Mohamed Khider University of Biskra

Faculty of Letters and Languages

Department of English Language

MASTER THESIS

Letters and Foreign Languages

English Language

Sciences of the language

Submitted by:

MEBARKI Amira

Exploring Students' and Teachers' Attitudes towards the Use of Podcast in Enhancing EFL Learners Oral Proficiency

The Case of First Year Learners at Mohamed khider University of Biskra

Dissertation Submitted to the Department of Foreign Languages as Partial Fulfillment of the Requirements for the Degree of Master in Sciences of Language

Board of Examiners:

Dr. Lamri Segueni	MCA	University of Biskra
Mr. Walid Aounali	MAA	University of Biskra
Mrs. Yasmina Benzida	MAA	University of Biskra

June 2023

Dedication

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

I dedicate this work:

To my parents who were the reason for what I become today.

Thanks for your love, great support, and continuous care.

To my lovely sister and brother who raised and pushed me to do my

best.

To my family and the ones I love.

I am really thankful for your encouragement and guidance.

Acknowledgments

First of all, I would like to thank Allah for helping me to finish this dissertation.

I would like to express my gratitude to my supervisor **Dr. Lamri Segueni** for the useful comments, remarks, and engagement all along the completion of this master thesis.

I express my deep appreciation to the members of the jury: **Mr. Walid Aounli** and **Mrs. Yasmina Benzida** for accepting to evaluate my work. Their recommendations and remarks are most welcome.

In addition, I am very grateful to all teachers and students at the department of English at Mohammed khider university Biskra who gently collaborated in answering the questionnaires.

I want to say thank you to all the people who helped me in my career for their unconditioned encouragement and support.

Abstract

Speaking is one of the challenging and difficult skill among the four language skills. Many first year students at the department of English at Biskra University face problems when speaking the target language due to many reasons which include; lack of students' motivation, vocabulary, and fear of making mistakes. The present dissertation aims at investigating the effectiveness of using podcast in EFL classes to enhance learners' speaking skill. It also seeks to explore both students' perceptions and teachers' attitudes towards the use of podcast in oral expression classes. This study was conducted through a qualitative descriptive method to answer the research questions and confirm the hypothesis which postulates that the use of podcast can enhance learners oral performance. In order to verify the stated hypothesis two questionnaires were administered to a sample of twenty-nine first-year EFL students and ten oral expression teachers at the English department at Mohammed Khider University of Biskra during the academic year 2022-2023. The results obtained show that podcasts are effective tools for increasing learners' motivation to speak and interact which in turn will improve learners' oral proficiency. In the light of these findings, the earlier stated hypothesis was successfully confirmed in that if we use podcast in EFL oral classroom, students' speaking skill will develop. Hence, the implementation of podcast technology in EFL classes to improve learners' speaking skill is highly recommended.

Key words: the speaking skill, podcast, students' perceptions, teachers' attitudes.

List of Abbreviations and Acronyms

EFL: English foreign language

ELT: English language teaching

MALL: Mobile assisted language learning

L1: First language

Appendices

Appendix 1: Students' Questionnaire.

Appendix 2: Teachers' Questionnaire.

List of tables

List of figures

VIII

List of graphs

Table of content

General Introduction

ENHANCING EFL LEARNERS' ORAL PROFICIENCY THROUGH THE USE OF PODCAST

1. Background of the Study

Speaking is an important skill that allows people to communicate their thoughts, ideas, feelings, and intentions to one another orally. Learners of second or foreign language are considered as good speakers when they are able to produce a language accurately and fluently. In order to increase the learners' awareness to become good speakers, teachers should provide interesting and effective teaching materials that will help and support learners' achievements. Therefore, implementing podcast in EFL classes may assist learners' oral proficiency. An important study conducted by Iskander, Ahmed, and Diana (2017) which aimed at finding out if there is a significant improvement on students' speaking skill by using podcast. A pre-experimental study was conducted on 30 students and it employs pre-test and post-test to see if there is progress after applying the treatment. The results of this study showed that the score of post-tests was higher than the pre-test. Thus, there was a significant improvement on students' speaking skill performance. By reason of that, podcast can be one of the effective media tools in teaching English especially speaking skill in EFL classes. Many researchers have discussed about the implementing of podcast in EFL classes as an alternative teaching media that can help, support, and facilitate the learning process of the students. Another study conducted by Mohamed et al (2015) investigated the effects of podcasting on EFL upper-intermediate learners' speaking skill. The study was applied to 60 Iranian learners that where divided into three groups, two experimental and one control group. The treatments consisted of learners producing podcasts of their pair and group discussions and uploading them to a podcasting service. The learners' performance were pre and post tested in both experimental and control groups. The results of this study revealed that the role of podcasting on language classrooms had a positive effect on EFL learners' speaking skill. They also indicated that podcasting could be as a main teaching material because of its powerful effect on developing learners speaking skills. Most of the previous

studies that investigate the effect of podcasting on pedagogy were positive and effective in general, and on speaking in particular. The current study seeks to determine this effectiveness in Algeria through a descriptive study which examine EFL learners and teachers attitudes toward the use of podcasts and their effects on first EFL learners' oral proficiency at the department of English, university of Biskra.

2. The **significance of the study**

Speaking a foreign language requires listening to its native speakers how they produce language in order to acquire vocabulary, accent, and different comprehended messages. This study is significant as it seeks of highlight the use of podcast as a receptive skill which helps in second language learning. In other words, learners will become able to speak the language fluently and accurately. Through this study, we attempt to raise teachers' awareness to use podcasts in their foreign language classes, and increase learners' motivation through such instructional material in order to develop their speaking skill. In addition, it seeks to state the main speaking problems that are faced by EFL learners especially beginners such as first year university students. We believe that this study is worthwhile studying as it tries to facilitate the process of language. Moreover, podcasting is considered as a supportive and informative tool that may have an important role on language teaching and learning. Thus, the study can have contribution to literature.

3. The aim of the study

The main objective of the present study is to investigate the effect of using podcasts in EFL classes to enhance learners' speaking performance. This study also aims to examine both teachers' and students' perception about the use of podcast as a learning material to develop their oral proficiency. Finally, this study seeks to explore teachers' attitudes towards the use of podcasts to improve EFL students' speaking skill.

4. Statement of the problem

Learning a language requires mastering its four skills. Productive skills; speaking and writing. Receptive skills; listening and reading. One of the most important skill that learners should develop is speaking because it helps to interact with people and exchange ideas, acquire different cultures, and thus increases the linguistic richness of the learner. A preliminary observation of the EFL learners especially first year in their oral expression session classes at the department of English at the University of Mohamed Khider, Biskra face problems and difficulties in learning English in terms of speaking. Since they are beginners, they are unable to understand what the teacher is explaining. In other word, they do not have a huge number of vocabulary. In addition, they are not able to express themselves, discuss different topics, and interact with the teacher or classmates whether inside or even outside the classroom. Regardless of the crucial role that technology has in facilitating the teaching and learning processes, it provides many techniques, strategies and technological instruction materials such as podcast. Podcasts are series of digital audio file made available on the Internet for download to a computer or mobile device. Therefore, it is suggested to use podcasts as a teaching and supportive tool for EFL learners to ameliorate students' speaking skill. As a result, the current study could contribute by investigating the effect of the use of podcast on EFL learners' oral proficiency.

5. Research questions

This study seeks to answer the following research questions:

1. Do podcast develop EFL learner's speaking skills?

2. What are the students' and the teachers' attitudes towards the use of podcast in EFL oral classes?

3. To what extent does podcast affect the students' speaking skill?

6. Research hypothesis

Based on the above research questions we can hypothesize that the use podcast in EFL oral classroom develop students' speaking skill.

7. Research methodology

The present study is a qualitative descriptive method that aims to describe the effect of using podcast in EFL classes in enhancing learners' oral proficiency. In addition, the researcher uses two questionnaires for collecting a large amount of data about both first year students and oral expression teachers.

8. The population and the sample of the study

8.1. Students

The sample of this study was taken during the 2022- 2023 academic year from first-year students of the English department at the University of Biskra. Twenty-nine (29) students were selected randomly from the whole population of about four hundred and sixty-five students (465) which are divided into eleven (11) groups.

8.2. 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.

9. Structure of the study

This study will be divided into two sections. The theoretical part and the practical part, with a total number of three chapters. The theoretical part consists of a general overview of the speaking skills and podcast while the practical part relates to the analysis and the discussion of the data gathering from different instruments.

ENHANCING EFL LEARNERS' ORAL PROFICIENCY THROUGH THE USE OF PODCAST

The first chapter deals with defining podcast and its types. Then, providing the characteristics of Podcasts and its advantages, in addition to the pedagogical uses of podcasts. Moreover, this chapter present podcasting technology to improve teaching and learning the language.

The second chapter includes an overview of speaking skill in which we mention its definition, its types and components, then the role of speaking skill and the difficulties faced by students. Finally, the main strategies for developing the oral performance.

The third chapter is the fieldwork, and deals with the collection of data using the two questionnaires in order to analyze and discuss the results. Then, presenting the findings as well as coming with conclusions of the study.

Chapter One: Podcast Technology

Introduction

Nowadays, the learning environment has become one of the most important basics in forming learners with high academic level. The development of technology provides many opportunities for teachers and even learners to use different media tools which facilitate the teaching and the learning process. For instance, the podcast technology is a useful tool in enhancing language learning, especially speaking skills and classroom interaction.

In this chapter, we will present the definition of technology and its role in teaching and learning as well as the importance of podcast technology. After that, we will introduce an overview about the podcast including the definition, the history, the difference between podcasting, vodcasting, and streaming. Then, the different types of podcasts and their function in the learning process. Moreover, we will mention various content of ELT podcast and how it should be used in EFL classes. Furthermore, we will show the way podcast affect learners in developing their speaking skills. Besides that, we will present the advantages of podcast namely; increase motivation, confidence, enhance collaboration. Finally, several perceptions and attitudes toward the use of podcast technology to enhance learner's oral proficiency.

1.1. Definition of technology in the educational context

Teaching with technology is a broad topic that includes the use of media tools integrated within learning and teaching. Several researchers define the term technology in different ways. At a simplistic level, technology can be defined as a combination between the hardware devices (such as; the computers, mobile devices, smartphones, digital devices etc.) and the software or applications that offer many services to users in order to be helpful for them (Freiman, 2014). Furthermore, integrating technology in the classroom context is becoming increasingly important for learners and teachers. It is considered as a supportive and effective factor in encouraging and motivating students to engage with learning. In other

word, technology is the reason behind learner's higher level in most learning situations. Additionally, in foreign language teaching, educators view the classroom as a place where media tools are resources for teachers and learners, they can work together to get the benefits of technological instructional materials. Thus, teachers are required to design an appropriate tasks and activities in which they are interested as well as based on their needs.

1.2. The Role of Technology in Language Teaching and Learning

Integrating technology in language teaching and learning has become necessary due to its positive and effective impact.

> "Technology can be a powerful tool for transforming learning. It can help affirm and advance relationships between educators and students, reinvent our approaches to learning and collaboration, shrink long-standing equity and accessibility gaps, and adapt learning experiences to meet the needs of all learners" (John King, 2017)

Moreover, learners seek for useful methods in order to learn quickly and easily, as well as teachers facilitate the way of teaching. Thus, technology may solve this purpose for both learners and teachers. Since the use of digital devices such as 'podcast' is on the rise by most university students. Therefore, this can be exploited in integrating these means with teaching and learning. Additionally, technology can provide them with chances to put what they have learned into practice, and its advantages extend to teachers as well as students. As Bialo and Sivin-Kachala, (1995) affirm that integrating technologies into education is essential for advancing the educational process and raising the level of student learning.

1.3. The importance of podcast technology

Podcasts are increasingly being used in education. They have become an important source that can be applied in teaching and learning languages. It is an alternative method of learning

which can assist to develop speaking skills among learners. According to Copley (as cited in Ebrahim and Riyadh, 2015) podcasting technology could be seen as a new innovative way of teaching and empowering the interest of a variety teachers, and researchers. In addition to, it is clear that how this digital content has improved the radio experience by making it more interesting and effective. Moreover, the majority of podcast producers are educators and professionals, in which they can provide an effective content that makes learners improve their capacities in oral presentation as well as increase interaction inside the classroom. Additionally, podcasting offers a chance for teacher to change their teaching methods, also transform their classrooms into smart ones and even themselves into Techno-Teachers (Rajpal & Devi, 2011)

1.4. History of using podcast

The previous term used for podcasting was Audio blogging, where the podcaster records his/her own thoughts in audio form. It started in the 1980s when people had access to broadband internet and portable digital equipment, for instance iPod. In 2004, the term podcasting was originally introduced by Ben Hamersley from the combination of iPod (device with which they become popular) and broadcast (to share contents). "Though Ben Hamersley is credited with the first use of the term, he did not invent the technology. The technology is accredited to Tristan Louis, Dave Winer and Adam Curry" (Schwartz et al., 2009, p. 216).

Despite the necessity of having one of these devices to listen to them. "[t]he Sony Walkman was probably the first device designed for personal and portable audio listening; however, the iPod and its associated iTunes software, was the first small personal portable device provided for downloading and playing podcasts" (Salmon et al., 2008, p. 21). Nowadays, it is not obligatory to have one because most people can just download any audio player in any operating system. With the evolution of technology, podcasts can be heard

directly from the web and people used to record themselves and post those recordings on websites such as YouTube, spotify, etc. Thus, podcast has become a means to spread aural content.

1.5. Definition of podcast

Podcast is a new technological material that has been introduced in EFL classes to help both teachers and learners in facilitating the learning process. Numerous researchers and scholars have defined the term podcasting in different ways. To start with, podcast is an audio or video file, which contain a wide range of topics that are available in several formats such as MP3. "Podcasting involves downloading a series of audio or video broadcasts (files) onto a digital media player, via a computer, over a period of weeks" (Evans, 2008).

Also, a podcast is a pre-recorded audio file, which can present an educational program, interview, or conversation. It is uploaded to a website for subscribers in order to download and listen to it at any time and any place by using certain devices.

In addition to that, podcast helps learners in knowing the target language. In other word, it assists them in acquiring new vocabulary, pronunciation of the correct language. Podcasts can be also a useful material for teacher to facilitate teaching by providing audio activities in the class. "Whilst podcasting is being utilized as a teaching tool by some educators in the secondary sector, 19 its use in higher education, and its effectiveness as a learning tool for adults remains to be established" (Evans, 2008).

Furthermore, scholars have offered some reasons for including podcasts in language learning classrooms (Blaisdell, 2006; Chinnery, 2006; Clark & Walsh, 2004; Laing, Wootton & Irons, 2006, Manning, 2005; Meng, 2005, Sloan, 2005) (as cited in Hassan, 2015). They include:

- Podcasting is possible anytime and anywhere. Students can save their time, money and energy by downloading and listening to the podcasts at their convenience.

- Personalization is an option that podcasting can provide for learners to match their learning styles and strategies. McRae (2010) defines personalized learning as assessing and addressing individual learners' strengths based on their specific needs and learning styles.

- Podcasting can provide pedagogic advantages when used as complementary to 'E-learning'.

- Probably one of the most important pedagogic characteristics presented by the podcasts is enabling learning through listening. Rosell-Aguilar (2013) argues that listening to the podcasts can facilitate learning by providing comprehensible input through meaningful and engaging activities.

- Podcasting makes learning easier, faster and more attractive to the learners.

Figure 1.1: Example of Podcasts Logos Retrieved from Google pictures.

1.6. Podcasting VS Vodcasting VS Streaming

Podcasting, vodcasting and streaming are terms that mean recording an audio file that contains a set of episodes that aim to inform the audience about something they are interested in, it can be a story, a conversation, or an educational program, and so on.

Some people are confused when using these terms in appropriate context because of the clear difference between them. First, podcasting can be used to surround the distribution of any files, which can be in form of audio, images or video. However, vodcasting refers to the video podcast file only, which does not contain any other forms of podcasts. While, streaming refers to webcasting. In simple word, the user required to be connected with the internet in order to be able to play the file. Thus, people should be aware of knowing how these terms differ from each other when it comes in the use.

1.7. Types of podcast

There are different types that have been assigned to podcast. According to Bannet (2007) notes that audio and video are the most common file forms for podcasting. He also stated that the files could be of any file type whether images or PDF. The following are the main three types of podcasts:

1.7.1. Audio only

Audio podcast is the most common type of podcast and it is similar to the radio in terms of sound only. This type is usually in a form of MP3. Thus, it is easy to use and listen too.

1.7.2. Audio and image

Enhanced podcast is another term of audio and images. This kind of podcast is small file size in comparison to other types. PowerPoint is the popular educational form, which enable the users to skip directly to slide they need in the podcast.

1.7.3. Video

Video podcast is also known as vodcasts. This type is similar to TV in terms of containing both audio and video recording. Video podcast need a large device to be played such as PCs. "A video podcast, commonly referred to as a vodcast or vodcast, is a streaming or downloadable video clip, usually offered as a subscription to an ongoing program" (Ellis, 2017).

Figure 1.2: Various apps of Podcasts

1.8. Podcast in the learning process

One of the digital tools for technology that can be used to support the learning process is podcasting. Podcasting is one of the new, useful and interesting tools that can be used inside and outside of the class by learners and teachers to advance and discharge educational elements and contents and to help and encourage learners to learn foreign languages better (Shafiee & Salehi, 2019). This tool can assist teachers in creating learning activities and in enhancing their classroom instruction. Thus, implementing such instruction technology in EFL classes can helps students in developing a positive attitude toward learning.

Furthermore, the use of podcasts in higher education is considered as an effective tool to increase learner's motivation, autonomy engagement, and cognition. Bustari et al. (2017) claim that podcast media affirmatively shows good point for students in case of it would

bring the students closer to the target language, and it affects students' attitude and motivation. It is also supported by Rahimi and Katal (2012) (as cited in Shafiee and Salehi, 2019), they stated that learners can use podcasts for various aims such as replacing classroom presentations, adding more materials for classroom teachings, and increasing creativity, innovativeness and cooperation among students.

Moreover, podcasting has a significant role in improving classroom interaction as well as encouraging collaborative learning to achieve a certain goal. So using podcast can be a helpful step in learning process in order to develop language skills.

1.9. The content of ELT podcast

To produce such technological material 'Podcast' in EFL classes, teachers should take in consideration the content that suits learners in developing their language skills, especially the speaking skill. As Sze (2007) mentions a wide range of subjects that can be useful in teaching English language podcasts.

1.9.1. Comprehensive

These podcasts include listening exercises, interviews, and vocabulary.

1.9.2. Whole lessons

The teachers can use these podcasts, which include audio lessons with texts, in the classroom.

1.9.3. Vocabulary and idioms

This is a popular podcast format, perhaps because it is simple to create. In this type of podcast, the teacher chooses a few words and discusses their usage. The example reveals a few idioms in each episode.

1.9.4. Conversations with script

These podcasts feature conversations between native speakers. Each episode includes a script so that students who are less qualified can follow along while listening to the discussion.

1.9.5. Jokes

These are comedy podcasts. They encourage the learner to be careful when listening, as they usually play with that language.

1.9.6. Songs

These podcasts involve both genuine popular songs for teenagers and traditional kids' song.

1.9.7. Phonetics and pronunciation

This kind of podcasts focus on teaching phonetics and pronunciation of the language.

1.9.8. Stories

Podcast stories can be used with or without listening comprehension questions.

1.9.9. Listening comprehension

These podcasts transmit a conventional understanding of listening.

1.10. How to Use Podcast in the EFL Context

English teachers can use podcasts as a resource to support all skills by modifying typical classroom activities to a podcast format. The following steps address creative ways of implementing podcasts in the EFL classroom to help students improve all English skills, specially speaking skill.

First, learner listen to podcast carefully whether it is a conversation, story or program in order to get the meaning of its content. Then, the teacher ask some questions related to the

context of podcast. While learners listen to podcast, the teacher can pauses the podcast in any moment and explains the meaning of certain vocabulary or expression that seems difficult for them to understand. After that, providing learner with repetitive activities that enable them to memorize words and repeat the pronunciation of expressions. Finally, the teacher may ask learners to produce a personal podcast that is similar to the podcast they have heard. In other word, students imitate the pronunciation of native speakers in order to ameliorate their oral presentation, so they become fluent in producing language. (As cited in Selma, A. 2013) "It is important for creating a podcast, one can enhance their vocabulary, public speaking skills, oral presentation skills, like Audio books, Podcast Novel''. Accordingly, the exposure to such podcasts frequently helps EFL learners to ameliorate both productive and receptive language skills. Tryhubczak (2009) explains how using podcast can be helpful by stating that:

> Podcasts may be used in all the same ways you use audio or video material. You may ask your student(s) to repeat whole sentences from the podcast or just listen for the gist. If you want, ask the learners specific comprehension questions. Your students may also finish sentences off, copy intonation, reconstruct questions (if you mute them and then the students hear the answer only) or answer the questions in a dialogue which has already been played. I am personally keen on gapfilling exercises and using podcasts as a warm-up and a springboard for a class discussion. If you pause a podcast in the middle, you might want the listeners to predict how the story is going to develop. Additionally, podcasts provide genuinely interesting information, which makes language work

more motivating and enjoyable. The authenticity of the material is

an obvious additional bonus here! (p. 8).

