 'Bangalore Project' (Prabhu 1987) initiated in 1979 and completed in 1984. The word 'task' is often used here to refer to the special kind of activities carried on in the classroom. Such activities are characterized, among other features, by the emphasis put on meaning and the importance assigned to the process of doing things (how) vs. the prevailing role given to content (nzhut) in the teaching practice of that decade. The purpose of the project is to investigate new ways of teaching which sprang from. (p.41)

In addition, a task-based approach is an approach where students interact with each other around the completion of meaningful tasks with the use of the target language. These significant tasks include information- gap tasks, opinion-gap tasks, and problem-solving tasks. Moreover, in the task-based method, the main focus is on the use of authentic language for genuine communication. Harmer (2004) stated that students are given tasks to perform only when the task has been completed, the teacher explains the terminology used, making corrections and changes that the performance of the task was considered appropriate for the students.

Ibid (2004) declared that the tasks should include the three procedures that follow:

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1. Pre-task: The teacher introduces the topic of the class and can identify relevant words and phrases to help the student understand the guidelines for the assignment.
2. Task: The students perform the task in pairs and small groups while the teacher is observing from distant.
3. Post-task: Students examine and discuss specific language features that have been learned in the course of the task and/or the instructor may perform some sort of language-specific practice which the task has provoked.

### **1.7. Learner Strategies of Communication**

The basic objective of learning English as a foreign language is to acquire oral communication skills and to have the ability to speak fluently, confidently and effectively in speech situations using oral communication strategies that can help students prevent oral communication breakdowns and resolve the difficulties of taking part in various interactions. Nakatani (2010) define oral communicative strategies as “Learning strategies are the conscious thoughts and behaviors used by learners to help them better understand, learn, and remember the TL information.” (116)

According to Bygate (1987), there are two main approaches 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.

#### **1.7.1. Achievement Strategies**

They are compensatory strategies that speakers use as an attempt to keep the message they want to convey without changing it when they do not find a suitable language item like vocabulary, phrases, and other items. Both techniques help the learners prevent communication breakdowns. Strategies for achievement are divided up into three sub-strategies:



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### **1.7.1.1. Guessing Strategies**

EFL learners are looking for a word they do not even know or maybe they do not know about, and they will want the interlocutors to understand the word. Learners can use various forms of guessing strategies.

A learner may strangle a word from his / her L1 and pronounce it as belonging to the English language; he / she may also borrow a word from his / her L1 and use it as it is without changing it in the hope that the listener will understand what he / she 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 can use another guessing technique to coin a word and construct it in the target language.

### **1.7.1.2. Paraphrase Strategies**

Learners can look for alternative expressions to find the right words they need. There are two ways for this to be achieved. 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.

### **1.7.1.3. Co-operative Strategies**

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

### **1.7.2. Reduction Strategies**

Reduction strategies refer to strategies that learners use to reduce their communication objectives by abandoning the topic or altering a particular message.

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### **1.7.2.1. Avoidance Strategies**

The learner makes use of avoidance strategies aimed at abandoning the message and looking for another topic to talk about, or keeping quiet. Furthermore, a learner may use avoidance strategies to avoid troubles such as avoiding a certain sequence of sounds. These strategies are often used to avoid sophisticated structures, or because of a lack of vocabulary to avoid difficulties in expressing ideas.

## **1.8. The speaking activities**

In foreign language teaching and learning, the ability to master a speaking skill is essential since it is the basis of communication. Many studies claim that for many years, teaching speaking was undervalued and teachers of the English language continued to teach speaking as a series of exercises or memorizing dialogues. Because of the lack of exposure to authentic English, learners face a hard time communicating with others.

Furthermore, oral expression sessions should provide more opportunities for the learner to express themselves and practicing the spoken language by creating a motivational atmosphere that provides activities that support learners to speak.

The following are some of such activities that are proposed by Mojibur (2010):

### **1.8.1. Debates and free discussions**

Such a central task is done every week. The students focus on an assigned topic in a formal/informal discussion/debate activity. This activity is entirely student-led, i.e. all positions are performed by the students (conductor, observer, group leader, and participating members).

Having this activity a "discussion/debate" activity is more appropriate because it involves both group discussions and debates, including a little oral presentation.

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After the performance, students are given individual feedback. They are also told of the mistakes they have made. And they are taking care of the errors committed in the next performance. They are improving a lot progressively in this way.

### **1.8.2. Oral presentation**

Between the task of discussion/debate, the students are asked to plan a subject assigned to them and present in the class. Students perform oral presentations formally. Each presentation is accompanied by a question/answer period and the teacher's statement completes.

### **1.8.3. Role-play**

The students are called upon to create a group of three to five students for this operation. They are given the situation in the beginning and are asked to come to the post-preparation. They practice their role in the class and they succeed. They are given situations on the spot after this initial operation and must work at the same time.

Then, the teacher listens to the students' performances and remarks about individual performances. He points out the individual students' errors.

## **1.9. The relationship between speaking and Listening:**

Speaking and listening are essential tools that most EFL teachers do not give them their importance in the process of teaching and learning a foreign language. While, by speaking and listening to we learn to address our thoughts, Roberts & Billings (2009) stated that:

“both speaking and listening are a form of collaborative thinking, they should be taught as a way of addressing the ideas and values in the curriculum.” (p,3)

Furthermore, there is a big relationship between speaking and listening due to the basic part of listening in the initial speaking of the learner. According to Rost, (as cited

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Bozorgian,2012), There are three essential roles that listening plays to improve speaking skills. First, spoken language provides the learner with a means of interaction, since learners need to communicate to get understanding, access to speakers' language is essential. Moreover, learners' failure to understand the language they hear is an impetus, not an obstacle, to interaction and learning. Second, authentic spoken language is a challenge for the learner to try and understand the language as it is already used by native speakers. Third, listening activities give teachers the means to draw the attention of learners to new forms (vocabulary, grammar, new patterns of interaction) in the language.

### **1.10. Difficulties of speaking skill**

EFL students may face several learning disabilities that contradict their communicative achievements. Due to that, teachers should provide some podcasts to their learners to reduce the factors that could cause such difficulties.

According to Ur (1996), there are many factors that cause difficulty in speaking which are:

#### **1.10.1. Inhibition**

When EFL students try to participate in the classroom, they starting worry about making mistakes, fearing criticism or just being shy. Ur (1996) said that students who are usually inhibited in their speech practice are afraid to make mistakes, look weak and are afraid to say or do something. It does really disturb their personality.

Therefore, the teacher can reduce the fear of the student of making mistake by encouraging them to speak freely without making them uncomfortable with their mistakes and errors.

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### **1.10.2. Nothing to say**

Students have no ability to speak out, because of the subject imposed by their teacher is not interesting or the lack of audio-visual materials. You sometimes hear learners complain that they can't think of anything to say: they have no purpose to express themselves beyond the guilty feeling they should speak. (Ur 1999).

EFL teachers should think about the topic that suits their learners' preferences, age, gender and what can enhance their motivation to speak to increase this phenomenon.

### **1.10.3. Low or uneven participation**

Many factors affect the speaking performance of the EFL learners and limit their communicative achievements, such as the large classes and some learners' tendency to dominate, only one participant can speak at a time, while others speak very little or not at all. According to Ur (1999), Just one participant will speak at a time if he or she is to be heard, and this ensures that each participant in a large group will have very little time. This problem is compounded by some learners' propensity to dominate while others say little or no.

Furthermore, there are students who prefer to remain silent and who are not interested at all. Speaking a foreign language is not only a difficult task for young learners, but also for adults, because this task is not only a matter of intelligence but also depends on how many learners have spoken and studied the language throughout their lives. (Pleuger,2001).

Teachers should give all learners equal opportunities to participate in discussions in the classroom, even those who choose to begin actively by pointing them or arrange small group discussion to increase their chances of speaking.

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### **1.10.4. Mother tongue use**

When a group of students who have the same mother tongue prefers to use it because it is faster and because if they use their mother tongue, the learners feel less exposed. Ur (1999) states that in classrooms where all learners share the same mother tongue, they tend to use it because it is simpler, because it feels unnatural to talk to each other in a foreign language, and because they feel less exposed to their mother tongue when they speak. If they communicate in small groups, some classes can be quite difficult to obtain particularly the less disciplined or motivated ones to keep to the target language.

### **Conclusion**

Through this chapter, we have focused on speaking as a productive skill which is the standard for evaluating learners' mastery of speaking English as a target language and dealing with many issues which are concerned with the term speaking, through knowing its meaning, its functions and its relation with the listening. As a consequence, we found different approaches of teaching speaking skills in EFL oral classroom. Next to that, speaking is the communicative skills which are taught according to different activities and tasks. The learners face several difficulties in both skills which they overcome their abilities.

The next chapter will be dedicated to the use of podcasts into EFL classes as an important pedagogical resource that can develop the speaking skills of EFL learners.

# **Chapter Two: E-learning and Podcasts**

# Introduction

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## Conclusion

## **Introduction**

The development of technology nowadays is useful not only in our daily life but also in a learning environment. The E-learning platform provides a new face of digital learning by making it much easier for learners to connect and exchange knowledge and information. The podcast is an information and communication technology (ICT) tool used for teaching speaking in EFL oral classrooms as pedagogical material.

In this chapter, we will present the definition of E-learning and its approaches as well as its components. After that, we will define the podcasts and the history of podcasts. Then, the different types of podcasts and its importance. Moreover, we will mention podcasting technology in education and the ELT podcasts' various content. Furthermore, we will introduce the consideration that we should take in using podcasts in higher education. Finally, the podcasts that are used in teaching speaking in EFL classrooms.

### **2.1. Definition of E-learning**

E-learning is a learning system that is carried out through electronic media. Researchers have defined E-learning from their different perspectives. For instance, Rosenberg (as cited in Sangrà, Morer and Vlachopoulou, 2011) defines E-learning as “the use of technologies and the internet to deliver a wide range of solutions to improve knowledge and performance”, According to Rosenberg, E-learning is based on three criteria:

- Networks that make downloading, storing, recovering, and instantly distributing and sharing education and knowledge easier.
- It is delivered to the end-user using regular internet technology, using computers.
- It focuses on the broadest possible learning vision which goes above and above traditional paradigms of qualifications. (p.16)

Moreover, Hjeltnes and Hansson (2005) claim that:

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E-learning, therefore, is an approach to facilitate and enhance learning through the use of devices based on both computer and communication technology. Such devices can include a personal computer, CDROMs, Digital Television, P.S. As, and Mobile phones. Communication technology enables the use of the Internet, email, discussion forums, and collaborative software. (p.8)

Urduan and Weggen (2000) define E-learning as:

[. . .] the delivery of learning materials, packages, or opportunities (i.e. content) through various forms of electronic media, including the internet, intranets, extranets, satellite broadcasts, audio/videotape, interactive TV and CD-ROM. (p.8)

E-learning aims to make the educational process more accessible and to facilitate contact and interaction between teachers and students. (Mosa and Mohd,2016)

### **2.2. E-learning approaches**

According to Ghirardini (2011), There are two general approaches to E-learning: self-paced and facilitated/instructor-led. Self-paced learners are at their own pace and completely independent, while facilitated and instructor-led E-learning courses provide different levels of support from tutors and teachers, as well as learners' collaboration.

#### **2.2.1. Self-paced approaches**

Self-paced E-learning provided courseware to learners (also known as Web-based training (WBT)), which can be complemented by tools and assessments. Courseware is normally housed on a Web server and can be accessed by learners from an online learning platform or a CD-ROM. Learners are free to learn at their own speed without any timetable, control, or track learners through a process, in order to define their personal learning paths based on their individual needs and interests.

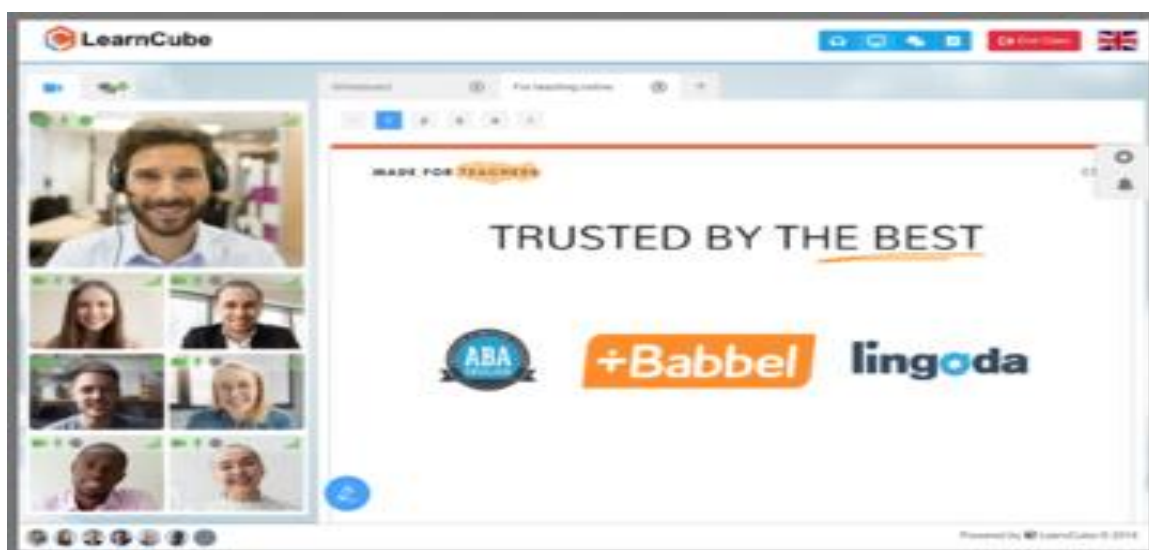
Self-paced E-learning content is created based on a collection of learning goals and delivered using various media elements, such as text, graphics, audio, and video. It must provide as much learning support as possible (via explanations, examples, interactivity, feedback, glossaries, etc.), to make learners self-sufficient. However, learners are usually given some kind of assistance, such as e-mail-based technical support or e-tutoring.

