The Effectiveness of Using Podcasts For Developping Learners' Listening Skills

Case study: second year students at Omar Idriss El-Kantara secondary School

Dissertation Submitted in partial fulfillment for the requirements of the master's degree in Sciences of Language

Presented by: Selma ABDEDDAIM   **Supervised by:** Dr. Saliha CHELLI

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President: Mrs. Iméne GUETTAL   University of Biskra

Supervisor: Dr. Saliha CHELLI   University of Biskra

Examiner: Ms. Warda KHOUNI   University of Biskra

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Dedicacy

I dedicate this work to my beloved mother "may god bless her

soul"

My father "Karim"

My sister "Layloucha"

My dear aunts "Djamila, Rabia, Fatna"

My dearuncle Nacer

My cousins : Amira, Asma, Hasina, Fella, hanane, badra

, dalel, amel, sabah, chafiya yacine, Iman, Mounim

My dear classmates

All dear friends

To the exceptional post-graduated of 2013

ACKNOWLEDGEMENTS

Abstract

Listening is one of the basic language skills in communication .However , students always find it difficult to understand listening and to enhance their level in this skill . The aim of this research is to investigate the effectiveness of using podcasts for developing learners listening skills. In order to reject or confirm the hypothesis that the implementation of using podcasting would bring on positive results, two intact groups: a control group (n=23) and an experimental group (n=37)were used in this study. This research work was carried out through the comparison of pre and post tests in addition to a questionnaire administrated to a sample of teachers(n=5)from different secondary schools (Elkantara , Birkhadem, kouba).The posttest indicated that the participants achieved statistically greater results .The findings obtained in this study show that the use of podcasting can help students develop their listening comprehension better than the use of traditional method used with the control group .Consequently, we suggest podcasts tobe applied and used while teaching listening in all levels in the Algerian context.

Appendix 1

Title: an un expected guest

Sihem: Oh! Dear it's you .Good morning.

Selma: Good morning .How are you?

Sihem: I'm fine come in please .How nice to see you.

Selma: Oh thanks.

Sihem: Can I take your coat?

Selma: That's very kind of you.

Sihem: You seem very tired, have you found any troubles in your way?

Selma: Yes, It's hard for me to reach here.

Sihem Oh! I know it is an isolated region but since I'm a writer it's a source of inspiration for me.

Selma: You're right because it's really a fantastic place.

Sihem: Can I get you something to drink?

Selma: Juice please! Well what are you doing now?

Sihem: I'm finishing my novel "The Orphans".

Selma: Oh! That seems interesting. What do you treat on it?

Sihem: In fact, I focus on their suffering and our role towards them.

Selma: That's great.

Sihem: What about you?

Selma: You know that I'm an FBA agent and every day there are crimes and adventures with criminals who kill innocent people.

Sihem: It looks amazing and difficult job. Do you enjoy it?

Selma: Yeah too much. Now I'm on holiday so I decided to visit you since I haven't seen you in ages. Sorry, can you show me the bathroom, please?

Sihem: It's up stairs on the left turn.

Selma: Your house is very nice you redecorate very well.

Sihem: Oh, thanks

(Selma is looking to her watch)

Selma: Oh! It's17/00 pm I should leave now.

Sihem: Ok! Take care please and stay around.

Selma: Ok I will. Good bye and thank.

Activities:

1) What is the title of this conversation? ………………….…………………………………

2) Who are the speakers? …………………….……………….……………

3) Fill in the blanket with the right expressions or phrases :

…………..: Oh! Dear it's you .Good morning.

…………..: Good morning .How are you?

..………...: I'm fine come in please ……………………………….. .

…………..: Oh thanks.

…………..: Can I take your ……….. ?

………….: That's very kind of you.

………...: You seem very tired,………………………………………………?

………...: Yes, It's hard for me to reach here.

………….Oh! I know it is an isolated region but since I'm a writer

…………………………………………………

………….: You're right because it's really a fantastic place.

………...: Can I get you something to drink?

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………….: Oh! It seems interesting. What do you treat on it?

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…………..: That's great.

………….:………………………..?

…………..: You know that I'm an FBA agent and every day there are crimes and adventures with criminals who kill innocent people.

…………..: It looks amazing and difficult job. Do you enjoy it?

…………..: Yeah too much. Now I'm on holiday so I decided to visit you since I haven't seen you in ages.

……………………………………………………?

…………..: It's up stairs on the left turn.

…………..: Your house is very nice……………………………….

…………..: Oh thanks.

(Selma is looking to her watch)

……………:Oh! It's17/00 pm I should leave now.

…………..: ok! Good bye take care of yourself .

………:. Good bye, Thanks.

Appendix 2

Course 1

ENGLISH LISTENING MATERIALS

Topic   : Confirming a hotel booking
Type   : Dialogues / Conversation
Exercise   : 1. Completing sentences with word or phrase

Fill in the blanks with the correct word or phrase based on the podcats that you have heard !

Situation : a telephone conversation between a hotel receptionist and a person trying to make a booking. The line is bad but the receptionist has the telephone skills to deal with this problem.

CONFIRMING A HOTEL BOOKING

Receptionist : ___1___ , Orion Hotel, how may I help you?
Customer : I'm ringing to confirm a booking I made a week ago. I was expecting an email but I haven't received anything.
Receptionist : ___2___ the line is rather bad, would you mind repeating that, please?
Customer : Yes, I made a reservation on your website under the name of Coutts. George Coutts.
Receptionist : Could you spell your surname for me, ___3___?
Customer : Yes, that's C-O-U-T-T-S
Receptionist : And when was the reservation for?
Customer : July 23rd to the 29th
Receptionist : Sorry, did you say the ___4___?
Customer : No, the 23rd
Receptionist : Let me just check if we have your details on the system. Ah… yes, here we are.
Customer : I put down one double and one single room, but I wonder if I could change that.
Receptionist : I'm terribly sorry I didn't quite catch that. ___5___ speaking up a little?
Customer : Yes, I wanted to change the number of rooms. Is it possible to have two doubles instead of a single and a double?
Receptionist : Let's see…oh hold on a moment. I've got someone on the other line. *(Speaks to other customer)* yeah, yeah…would you mind if I rang you back. I'm just dealing with a reservation. ___6___.
Customer : Sorry?
Receptionist : Yes, sorry about that Mr. Coutts, I'm just getting your booking details up now. Yes, we do have another double available for those nights. Was there anything else?
Customer : Well, I wanted to know if you did vegetarian food for the evening meal. It wasn't clear from the website.
Receptionist : Yes, we do, but by prior arrangement. But now you've requested it, I'll put that down in the booking. ___7___ people was that for?
Customer : Just myself
Receptionist : ___8___. Anything else?
Customer : Well, we've got a very early return flight on the 30th, so we'll need an alarm call at about 5.30, I should think.
Receptionist : No problem sir, I'll arrange that now. Was that all?
Customer : ___9___.
Receptionist : So you'd like two double rooms for the nights of 23rd to the 29th July inclusive, vegetarian provision for one and an early morning call on your departure. Is that correct?
Customer : That's right

Receptionist   : If we ___10___ with anything else, just give us a ring. We look forward to seeing you in July.

Appendix 3

Course 2

Match the items on the right to the items on the left

She wants to _____ a taxi from the airport instead of a bus.   1 transfer

You will need to _____ to a different plane in Miami.   2 departure

Be sure to be at the gate at least 30 minutes before _____.   3 available

What is your _____ on this trip?   4 destination

Are there are any seats _____ on an earlier flight?   5 catch

Fill in the gaps

Travel Agent: Freedom Travel. How may I help you?

Caller: Yes, I'd like to make a flight (1)   for the twenty-third of this month.

Travel Agent: Okay. What is your   (2)?

Caller: Well. I'm flying to Helsinki, Finland.

Travel Agent: Okay. Let me check what flights are (3)   ? [Okay] And when will you be returning?

Caller: Uh, I'd like to (4) a return flight on the twenty-ninth. Oh, and I'd like the cheapest flight available.

Travel Agent: Okay. Let me see. Um, hmm . . .

Caller: Yeah?

Travel Agent: Well, the price for the flight is almost (5)   the price you would pay if you leave the day before.

Caller: Whoo. Let's go with the cheaper flight. By the way, how much is it?

Travel Agent: It's only $980.

Caller: Alright. Let's go with that.

Travel Agent: Okay. That's flight 1070 from Salt Lake City to New York, Kennedy Airport, transferring to flight 90 from Kennedy to Helsinki.

Caller: And what are the (6)   and arrival times for each of those flights?

Travel Agent: It leaves Salt Lake City at 10:00 AM, arriving in New York at 4:35 PM, then transferring to flight 90 at 5:55 PM, and (7)   in Helsinki at 8:30 AM the next day.

Caller: Alright. And, uh, I'd like to (8)   a vegetarian   (9).

Travel Agent: Sure no (10)   . Mixed up a sentence

A, to make , reservation , I'd like.

Appendix 4

Course 3

Activity 1

What is the main general idea of this conversation ?

_____

Who are the speakers?

_____

Where does this conversation happen?

Activity 2

Fill in the gaps with right question :

A: Welcome,_____?

B: I would like to get a double cheeseburger.

A:_____?

B: I would like everything on it, thank you.

A:_____?

B: Let me get some large curly fries.

A:_____?

B: Sure,_____?

A:_____?

B: That'll be all. Thanks.

A: You're welcome, and your total is $5.48.

B: Thank you. Here you go.

Appendix 5

Course 4

<u>**Activity 1**</u>

Listen to this discussion about building a nightclub in a residential area and match the word and phrases you hear in list 1 to phrases with similar meaning in list 2

List1   List 2

A_ going over it again   1_ crowds

B_ hordes   2 _ out of control

C_ just not on   3_ repeating it

D_ have his say   4_ express his views

E_ a bit out of hands   5_ not acceptable

<u>**Activity 2**</u>

Now complete these sentences with the words and phrases from list1

1. It's _____ to express people to put up with all this noise
2. There were _____ of young people waiting to go in to the nightclub
3. The meeting soon got _____ as everyone was talking at the same time
4. There's no point in _____ as we've heard it all before
5. It's only fair for our guest to _____.

<u>**Activity 3**</u>

Listen again to the discussion and put a star "*" those things which are mentioned in support of or against the project

For the project   Against the project

Safe environment for young people   too much noise

Employment   litter in the streets

Help prevent crime   bad behaviour

Strict laws to control noise   drugs

Lack of entertainment facilities   frightening for old people

Appendix 6

Course 5

Activity 1

Listen to a woman leaving telephone messages for five different people

Decide who each message is for by selecting from the people listed in a_h

A_ the son of a friend

B_ her mother   Message 1_____

C_ her doctor   Message 2 _____

D_ a store manager   Message 3_____

E_ her boss   Message4_____

F_ her next –door neighbour   Message5

G _her secretary

H_ a head teacher

Activity 2

Now listen again and decide what each message is about ,selecting from topics a_h

A_ Receiving a delivery

B_ booking a holiday   Message1_____

C_ looking after a pet   Message2_____

D_ visiting a relative   Message3_____

E_ rearranging meeting   Message4_____

F_ cleaning the kitchen   Message5_____

G_ cancelling an appointment

H_ ordering some curtains

Appendix 7

Course 6

Activity 1 ; listen to the podcast and choose the correct answer

Although the weather was a little cold, all of the campers just made the _____ of it and tried to have a good time.

      call

      best

      end

  Why don't we sit outside on the _____ and enjoy the stars tonight?

      chair

      porch

      sofa

  I hope the weather doesn't _____ our campout. Everyone has been looking forward to this event for months.

      cancel

      rain

      spoil

  Your story about a giant bear in these woods is just _____. No one has seen one around here in over 100 years, so just relax.

      true

      nonsense

      believable

  Let's _____ down to the store and buy some camping supplies for the trip.

      head

      foot

      arm

Activity2

Put those words in the right place Porch ,head down ,nonsense,spoiled; make the best

Unfortunately, the bad weather _____ our weekend, and we couldn't go camping as we had planned.

Even though we don't have a lot of time, we should _____ of the situation and have fun.

Let's _____ to the lake and go fishing before breakfast.

She sat outside on the _____ to enjoy the beautiful sunset.

Did you say you saw a bear with two heads last week in the mountains? That's _____.

Activity 2 Tick the right answer

1. What are they planning on doing in the morning?

A. fishing

B. mountain biking

C. hiking

2. According to the weather report, when would it start raining?

A. in the afternoon

B. at night

C. in the morning

3. What did Paul forget to bring?

A. rain coats

B. umbrellas

C. rain boots

4. Where did Sara leave the playing cards?

A. next to picnic table

B. on picnic table

C. under picnic table

5. What do they finally decide to do?

A. stay at a hotel

B. return home

C. sleep at the campground

Appendix 8

Posttest

Full name :

Listen to the conversation and try to answer the following activities :

Activity 1 : choose the right answer to each question

1. Where would you go to check out books?

A. Level 1

B. Level 2

C. Level 3

D. Level 4

2. Where is the most likely place to find a book on learning to speak French?

A. Level 1

B. Level 2

C. Level 3

D. Level 4

3. Where would you find a January 1996 issue of Time Magazine?

A. Level 1

B. Level 2

C. Level 3

D. Level 4

4. How much would you have to pay in late fees if you had a book that was 45 days overdue?

A. $5.50

B. $11.00

C. $15.00

D. $22.50

5. When does the library close on Friday nights?

A. 8:30 PM

B. 9:00 PM

C. 9:30 PM

D. 10:00 PM

Activity 2: Fill in the gaps with right expression:

Hello and welcome to the (1) library. This (2) tour will introduce you to our library's facilities and operating hours. First of all, the library (3) of books, reference materials, and other resources are found on levels one to four of this building. Level one houses our humanities and map collections. On level two, you will find our circulation (4) , current periodicals and journals, and our copy facilities. Our (5) and engineering sections can be found on level three. You can also find back issues of periodicals and journals older than six months on this level. Finally, group (6) rooms, our microfilm collection, and the multimedia center are located on level four.

Undergraduate students can check out up to five books for two weeks. Graduate students can check out fifteen books for two months. Books can be (7) up to two times. There is a 50-cents-a-day late (8) for overdue books up to a (9) of $15.00. Periodicals and reference books cannot be checked out.

The library is open (10) , 8:00 a.m. to 10:00 p.m., and on Saturdays from 9:00 a.m. to 8:30 p.m. The library is closed on Sundays

Appendix 9

"**QUESTIONAIRE FOR TEACHERS**"

Podcasts Vs Traditional method

Dear teachers:

   I would like to invite you to answer the following questions that aim to figure out the effectiveness of using podcasts for developing listening skills .

<div align="right">

Abdeddaim Selma
</div>

_A_ Personal Information :

You are: Male   ☐

        Female   ☐

Which level do you teach ?

First year   Second year   Third year

  How long have you been teaching ?

………
…………………………………………………………….

_B_Teacher's Background :

How many hours do you teach each week ?

……..

How many English Listening Comprehension sessions do you have in the syllabus?

………
…………………………………………………………….

Which approach do you rely on teaching listening ?Why ?

……
……………………………………………………108………………………………………………………
……
…..

C_ Podcasts Vs Traditional Method:

Do you have any idea about podcasts??

NO

YES

Do you think it is helpful for students to practice English Listening Comprehension with interactive computers using podcasts?

Yes

No

Why?...
....
....
....

In your opinion , Is the traditional method in teaching Listening skills very helpful for students nowdays?

……
……
………………………………..

Would you suggest me any ideas how to teach listening ?

……
……
……
…………………………..

<div align="center">Thank you very much for your cooperation</div>

Appendix 10

Résumé

L'écoute est une des compétences linguistiques de base dans l'apprentissage des langues. Cependant, les étudiants trouvent toujours difficile de comprendre l'écoute et améliorer leur niveau dans cette compétence. Le but de cette recherche est d'examiner l'efficacité d'utiliser des podcasts pour développer des qualités d'écoute des apprenants.Pour rejeter ou confirmer l'hypothèse que la mise en œuvre d'utiliser le podcast apporterait sur des ésultats positifs, deux groupes intacts :Un groupe témoin (n=23) et un groupe expérimental (n=37) ont été utilisés dans cette étude.Ces recherches ont été effectuées par la comparaison de tests pré et postaux en plus d'un questionnaire administré aux professeurs (n=5) de collèges d'enseignement général différents (Elkantara-Biskra Birkhadem-Alger.)Le post-test indique que les participants ont réalisé des résultats statistiquement plus grands. Les découvertes obtenues dans cette étude montrent que l'utilisation de podcast peut aider les étudiants à développer leur compréhension écoutante mieux que l'utilisation de méthode traditionnelle utilisée avec le groupe témoin.Par conséquent, l'utilisation de podcast devrait être appliquée et utilisée en enseignant l'écoute dans tous les niveaux et dans un contexte algérien.