1.11. Podcast for Speaking Skills

Nowadays, oral communication is essential in learning foreign languages. Therefore, teaching speaking is considered as the main factor in developing the oral proficiency. Teachers are required to support and motivate learners to practice the language they learn by introducing an effective instruction materials. In other word, teaching method of oral expression should be attractive and interactive in order to encourage learners to practice and speak the foreign language. Regarding to those reasons, implementing podcast technology in EFL classes may be able to solve any barriers in supporting the learning process. Since the podcast is easy to use, teacher could utilize the podcast as the media tool to improve students' speaking skill as well as stimulates their interest.

Furthermore, Bamanger and Alhassan (as cited in Retno and Rahmi, 2022) state that those resources provide students the opportunity to experience authentic forms of the language and get personal involvement to learn various skills in the language of English. It means that learners can improve their listening and speaking skill through listening to native speaker's speech. Thus, learners can acquire and learn the way natives pronounce and speak the target language.

Moreover, podcast is an audio, video file which is recorded in real life situation, where native speakers produce their language naturally and in genuine situation. As Yaman (as cited in Retno and Rahmi, 2022) state that as podcasts consist of audio and video files, they constitute an invaluable tool that contributes to the development of listening and pronunciation skills, especially in foreign language learning contexts. It is hard to access authentic materials but podcasts remove this barrier through original speech, dialogues, radio and TV programs, and so on. Thus, EFL learners will be able to listen to their own voices

and compare them with native speaker. Hence, they can identify their mistakes and correct them accordingly.

Several studies advocate that the use of podcast while teaching is indispensable. Podcast is considered as fundamental part in learning a foreign language, especially language speaking skill. It is an additional tool for teacher to facilitate learning, as well as it is considered as an authentic material, a source to communicate, and store of information. Therefore, it is necessary to know the way podcast is working in order to produce such technological in EFL classes.

In addition, there are several previous studies conducted related to podcasting and its effect on learners' speaking skill. Some researchers find that podcasting is effective in improving students' speaking ability because they can listen and learn more vocabulary, language pronunciation, and increase their motivation to interact in the classroom. Fitria et al. (2015) find that there is a significant differences in the development of learners' speaking skill both perception and production. In other word, learners who used the podcast produce better, accurate language. In comparison with learners who did not use the podcast are still at the same level. Edisitingha (2007) adds that learners found podcast easy to use and to access listening practice because they help them in ameliorating their oral presentation skills.

1.12. Avantages of podcast

As Seema and Farha (2013) state that podcast has several advantages in English language classroom. They are as the following:

- It is simple and quick for students to access podcasts. This encourages them to take part in various ELT classroom activities. Additionally, it gives them a chance to interact with teachers in a positive way, which helps their learning progress advance more quickly.

- The practice of podcasts provides learners with an opportunity to enhance their language skill. It means that the more they use and practice podcast, the more their listening and speaking skill improve and get better.

- Podcast offers learners its collaborative skills meaning they collaborate and share information on variety of topics that interest them. Thus, they will learn to work together to solve problems and develop their communication skills.

- The learners' confidence increase in learning a second or a foreign language rapidly because of providing podcast as authentic oral language materials.

- Because podcasting enables learners to communicate with a large number of audience, it serves as a major source of inspiration for learning and developing the foreign language. Besides, advanced learners can also be motivated to narrow the gap between the native speakers and non-native speakers by listening to authentic podcasts.

To sum up, it can be said that podcasting has a huge number of benefits and strengths in enhancing EFL learners' both speaking and listening skills (Stanley, 2005). The elements that mentioned below are the main points that affected positively by podcasts:

1.12.1. Increase motivation

Learner's and teacher's motivation is the ''neglected heart'' of teaching the languages. Motivation level differ according to the teaching method, meaning learners are motivated to engage with language learning when the teacher provide a good instruction materials in which learners interested. In simple word, instructors choose the way of their teaching based on students' need. "The implementation of podcast generated the students to be motivated and challenged in the speaking class''(Oktavia, 2018). Furthermore, Tryanti et al. (2018) affirm that Podcasts have a significant impact on listener comprehension and increase learner's motivation in learning. Since the effective teaching based on motivation factor, podcast can be the appropriate and the suitable tool to encourage teachers to develop their

teaching by providing EFL classes with technological tools which help their students to be motivated as well as increasing their attention, focus, and interaction with peers or teachers.

1.12.2. Increase confidence

Many researchers found that there is a strong relationship between Students' confidence and skills development. So, implementing podcasts in EFL classes may increase the confidence among learners. Thus, developing speaking skills of learners through the high level of confidence. Besides. Retno and Rahmi (2022) stated that learners get their motivation and self-confidence by providing them an effective tool such as podcast. Therefore, it makes the language learners more active and creative. Moreover, Achieving goals require a strong self-confidence in order to be inspired and enjoyable in language learning. When learners are aware to develop their abilities to be in the best level, they will trust in themselves and will be confident to speak as well as interact in the classroom whether with the teacher or colleagues. In addition to this, learners forget about looking to the reasons that they were face and make them silent in the classroom for instance; shyness, anxiety.

1.12.3. Enhance the collaborative Learning

Podcasting has the potential to be a very effective tool for fostering collaboration and improving class interaction because of the shared goal among learners, which is developing language skills. Thus, Stoltenkamp et al. (as cited in Phillips, 2017) assert that the majority of the nursing students in their study indicated a positive correlation between podcasting and enhanced group work. In particular, students pointed out that collaborating with peers on the podcast assignment led to better reflection and understanding of their work. In this context, learning collaboratively increase the interaction inside the EFL classes, especially when they have the same objectives. In addition, group work helps learners in enhancing their oral proficiency through exchanging ideas, information, opinions, and even producing podcasts together.

Regarding to the above elements, EFL learners will increase their ability to understand the message, also they will be able to speak and interact.

1.13. Perceptions and Attitudes toward Podcasts

According to Facer and Abdous "The use of Academic Podcasting Technology and MALL (Mobile Assisted Language Learning) is reshaping teaching and learning by supporting, expanding, and enhancing course content, learning activities, and teacher-student interactions" (2011, p. 1).

The practice of listening to podcasts can help students to enrich their vocabulary effectively, in that way students will learn new terminologies, in which they will enhance their speaking skill (Pusvita et al., 2022). Accordingly, a study conducted by Davoudi and Rezaei (2016) claimed that it is necessary to use podcast in higher education, especially for EFL learners because according to their study, there was an excellence development on students' vocabulary, speaking abilities, and growing their language comprehension. This claim has also been proven by Schmit (as cited in Borja, 2009) "Educators are a starting point to see how podcasting can help students' vocabulary, writing, editing, public speaking, and presentation skills. Students can also learn skills that will be valuable in the working world, such as communication, time management and problem-solving".

Furthermore, several studies prove that implementing podcast in EFL classes play a significant role in increasing student's language learning achievements, especially speaking performance. Besides that, students' perception and attitude toward podcast were satisfied, positive and increased significantly after using it, as well as they interested in podcast-based learning. Similarly, A group of studies came to the conclusion that podcasting had a positive impact on students' positive attitudes toward learning through podcasts. Heilesen (2010) find that most students' attitudes were positive towards the integrating of podcast, however; there were few of them who express the opposite. In a later study, Kim and King

(2011) conclude that the use of podcasting into the classroom was interesting, and influential. Additionally, they agreed that attitude toward podcasts varied based on students' prior exposure to various computer technologies.

Conclusion

As explained in this chapter, technology has a positive effectiveness on the learning and teaching process, especially in learning a foreign language. Podcast is a media tool that supports teaching speaking skill, as well as motivates EFL learners to develop their presentation abilities. It also gives EFL students the opportunity to listen to native speakers in real life situations. Therefore, they can improve their speaking by the acquisition of new vocabulary, natives' pronunciations. In addition, it provides a unique and enjoyable style of language learning, in which learners keep motivated and encouraged to language mastering.

Chapter Two: Overview On the Speaking Skill

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 the success in language learning is measured in terms of the ability to carry out a conversation in the target language.

This chapter focuses on introduce the main problems of speaking starting with the speaking definition and its types, the components of speaking. Then we will mention the functions of speaking and the approaches of teaching the speaking skills in EFL oral classrooms. After that, we will discuss the the main difficulties that faced by EFL learners and factors affecting the speaking skill. Furthermore, we will shed light on the kind of activities that can be used inside the classroom as well as the learner strategy in communication. Finally, we will deal with the relationship between listening and speaking.

2.1. Definition of speaking

Speaking is a fundamental skill that language learners should learn and develop besides other language skills (listening, writing, and reading). According to Chaney (as cited Rahimy and 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, speaking is the ability to express yourself and follow social and cultural rules in any situation. In other words, learners can speak in different communicative circumstances. It is also the way to communicate with others in order to express feeling, intention, viewpoints as well as to achieve certain goals. Learners are considered good speakers when they are able to speak with that language and sharing their thoughts and ideas.

In addition to that, language learning focuses on the mastery of the speaking skill, as it is a priority for many second-language or foreign-language learners. Consequently, learners

evaluate their success in language as well as the effectiveness of their English based on how they have improved in their spoken language proficiency. As Kosar and Bedir (2014) state that speaking is the core of language learning. Thus, it is believed that accomplishing acquisition in speaking is how language learning achievement is determined.

According to Harmer (2007), speaking is the ability to speak fluently and presupposes not only knowledge of language features, but also the ability to process information and language 'on the spot'. Meanwhile, Quianthy (1990) defines speaking as the process of transferring thoughts and information verbally in a variety of contexts. It means that, people express their ideas and opinions through speaking with predicting a feedback from their listener.

In addition to that, Nunan (2003) says that speaking is a productive skill that involves producing systematic verbal utterances to convey meaning. In other word, it is the means of producing language orally.

To sum up, speaking in its broadest sense is the ability to use a specific language appropriately in a meaningful context.

2.2. Types of speaking

According to Brown (2004), speaking skill has many types that can assist learners to enhance their oral proficiency, namely imitative, intensive, responsive, interactive, and extensive.

2.2.1. Imitative

Imitative speaking refers to the ability to repeat words, phrases and sentences correctly and clearly. At this level, students try to repeat what is said to them in a comprehended way. However, it does not matter if students understand the meaning of these words because it tends to establish relationships between the teacher and the learner through listening and

repeating. The purpose of imitative speaking is only to reproduce and ensure that students are ready to produce correct grammar.

2.2.2. Intensive

Unlike the imitative kind of speaking, intensive speaking involves producing some phonological or grammatical aspect of language. It can be done by different tasks such as reading aloud passages, completion of sentences and dialogues. This level aims to achieve certain vocabulary and being competent in grammar. Brown quotes 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). (2004, p. 141)

2.2.3. Responsive

Responsive speaking focuses on the interaction, by meaning it tends to raise students' talk in class. This level includes dialogues between the student and the teacher in which they produce a simple conversation, requests, comments, debates and so on. As Browns' example shows:

> Marry: Excuse me, do you have time?

> Doug: nine- fifteen. (2004, p. 142)

As the above example, the purpose of asking about the time is to make students focus on teachers' talk and raise students' interaction inside the classroom.

2.2.4. Interactive

This type of speaking differs from the responsive one in terms of length and complexity of the interaction. Interactive speaking includes two main forms of interaction, namely transactional language, it aims to share and exchange information. However, interpersonal tends to maintain and establish relationships. This type of speaking is more interpersonal than transactional. It can be in a form of interviews, role-plays, discussions. The following example shows the interactive speaking:

> Noor: Hi, Zain, what's up?
>
> Zain: Oh not very well.
>
> Noor: nothing is enjoyable, right?
>
> Zain: yeah, actually I'm kind resentful about yesterday. (Brown, 2004, p. 142)

2.2.5. Extensive

Extensive speaking refers to some sorts of monologues that can be utilized with EFL learners, which have intermediate and advanced level. Thus, they are required to have the basics of the language such as vocabulary, pronunciation, and language function.

2.3. Components of speaking

The aim behind teaching speaking is to improve students' communication ability in order to increase interaction when they are in foreign language settings. When learners need to acquire language, they have to learn how to use sentences correctly to accomplish communication intent. According to Harris (1974) there are five components of speaking skill namely comprehension, grammar, vocabulary, pronunciation, fluency.

2.3.1. Comprehension

Comprehension is the ability to understand and grasp what is said by the speaker in order to avoid any misunderstanding. It is concerned with oral communication as well as learners should know and comprehend all what is related to the topic. "Comprehension means that participants have a full understanding about the nature of the research project, even when procedures are complicated and entail risks" (Cohen et al., 2005, p.51).

2.3.2. Grammar

"The grammar of a language is the description of how words can change their forms and can be combined with other words to form sentences" (Harmer, 2001, p. 12). Thus, the role of grammar is to arrange accurate meanings of sentences according to their context. It also serves to prevent communicators from miscommunicating with one another. In other word, the students should structure correct sentences in conversation both in written and oral forms.

2.3.3. Vocabulary

Vocabulary is a word bank with various meanings for various purposes. One cannot speak effectively without a sufficient and appropriate vocabulary; it means that the speaker should have a large number of vocabulary in order to select the most suitable for a specific context as well as to understand the spoken discourse. As a result, to develop speaking ability, Students need to know words, their meanings, how they are spelled and how they are pronounced. This concept was supported by Richards and Renandya who state that "vocabulary is a core component of language proficiency and provides much of the basis for how well learners speak, listen, read and write." (2002, p. 255).

2.3.4. Pronunciation

Pronunciation is another crucial feature of speaking. It refers to the way speaker produce and express language. It is characterized by using a good articulation, as well as sound such

aspiration, voicing, voice setting, intonation and stress. In addition, pronunciation is concerned with the phonological process by meaning the way words and sounds are produced. Thus, it ensures that students can speak effectively when they have good pronunciation and intonation, even if they have limited vocabulary and grammar.

2.3.5. Fluency

Fluency is defined as the ability to speak communicatively, fluently and accurately. It involves being speed as well as fast when speaking and with a small number of pauses. These signs indicate that the speaker does not need to spend a too much time searching for language items in order to express the message (Brown, 1997). Yingjie (2014) explains that fluency is the capacity to speak easily, quickly, and spontaneously while using the appropriate words. Being a fluent speaker helps in obtaining such degree of confidence when producing the language.

2.4. Functions of speaking

There are practitioners who believe that speaking has many functions. Accordingly, Brown and Yule (1983) drew a crucial difference between the transactional functions of speaking, which are concerned with the transmission on information, and the interactional functions that assist to establish and maintain social relationships. After them, Jones (1996) and Burns (1998) added another function of speaking which is called performance.

2.4.1. Transactional function

Talk as transaction refers to transmitting information or sharing knowledge with others. The focus is on the message of what is said or accomplished in order to help people understand it clearly and completely. Richards (2008) summarized this concept as follow:

- It has a primarily 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.

- Linguistic accuracy is not always important.

2.4.2. Interactional function

Talk as interaction means there is a conversation between the speaker and the listener. It refers to the interaction that happens when people meet and exchange greeting, engage in small talk, discussions and so on. This conversation may be either casual or formal depending on the situation (The distance between participant, in other word the more distance between the speaker and the listener is close, the more they use informal or casual language). Interaction function focus on how the speaker express his /her self in order to be friendly and establish relationships. Richards (2008) sum up the above explanation on the following points:

- Has a primarily social function

- Reflects role relationships

- Reflects speaker's identity

- May be formal or casual

- Uses conversational conventions

- Reflects degrees of politeness

- Employs many generic words

- Uses conversational register

- Is jointly constructed

2.4.3. Performance function

Talk as performance refers to public speaking, in which the speaker open the presentation and conveys information to the audience such as in-class presentation, public speeches. It frequently takes the form of monolog instead of dialogue. Speaking as performance focus on making the talk or the speech effective and affected on the audience. The main features of transactional function stated 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

- Often monologic

2.5. Teaching speaking in EFL classrooms

In the field of teaching and learning processes, a variety of teaching methods are employed namely the grammar-translation method, the direct method, the audio-lingual method, and communicative language teaching.

2.5.1. The Grammar-Translation method

It is an extension of the approach used to teach classical languages to the teaching of modern languages. Richards and Rodgers (2014) noted that Grammar Translation is a method of learning a language that focuses on analyzing its grammar rules, and applying the information in terms of tasks that include translating sentences and texts into mother tongue as well as the target language. Moreover, Grammar-Translation method can be characterized in the following points:

- Instruction is given in the native language of the students.

- There is little use of the target language.

- Focus is on grammatical parsing, it means the form and inflection of words.

- There is early reading of difficult classical texts.

- A typical exercise is to translate sentences from the target language into the mother tongue.

- The result of this approach is usually an inability on the part of the student to use the language for communication.

- The teacher does not have to be able to speak the target language.

2.5.2. The direct-method

It comes as a reaction to the grammar-translation approach and its failure to produce learners who could use the foreign language. According to Douglas:

> 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. (2000, p. 21)

In other words, the direct method refers to the use of the target language as mean of teaching and communication in the EFL classes, and avoiding the use of the first language as much as possible. Furthermore, the main characteristics of this method are :

- No use of the mother tongue is permitted by meaning the teacher does not need to know the students' native language.

- Lessons begin with dialogs and anecdotes in modern conversational style.

- Actions and pictures are used to make meanings clear. d. Grammar is learned inductively.

- Literary texts are read for pleasure and are not analyzed grammatically.

- The target culture is also taught inductively.

- The teacher must be a native speaker or have native like proficiency in the language.

2.5.3. The Audio-lingual method

It 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 focuses on teaching the language in a way of listening and communicating than reading and writing. It is also deals with teaching the grammar by practicing its rules through memorization, repetition, dialogues.

In addition, this method is characterized by:

- Lessons begin with dialogues.

- Mimicry and memorization are used, based on the assumption that language is habit formation. Grammatical structures are sequenced and rules are taught inductively.

- Skills are sequenced: listening, speaking-reading, writing postponed.

- Pronunciation is stressed from the beginning.

- Vocabulary is severely limited in initial stages.

- A great effort is made to prevent learner errors.

- Language is often manipulated without regard to meaning or context.

- The teacher must be proficient only in the structures, vocabulary, etc. that s/he is teaching since learning activities and materials are carefully controlled.

2.5.4. The Communicative approach

It is another method of instruction, which refers to teaching the target language through communication. It also focuses on learning language in use. In other words, the ability to interpret the message in terms of its meaning rather than focusing exclusively on grammatical perfection or phonetics. According to Harmer (2001), language learning can

take place when learners are motivated and properly exposed to language and opportunities for its use.

To conclude, communicative method can be defined in the following characteristics:

- It is assumed that the goal of language teaching is learner ability to communicate in the target language.

- It is assumed that the content of a language course will include semantic notions and social functions, not just linguistic structures.

- Students regularly work in groups or pairs to exchange information.

- Students often engage in role-play or dramatization to adjust their use of the target language to different social contexts.

- Classroom materials and activities are often authentic to reflect real-life situations and demands.

- Skills are integrated from the beginning; a given activity might involve reading, speaking, listening, and perhaps also

- The teacher's role is primarily to facilitate communication and only secondarily to correct errors.

- The teacher should be able to use the target language fluently and appropriately.

2.5.5. Task-based approach

The task-based approach (TBA) has grown in popularity in language teaching field during the final decade of the 20th century. According to Sanchez:

> 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. (2004, p.41)

In addition, task-based language teaching has a number of purposes. Willis identifies eight purposes:

- To give learners confidence in trying out whatever language they know.

- To give learners experience of spontaneous interaction.

- To give learners the chance to benefit from noticing how others express similar meanings.

- To give learners chances for negotiating turns to speak.

- To engage learners in using language purposefully and cooperatively.

- To make learners participate in a complete interaction, not just one-off sentences.

- To give learners chances to try out communication strategies.

- To develop learners' confidence that they can achieve communicative goals. (1996, p. 35-6)

2.6. The Speaking Skill Difficulties

Many foreign language learners face a variety of obstacles while speaking which may cause misguidance in their communicative abilities. Teachers can help students to speak in the classroom by using podcasts, in which they will be motivated and encouraged to participate. These difficulties include inhibition, lack of topical knowledge, low participation, and mother-tongue use.

2.6.1. Inhibition

Inhibition is the first problem that students encounter in class. It means that they frequently feel anxious when they want to say something in the classroom. In other word, they are worried about making mistakes and fearful of criticism, as well as they feel insulted of the other students' attention towards themselves. Littlewood (2007) states that a language classroom might also make students feel nervous and inhibited. Therefore, the teacher can reduce the fear of making mistakes by encouraging students to speak freely and inform them that making mistakes is a part of learning.

2.6.2. Nothing to say (lack of topical knowledge)

The second problem is that learners complain that they cannot remember anything to say and they are not motivated to express themselves. This is supported by Rivers (1968) who believe that learners sometimes have nothing to say probably because of the selection of topics, which are not familiar for them as well as the lack of information. Baker and Westrup (2003) also supports the above idea and stated that it is difficult for learners to answer when their teachers provide questions about things in a foreign language because they have do not know the appropriate use of vocabulary and correct grammar. Thus, the teacher should choose topics, which suit their learners' preferences, age, gender and what can enhance their motivation to speak.