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### 2.2.2. Facilitated and instructor-led approach

A linear curriculum is built in this model, combining many elements of content and activities into a chronological course or syllabus. The course is scheduled and delivered via an online learning platform by an instructor and/or facilitator. E-learning content for individual study can be incorporated between learners with teacher lectures, individual assignments, and collaborative activities.

In this type of learning environment, to interact and work together, learners, facilitators, and instructors can use communication tools such as e-mails, discussion forums, chats, polls, whiteboards, application sharing, and audio and video conferencing. Finally, a final step usually includes an exercise or assessment to assess learning.



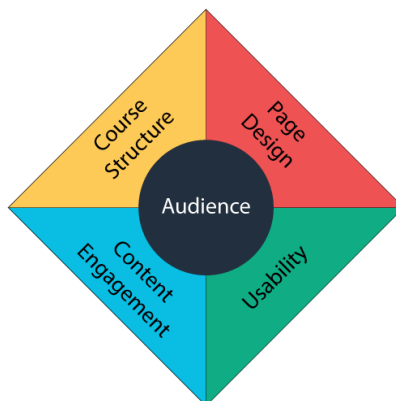
**Figure 2 1: Facilitated and instructor-led E-learning.**

(<https://www.g2.com/products/learncube/reviews>)

### 2.3. E-learning components

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There are five components of E-Learning which are essential to all effective online courses. Each E-learning aspect plays an important role in developing an E-learning system. The following diagram illustrates how these components are related.



**Figure 2 2: The five E-learning components.**

( <https://medium.com/@zenesyslabs/5-core-components> )

### **2.3.1. The audience**

The audience is a critical factor in the process of developing online courses from concept through to implementation. Everything planned and built should be done with a commitment to the audience. The instructor should first evaluate the needs of the learners who are considered to be the lead in determining the basic structure of the remaining components. The expectations of the learners, the learning environment, job responsibilities, and learning skills are some primary factors that instructors will consider in order to create an online course. (Instructional Design Expert, 2009).

### **2.3.2. The course structure**

The course structure refers to how an E-learning course is designed. A course structure plays a critical role in the way your audience learns the material. During the system design, you have been brainstorming on how to organize and plan the course. when structuring your course, consider the following items: group content into logical modules, size of

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modules, incorporate interactive concepts, use pictures/graphics to help explain ideas, concepts, or statements. (Instructional Design Expert, 2009).

### **2.3.3. The page design**

The page design of an online course is critical to the learning process. The course page layout must not interrupt the learning process. The reason for the course is to instruct the learners, however, the design and page order can affect the interest of the learners in learning. The course layout should be well designed, plain, and well understood, and if the layout is weak the learner will not achieve the learning objectives. The balance between text and graphics can also affect the learner's understanding and interest. (Instructional Design Expert, 2009).

### **2.3.4. The content engagement**

Content engagement refers to how the learner interacts with the content of the course. Since studies have shown that learning experience is significantly improved by introducing exercises or activities into the learning process, engagement with content is critical. While attempting to involve the student in an environment of E-learning remember the following: use hyperlinks for the additional concept, explanation, or definitions, incorporate interactive graphics such as animations or simulations, provide additional options/choices for a student, incorporate quizzes, tests, skill assessments, create fun activities such as games or other educational methods of interactive learning, keep activities focused on the course objective. (Instructional Design Expert, 2009).

### **2.3.5. The usability**

Lots of creative ideas are rejected because they do not work. Similarly, a well-designed E-learning course can be ill-received if it does not function properly. Usability refers to testing content and applications for E-learning. Whether we have set up our online course, we will test it in the same environment where the student completes the course

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forever. Consider the following while performing our analyzes of usability: verify that all links work properly, ensure that activities function as intended, inspect content to ensure that grammar and spelling are correct, ensure that graphics are visible, verify that the course works appropriately in all applicable server environments, verify that screen resolution works for the intended student, verify that course objectives and expectations are met. (Instructional Design Expert, 2009).

### 2.4. Definition of podcasts

The Merriam-Webster Dictionary (2004) defines a podcast as “a program made available in digital format for automatic download over the Internet”. According to Jordan (as cited in Bustari, Samad and Achmad, 2017), The term podcast is a combination of the words pod (i.e., from the iPod brand name) and broadcast. Typically, Broadcast means obtaining information from radio or television. Also, Meng (as cited in Cebeci and Tekdal, 2006) defines podcasting as the method of recording an audio event, track, speech or sound mix and then uploading the digital sound entity to the web site or "blog" in a data structure called an RSS 2.0 envelope (or feed). The audio file can be listened to on the user's device or transferred to an iPod or other portable media player for user-friendly listening at any time. (Chan& Lee, 2005).

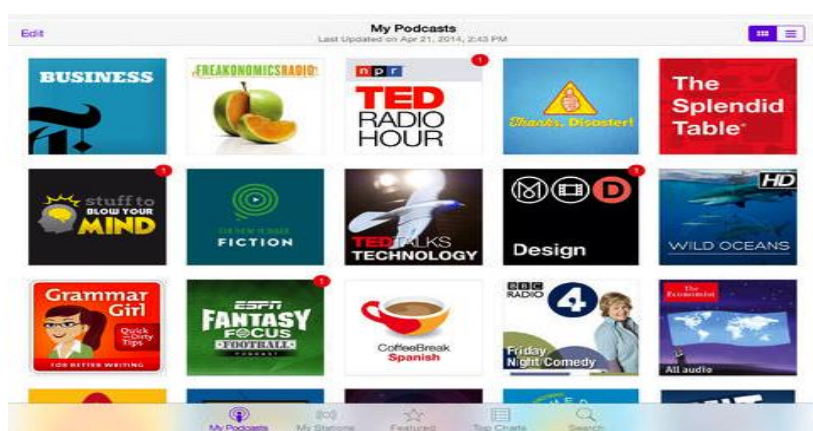


Figure 2 3: Podcasts.

(<https://www.educatorstechnology.com>)

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The podcast is an audio/video file that is uploaded to the website where the website users can download freely to a computer and can be listened to any playback device that supports MP3/MP4 files. The podcast technology is readily accessible, easy to use, and affordable choice to provide students with new flexible learning opportunities. There are an estimated 56.8 million podcast listeners in the US by the end of this decade. (communication Executive council, as cited in Gribbins,2007).

In addition, podcast is such an interesting medium that provides information and entertainment but soon educators saw the huge opportunity for teaching and learning. (Warlick & Adams, as cited (Ramli & Kurniawan, 2017). This means that the use of the podcast helps in developing the process of English learning.



**Figure 2 4: Various apps of Podcasts.**

(<https://marco.org/2013/09/23/overcast-coming-soon>)

### 2.5. History of podcasts

In 2000, Adam Curry and Dave Winer were working on ways of creating automated media delivery over the Internet in order to support massive video downloads. However, in 2000, several people still had dial-up Internet connections and video streaming was very slow. Curry's concept was that people could capitalize on their unused internet connections



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through subscriptions, and download content while their computers were not in use. Since the internet was already popular for downloading music for MP3 players, they claimed that it could be used to download certain forms of audio files in an MP3 player for later play. Real Simple Syndication (RSS) invention by Dave Winer allowed to download of news feeds to subscribers' computers. (Guthrie & Soe,2007).

In 2004, in The Guardian, Ben Hammersley introduced the phrase "podcasting" that wrote about the amateur creation of audio programs that could be downloaded to iPod and other MP3 players. A person may use "podcatcher" software to subscribe to multiple shows, or feeds, that will download to their computer while away. The shows are stored until they are removed or are scheduled for deleting by the user.

To sum up, podcasting is seen as an essential resource that allows students to use ICT for educational experiences.

### **2.6. Types of podcasts**

According to Bennet (2007), Audio or video is the most common file format for podcasting, but the files can be of any kind like photos and PDF. There are three main types of the podcast:

#### **2.6.1. Audio only:**

These are like radio. They are typically in the format of mp3. They can be made on both PCs and Macs and can be played using a player with mp3. This is a common type of podcasting, as it is fairly simple to create and the resulting files are generally small. [Preferred.mp3 file type].

#### **2.6.2. Audio and still images:**

These are also known as improved podcasts. The most popular method of education is an audio documented PowerPoint or Keynote presentation. The key advantages of these podcast styles are their small size of files compared to video, and they can be chaptered.

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Enhanced podcasts allow the listener to move directly into the podcast to a slide they wish to view.

### **2.6.3. Video:**

These like TV. These are usually large file sizes. When making them, you need to be careful with compression technologies, because choosing the wrong format will make it difficult for both Macs and PCs to play the file. [Filetype preferred.m4v].

## **2.7. Importance of podcasts**

Podcasting is becoming the most popular educational resource as it provides educators with an accessible means of transmitting their lectures and information to students. Foster & Havemann (2008) state that Podcasting provides educators a chance to bridge the traditional classroom environment with state-of-the-art technology.

According to ibid (2008), The use of podcasts for lectures and student assignments in the class has many advantages: First of all, podcasting is an interesting and innovative way for students to play a more active role in their own learning. When students learn their podcast assignments can be published online via free podcast directories with potentially hundreds of listeners, their attention to the quality and detail of their assignments can increase. Second, podcasting adapts to the learning needs of the students. Students may access the material anytime and as much as they like, thus reinforcing important concepts or information that they may have missed in the original lecture in the classroom. Finally, assignments that allow students to produce, edit, and publish their own podcasts reinforce vital communication skills such as writing text that will be orally shared online or in a classroom.

Saputra (2014) summarized what was written above, podcast:

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- “Makes it possible for students to remain connected to the school, their teachers, and their peers, but untethered to even the web, computers, wireless, and networks while they are off on their own” (King & Gura, as cited in Saputra, 2014).
- Provides regular exposure to lectures – for students absent from the class or for review.
- It may support students with different learning styles, foreign students with language barriers, and some learning difficulties (Field, 2008).
- It is portable and always available – cell phones and MP3 players allow students to listen to the podcast wherever and whenever they want.
- It's instant – students no longer need to access a specific site and download new content. The new website content is automatically sent to the student's computers thanks to subscription.
- Invites the global audience – when a student-created podcast is posted on the Web
- anyone in the world can download and listen to it.
- It's inexpensive – much of the podcast available on the Internet is free and podcast production is also a low-cost process.

### **2.8. Podcasting technology in Education**

Technology is an ill-defined term comprising a broad variety of technologies, objects, and activities, from digital devices to the Web, from videotapes to online chatrooms, from web sites to interactive audio conferencing. (Zhao, 2003). One of these technologies has led to the invention of podcasting, which was soon adopted for educational purposes by many educators as Facer and Abdous (2011) 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. (P.1)

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A podcast is an audio file that can be downloaded from the Internet and as such can be used to supplement online and face-to-face lessons, enabling students to personalize their learning skills and to seek more engaging ways of teaching in the classroom. (Farkas, 2007). Moreover, Tavales and Skevoulis (2006) Consider podcasts as better E-learning resources that have been used and adapted for instruction in EFL classes. Podcasts encourage students to listen to the talk of native speakers and practice intonation and pronunciation mimicking.

Saputra (2014) states that the interest in podcasting for educational purposes has been continuously increasing since its "birth." mainly because of several factors:

- Podcasting provides many teachers the ability to explore aspects of teaching which are attractive, but which few teachers actually manage to practice. (Gura& King, as cited Saputra,2014)

- Podcasting can build a new model of teaching and learning; note-taking, for example, is "almost old," and podcasting lets students think more creatively and critically: "The idea is that they will actually ruminate and listen to lectures and tutorials again as a way to promote critical insightful approaches." (Thomas, as cited in Saputra,2014)

- Podcasting is an effective learning tool that can help develop listening skills between students. The majority of podcasts creators are educators who use this tool to interact outside of standard class with their students. Podcasting is also an instrument that allows teachers to share their ideas and feedback to enhance their teaching methods. (Wikitech, 2008)

- Podcasts can also be used to improve, enrich and extend the scope, reach, and effectiveness of classroom activities, "saying that" podcast material that is just right for a given instructional situation becomes an exceptional resource of potential. (Gura& King, as cited in Saputra,2014).