Appendix 11

TABLE D
t distribution critical values

df	\.25	\.20	\.15	\.10	\.05	\.025	\.02	\.01	\.005	\.0025	\.001	\.0005
1	1.000	1.376	1.963	3.078	6.314	12.71	15.89	31.82	63.66	127.3	318.3	636.6
2	0.816	1.061	1.386	1.886	2.920	4.303	4.849	6.965	9.925	14.09	22.33	31.60
3	0.765	0.978	1.250	1.638	2.353	3.182	3.482	4.541	5.841	7.453	10.21	12.92
4	0.741	0.941	1.190	1.533	2.132	2.776	2.999	3.747	4.604	5.598	7.173	8.610
5	0.727	0.920	1.156	1.476	2.015	2.571	2.757	3.365	4.032	4.773	5.893	6.869
6	0.718	0.906	1.134	1.440	1.943	2.447	2.612	3.143	3.707	4.317	5.208	5.959
7	0.711	0.896	1.119	1.415	1.895	2.365	2.517	2.998	3.499	4.029	4.785	5.408
8	0.706	0.889	1.108	1.397	1.860	2.306	2.449	2.896	3.355	3.833	4.501	5.041
9	0.703	0.883	1.100	1.383	1.833	2.262	2.398	2.821	3.250	3.690	4.297	4.781
10	0.700	0.879	1.093	1.372	1.812	2.228	2.359	2.764	3.169	3.581	4.144	4.587
11	0.697	0.876	1.088	1.363	1.796	2.201	2.328	2.718	3.106	3.497	4.025	4.437
12	0.695	0.873	1.083	1.356	1.782	2.179	2.303	2.681	3.055	3.428	3.930	4.318
13	0.694	0.870	1.079	1.350	1.771	2.160	2.282	2.650	3.012	3.372	3.852	4.221
14	0.692	0.868	1.076	1.345	1.761	2.145	2.264	2.624	2.977	3.326	3.787	4.140
15	0.691	0.866	1.074	1.341	1.753	2.131	2.249	2.602	2.947	3.286	3.733	4.073
16	0.690	0.865	1.071	1.337	1.746	2.120	2.235	2.583	2.921	3.252	3.686	4.015
17	0.689	0.863	1.069	1.333	1.740	2.110	2.224	2.567	2.898	3.222	3.646	3.965
18	0.688	0.862	1.067	1.330	1.734	2.101	2.214	2.552	2.878	3.197	3.611	3.922
19	0.688	0.861	1.066	1.328	1.729	2.093	2.205	2.539	2.861	3.174	3.579	3.883
20	0.687	0.860	1.064	1.325	1.725	2.086	2.197	2.528	2.845	3.153	3.552	3.850
21	0.686	0.859	1.063	1.323	1.721	2.080	2.189	2.518	2.831	3.135	3.527	3.819
22	0.686	0.858	1.061	1.321	1.717	2.074	2.183	2.508	2.819	3.119	3.505	3.792
23	0.685	0.858	1.060	1.319	1.714	2.069	2.177	2.500	2.807	3.104	3.485	3.768
24	0.685	0.857	1.059	1.318	1.711	2.064	2.172	2.492	2.797	3.091	3.467	3.745
25	0.684	0.856	1.058	1.316	1.708	2.060	2.167	2.485	2.787	3.078	3.450	3.725
26	0.684	0.856	1.058	1.315	1.706	2.056	2.162	2.479	2.779	3.067	3.435	3.707
27	0.684	0.855	1.057	1.314	1.703	2.052	2.158	2.473	2.771	3.057	3.421	3.690
28	0.683	0.855	1.056	1.313	1.701	2.048	2.154	2.467	2.763	3.047	3.408	3.674
29	0.683	0.854	1.055	1.311	1.699	2.045	2.150	2.462	2.756	3.038	3.396	3.659
30	0.683	0.854	1.055	1.310	1.697	2.042	2.147	2.457	2.750	3.030	3.385	3.646
40	0.681	0.851	1.050	1.303	1.684	2.021	2.123	2.423	2.704	2.971	3.307	3.551
50	0.679	0.849	1.047	1.299	1.676	2.009	2.109	2.403	2.678	2.937	3.261	3.496
60	0.679	0.848	1.045	1.296	1.671	2.000	2.099	2.390	2.660	2.915	3.232	3.460
80	0.678	0.846	1.043	1.292	1.664	1.990	2.088	2.374	2.639	2.887	3.195	3.416
100	0.677	0.845	1.042	1.290	1.660	1.984	2.081	2.364	2.626	2.871	3.174	3.390
1000	0.675	0.842	1.037	1.282	1.646	1.962	2.056	2.330	2.581	2.813	3.098	3.300
z^{*}	0.674	0.841	1.036	1.282	1.645	1.960	2.054	2.326	2.576	2.807	3.091	3.291
	50%	60%	70%	80%	90%	95%	96%	98%	99%	99.5%	99.8%	99.9%

Upper-tail probability p

Confidence level C

Content

Conclusion…………………………………………………..………………… 24

Chapter Two :Introduction to Listening skills

Chapter Three :Implementation of the Experiment

Chapter Four :Evaluation of the Results and Findings

List of Figures

List of Tables

General Introduction

Introduction

Algerian EFL students face troubles while they are exposed to a conversation with native speakers. The traditional   method according to which the teacher reads passages and the students listen to him/ does not help learners improve their listening abilities because of lack of supporting material such as the use of technologies that may help them to be proficient listeners. The significance of the current study is to determine how the student may improve their listening abilities by using ""Podcasts". Moreover, it aims to indicate how this new method can enhance their capacities in listening .Based on that , we hypothesize that if the teacher uses Podcasting in teaching listening , students' abilities will be developed .

1. Statement of the Problem

Teaching listening skills is one of the most challenging tasks for any EFL teacher. This is because successful listening skills are acquired over time with lots of practice. It is frustrating for students because there are no rules as in grammar teaching ; thus, speaking and writing skills can be developed by the use of specific exercises or by training. This is not to say that there are not any ways for improving listening. In addition, teaching listening is not given enough importance especially in the Algerian school, this means that teachers neglect it inspite of its great significance in learning English as a foreign language. Moreover, students may encounter some problems in the listening comprehension process ; this may occur because of low abilities in listening or lack of listening strategies and also teaching methods.

The low abilities in listening skills is one of the largest inhibitors for students, who are non native speakers. They are often caused by mental block. While listening, a student suddenly discovers that he or she does not understand what is being said. Therefore, many students just tune out in an internal dialogue trying to translate each word. Other students are convinced that they are unable to understand spoken English well and then become demotivated. The latter concerns the way teachers focus on in teaching this skill based on traditional methods that has become some how boring and very old fashioned. This makes learners unable to concentrate on what they are listening to .

In the present time, there is a spot light in the use of technology in all domains of life .I am going to shed light on the use of technology in teaching listening. The incorporation of technology in teaching leads to the emergence of a new dimension which is the Electronic learning environment . This latter is the use of one of ICT's as a supporter in the teaching process .In other words, the teacher uses some electornic devices to teach different skills. This

involves students in the learning and teaching process as they will be the main part of this process and at the same time will be exposed to what they are dealing with

Hence, a virtual learning environment can also include students and teacher "meeting" online through a synchronous web-based application. The teacher is able to present lessons through video, PowerPoint, or chatting. The students are able to talk with other students and the teacher, as well as collaborate with each other, answer questions, or pose questions. They can use the tools available through the application to virtually raise their hand, send messages, or answer questions on the screen given by the teacher.

The current study could make a contribution by concentrating on the effects of the use of one of the types of E-learning "Podcasts "on the achievement of students and their attitudes regarding listening through this tool .This study will show us how this method can be effective in developing students' listening skills if compared with traditional methods .It will also allow us to know the degree of students development in listing and their attitudes towards the use of podcasts.

2. Aim of the Study

This work aimed to contribute in improving the teaching of listening through using E learning "podcoasting" . It investigateed the effectiveness of this e-learning tool in teaching listening and compare it with the traditional method .This study had some specific objectives which are :

1_ To examine the impact of using e learning "podcasts" on the students liustening abilities.

2_ To determine if there is   a positive impact of using e learning on the students listening abilities as compared to the old method used with the control group.

3_ To identify if there is an influence of podcoasts on the students' attitude if compared to the old method.

3. Research Questions

In this research, we tried to answer these questions:

1. What is e learning ?

2. What are podcasts?

3. What is listening comprehension?
4. Does podcasting have any effects in teaching listening ?
5. Is there any difference between the students who used podcasting and those who did not in terms of listening ability?

4. Hypothesis

We hypothesized that:

1_ If podcasting is used in teaching listening, students' abilities in this skill will be developed.

5.Research Methodology

This section showed the systematic steps that any researcher must follow in any scientific research. According to Willingtom(2006),the term methodology as an activity or business of choosing, reflecting upon ,evaluating and justifying the method you use . Its main objective is to identify the design of this research, study population and determine the size of the sample

5.1.Research Method

In order to answer the research questions , the first component was to see whether the method used can make difference .Research question,4,5 were specifically concerned with the students ' performances .This leads initially to a quantitative methodology using the quasi-experimental approach .In fact , this approach did not rely on the description of variables but it observed the effects of independent variable on the dependent one. Two intact groups were used: a control group will be taught as usual compared group with an experiment one which received a treatment

5.2.Population and Sample

The aim of this study was to evaluate the effectiveness of using pod coasts in teaching listening skills. The population which was used in this study consists of 60 second year students at Omar Driss secondary school, El-Kantara . Their ages range from16-17 .In this level, there are 5 classes containing 128students each, so it was impossible to deal with the whole population . The sample of the study consisted of two intact groups : a control group containing 23 students and the experimental 37 . students in both group were selected non-randomly because of the use quasi-experimental design.

5.3.Research Instruments

In order to compare the control and experimental group results,   a pre test and post test were given to both groups. The purpose of this test was to measure the participants achievement and whether they improve their listening abilities . Based on that, the test was the most valuable instrument in this research in order to collect data about this current research. In addition to that, we used another tool which ws a questionnaire. According to Brown (2001)"Questionnaires are any written instruments that present respondents with a series of questions or statements to which they are to react either by writing out their answers or selecting from among existing answers"(p. 6).

Broadly speaking, questionnaires can yield three types of data about the respondent: factual, behavioral, and attitudinal.

1. Factual questions (also called 'classification' questions or 'subject descriptors') are used to find out about who the respondents are. They typically cover demographic characteristics (e. g., age,gender, and race) occupation…etc.

2.Behavioralquestions are used to find out what the respondents are doing or have done in the past. They typically ask about people's actions, life-styles, habits, and personal history.

3. Attitudinal questions are used to find out what people think. This is a broad category that concerns attitudes, opinions, beliefs, interests ,and values..

5.4. Description   of Questionnaire

We   administered   a structred   questionnaire to five teachers of the same level .This questionnaire contained both close-ended question and open-ended , it includeed open end form of question which we give them the opportunity to express their ideas about this topic The questionnaire administred for different teachers from different places(El kantara , kouba , bir khadem) . This questionnaire gave more credibility to the results obtained from the experiment.

6.Structure of the Dissertation

The dissertation consistes of two parts :theoretical and practical .The former includes two chapters :the first one is devoted to the introduction to E learning and podcasts which

tackles all details that are related to it . It is divided into two sections , the first one delt with ELearning in broad meaning in terms of definition of E learning , its models, comparison between two models, its approaches ,its components, its advantages and disadvantages. The second section presents the podcasts as an innovative approach for teaching listening .It presents the   definition of podcasts, its history, its types ,its importance , podcasting in academic teaching and its advantages.In addition , the second chapter delt with introduction to listening comprehension in road meaning .We talked al items that are related to this chapter

The field work contains two chapters too :the first one , Experiment Implementation, describes the content of the experiment and shows how it was implemented using podcasts as an approach taking into consideration the way the courses are prepared and how they applied. Chapter two ,Evaluation of the results and findings, deals with the evaluation of the experiment results through a pretest and posttest which measured the student listening abilities.The result and achievement of both tests are compared ,analysed , discussed quantitatively followed by the qualitative results obtained from the teachers 'questionnaire .Qualitative data are to support the quantitative results and to validate the collected data .Finally, a general conclusion on the findings is supplied at the end of the dissertation .

Chapter One: Introduction to ELearning and Podcasts

Chapter One

E-Learning and Podcasts

Introduction

This chapter aims to define and to discuss the effectiveness of E-learning and more specifically podcasts, as a high-technological mean, to show how they can facilitate English learning and teaching processes. In addition, We intend to show how they are useful for teachers and students in enhancing their knowledge as well as their abilities in the four skills and mainly in listening.

1.1 Definition of E-learning

During the course of this study , we found various definition of E-learning provided by many researchers. For instance, Linda (2004, p.2) defined it as a term used to describe the application of Communication and Information Technologies (CIT) to the educational context. In addition , Khan (2005, p.3) also defines e-learning as " an innovative approach for delivering well-designed, learner-centered, interactive, and facilitated learning environment to anyone, anyplace, anytime by utilizing the attributes and resources of various digital technologies along with other forms of learning materials suited for open, flexible,and distributed learning environment".

Moreover , Urdan and Weggen (2000, p.11) proposed another definition of e-learning as "the delivery of content via all electronic media, including the internet, intranets, extranets, satellite broadcast, audio/ video tape, interactive TV, and CD-ROM". According to Meyen et al. (2002) e-learning can be defined as the "acquisition and use of knowledge distributed and facilitated by electronic means". There is no single definition of Elearning .We can say that It is the way of transferring the content through media . It also appears to include any use of any information and communication technology in learning and teaching . It is not concerned just with both processes but it also exceeds to research .
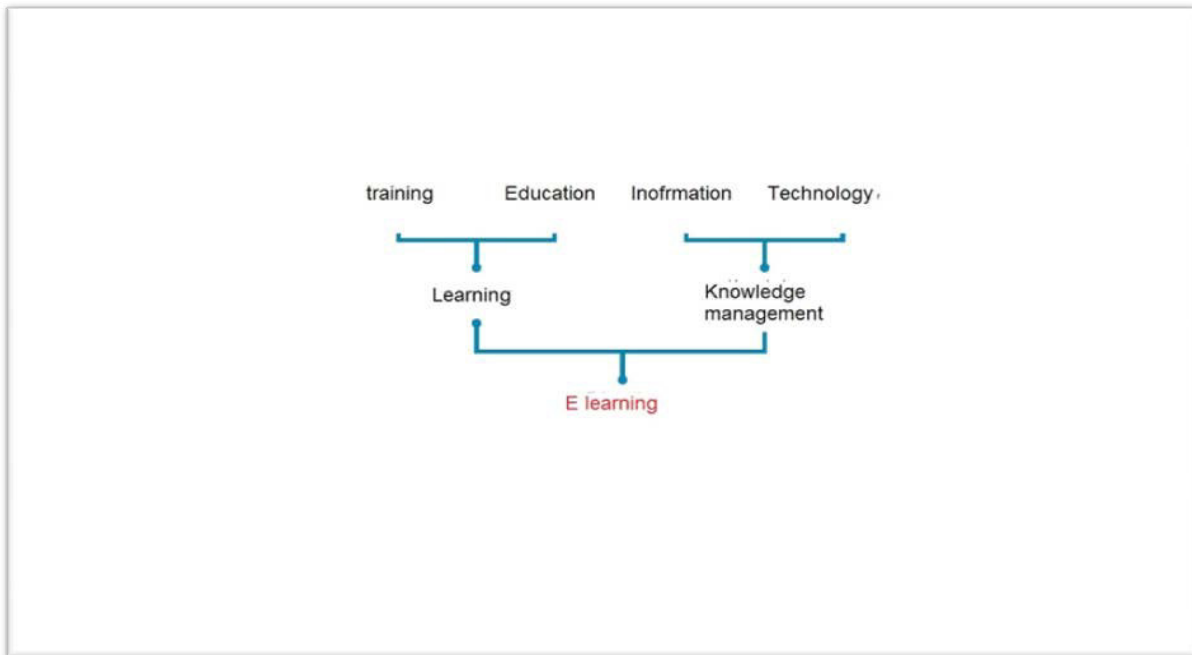
Figure 1.1 : What is E learning ? (www.management.mums.ac.ir,2012)

According to this figure, E-learning is the combination of two operations which are : learning and knowledge management . As we know learning is acquiring something new or modifying something which existed before and knowledge management raises a variety of strategies, methods , and practices used in an organization to identify, create new adoption of insights and experiences. Such insights and experiences represent knowledge (www.management.mums.ac.ir, 2012). I n addition to that, some researchers suggest that writing the theory of E learning includes an array of academic perspectives : training and education , learning knowledge , technology and the investigation of the individual market sections (Ibid). I n other words ; we can understand that e-learning is not just concerned with one aspect, it goes beyond that which means to integrate all aspects of language in those field of the study .we may also say that those academic perspective go hand in hand i.e, it means they complete each other because they cannot be independent.

1.2 Models of E learning

There are two main models of e-learning: synchronous learning and asynchronous learning**.** The former requires learners and instructors to communicate online at the same time from different places. For this reason , this model of e-learning requires modern tools and good network connection. However, it has the advantage of direct feedback and live online interaction. To conduct synchronous elearning, there are a number of tools that could be used such as video conferencing, audio conferencing, chat rooms, and white board (Mylott, 2008). In other words, we can say that synchronous learning means that all students and the

instructor ""teacher" are logged on at the same time and communicate directly and virtually with each other ,i.e ,where all the students are in the classroom at certain time for the class to start the course .Synchronous learning events include live web casts, chat room,application sharing ,and whiteboard sessions .

1.2"This picture shows us how the synchronous learning which occurs in the classroom

Asynchronous virtual classrooms are self-paced e-learning systems that allow students to review the instructional material and interact with the course content via internet at the appropriate time and place . The main advantage of asynchronous virtual classroom is the flexibility in time, where the learner could log on to asynchronous virtual classroom any time to send messages to the instructor "teacher" or colleagues and review or download documents. It also gives the students enough time to contribute more attentively as compared to synchronous classroom (Hrastinski, 2008). Asynchronous learning means that communication between participants do not occur simultaneously. The learning content or course is served from a Web server and delivered on demand to the learner's work station. Learners can thus take courses . The course is normally available to learners 24 hours per day , 7days per week ".

1.3 Comparison of Synchronous and Asynchronous

Introduction

As it stated above , we talked about the two models of e learning in detailed way ,so we are going to state the main differences between those models .

Synchronous	Asynchronous
Students interact with a live trainer/facilitator and other students	Students learn independently and potentially in isolation
Learning is scheduled and has a fixed start time and end time	Learning is available anytime and potentially anywhere
Learning is linear	Learning may be linear or freeform

1.1:Synchronous versus Asynchronous learning IBM Training Recommendations, 2010

According to Naidu, this table shows us the main different criteria between Synchronous and Asynchoronous . It clarifies those models of E-learning. we can see that E-learning is like any learning process; it depends on effective communication of human knowledge whether this occurs in face to face classroom , or across the internet. Technologies can no more guarantee effective communication, they can transform unknown passages into meaningful passages . The medium alone does not create the message so it need another access or assistance to complete the innovation of complete message. (2006)

The process of E- learning depends on establishing tow ways for communication between the tutor and the tuties and among tuties themselves .Unfortunately ,when E learning was first popularised, it was widely promoted as a means of minimising costs by delivering pre-packaged content to large population of learners by means of electronic networks CD ROM . Such an approach relies on one way of communication from teacher to learner reducing the learning experience .It views learners as atomized individuals and fails to take account of the social context in which learning occurs (*ibid.*). Above all,it

does not engage learners actively in the process of learning ; the learners are not to be involved in the task because they act just as a taping record .it means there is no vivid process between the tutor and the tutties that may create an attractive atmosphere for learning and teaching process(Naidu ,2006)

On the other hand , online technologies can be used to raise interactive and collaborative engagement .This can be either synchronous or asynchronous .Learners and teachers may either have regular scheduled sessions whether they all meet simultaneously online.(ibid).We will give you a concrete example that have occurred to me in the third year in high school. There has been a teacher who taught us through using skype , we had to be online all of us at specific time , giving us private courses. They were so beneficial for us. The use of electronic forums to exchange ideas in their own time are so helpful for the students and at the same to get involved in this task as they are self-responsible , students will be motivated in doing those activities . This means that the students ask question and give their opinion of the task using forums ie., not face to face or even online with their teacher at the same time . then I f the teacher is online , he will find the notifications of his students , and reply them in that forums.