2.6.3. Low participation

The next problem that we often notice it in the speaking class is that the participation is very low. Being in a large number of students in the class may cause less interaction because when one of the rest of the students speaks, they must hear him/ her. In the speaking class, some learners dominate the whole class while others talk very little or never speak. To avoid this problem, teachers should give equal chance to each student to share his/ her opinion. In other word, they may select learners that are silent in class and ask them to speak.

2.6.4. Mother tongue use

The last problem related to the speaking skill is that learners use the mother tongue in class because of having it as the same first language. Therefore, they feel that it is easy to use their mother tongue in order to understand each other rapidly (Tuan & Mai, 2015). In addition, according to Harmer (1991) (as cited in Lai-Mei and Seyedeh, 2017), there are some reasons why learners use mother tongue in their speaking classes. The first reason is that when teachers ask their learners to talk about a topic that they do not have enough knowledge, they will try to use their language. The second reason is that the application of mother tongue is very natural for learners to use. If teachers do not urge their learners to talk in English, learners will automatically use their first language to explain something to their classmates. The final reason refers to the fact that if teachers regularly use their learners' mother language, their learners will feel comfortable to do so in their speaking class. Thus, teachers should encourage student to speak with the target language as well as help them to avoid over using their mother tongue.

2.7. Factors Affecting the Speaking Skill

Teachers should discover key factors that affect their students' speaking performance in order to assist them in overcoming their speaking performance. Learners' speaking performance are influenced by factors like performance conditions, affective factors, listening skill, and feedback during speaking tasks (Tuan & Mai, 2015).

2.7.1. Performance conditions

The main factor is related to performance conditions. Learners do the speaking activities under different conditions. In other word, speaking performance is influenced by conditions that involve time pressure, planning, the quality of performance, and the amount of support (Nation & Newton, 2009)

2.7.2. Affective factors

Affective factor is another kind of factors, which focuses on how students are aware to perform a good language. As Oxford (1990) said that one of the important factors in learning language is the affective side of students.

2.7.3. Listening skill

Listening skill is the third factor that has a strong relation to speaking performance. Doff (1998) says that learners cannot improve their speaking skill unless they develop listening skill. That is to say, learners should understand what is said to them in order to have a successful dialogue.

2.7.4. Topical knowledge

Bachman and Palmer (1996) define topical knowledge as the knowledge structures in long-term memory. In other word, it is the speakers' knowledge of related topical information. It enables students to use language appropriately in the real life situation. Bachman and Palmer (1996) added that topical knowledge has a great impact on the learners' speaking performance.

2.7.5. Feedback

This factor is related to the feedback during speaking activities. According to Harmer (1991), the decisions that teachers adopt towards their learners' performance are related to the stages of the lesson, the tasks, and the kinds of mistakes they make. Harmer (1991) also added that if teachers directly correct their students' problems, the flow of the dialogue and the aim of the speaking task will be spoiled. As well as Baker and Westrup (2003) supported the above statement by saying that learners will be demotivated and afraid of talking when they are always corrected. Thus, teachers should always correct their learners' mistakes positively and give them more support while speaking.

2.8. Learner Strategies of Communication

Learning oral communication skills and developing the ability to speak fluently, confidently, and effectively in speech situations are the main goals of learning English as a second language. Such skills will enable students to avoid communication breakdowns and overcome problems associated with participating in a variety of interactions. Nakatani 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." (2010, p. 116)

According to Bygate (1987), communicative strategies have two main approaches namely the achievement strategies, which considered as the essential type that includes guessing strategies, paraphrase strategies, and co-operative strategies. The other main type is reduction strategies that include avoidance strategies.

2.8.1. Achievement Strategies

They can be called 'compensatory strategies' in which the speaker tries to achieve his/ her goal of the conversation by finding ways of expressing the message. Achievement strategies are divided up into three sub strategies:

2.8.2. Guessing Strategies

EFL learners may use this type of strategies when they want to give more clarification to the interlocutors in order to comprehend the message. Guessing strategy includes stangling and borrowing words from learners' L1, as well as pronounce them like English language. Learners may also provide a literal translation of his/ her words to avoid misunderstanding.

2.8.3. Paraphrase Strategies

To obtain the precise words they require, learners might search for different phrases in which they are close in meaning. This can be done in two different ways. The first is known as a lexical substitution technique when a student uses a synonym of the word, and the second is known as circumlocution when a student attempts to collect phrases to clarify his/ her ideas.

2.8.4. Co-operative Strategies

This strategy is used when the interlocutor help and support the speaker in finding words to say during the conversation. The speaker has the chance to ask about the translation of his/ her L1 words into the target language.

2.8.5. Reduction Strategies

Reduction strategies are techniques that students utilize in order to reduce their communication objectives by changing the message or stopping to give more clarification about a certain topic.

2.8.6. Avoidance Strategies

Learners may use avoidance strategies to avoid talking about a certain topic in which they do not have a huge knowledge about it. These strategies are often used to avoid sophisticated structures, or because of a lack of vocabulary to avoid difficulties in expressing ideas.

2.9. Speaking activities

Teaching speaking is a very important part of second or foreign language learning. The ability to communicate in the target language clearly and efficiently contributes to the success of the learner in every phase of life. Therefore, teachers should pay great attention to their way of teaching speaking. It is essential for EFL teachers to create an effective classroom environment where students feel themselves in a real-life communication,

authentic activities, and meaningful tasks that promote oral language. This can occur when students work in collaboration to achieve a certain goal. In order to teach foreign language learners how to speak in the most effective way, some speaking activities are provided below, that can be utilized to EFL classes.

2.9.1. Discussions or Debates

Discussion might be held for a variety of reasons after a certain lesson. The discussion group can seeks to draw a conclusion, exchange viewpoints on a situation, or identify problems. Moreover, it is important for the teacher to establish the goal of the discussion activity before starting in order to discuss and speak about the relevant topic. It is also essential for students to ask questions, paraphrase ideas, express support, check for clarification, and so on. Thus, they will be more encouraged and motivated to interact.

2.9.2. Role-play

Role-playing is another activity for encouraging students to talk and be active. Students play in multiple social situations and roles in which they imagine themselves in a real life situation. In addition, the teacher may provide the students with information about themselves and their thoughts as well as their feelings in order to guide them during the role-playing. Thus, the teacher can say to the students, "You are David, you go to the doctor and tell him what happened last night, and..." (Harmer, 1984)

2.9.4. Oral Presentation

Oral Presentation is an activity in which the speaker shows his/ her knowledge on a particular subject. The audience may ask questions or more clarification about the topic. The purpose is to communicate and use the language in order to increase interaction and self-confidence.

2.10. Importance of developing the speaking skill

In our daily lives, most of us utilize the language orally more than written form, yet many English teachers still focus on reading and writing practice almost neglecting speaking skill. However, if the goal of language course is truly to enable students to communicate in English, then speaking skill should be taught and practiced in the language classroom. As Rivers (1981) studied the use of language outside the classroom situation and concluded that speaking is used twice as much as reading and writing combined.

Moreover, Ur (2000) claimed that of all the four language skills namely listening, speaking, reading, and writing, speaking is the most important one that is very necessary for the effective communication. In other word, Speaking helps learners to develop their vocabulary and grammar as well as their pronunciation. It is also enables students to express their feeling, ideas and thoughts, request, discuss, and show the various functions of language.

Furthermore, according to Brown and Lee claim that "English is increasingly being used as a tool for interaction among nonnative speakers" (Brown & Lee, 2015).

It means that English is the language that connects people from different regions, cultures, religions, and nations. Speaking skills hold a special place of value. That is to say, Good speakers are also good writers, in which they can connect and empathize with people. Thus, the practice of speaking skills leads to the development of writing, listening, and reading skills as well.

To conclude, in order to increase the awareness of enhancing students' oral proficiency, teachers should consider the speaking skill as the main objective of the teaching course.

2.11. The relationship between Speaking and Listening

The majority of EFL teachers do not recognize the importance of the speaking and listening skills as an essential tools in language teaching process. That is to say, Speaking and listening should be considered as basic activities in the communication process, they complete each other and cannot be separated. Moreover, there will be no interaction if there is no understanding of the speech. In other word, the speaker should understand what is said by the listener in order to be able to speak and interact.

In addition, listening is about showing the cognitive side, whereas speaking is about behavior and performance. For successful communication, it is inevitable to combine learning listening and speaking. Listening while providing control of the learning process stimulates students to speak and helps to improve their speaking skills and their self-control during verbal communication.

Several researchers argued that there is a big significance relationship between speaking and listening due to the concept of acquisition. In other word, the more the learner listen, the more he/ she speak. When learners listening to authentic materials, they acquire words, sounds, and different social context. Thus, it will enable them to produce language orally.

That is to say, teachers may apply different kinds of listening tools in their oral classes such as podcasts. They may also provide them with authentic materials where they can listen to natives in order to encourage learners to produce language like them.

Conclusion

Throughout this chapter, we have focused on speaking as a productive skill which is the standard for assessing learners' proficiency in speaking English as a target language. Through understanding the term speaking and its functions as well as its relationship to listening, learners can deal with many issues that are related to it. Consequently, there are

different approaches of teaching speaking skills in EFL oral classroom, which may help the teacher in choosing the suitable one for students. In addition to that, speaking can be developed through several strategies and activities where students do not find problems. It is very important for EFL learners to improve their level in speaking ability in order to have a successful communication.

Chapter Three:
Data Analysis and Results

Introduction

This chapter deals with the practical part of this research. It is devoted to the fieldwork and the analysis of the collected data, which investigates the effect of using podcasts on EFL learners' oral proficiency. Therefore, the first part briefly deals with a presentation of the research methodology including the research approach and design, the choice of the method and data gathering tools, and the sample of the study. The second part of the chapter is concerned with the analysis of obtained data, to test the stated hypothesis, and solve the problem of our research. The results will be determined by the responses of oral teachers' and First year EFL students' questionnaires. which aim to explore students' and teachers' perceptions and attitudes towards the use of podcasts in EFL classes to enhance learners' speaking skills. Then, the findings will be discussed and came into conclusions of the analysis. This chapter ends with some recommendations in order to improve English language learning and assessment.

3.1. Methodology of the study

3.1.1. Research approach

The present study aims mainly at investigating the effect of using podcasts in developing first year EFL learners' oral proficiency. It also seeks to explore the students' perceptions as well as the teachers' attitudes towards the use of podcast in oral expression classes. Therefore, the research approach adopted to conduct this study is the qualitative approach because it is thought to be appropriate for such kinds of issues. In other words, it serves the nature of our research. Besides that, according to the research questions and the data collection methods, the qualitative approach was the most suitable for this study.

3.1.2. Research design

For the sake of investigating the impact of listening to podcasts as an independent variable on developing EFL learners' speaking skills as a dependent variable, we used a qualitative descriptive method which aims to answer the main research questions as well as to test and validate the hypotheses.

3.1.3. Data collection methods

Due to the limited and short time, the questionnaire is the most appropriate choice for collecting large amounts of data. The researcher used two questionnaires, the first questionnaire is for the students' perceptions to use podcast in their oral expression session, and the second questionnaire is for the oral expression teachers, which is about the teachers' attitudes towards podcast as a teaching material to help students to improve their speaking skill. Thus, data provided by both teachers and students would help to validate the stated hypotheses.

3.2. The population and the sample of the study

3.2.1. Students

The sample of this study was taken during the 2022- 2023 academic year from first-year students of the English department at the University of Biskra. Twenty-nine (29) students were selected randomly from the whole population of about four hundred and sixty-five students (465) which are divided into eleven (11) groups.

3.2.2. 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 purpose behind choosing the oral teachers is to collect their various viewpoints and attitudes towards the use of podcasts to enhance learners' motivation

to improve their oral performances. Hence, they are concerning with this module as well as teaching speaking.

3.3. Analysis of students' Questionnaire

3.3.1. Aim of the questionnaire

The purpose of the students' questionnaire is to gather data from the students' perceptions about listening to podcasts in oral expression courses, and its effectiveness on improving their speaking skill performance. Additionally, it aimed to see the students' attitudes towards the use of podcasts as a supportive tool to increase their motivation to speak and interact in the classroom.

3.3.2. Description of the questionnaire

Students' questionnaire has been administered to thirty (30) students of oral expression at the department of English, Biskra University. In general, the questionnaire consists of a set of different types of questions, which were divided into three main sections (General information, students' feedback about speaking skill and oral expression, student's perception to use podcast technology in EFL classes to enhance oral proficiency). The first type of questions is a multiple-choice question that involves a set of choices and the respondents are required to select one or more answers 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. That is to say, it is a semi-structured questionnaire.

3.3.3. Piloting and validation

To increase the reliability, validity and practicability of the questionnaire, a piloting stage was carried out for just one day before administering the final version. That is to say, piloting is an important step to check the comprehensibility of the questions, to eliminate any

ambiguities or difficulties in wording, and to gain feedback on the appearance of the questionnaires.

In the piloting stage, the questionnaire was distributed to ten students who were selected randomly from the population of first year. The students spent nearly 15 minutes to answer all the questions. They all agreed on the clarity of the questionnaire. In addition, it is important to mention that the questionnaire was administered to our supervisors who said that no changes were required.

3.3.4. Administration of the questionnaire

For the administration phase, we distributed the questionnaire to first year EFL students at the department of English at the University of Biskra on March, 13th. 2023. We have selected randomly a sample of 30 students who have been chosen from many groups while having a course in the amphitheater. Thus, all papers were given back after 15 minutes.

3.4. Analysis of the Students' Questionnaire Results

Section One: General Information

Item 1. Would you identify your gender, please?

Gender	Frequency	Percentage
a. Male	2	7%
b. Female	27	93%
Total	29	100%

Table 3.1: Students' Gender
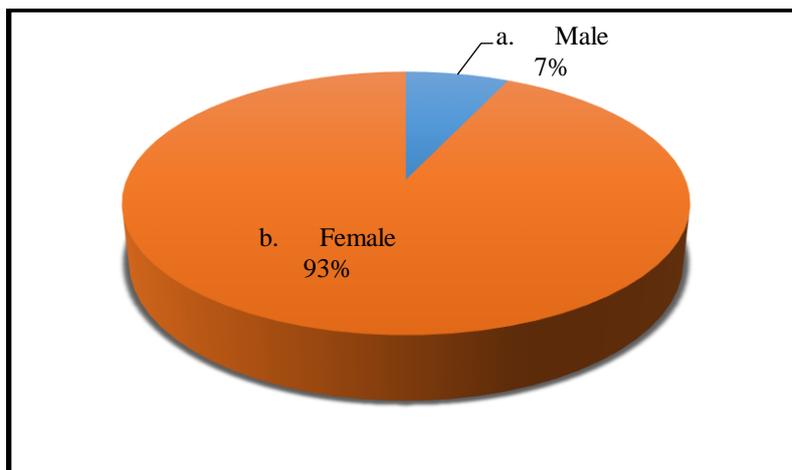
Graph 3.1: Students's Gender

This question aims at revealing students' gender. Table 1 presents the number as well as the percentage of females and males. It is shown that female students dominated the sample, under investigation since they present the higher estimated percentage which is (93%), unlike male students who present only (7%) of the sample (29). This clarifies that our sample is mostly females, and they are more interested on learning English language.

Item 2. What is your age?

Based on the obtained data, it is observed that most first year students' age vary between eighteen (18) and twenty-two (22) years old. Only few of them have the age of thirty-four (34) and thirty-five (35) years old. The results demonstrate the variety of student ages, which reflects the diversity of the students' backgrounds in terms of abilities as well as experiences.

Item 3. How do you assess your level at English?

Option	Frequency	Percentage
a. Beginner	8	28%
b. Intermediate	20	69%
c. Advanced	1	3%
Total	29	100%

Table 3.2: Students' Evaluation of Their Level in English
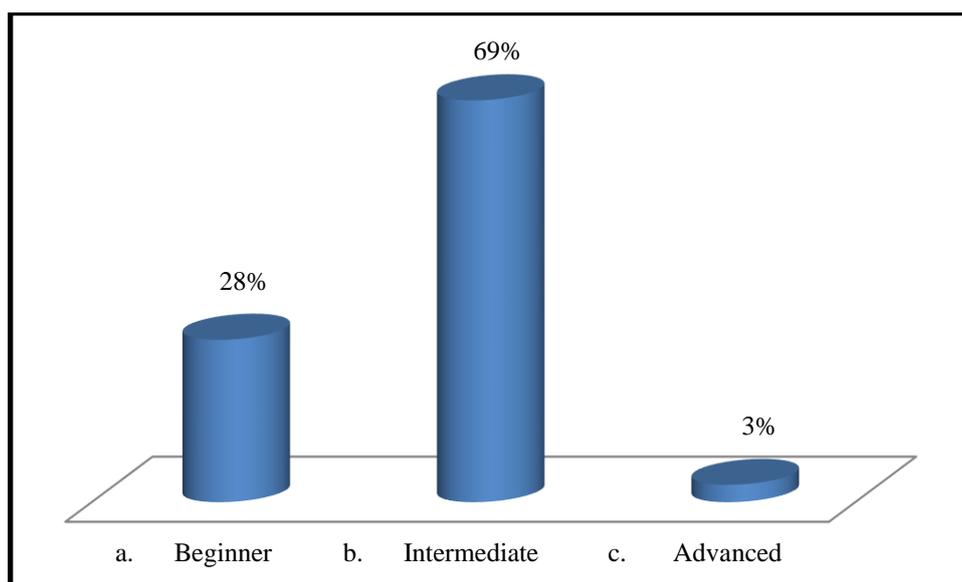
Graph 3.2: Students' Evaluation of Their Level in English

The aim behind this question is to know the level of first year students. As it is clearly observed from the above table, the majority of the students (20) consider their level in English as an Intermediate level (69%). Whereas, 8 students assume that they are beginners (28%) in English. In addition, one student (1) that consider his/ her level as advanced (3%) in English. The results show us that, most of the First year students claimed that they have an intermediate level in English.

Item 4. Choosing to study English at the university was your:

Option	Frequency	Percentage
a. Personal choice	27	93%
b. Imposed	2	7%
Total	29	100%

Table 3.3: Students' Choice to Study English
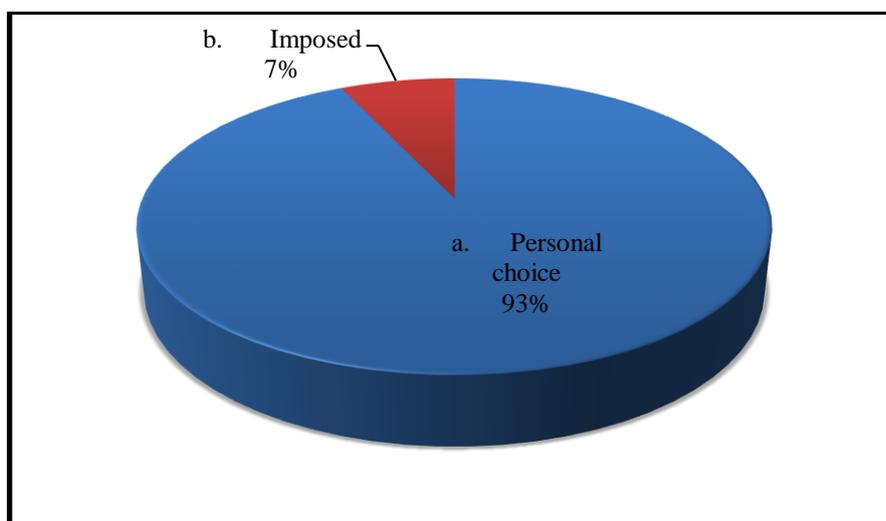
Graph 3.3: Students' Choice to Study English

This item is designed to show the reasons that led first year students to choose learning English language at university. As the above results show that the majority of the respondents (27) whose choice of learning English was personal (93%). On the other hand, (7%) who was imposed to learn English. Thus, most of respondents are aware of the importance of learning English language.