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Therefore, Podcasting as an interactive information file revolutionized the methods of teaching and learning. This technical tool helps teachers to explore new ways of teaching, transform them into techno-teachers, and transform classrooms into smart spaces. Two essential communicative skills are generated by podcast: listening skills and speaking skills. English language teaching used to be oriented towards grammar where it focused on words without giving phonology importance. Nevertheless, language learning and language acquisition processes are entirely different due to the retention of the mother tongue, because English as a foreign language has to be taught as a communicative language with correct vocabulary and grammar, and learners need to know its functional use with the right accent. (Rajpal & Devi , 2011).

### **2.9. Content of ELT podcasts**

Sze (2007) states that the ELT podcasts cover a wide range of subjects:

#### **2.9.1. Comprehensive**

These types of podcasts involve vocabulary, interviews, as well as listening activities.

#### **2.9.2. Whole lessons**

These types of podcasts encompass audio lessons with texts that can be utilized in the classroom by the teachers.

#### **2.9.3. Vocabulary and idioms**

This is a common podcast form, possibly because it's easy to produce. The host selects some vocabulary items in this kind of podcast and discusses their use. In each episode, the example reveals a few idioms.

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### **2.9.4. Conversations with script**

Those podcasts include native speaker conversations. To support less qualified learners, each episode is followed by the script, so that learners can relate to it when listening to the discussion.

### **2.9.5. Jokes**

These are podcasts of jokes. They encourage the learner to listen carefully, as they usually play on language.

### **2.9.6. Songs**

Such podcasts are composed of songs for ESL students. The songs are either conventional children's songs or real common teen songs. Likewise, they are also accompanied by lyric text.

### **2.9.7. Phonetics and pronunciation**

Obviously, podcasts are highly suited to teach phonetics and pronunciation. These podcasts are lessons that concentrate on specific English phonemes and pronunciation problems.

### **2.9.8. Stories**

These are generally read-aloud from stories. They may with or without listening comprehension questions.

### **2.9.9. Listening comprehension**

These podcasts deliver a conventional understanding of listening.

## **2.10. Consideration in using podcasts in higher education**

Kaplan-Leiserson (2005) and Lane (2006) propose to recognize podcasts as a means of improving the behaviors of classrooms. Before class, students may listen to a lecture via podcast and the lecturer can devote part of the class time to other activities.

## USING PODCASTS TO IMPROVE EFL LEARNERS' SPEAKING SKILLS

### **2.10.1. The power of audio**

Durbridge, (as cited in Carvalho, Aguiar, Santos, Oliveira, Marques and Maciel, 2009), highlights the pedagogical advantages of audio versus printed media, stating that the spoken word can influence both cognition (adding clarification and context) and motivation (directly conveying context to the person who produces those words). On the other hand, The Scottish Council for Educational Technology, (as cited in Carvalho, Aguiar, Santos, Oliveira, Marques, and Maciel, 2009) reports That audio is a strong transmitter of thoughts, attitudes, and atmosphere. But, if it has listened for more than 30 minutes, it is less effective at conveying information and facts.

Audio is a great way to provide information, especially for audience learners. (Kaplan-Leiserson, 2005; Williams, 2007). In addition, the ability to stop, start, and replay makes it ideal for students with special needs or challenges. (Aguiar, Santos, Oliveira, Marques and Maciel, 2009).

### **2.10.2. Podcasts length**

The length of the podcast must be in line with its content and purpose. (Aguiar, Santos, Oliveira, Marques and Maciel, 2009). Cebeci and Tekdal (2006) suggest podcasts no longer than 15 minutes since after this period of time there is typically a lack of listening interest and a decrease incomprehension. Lee and Chan (2007) created podcasts, which were organized as 3 to 5-minute radio-style talkback pieces. The majority of podcasts in the IMPALA project lasted 10 minutes (Salmon et al., as cited in Aguiar, Santos, Oliveira, Marques, and Maciel, 2009). Walch and Lafferty, (as cited in Aguiar, Santos, Oliveira, Marques, and Maciel, 2009) also said that a 10-minute podcast full of fast, snappy details is far more enjoyable than a 30-minute show with only 11 minutes of content.

Podcast length is graded as short (1-5 minutes), moderate (6-15 minutes), and long (over 15 minutes). (Aguiar, Santos, Oliveira, Marques and Maciel, 2009).

## USING PODCASTS TO IMPROVE EFL LEARNERS' SPEAKING SKILLS

### **2.10.3. Podcasts recommendations**

There should be technical quality to a podcast. It is important to avoid background noise, tinny-sounding, and verbal errors that interrupt the podcast's flow. (Aguiar, Santos, Oliveira, Marques and Maciel, 2009).

The podcast should have a beginning, a middle, and an end. Fothergill, for example, used podcasts with the following structure in his Optical Fibre Communication Systems module: news, announcements, reviews, and a fun ending (joke or rap) (Edirisingha et al., 2007). Plan the podcast content and the "flow" is essential. The style and spirit of the show will match when using music (Williams, 2007). Lee and Chan (2007) recommend that podcasts should be kept short, lively, and entertaining.

## **2.11. Podcasts used in teaching speaking in EFL classrooms**

Educational podcasting is a valuable tool that teachers can use to teach the English language and improve speaking skills for their students. According to Alan and Paul (2017), podcasts are available on iTunes or other websites that vary in their styles and approaches but they all provide accurate teaching material to teachers and give expert guidance to learners.

### **2.11.1. The English we speak**

This podcast series of English language learning focuses on daily sentences and slang. What you are going to hear is the kind of English that is spoken all the time by real people and that will make you sound more like a native speaker. The podcasts are published weekly and each has a bite-sized 3-4minute length. Examples of popular English phrases discussed in the series are: "use your loaf," "skeletons in the closet" and "take the mickey." The English is spoken at speed slightly slower than usual. Each syllable is clearly enunciated. The typical format includes a dialogue between two presenters. Visual effects are also used to give the illusion the teachers are in various areas. (Alan & Paul, 2017).





**Figure 2 5: The English we speak. (<http://www.fluentu.com>)**

### **2.11.2. Podcasts in English**

Podcasts in English are a comprehensive podcast collection of English language learning programs for beginners, intermediates, and upper intermediates. There are also podcasts for those seeking to use English for business. The brief lessons are entirely delivered in English and feature conversations between two English speakers. They cover a wide variety of topics that include almost every aspect of life. The Winter Olympics, horse riding events, and Twitter are some of the subjects you may hear being discussed. The podcasts are short, challenging, and supported by transcripts, worksheets, and vocabulary tasks. (Alan & Paul, 2017).



**Figure 2 6:Podcasts in English. (<http://www.fluentu.com>)**

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**2.11.3. English Class 101**

There are podcast series for the various learning levels which suit the needs of the learners. Hosts who also perform different scenes are presenting podcasts. When a scene is finished it is repeated at a much slower rate. The next section of each podcast contains some information that is culturally significant. Following this is an emphasis on vocabulary and expressions, and meanings of some of the terms that the listener has just heard. The final section of each podcast covers grammar. (Alan & Paul, 2017).



**Figure 2 7: English Class 10. (<http://www.fluentu.com>)**

**2.11.4. Elementary podcasts by the British council**

British Council which has produced a very helpful series of English-language podcasts for the beginner and intermediate learner. Unusually these lessons are very long for podcasts of language learning, at around 25 minutes. You should listen to that in one sitting, of course. One of the podcasts' joys is when you want, you can pause and pick up where you left off when there is more time. Through edition's hosts take their listeners through a variety of different scenarios. These act in dialogue and they are the kinds of situations that people face every day. The podcasts also provide a broader discussion of some of the topics. The presentation is lively, upbeat, and engaging and the English are spoken at a speed that is almost natural. (Alan & Paul, 2017).



**Figure 2 8: Elementary podcasts by British council.**

<http://www.fluentu.com>

## **Conclusion**

As provided in this chapter, technology has a positive influence on learning and teaching, in particular, podcasts as a supporting E-learning resource for teaching speaking in EFL classrooms. Podcasting is a digital technology that facilitates distant learning and achieves the aims and needs of learning. It also gives EFL students the opportunity to develop their speaking skills, acquire vocabulary and know how to speak English in its natural settings. In addition, it provides a unique and enjoyable learning environment that contrasts with conventional learning that guides and enhances the interest and motivation of the learners towards language learning.

# **Chapter Three: Field work**

## Introduction

### 3.1. Research design

3.1.1. Choice of the method and data gathering tools

3.1.2. Sample of the study

3.1.2.1. Students

3.1.2.2. Teachers

### 3.2. Analysis of students' questionnaire

3.2.1. Aim of the questionnaire

3.2.2. Description of the questionnaire

3.2.3. Piloting and validation

3.2.4. Administration of the questionnaire

3.2.5. Analysis of the students' questionnaire

3.2.6. Discussion of students' questionnaire

### 3.3. Analysis of teachers' questionnaire

3.3.1. Aim of the questionnaire

3.3.2. Description of the questionnaire

3.3.3. Piloting and validation

3.3.4. Administration of the questionnaire

3.3.5. Analysis of the teachers' questionnaire

3.3.6. Discussion of teachers' questionnaire

3.4. The main results of the analysis

Conclusion

## **Introduction**

This chapter deals with the practical part of this research. It is completely devoted to the presentation of the fieldwork in terms of analysis of the findings earned through investigating the effect of podcasts as an independent variable on EFL learners' speaking skills as a dependent variable. Therefore, the first part briefly deals with a presentation of the research design from the choice of the method and data gathering tools to sample of the study.

The second part of the chapter is devoted to get the necessary data, to test the stated hypothesis, and solve the research problem. The findings will be based on two questionnaires that are addressed for oral teachers and First year LMD students from the department of English at Biskra university. The questionnaires aim to retrieve students' and teachers' feedback about how podcasts can develop EFL learners' speaking skills as a teaching pedagogical material.

Afterward, a general conclusion comprising a list of recommendations will follow from our findings.

### **3.1. Research design**

#### **3.1.1. Choice of the method and data gathering tools**

To accomplish this research and to improve the validity of our hypothesis, we opted for a qualitative descriptive method that aims to investigate the impact of listening to podcasts as an independent variable on developing EFL learners' speaking skills as a dependent variable. Two questionnaires for oral teachers and students are the most suitable data gathering tools that help to test and investigate the research hypothesis, to obtain the required information, and to fulfill the research objectives. These questionnaires can be useful in collecting and analyzing the data gathered, and they save time and effort by

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obtaining the information needed in a short time. Data provided by both teachers and students would help to validate the stated hypotheses stated.

### **3.1.2. The sample of the study**

#### **3.1.2.1. Students**

The sample of this study was taken during the 2019- 2020 academic year from first-year English branch LMD students at the University of Biskra. Thirty (30) students were selected randomly from the whole population of about three hundred and twenty-two students (322) which are divided into ten (10) groups. The reason behind choosing this population due to the fact that first-year LMD students are new to the system of university and to the new techniques used in oral expression courses as well as they will be the most influenced to the speaking difficulties while speaking the target language. This is why we include their viewpoints concerning the subject under investigation and build our dissertation from the learners' opinions which have been gathered in the form of a questionnaire.

#### **3.1.2.2. Teachers**

As for the teachers, the sample was taken from English language teachers at Biskra University. Ten (10) oral expression teachers from the total English language teacher population were chosen. The major purpose of choosing oral teachers to gather their various opinions and information about the use of educational podcasts since their module is concerning with teaching speaking by the use of pedagogical materials.

### **3.2. Analysis of students' Questionnaire**

#### **3.2.1. Aim of the questionnaire**

The purpose of the students' questionnaire is to collect data from the students' point of view that concerns listening to podcasts in oral expression courses, and it is an effect on their performance and oral achievement. In addition, it aimed to see the students' attitudes



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towards the use of podcasts as a supportive educational material to improve their act of oral communication.

### **3.2.2. Description of the questionnaire**

The questionnaire has been designed to thirty (30) EFL students of the English language of Mohammed kheidher university of Biskra during the academic year 2019-2020. In general, the questionnaire consists of a set of different types of questions. The first type is a multiple-choice question that involves a set of choices and the respondents are required to select one answer from the options that are offered. The second type is a close-ended question that requires answers with " yes " or " no " then providing a brief justification where necessary.

### **3.2.3. Piloting and validation**

Before the validation of the first draft of the questionnaire, the researcher submitted it as piloting drafts to five (5) students from our population of First year LMD students of English at Biskra university. In fact, the main objective of the questionnaire's piloting stage was to test the complexity of the questions, ambiguity, verify the attractiveness of its layout, and test if there were any repetitive questions.

We handed the questionnaire to the students on March, 12th.2020, they spent a long time to answer in it. Therefore, when they gave back the questionnaire, they suggested that it would be better if the researcher added by the end of the questionnaire an NB to define the meaning of the podcasts and ICT because they are not familiar with these terms.

From the above remarks, the input from the students was taken into consideration one by one before and during the creation of the final draft for administration.