1.4.E-learning approaches

There are two general approaches to e-learning: self-paced and   facilitated/instructor-led. Self-paced learners are alone and completely independent, while facilitated and instructor-led e-learning courses provide different levels of support from tutors and instructors and collaboration among learners. Often, e-learning courses combine both approaches, but for simplicity it is easy to consider the two separately.

1.4.1.Self-paced e-learning

Ghirardini said that learners are offered e-learning courseware (also called Web-based training (WBT)), which can be complemented by supplemental resources and assessment. Courseware is usually housed on a Web server, and learners can access it from an online learning platform or on CD-ROM (2011). In addition   ,he stated that learners are free to learn at their own pace and to define personal learning paths based on their individual needs and interests. E-learning providers do not have to schedule, manage or track learners through a process. E-learning content is developed according to a set of learning objectives and is delivered using different media elements, such as text, graphics,

audio and video. It must provide as much learning support as possible (through explanations, examples, interactivity, feedback, glossaries, etc.), in order to make learners self-sufficient. However, some kind of support, such as e-mail-based technical support or e-tutoring, is normally offered to learners. When self-paced e-learning is offered through an Internet connection, there is the potential to track learners' actions in a central database.(p.10)

In other words , we can say that this approach relies on the learners himself or herself and the degree of motivation .Those two aspects should be taken into account in this approach . This means that there is no one to puch him or her to learn because everything is available and It just needs the students to know his needs inroder to be able to reach his /her goals .

1.4.2.Instructor-led and facilitated e-learning

Ghirardini(2011) pointed in this modal that there is a linear curriculum is developed that integrates several content elements and activities into a chronological course or syllabus . He also stated that the course is scheduled and led by an instructor and/ or facilitator through an online learning platform. E-learning content for individual study can be integrated with instructor's lectures, individual assignments and collaborative activities among learners. Learners, facilitators and instructors can use communication tools such as e-mails, discussion forums, chats, polls, whiteboards, application sharing and audio and video conferencing to communicate and work together. At the end, a final step typically includes an exercise or assessment to measure learning. (p.11)

Based on this model , we can see that there is a hand of a tutor during the E course i.e this means that the instructor prepares the course and the activites that are related to this lesson and upload it in the web server where the tutties will find them . It will give somehow limit for the le arner because there is specific task that he /she is going to tackle whereas the previous approach .

1.5. E-learning components

In this section , Ghirardini(2011) explained in more details the main components of Elearning and each components are clarified. As we have seen, e-learning approaches can combine different types of e-learning components, including:

Simple learning resources are non-interactive resources such as documents, PowerPoint presentations, videos or audio files. These materials are non-interactive in the sense that learners can only read or watch content without performing any other action.These resources can be quickly developed and, when they match definedlearning objectives and are designed in a structured way, they can be a valuable learning resource even though they don't provide any interactivity.(Ghirardini, 2011)

The most common approach for self-paced e-learning is Web-based training consisting of a set of interactive e-lessons. An e-lesson is a linear sequence of screens which can include text, graphics, animations, audio, video and interactivity in the form of questions and feedback. E-lessons can also include recommended reading and links to online resources, as well as additional information on specific topics.(ibid)

Simulations are highly interactive forms of e-learning.The term "simulation"

basically means creating a learning environment that"simulates" the real world, allowing the learner to learn by doing. Simulationsare a specific form of Web-based training that immerse the learner in a real‑world situation and respond in a dynamic way to his/her behaviour.(ibid)   Job aids provide just-in-time knowledge.They can take several forms and be delivered on different platforms (e.g. computer,printed document, mobile phone). They usually provide immediate answers to specific questions, thus helping users accomplish job tasks. Technical glossaries and checklists are a few examples of simple job aids, but sophisticated expert systems can also be developed to assist workers in complex decision-   E-tutoring, e-coaching and e-mentoring provide individual support and feedback to learners through online tools and facilitation techniques.(ibid)

Collaborative activities range from discussions and knowledge-sharing to working together on a common project.Social software, such as chats, discussion forums and blogs, are used for online collaboration among learners.   Synchronous and asynchronous online discussions are designed to facilitate ommunication and knowledge-sharing among learners. Learners can comment and exchange ideas about course activities or contribute to group learning by sharing their knowledge.   Collaborative project work implies collaboration among learners to perform a task. Collaborative activities can include project work and scenario-based assignments. A virtual classroom is an e- learning event where an instructor teaches remotely and in real time to group of learners using a combination of materials (e.g. PowerPoint slides, audio or video materials). It is also

called synchronous learning. This method requires the least amount of effort to convert materials (but instructors still have to prepare them). Appropriate technology must be in place for both the learners and providers (e.g. software for the virtual classroom and good connectivity).(Ghirardini,2011)

1.6. Advantages and disadvantages of E-learning

W e are going to state some benefits and advantages that make e learning as a beneficial educational means. These benefits have been mentioned by a number of researchers (Marc, 2002; Klein & Ware, 2003; Al-Musa & Al-Mobark, 2005; Akkoyuklu & Soylu, 2006; and Hameed, Badii & Cullen, 2008). Some of these advantages are the following:

1. The main focus of E learning is on the need of the learner rather than the tutor in educational process.

2. It gives the choice and the freedom in terms of time and place, where every student chooses the time and place that fits him.

3. It provides a hand wich is to enhance the efficiency of knowledge and qualifications through the easy way to understand a vast amount of information.

4. It provides opportunities for interaction between learners through discussion forums and through reducing the barriers that might hinder the participation such as fear and high anxiety to talk to others.

5. Inorder to improve the level of tuties , E-learning always takes into account the differences between individuallearners. For example, some learners prefer to focus on certain parts of the course, while others are ready to review the whole course. (Awadah ,2011)

However, despite the above advantages, e-learning as any educational approach has its negative side. The disadvantages include the following (Marc, 2002; Klein & Ware, 2003; Al-Musa & Al-Mobark , 2005;Akkoyuklu & Soylu , 2006; and Hameed, Badii & Cullen, 2008):

1. In e-learning, the learner might suffer from introversion, isolation, and lack of social interaction, therefore the learner needs a strong motivation and skills with regard to time management to reduce this effect.

2. E-learning might be less effective than traditional learning in terms of clarification and explanation as the learning process becomes easier through face to face encounter.

3. In e-learning cheating cannot be regulated as assessment tests could possibly be done by proxy

(Awadah, 2011)

1.7 Definition of Podcasts

Podcasts are audio (sometimes video) programmes on the Web which are usually updated at regular intervals by some users of net or the owner of those programmes . New episodes of those programmes can be listened to on the computer, or downloaded to an MP3 player or iPodor such digital mobiles for later listening.(Borja, 2005). Besides, the term "podcast" was derived from two technologies used in media player, „iPod., and "Broadcast". Traditionally, Broadcast means getting information from Radio or Television. The two united terms identify a new technology called „Podcast'. It was initially developed around the year 2005. www.voices.com ;In addition to that, Podcasting is also the method of distributing multimedia files such as audio programs or music videos over the internet for play back on mobiles devices and personal computers (Wikipedia, 2012)

This figure explains the previous definitions of Podcasts :
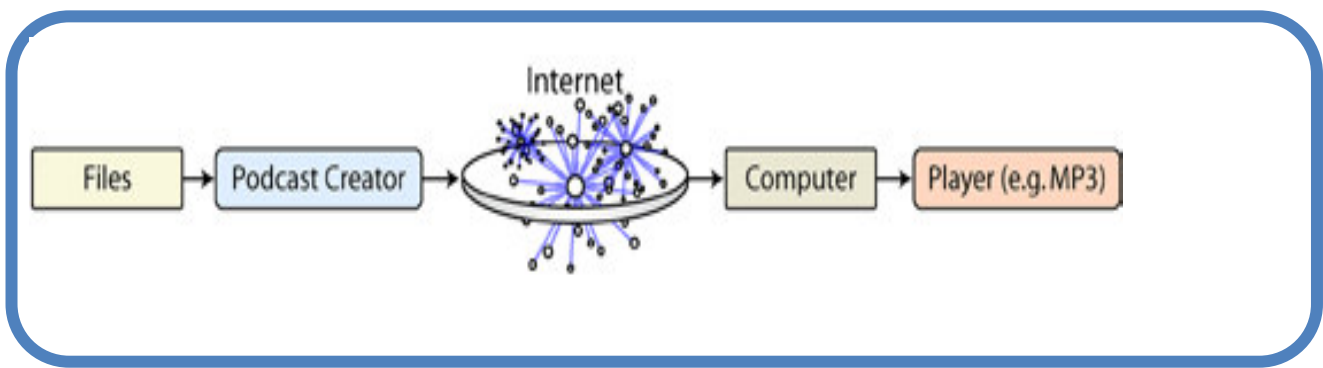
Figure 1.3. : What are Podcasts ? (Trevor, 2007)

1.8 History of Podcasts

Practically speaking, podcasts began in 2000 as a collaboration between former MTVVJ Adam Curry , early internet interpreneur Tristan Louis , and Dave Winer , one of the true pioneers of the internet (Paul,2009). Winer had created a technology known as RSS a method for syndicating Web content a special form of RSS , called an RSS enclosure , enabled the transfer of digital media content from one place to another such as from a website to you , pod it know it sounds very geeky , but think of an RSS enclosure as an envelope in which you put a letter .When your computer or MP3 player receives the envelope , it simply plucks out the media file and store it file until such time as you choose to consume it .The three created the first podcasts and the genre was born (Paul,2009)

Furthermore ,Podcasting was considered the 2005 word of the year by New Oxford American Dictionary which defines the term as "a digital recording of a radio broadcast or similar program, made available on the internet for downloading to a personal audio player".(Paul,2009) . To sum up, Podcasting is regarded as an important tool which allows students to use technologies based on entertainment systems such as portable audio players (e.g. an iPod) for educational experiences.

1.9 Types of Podcasts

The most common file forms for podcasting are audio or video but the files could be of any file type including images and PDF. Accoding to Trevor ,The first type of podcasts is an audio only they are generally in mp3 format. They can be made on both PCs and Macs and can be played using an mp3 player.In addition , Audio and still images are also referred to as enhanced podcasts. The commonest educational form is a PowerPoint or

Keynote presentation with an audio track red ref. The main advantages of these types of podcast are their small file size compared with video and that they can be chaptered. Enhanced podcasts enable the audience to jump directly to a slide they wish to view in the podcast. Finally, Videos are like TV. Generally they are large file sizes. When making them, you need to be careful with compression technologies as choosing the wrong format may make it impossible for the file to be played on both Macs and PCs. [Preferred filetype .m4v] (2007)

1.10 Importance of Podcasts

Podcasting is a significant source which can use to teach and learn a language. It is an alternative method of learning which can help improve listening skills. Most of the producers of podcasts are educators and intellectuals who use this technology to communicate with their students outside the traditional class. Podcasting is also a tool which allows teachers to share their ideas and suggestions in order to improve their method of teaching .Educators who decide to create an educational podcast, have to follow five important steps (Wikipedia, 2012)

1. It is important to choose an appropriate content which suits the level of the tuties. This means that it is better to avoid complex content material which includes lots of images and descriptions. It's important to not communicate too much content in a single podcast because students could not understand all the message.

2.Teachers have to limit their educational aim and purpose for each podcast they create.

3.Teachers have to explain the contents through interviews, dialogues or monologues of each podcats.

4.It is better if teachers produce their podcasts in a personal and informal way because some researches in instructional media stated that students learn better using this method.

5.Teachers should integrated their podcasts into their course content and learning activities, because this could be very useful for their students.this means each podcast relates to the course not to be out of it . (Wikipedia,2012)

1.11 Podcasts in the Academic Teaching

Podcasting is being used in a variety of ways in all levels and disciplines of education. More traditionally, it can be used to distribute lecture material. This material is available as a review (for those in class), or, if students or teachers are absent, a podcast can serve to distribute the missed information (Tavales & Skevoulis, 2006). Podcasting can empower students by giving them opportunities to create and publish for a real audience) and facilitate recording and distributing news broadcasts, developing brochures, creating or listening to teachers' notes, recording lectures distributed directly to students' MP3 players, recording meeting and conference notes, supporting student projects and interviews, and providing oral history archiving and on-demand distribution (*Ibid*).

1.11.1 Podcasts & Teacher

Teachers podcasts are created to facilitate students with latest and innovative lectures in the episode forms. Each episode is created in order to keep the students engage and involve with latest information with creativity. A teacher either from school or college can create his own podcast in different academic disciplines like literature, Philosophy, History, Science, Religion and Spirituality, Social Sciences, etc. They also create audio books in their own voice. (Sonali, 2011) . This means that the technology has also opened an opportunity for students to download and listen to their professors lecture in his digital media. So, now a student will not miss any lecture and can download the latest lecture at any time and place according to his convenience and come prepared to the class (*ibid.*) . Leach (2006) explains the benefits of using teacher podcasts fbefore-lesson and after-lesson listening:

> "What's more, it gives pupils who were in the classroom the chance to listen
> again to what the teacher said on a topic, to re-check those notes and make sure,
> as well as to make it easier for non-English native speakers to re-listen to a lesson
> without the distractions that may make instant translation difficult the first time
> around."(p.55)

We can deduce that the teacher podcasts have great impact on students while learning. It facilitates and helps them to understand the procedure of getting new knowledge and make them involved in the task . It also means that through teacher podcasts the tutties can cover the basics without wasting classroom time. Teachers podcast is like an assistant to deliver the courses or facts a in simple way and at the same time it provides the

additional detail that takes some pupils off into other directions that a simple lesson can not contain.

1.11.2 Podcasts and Students

A podcast is a kind of digital lecture through which students get new dimension for their subjects and branch. It enables their thought process to develop in different perspectives to create their own podcast in their own voice. It is important for creating a podcast, one can enhance their vocabulary, public speaking skills, oral presentation skills, like Audio books, Podcast Novel(Sonali , 2011). This kind of podcast is helpful for students; they can record or create their own podcasts for revising their courses and getting ready for the exams . In addition to that , they can use it in case of preparing their research papers or presentations in oral expression with more explanation using their styles and their ideas with intellectual thinking

1.12 Advantages of Podcasts for Language Learning

Podcasting is becoming increasingly popular in education and has the potential to evolve rapidly .It allows students to use their tech-based entertainment systems for educational purposes .thanks to it, we are able to move away from the traditional face to face training without losing the students to trainer relationship that is so effective in any learning process .It enables the students to share information with anyone at any time (Marish & Yogesh ,2009) An absent student can download the podcast if the lesson recorded lesson and is able to access missed lectures .They could also access lectures of experts which may not otherwise be available for teachers or administrators to communicate curriclum assignments and other information with parents and others .Teachers can record discussion vocabulary and other language lessons interviews and debates things that are repetitive in mature like instruction espeacially for the lab can be podcast . (Marish & Yogesh ,2009)

Moreover , Students can create their own podcasts for instance a record for activities, their thoughts , point of views on certain topic of interest. It can be a publishing tool for student oral presentation .This needs not be limited to audio alone as vedio podcasts also can be used in all these ways(Marish & Yogesh ,2009).In other words, many scientific studies prove that this E tool has great significance on students' activities. It can empower students by providing them with opportunities to create or innovate their

summaries of course that they are tackling with, and they can publish them in their personal blog or forums even in their account of facebook .

1.13 How Podcasting Works

Paul (2009) stated that Podcasting is an important technology which is simple and easy to use. He proposed the process of how podcats works following the steps

1. Users have to create an audio or video content. This can contain recording audio and editing videos, for example. Contents can be capture with portable devices and then upload to a computer .

2. Users have to post their work to a web server, usually in MP3 format. Then, they have to publish as an RSS file which contains meta information about the audio file such as the URL, the file's name and the text.

3. Users have to use an application like iPodder which identifies the multimedia file and its URL. Then the application downloads the URL and synchs it to a media player.

4. Users listen to their audio or look at their video file . (p.45)

We conclude that each person is going to creat podcast , he sould follow those steps orderly because if he/she jumps one of those step , it will be some how problem for him /her, and this process will not success.

1.14 Bloom's Taxonomy

In the 1950's Bloom developed a taxonomy of cognitive objectives.This categorised and ordred thinking skills and objectives .His taxonomy follows the thinking process.You can not understand a concept if you do not first remember it , similarly you can not apply knowledge and concepts if you do not understand them.It is a continuum from lower order thinking to higher order thinking skills.Bloom describes each category as a noun .They are arranged below in increasing order , from lower order to higher order(Churches,2011).
Lower Order Thinking Skills

(LOTS)

*Knowledge

*Comprehension

*Application

*analusis

*Synthesis

*Evaluation

Higher Order Thinking
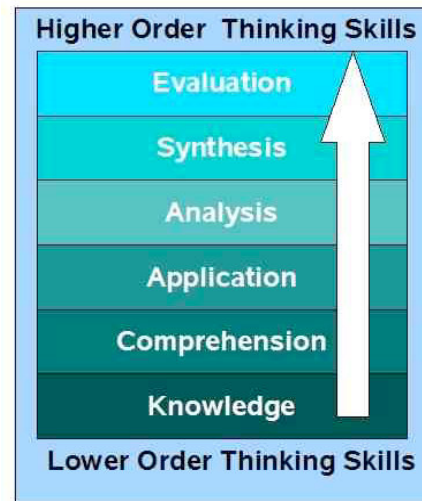
Figure 1.4: Bloom's Taxonomy

1.15 Bloom's Revised Taxonomy

In the 1990's, a former student of Bloom ,Lorin Anderson , revised Bloom's taxonomy and published this Bloom's Revised Taxnomy in 2001.