Section Two: Students' Feedback about Speaking Skill and Oral Expression

Item 5. Order the degree of importance of the four skills (from 1 to 4) (/28 responses)

Option	1	2	3	4
a. Listening	33%	21%	25%	21%
b. Speaking	36%	36%	10%	18%
c. Writing	29%	10%	33%	28%
d. Reading	4%	32%	32%	32%

Table 3.4: Students' Order of the Four Skills According to their Degree of Importance
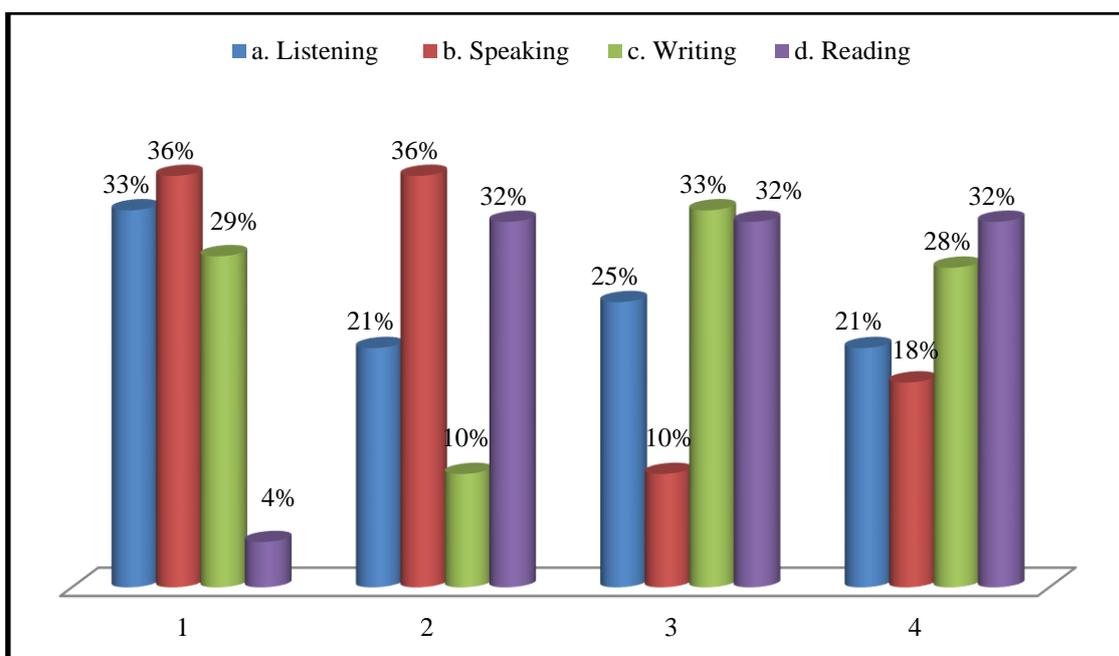
Graph 3.4: Students' Order of the Four Skills According to their Degree of Importance

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

- (1) represent the most important

- (4) represent least important

From this figure, we observed that the majority of the respondents (36%) classified the speaking skill as the most important skill that they are interested in it. While (33%) of students choose the listening skill since it helps them to improve their comprehension of

native speakers, so their speaking will be improved. In addition, only (29%) respondents

selected the writing skill. Then the reading skill with (4%). On the other hand, from the four

skills, there is one student who has not specified his/ her dominant skill. The results show

that first year students care mainly in developing and in ameliorating their speaking

performance, since it gained the highest percentage (36%).

Item 6. Do you have any difficulties when speaking English?

Option	Frequency	Percentage
a. Yes	21	72%
b. No	8	28%
Total	29	100%

Table 3.5: Students' Difficulties When Speaking English
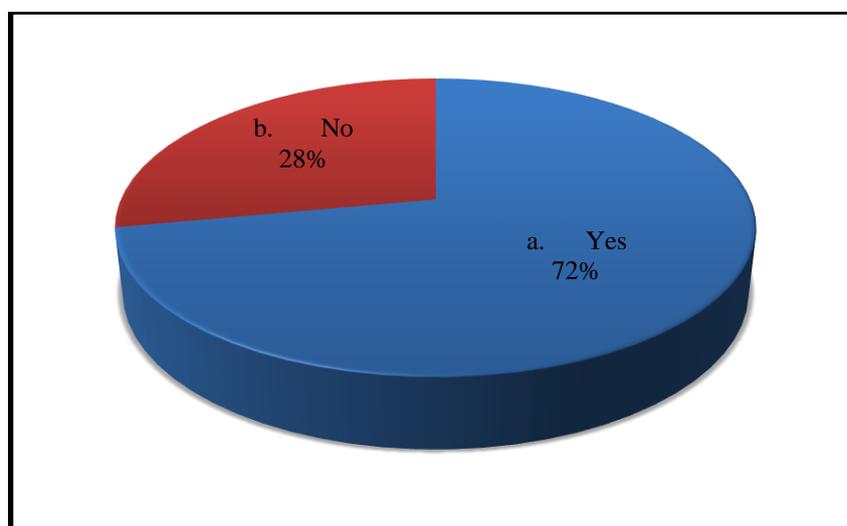
Graph 3.5: Students' Difficulties When Speaking English

The aim behind this item is to know if students face any difficulties in speaking as well as

supporting them to solve their speaking problems. The results obtained denote that 21 (72%)

of students find speaking in English difficult. Generally, it is due to their poor knowledge

during secondary school. Whereas, 8 (28%) 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 experience with learning foreign languages.

If yes, what is the reason behind these difficulties?

Option	Frequency	Percentage
a. Lack of Vocabulary	7	33%
b. Fear of Making mistakes	7	33%
c. Shyness and anxiety	2	10%
d. No space for learning speaking	1	5%
e. More than one reason	4	19%
Total	21	100%

Table 3.6 : Reasons' behind Students Difficulties
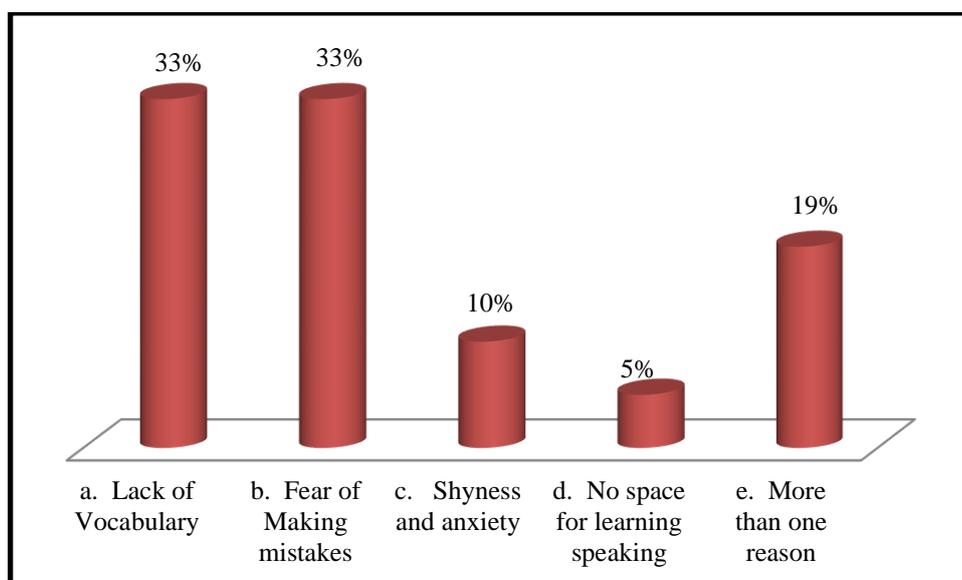
Graph 3.6: Reasons' behind Students Difficulties

The above findings show that most students' speaking difficulties are due to the lack of vocabulary 7 (33%) as well as the fear of Making mistakes 7 (33%). In addition, only 2 (10%) of them argue of it is a difficulty because of shyness and anxiety. 1 (5%) student who provides a case of no space for learning speaking in the class. On the other hand, there are 4 (19%) students who did not specify their difficulty in speaking English. As a result, all these reasons are contributing to the students' speaking difficulties.

Item 7. The oral expression sessions are the most subject to improve your speaking skill?

Option	Frequency	Percentage
a. Strongly agree	18	63%
b. Agree	10	34%
c. Disagree	1	3%
d. Strongly disagree	0	0%
Total	29	100%

Table 3.7: The Oral Expression Session and Students' Speaking Skill
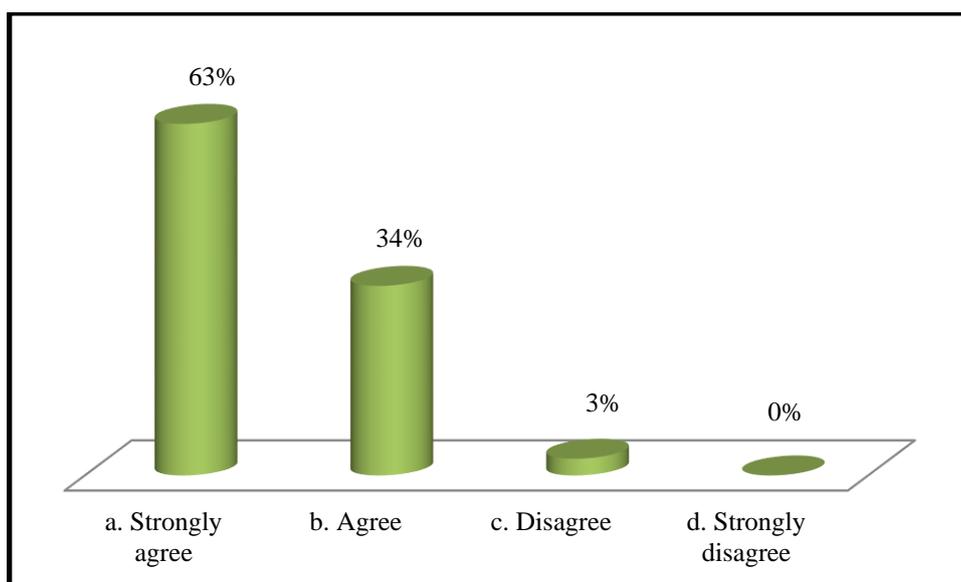
Graph 3.7: Reasons' behind Students Difficulties

The purpose of this question is to have an idea about the appropriate subject in which students can improve their speaking performance. As indicated in the table and the figure above that most students 18 with the percentage (63%) strongly agreed that oral expression sessions are the appropriate subject to improve their speaking skill. There are also 10 students with percentage (34%) agreed, while only one respondent with the percentage of (3%) showed his /her disagreement towards the statement mentioned previously. As a result, the majority of students believe that the course of oral expression is a suitable course to achieve their communicative abilities.

Item 8. Do you listen to native speakers in oral expression session?

Option	Frequency	Percentage
a. Usually	4	14%
b. Sometimes	6	21%
c. Rarely	8	27%
d. Never	11	38%
Total	29	100%

Table 3.8: Frequency of Students' Listening to Native Speakers in Oral Expression Session
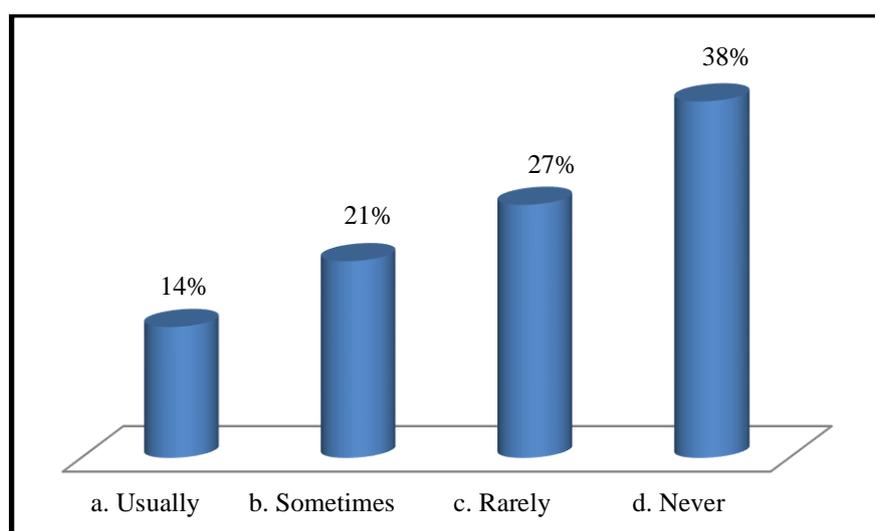
Graph 3.8: Frequency of Students' Listening to Native Speakers in Oral Expression

Relying on the data indicated in the above table, we notice that most of the respondents (38%) pointed out that they never listen to native speakers during their oral expression session. While (27%) showed that they rarely listen to them. Whilst, (21%) of participant asserted that they sometimes listen to natives in oral class. Whereas, very small number of students (14%) that stated they always listen to native speakers during the oral expression session. Thus, the findings conclude that Students displayed their dissatisfaction about the frequency of listening to native speakers. This may be due to the fact that the teacher does not have enough time to provide students with how natives speak the language frequently.

Section Three: Student's Perception to use Podcast Technology in EFL Classes to Enhance Oral Proficiency

Item 9. Does your teacher of oral expression use technological tools during the session?

Option	Frequency	Percentage
a. Yes	2	7%
b. No	27	93%
Total	29	100%

Table 3.9: Teachers' Use of Technological Tools During the Session
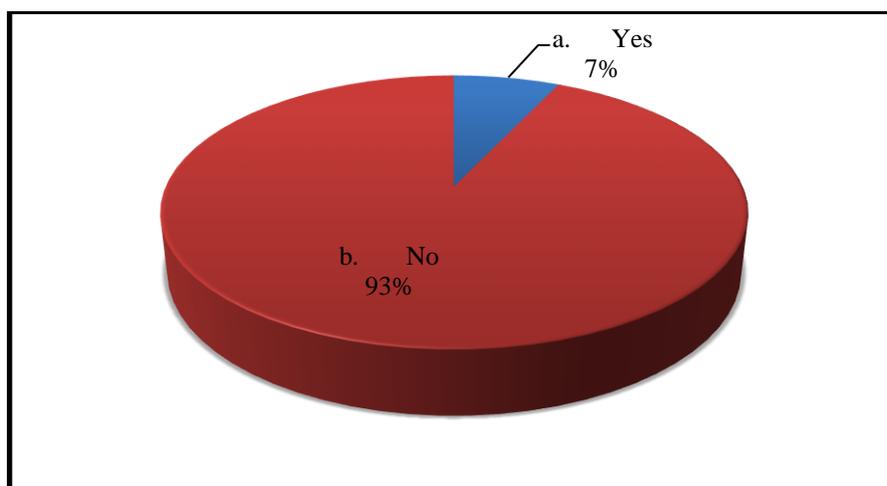
Graph 3.9: Teachers' Use of Technological Tools During the Session

   The above graph shows that almost all the 27 who represent a high percentage (93%) stated that oral expression teachers do not use the technological tools during the session. This may be because of the classroom conditions or there is no enough time to use them. On the other hand, 2 students with percentage of (7%) claimed that their oral expression teachers use technology tools inside the classroom.

Item 10. Do you think using supportive tools inside the class motivates you to improve your speaking performance?

Option	Frequency	Percentage
a. **Strongly agree**	12	41%
b. **Agree**	15	52%
c. **Disagree**	2	7%
d. **Strongly disagree**	0	0%
Total	29	100%

Table 3.10: Students' Views about whether the Use of Supportive Tools inside the Class to Improves Speaking Performance or Not
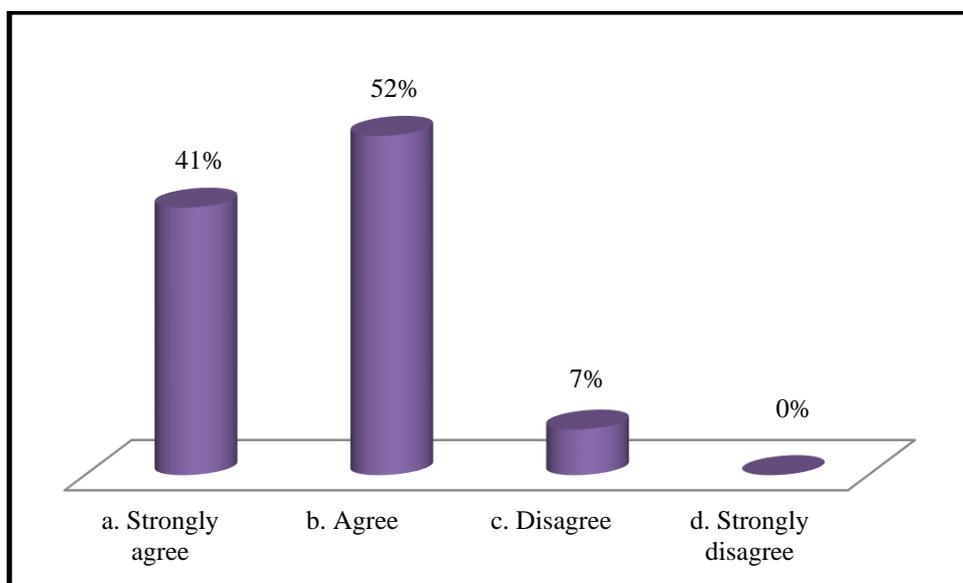
Graph 3.10: Students' Views about whether the Use of Supportive Tools inside the Class to Improves Speaking Performance or Not

The aim of this item is to know the best way of teaching speaking which may motivates students to improve their speaking ability. The findings illustrate that the majority of students (41%) strongly agreed as well as (52%) agreed with using supportive tools inside the class motivate them to develop their oral performance. Whereas, only two cases with the percentage of (7%) that disagreed with the previous statement. As a result, students' motivation to speak better language can be increased by using supportive tools.

Item 11. Do you have any experience with podcasts?

Option	Frequency	Percentage
a. Yes	25	86%
b. No	4	14%
Total	29	100%

Table 3.11: Students' Views about whether the Use of Supportive Tools inside the Class to Improves Speaking Performance or Not
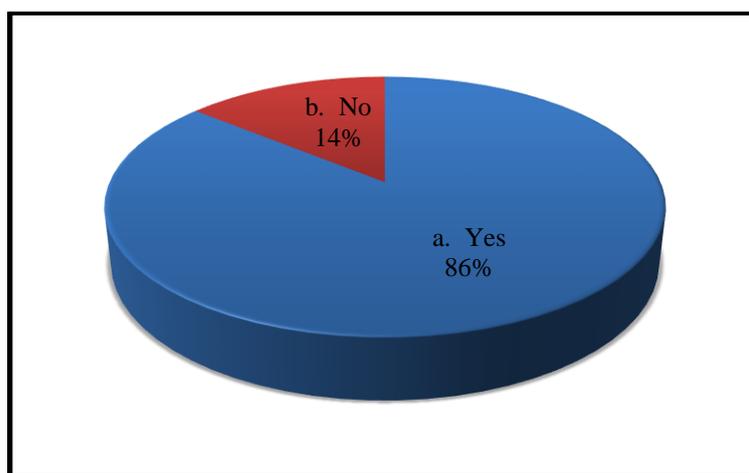
Graph 3.11: Students' Experience with Podcasts

As far as the term podcast is concerned, we observed that some participants do not understand the meaning of the word, and the percentage of those who are familiar with the term increases those who are not, reaching an average of (86%). The reason behind the (14%) unfamiliarity of the respondents with the term may be due to lack of technology used by the students, lack of labs, or the unfamiliarity of the teacher with the term podcast itself.

Item 12. What kind of podcast do you prefer?

Option	Frequency	Percentage
a. Audio podcast only	10	34%
b. Audio-image podcast	2	7%
c. Video podcast	6	22%
d. All of them	10	34%
e. b+c	1	3%
Total	29	100%

Table 3.12: Students' Preferable Kind of Podcasts
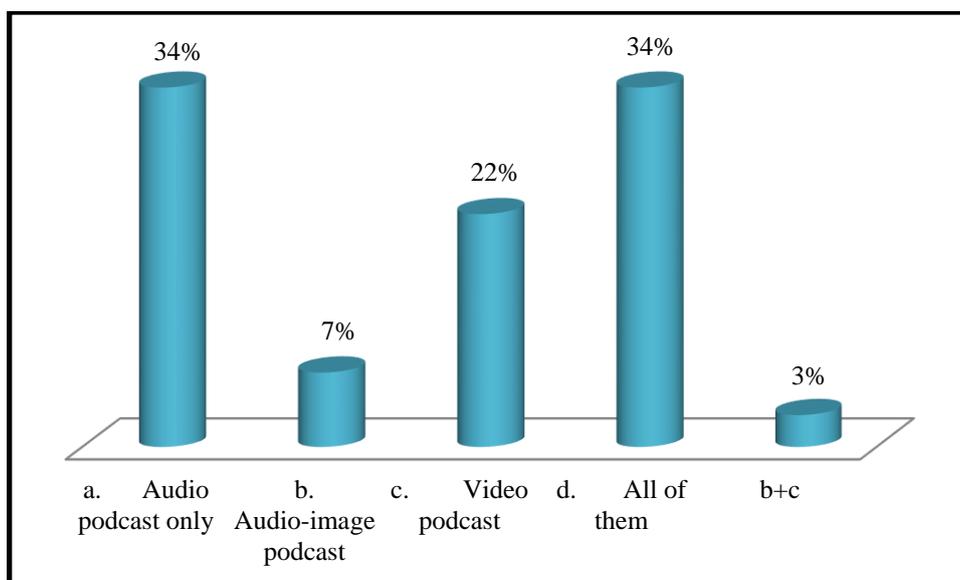
Graph 3.12: Students' Preferable Kind of Podcasts

This item aims at investigating the effective kind of podcast in order to be useful for students. Based on the above graph, most students preferred between audio podcast only with the percentage of (34%) and using all of them with the percentage of (34%). While, (22%) of students preferred the video podcast and only (7%) preferred the audio-image podcast. In the other hand, there is a small number of participant with the percentage of (3%) that preferred a combination of the audio-image podcast and the video podcast. Thus, teaching oral expression should be based on authentic technological aids (the audio-visual aids and video aids), in order to get students' attention and facilitate the process of teaching.

Item 13. Do you think using podcast in oral classroom encourage you to develop your oral proficiency?