### **3.2.4. Administration of the questionnaire**

After the piloting and the validation process, we designed the final draft of the questionnaire. For the administration phase, we decided to distribute the questionnaire

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online through "Facebook.com" since the university was lockdown because of the spreading of coronavirus (COVID-19). We share it on May, 16th. 2020 in First-year LMD students' Facebook group. In fact, the idea of using Facebook was beneficial; it gave us the opportunity to receive within three days the intended number of questionnaires answered. In addition, it helped to achieve total transparency and completeness of the answered questionnaire.

### 3.2.5. Analysis of the students' questionnaire

The responses were given respectively for each questionnaire item.

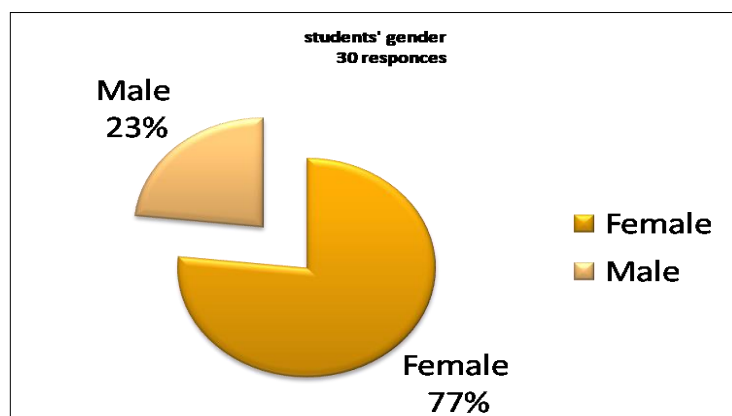
**Q1** : Students' gender

- a. Female                      b. Male

**Table 1:**

*Students' gender.*

Option	Number	Percentage
Female	23	76.7%
Male	7	23.3%
<b>Total</b>	<b>30</b>	<b>100%</b>



**Graph 1: Students' gender.**

## USING PODCASTS TO IMPROVE EFL LEARNERS' SPEAKING SKILLS

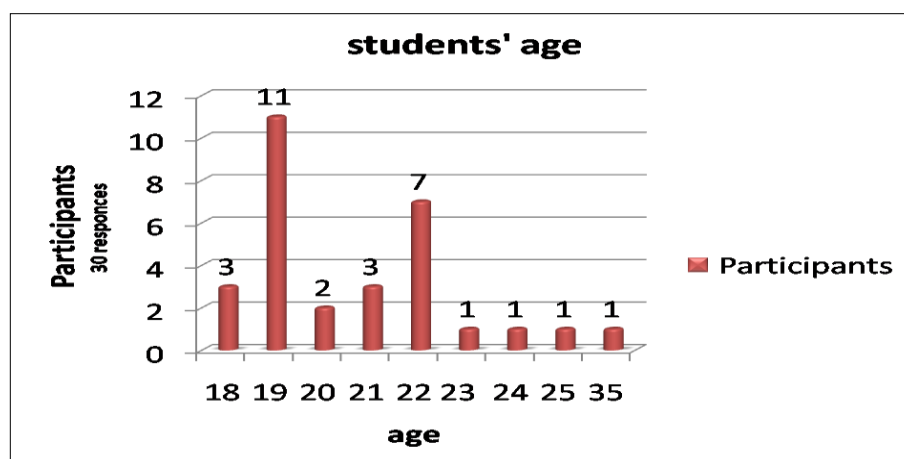
Table 01 indicates the gender distribution within our sample. As it is shown, it presents the number as well as the percentage of females and males. Additionally, it is observable that twenty-three (23) respondents (76,7 %) were females, whereas seven (7) respondents (23.3%) were males. This clarifies that our sample is mostly females from the total frequency of the questionnaire (30).

### Q2 : Students' age

**Table 2:**

#### *Students' age.*

Age	18	19	20	21	22	23	24	25	35
<b>Participants</b>	3	11	2	3	7	1	1	1	1
<b>Percentage</b>	10 %	36.7 %	6.7%	10%	23.3%	3.3%	3.3%	3.3%	3.3%



**Graph 2 Students' age.**

Based on the obtained data, the above table demonstrates that there are nine (09) age groups. First-year LMD students ages vary between eighteen (18) and thirty-five (35) years old. Nineteen (19) years old and twenty-two (22) years old students occupy the highest

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percentage from the whole sample. The rest of the students have different ages as shown in the table above. The results show the diversity in the ages of the students which indicates the difference and variation in the backgrounds of the students in terms of abilities and learning experience.

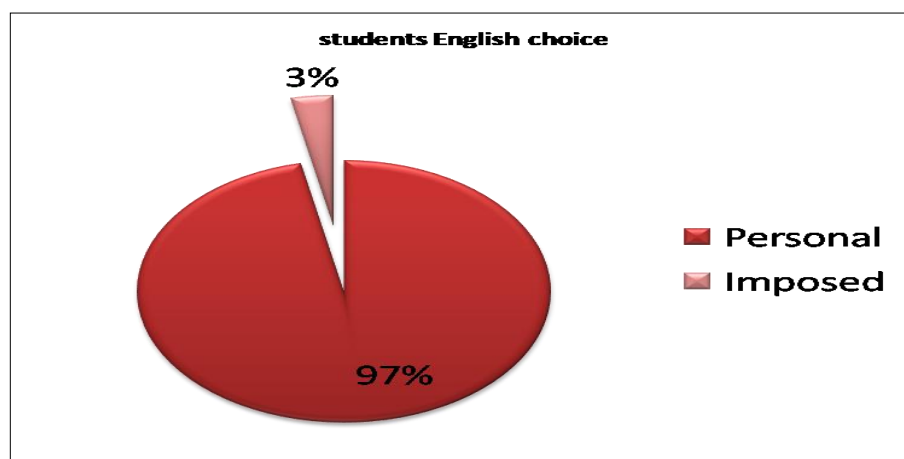
**Q3:** Students' choice to study English was?

- a. Personal                      b. Imposed

**Table 3:**

*Students' English choice.*

Learners'	Number	Percentage
Personal	29	96.7%
Imposed	1	3.3%
Total	30	100%



**Graph 3: Students' English choice.**

The results inform us that, the majority of the students whose choice of learning English was personal (96.7%) but (3.3%) who was obliged to learn English. Therefore, this

## USING PODCASTS TO IMPROVE EFL LEARNERS' SPEAKING SKILLS

student who was imposed to study English is due to his/her poor average or his/her parents' decision.

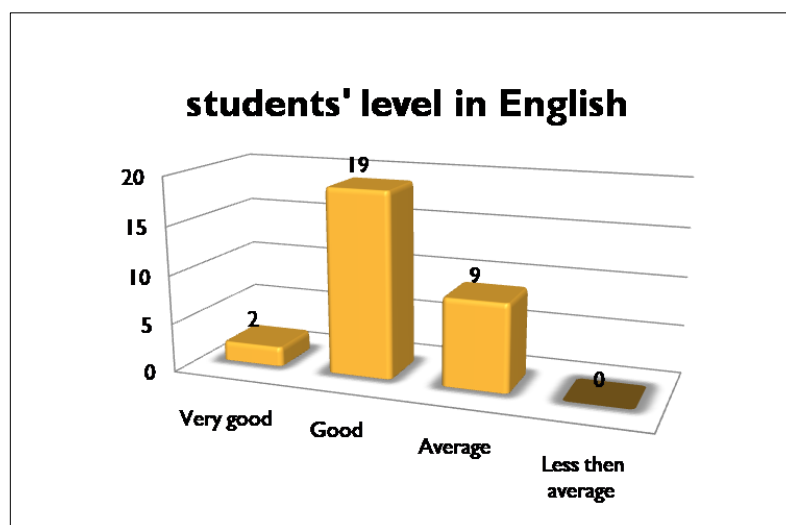
**Q4:** Do you consider your level in English?

- a. Very good      b. Good      c. Average      d. Less than average

**Table 4:**

*Students' level in English.*

Options	Very good	Good	Average	Less than average	Total
Responses	2	19	9	0	30
Percentage	6.7%	63.3%	30%	0%	100%



**Graph 4: Students' level in English.**

As it is clearly observed from the above table, 2 students (6.7%) from the total population consider that their level in English is very good. The majority of the students (19) consider their level in English as a good level (63.3%). In addition, 9 students assume that they have an average level of English. Furthermore, no one (0%) considers that his/her

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level is less than the average level in English. The results show us that, most of the First-year LMD students claimed that they have a good level in English, and they do not underestimate their level as EFL learners.

**Q5:** From 1 to 4, classify the degree of importance of the four language skills.

1. Listening
2. Writing
3. Reading
4. Speaking

This question aims to determine the most important skills for the respondents, based on their language skills classification.

**Table 5:**

*Respondents' classifications of the four skills.*

Skills	Number	Percentage
Listening	11	37%
Speaking	13	43%
Reading	3	10%
Writing	1	3%
No answer	2	7%
Total	30	100%



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**Table 6:***Students' English speaking difficulties.*

Option	Number	Percentage
Yes	20	66.7%
No	10	33.3%
Total	30	100%

**Graph 6: Students' English speaking difficulties.**

The results obtained denote that 20 (66.7%) of students find speaking in English difficult. Generally, it is due to their poor knowledge during high school. Whereas, 10 (33.3%) students who do not find any difficulties while speaking in English and that due to the simple grammatical rules of the English language and their admiration for the language itself.

**Q7:** It is difficulties are due to?

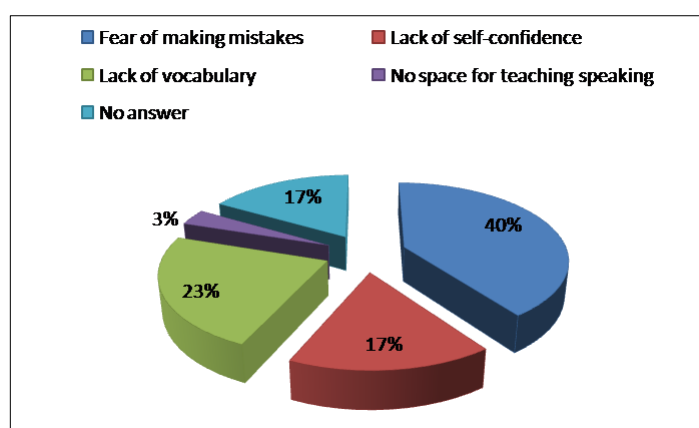


## USING PODCASTS TO IMPROVE EFL LEARNERS' SPEAKING SKILLS

- a. Fear of making mistakes
- b. Lack of self-confidence
- c. Lack of vocabulary
- d. No space for teaching speaking

**Table 7:***Students' English speaking difficulties.*

Options	Number	Percentage
Fear of making mistakes	12	40%
Lack of self-confidence	5	17%
Lack of vocabulary	7	23%
No space for teaching speaking	1	3%
No answer	5	17%
Total	30	100%

**Graph 7: Students' English speaking difficulties.**



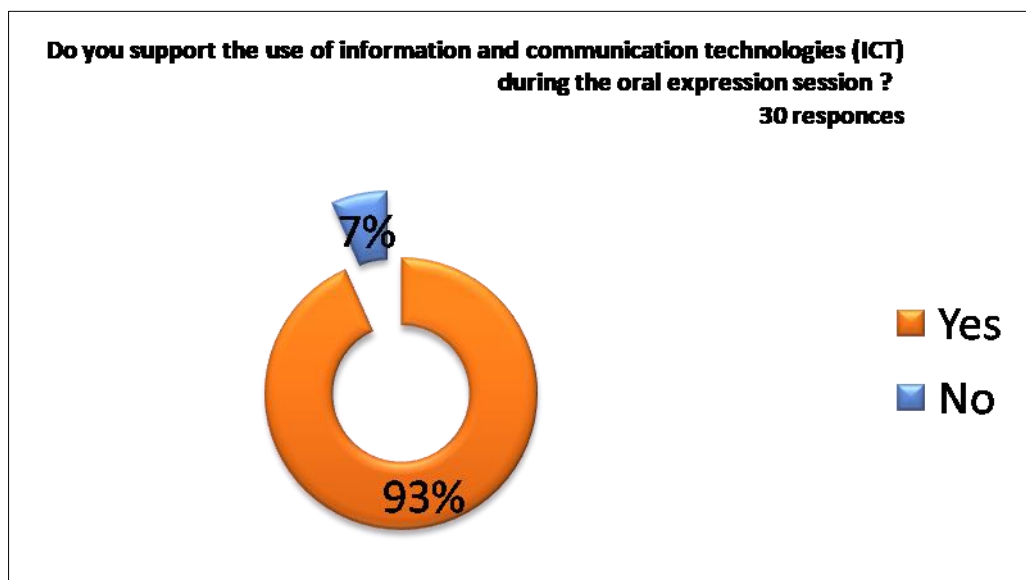




## USING PODCASTS TO IMPROVE EFL LEARNERS' SPEAKING SKILLS

**Table 10:***The use of ICT in oral expression classroom.*

Options	Number	Percentage
Yes	28	93.3%
No	2	6.7%
Total	30	100%

**Graph 10: The use of ICT in oral expression classroom.**

The graph (10) shows that almost all the 28 who represent a high percentage (93.3%) support the use of ICT tools in oral expression class. This may be because they are the new generation that is always in touch with technology nowadays, and they support the transformation of traditional classes into contemporary classes that fulfill their needs. Technological materials can also help learners find the learning process easier. On the other hand, 2 students (6.7%) do not support the use of technology inside the classroom.