Key to this is the use of verbs rather than nouns for each of the categories rearrangement of the sequence within the taxonomy .They are arranged below increasing order,from lower order to higher order

Lower Order Thinking skills (LOTS)

*Remembering

*Understandng*Applying

*Analysing

*Evaluating

*Creating

Higher Order Thinking Skills (HOTS)
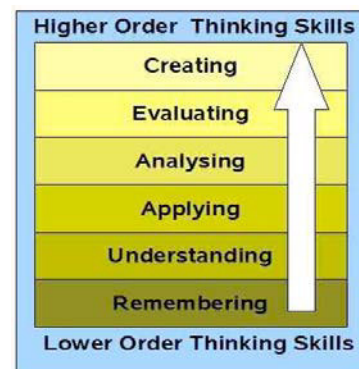
Figure1.5 : Bloom's Revised Taxonomy

Here , we can say that there is a slight difference between those taxonomies interms of labelling .The first one with Blooms just using nouns but with his students who used verbs but he kept the same categorisation and all aspects that are related to each sub category . It is still the main objective of Bloom's taxnonomy even if he modifies or revised a little bit . The next point explains what we have said right now .

This figure shows us how Bloom's Taxonomy can be as a learning process. Bloom'staxonomy in its various forms represents the process of learning .It has been

simplified in some case like the three story intellect (Oliver Wendell Holmes and Art Costa) , but it still essentially represents how we learn

Before we can understand a concept we have to remember it

Before we can apply the concept we must understand it

Before we analyse it we must be able to apply it

Before we can evaluate its impact we must have analysed it

Before we can create we must have rememberd , understood , applied , analysed , and evaluated . Some people may argue that you do not require some of the stages for each and every task , action or process; some too may argue about the necessity to reach the creation level for all activities.This is the choice of the individual(Churches,2011).

1.16 Bloom's Digital Taxonomy

In this section , we are going to talk about Bloom Taxonomy too but in different manner in format of digital one . This map will explain in more details Digital taxonomy .
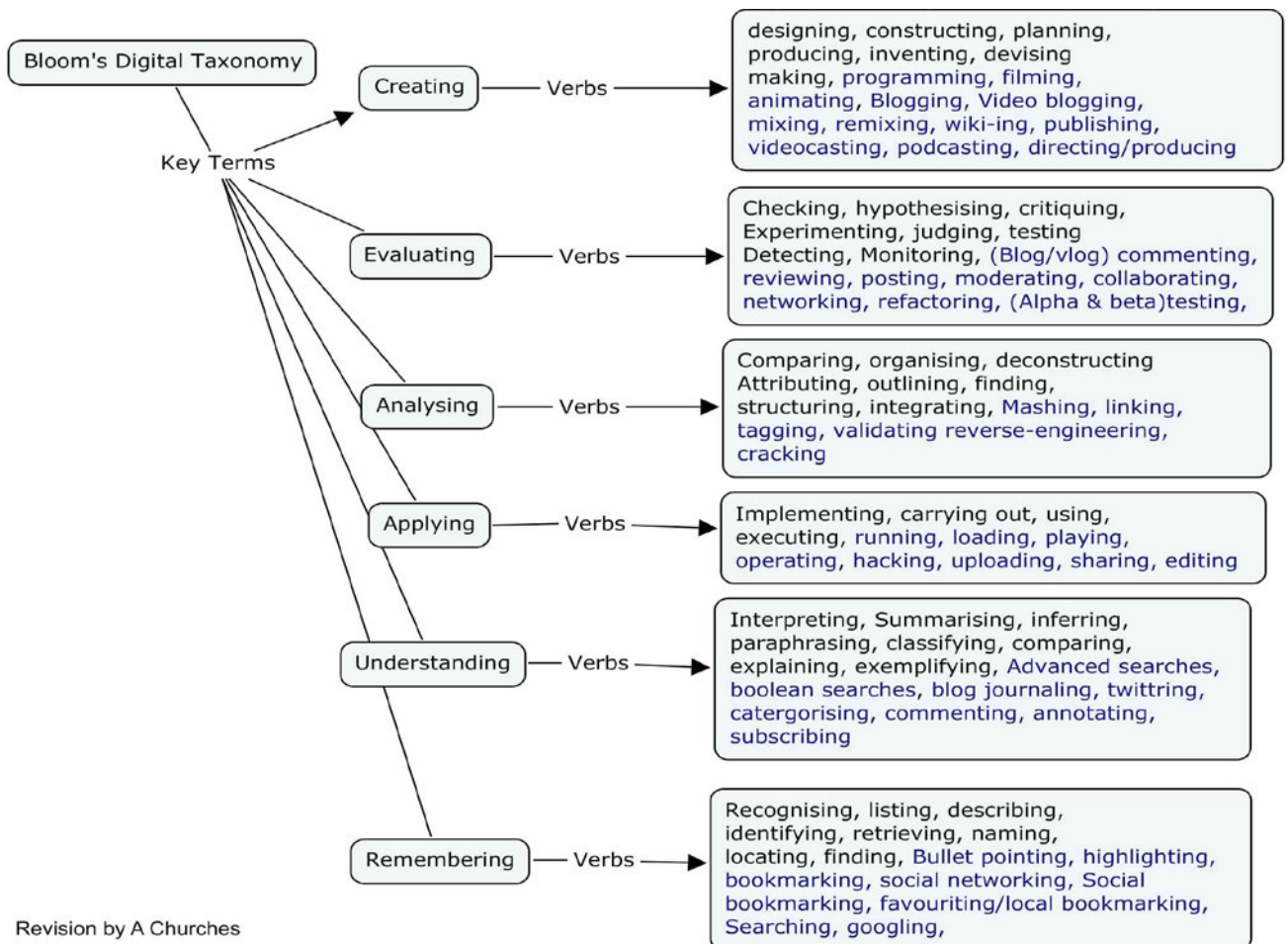
Figure1.6: Mind map of revised Digital taxonomy

As shown in this map ,this is an update to Bloom's Revised Taxonomy which attempts to account for the new behaviours and actions emerging as technology advances and becomes more universal. Bloom's Revised Taxonomy describes many traditional classroom practices, behaviours and actions, but does not account for the new processes and actions associated with Web 2.0 technologies, (the exponential growth in information), increasing global personal technologies or cloud computing.

Bloom's Digital Taxonomy is not about the tools or technologies rather it is about using these to facilitate learning. Outcomes on rules are measured by competence of use and most importantly the quality of the process or product.

Conclusion

As shown in this chapter, podcasting has the potential to enhance learning, but the reason given to justify its use in education level , namely as a tool to support 1E- learning process to reach the goal of students . It does not appear to be well known in the studies in all levels previously. So, many educators tried to make relation between education and emerging technologies, particularly podcasts which   to be involved in the process of learning and teaching .Besides , this chapter indicates this Etool is more helpful for the students and teachers too i.e learning and teaching processes, It facilitates the delivering the course and any information that are dealing with.

Chapter Two :Introduction to Listening skills

Chapter Two

Listening skills

Introduction

Since 2005, there have been a shift and rapid advances in podcasting as a new technology for broadcasting audio programs on the Internet. Podcasting is originally used for conveying information and entertaining people, too. But educators considered the huge potential it has for teaching and learning. They have pointed out the huge benefits that podcasting can offer language education, especially with regard to the development of learners' listening skill.This is the aim of this chapter which intends to discuss its nature and its importance in L2 or foreign language learning. It also investigates the different approaches to listening, putting a special emphasis on the aspects which make listening in foreign language hard. It also discusses learning styles and learning and listening strategies related to podcasts .

2.1.The Nature of Listening

Listening is defined and explained by many researchers from different angles . As defined in the Oxford dictionary :(1993,p.206) "Listening is a complex , problem solving skill, and it's more than just perception of sound .Listening includes comprehension of meaning, bearing words, phrases, clauses, sentences,and connected discourse". listening is usually a hard or difficult task to master in one's own language . Listening can be also defined as simply the ability or the capacity to understand language which used by native speakers. This definition has been proposed by Mendelssohn who says that listening is: "the ability to understand the spoken language of native speakers." (1984,p.64). Another definition was proposed by O'Malley *et al*:"Listening comprehension is an active and conscious process in which the listener constructs meaning by using cues from contextual information and from existing knowledge, while relying upon multiple strategic resources to fulfil the task requirements." (1989,p.434).

We can say that this definition seems to be extensive and inclusive of several aspects or elements involved in the listening comprehension process. It also involves the idea of an active and conscious process. This means that a listener is active, conscious and aware of what he is listening to. Besides, he builds expectations and predictions on the basis of

contextual and world knowledge by using different strategies. Yet, one element seems to be lacking, which is schema.

Byrnes said that: "Schema-based understanding, i.e., information stored in long-term memory as frames or scripts which directs the comprehension process." (1984,p.319). In order to understand the meaning of schema, we will deal briefly with schema theory in listening comprehension. For example, Rumelhart provides a good explanation of this theory: "A schema theory is basically a theory about knowledge. It is a theory about how knowledge is represented and about how this representation facilitates the use of the knowledge in particular ways. According to schema theories, all knowledge is packaged into units. These units are the schemata." (1980,p.34). Almost in similar view, Schank and Abelson define schemata as: "Predetermined stereotyped sequences of actions that define well-known situations." (1977,p.37)

Chiang and Dunkel provide another explicit definition of schema. They said that : "The basic tenet of schema theory posits that written text, or spoken discourse, does not carry meaning in of itself. Rather, meaning occurs as a result of the interaction between the reader's or listener's prior knowledge about the world and the text or speech." (1992,p.350). Another definition has been proposed by Lynch and Mendelsohn: "Listening involves making sense of spoken language, normally accompanied by other sounds and visual input, with the help of our relevant prior knowledge and the context in which we are listening." (2002,p.193). So, on the basis of those definitions, we can say that listening comprehension in second language (L2) or foreign language(FL) involves exposure to second language (L2) or foreign language (FL) but with comprehension based on several factors such as schemata, active processing, etc. In other words, discourse knowledge, contextual hints, and world knowledge are necessary in listening comprehension.

2.2. Significance of Listening

Language learning depends on listening since it provides the aural input that helps as the basis for language acquisition and enables learners to interact or communicate in spoken communication.Listening is the first language manner that children acquire. It provides the foundation for all aspects of language and cognitive development, and it plays a life-long role in the processes of communication. A study by Wipft (1984) found that people listen 45 % of the time they spend communicating. He found that 30 % of communication time was spent speaking, 16 % reading, and 9 % writing. That finding

confirmed what Rankin discovered in 1928, that people spent 70 % of their waking time communicating and that three-fourths of this time was spent listening and speaking.

According to Wipft (1984), listening is the fundamental language skill. It is the active medium or access through which people profit or benifit a large portion of their education, their information, their understanding of the world and of human affairs, their ideals, sense of values, and their appreciation. In this day of mass communication, much of it oral, it is of vital importance that students are taught to listen effectively and critically.

According to second language acquisition theory, language input is the most essential condition of language acquisition. As an input skill, listening plays a crucial role in students' language development. Krashen (1985) argues that people acquire language by understanding the linguistic information they hear. Thus language acquisition is achieved mainly through receiving understandable input and listening ability is the critical component in achieving understandable language input.

2.3. Listening in First Language and Second Language

Research has shown that if listening in L1 and L2 seem to be similar in their basic mechanisms, there exist, however, big differences in terms of comprehension and processing on the part of learners. The process of comprehension is said to start before we are even born. According to Flowerdew and Miller, babies who listened to stories before they were born would recognize and attend to such stories rather than other stories when they were born (2005,p.21). This implies that foetuses listen to familiar sounds (mothers' speech) before they are born. With constant exposure to L1 speech, children little by little develop the capacity to recognize different categories of speech and successfully relate them to the external world by means of world knowledge. People in general acquire their L1 without much effort and when exposed to their L1 speech, they do not encounter any comprehension and/or processing difficulties. (*ibid*)

As mentioned above ,we can say that listening means understanding the message. That is something easy in our mother tongue for two main reasons which are : we are exposed to a great variety of input and we are able to predict what is likely to come next using contextual clues. But, do we follow the same strategies in L2 listening. Unfortunately, in the foreign language is not that easy. Firstly because students' experience

of the language is very limited and secondly because the learners lack a whole range of contextual clues while listening, so they cannot anticipate the message ..

2.4. Listening Approaches

During listening process , a learner tends to use such startegies or techniques or approaches that may contribute to comprehension and recall of listening input. Listening strategies can be classified into how the listener processes the input.

2.4.1. The Bottom up Approach.

This approach involves piecing together, in a linear fashion, the parts of what is being heard, so that ultimately the whole content will be clear. Actually, this model of listening was developed by researchers during the 1940s and 1950s. Flowerdew and Miller explain this model :

> "Listeners build understanding by starting with the
> smallest units of the acoustic message:individual sounds,
> or phonemes. These are then combined into words, which,
> in turn, together make up phrases, clauses, and sentences.
> Finally, individual sentences combine to create ideas and
> concepts and relationships between them." (2005,p. 24)

2.4.2 The Top Down Approach

According to Rumelhart, this approach goes from whole to part. It is built on the premise that listening is an interpretive process (1980,p.41). This model should be based on what is heard, and linked to the listeners' background knowledge (schemata). In making a comparison between the two models, Anderson and Lynch, describe listeners in both models:"Listener as tape recorder and listener as active model builder." (1988,p. 9)

2.5.Comparision of the Top down and the bottom up processes

According to this comparison, in bottom up listening, the listener looks like a tape recorder while in top down, the listener is an active model builder. This suggests that top down listening is preferred to bottom up. It is obvious that when learners use their background knowledge to interpret what they are listening to, It is more efficient than when they move from phonemes to larger units.

Listening comprehension tends to be an interactive, interpretive process in which listeners use prior knowledge and linguistic knowledge in understanding messages . Listeners use metacognitive, cognitive and socio-affective strategies to facilitate comprehension and to make their learning more effective. Metacognitive strategies are important because they direct the language learning process(O'Malley & Chamot, 1990, Vandergrift, 1997). Research shows that skilled listeners use more metacognitive strategies than their less-skilled counterparts (*Ibid*). So, we can say that the use of cognitive strategies helps students to manipulate learning materials and apply specific techniques to a listening task. Socio-affective strategies describe the techniques listeners use to collaborate with others, to verify understanding or to lower anxiety.

Mendelssohn argues that bottom up and top down models relate to students' learning styles . He believes that learners who tend to concentrate on fluency rather than accuracy will be most comfortable with the top down strategies, while those who value accuracy very highly will prefer the bottom up strategies. However, he argues that both models are complementary. This idea is reinforced by Peterson who writes: "...proficient listeners use their knowledge of lexis and topic to the confusing sounds in the speech stream.On the other hand, they also use their basic decoding skills to check the progress of the argument." (1991,p.110).

Figue 2.1 sum up the main points which are: listeners built up their understanding of a text by working out what each individual sound was, then adding these up into a word, understanding the word, checking the meaning of that word with the words around them, etc. (a bit like building up a wall from the individual bricks). Although this theory, known as 'bottom-up' (i.e. building up the messages from the individual small pieces), may initially sound appealing, it is virtually impossible to do when we listen to a new dialogue, we start processing the text using skills associated with a second theory ('top-down'), i.e. making use of what we already know to help us predict the structure and content of the text, and getting a general overall impression of the message.
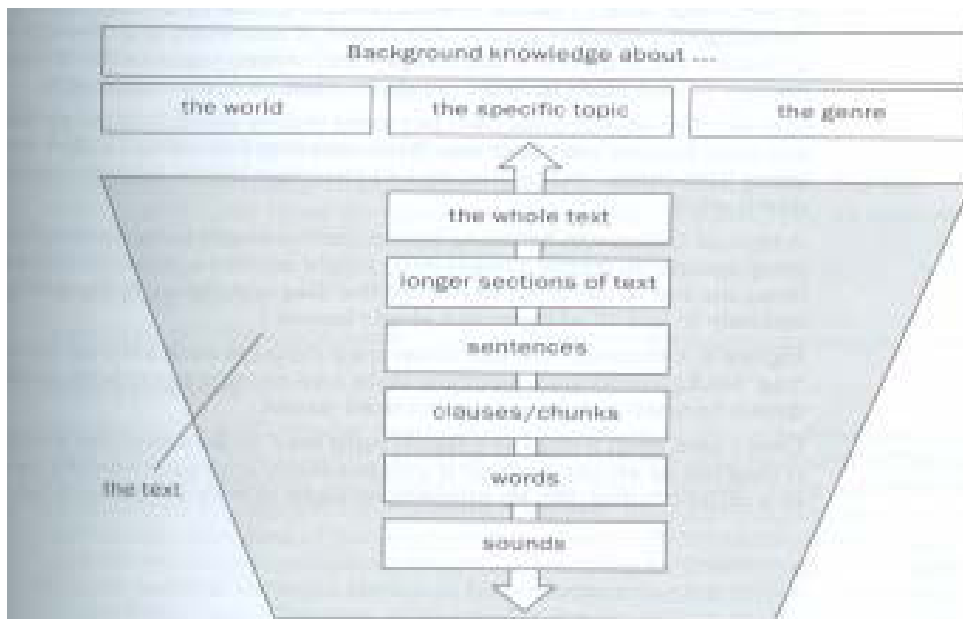
Figure :2.1 Geography of Listening Text   (Scrivener, 2007)

2.6.Types of Listening Skill

Listening is classified into four main types: active listening-, empathic listening, critical listening, and listening for enjoyment. Active listening "involved listening with a purpose" (Barker, 1971). Active listening involves these steps:

(1) listening carefully by using all available senses,

(2) paraphrasing what is heard both mentally and verbally,

(3) checking your understanding to ensure accuracy,

(4) providing feedback

Empathic listening is a form of active listening in which you attempt to understand the other person. You engage in empathic listening by using both mindfulness, which is being "fully engaged in the moment" (Barker, 1971), and empathy, which is the ability to perceive another person's worldview as if it were your own.