Option	Frequency	Percentage
a. Strongly agree	13	45%
b. Agree	13	45%
c. Disagree	3	10%
d. Strongly disagree	0	0%
Total	29	100%

Table 3.13: The Degree of Students' Agreement on the Use of Podcasts in Oral Classroom to Encourage Students' Oral Proficiency
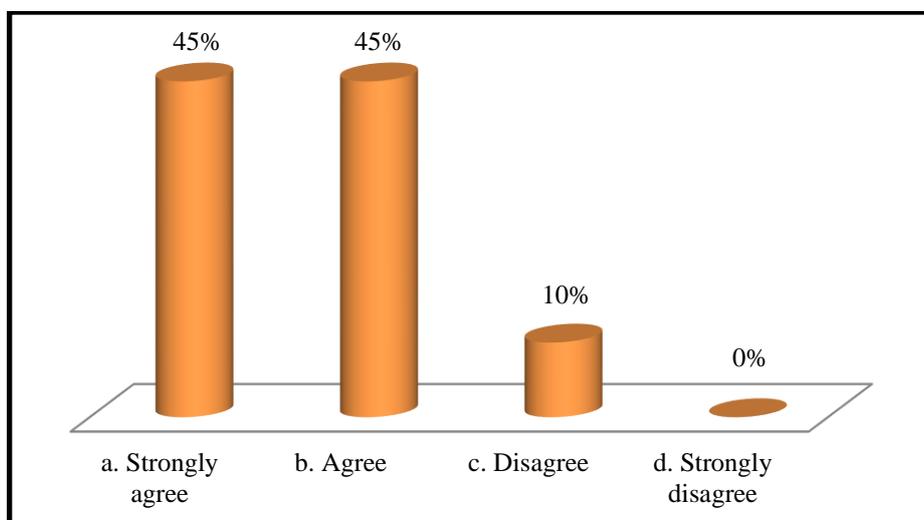
Graph 3.13: The Degree of Students' Agreement on the Use of Podcasts in Oral Classroom to Encourage Students' Oral Proficiency

The results mentioned on the table indicate that the majority of students choose strongly agreed (45%) equal the ones whose answer with agreed (45%). While only (10%) of students disagreed with the use of podcast in oral classroom encourage them to develop their oral proficiency. As a result, podcast may be a helpful tool to make students aware of their speaking proficiency.

Item 14. Which of the following advantages does podcast have?

Option	Frequency	Percentage
a. Increase motivation	4	14%
b. Increase self-confidence	4	14%
c. Enhance collaboration	2	7%
d. All of them	16	55%
e. a+c	1	3%
f. No answer	2	7%
Total	29	100%

Table 3.14: Podcasts' Advantages
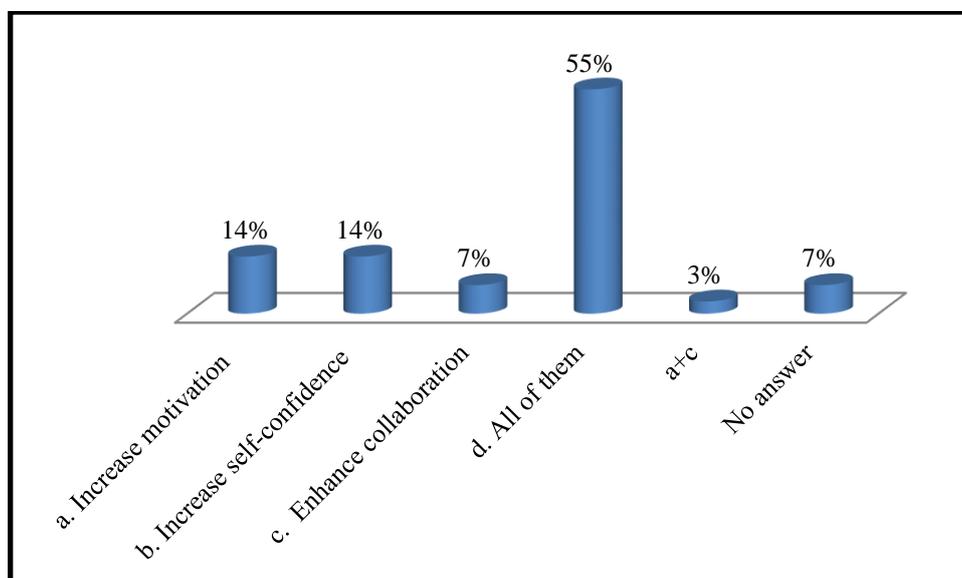
Graph 3.14: Podcast's Advantages

This item aims to point out the main benefits podcast do have on students. Based on the results mentioned above, most respondents (55%) showed that podcast increase motivation, self-confidence, and enhance collaboration. While two categories have an equal percentage, (14%) of respondents stated that it increase motivation and others (14%) said that it increase self-confidence. In the other hand, (7%) of students who showed that podcast may enhance collaboration, and (3%) of them combine between increasing motivation and self-confidence. The rest with the percentage of (7%) did not mention their

choice. As a result, it can be said that podcast help students to achieve all the above

advantages.

Item 15. Podcast helps you to improve your:

Option	Frequency	Percentage
a. Vocabulary	6	21%
b. Pronunciation	13	45%
c. Grammar	0	0%
d. All of them	1	3%
e. a+b	9	31%
Total	29	100%

Table 3.15: Skills Improved by Podcasts
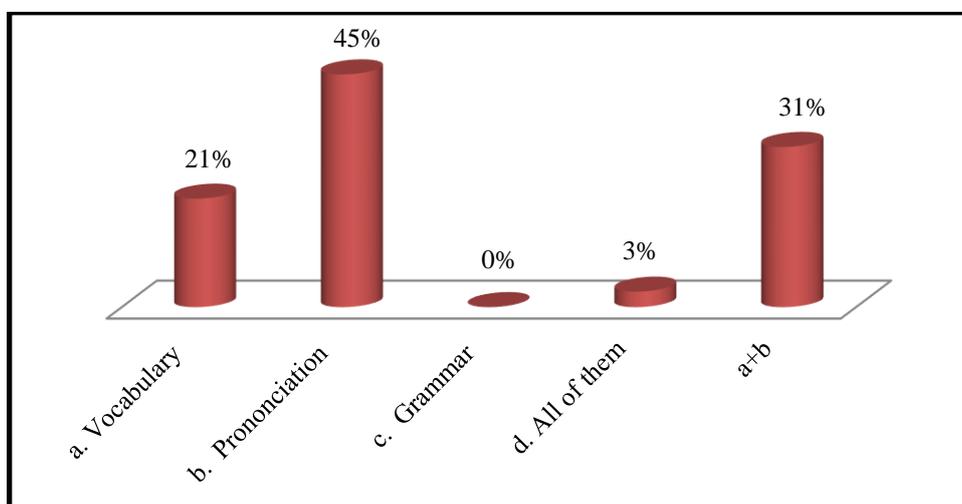
Graph 3.15: Skills Improved by Podcasts

This question aims at discovering the extent to which podcasts are helpful. As the table

reveals six (6), students who represent (21%) have indicated that podcasts improve their

vocabulary. while the majority (45%) stated that pronunciation is improved through listening

to podcasts. On the other hand, no one considered that podcasts enhance grammar. While

(31%) of them indicated that podcasts improve both their vocabulary and pronunciation.

There is only (3%) which indicated that podcast enhance all of them. According to these

results, podcasts can play an important role in helping students get the correct pronunciation and enrich their vocabulary store.

Item 16. In your opinion, does listening to podcasts encourage you to work in collaboration, so your interaction increase?

Option	Frequency	Percentage
a. Yes	9	31%
b. No	3	10%
c. Somehow	17	59%
Total	29	100%

Table 3.16: Podcasts and Students' Interaction
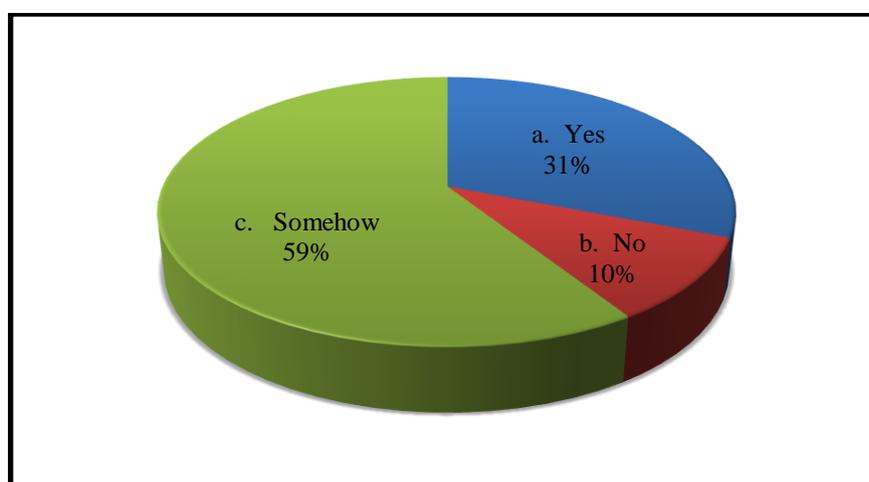
Graph 3.16: Podcasts and Students' Interaction

Based on the information offered in the table and the graph, we notice that the high number of answers went for "somehow". That means (59%) of students see podcasts as an opportunity to evolve the rate of interaction between students, so that they can learn from each other in collaboration; whereas, nine respondents who represent (31%) declared that listening to podcast encourage them to work in collaboration so their interaction increase. However, three participants (10%) stated the opposite. Thus, students' interaction can be increased by listening to podcasts.

Item 17. Do you think that listening to podcast enables you to acquire and understand different contexts of spoken English?

Option	Frequency	Percentage
a. Strongly agree	15	52%
b. Agree	14	48%
c. Disagree	0	0%
d. Strongly disagree	0	0%
Total	29	100%

Table 3.17: The Degree of Students' Agreement on whether Listening to Podcast Enables Them to Acquire and Understand Different Contexts of Spoken English or Not
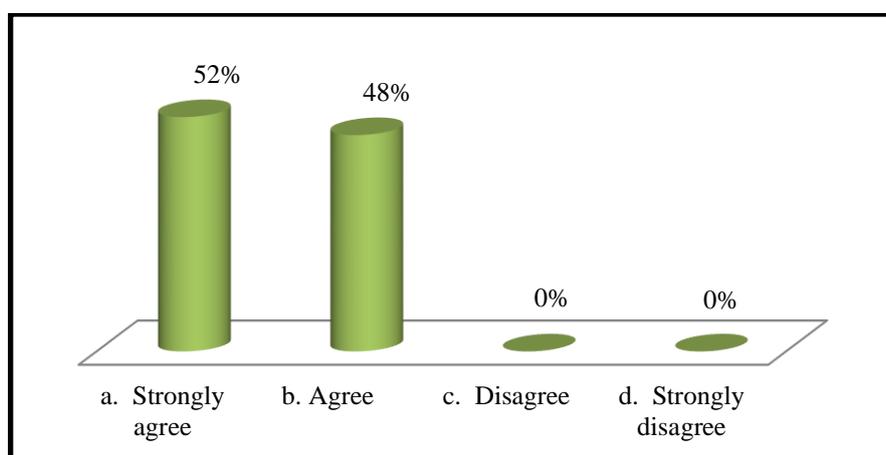
Graph 3.17: The Degree of Students' Agreement on whether Listening to Podcast Enables Them to Acquire and Understand Different Contexts of Spoken English or Not

The reason behind this question is to give students' the opportunity to express the language in different situations where it seems authentic. The results above indicate that most of the students (52%) strongly agreed that listening to podcasts grants them the opportunity to recognize how the English language is spoken in different contexts. Others who represent (52%) did agree on the idea. Thus, podcasts may enable students to acquire and understand different contexts of spoken English.

Item 18. Using educational podcast is considered as an important tool in developing your speaking skill?

Option	Frequency	Percentage
a. Yes	27	93%
b. No	2	7%
Total	29	100%

Table 3.18: Students' Opinions about whether Podcasts are an Important Tool in Developing Students' Speaking Skill or Not
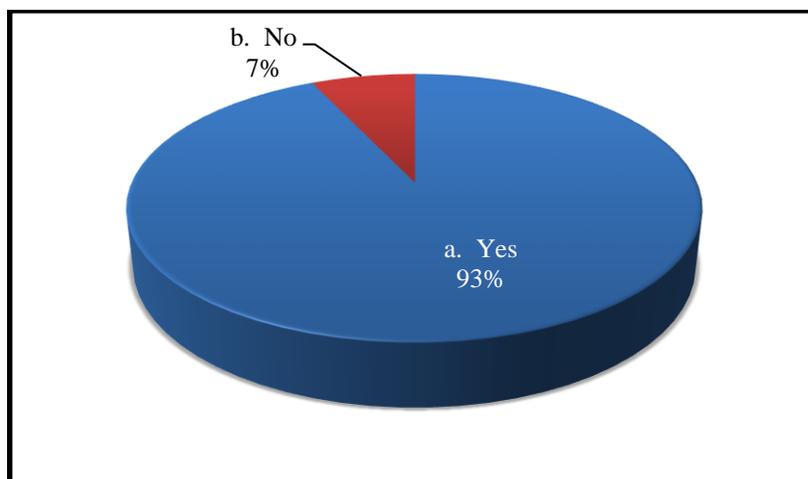
Graph 3.18: Students' Opinions about whether Podcasts are an Important Tool in Developing Students' Speaking Skill or Not

This item aims to know about the students' perception to use podcast technology in their oral classes. The above table illustrate that, the majority of students (93%) believe that the use of educational podcasts is important for developing their speaking skills, whereas, only (7%) are against.

If yes, please justify your choice?

Students who choose the option 'yes' provide some reasons such as the podcasts develop our speaking skills and they bring a vital and motivated atmosphere into the classroom. In addition, through their use we can improve our listening, pronunciation, vocabulary, as well as our writing style. Podcasts also help us to spell the words correctly and fluently. Some of them mention that listening to podcasts are very helpful in enhancing their speaking ability because speaking is the result of listening.

Item 19. What do you think of creating personal podcasts that are similar to the original ones?

Option	Frequency	Percentage
a. Effective	20	69%
b. Not effective	8	28%
c. No answer	1	3%
Total	29	100%

Table 3.19: The Effectiveness of Students' Creation of Personal Podcasts
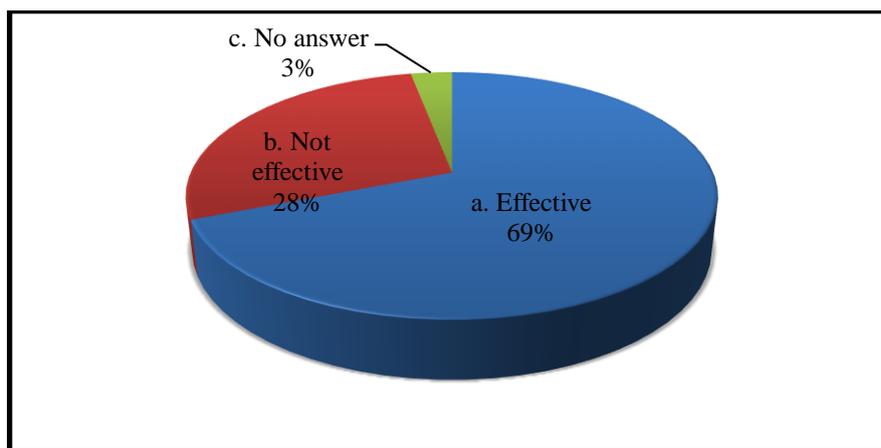
Graph 3.19: The Effectiveness of Students' Creation of Personal Podcasts

The aim of this item is to see students' opinion about the effectiveness of creating personal podcasts. The results show that (69%) of students believed that creating personal podcasts are effective in enhancing their speaking skill. Whereas (28%) who did not believe with that idea. While only one case (3%) did not mention his/ her choice.

Please justify your choice?

Students provide some justification as follow:

When we create our personal podcasts, we can compare them to the original ones so we correct the mistakes that exist. Through this task, our speaking performance will be improved. In addition, they indicate that listening to authentic materials help us to develop our pronunciation, vocabulary, and grammar as well. In other words, creating students' own

podcast in which it is similar to the original one can be an effective task to improve their oral competence. It allows them to assess and evaluate their level in speaking, so they can learn the right and the appropriate pronunciation of words.

3.4.1. Discussion of students 'questionnaire

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

The study relies on a sample form first-year EFL students at Mohamed khider at Biskra University, in which the majority of them are females that indicate the females are more interested in studying the English language than males. Moreover, the results show that students' age varied between eighteen to twenty-two years old, and the majority of them choose to study the English language as a foreign language because of their personal choice.

Besides, most of them have an intermediate level in English. So, they are motivated to develop their abilities in mastering the language skills especially speaking skill. As the obtained results reveal clear ideas concerning the students' ways of thinking and awareness about the importance of developing speaking skill. Most of them classify speaking as the first skill which must be learned. In addition, the majority of the first year EFL students have some difficulties when speaking in English due to their lack of vocabulary as well as the fear of making mistakes, and sometimes may be because of shyness and anxiety.

Additionally, the majority of students believe that the course of oral expression is the suitable course to achieve their communicative abilities because they have a chance to speak and interact through oral tasks such as discussions, debates, and so on. Therefore, most students displayed their dissatisfaction about the frequency of listening to native speakers. This may be due to the fact that the teacher does not have enough time to provide them with how natives speak the language frequently. On the other hand, the vast majority state that

most oral expression teachers do not use technological tools during the session maybe because of the limited time and some other classroom conditions.

Furthermore, a huge number of students agree with using supportive tools inside the class motivate them to develop their oral performance. Thus, applying podcast technology in EFL classes is the appropriate tool that students familiar with. Since most of them have an experience with podcasts, they accept to use them especially (Audio podcast only and Video podcast). Even though a great percentage of students claim that using podcast in oral classroom encourage them to develop their oral proficiency. As they show, podcast increases motivation, self-confidence, and enhance collaboration. In other word, they consider it as a material that promotes their participation in oral expression class.

Also, first-year EFL learners believe that podcasts have a positive effect on their communicative competence because implementing such authentic material can play an important role in helping them to get the correct pronunciation and enrich their vocabulary store. Thus, students' interaction can be increased by listening to podcasts. However, more than half of the participants strongly agree that listening to podcasts enable them to speak English in its natural surroundings so they will know how to use utterances in accordance with specific situations. Additionally, the majority of students believe that the use of educational podcast is necessary for developing their speaking skills because it helps them to pronounce the words correctly and fluently as it enriches their vocabulary. Finally, the previous results obtained from students' answers proved that creating personal podcasts are effective in enhancing their speaking skill.

3.5. Analysis of teachers' questionnaire

3.5.1. Aim of the questionnaire

The teachers' questionnaire is designed to collect accurate data on the perspectives and attitudes of teachers about using podcasts in oral expression sessions in order to develop students' oral proficiency, as well as their effectiveness in improving learners' vocabulary and pronunciation.

3.5.2. Description of the questionnaire

Teachers' questionnaire has been distributed to ten (10) teachers of oral expression at the department of English, Biskra university. In general, the questionnaire consists of a set of different types of questions that were divided into three main sections (Background information, oral expression subject and speaking skill, and teachers' perceptions and attitudes toward the use of podcast to enhance EFL students' oral proficiency). The first type of questions is a multiple-choice question that involves a set of choices and the respondents are required to select one or more answers 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. That is to say, it is a semi-structured questionnaire.

3.5.3. Piloting and validation

To increase the reliability, validity and practicability of the questionnaire, a piloting stage was carried out for just one day before administering the final version. That is to say, we went through this step in order to see if there is any incomprehensible questions, unrelated items in order to be developed. At the end of the questionnaire we provide a space where the teacher gave his/ her comments about the answered items.

In the piloting stage, the questionnaire was distributed to five teachers who were selected randomly from our population. The teachers spent nearly 20 minutes to answer all the

questions. They all agreed on the clarity of the questionnaire. In addition, it is important to mention that the questionnaire was administered to our supervisors who said that no changes were required.

3.5.4. Administration of the questionnaire

For the administration phase, we distributed the questionnaire to oral expression teachers at the department of English at the University of Biskra. This stage took three days to collect all the answers, from March, 13th. 2023 to March 15. 2023. We have selected randomly a sample of 10 teachers who have been chosen while they were teaching the oral module. Thus, some papers were given back after one hour, and some of them after one or two days.

3.6. Analysis of the Teachers' Questionnaire Results

Section One: Background Information

Item 1. What is your gender?

Gender	Frequency	Percentage
a. Male	5	50%
b. Female	5	50%
Total	10	100%

Table 3.20: Teachers' Gender
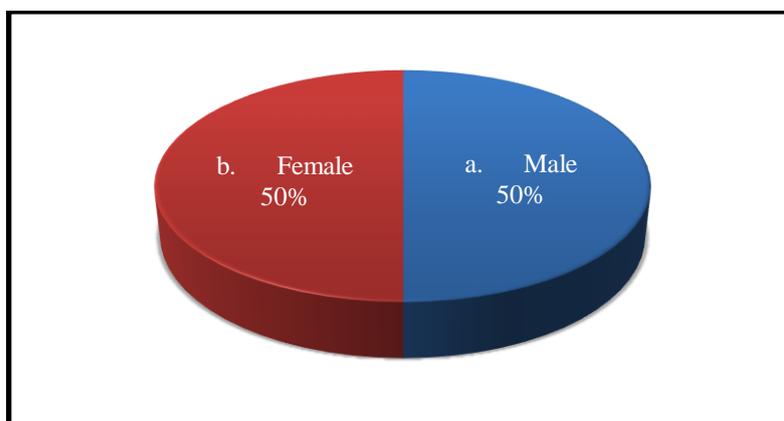
Graph 3.20: Teachers' Gender

The table above shows that teachers are both equal (50%) are male and (50%) are female. The reason behind this is that male teachers and female teachers have the same experience in teaching the module of oral expression.