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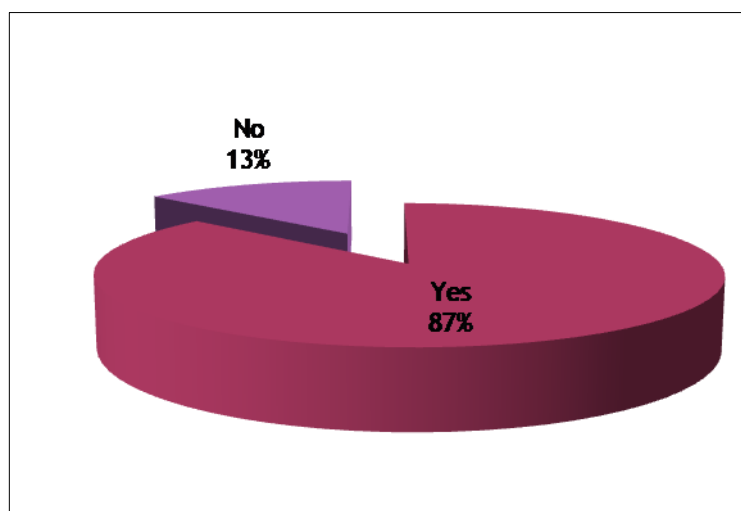
**Q11:** Do you know podcasts?

- a. Yes                      b. No

**Table 11:**

*The students' acquaintance with podcasts.*

Options	Number	Percentage
Yes	26	86.7%
No	4	13.3%
Total	30	100%



**Graph 11:** The students' acquaintance with podcasts.

As far as the term podcast is concerned, the meaning of the word is not understood to a remarkable number of participants, and the percentage of those who are familiar with the term increases those who are not, reaching an average of 86.7%. The reason behind the 13.3% unfamiliarity of the respondents with the term may be due to lack of technology

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used by the students, lack of labs, or the unfamiliarity of the teacher with the term podcast itself.

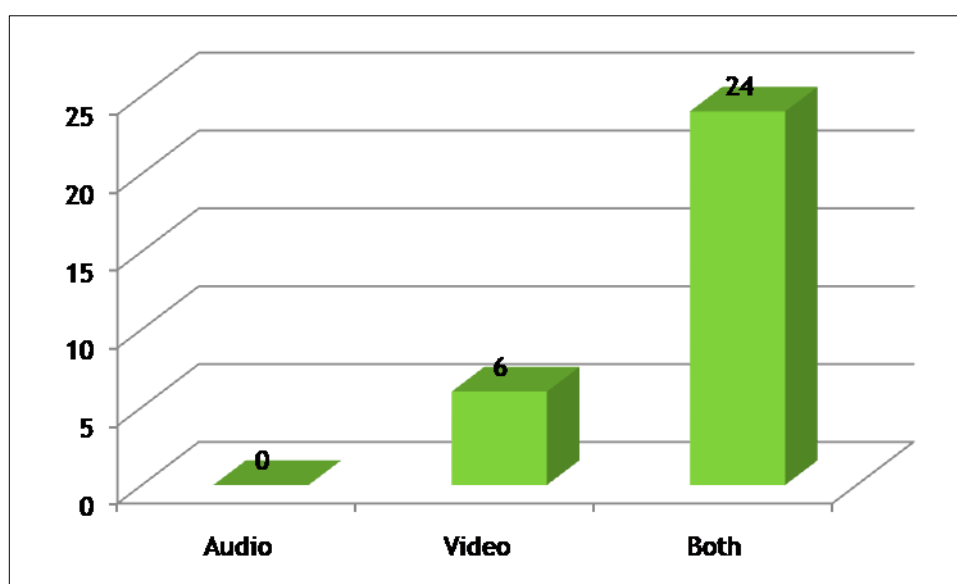
**Q12:** Which kind of podcasts do you like?

- a. Audio                      b. video                      c. both

**Table 12:**

*The educational materials kinds.*

Options	Number	Percentage
Audio	0	0%
Video	6	20%
Both	24	80%
Total	30	100%



**Graph 12:** The educational materials kinds.









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The results indicate the majority (76.7%) of students (23) state that listening to podcasts increase their ability to speak inside and outside the classroom. While seven 7 of them (23.3%) said that listening to podcasts do not increase their ability to speak inside and outside the classroom.

If yes, how?

Respondents who think that listening to podcasts increase their ability to speak inside and outside the classroom 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 skills and enables them to discuss what they have heard, thus promoting their participation and improving and refining their speaking skills in the use of correct pronunciation and recognition in numerous cases how English is spoken. Moreover, learners said podcasts encourage them to express their thoughts and strengthen their self-confidence when they communicate orally.

**Q16:** Podcasts helps you to improve your:

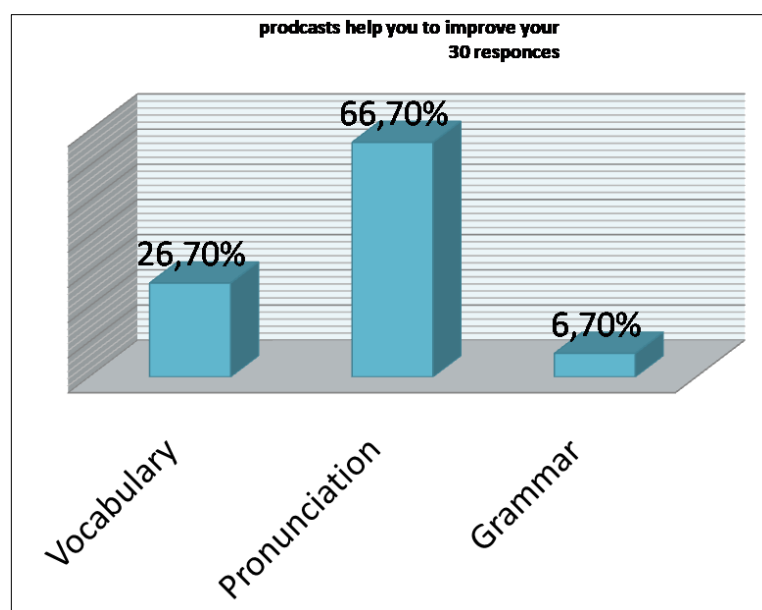
- a. Vocabulary
- b. Pronunciation
- c. Grammar

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**Table 16:**

*Podcasts improve students' vocabulary, pronunciation, or grammar.*

Options	Number	Percentage
Vocabulary	8	26.7%
Pronunciation	20	66.7%
Grammar	2	6.7%
Total	30	100%



**Graph 16: Podcasts improve students' vocabulary, pronunciation, or grammar.**

As the table reveals eight (8) students who represent (26.7%) have indicated that podcasts improve their vocabulary. while the majority (66.7%) stated that pronunciation is improved through listening to podcasts. On the other hand, two (02) Students (6.7%) considered that podcasts enhance grammar. According to these results, podcasts can play

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

**Q17:** Do you think that listening to podcasts gives you the possibility to understand the different contexts of spoken English?

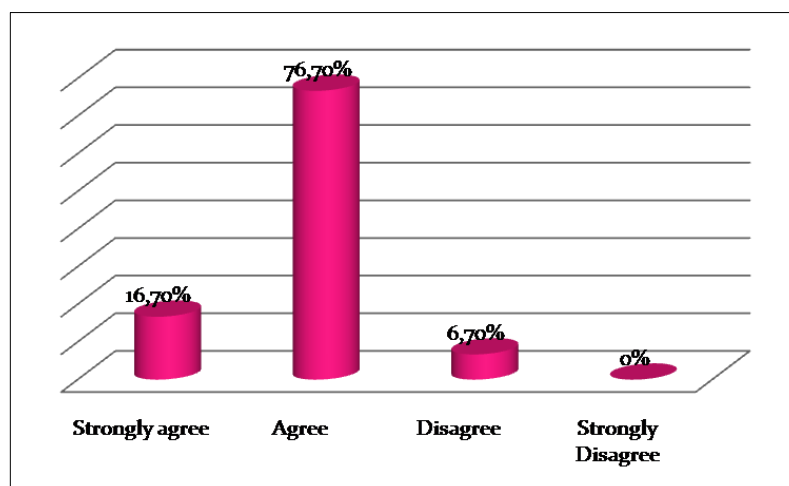
- a. Strongly agree
- b. Agree
- c. Disagree
- d. Strongly disagree

**Table 17:**

*Listening to podcasts enables students to recognize how the English language is spoken in different contexts.*

Options	Number	Percentage
Strongly agree	5	16.7%
Agree	23	76.7%
Disagree	2	6.7%
Strongly Disagree	0	0%
Total	30	100%

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**Graph 17: Listening to podcasts enables students to recognize how the English language is spoken in different contexts**

The results above indicate that most of the students (76.7%) did agree that listening to podcasts grants them the opportunity to recognize how the English language is spoken in different contexts. Others who represent (16.7%) were strongly agreeing on the idea. However, two participants disagree.

Whatever your choice, justify?

The majority of respondents consider the podcasts allow them to recognize how the English language is spoken in a different context and enables them to know how they can speak the language appropriately in a given situation where it should be used because this material may provide learners with a different situation where English is spoken. On the other hand, some respondents disagree with the idea that podcasts give you the opportunity to understand the different contexts of spoken English because of their unfamiliarity with podcasts.

**Q18:** Do you think that educational podcasts are necessary and helpful in developing your speaking skills?

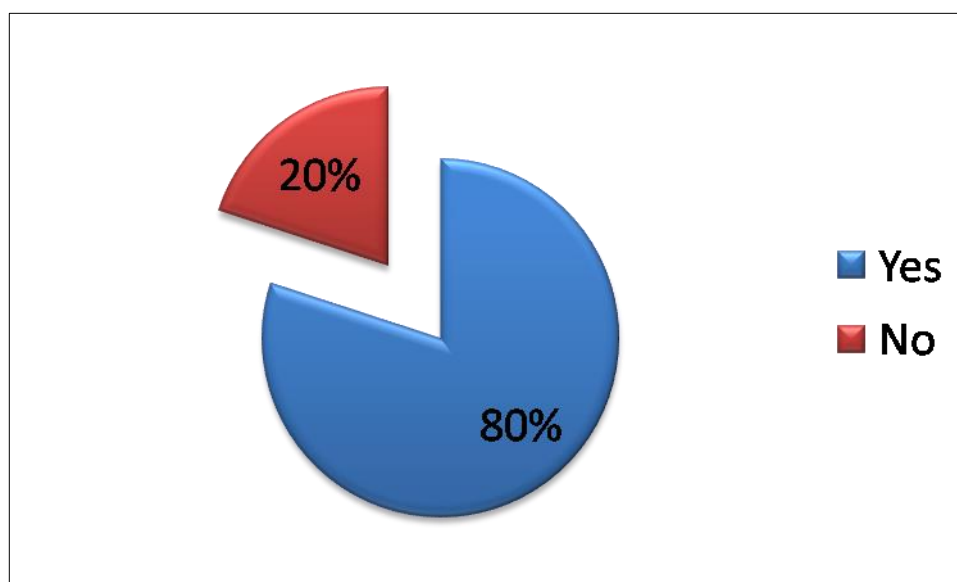
a. Yes

b. No

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**Table 18 :***Educational podcasts' necessity.*

Options	Number	Percentage
Yes	24	80%
No	6	20%
Total	30	100%

**Graph 18: Educational podcasts' necessity.**

The majority of students (80%) believe that the use of educational podcasts is necessary for developing their speaking skills, whereas, only (20%) are against.

Students who choose the option 'yes' provided some reasons such as the podcasts develop our speaking skills and they bring a vital and motivated atmosphere into the classroom.

**Q19:** Do you prefer oral sessions based on educational podcasts?





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**3.2.6. Discussion of students' questionnaire**

Based on the analysis of the students' questionnaire, a final view can draw as follows:

The study relies on a sample form first-year EFL students, in which the majority of them are females that indicate the females' interest in studying the English language than males. Moreover, the results show that students' age ranged from nineteen to twenty-two years old, and the majority of them choose the English language as a foreign language because of a personal choice.

Besides, most of them have a good level in English so, they are motivated to study. Moreover, the obtained results reveal clear ideas concerning the students' ways of thinking and awareness about the speaking skill. Since the majority of them are interested in the skill and they wish to master it more than the other language skills. In addition, the majority of the first year LMD students consider speaking in English a difficult task due to their lack of self-confidence, lack of vocabulary or no space for teaching speaking.

Additionally, most of the students prefer the oral expression module because it is a suitable course to achieve their communication abilities where they can speak and interact freely. Therefore, podcasts as pedagogical material for teaching speaking reveals that learners practice listening to native speakers' talk in the classroom and the vast majority support the use of audio-visual aids and video aids in oral expression class because it still 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 the limited time or the department misses the required equipment, but they consider it as material that promotes their participation in oral expression class.