In critical listening you challenge the speaker's message by evaluating its accuracy, meaningfulness, and utility. Critical listening and critical thinking really go hand in hand: You

cannot listen critically if you do not think critically. Skills in critical listening are especially important because we are constantly bombarded with commercials, telemarketing calls, and other persuasive messages. (*Ibid*)

Finally, listening for enjoyment involves seeking out situations involving relaxing, fun, or emotionally stimulating information. Whether you are listening to your favorate musical group or television show, or your friend telling a story, you continue listening because you enjoy it.Besides helping you relax, studies show that listening to enjoyable music can even reduce ain for hospital patients (*Ibid*)

2.7.Gender Differences listening Skills

	Women	Men
Purpose For Litsening	**Listen to understand the other person's emotion and to find common interests**	**Listen in order to take action and solve problems**
Listening preferance	**Like complex informationthat requires careful evaluation**	**Like short, concise,unambiguous,and erro-free communication**
Listening awareness	**Are highly perceptive to how well the other person understands**	**Often fail to recognize when others do not understand**
Nonverbal Listening Behaviour	**Tend to be attentive and to have sustained eye contact with the other person**	**Tend to be less attentive and ti use glances to monitor reactions;use eye contact to indicate liking**
Interruptive behaviours	**Interrupt less often , with interruptions usually signalling agreement and supprt**	**Iterrupt more often ; with interrptions often used to switch topics**

Table 2.1 Listening Differences between Men and Women (Rost,2002)

Have you ever had a conversation with a person of the opposite sex and thought afterwards that they just did not listen well? If so, you are not alone. Debra Tannen suggests that men and women have very distinct communication styles that influence

everything from how they use vocal inflections to how they listen. For example, Tannen (2001) suggests that men tend to be more instrumental or task-oriented when communicating whereas women tend to be more relationally oriented. This table explains the listening differnces beteween the men and women in different sides and show us the attiudes that they can tackle them wilhe listening .

2.8.Barriers to Listening

It is usually supposed that listening comprehension is difficult for L2 learners because of many aspects of speech which are more or less obvious. Some of these aspects are explicit and their difficulty is clear and therefore teachable while others are less. Undoubtedly, they complicate the situation and make L2 listeners' task arduous. Whereas L1 listeners are constantly exposed to their native language, L2 listeners are not so privileged. Now,we shift to some of the obstacles that render L2 listening difficult.

2.8.1. Fast Speech (Speed of Delivery)

Listening comprehension develops with pronunciation training because the two skills are interrelated.This means that the two aspects of the same communicative system in English becaue they complete each other we can not neglect speaking from listening or listening from speaking. Bowen has discussed this issue focusing on important learners' effort to understand native pronunciation as it hinders comprehension: " Of course the student must be capable of understanding native pronunciation under normal circumstances of production and does not require of his interlocutors a special style for his personal use." (1972, 85)

As L2 listeners are better prepared when exposed to authentic speech, they should be trained to get familiarized with rapid speech containing all the features of connected speech. This issue is raised by Morley who writes: "Specialized speech oriented listening tasks can help learners develop... their discriminative listening skills....Attention needs to be given to prosodic features and vocal features including the fast speech phenomena found in authentic speech patterns..." (1999,505). So , the listener should pay attention to speach delivery becaue it very important aspect in listening comprehesnsion , if the listener master this aspect , this may help him to catch each word in the conversation or somthing that he /she is listening to

2.8.2. Weak Forms

Another serious difficulty concerns weak forms. Weak forms basically involve the weakening of some vowels in unstressed syllables . Weak forms are syllable sounds that become unstressed in connected speech and are often then pronounced as a schwa(Roach,2001). This difficulty may humper the listener and make him or her confused espeacially if the language is not his /her mother tongue . n the example sentence below the weak form schwa is shown by its phonemic symbol, which looks like an upside down 'e'. schwa examples

2.8.3. Elision and Assimilation

Elision and assimilation are   features of the spoken language that make understanding English difficult for foreigners. The feature of elision consists of the disappearance of some sounds in rapid speech, colloquial speech, especially at words boundaries. A number of phonemes that the foreigners might expect to hear are not actually pronounced. It concerns both vowels and consonants   .The assimilation is one of the aspects of connected speech in which the first sound of the word takes the features of a neighbouring sound (last sound of the previous word.(Roach,1991).So, the listener should be aware of those features because they may hamper him or her while listening to the material and he /she will be some how confused during the interpretation or grasping the meaning .

2.8.4. Stress and Rhythm

A word stress refers to the pattern of stress and unstressed syllables within a word .Generally, there are three levels of stress ,which are often referred to as strong, medial ,and weak .(Roach,1991)

Sentence stress refers to the various stressed elements of each sentence .Therefore, word stress and sentence stress combine to create a rhythm of the English language .Rhythm is defined to be the regular patterned beat of stressed and unstressed syllables.

As far as rhythm is concerned, it is related to stressed and unstressed syllables. Standard English is said to be one of those languages that tends toward a stress-timed rhythm. According to Flowerdew and Miller, "In stress-timed languages like English, the unstressed word tend to be spoken more quickly between the stressed words, in order to maintain the overall rhythm." (32) This means that whatever the number of unstressed

syllables between stressed ones, time will be the same. Unfortunately again, it is hard for L2 listeners to anticipate in that way unless they are shown all these aspects.

2. 8.5. Intonation

Intonation is so important for speakers of other languages because they can send various messages through it. However, if their native language does not have the same range(music), they will have a lot of difficulties in understanding native speakers. This is stressed by (Kelly, 2000) who said that 'Misunderstandings can also arise between speakers who are not aware of the intonation of the other person's mother tongue'. (Kelly, 2000). By changing the intonation pattern, the meaning of the same sentence changes. It depends on the most prominent syllable (receiving the primary stress).

2.9. listening Strategies

O'Malley and Chamot (1990) claimed that there are three main types of strategies: meta-cognitive, cognitive and social strategies. The meta-cognitive strategy was a kind of self-regulated learning. It included the attempt to plan, check, monitor, select, revise, and evaluate, etc. For example, for meta-cognitive planning strategies, learners would clarify the objectives of an expected listening task, and attend to specific aspects of language input or situational details that assisted in understanding the task (Vandergrift, 1997). Generally, it can be discussed through pre-listening planning strategies, while-listening monitoring strategies, and post-listening evaluation strategies.

The cognitive strategies are related to comprehending and storing input in working memory or long-term memory for later retrieval. They are investigated from the aspects of bottom-up strategies, top-down strategies. For bottom-up processing, it refers to using the incoming input as the basis for understanding the message. Comprehension begins with the received data that is analyzed as successive levels of organization-sounds, words, as a process of decoding. For bottom up strategies, Henner-Stanchina (1987) engaged in a similar study and pointed out that effective listeners were good in using their previous knowledge and experience ,integrating new information into their ongoing interpretations, making influences to bridge gaps, assessing their interpretations, and modifying their hypotheses, if necessary.

On the other hand, the top-down processing went from meaning to language (Richards, 1983). Learners can try to predict what will be utterd by a signal. However, Chiu (2006) claimed that listening comprehension was neither only top-down nor bottom-up processing. Lu (2008) summed up that scholars believed listeners not only utilized bottom-up but also top-down processing models.

For social/ affective strategies, Vandergrift (2003) defined the strategies as the techniques listeners used to collaborate with others, to verify understanding or to lower anxiety. Habte-Gabr (2006) stated that socio-affective strategies were those which were non academic in nature and involve stimulating learning through establishing a level of empathy between the instructor and student. They included considering factors such as emotions and attitudes (Oxford, 1990). It was essential for listeners to know how to reduce the anxiety, feel confident in doing listening tasks, and promote personal motivation in improving listening competence (Vandergrift, 1997).

2.10. Listening Instruction

According to (Byrnes, 1984) , listening is a highly-complex solving activities in which listeners interact with a speaker to construct and to interpret meaning, within the context of their experiences and knowledge. When students are made aware from the factors that affect listening, the levels of listening, and the components of the listening process will be more likely to recognize their own listening abilities and engage in activities that prepare them to be effective listeners.   Richard (1983) states that listening activities try to prevent failure so that they can support the learner's interpretation of the text. Listening instruction is usually subcategorized as pre-listening, while-listening, and post-listening activities.

2.10.1. Pre-listening Activities

Schema theory provides strong evidence for the effectiveness of pre-listening activities which includes the outline for listening to the text and teaching cultural key concepts. Listening teacher may select certain words, difficult grammatical structures and expressions to be explained and clarified through the discussion or debat about the topic , and may also ask students to predict the content or what speakers are going to say, based on the information they have already got.(Rost,2002)

Pre-listening activities usually have two primary goals: (a) to help to activate or to refesh students' prior   knowledge, build up their expectations for the coming

information; and (b) to provide the necessary context for the specific listening task. The teacher could follow with a listening comprehension activity, such as two people having a conversation about their daily life. Students must answer true or false questions based on the previous listening activity. An example of a controlled practice activity could be a drill activity that models the same structure or vocabulary (Rost, 2002).

2.10.2. While-listening Activities

Listeners who participate actively in the listening experience are more likely to construct clear and accurate meaning as they interpret the speaker's verbal message and nonverbal cuesor hints . During the listening experience students verify and revise their predictions. They make interpretations and judgments based on what they heard. Listening teacher may ask students to note down key words to work out the main points of the text. Students answer comprehension questions while listening to the text and select specific information to complete the table provided with the text.(Rost, 2002)

While-listening activities usually have some of the following purposes: to focus students' comprehension of the speaker's language and ideas; to focus students' attention on such things as the speaker's organizational patterns; to encourage students' critical reactions and personal responses to the speaker's ideas and use of language. An open-ended activity could follow that allows students to have the freedom to practice listening comprehension in the class about their daily life and asking for further information. (*ibid*.)

Hence,   Listening comprehension should begin with what students already know so that they can build on their existing knowledge and skills with activities designed on the same principle. A variation on the filling in the missing word listening activity could be to use the same listening materials, but to set a pair work activity where student A and student B have the same worksheet where some information items are missing (*ibid*.).

we conclude say that while listening is the most important step in listening because the listener is exposed to the material and at the same time is trying to connect the new material wih his /her background in order to help him/her to understand the task .

2.10.3. Post-listening Activities

Post-listening activities are important because they extend students' listening skill. Post-listening activities are most effective when they are done immediately after the

listening experience. Well-planned post-listening activities offer students opportunities to connect what they have heard to their own ideas and experiences, and encourage interpretive and critical listening and reflective thinking. As well, post-listening activities provide opportunities for teachers to assess and check students' comprehension, and clarify their understandings; to extend comprehension beyond the literal level to the interpretive and critical levels. (Rost,2002)

2.11 Teaching Methods for Listening Comprehension

Some of the teaching methods for improving students' listening comprehension skill are as follows:

2.11.1 Cultivating Students' Listening Skills

Cultivating students' listening skills is one of the most difficult tasks for any ESL or E FL teacher. This is because successful listening skills are acquired over time and with lots of practice. The demands of the task are often frustrating for students because there are no precise rules, as in grammar teaching. Speaking and writing also have very specific exercises that can lead to improvement. However, there are quite specific ways of improving listening skills but these are difficult to quantify. Teachers must develop students' micro skills of listening comprehension. Brown (1990) identifies seventeen listening comprehension micro skills. For beginners, the most important listening skill is discrimination in English pronunciation, intonation and language flow. They need to acquire the crucial skill of identifying the main information.

Brown (1990) recognizes that when students acquire basic discrimination ability, they can select and analyze the meaning of what they hear and grasp the main content. In the teaching process, teachers should cultivate students' ability to select main information and instruct students to control the general meaning of listening materials on the whole. In class, for example, teachers can ask students to listen to the general meaning of the passage, and to sum up key points and main information.

2.11.2. Textbook-based Learning and Other Listening Contexts

Rost(2002) asserts that listening lessons require listeners to concentrate on the content and make fast responses to what is heard. If students are passive and apprehensive during listening training, they will probably feel nervous and wary of taking chances. Teachers

need to take a non-punitive approach and structure lessons that are varied, vivid and interesting. Teachers need to select a wide range of materials to increase listening content besides using textbooks. Students need to listen to different levels of English in order to be exposed to natural, lively, rich language, such as listening to English songs, seeing films with English text. In these ways it is possible to raise students' enthusiasm, cultivate their listening interests, and achieve the goals of learning English.

2.11.3 Combining "Intensive Listening" with "Extensive Listening"; Focusing on Listening

Rost (2002) said that intensive listening requires students to understand the meaning of each discourse and, ultimately, to understand every sentence and word. Generally, intensive listening requires students to listen to a text several times, or divide the text into paragraphs and sentences to understand each one; or by doing dictation word by word. The goal is for students to understand every sentence. Alternatively, extensive listening does not require students to understand every sentence, and every word, instead, students are encouraged to grasp the general meaning of the passage. The key point of listening is to understand the content. The purpose of intensive listening is to build basic listening skills, while extensive listening is to strengthen and enlarge effectiveness of intensive listening in order to improve overall listening ability.

2.11.4 Integrating Listening with Other Skill

According to Rost(2002), listening comprehensive ability plays an important role in acquisition and improvement of language skills. Therefore, in listening teaching, there is a need to combine the development of listening ability with the development of other skills such as reading. In order to improve listening ability it is necessary to listen frequently to a teacher reading well, since it is very difficult to generate a high quality output without appropriate input. Secondly, students need to practice reading aloud among themselves. By such activity students will learn to combine the act of listening with reading. Students must be actively engaged in producing language of high quality if they are to improve their English proficiency levels.

Similarly, by combining listening with writing, teachers can divide the work into two parts. First, students might answer teachers' questions in written English after listening to spoken language material. Secondly,It is also important to remember that good listening

entails recalling the essence of the material rather than the precise detail. Thirdly, teachers should combine listening activities with speaking in ways that bring out the basics of oral communication. Inevitably, listeners will lose the information resources without speaking; speaking will lose its objective without careful listening and, as a result, speaking ability will not be acquired. Listening and speaking rely on each other and regulate each other. It is important to strengthen listening through speaking and to improve speaking through listening.(ibid)

2.12. General Principles in Teaching Listening Comprehension

Listening comprehension (LC) lessons must have definite goals, which are carefully stated. These goals should fit into the overall curriculum, and both teacher and students should be clearly aware of what they are dealing with.

1. Listening comprehension lessons should be constructed with careful step by step planning. This implies, that the listening tasks progress from simple to more complex I. e from the easiest to the most difficult as the student gains in language proficiency; that the student knows exactly what the task is and it is given directions as to what to listen , where to listen, when to listen, and how to listen by the teacher .

2. LC lesson structure should demand active overt student participation. The most overt student participation involves his written response to the LC material," and that immediate feedback on performance helps keep interest and motivation at high levels.

3. LC lesson should provide a communicative urgency for remembering in order to develop concentration. This urgency, which along with concentration is a key factor in remembering, should come not from the teacher, but from the lesson itself. This is done by giving the students the writing assignment before they listen to the material.

4. Listening comprehension lessons should stress conscious memory work. One of the goals of listening is to strengthen the students' immediate recall in order to increase their memory spans. "Listening is receiving, receiving requires thinking, and thinking requires memory; there is no way to separate listening, thinking, remembering."they go hand in hand

5. Listening comprehension lessons should teach not test. This means that the purpose of checking the students' answers should be viewed only as feedback, as a way of letting the

students' find out how they did and how they are progressing. There should be no pass/fail attitude associated with the correction of the exercises (Paulston & Bruder, 1976).

Above all, the teacher should be aware of those principles while teaching listening skills to students .This may help him to deliver piece of information and to facilitate for students to understand the task that are exposed to .

2.13. Suggestions For Improvement Of English Listening

In this section , we are going to suggest some strategies or procedures to help the listener to improve his or her comprehension while listening .

2.13.1. Classroom procedure

2.13.1.1 Preparing Students to Listen

Students can make use of analogy to predict and interpret language with past similar experiences (Rost,2002). They have a range of schemata knowledge about particular people, places, situations and text-types which they can call up and use as points of comparison with what is currently being heard and experienced (Ibid). Prediction is an important process in English listening. EFL learners use their perception of the key features of context and their knowledge of the world to limit the range of possible utterances they are about to hear. This ability helps students to process the message for deviations from what was expected, reducing their memory load in order to monitor the incoming message more efficiently (*Ibid*).

In the initial stage, it is the teachers' task to guide students to gradually develop how to predict from the known information of the text. Visual support and transcript are two important sources of support to students. In the form of pictures, graphs, diagrams, maps, etc., the visual support can help students to predict incoming listening materials easily by supplying cultural information. It can provide support by reinforcing the aural message and training them to listen to some difficult specific information. To some students, what is heard is kind of ―sound‖ or ―noise‖ instead of meaningful information and they are very reluctant to pay attention to the overall message but understand every single word. For these reasons a transcript is valuable for it allows students to go back after the initial attempt so that they can check to make sure they can hear and understand everything, increasing their interest and confidence in further listening (*Ibid*).

2.12.1. 2. Providing Students with Positive Feedback

Providing positive feedback for students means ensuring an experience of success, which helps remove the mental block of the type discussed by Krashen (1985). In contrast, repeated failure can result in a panic and a real psychological barrier to effective listening. If there is a failure for understanding, diagnosing the cause of the failure is so important that remedial action can be taken. Neglecting the failure for a moment is unreasonable for it pushes students to slide into confusion and even into further failure.

2.14 .Using ELT Podcasts to Enhance Students' Listening Skills

Obviously, ELT podcasts can be used for intensive and extensive listening activities. There is, however, a strong case for using ELT podcasts for extensive listening, for the purpose of motivating student interest in listening to English, and providing them with exposure to native speakers' speech (Rost, 1991). Stanley (2006) emphasizes that podcasts offer students a wide range of possibilities for extra listening both inside and outside of the classroom: "Supplementing the scripted and stilted textbook listenings with the real life authentic conversations you can find on many podcasts is an attractive option for language teachers. These extracts can bring a range of different voices and varieties of English into the classroom" (p. 2).Besides to that , more advanced learners can be encouraged to listen to authentic podcasts. This activity effectively bridges the gap between the formal English which dominates most second language classrooms and the informal English used in most real-life communication events.