Item 2. What degree do you hold?

Option	Frequency	Percentage
a. License	0	0%
b. Magister	4	40%
c. Master	0	0%
d. Doctorate	6	60%
Total	10	100%

Table 3.21: Teachers' Degree
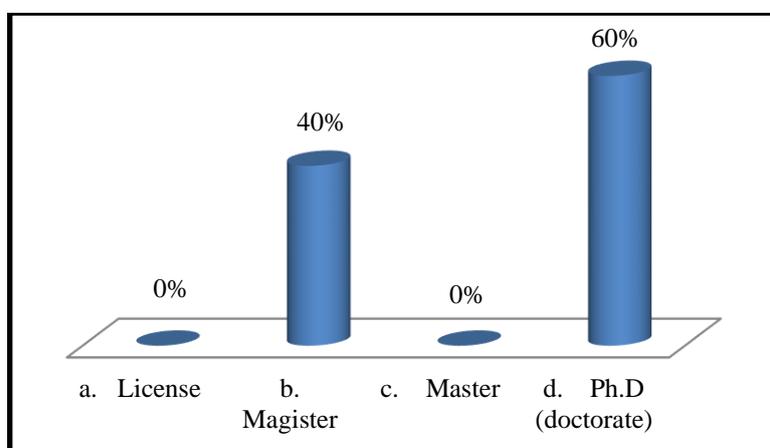
Graph 3.21: Teachers' Degree

We asked this question to know more about teachers' degrees. The table indicates that the majority (60%) of the teachers have a Doctorate degree; and with the percentage of (40%) teachers have Magister degree and no teacher with License as well as Master degree. This result indicates that most of the teachers with Doctorate degree are teaching the module of oral expression.

Item 3. How long have you been teaching EFL oral expression at university?

This item aims to know about teachers' experience in teaching the course of oral expression. Based on the obtained results, the majority of teachers have an expensive of more than 10 years in teaching; while, some of them show that they have more than thirty 30 years of teaching oral expression and just one teacher with experience of less than 5 years of experience. The results indicate that a large number of teachers have experience in teaching at University.

Section Two: Oral Expression Subject and Speaking Skill

Item 4. How do you assess first year students' level at speaking English?

Option	Frequency	Percentage
a. Good level	1	10%
b. Average level	8	80%
c. Weak level	1	10%
Total	10	100%

Table 3.22: Teachers' Evaluation of their Students' Level in English
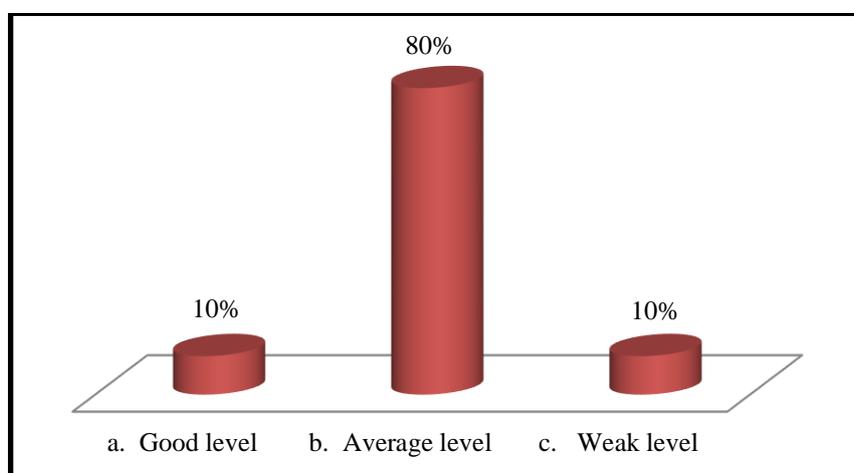
Graph 3.22: Teachers' Evaluation of their Students' Level in English

As the results illustrate, oral expression teachers agreed that EFL learners' level at speaking performance average (80%). However, one of the teachers considered the students'

level in oral performance good (10%) as well as weak (10%). These results indicate that the majority of students may not be motivated to practice and communicate in the target language because of their inability to speak. This means that students need to practice talking to be able to develop their speaking skill.

Item 5. In your opinion, what are the obstacles that cause a lack of interaction in the oral expression session?

Option	Frequency	Percentage
a. **Lack of time (Timetabling)**	0	0%
b. **Students level at English**	1	10%
c. **Lack of teaching tools and materials**	0	0%
d. **Lack of students' motivation**	2	20%
e. **All of them**	2	20%
f. **b+d**	2	20%
g. **c+d**	3	30%
Total	**10**	**100%**

Table 3.23: Obstacles that Cause Lack of Interaction in the Oral Expression Session
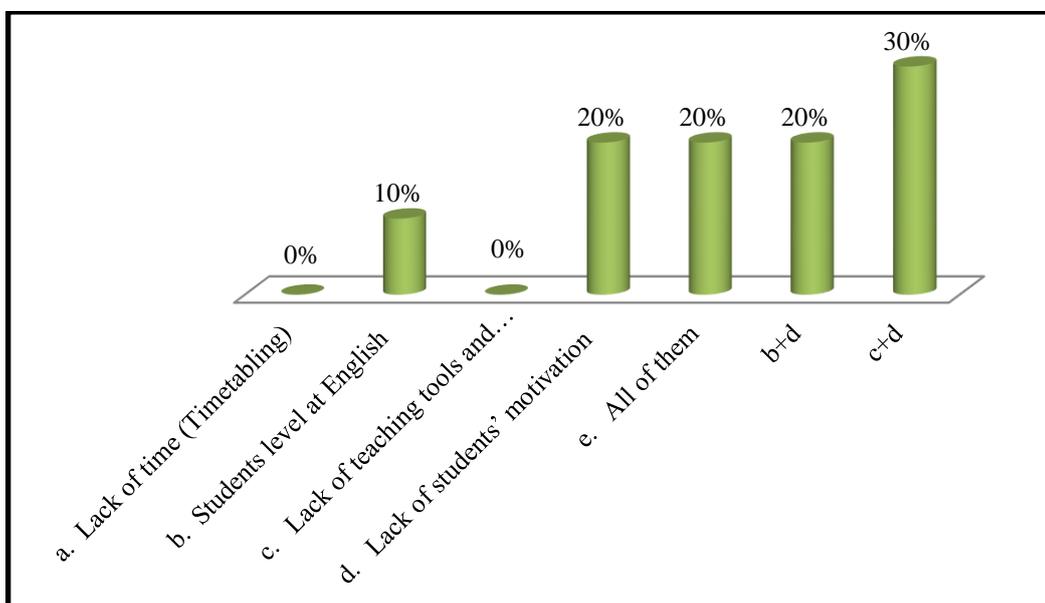
Graph 3.23: Obstacles that Cause Lack of Interaction in the Oral Expression Session

From the above results, the majority (30%) of the teachers have indicated that most the obstacles that cause a lack of interaction in their oral expression sessions are the lack of teaching tools and materials as well as the lack of students' motivation. While, (20%) say that it is because of students' level at English and lack of motivation, as another (20%) of teachers agreed on all of them as well as (20%) the lack of students' motivation only. However, one teacher indicate that it is because of students' level at English. As a result, the main thing that cause the lack of interaction is students' demotivation. 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.

Item 6. Does the student have the right to suggest a new way or method of teaching oral expression?

Option	Frequency	Percentage
a. Yes	6	60%
b. No	0	0%
c. Sometimes	4	40%
Total	10	100%

Table 3.24: Students' Responses about their Right of Suggesting New Teaching Oral Expression Methods
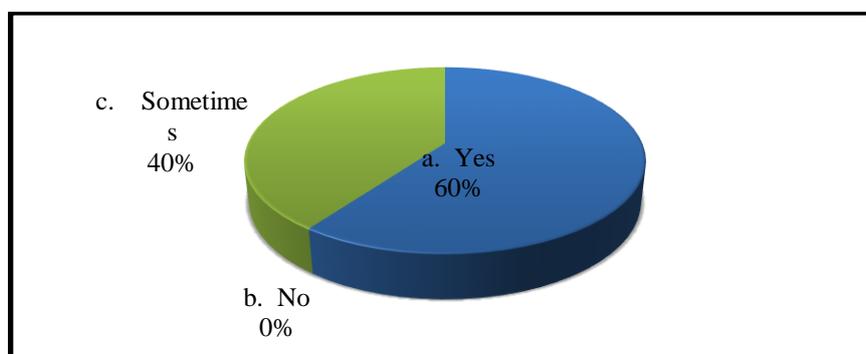
Graph 3.24: Students' Responses about their Right of Suggesting New Teaching Oral Expression Methods

As it is clearly observed from above table, the majority of the teachers (60%) indicated that students have the right to suggest a new way or method of teaching. Whereas, some of them (40%) said that they can do but sometimes. We conclude that students' suggestions are very important.

If yes, why learner-centered class is important?

Option	Frequency	Percentage
a. It enhance self-confidence	1	10%
b. It increase motivation	0	0%
c. It increase collaboration	0	0%
d. All of them	5	10%
e. a+b	1	10%
f. a+b+c	2	20%
g. No answer	1	10%
Total	10	100%

Table 3.25: The Importance of Learner-Centeredness
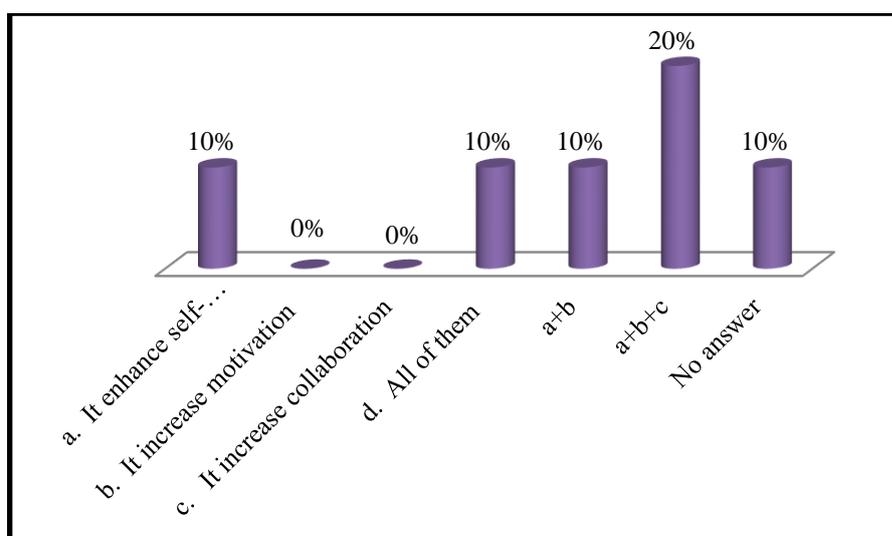
Graph 3.25: The Importance of Learner-Centeredness

Relying on these results, more than half percent of teachers who answered 'yes' stated that learner-centered class is important because it enhance self-confidence, increase

motivation and increase collaboration in the classroom. Thus, teaching according to student'
needs is a very important thing reason behind their awareness to learn.

Item 7. What is your aim behind teaching oral expression courses?

Option	Frequency	Percentage
a. Improve students' speaking skill	8	80%
b. Increase interaction in the class	0	0%
c. Both	2	20%
Total	10	100%

Table 3.26: Teachers' Aims behind Teaching Oral Expression Courses
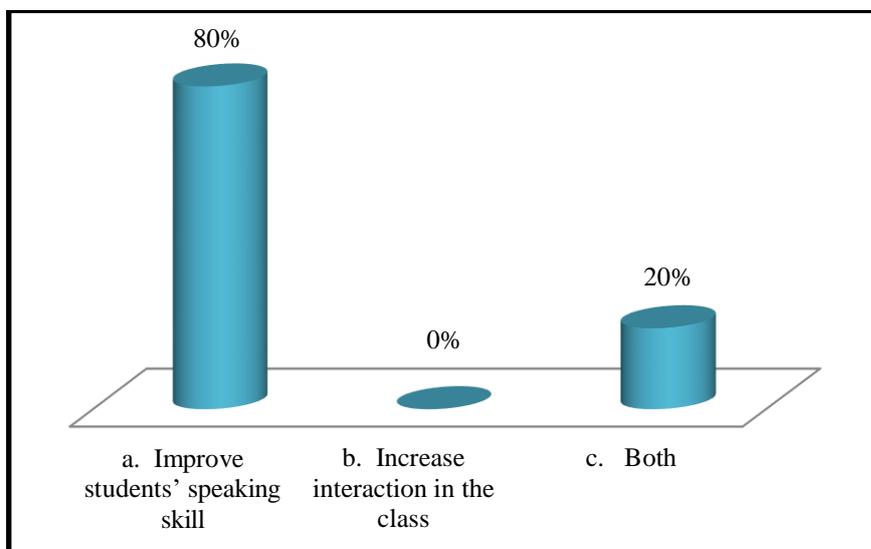
Graph 3.26: Teachers' Aims behind Teaching Oral Expression Courses

The above figure illustrate that, the majority of teachers (80%) improve students' speaking skill is their aim behind teaching the oral expression course. While (20%) aims to increase interaction in the class as well as improve their speaking skill.

Others:

Teachers provided some extra goals behind teaching the oral expression course, namely developing students' academic communication, enhance their speaking and fluency, enable

them to self-express in both oral and written form, and improve their communicative competence as well.

Item 8. Which of the following speaking activities do you use in your oral classes?

Option	Frequency	Percentage
a. Debates and discussion	0	0%
b. Presentations	0	0%
c. Role play	0	0%
d. Somehow complex	0	0%
e. Pair work	0	0%
f. All of them	5	50%
g. More than one activity	5	50%
Total	10	100%

Table 3.27: Speaking Activities Teachers Use in Oral Classes
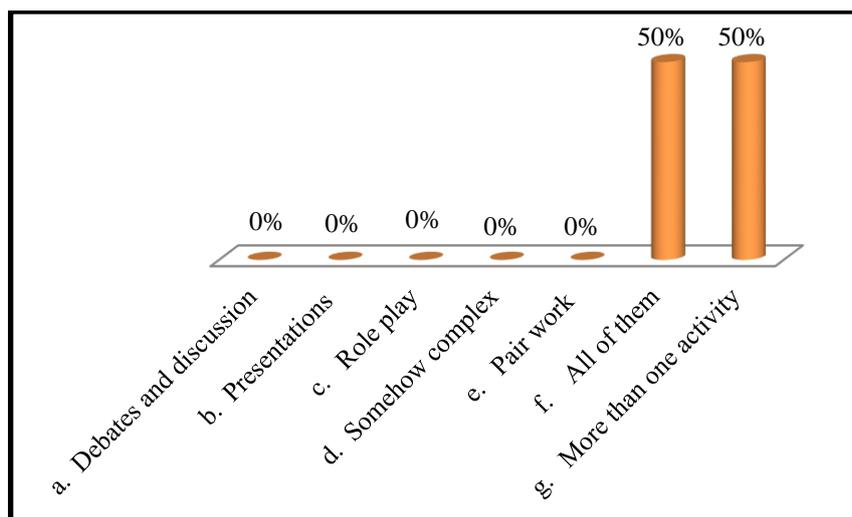
Graph 3.27: Speaking Activities Teachers Use in Oral Classes

According to the results revealed that, most of the teachers (50%) use debates and discussion activities, presentations, role play, pair work. While others (50%) use more than one activity. It is concluded that, teachers use tasks where students speak and interact, so they can improve their oral performance.

Others:

There are teachers who added some speaking activities which aims to make students active inside class, namely intensive reading, doing research project, and listening drills such as (listening dialogs, storytelling and so on).

Item 9. Do you think listening activities have a relationship with developing speaking performance?

Option	Frequency	Percentage
a. Yes	10	100%
b. No	0	0%
Total	10	100%

Table 3.28: Teachers' Opinion about the Relationship between Listening Activities and Speaking Performance Development
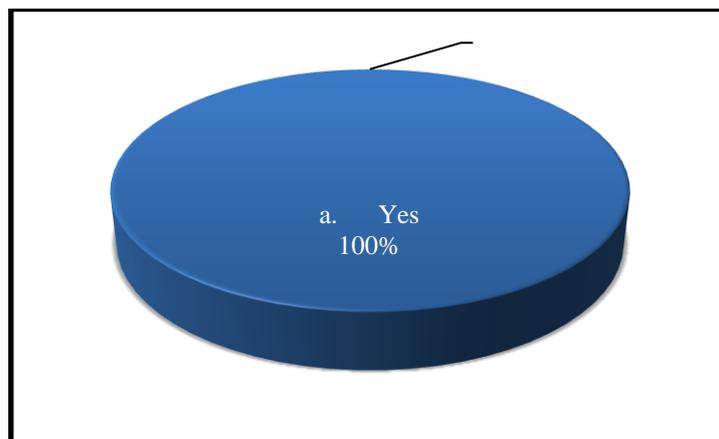
Graph 3.28: Teachers' Opinion about the Relationship between Listening Activities and Speaking Performance Development

This item aims to see how listening related to speaking skill. As the graph shows that, all the teachers of ours sample believe that listening activities have a relationship with developing speaking performance. As a result, it can be said that the more students listen the language; the more they speak and produce utterances.

Teachers' justifications

Most teachers justify their choice by saying that, we can not dissociate the two skills because listening is the first step which lead to speaking. In addition, it equips them with the necessary aural skills that contribute to the development of their phonetic competence and memory capacity, hence their oral production. Listening and repeating tasks also help students to pronounce correctly and effectively.

Item 10. What are the materials that you use in oral expression classes?

Option	Frequency	Percentage
a. Authentic materials	1	10%
b. Pedagogical materials	3	30%
c. Both of them	6	60%
Total	10	100%

Table 3.29: Teachers Used Materials in Oral Expression Classes
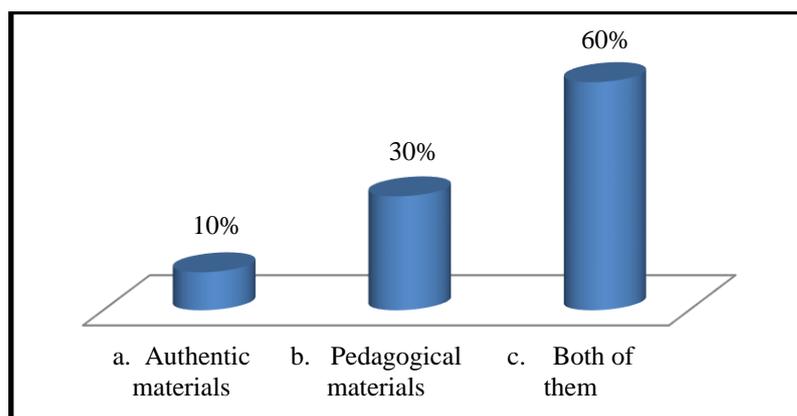
Graph 3.29: Teachers Used Materials in Oral Expression Classes

The ultimate goal behind this question is to see what kind of teaching materials they use. As the graph clarify that most teachers (60%) use both authentic and pedagogical materials. While, some of them (20%) use only one kind of materials. It can be concluded that using such materials assist students to achieve their goals.

Section Three: Teachers' Perceptions and Attitudes toward the Use of Podcast to Enhance EFL Students' Oral Proficiency

Item 11. Do you think integrating technological materials in EFL classes facilitates the learning process?

Option	Frequency	Percentage
a. Yes	10	100%
b. No	0	0%
Total	10	100%

Table 3.30: Teachers' Opinion toward the Integration of Technological Materials in EFL Classes to Facilitate the Learning Process
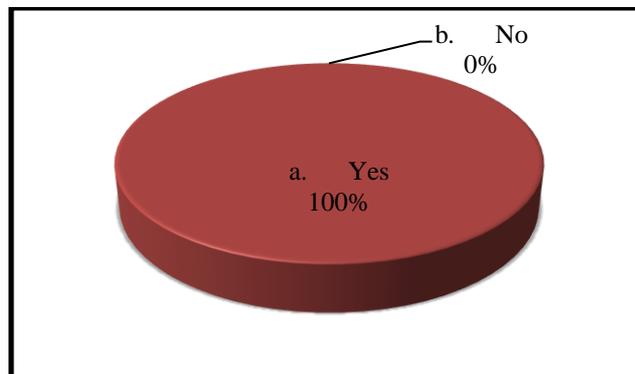
Graph 3.30: Teachers' Opinion toward the Integration of Technological Materials in EFL Classes to Facilitate the Learning Process

The purpose of this question is to see if teachers accept the idea of using technology in their oral classes. As the table and the graph illustrate that, all the teachers with the percentage of (100%) have a positive attitude to use technology. Hence, applying technological materials can be useful for both teachers and students.

83

Item 12. How often do you use technological material in teaching speaking?