Also, first-year EFL learners think that podcasts have a positive effect on their communicative competence because this material helps them to improve their

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pronunciation and acquire new vocabulary, and it exposes them to speak English in its natural surroundings so they will know how to use utterances in accordance with specific situations. However, more than half of the participants agree that listening to podcasts grants them the opportunity to recognize how the English language is spoken in different contexts. Furthermore, the majority of the students believe that the use of podcasts is necessary for developing their speaking skills and they do prefer an oral session based on educational podcasts. Finally, the previous results obtained from students' answers proved that educational podcasts are effective in developing and enhancing students' speaking skills.

### **3.3. Analysis of teachers' questionnaire**

#### **3.3.1. Aim of the questionnaire**

The teachers' questionnaire is designed to collect accurate data on the perspectives and opinions of teachers on the use of podcasts in oral expression sessions in order to teach speaking, their role in the growth of the vocabulary, grammar and pronunciation of learners, and their effect on the speaking skills of the students.

#### **3.3.2. Description of the questionnaire**

Teachers' questionnaire has been distributed to ten (10) teachers of oral expression at the English branch at Mohammed Kheider university of Biskra during the academic year 2019 -2020. In general, the questionnaire consists of a set of different types of questions. The first type is a multiple-choice question that involves a set of choices and the respondents are required to select one answer from the options that are offered. The second type is close-ended questions that require answers with "yes "or "no "then providing a brief justification where necessary.

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### **3.3.3. Piloting and validation**

Before the validation of the first draft of the questionnaire, the researcher submitted it as piloting drafts to five (5) teachers from our population of oral teachers of Biskra university. In fact, the purpose of the piloting stage was to check comprehensible, repeated, ambiguous, or lengthy of the questionnaire questions. However, the main aim of the piloting stage was for the purpose of gathering teachers' feedback and remarks then taking them into consideration while preparing and starting the final administration. The piloting stage took place in March 2020; it took five days because teachers were not free. Therefore, when they gave back the questionnaire they suggested that it would be better if the researcher makes some changes to some expressions and added by the end of the questionnaire an NB to define the meaning of podcasts because some oral teachers are not familiar with the term.

From the above remarks, the input from the teachers was taken into consideration one by one before and during the creation of the final draft for administration.

### **3.3.4. Administration of the questionnaire**

After the piloting and the validation process, we designed the final draft of the questionnaire. For the administration phase, we decided to distribute the questionnaire online through "Gmail" since the university was lockdown because of the spreading of coronavirus (COVID-19). We share it on May, 5th. 2020. In fact, the idea of using Gmail was beneficial; it gave us the opportunity to receive within two days the intended number of questionnaires answered. In addition, it helped to achieve total transparency and completeness of the answered questionnaire.

### **3.3.5. Analysis of the teachers' questionnaire**

**Q1:** degree (s) hold:

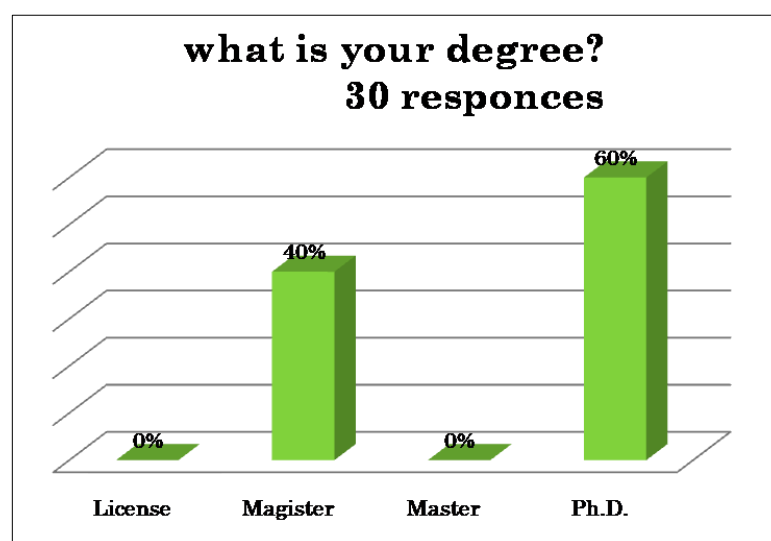
- a. License

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- b. Magister
- c. Master
- d. Ph.D. (doctorate)

**Table 20:***Teachers' academic degree.*

Options	License	Magister	Master	Ph.D.
Responses	0	4	0	6
Percentage	0%	40%	0%	60%

**Graph 20: Teachers' academic degree.**

It is noticed from the table (20) that the majority of oral expression teachers at Mohammed kheider university of Biskra have a doctorate degree (60%) and four of them (40%) have a magister degree. This suggests that most of Mohammed Khieder University of Biskra's oral expression teachers probably hold the same degree, have enough experience, and are qualified to effectively teach EFL learners.

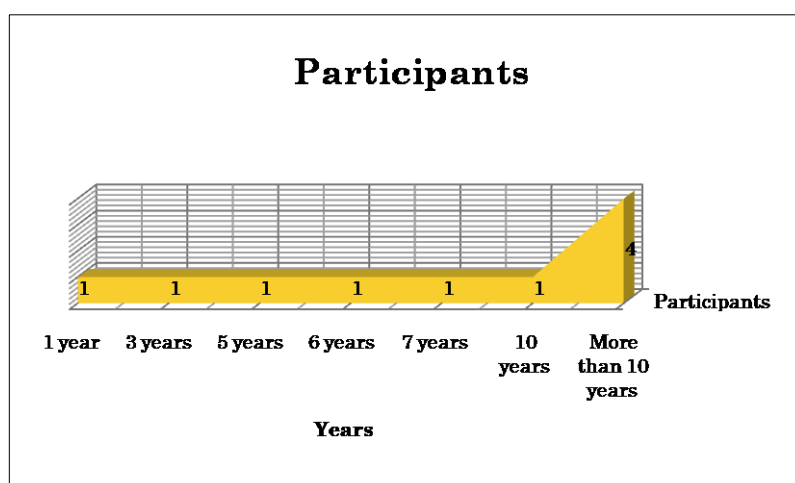
## USING PODCASTS TO IMPROVE EFL LEARNERS' SPEAKING SKILLS

**Q2:** How long have you been teaching EFL oral expression at university?

**Table 21:**

*Experience in teaching oral expression at university.*

Years	Participants	Percentage
1 year	1	10%
3 years	1	10%
5 years	1	10%
6 years	1	10%
7 years	1	10%
10 years	1	10%
More than 10 years	4	40%
Total	10	100%



**Graph 21:** Experience in teaching oral expression at university.

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The results obtained indicate most of the oral expression teachers have the experience in teaching this module. A teacher who represents (10%) teaches this module for one year. One teacher (10%) said that they teach oral expression for one year. In addition, one of them (10%) claimed that they have been teaching oral expression for five years. While another teacher (10%) said they have six years of experience in teaching oral expression. Moreover, only one teacher (10%) has been teaching oral expression for seven years, and also there is one teacher (10%) said they have ten years of experience in teaching oral expression. Furthermore, the above indicates that there are four teachers (40%) who have been teaching oral expression for more than ten years and this means that they are the most experienced ones in teaching this module. It can be noticed that oral expression teachers are enough experienced in teaching speaking in EFL classrooms.

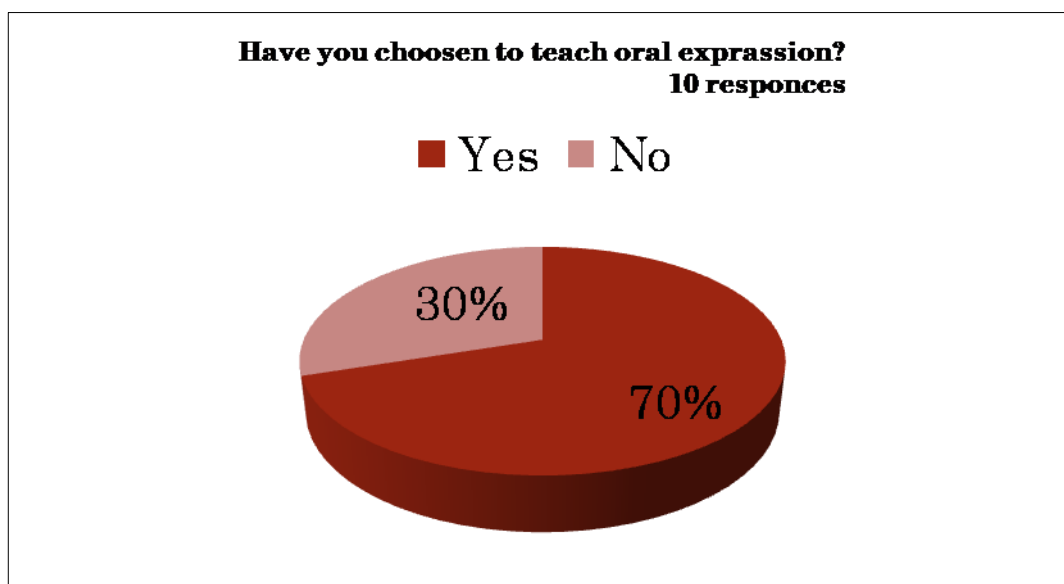
**Q3:** Have you chosen to teach oral expression?

- a. Yes                      b. No

**Table 22:**

*Teachers' choice to teach the oral expression module.*

Options	Number	Percentage
Yes	7	70%
No	3	30%
Total	10	100%



**Graph 22: Teachers' choice to teach the oral expression module.**

The table shows that teaching oral expression is the choice of all the teachers, and just three teachers are obliged to teach this module. This means that those teachers have the desire to teach the oral lecture and this, of course, has their impact on increasing their students' motivation.

**Q4:** How important is the teaching of speaking skills? (give reasons)

Teachers were asked to give reasons on the importance of teaching speaking skills in oral expression class. Out of ten teachers, nine teachers (90%) have answered the question. Teachers believed that teaching speaking skills are a primary indicator of communicative competence in a foreign language. The speaking skills are the main pillars for the good learning of the language because also they do allow communication flow to be set for a sound understanding of the metalanguage. In addition, teaching speaking makes students able to express their ideas, ask questions, answer, argue, disagree, share opinions, and interact with others.

**Q5:** Are students motivated to communicate in English inside the class?

a. Yes

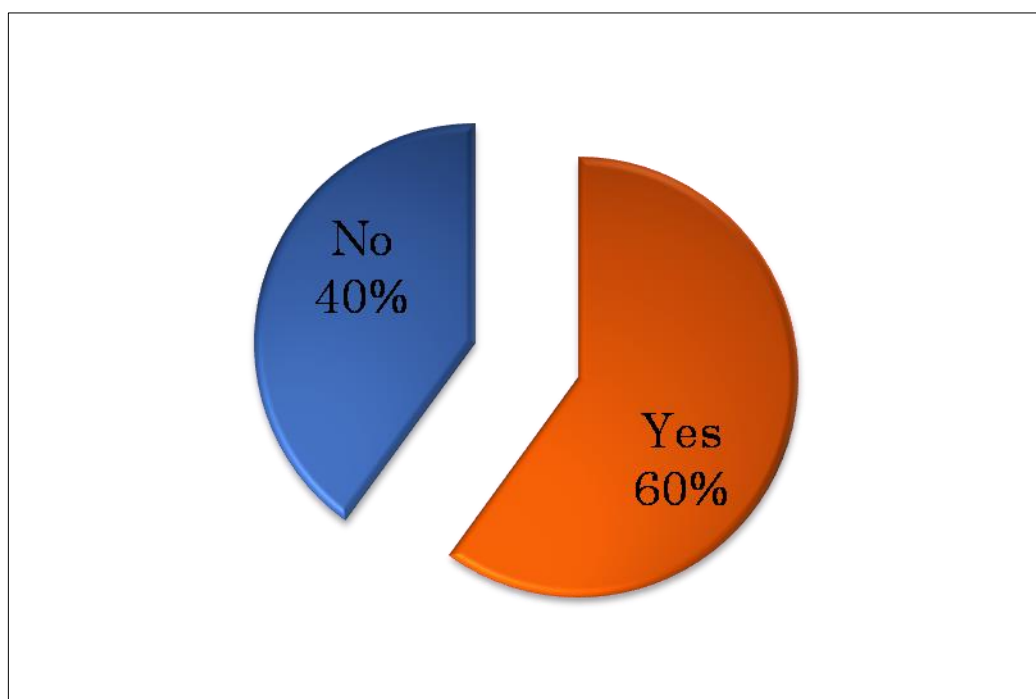
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b. No

**Table 23:**

*Teachers' perception of their students' motivation.*

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



**Graph 23: Teachers' perception of their students' motivation**

The table reveals that most of the first-year students (60%) are motivated to speak inside the classroom. Whereas (40%) of the rest are not motivated and this due to many reasons. The teachers of the oral expression state that students are demotivated because of



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the enormous number that inhibits them from attempting to speak too much during the lecture, the unsuitable environment, and the lack of teaching materials.