Conclusion

This chapter has discussed listening comprehension and its importance in learning and teaching processes. Researchers stressed the importance of distinguishing listening in L1 and L2 and highlight the main obstacles that hinder comprehension in Listening process. Besides this, some of strategies have been discussed in order to understand better how L2 or FL learners come to terms with L2 FL. In addition , with a special emphasis on technology using podcasts that individual listeners can use them to develop their listening abilities and their learning capabilities in general. With regard of the task of being teacher is to help students find out about their own listening strategies . He tries to push the students to use listening strategies to cope with difficulties that may encounter them ,but

they are just not aware of that. Therefore , the teacher acts as a guide to help them to be aware and make most of whatever strategies they use long as it works for them. This can be done through encouraging them to thing aloud and share their ideas in class discussion.

Chapter Three :Implementation of the Experiment

Chapter Three

The Implementation of The Experiment

Introduction

The present study seeks to evaluate the effectiveness of using podcasts for developing listening comprehension. This chapter presents the experimental study which has been conducted at Omar Driss high schooln, El kantara" .A detailed description of the experiment is provided by defining its aims , the population under study , the sample and the content of experiment.

3. 1 Aim of the Experiment

As it is pointed out in the introduction, the aim behind this experiment is to contribute in improving the teaching listening skills process through using E learning "podcasting" . It will investigate the effectiveness of this e-learning method in teaching listening and compare it with the traditional method. Thus, we will teach listening to two groups of second year at El-kantara secondary school. We have chosen those two groups to be the sample in this experimental study . The groups have been selected non randomly one to the experimental group and the other one to the control group .In addition , we are not going to follow the syllabus content given by the government because in this level they tackle each unit around one month and two weeks. E each unit has just one session devoted to listening ; this will not help us that is why we did courses according to the CBA. The experimental group will be taught using podcasts which is a new method that we are trying to apply while the controlled group will continue with the traditional one .

3.2. The Population and Sample

The sample , as mentioned above, consists of two groups of second year studentsEl Kantara Secondray School. One group is non randomly considered as the experimental group and the other one as the control group. They represent the whole population of Second year students–. . Two groups of Second Year students were involved, an Experimental group (n=37) and a Control one (n=23).Their ages are between 16 and 17
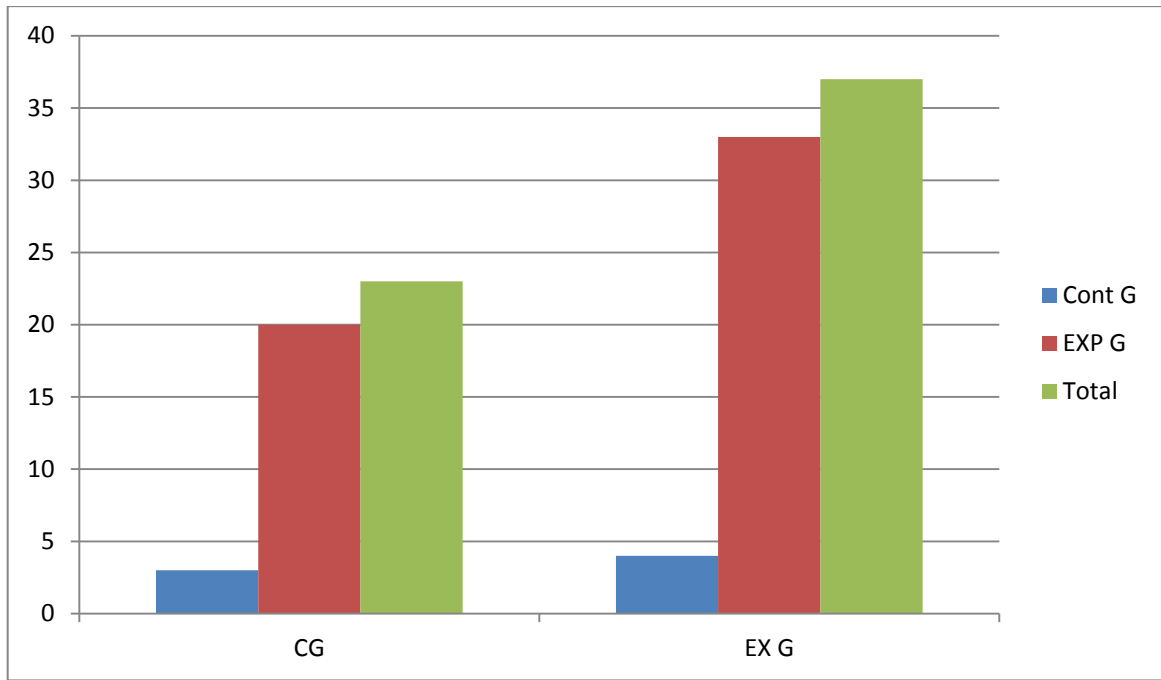
Figure 3.1 : (Group 1: Experimental Group; Group 2: Control Group)

Additionally, they all had the same exposure to English through formal classes in intermediate and secondary school. Similarly, since they are from the same country, it is reasonable to assume that they shared a homogeneous EFL background. They also matched each other in grade" second year", major (science).

The Experimental group, as shown in Table 1, represents 74. % of the sample of the study; whereas the control group represents 46 %. Hence, the whole sample represents 46?87 % of the population of the study.

	Frequency	Percentage
Control group	23	46%
Experimental group	37	74%
Total	60	46,87%

Table 3.1 :Sample Distribution

	Pre-test	Treatment	Post-test
Experimental Group	O1	Xt	O2

Non randomly assigned to

Sample of research participants

	Pre-test	Treatment	Post-test
Control Group	O1	Xc	O2
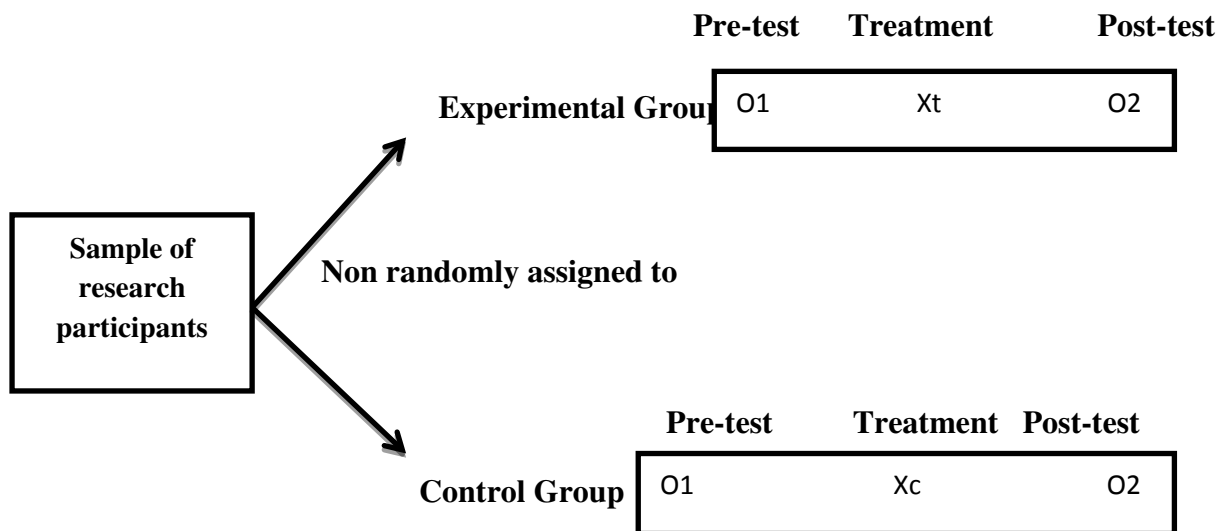
Figure 3.2: Pretest-Posttest Control-Group and Experimental Design

(Adapted from Johnson & Christensen, 2004, p. 283)

O1 and O2 represent the pre-test and post-test assessment of the dependent variable.

XT represents the treatment condition.

XC represents the control or standard treatment condition.

As shown above, , this figure represents the scheme of this work that we rely on to do the treatment . A pre-test was administered to both groups at the same time. The experimental group studied Listening skills according to the new method "using podcasts and the control group studied according to the traditional approach. The researcher taught listening to the Experimental Group whereas the controlled Group was taught by another teacher. Resources other than the textbook were used in order to Sample of research participants gather communicative materials. At the end of the experiment, which lasted four weeks in the second term (2013), a post-test was administered to both groups.

3.3.Experimental Procedure

This experiment was carried out into three stages :

1.   Pretest : it was administrated to both groups controlled and experimental (N=60).It contained two parts , the first one contains just introductory questions, then the second one is the conversation with many gaps and the students are asked to fill those gaps.This task was chosen on purpose as it was intended to assess and evaluate

their comprehension and how much they can catch up and know words or expression they are asked to pay attention to .

The participants have sat for t he test In a regular session,. They have listened to the chosen passage and filled in the gaps . They have accomplished the test individually and silently in approximately 30 minutes after which their copies have been gathered to be analysed.

2. Treatment :

The independent variable used in this study consisted of two conditions: an experimental condition in which the students practised listening skills according to the principles of the Podcasting and a control condition in which the students are exposed to listening skills according to the traditional methods. The dependent variable was the listening skills of both groups.

The experimental group interacted in a learner-centred class. At the beginning, we explained the aims of the experiment and its principles. we also familiarized the students with a few communicative daily language situation, such as booking a hotel or a flight ,ordering fast food at restaurant, .In addition, the students were asked to learn some basic expressions necessary for expressing forgiveness, appreciation, joy. Structure was mostly taught implicitly (inductively) and sometimes explicitly (deductively) whenever needed because "both usage and use are essential elements of communicative competence" (Tongue & Gibbons, 1982, p. 65). This means that students are going to acquire language structures simultaneously while they are engaged and involved in tasks and activities, that is, without forcing them to participate and without necessitating mastery of certain rules. In order to do that, we avoided long presentations.

Furthermore, we focused on the use of dialogues in everyday situations, using different types of podcasts. In the language lab, the students' seats were arranged in paired group of two in order to practice conversation easily. We introduced and facilitated the communicative activities, and we acted as an observer and a monitor while the students performed the tasks. Whenever needed, the teacher should, as Taylor (1983) says, offer forms, introduce new patterns and notions, explain structures, provide vocabulary

3.**The Post-test** : It was another test about listening comprehension using the new method that we did with them in many session to check and tie test their level after extensive courses but using the same type of activities as they did with pre test .

3.4. The Content of the Experiment

The experiment includes a series of lessons gathered from various sources provided that they help students to improve their listening comprehension. The courses that we prepare are out of their syllabus as we said before . Based on that, we created a blog in the network as it is their E text book .They will find the courses of listening there with different activities that are related to the course. Those courses are called podcasts i.e. in format of audio and videos .

Course N° 1:

The first Course: Confirming a hotel booking

Lesson Focus:

•The students will work on Listening comprehension

•The focus will be on the aspects of language :Phonology , morphology , syntax , semantics

Objectives: By the end of the course , students will be able

•To know how to deal with this situation that may encounter them in the real life using some of those expressions with right pronunciation .

Competencies :The competencies planned for the learners to achieve in this course are :

•They will improve their abilities in listening comprehension .

•They can understand at least general meaning of native speakers' speech

Required materials and /or resources

•Listening to the podcast

•Using the computers and its programs

Time : this course will be coverd in 1 hour (one session)

Pre listening

The teacher is going to prepare student to the task that they deal with , in other words , he is going to explain the situation or may ask introductory questions that are related to the task .

While listening

The students will be exposed to the podcast i.e they will listen to it and try to understand the meaning in order to be able to do activities .

Post listening

They will listen to the podcast again in order to check their answers if they are correct or wrong .

At the end of the course ,

The teacher will ask them to act as role play .

The course is entitled " confirming a hotel booking". It is a first course that the students tackle with me .firstly , we did warm up to activate their prior knowledge about that topic. Next , they were exposed to the podcasts with great attention as what we have noticed because it was the first time they listen to the native speakers and using the laboratory too .They were so motivated and they like so much the scheme of work as it was new for them . Then , they did this activity that was filling in the gap while listening to the podcasts , we divided the activity in two parts because it is a long conversation . At the end , we asked them to ac as role play and try to put themselves in this context . see the appendix 2

Course N°2

The second Course: Travel Arrangements "flights"

Lesson Focus:

•The students will work on Listening comprehension

•The focus will be on the aspects of language :Phonology , morphology , syntax , semantics

Objectives: By the end of the course , students will be able

•To know how to arrange a travel "how to book a flight "

•To be students familiar with those key vocabulary :

   Destination, catch , go with , available, transfer , arrival,vegetarian

Competencies :The competencies planned for the learners to achieve in this course are :

•They will improve their abilities in listening comprehension .

•They can understand at least general meaning of native speakers' speech

Required materials and /or resources

•Listening to the podcast

•Using the computers and its programs

Time : this course will be covered in 1 hour (one session)

 Pre listening

        The teacher is going to prepare student to the task that they deal with , in other word , he is going to explain the situation or may ask introductory questions that are related to the task .

While listening

        The students will be exposed to the podcast   i.e they will listen to it and try to understand the meaning in order to be able to do activities .

Post listening

        They will listen to the podcast again in order to check their answers if they are correct or wrong .

At the end of the course

The teacher will ask them to act as role play.

The course is entitled "Travel Arrangements "flights" ".It is a second course that the students tackle with me .firstly , we did warm up to activate their prior knowledge about that topic. Next , they were exposed to the podcasts with great attention.. Then , they did this activity that is fill in the gap while listening to the podcasts , we divided the activity in two parts because it is a long conversation . At the end , we asked them to ac as role play and try to put themselves in this context . see the appendix 3

Course N°3

The third Course: At restaurant ""Ordering Fast Food ""

Lesson Focus:

•The students will work on Listening comprehension

•The focus will be on the aspects of language :Phonology , morphology , syntax , semantics

Objectives: By the end of the course , students will be able

•To know how to behave at restaurant

•To know how to order a fast food

Competencies :The competencies planned for the learners to achieve in this course are :

•They will improve their abilities in listening comprehension .

•They can understand at least general meaning of native speakers' speech

Required materials and /or resources

•Listening to the podcast

•Using the computers and its programs

Time : this course will be covered in 1 hour (one session)

Pre listening

The teacher is going to prepare student to the task that they deal with , in other word , he is going to explain the situation or may ask introductory question that are related to the task .

While listening

The students will be exposed to the podcast i.e they will listen to it and try to understand the meaning in order to be able to do activities .

Post listening

They will listen to the podcast again in order to check their answers if they are correct or wrong .

At the end of the course

The teacher will ask them to act as role play.

The course is entitled "At restaurant ""Ordering Fast Food "" .It is a third course that the students tackle with me .Firstly , we did warm up to activate their prior knowledge about that topic. Next , they were exposed to the podcasts with great attention.. Then , they did this activity that is fill in the gap while listening to the podcasts , we divided the activity in two parts because it is a long conversation . At the end , we asked them to act as role play and try to put themselves in this context . see the appendix 4

CourseN°4

The Fourth Course: Nightclub

Lesson Focus:

•The students will work on Listening comprehension

•The focus will be on the aspects of language :Phonology , morphology , syntax , semantics

Objectives: By the end of the course , students will be able

•To know some phrases and expression that are new for them

Competencies :The competencies planned for the learners to achieve in this course are :

•They will improve their abilities in listening comprehension .

•They can understand at least general meaning of native speakers' speech

Required materials and /or resources

•Listening to the podcast

•Using the computers and its programs

Time : this course will be covered in 1 hour (one session)

Pre listening

The teacher is going to prepare student to the task that they deal with , in other word , he is going to explain the situation or may ask introductory question that are related to the task .

While listening

The students will be exposed to the podcast i.e they will listen to it and try to understand the meaning in order to be able to do activities .

Post listening

They will listen to the podcast again in order to check their answers if they are correct or wrong .

At the end of the course

The teacher is going to ask students , what do they have benefit from this course .

The course is entitled "Night Club "It is a fourth course that the students tackle with me .firstly , we did wram up to activate their prior knowledge about that topic. Next , they were exposed to the podcasts with great attention.. Then , they did this activity that is fill in the gap while listening to the podcasts , we divided the activity in two parts because it is a long conversation . At the end , we asked them to act as role play and try to put themselves in this context . see the appendix 5

The Fifth Course: Making arrangement

Lesson Focus:

•The students will work on Listening comprehension

•The focus will be on the aspects of language :Phonology , morphology , syntax , semantics

Objectives: By the end of the course , students will be able

•To know some phrases and expression that are new for them

Competencies :The competencies planned for the learners to achieve in this course are :

•They will improve their abilities in listening comprehension .

•They can understand at least general meaning of native speakers' speech

Required materials and /or resources

•Listening to the podcast

•Using the computers and its programs

Time : this course will be coverd in 1 hour (one session)

Pre listening

The teacher is going to prepare student to the task that they deal with , in other word , he is going to explain the situation or may ask introductory question that are related to the task .

While listening

The students will be exposed to the podcast i.e they will listen to it and try to understand the meaning in order to be able to do activities .

Post listening

They will listen to the podcast again in order to check their answers if they are correct or wrong.

At the end of the course

The teacher is going to ask students, what do they have benefit from this course.

The course is entitled "making arrangement "" .It is a fourth course that the students tackle with me .firstly , we did warm up to activate their prior knowledge about that topic. Next , they were exposed to the podcasts with great attention.. Then , they did this activity that is fill in the gap while listening to the podcasts , we divided the activity in two parts because it is a long conversation . At the end , we asked them to act as role play and try to put themselves in this context . see the appendix 6

The Sixth Course: camping under stars

Lesson Focus:

•The students will work on Listening comprehension

•The focus will be on the aspects of language :Phonology , morphology , syntax , semantics

Objectives: By the end of the course , students will be able

•To know some phrases and expression that are new for them .

Competencies :The competencies planned for the learners to achieve in this course are :

•They will improve their abilities in listening comprehension .

•They can understand at least general meaning of native speakers' speech

Required materials and /or resources

•Listening to the podcast

•Using the computers and its programs

Time : this course will be covered in 1 hour (one session)

 Pre listening

The teacher is going to prepare student to the task that they deal with , in other word , he is going to explain the situation or may ask introductory question that are related to the task .

While listening

The students will be exposed to the podcast i.e they will listen to it and try to understand the meaning in order to be able to do activities .