Option	Frequency	Percentage
a. Usually	3	30%
b. Sometimes	6	60%
c. Rarely	1	10%
d. Never	0	0%
Total	10	100%

Table 3.31: Frequency of Teachers' Use of Technological Material in Teaching Speaking
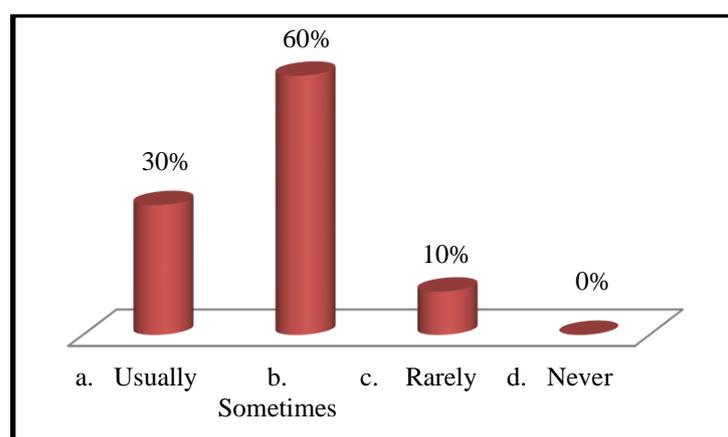
Graph 3.31: Frequency of Teachers' Use of Technological Material in Teaching Speaking

The above statistics show that (60%) of participants claimed that sometimes rely on using technological materials while teaching speaking because these materials may help them to teach students this skill. Whereas, (30%) of the participants said usually use these materials in oral expression class maybe because it facilitates the learning process. However, (10%) of the participant said that he/she rarely uses them maybe because of the lack of equipment, the overcrowded classes. We conclude that, teachers believe that using technological materials encourage students to be motivated to learn.

Item 13. Are you familiar with podcast technology?

Option	Frequency	Percentage
a. Yes	7	70%
b. No	2	20%
c. No answer	1	10%
Total	10	100%

Table 3.32: Teachers' Familiarity with Podcast Technology
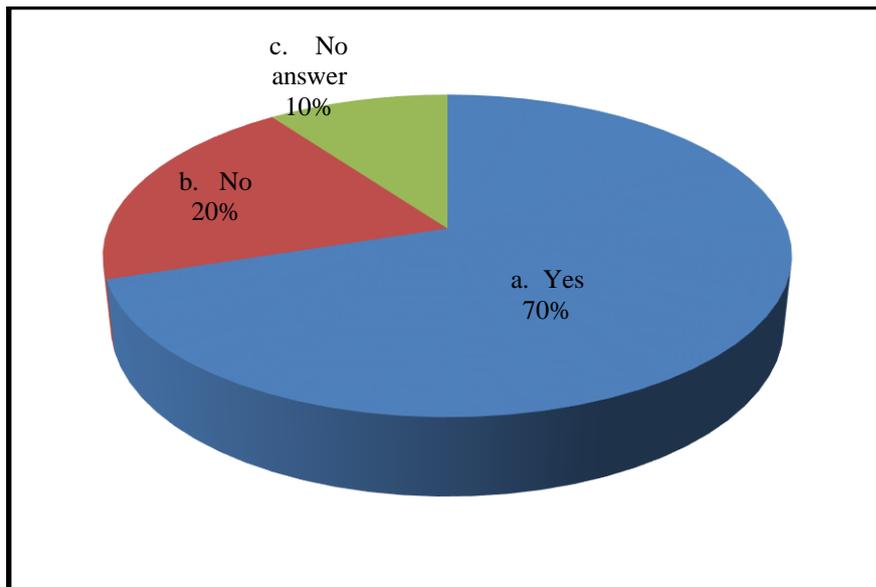
Graph 3.32: Teachers' Familiarity with Podcast Technology

Relying on the data indicated in the above table, we notice that most of the respondents (70%) pointed out that they know podcast technology. While, a small number of (20%) are not familiar with it may be because of their unfamiliarity with technology. Thus, podcast can be used by the teachers in EFL oral classes.

Item 14. Based on your experience, what is the most effective kind of podcast that help students improve their oral proficiency?

Option	Percentage	Percentage
a. **Audio podcast only**	0	0%
b. **Audio-image podcast**	0	0%
c. **Video podcast**	0	0%
d. **All of them**	8	80%
e. **a+c**	2	20%
Total	**10**	**100%**

Table 3.33: Teachers' Most Effective Kind of Podcast that Helps Students Improve their Oral Proficiency
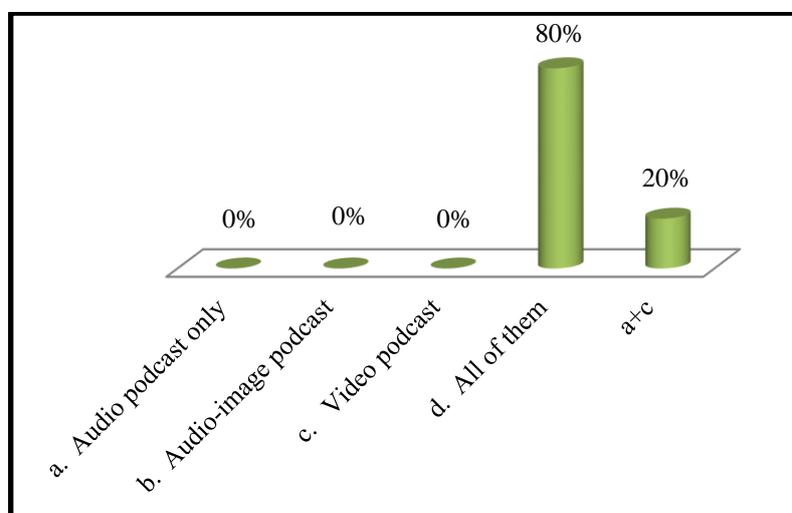
Graph 3.33: Teachers' Most Effective Kind of Podcast that Helps Students Improve their Oral Proficiency

The aim of asking this question is to know the most utilized teaching podcast by the oral expression teachers, four options were given the audio podcast only, the audio-image podcast, the video podcast, or all of them. As the table shows, we notice that the majority of them (80%) prefer to include all of them in the class and (20%) of the other oral teachers use the audio and the video podcast. This means that all the kinds of podcast are useful and accepted by teachers.

Item 15. Could listening to authentic materials encourage students to make more efforts to develop their performance?

Option	Percentage	Percentage
a. Strongly agree	8	80%
b. Agree	2	20%
c. Disagree	0	0%
d. Strongly disagree	0	0%
Total	10	100%

Table 3.34: Teachers' Degree of Agreement about the Effectiveness of Authentic Materials in Encouraging Students to make more Effort to develop their Performance Materials in Encouraging Students to make more Effort to develop their Performance
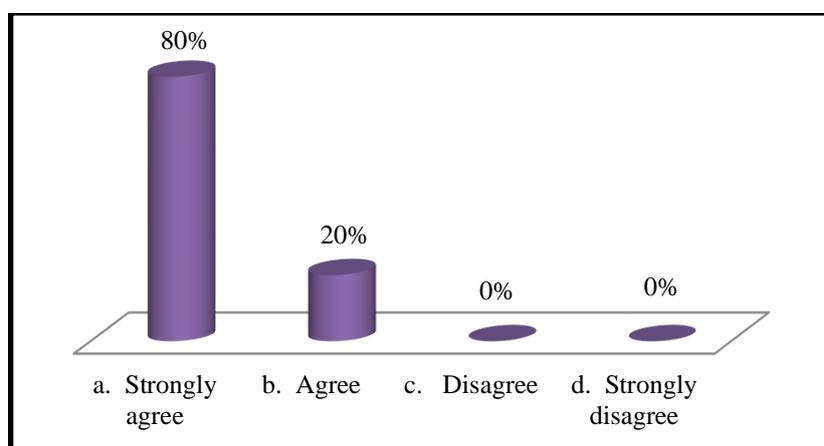
Graph 3.34: Teachers' Degree of Agreement about the Effectiveness of Authentic Materials in Encouraging Students to make more Effort to develop their Performance

This question considered the teachers' views about to what extent they agree with the use of authentic materials. From the graph, we notice that most of the oral teachers (80%) strongly agreed that listening to authentic materials encourage students to make more efforts to develop their performance. While the other oral teachers (20%) agreed with the above statement. Therefore, implementing such materials in EFL class may assist them to improve their language abilities.

Item 16. Do you believe that the use of podcast can enhance the students' speaking skill?

Option	Frequency	Percentage
a. Yes	10	100%
b. No	0	0%
Total	10	100%

Table 3.35: Teachers' Views about whether The Use of Podcast can Enhance Students' Speaking Skill or Not
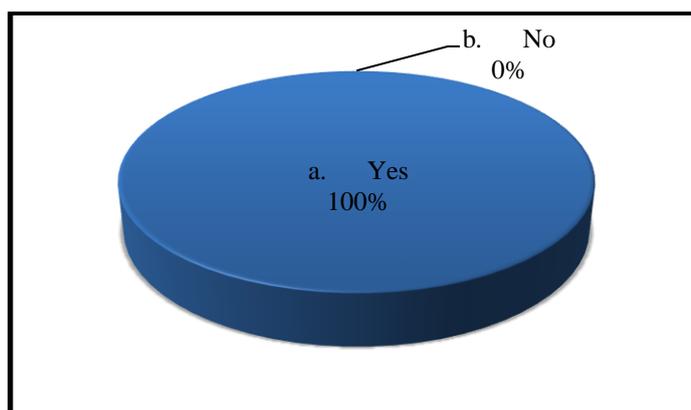
Graph 3.35: Teachers' Views about whether The Use of Podcast can Enhance Students' Speaking Skill or Not

This question attempts to elicit teachers' attitudes towards the use of podcast to enhance students' speaking skill. The table's answers indicate that such tool has a positive effect on improving speaking skills. Therefore, all the teachers of the sample assume that it is important due to many reasons: They provide them with the ability to use authentic materials, and facilitate the teaching and learning process. In addition, they even support to increase the motivation of the students and to create an appropriate atmosphere. Moreover, they rely on native speakers' performances, which helps the students to pronounce perfectly.

If yes, in what way podcasts are effective ?

Option	Frequency	Percentage
a. Enrich vocabulary	0	0%
b. Improve the pronunciation	0	0%
c. Grammar	1	10%
d. All of them	3	30%
e. a+b	6	60%
Total	10	100%

Table 3.36: The Effectiveness of Podcasts
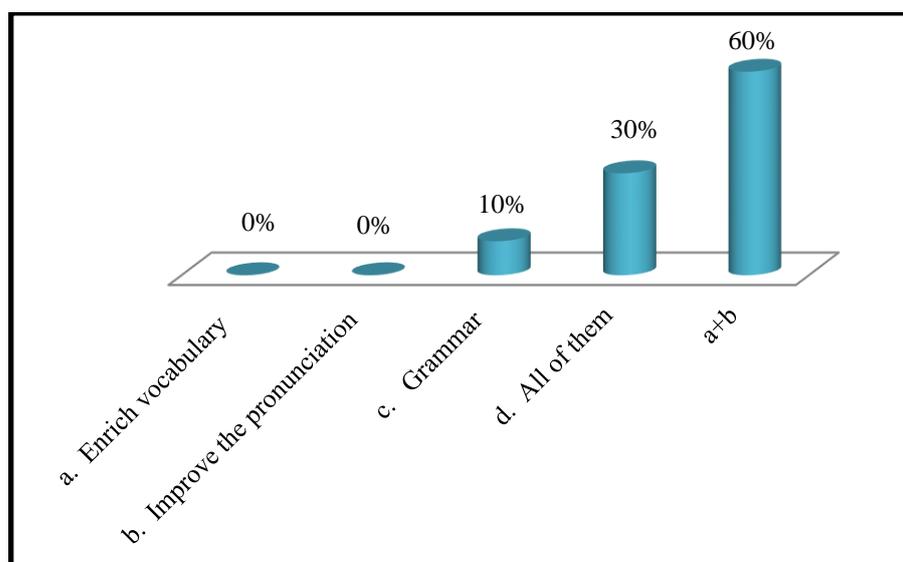
Graph 3.36: The Effectiveness of Podcasts

The purpose of this additional question is to be more specific. As we notice in the table, most the respondents (60%) went for (a+ b). while (30%) of them believe on all of them; however, one only participant (10%) stated that podcast improve grammar. As a result, the majority of teachers agree that podcast is effective in improving pronunciation and enrich vocabulary as well.

If others, please specify

Most teachers specified that podcasts develop conversational skills, as their vocabulary grows in which students would be motivated and confident to speak English fluently with others. In addition, they stated that podcast helps students in improving culture so they will have strong communicative competence.

Item 17. Do you recommend the use of podcast in oral expression session classroom motivate students to speak and interact?

Option	Frequency	Percentage
a. Yes	10	100%
b. No	0	0%
Total	10	100%

Table 3.37: Teachers' Recommendation of Using Podcast in Oral Expression to Motivate Students
in the Classroom
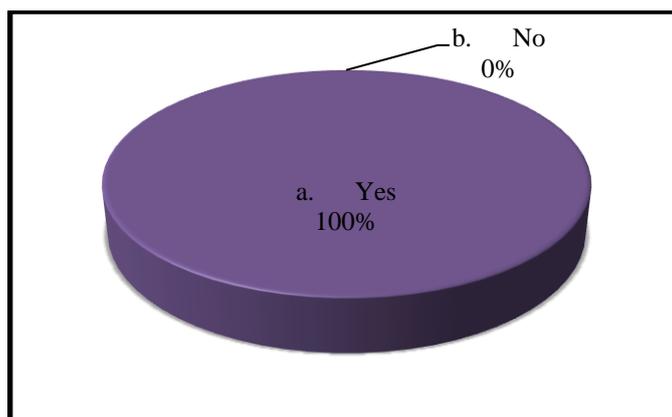
Graph 3.37: Teachers' Recommendation of Using Podcast in Oral Expression to Motivate
Students in the Classroom

This item attempts to demonstrate teachers' recommendation of using podcast in oral expression to motivate students in the classroom. The table and the above graph indicate that all teachers (10) representing (100%) ensure that using podcast in oral expression session classroom motivate students to speak and interact and no one denied that.

Item 18. Can students' interest to perform better orally be increased by the use of podcast technology?

Option	Frequency	Percentage
a. Yes	10	100%
b. No	0	0%
Total	10	100%

Table 3.38: Teachers' responses about whether Students' Interest to Perform Better Orally can be increased by Using Podcast Technology or Not
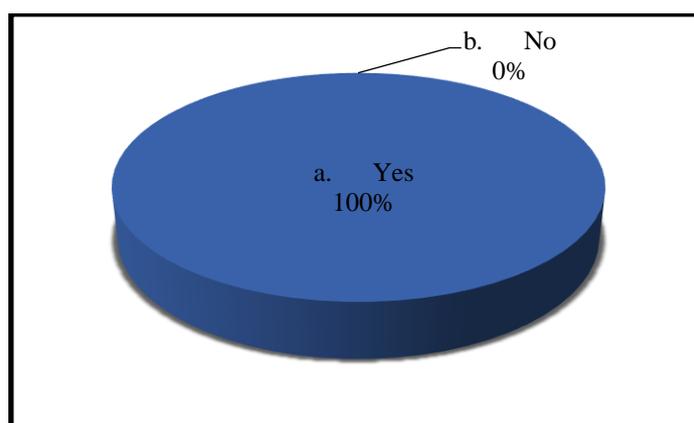
Graph 3.38: Teachers' responses about whether Students' Interest to Perform Better Orally can be increased by Using Podcast Technology or Not

This question aims to show teachers' attitude about whether students' interest to perform better orally can be increased by using podcast technology or not. The obtained results show that all oral expression teachers (100%) agreed with the above statement. It concludes that podcast is an effective tool to ameliorate students' oral performance.

Teachers' reasons

From the teachers' answers, we conclude that the main reasons behind this effectiveness are as follow:

First, the exposure to natives or authentic materials is helpful in improving students' fluency. Second, the need to be sensibilized about its importance. Then, podcast will boost

their vocabulary stock and train them to differentiate English sounds. Thus, it helps them in being a near native English speaker.

Item 19. Students' Speaking Skill can be developed by:

Option	Frequency	Percentage
a. **Podcasting and creating personal podcast**	1	10%
b. **Listening to podcast only**	0	0%
c. **Both of them**	7	70%
d. **a+b**	1	10%
No answer	1	10%
Total	**10**	**100%**

Table 3.39: Ways that Can Develop Students' Speaking Skill
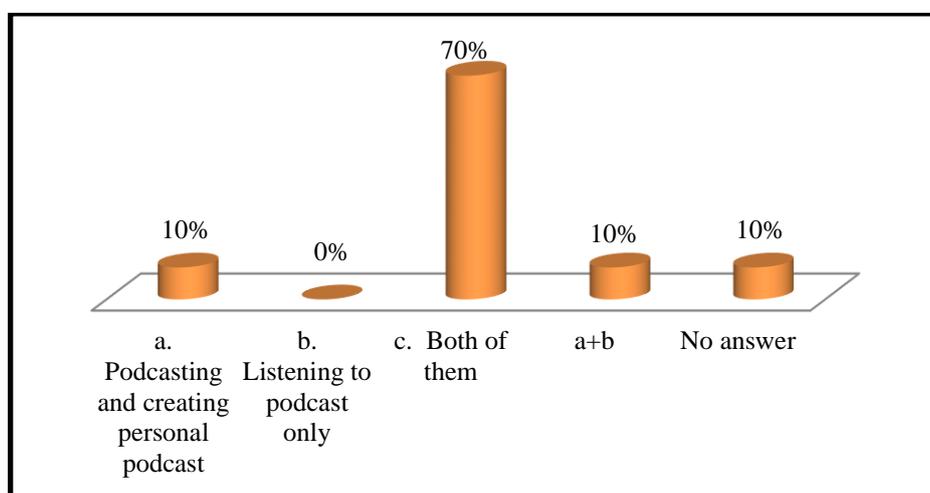
Graph 3.39: Ways that Can Develop Students' Speaking Skill

The main objective of this item is to show in what way podcasts can improve students' speaking skill. The above statistics show that (80%) of participants claimed that students' speaking skill can be developed by both podcasting and creating personal podcast and listening to podcast only as well. Whereas, a few category of (20%) indicate only one option which is podcasting and creating personal podcast. Hence, students' oral proficiency can be developed by listening and creating personal podcasts.

3.6.1. Discussion of teachers' questionnaire

The analysis of teachers' questionnaire reveals teachers attitudes towards the use of podcast technology in EFL classrooms to improve students' speaking skill as well as students' level in oral performance. The results obtained indicate that both male and female teachers have the same experience in teaching the module of oral expression. They have an experience of more than 10 years. As the statistics show that the majority of oral expression teachers at the English branch at Mohammed Khider Biskra hold a doctorate degree.

Moreover, most of teachers agreed that EFL learners' level in speaking performance is average maybe because the students are not interested and less motivated due to the Obstacles that they face. More than half percent of teachers have indicated that most the obstacles that cause a lack of interaction in their oral expression session are the lack of teaching tools and materials as well as the lack of students' motivation. Thus, producing technological tools in EFL classes may change students' awareness to speak and interact. Besides, most of the teachers agree that students' suggestions to new ways or methods of teaching are very important because learners-centered class may enhance their self-confidence, increase motivation as well as collaboration in the classroom.

Furthermore, the main aim of most oral expression teachers behind teaching this course is to improve students' speaking skill. As a result, all the teachers use to teach speaking through different tasks, namely debates and discussion activities, presentations, role-play, pair work. Besides that, some teachers claimed that when they provide students with listening activities such as dialogs make them more active to speak. Accordingly, all the teachers of ours sample believe that listening activities have a positive effect with developing speaking performance. It is concluded that we cannot dissociate listening and speaking because one complete the other one.

In addition, the majority of the teachers use both authentic and pedagogical materials while teaching speaking. As (100%) of them have a positive attitude to use technology because they believe that using technological materials encourage students to be motivated to learn. Since the majority of the teachers are familiar with podcast technology, so it can be used in EFL oral classes. Therefore, most of them prefer to use all the kinds of podcasts namely audio podcast only, audio-image podcast, and video podcast.

Finally, the majority of the teachers' attitudes about the effect of using podcast tool was positive. They assume that it is important because podcast provides them with the ability to use authentic materials, and facilitates the teaching and the learning process as well. Additionally, all the teachers of our sample recommend using podcast in oral expression to motivate students in the classroom. They agree that students' interest to perform better orally can be increased by using podcast technology. As most of them claimed that students' speaking skill can be developed by both podcasting with creating personal podcast and listening to podcast only.

3.7. The main results of the analysis

According to the findings from the analysis of the questionnaires given to students and teachers, they have indicated that the use of podcasts in oral expression class has a positive impact on the students' speaking skills. Based on students and teachers' responses, podcasts give learners the opportunity to learn English from authentic materials where it is spoken in its natural environment. Therefore, EFL learners may be motivated and encouraged to speak and interact whether inside or outside the class. Podcasts also help learners communicate more effectively by enrich their vocabulary and improve their pronunciation. Thus, they can use the language correctly and appropriately. First-year EFL learners and oral expression teachers also support listening to podcasts and creating personal podcasts as well in the classroom because they agree that they are effective in developing their oral performance.

94

Accordingly, the obtained findings answered the research questions. That is to say, podcast do develop EFL learners' speaking skill as it helps them to correct their pronunciation and enrich their vocabulary store. Furthermore, learners and teachers attitudes towards the use of podcast in EFL oral classes was positive. In other words, podcasts increase their motivation and self-confidence, enhance collaboration and their interaction.