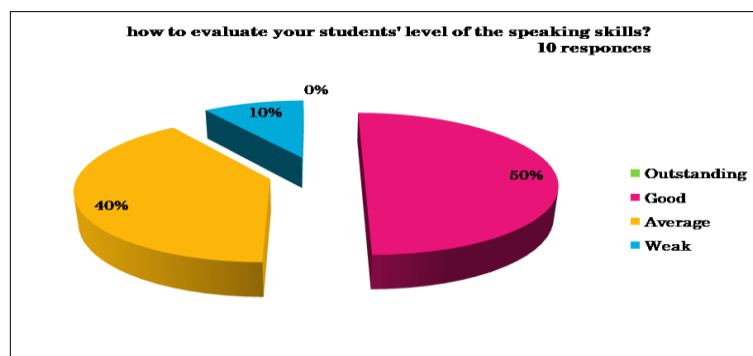
**Q6:** How do you evaluate your students' level of speaking skills?

- a. Outstanding
- b. Good
- c. Average
- d. Weak

**Table 24:**

*Teachers' evaluation of learners' speaking performance.*

Options	Number	Percentage
Outstanding	0	0%
Good	5	50%
Average	4	40%
Weak	1	10%
Total	10	100%



**Graph 24:** Teachers' evaluation of learners' speaking performance

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As the results illustrate, oral expression teachers agreed that EFL learners' level in speaking performance is between average (40%) and good (50%). However, one of the teachers considered the students' level in oral performance weak. 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.

**Q7:** From your perspective, what are the major obstacles that face students in speaking skills?

From the teachers' answers, we conclude that all the students find difficulties when they are going to use the language. Some of them suffer from: First, the lack of vocabulary which inhibits them to express their ideas and thoughts and interact with each other. Second, anxiety and fear of making mistakes; some students find it difficult either when they want to say things in front of their classmates or when the teachers correct their mistakes. The third difficulty is the students' interference of their mother tongue towards the target language. The fourth difficulty was concerned with the student demotivation that refers to many things which are Lack of linguistic knowledge, level of language culture, and skills.

To sum up, we would conclude that all these issues need to be taken into consideration by teachers to enhance the motivation of the students to talk, and this would be achieved by the use of various tools and techniques.

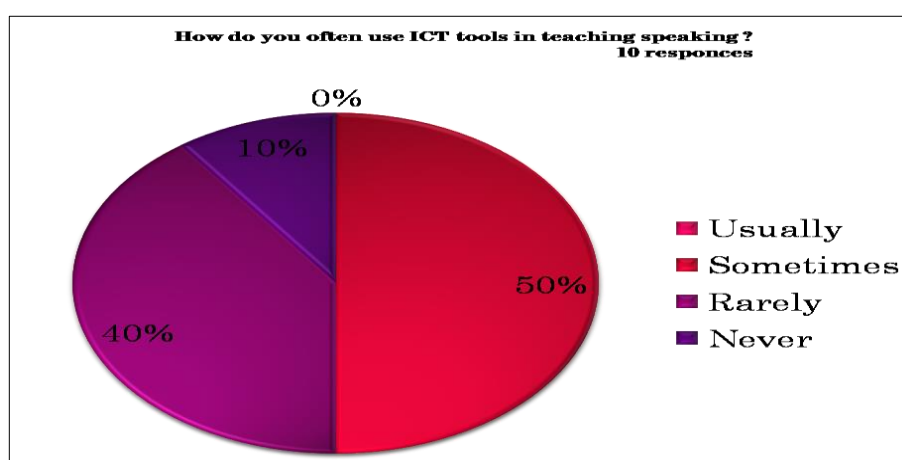
**Q8:** How often do you use ICT tools in teaching speaking?

- |              |           |
|--------------|-----------|
| a. Usually,  | c. Rarely |
| b. Sometimes | d. Never  |

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**Table 25:***Using technological materials while teaching speaking.*

Options	Number	Percentage
Usually	1	10%
Sometimes	8	80%
Rarely	0	0%
Never	1	10%
Total	10	100%

**Graph 25: Using technological materials while teaching speaking.**

The above statistics show that (80%) of participants claimed that sometimes rely on ICT tools while teaching speaking because these tools may help them to teach students this skill. Whereas, (10%) of the participant said he/she usually uses these materials in oral expression class maybe because of the lack of equipment, the overcrowded classes.

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However, (10%) of the participant said that he/she never uses ICT tools while teaching speaking.

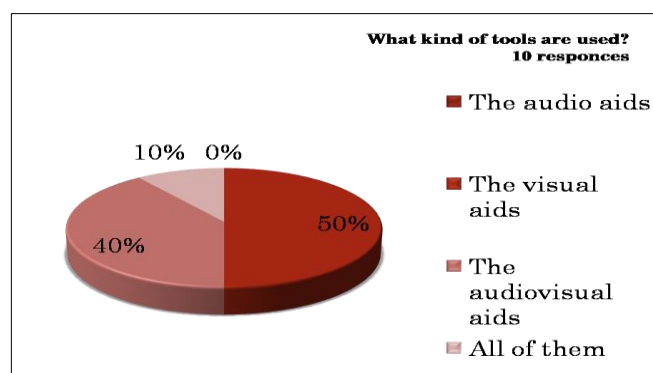
**Q10:** What kind of tools are used?

- The audio aids
- The visual aids
- The audiovisual aids
- All of them

**Table 26:**

*The uses of teaching aids.*

Options	Number	Percentage
The audio aids	1	11.1%
The visual aids	0	0%
The audiovisual aids	0	0%
All of them	8	88.9%
Total	10	100%



**Graph 26: The uses of teaching aids.**







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The table and the above graph indicate that all teachers (10) representing (100%) have stated that they find educational podcasts a good source of teaching speaking and no one denied that.

If possible, tell us their effectiveness in improving the speaking skills of the EFL learners?

The results show that all of the oral expression teachers agreed that educational podcasts are a good source for teaching speaking, and they support their answers with the way they see podcasts efficient in developing learners' speaking skills. Teachers considered podcasts as authentic materials that serve as a motivating factor for students to look for more language forms and usages. In addition, oral teachers stated that educational podcasts help to overcome students' errors and spelling mistakes and to know how language is structured and used. Therefore, teachers stated that as podcasts are generally made and performed by native speakers, they work as a reference for correct pronunciation, grammar, and vocabulary use according to the context. Moreover, oral expression teachers confirmed that podcasts get students' attention to practice what they learned and listened in their own performance through different tasks.

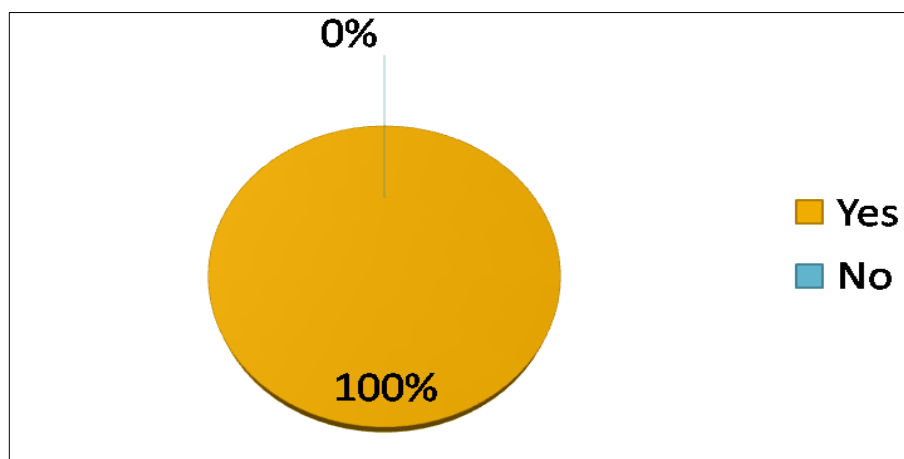
**Q14:** What are the useful feedbacks that you draw from using educational podcasts?

Teachers were asked to draw their positive feedbacks from the use of educational podcasts. All the oral expression teachers ensure that podcasts can help with the learning of the target language since most EFL learners never meet or speak to a native speaker and that helps them in improving their speaking performance. In addition, using educational podcasts can be a time effort saver and that helps with the variety of strategies that are used in the oral expression classroom. Moreover, teachers stated that educational podcasts help in increasing students' motivation to speak better and to interact with each other inside and outside the classroom.





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**Graph 30: Podcasts help in developing other abilities besides speaking.**

If yes, please mention some of them?

All oral expression teachers ensure that podcasts help improve their ability to master certain aspects of language such as grammar, pronunciation, and vocabulary, And they explain their responses by claiming that podcasts include native speakers who provide foreign language learners with other things such as perfect pronunciation, correct use of vocabulary, grammar, and real-life English speaking. In addition, the repetitive use of podcasts in the classroom gives learners the opportunity to be exposed to native speakers without face-to-face interaction and allows learners to develop a habit of imitating native speakers in the way they speak and using utterances in context.

**Q17:** from your experience, how to find attainment and achievement in oral skills after using podcasts?

From the oral teachers' experience, they were asked to set the attainment and achievement in oral skills after using podcasts. Out of ten teachers, nine teachers (90%) have answered the question. Teachers find that podcasts are a useful, motivating, and attractive teaching material, create a suitable learning atmosphere, and develop the oral performance of EFL learners. In addition, they encourage students to focus and pay attention to native speakers' pronunciation, accent, and vocabulary use that will help

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learners to improve their listening skills and oral communication. Moreover, teachers of oral expression claimed that podcasts provide the correct form of language and use, combine fun and education, and help teachers gain time and energy and facilitate the flow of lessons.

### **3.3.6. Discussion of teachers' questionnaire**

The analysis of teachers' questionnaire reveals teachers attitudes towards the use of educational podcasts in teaching speaking in EFL classrooms, students' level in oral performance, the effect of using podcasts as a good source for teaching speaking, difficulties when implementing podcasts in oral courses, and the attainment and achievement in oral skills after using podcasts.

The statistics indicate that the majority of oral expression teachers at the English branch at Mohammed Kheider Biskra hold a doctorate degree, their teaching experience varied from one to more than ten years (1 -10 years) so that the representative sample has sufficient experience in teaching oral expression module. Teaching oral expression is the choice of all teachers which means that those have the desire to teach this module.

Moreover, most of the teachers believed that teaching speaking skills are the main pillars of the good learning of the language. Besides, the majority of teachers agreed that EFL learners' speaking performance has a good to an average level may be because the students are not interested and less motivated due to the traditional teaching methods which may disconnect learners' attention with the course content. Since the majority of them suffer from the lack of vocabulary, anxiety with the fear of making mistakes, and the students' interference of their mother tongue toward the target language.

In addition, more than half of teachers (80%) said that they sometimes use ICT tools while teaching speaking, and the other teachers said that they rarely to never use these materials, but there are teachers (40%) do not use educational podcasts because of the huge

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number of students, noise, and the lack of technological devices. Additionally, all the teachers find podcasts a good source for teaching speaking and they support this answer with a number of advantages of using this tool the classroom because it can help learners to overcome spelling errors and fear of ideas and enable them to acquire correct pronunciation, new vocabulary, and grammar in addition to promoting their ability to speak. Therefore, all teachers said they had difficulty implementing podcasts in their courses due to the lack of technical tools and noise required.

Finally, teachers' answers about their attainment and achievement in oral skills after using podcasts gave validity to the current study and confirmed the impact of this educational tool on EFL learners' speaking skills.

### **3.4. The main results of the analysis**

The obtained results from the analysis of students' and teachers' questionnaires have indicated that the use of educational podcasts in oral expression class positively affects the speaking skills of the learners. Replies from both students and teachers indicated that podcasts provide learners have the ability to learn English from an original source where it is spoken in its natural environment and improve the communication skills of learners in terms of learning vocabulary and grammar and understanding how to use the language properly. First-year LMD students and oral expression teachers also support the implementation of podcasts in classrooms and find them as a resource that can turn traditional teaching methods and EFL classrooms into new ones that build a pleasant and interactional environment of teaching and learning.

## **Conclusion**

This chapter was devoted to the fieldwork of the study. Two questionnaires were designed and distributed to first-year LMD students and oral expression teachers at the English branch at the University of Biskra. The results obtained from the analysis of both

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questionnaires confirmed the stated hypotheses. If podcasts are used to develop learners' language skills, accurate pronunciation, grammar and the learning of new vocabulary will be improved and gave this conducted research the validity.

## **General conclusion**

The aim of the work is to investigate the role of using podcasts to improve EFL learners' speaking skills. Through this research, we hypothesized that if the podcasts are used to enhance learners to improve their oral performance by acquiring the correct pronunciation, grammar, and learning new vocabulary.

In order to investigate the hypotheses of the research, we divided the study into three chapters.

The first chapter mainly 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. The last chapter is the practical part of the study devoted to the students' and the teachers' questionnaire. They were given to the first year LMD students and the Oral Expression teachers in the field of English at Biskra University. The aim of these questionnaires is to obtain both students' and teachers' opinions about the role of using podcasts in teaching the course of Oral expression in enhancing the students' speaking skills. The study has taken a place at Biskra University in the academic year 2019-2020.