Post listening

They will listen to the podcast again in order to check their answers if they are correct or wrong .

At the end of the course

The teacher is going to ask students , what do they have benefit from this course.

The course is entitled "camping under stars """ .It is a Sixsth course that the students tackle with me .firstly , we did warm up to activate their prior knowledge about that topic. Next , they were exposed to the podcasts with great attention. Then , they did this activity that is fill in the gap while listening to the podcasts , we divided the activity in two parts because it is a long conversation . At the end , we asked them to act as role play and try to put themselves in this context . see the appendix 7

Conclusion

In this chapter ,we have been described the scheme of the research . We have tackled the description of the experiment and its aim, the population sample ,and the content of the experiment. In addition to that , we applied the new method "using podcast "in Listening to the experimental group .Because we do not have enough time , we did extensive courses with many different situations that may encounter them in their lives around one month i.e. .second term . During the session , The tutties were trained how to catch from the podcast one word , question , answer ,then the meaning of each expression .In addition to this, they were exposed to the original source "native speakers" ,and it is first time they did those task like this .,which means they used to listen just to teacher's

talk even in the material or script of listening tasks are required to use technology , but they neglect this side which is so important for the tutties.

Chapter Four : Evaluation of the Results and Findings

Chapter Four

Evaluation of the Results and Findings

Introduction

The main aim of this study is to explore whether an experimental application of the podcast could positively affect second-year secondary students' overall listening comprehension. In this chapter, we will show the results questions and hypothesis related to this problem. The mean and standard deviation scores of both the controll and experimental groups are provided to be used to compare the pre test and post-test in order to find out whether there is positive improvement in the participants' listening comprehension caused by the treatment. After that, we will analyse the qualitative data collected through a questionnaire administered to teachers from different high schools to support and confirm the quantitative results .But before tackling those points we will have a look at the participants and tests to gain much better understanding.

4.1 The Sample

In this experiment, we used two intact groups, the experimental group composed of fifty students (N=60), i.e. controlled group (N=23) and the experimental group (N=37) of second year student chosen randomly. The experimental group was exposed to listening using a new method through podcasting, while the control group was taught as usual .All of them were exposed to English from first year in middle school.

4.2 The Pre-test

The task, which was given to the participants , is a simple and direct type of test where they were asked to listen to a passage that was read by me , then to answer the activities that are related to the pre -test. The main purpose of this task is to assess and evaluate their level and the degree of their comprehension and how many expressions they can catch, and this is my objective to see if they can or cannot. The time allotted to answer the activities was half an hour. The data was collected at that time and it will be used to be compared with the results after the treatment.

4.3 The Post-test

The post test was another task which looks like the pre-test but in another dimension that is using podcast while listening to the material not like the pre-test . It is not a conversation like what we did in the pre-test, it is like a documentary about library tour with a guid . They were also asked to listen carefully to the podcast and try to answer the activities which are different from the pre-test but they have the same objective, to assess and evaluate their improvement in listening comprehension after the treatment..The time allotted to answer the activities was just half an hour .The data was collected in the same session in order to be compared with the pre-test to test whether there is positive improvement in listening comprehension.

4.4 Quantitative Results of the Control Group (Descriptive Statistics)

In this section , we are going to focus on the results of descriptive statistics of controlled group after doing the pre test in terms of the achievement .

4.4.1 Pre-test Achievement

As stated above, before the treatment we collected quantitative data in terms of pre-test. The results are shown in the following tables below:

Scores	Frequencies	N° of correct answers
2/20	6	1
4/20	5	2
6/20	2	3
8/20	3	4
10/20	4	5
12/20	2	6
14/20	1	7

Table: 4.1 The Control Group Pre-test Scores, their Frequencies, and Number of correct Answers

Knowing that each correct answer is scored on 2 points, It becomes clearer that the table above displays that the lowest score with the pre-test is 2 out of 20.It is obtained by (6) participants who have answered correctly to only one question out of ten. (5) Of participants have scored from 4 till 8 which means that they have not reached more than 3-

4 correct answers. (7) Of participants have been successful in providing 5-7 correct answers.

N°	Mean	Stdrs.Deviation
01	1	0.70
02	1	0.70
03	6	4.24
04	1	1.41
05	4	2.82
06	6	4.24
07	4	2.82
08	5	3.53
09	2	1.41
10	7	4.94
11	5	3.53
12	4	2.82
13	1	0.70
14	3	2.12
15	4	2.82
16	2	1.41
17	2	1.41
18	5	3.53
19	1	0.70
20	1	0.70
21	5	3.53
22	5	3.53
23	6	4.24

Table 4.2: The Control Group Pretest Results

N	Tests	Mean	Standard Deviation

23	Pre test	3.25	2.51

Table4.3: The Control Group Overview of Mean Scores of Listening Comprehension

The results in this table 4.2 indicate that students' listening comprehension with the task given to them differs from 1 to 6. This proves that the majority of the students do not have the same level and do not use the same strategies to deal with the material that they were exposed to and also the traditional method affect in their understanding of the material. This illustrates to us that the second year students in general are not really good listeners as the mean recorded was just (3.25) and standard deviation recorded as(2.51)
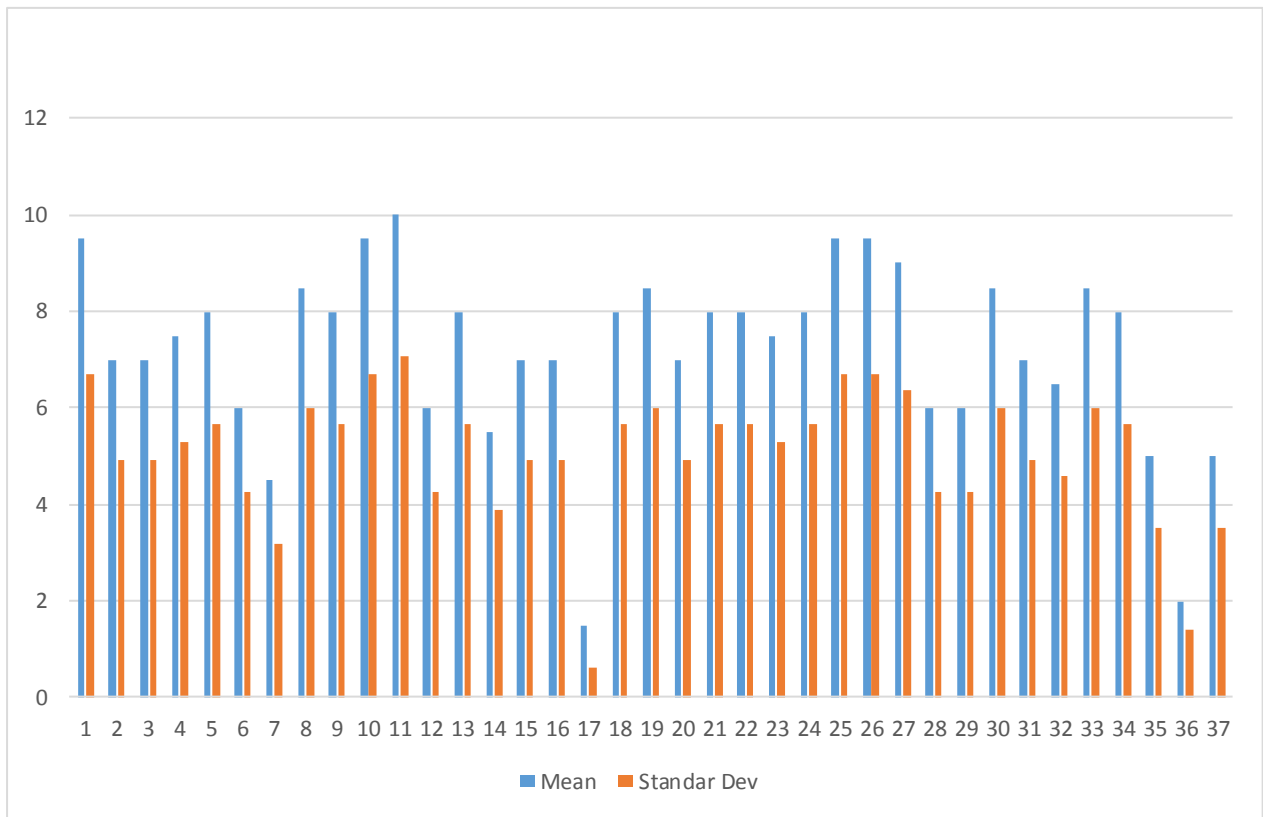
Figure 4.1: The Control Group Prestest Results

The table shows us the frequencies obtained in the pre test of control group as follow :

Means	Frequencies
1	6

2	3
3	1
4	4
5	5
6	3
7	1

Tables 4.4 : The control Group Pretest Means frequencies

We can deduce from this table that the mean scores of the pre-test vary from 1to7 with the following frequencies:

- 14 informed recorded means from 1 to 4'''.
- And just 9 recorded from 5 to 7.

We conclude that the majority of students have lack of listening comprehension and they need to improve their abilities in this skill.

4.5 Quantitative Results of the Experimental Group (Descriptive Statistics)

In This section , we are going to focus on the results of descriptive statistics of the experimental group after doing the pre test in terms of the achievement .

4.5.1. Pre-test achievement

Before the treatment we collected quantitative data of the experiment group through pre-test. The results are shown in the following tables below:

Scores	Frequencies	N° of correct answers
0/20	2	0
2/20	1	1
4/20	1	2
6/20	3	3
8/20	6	4
10/20	5	5
12/20	7	6
14/20	9	7

16/20	2	8
18/20	1	9

Table4.5:The Experimental Group Pre test scores, their frequencies, N° of correct answers

In this table, each correct answer is scored on 2 points, it becomes now clear for us that the lowest score in the pre-test is 0 /20 .It is obtained by 2participants who have not answered correctly .14of participants have scored from 2 till 8 which means that they have not reached more than 1-4correct answers .23 of participants have been successful in providing 5-9 correct answers.

N° of correct answers	Mean	Standard Deviation
01	4	2.82
02	6	4.24
03	4	2.82
04	6	4.24
05	6	4.24
06	7	4.94
07	4	2.82
08	7	4.94
09	8	5.65
10	6	4.24
11	7	4.94
12	5	3.53
13	6	4.24
14	3	2.12
15	3	2.12
16	4	2.82
17	4	4.94
18	0	0
19	4	4.94
20	3	2.12
21	6	4.24
22	5	3.53
23	5	3.53
24	7	4.94
25	8	5.65

26	7	4.94
27	9	6.36
28	5	3.53
29	5	3.53
30	7	4.94
31	7	4.94
32	7	4.94
33	6	4.24
34	0	0
35	7	4.94
36	5	3.53
37	5	3.53

Table4.6: The Experimental Group Pretest Results

N	Tests	Mean	Standard Deviation
37	Pre test	4.48	3.93

Table4.7: The Experimental Group Overview of means scores of Listening Comprehension

The results in this table 4.6 indicate that students' listening comprehension varies from 0 to 9. This prove that the majority of students have different levels and do not use the same strategies to deal with the material they were exposed to and also the traditional method does not help them develop their listening comprehension. This indicates that the second year (EXP) are generally not competent listeners as the mean recorded was just (4.48) and Standard deviation recorded just (3.93)
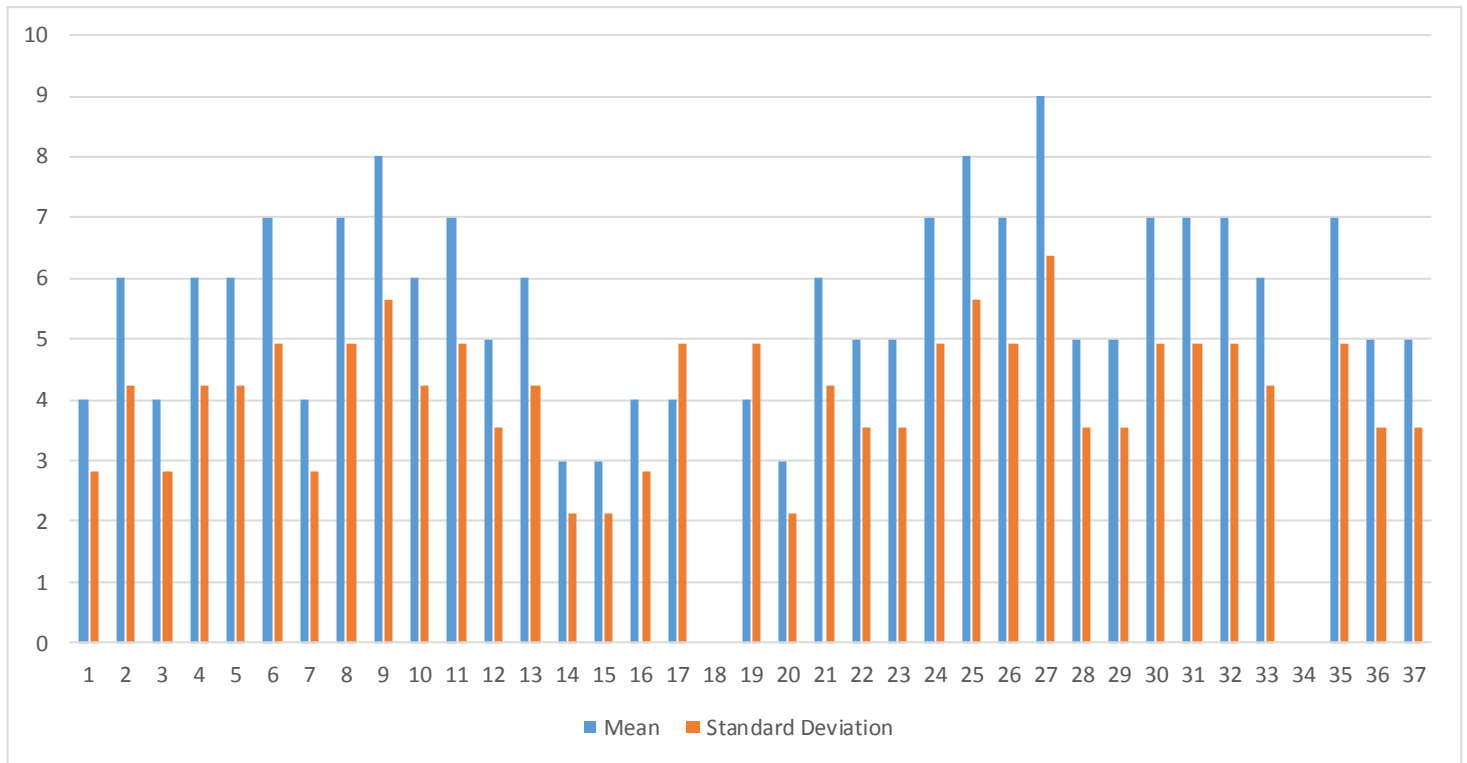
Figure 4.2 : The Experimental Group Pretest Results

The table shows us the frequencies obtained in the pre test of experimental

group as follow :

Means	Frequencies
0	2
3	3
4	6
5	7
6	7
7	9
8	2
9	1

Table 4.8 : The Experimental Group Means frequencies

We can deduce from this table that the mean scores of the pre-test vary from 0 to 9 with the following frequencies:

• 11informed recorded means from 0 to 4"'.

• And just 26 recorded from 5 to 9.

We conclude that the majority of students don't have lack of listening comprehension but they miss some techniques to improve their abilities in this skill.

4.6 The Control Group Achievements

4.6.1 Posttest Achievement

Scores	Frequencies	N.of Correct answers
4/20	2	2
6/20	1	5
7/20	5	5
8/20	2	6
9/20	3	6
10/20	2	8
11/20	2	8
13/20	3	11
14/20	1	11
15/20	1	11
16/20	1	13

Table4.9: The Control Group Post test Scores, Frequencies, Number of correct answers

Based on this table , we notice that there are different scores. The participants got the same correct answers ,this is according to the way of correction .In this post-test composed of two different parts : in the first one, they tick the right answer, 2 points out of twenty for each answer. The second part is a short paragraph with missing gaps , the participants are asked to fill in those blanks with the right expression while they are exposed to the podcast , it is marked ten out of twenty .

It becomes clear that the table above shows that the lowest score in the post test is 4 out of twenty by (2) participants .The highest score is 16 by 1 participant .(13) participants

N° of correct answers	Means	Standard Deviation
1	2	1.41
2	3	2.12
3	7	4.94
4	4.5	3.18
5	4	2.82
6	7.5	5.30
7	6.5	4.59
8	5	3.53
9	5	3.53
10	8	5.65
11	6.5	4.59
12	4.5	3.18
13	2	1.41
14	4.5	3.18
15	3.5	2.47
16	3.5	2.47
17	3.5	2.47
18	4	2.82
19	3.5	2.47
20	3.5	2.47
21	5.5	3.88
22	5.5	3.88
23	6.5	4.59

who have not reached the average while (10) participants have reached the average .