Conclusion

To conclude, this final chapter has discussed the field work and data analysis. Two questionnaires were designed and distributed to first-year EFL students and oral expression teachers at the English department of Biskra University. Additionally, the chapter answered all the research questions, and linked them with our research aim. The results obtained from the analysis of both questionnaires confirmed the stated hypotheses if we use podcast in EFL oral classroom, students' speaking skill will develop and gave this conducted research the validity.

General conclusion

This dissertation dealt with the problem that first EFL learners face when speaking the English language. In other words, they have difficulties in speaking during their oral expression session. The fundamental aim of our research was to investigate the effect of using podcasts in EFL classes to enhance learners' oral proficiency. Consequently, in this study it was hypothesized that the use podcast in EFL oral classroom develop students' speaking skill.

In order to investigate or verify the hypothesis of the research, we divided the study into three chapters. The first chapter was a general overview about the technology of podcasting; it contained the definitions, types, its advantages and relation to speaking skill. The second chapter was about the speaking skill and its importance. It basically contained several definitions, types, functions, then some strategies and activities to avoid the speaking difficulties. Concerning the third chapter, it included the analysis of both teachers' and students' questionnaires. They were given to our sample of first year EFL learners and oral expression teachers at the department of English at Biskra University. The aim of these questionnaires is to obtain both students' and teachers' attitudes as well as perceptions towards the use of podcast in oral expression session to enhance the students' speaking performance.

The findings obtained from the students and the teachers revealed that the use of podcast technology could support and encourage students to perform better orally. The findings also concluded that listening to podcast provide students with authentic material where language produced in its real life situation. Thus, students enrich their vocabulary and improve their pronunciation of the language. Additionally, the findings drew conclusion that through

listening and creating personal podcasts, students may increase their motivation, self-confidence and enhance collaboration, so they ameliorate their oral proficiency.

Finally, the analysis of the obtained results confirmed the stated hypothesis and proved that using podcast in EFL oral classes do improve students' speaking skill and enhance their oral performance.

Limitations

While carrying out this research study, we came across a number of limitations. That is to say, the researcher was obliged to use only the two questionnaires as a gathering data tool. Because of the limited time and a large number of absentees in first year EFL classes, we did not add observation.

Recommendations

As the present conducted study attempted to shed the light on the effectiveness of podcasting improving EFL students' speaking skill. The results obtained from this research have strongly confirmed that students' oral proficiency can be improved through the use of podcast, which in turn confirms the current research hypothesis. Based on these findings, some recommendations can be addressed:

For teachers

- ❖ We recommend for future researcher to investigate the effectiveness of using podcast on enhancing students' speaking skill using an experimental method.

- ❖ The equipment needed to provide this technological tool should be provided at the English department of the University of Biskra.

- ❖ Teachers are required to select the appropriate podcast in terms of its content, and the expressions used in order to raise students' motivation to speak.

- ❖ Oral expression teachers are required to be aware to the advantages of listening podcasts in their lectures.

- ❖ Teachers need to use different kind of podcasts in order to facilitate the teaching and learning process.

- ❖ Teachers are required to be aware of integrating technology in EFL classes can increase students' motivation and collaboration to develop their oral performance.

- ❖ Listening to native speakers help students to correct their pronunciation and support them to perform better orally.

- ❖ Teachers need pay attention to the classroom atmosphere where students can be encouraged to interact.

❖ Teachers need to take in to consideration that listening activities are effective in developing speaking performance.

For students

❖ Students are requested to bear in mind that making mistakes while speaking English is a part of learning.

❖ Students are requested to practice the English language not only inside the classroom, but also outside the classroom with their classmates.

❖ Students have to be aware of listening to podcasts as well as creating personal podcasts because of their role in the development of students' communicative competence.

❖ Both teachers and students are required to take into consideration that the oral expression course is the unique opportunity for students to practice the English language and to be able to express themselves free

References

Bachman, L., & Palmer, A. S. (1996). *Language Testing in Practice.* Oxford: Oxford

    University Press.

Baker, J., & Westrup, H. (2003). *Essential Speaking Skills: A Handbook for English*
    Language Teachers. London: Continuum.

Bamanger, E., & Alhassan, R. (2015). Exploring Podcasting in English as a Foreign

    Language Learners' Writing Performance. *Journal of Education and Practice*,

    6(11), 63–74. Retrieved from http://files.eric.ed.gov/fulltext/EJ1081725.pdf

Bennet, T. (2007). Podcasting: Academic tip sheet. Intranet. Retrieved from

    https://intranet.ecu.edu.au/__data/assets/pdf_file/0015/20625/podcasting.pdf

Borgia, L. (2009). Enhanced vocabulary podcasts implementation in fifth grade

    classrooms. *Reading Improvement, 46(4),* 263-266.

Brown, G., & Yule, G. (1983). *Teaching the Spoken Language. Cambridge*: Cambridge
    University Press.

Burns, A. (1998). Teaching speaking. *Annual Review of Applied Linguistics. (18),* 102-123.

Brown, H. D. (2004*). Language assessment: principles and classroom practices*. New

    York: Longman

Brown, H. D., & Lee, H. (2020). *Teaching by principles: An interactive approach to*

    language pedagogy. *Pearson Education*.

Bygate, M. (1987). *Speaking*. Oxford: Oxford University Press.

Doff, A. (1998). *Teach English: A Training Course for Teacher*. Cambridge University
    Press.

Douglas, D. (2000). *Assessing language for specific purposes*. Cambridge University

    Press.

Ebrahim, M, B. & Riyadh, A, A. (2015). Exploring Podcasting in English as a Foreign Language Learners' Writing Performance. *Journal of Education and Practice, (6).*

Eckard, R., & Kearny, M. (1981). *Teaching Conversational Skills in ESL.* Washington: Center of Applied Linguistics.

Edirisingha, P., Rizzi, C. C., Nie, M., & Rothwell, L. (2007). Podcasting to Provide Teaching and Learning Support for an Undergraduate Module on English Language and Communication. *The Turkish Online Journal of Distance Education*, *8*(3), 87–107. Retrieved from https://doi.org/10.17718/tojde.30870

Ellis, T. (2017).What is a Video Podcast? Wise geek. Retrieved from https://www.wiscast.htmegeek.com/what-is-a-video-pod.

Evans, C. H. (2008). The effectiveness of m-learning in the form of podcast revision lectures in higher education. *Computers & Education*, *50*(2), 491–498. Retrieved from https://doi.org/10.1016/j.compedu.2007.09.016

Facer, B. R., & Abdous, M. (2010). *Academic Podcasting and Mobile Assisted Language Learning: Applications and Outcomes: Applications and Outcomes*. IGI Global.

Fitria, U., Vianty, M. & Petrus, I. (2015). Using podcast to improve students" listening and speaking achievements. *Journal of english literacy education, 2(1).* Retrieved from http://ejournal.unsri.ac.id/index.php/jenglish/article/viewFile/2218/10

Freiman, V. (2014). Types of Technology in Mathematics Education. In *Springer eBooks* (pp. 623–629).

Harmer, J. 1984. *The Practice of English Language Teaching*. London: Longman.

Harmer, J. (1991). *The Practice of English Language Teaching*. Longman: London and New York, (3rd edition).

Harmer, J. (2001). *The Practice of English Language Teaching*. London: Pearson Education Limited.

Harmer, J. (2008). *The Practice of English Language Teaching*. London: Longman.

Harris, D. (1974). *Testing English as a Second Language*. New York: Mc. Graw. Hill

      Book Company.

Heilesen, S. B. (2010). What is the academic efficacy of podcasting? *Computers &*

      Education, 55(3), 1063-1068.

Jones, P. (1996). *Planning an oral language program.* In Pauline Jones (ed.), Talking to
      Learn. Melbourne: PETA, 12–26.

John King, U.S. (2017). Reimagining the Role of Technology in Education. *2017 National*

      Education Technology Plan Update. JANUARY. Retrieved from

      https://tech.ed.gov/files/2017/01/NETP17.pdf

Kim, D., & King, K. P. (2011). Implementing podcasts and blogs with ESOL teacher

      candidates' preparation: Interpretations and implications. *International Forum of*

      Teaching & Studies, 7(2), 5-19.

Koşar Gülten & Bedir Hasan. (2014). Strategies-Based Instruction: A Means Of Improving

      Adult EFL Learners' Speaking Skills. International Journal of Language Academy.

      Volume 2(3), autumn 2014, 12-26.

Leong, L.-M., & Ahmadi, S. M. (2017). An analysis of factors influencing learners'
      English speaking skill. *International Journal of Research in English Education*, *2*(1),
      34–41.

Littlewood, W. (2007). *Communicative Language Teaching.* Cambridge: Cambridge
      University Press

Mart, C. T. (2013). The audio-lingual method: An easy way of achieving speech.

      International Journal of Academic Research in Business and Social Sciences,

      3(12), 63.

Nakatani, Y. (2010). Identifying strategies that facilitate EFL learners' oral
      communication: A classroom study using multiple data collection procedures. *The*
      Modern Language Journal, 94(1), 116-136.

Nation, P., & Brown, S. (1997). *Teaching speaking: Suggestions for the classroom.*

Nation, I. S. P., & Newton, J. (2009). Teaching ESL/EFL Listening and Speaking. *ESL & Applied Linguistics Professional Series.* Routledge Taylor & Francis Group.

Nunan, D. (2003). *Practical English Language Teaching*.

Oktavia, R. (2018). The Effect of Implementing Podcast in Enhancing Students' Speaking Achievement in the Digital Era. *International Journal of Social Sciences, 3(3).*

Oxford, R. L. (1990). *Language Learning Strategies: What Every Teacher Should Know.* New York: Newbury House Publishers.

Phillips, B. (2017). Student-Produced Podcasts in Language Learning – Exploring Student Perceptions of Podcast Activities. *Journal of Education, 3(5).*

Pusvita et al. (2022). Students' perception towards podcast as supplementary media to learn English-speaking Indonesia context during covid-19 pandemic. *International Undergraduate Conference on English Education, IUCEE Proceeding 2022, 1(1),* 101-109.

Quianthy, Richard.L. (1990). Communication is Life: Essential college Sophomore Speaking and Listening Competencies. *Pennsylvania State University: Speech Communication Association 1990.*

Rahimy, R., & Safarpour, S. (2012). The effect of using role-play on Iranian EFL learners' speaking ability. *Asian Journal of Social Sciences and Humanities, 1(3), 50-59.*

Rajpal, S., & Devi, A. (2011). Podcasting to enhance listening and speaking skills. *Language in India. Strength for Today and Bright Hope for Tomorrow, 11*, 259-265.

Retno. S. B, Rahmi. R. (2022). USING PODCASTS TO IMPROVE LISTENING AND SPEAKING SKILLS: A LITERATURE REVIEW. *Journal of Language and Education, 1(1).*

Richards, J, C. (2008). *Teaching listening and speaking; from theory to practice.* New York: Cambridge University Press.

Richards, J. C., & Rodgers, T. S. (2014). *Approaches and methods in language teaching.* Cambridge university press.

Rivers, W. M. (1968). *Teaching Foreign Language Skills.* Chicago: University of Chicago Press.

Rivers, W. M. (1981). Teaching Foreign Language Skills. Chicago: University of Chicago Press, (2nd edition).

Sanchez, A. (2004). The task-based approach in language teaching. *International Journal of English Studies, 4(1),* 39-71.

Seema,J.& Farha,H. (2013). Adventages of podcast in english language classroom. *Iournal of indian research, 2 (1).*

Sivin-Kachala, J. P., & Bialo, E. R. (1995). Report on the Effectiveness of Technology in Schools. *Software Publishers Assn*.

Sze, P. Y. (2007). Developing Students' Listening and Speaking Skills through ELT Podcasts. *Education Journal*, *34*(2), 115–134. https://eric.ed.gov/?id=EJ805528

Tryanti, R. A., Nonny, B., & Moh, R. W. (2018). The Impact of Podcasts on EFL Students" Listening Comprehension. *International Journal of English Linguistics, 8(6).*

Tryhubczak, P. (2009). Teacher friendly technology. *The teacher, 4(68),* 8.

Tuan, N. H., & Mai, T. N. (2015). Factors Affecting Students' Speaking Performance at LE Thanh Hien High School. *Asian Journal of Educational Research, 3(2),* 8-23.

Ur, P. (2000). *A Course in Language Teaching: Practice and Theory*. Cambridge: Cambridge University Press.

Willis, J. 1996: *A framework for task-based learning*. London: Longman.

Yaman, I. (2016). The potential benefits of podcasts for language learning. *Journal of educational and instructional studies in the world, 6(1),* 60-66.

Yang, Y. I. (2014). The development of speaking fluency: The 4/3/2 technique for the EFL learners in China. *International Journal of Research Studies in Language Learning*, *3(4).*

Appendices

Appendix 1: Students' Questionnaire

Dear students,

This questionnaire is a part of a study for collecting data. It attempts to investigate the effect of using podcasts in oral expression sessions to enhance EFL students' speaking skill. 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.

You are kindly requested to tick (✓) the appropriate box and provide your opinions and comments wherever necessary.

MEBARKI AMIRA

Section One: General Information

Q1. Would you please identify your gender?

Male ☐   Female ☐

Q2. What is your age?   …………….

Q3. How do you assess your level at English?

Beginner ☐   Intermediate ☐   Advanced ☐

Q4. Choosing to study English at the university was your:

Personal choice ☐   Imposed ☐

Section Two: Students' Feedback about Speaking Skill and Oral Expression

Q5. Order the degree of importance of the the four skills. (From 1 to 4)?

Listening   ☐

Speaking   ☐

Writing   ☐

Reading   ☐

Q6. Do you have any difficulties when speaking English?

Yes ☐   No ☐

If yes, what is the reason behind these difficulties?

a. Lack of vocabulary   ☐

b. Fear of making mistakes   ☐

c. Shyness and anxiety   ☐

d. No space for learning speaking   ☐

Q7. The oral expression sessions are the most subject to improve your speaking skill.

Strongly agree ☐   Agree ☐   Disagree ☐   Strongly disagree ☐

Q8. Do you listen to native speakers in oral expression session?

Usually ☐   Sometimes ☐   Rarely ☐   Never ☐

Section Three: Students' Perception to use Podcast Technology in EFL classes to Enhance Oral Proficiency

Q9. Does your teacher of oral expression use technological tools during the session?

Yes ☐   No ☐

Q10. Do you think using supportive tools inside the class motivate you to improve your speaking performance?

Strongly agree ☐   Agree ☐   Disagree ☐   Strongly disagree ☐

Q11. Do you have any experience with podcasts?

Yes ☐   No ☐

Q12. What kind of podcasts do you prefer?

    a. Audio podcast only   ☐

    b. Audio-image podcast   ☐

    c. Video podcast   ☐

    d. All of them   ☐

Q13. Do you think using podcast in oral classroom encourage you to develop your oral proficiency?

Strongly agree ☐   Agree ☐   Disagree ☐   Strongly disagree ☐

Q14. Which of the following advantages does podcast have?

    a. Increase motivation   ☐

    b. Increase self-confidence   ☐

    c. Enhance collaboration   ☐

    d. All of them   ☐

Q15. Podcast helps you to improve your:

a. Vocabulary ☐

b. Pronunciation ☐

c. Grammar ☐

Q16. In your opinion, does listening to podcasts encourage you to work in collaboration, so your interaction increase?

Yes ☐　　　　　　No ☐　　　　　　Somehow ☐

Q17. Do you think listening to podcasts enables you to acquire and understand different contexts of spoken English?

Strongly agree ☐　　　Agree ☐　　　Disagree ☐　　　Strongly disagree ☐

Q18. Using educational podcast is considered as an important tool in developing your speaking skill?

Yes ☐　　　　　　No ☐

If yes, please justify your choice?

…………………………………………………………………………………………………

Q19. What do you think of creating personal podcasts which are similar to the original ones?

Effective ☐　　　　　　Not effective ☐

Please justify your choice?

…………………………………………………………………………………………………..

Thank you for your collaboration.

Appendix 2: Teachers' Questionnaire

Dear teachers,

This questionnaire is a part of a study for collecting data. It attempts to investigate the effect of using podcasts in oral expression sessions to enhance EFL students' speaking skill. 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.

You are kindly requested to tick (✓) the appropriate box and provide your attitudes and comments wherever necessary.

MEBARKI AMIRA

Section One: Background Information

Q1. What is your gender?

Male ☐   Female ☐

Q2. What degree do you hold?

a. License ☐

b. Magister ☐

c. Master ☐

d. Ph.D. (doctorate) ☐

Q3. How long have you been teaching EFL oral expression at university?

……………………………………………………………………..

Section Two: Oral Expression Subject and Speaking Skill

Q4. How do you assess first year students' level in speaking English?

a. Good level ☐

b. Average level ☐

c. Weak level ☐

Q5. In your opinion, what are the obstacles that cause a lack of interaction in the oral expression session?

a. Lack of time (Timetabling) ☐

b. Students level at English ☐

c. Lack of teaching tools and materials ☐

d. Lack of students' motivation ☐

Q6. Does the student have the right to suggest a new way or method of teaching oral expression?

Yes ☐   No ☐   Sometimes ☐

If yes, why learner-centered class is important?

a. It enhance self-confidence ☐

b. It increase motivation ☐

c. It increase collaboration ☐

d. All of them ☐

Q7. What is your aim behind teaching oral expression courses?

a. Improve students' speaking skill ☐

b. Increase interaction in the class ☐

Others:

………………………………………………………………………

Q8. Which of the following speaking activities do you use in your oral classes?

a. Debates and discussion ☐

b. Presentations ☐

c. Role play ☐

d. Pair work ☐

Others:

……………………………………………………………………….

Q9. Do you think listening activities have a relationship with developing speaking performance?

Yes ☐   No ☐

Please justify your choice:

………………………………………………………………………

Q10. What are the materials that you use in oral expression classes?

a. Authentic materials ☐

b. Pedagogical materials ☐

c. Both of them ☐

Section Three: Teachers' Perceptions and attitudes toward the use of podcast to enhance EFL students' oral proficiency

Q11. Do you think integrating technological materials in EFL classes facilitate the learning process?

Yes ☐   No ☐

Q12. How often do you use technological material in teaching speaking?

Usually ☐   Sometimes ☐   Rarely ☐   Never ☐

Q13. Are you familiar with podcast technology?

Yes ☐   No ☐

Q14. Based on your experience, what is the most effective kind of podcast that help students improve their oral proficiency?

a. Audio podcast only   ☐

b. Audio-image podcast   ☐

c. Video podcast   ☐

d. All of them   ☐

Q15. Could listening to authentic materials encourage students to make more efforts to develop their performance?

Strongly agree ☐   Agree ☐   Disagree ☐   Strongly disagree ☐

Q16. Do you believe that the use of podcast can enhance the students' speaking skill?

Yes ☐   No ☐

If yes, in what way podcasts are effective?

a. Enrich vocabulary ☐

b. Improve the pronunciation ☐

c. Grammar ☐

If other, please specify:

………………………………………………………………..

Q17. Do you recommend the use of podcast in oral expression session classroom motivate students to speak and interact?

Yes ☐   No ☐

Q18. Are students' interest to perform better orally can be increased by the use of podcast technology?

Yes ☐   No ☐

What is the reason?

…………………………………………………………………………………………

Q19. Students' speaking skill can be developed by:

a. Producing and creating personal podcast ☐

b. Listening to podcast only ☐

c. Both of them ☐

Thank you for your collaboratio

ملخص

تعد مهارة التحدث من أصعب المهارات الأربع. يواجه العديد من طلاب السنة الأولى في قسم اللغة الإنجليزية بجامعة بسكرة مشاكل عند التحدث باللغة بسبب العديد من القيود بما في ذلك؛ قلة دافع الطلاب ونقص الثروة اللغوية لديهم وخوفهم من ارتكاب الأخطاء. تهدف الأطروحة الحالية إلى التحقق من فعالية استخدام البث الصوتي أو ما يعرف بالبودكاست في فصول اللغة الإنجليزية كلغة أجنبية لتعزيز مهارة التحدث لدى المتعلمين. كما يسعى إلى اكتشاف آراء الطلاب ومواقف المعلمين تجاه استخدام البودكاست في حصة التعبير الشفوي. أجريت الدراسة بالمنهج الوصفي النوعي لتأكيد الفرضيات. تم إجراء استبيانين لتسعة وعشرون طالبًا في السنة الأولى من اللغة الإنجليزية كلغة أجنبية وعشرة مدرسين للتعبير الشفهي في قسم اللغة الإنجليزية بجامعة محمد خيضر بسكرة خلال العام الدراسي 2022-2023. أظهرت النتائج التي تم الحصول عليها أن البودكاست هو أداة فعالة لزيادة دافعية المتعلم للتحدث والتفاعل والتي بدورها تحسن الكفاءة الشفوية للمتعلمين. على ضوء هذه النتائج، تم تأكيد الفرضية المذكورة سابقًا بنجاح بأنه إذا استخدمنا البودكاست في حصة التعبير الشفوي للغة الإنجليزية كلغة أجنبية، فسوف تتطور مهارة الطلاب في التحدث، وبالتالي يوصى بشدة بتطبيق تقنية البث الصوتي في فصول اللغة الإنجليزية كلغة أجنبية لتحسين مهارة التحدث لدى المتعلمين.