The results suggested that EFL learners support the use of educational podcasts in oral expression class, and agree on their impact on the development and promotion of oral performance. The findings also revealed that teachers of oral expression also indicate that the implementation of educational podcasts in their lectures creates a suitable learning atmosphere which helps students to pay attention to the course topic, raise their participation in classroom discussion, acquire new vocabulary, and being exposed to the authentic form of the language.

Finally, the analysis of the obtained results confirmed the stated hypotheses and proved that educational podcasts do improve students' speaking skills and enhance students' oral performance.

## **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 :

1. The course of oral expression should be given more consideration by the pedagogical administration because it considered a unique opportunity for learners to practice the English language and to be able to express themselves freely.

2. The equipment needed to provide this E-learning tool should be provided at the English branch of the University of Biskra.

3. Oral expression teachers should aware of the benefits of using educational podcasts in their lectures.

4. Teachers should select the appropriate podcast in terms of its content, the rate of speech delivery, and the expressions used in order to raise students' motivation and attention to engage with the lecture.

5. Teachers need to use different types of teaching aids in order to facilitate the process of teaching and learning.

6. Students need to be given effective techniques to improve their oral productions.

7. Teachers should teach their students to speak through the implementation of the activities required to perform in the classroom.

8. Students should be aware of the importance that podcasts play in the development of their communicative skills.

9. EFL learners should help incorporate podcasts into oral expression courses without creating any noise due to their large numbers in order to grasp more about the target languages as much as possible.

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10. Students should not rely only on what they have been acting in the classroom, but they should also practice the language outside the classroom with their classmates.



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# Appendices

## Appendix 1: Students' Piloting Questionnaire

Dear students,

This questionnaire is part of a study that attempts to investigate the influence of the use of podcasts in oral expression sessions to improve the speaking skill of EFL students. We would be so grateful if you could answer the questions below:

Put a tick (✓) mark in the right answer

Q1. Male  Female

Q2. Age .....

Q3. Your choice to study English was:

a) Personal  b) Imposed

Q4. Do you consider your level in English?

- Very good
- Good
- Average
- Less than average

Q5. Classify the degree of importance of the four language skills. (from 1 to 4).

- Listening
- Speaking
- Reading
- Writing

Q6. Do you find difficulties when speaking English?

- Yes
- No

Q7. which the following difficulties do you usually encounter with:

- Fear of making mistakes

- Lack of self-confidence
- Lack of vocabulary
- No space for teaching speaking

**Q8.** Do you think that the oral expression course is an appropriate course to improve your speaking skills?

- Yes
- Somehow
- No

**Q9.** Do you listen to native speakers talk during the oral classroom session?

- Yes
- No

**Q10.** Do you support the use of ICT tools during the oral expression session?

- Yes
- No

**Q11.** Do you know podcasts?

- Yes
- No

**Q12.** which kind of podcasts do you like?

- Audio
- Video
- Both

**Q13.** Do your teacher use podcasts during the oral expression session?

- Yes
- No

**Q14.** Do you think that using podcasts in the oral classroom motivates you to participate?

- Yes
- No

**Q15.** Does listening to podcasts increase your ability to speak inside and outside the classroom?

- Yes
- No

If yes, how?

.....

.....

.....

...

**Q16.** Podcasts helps you to improve your

- Vocabulary
- Pronunciation
- Grammar

**Q17.** Do you think that listening to podcasts gives you the possibility to understand the different contexts of the spoken English?

- Strongly agree
- Agree
- Disagree
- Strongly disagree

Whatever your choice, justify?

.....

.....





## **Opinionnaire**

**Q1.** Did you find difficulties in answering the questions? If yes, please explain why?

.....  
.....

**Q2.** Did you find repeated questions? If yes, please mention the number of the question?

.....  
.....

**Q3.** Did you find a question that needs reformulation? If yes, please state which question?

.....  
.....

**Q4.** Can you propose other questions?

.....  
.....

**Thank you for your collaboration.**

**ZIAD SALSABIL**

## Appendix 2: Teachers' Piloting Questionnaire

Dear teachers,

This questionnaire is part of a study that attempts to investigate the influence of the use of podcasts in oral expression sessions to improve the speaking skill of EFL students. We would be so grateful if you could answer the questions below:

Put a tick (✓) mark in the right answer

**Q1.** what is your degree:

- a. License
- b. Magister
- c. Master
- d. Ph.D. (doctorate)

**Q2.** How long have you been teaching EFL oral expression at university?

.....

**Q3.** Have you chosen to teach oral expression?

- a. Yes
- b. No

**Q4.** How important to teach speaking skills? Justify you answer.

.....  
.....  
.....  
.....

**Q5.** Are your students motivated to communicate in English inside the class?

- a. Yes
- b. No

Justify your answer

.....

.....

.....

**Q6.** How do you evaluate your students' level of speaking skills?

- a. Outstanding
- b. Good
- c. Average
- d. Weak

**Q7.** From your perspective, what are the major obstacles that face students in speaking skills?

.....

.....

.....

**Q8.** How often do you use technological materials while teaching speaking ?

- a. Usually
- b. Sometimes
- c. Rarely
- d. Never

**Q9.** what kind of material do you use in order to teach the oral expression?

- a. The audio aids
- b. The visual aids
- c. The audiovisual aids
- d. All of them

**Q10.** Do you think that these materials help students to improve their English?

a. Yes

b. No

If possible, tell us, why?

.....

.....

.....

...

**Q11.** Do you use educational podcasts in teaching oral expression?

a. Yes

b. No

if yes, tell us how?

.....

.....

.....

.....

...

**Q12.** Do you consider them as a good source for teaching speaking?

a. Yes

b. No

If possible, tell us about their effectiveness in improving the speaking skills of the EFL learners.

.....

.....

.....

...

**Q13.** What are the positive feedbacks do you draw from using the educational podcasts?

.....  
.....  
.....

**Q14.** What are the main difficulties you encountered while using them?

.....  
.....

**Q15.** Do podcasts help your students in developing their other abilities besides speaking?

- a. Yes
- b. No

If yes, please mention some of them?

.....  
.....  
.....

**Q16.** from your experience, how do find attainment and achievement in oral skills after using podcasts?

.....  
.....  
.....

If you would like to add any suggestions or comments, please feel free

.....  
.....  
.....

**Thank you for your collaboration.**

**ZIAD SALSABIL**

### Appendix 3: The students' Final Questionnaire

Dear students,

This questionnaire is part of a study that attempts to investigate the influence of the use of podcasts in oral expression sessions to improve the speaking skill of EFL students. We would be so grateful if you answer the questions below:

Put a tick (✓) mark in the right answer

Q1. Male  Female

Q2. Age .....

Q3. Your choice to study English was:

b) Personal  b) Imposed

Q4. Do you consider your level in English?

- Very good
- Good
- Average
- Less than average

Q5. Classify the degree of importance of the four language skills. (from 1 to 4).

- Listening
- Speaking
- Reading
- Writing

Q6. Do you find difficulties when speaking English?

- Yes
- No

Q7. which the following difficulties do you usually encounter:

- Fear of making mistakes

- Lack of self-confidence
- Lack of vocabulary
- No space for learning speaking

**Q8.** Do you think that the oral expression course is appropriate to improve your speaking skill?

- Yes
- Somehow
- No

**Q9.** Do you listen to native speakers talk during the oral classroom session?

- Yes
- No

**Q10.** Do you support the use of Information Communication Technology (ICT) tools during the oral expression session?

- Yes
- No

**Q11.** Do you know podcasts?

- Yes
- No

**Q12.** which kind of podcasts do you like

- Audio
- Video
- Both

**Q13.** Do your teacher use podcasts during the oral expression session?

- Yes
- No



**Q14.** Do you think that using podcasts in the oral classroom motivates you to participate?

- Yes
- No

**Q15.** Does listening to podcasts increase your ability to speak inside and outside the classroom?

- Yes
- No

If yes, how?

.....

.....

**Q16.** Podcasts help you to improve your

- Vocabulary
- Pronunciation
- Grammar

**Q17.** Do you think that listening to podcasts enables you to understand the different contexts of the spoken English?

- Strongly agree
- Agree
- Disagree
- Strongly disagree

Whatever your choice, justify?

.....

.....

**Q18.** Do you think that educational podcasts are necessary and helpful in developing your speaking skills?

- Yes
- No

If yes, Why?

.....

.....

**Q19.** Do you prefer oral session based on educational podcasts?

- Yes
- No

NB: \_\_\_\_\_

**The meaning of ICT tools:** It is the study of the use of computers, the internet, video, and other technology as a subject at school.

**The meaning of Podcasts:** Podcast is a digital audio/video file that can be taken from the internet and played on a computer or a device.

**Thank you for your collaboration.**

**ZIAD SALSABIL**

## Appendix 4: Teachers' Final Questionnaire

Dear teachers,

This questionnaire is part of a study that attempts to investigate the influence of the use of podcasts in oral expression sessions to improve the speaking skill of EFL students. In addition, a podcast is a digital audio/ video file made available on the Internet for downloading to a computer or mobile device, typically available as a series. We would be so grateful if you could answer the questions below:

Put a tick (✓) mark in the right answer

**Q1.** what is your degree:

- a. License
- b. Magister
- c. Master
- d. Ph.D. (doctorate)

**Q2.** How long have you been teaching EFL oral expression at university?

.....

**Q3.** Have you chosen to teach oral expression?

- a. Yes
- b. No

**Q4.** How important is the teaching of the speaking skills? Give reason(s).

.....  
.....  
.....  
.....

**Q5.** Are your students motivated to communicate in English inside the class?

- a. Yes

b. No

c. Somehow

Why?

.....

.....

.....

**Q3.** How do you evaluate your students' level of the speaking skills?

a. Outstanding

b. Good

c. Average

d. Weak

**Q4.** According to you, what are the major obstacles that face students while performing?

.....

.....

.....

**Q5.** How often do you use ICT tools in teaching speaking?

a. Usually

b. Sometimes

c. Rarely

d. Never

**Q6.** what kind of tools are used?

a. The audio aids

b. The visual aids

- c. The audiovisual aids
- d. all of them

**Q7.** Do you think that these materials help students to improve their English?

- a. Yes
- b. No

what is the reason?

.....

.....

**Q8.** Do you use educational podcasts in teaching oral expression?

- a. Yes
- b. No

If yes, how they are used?

.....

.....

**Q9.** Do you consider them a reliable source for teaching speaking?

- a. Yes
- b. No

If possible, tell us about their effectiveness in improving the speaking skills of the EFL learners.

.....

.....

.....

.....

**Q10.** What are the useful feedbacks that you draw from using the educational podcasts?

.....  
.....  
.....  
.....  
.....

**Q11.** What are the main difficulties you encountered while using podcasts?

.....  
.....

**Q12.** Do podcasts help your students in developing other abilities besides speaking?

- a. Yes
- b. No

If yes, please mention some of them?

.....  
.....  
.....

**Q13.** According to you, how do find attainment and achievement in oral skills after using podcasts?

.....  
.....

**NB:** \_\_\_\_\_

**The meaning of Podcasts:** Podcast is a digital audio/video file that can be taken from the internet and played on a computer or a device.

**Thank you for your collaboration.**

**ZIAD SALSABIL**

## ملخص

يهدف البحث الحالي على دراسة تأثير استخدام البودكاست في أقسام اللغة الإنجليزية على عمليتي التعليم والتعلم ومعرفة دورها في تحسين كفاءة الطلبة على التواصل الكلامي باللغة الإنجليزية. الدراسة الحالية قائمة على المنهج الوصفي بحيث يهدف إلى الوصف العامل المؤثر المتمثل في البودكاست التعليمية ووصف العامل المتأثر المتمثل في مهارة الكلام لطلبة اللغة الإنجليزية. ولتأكد من فرضيات البحث، وزع استبيانين على كل من طلبة السنة الأولى وأساتذة التعليم الشفوي في شعبة اللغة الإنجليزية خلال العام الدراسي 2019-2020. نتائج البحث تدعم فرضيتنا القائلة بأنه إذا تم استخدام ملفات البودكاست في تعليم التحدث لتحسين أداء المتعلم للإتقان اللغة، فسيؤدي ذلك إلى تحسين النطق الصحيح والنحو والحصول على مفردات جديدة.

## **Résumé**

La recherche actuelle vise à étudier l'effet de l'utilisation de podcasts dans les départements de langue anglaise sur les processus d'enseignement et d'apprentissage et à connaître son rôle dans l'amélioration des compétences des étudiants en communication verbale en anglais. L'étude actuelle est basée sur l'approche descriptive, de sorte qu'elle vise à décrire le facteur d'influence représenté dans le podcast éducatif et à décrire le facteur affecté représenté par l'habileté vocale des étudiants en anglais. Pour confirmer les hypothèses de recherche, deux questionnaires ont été distribués aux étudiants de première année et aux professeurs d'enseignement oral de la division de langue anglaise au cours de l'année universitaire 2019-2020. Les résultats de la recherche soutiennent notre hypothèse selon laquelle si les podcasts sont utilisés dans l'enseignement de la parole pour améliorer les performances de l'apprenant en matière de maîtrise de la langue, cela améliorera la prononciation et la grammaire correctes et acquerra un nouveau vocabulaire.