Table 4.10: The Control Group Posttest Results

N	Test	Mean	Standard Deviation
23	Post test	4.73	3.36

Table4.11: The Control Group Overview of Means Scores of Listening Comprehension

The results in this table indicate that students' listening comprehension varies from 2to u 7.5.This proves that the majority of students do not use the same strategies to deal with the material that they were exposed to the podcast and also the podcasting affects their listening comprehension.
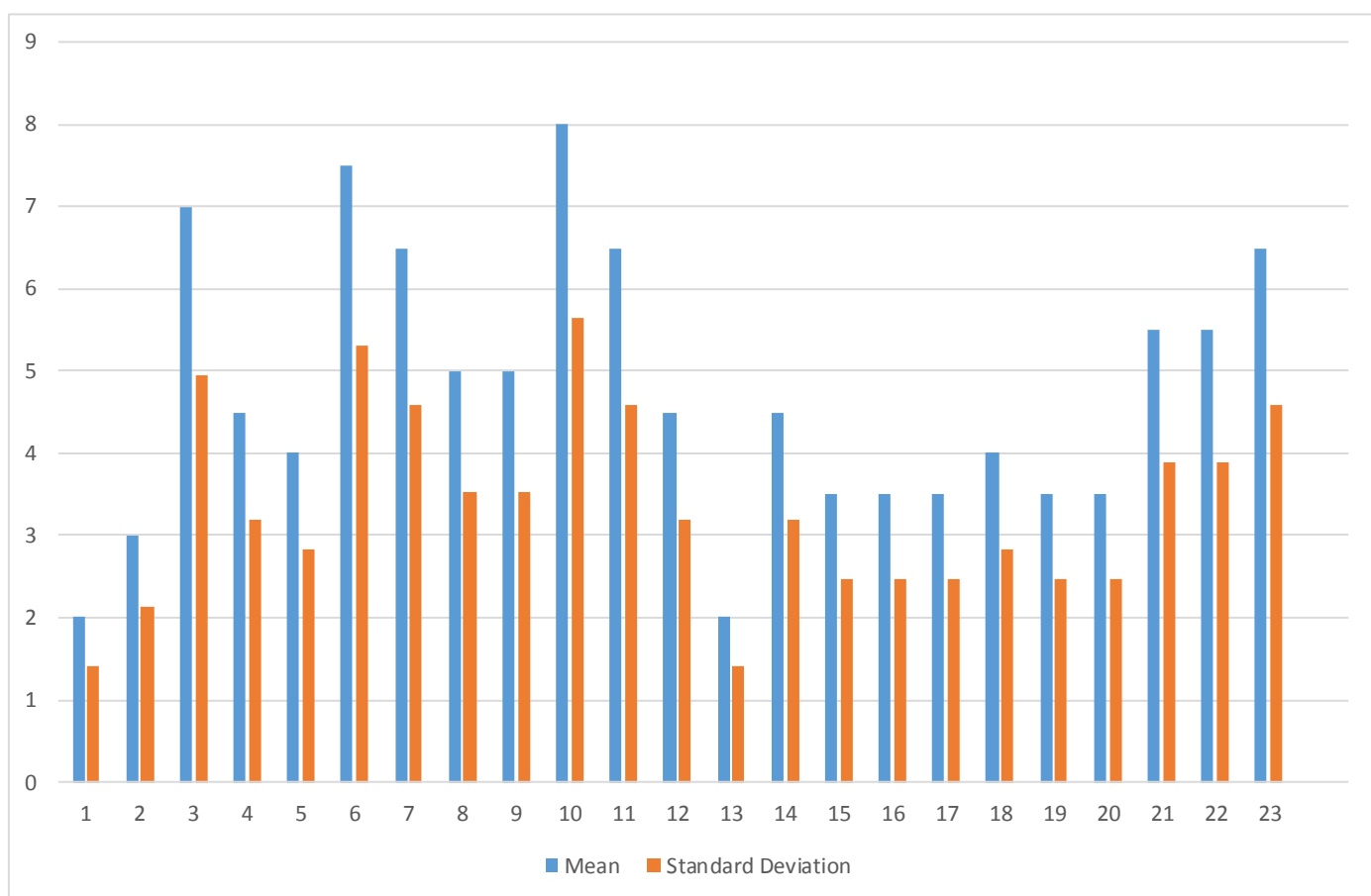

Figure 4.3 : The Control Group Posttest Results

The table shows us the frequencies obtained in the post test of control group as follow :

Means	Frequencies
2	02
3	01
3.5	05
4	02
4.5	03
5	02
5.5	02
6.5	03
7	01
7.5	01
8	01

4.12:The Control Group Mean frequencies

We can deduce from this table that the mean scores of the post-test vary from 2 to 8with the following frequencies:

• 13 informed recorded means from 2 to 4.5"'.

• And just 10 recorded from 5 to 8.

We conclude that the majority of students have not reached the average because they did not use to be exposed to podcast , in other words   , they get some how strange when I did with them this new method while the post-test since their teacher uses the traditional method .

4.7 The Experimental Group Achievements

In This section , we are going to focus on the results of descriptive statistics of the experimental group after doing post test in terms of the achievement .

4.7.1 Post-test Achievements

After the treatment, we collected quantitative data of the experiment group through the post test to see if there is improvement or not. The results are shown in the tables below:

Scores	Frequencies	N° of correct answers
03/20	1	2
04/20	1	2
09/20	1	5
10/20	2	5
11/20	2	6
12/20	4	7
14/20	6	9
15/20	2	10
16/20	7	11
17/20	4	12
18/20	2	13
19/20	4	14
20/20	1	15

Table4.13 : The Experimental Group Post test Scores, Frequencies, N of Correct Answers

Based on this table , we notice that there are different scores. The participants got the same correct answers ,this is according to the way of correction .In this post-test composed of two different parts : in the first one, they tick the right answer, 2 points out of twenty for each answer. The second part is a short paragraph with missing gaps , the participants are asked to fill in those blanks with the right expression while they are exposed to the podcast , it is marked ten out of twenty .

It becomes somehow clear that the table above represents that the lowest score in the post test is 3 out of twenty by (1) participants .The highest score is 20 by 1 participant .(3) participants who have not reached the average , (30) participants who have reached the average .

N°	Means	Standard Deviation
1	9.5	6.71
2	7	4.94
3	7	4.94

4	7.5	5.30
5	8	5.65
6	6	4.24
7	4.5	3.18
8	8.5	6.01
9	8	5.65
10	9.5	6.71
11	10	7.07
12	6	4.24
13	8	5.65
14	5.5	3.88
15	7	4.94
16	7	4.94
17	1.5	0.61
18	8	5.65
19	8.5	6.01
20	7	4.94
21	8	5.65
22	8	5.65
23	7.5	5.30
24	8	5.65
25	9.5	6.71
26	9.5	6.71
27	9	6.36
28	6	4.24
29	6	4.24
30	8.5	6.01
31	7	4.94
32	6.5	4.59
33	8.5	6.01
34	8	5.65
35	5	3.53
36	2	1.41

37	5	3.53

Table 4.14 : The Experimental Group Posttest Results

N°	Test	Mean	Stdrd dev
37	Post test	7.18	5.07

Tbale4.15: The Experimental Group Overview of Mean Scores of Listening Comprehension

The results in this table 4.14 indicate that the students' listening comprehension varies from 1.5 to9.5.This proves that the majority of students do not use the same strategies to deal with the material that they were exposed positively to the podcasts and also the podcasting affects in their listening comprehension . Besides, The techniques used were so helpful for the students and the teacher too. They facilitated for them the task they were dealing with .This indicates that the majority of students improved their level as the mean recorded was (7.18).
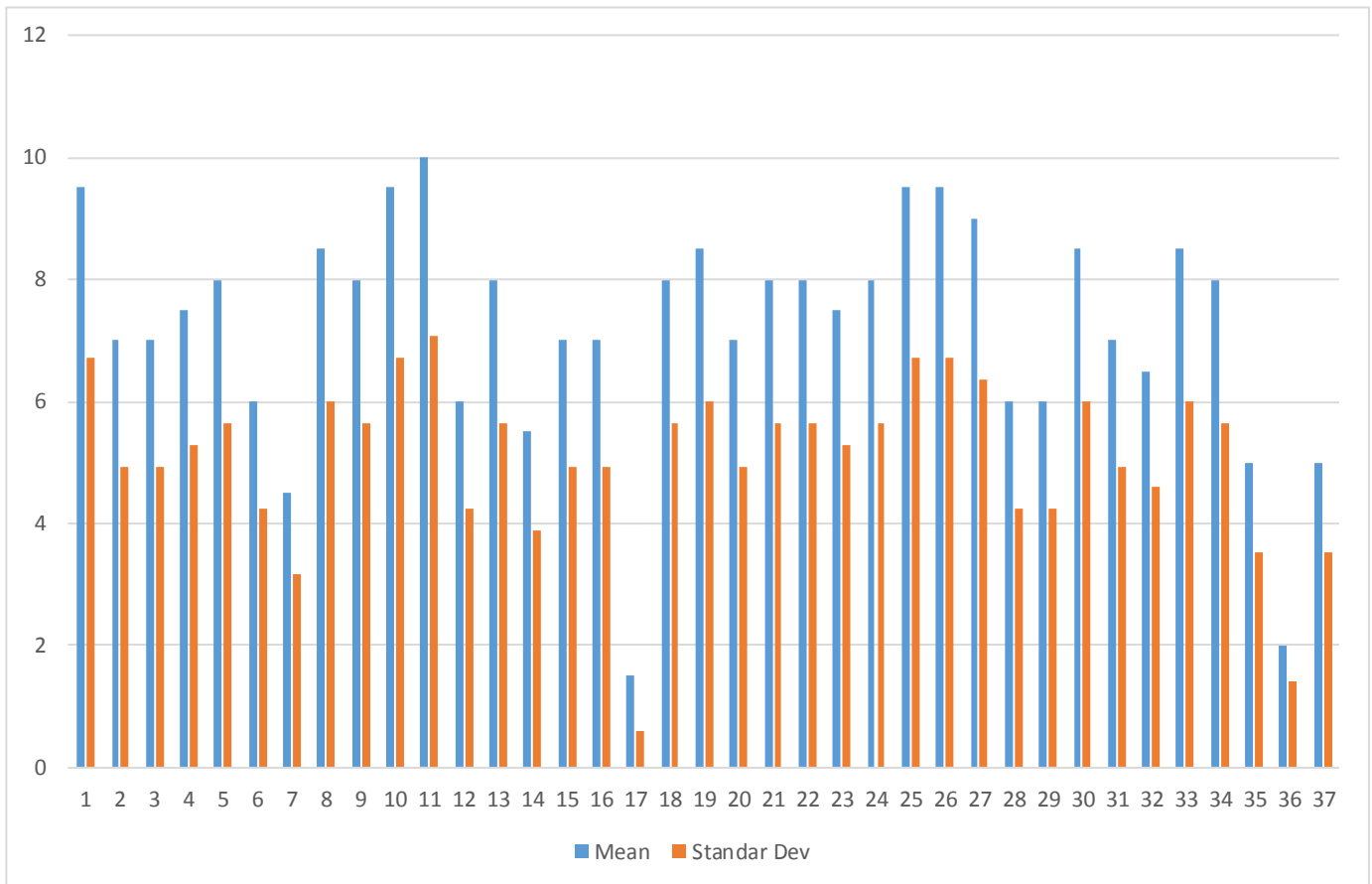
Figure 4.4: The Experimental Group Posttest Results

This table shows us the frequencies obtained in the post test of Experimental group as follow :

Mean	Frequencies
1.5	1
2	1
4.5	1
5	2
5.5	1
6	4
6.5	1
7	6
7.5	2
8	8
8.5	4
9	1
9.5	4
10	1

Table4.16:The Experimental Posttest Means frequencies

We can deduce from this table that the mean scores of the post test vary from 1.5 to10 with the following frequencies :

•   3 informed recorded means from 1.5 to 4.5"'.

•   And just 34 recorded from 5 to 10.

   We conclude that the majority of the students have not   reached the average because they did not use to be exposed to podcast , in other words   , they get some how strange when I did with them this new method while the post-test since their teacher uses the traditional method .

4.8Comparative Evaluation of Achievement

   In this section , we are going to focus on the achievement of the experimental group i.e. the results recorded in both test (pre-test and post-test) will be compared in order to see if any improvement occurred, this will prove or refute the hypothesis formulated in this research concerning the effect of the independent variable , the effect of using podcast

on the dependant variable which is listening skills .We are going to display the performance of each student before and after the treatment .

4.9 Comparison of Pre-test and Post-test Achievement of the Control Group

Student	Pre –test		Post-test	
	Means	Standard deviation	Means	Standard deviation
1	1	0.70	2	1.41
2	1	0.70	3	2.12
3	6	4.24	7	4.94
4	1	1.41	4.5	3.18
5	4	2.82	4	2.82
6	6	4.24	7.5	5.30
7	4	2.82	6.5	4.59
8	5	3.53	5	3.53
9	2	1.41	5	3.53
10	7	4.94	8	5.65
11	5	3.53	6.5	4.59
12	4	2.82	4.5	3.18
13	1	0.70	2	1.41
14	3	2.12	4.5	3.18
15	4	2.82	3.5	2.47
16	2	1.41	3.5	2.47
17	2	1.41	3.5	2.47
18	5	3.53	4	2.82
19	1	0.70	3.5	2.47
20	1	0.70	3.5	2.47
21	5	3.53	5.5	3.88
22	5	3.53	5.5	3.88
23	6	4.24	6.5	4.59

4.17:Comparison of Pre-test and Post-test Achievement of Control Group

N	Tests	Means	Standard deviation
23	Pre test	3.25	2.51
	Post test	4.73	3.36
	Differences	1.48	0.85

Table4 .18 Overall Pre-test /Post-test Difference of Control Group

   As we can deduce from this table   the subjects mean scores obtained in the post test differ totally from the mean scores obtained in the pre-test with an overall mean score of 3.25 which represents the average score for this variable .If we refer to this table , we remark that the difference between the post test and the pre-test is 1.20.

4.10 Comparison of Pre-test and Post-test Achievement of Experimental Group :

Student	Pre test		Post test	
	Mean	Standard deviation	Mean	Standard deviation
1	4	2.82	9.5	6.71
2	6	4.24	7	4.94
3	4	2.82	7	4.94
4	6	4.24	7.5	5.30
5	6	4.24	8	5.65
6	7	4.94	6	4.24
7	4	2.82	4.5	3.18
8	7	4.94	8.5	6.01
9	8	5.65	8	5.65
10	6	4.24	9.5	6.71
11	7	4.94	10	7.07
12	5	3.53	6	4.24
13	6	4.24	8	5.65
14	3	2.12	5.5	3.88
15	3	2.12	7	4.94
16	4	2.82	7	4.94
17	4	4.94	1.5	0.61

18	0	0	8	5.65
19	4	4.94	8.5	6.01
20	3	2.12	7	4.94
21	6	4.24	8	5.65
22	5	3.53	8	5.65
23	5	3.53	7.5	5.30
24	7	4.94	8	5.65
25	8	5.65	9.5	6.71
26	7	4.94	9.5	6.71
27	9	6.36	9	6.36
28	5	3.53	6	4.24
29	5	3.53	6	4.24
30	7	4.94	8.5	6.01
31	7	4.94	7	4.94
32	7	4.94	6.5	4.59
33	6	4.24	8.5	6.01
34	0	0	8	5.65
35	7	4.94	5	3.53
36	5	3.53	2	1.41
37	5	3.53	5	3.53

Table4. 19: Comparison of Pre-test and Post-test achievement of Experimental Group

N°	Tests	Mean	Std Deviation
37	Pre test	4.48	3.93
	Post test	7.18	5.07
	Difference	2.7	1.68

Table4 .20: Overall Pre-test /Post-test Difference

we can deduce from this table the subjects mean scores obtained in the post test differ totally from the mean scores obtained in the pre-test with an overall mean score of 7.18 which represents the average score for this variable .If we refer to this table , we remark that the difference between the post test and the pre-test is 2.7 confirming that the participants listening improvement is significant .All of them improved in this area as shown in this table/figure except numbers 17/36 , 2 out of 37 decreased in this area

Consequently, The obtained data prove that the treatment was efficient in that the large majority of the participants developed not only in listening comprehension even their abilities of how to use their strategies to catch and understand the material that they were exposed to .

4.11. Hypothesis Testing

After having used descriptive statistics to analyse the improvement of listening comprehension through using podcasts, We conclude that the participants have outstandingly improved due to the manipulation of the independent variable (using the podcasts) over the dependent variable (listening comprehension). This needs necessarily to be built on a more solid statistical test .In order to test our hypothesis inferential statistics has to be used ; so we chose the t test to compare the two means (pre-test and post-test).The t –test compares the actual difference between 2means in relation to variation in the data (expressed as the standard deviation of the difference between the means .There are two types of t-test :dependent and independent t-test when the groups are different (controlled /experiment) and a paired t test deals with the same group before and after the treatment (Wikipedia , 2013) .In this current research , the most appropriate t-est is the independent t-test, unpaired t-test because we deal with 2 different groups .

The main aim of the calculation of a statistical test is to provide the data about this research .The t-test is used to determine the probability that the observed results could have occurred under the null hypothesis .If the probability is less than, or equal 0.05;the null hypothesis is rejected in favour of the alternative hypothesis and the results are said to be significant .In our study (Chelli,2011). We formulated one hypothesis as stated in the introduction, our role is to confirm that the null hypothesis has to be rejected and that the alternative hypothesis has a significant difference between the pre-test and post-test .The null hypothesis "H_o" assumes that there are no significant difference between the pre-test and post-test .

In this current research , we have to prove that the treatment used in this experiment , the implementation of using podcasts in teaching listening skills .In order to do this we have chosen:

1. T sampled –test to check our hypothesis

2. 0.05 as a p value which means that the only 5% of the results is due to chance while 95% are likely to be sure .Small p value suggest that the null hypothesis is unlikely to be true .The smaller it is , the more convincing is the rejection of the null hypothesis

3. Degree of freedom suitable for this t-test is f= N+N2 -2

As stated above that the t (test is calculated to confirm or not the cause and effect relationship between two variables, the independent and dependent variables .Applied to this study, the value of computed /observed will let us know that the improvement in the post test participants' listening comprehension scores Dependent Variable (DV)is caused by the influence of the use of podcasts Independent Variable (IV)

The following stages used to calculate to the unpaired t-test for this experiment(Miller in chelli,2011:239)

1. Calculate the mean each pair of scores $(\overline{X1}-\overline{X2})$

$$\bar{X} = \frac{\Sigma X}{N}$$

2. Calculate the Variation of each group $(S^2{}_1 - S^2{}_2)$

$$S^2 = \frac{\Sigma X^2}{N} - \overline{x^2}$$

3. Find the critical value of the t for the desired level of significance:

$$t_{N_1} + N_2 - 2 = \frac{(\bar{X}_1 - \bar{X}_2)\sqrt{(N_1 + N_2 - 2)N_1 N_2}}{\sqrt{(N_1 S_1^2 + N_2 S_2^2)(N_1 + N_2)}}$$

Before proceeding to hypothesis testing let us remind the reader of the alternative hypothesis formulated in this research and specifically in this area

H1 = the implementation of the use of podcast will develop learners' listening skills

H0 = the implementation of the use of podcasts will not develop learners'

Degree of freedom =N+N-2=58

P value :0.05

In order to reject the null hypothesis or accept the alternative hypothesis, we have to calculate the T-test, but before doing that we need to know the mean differences scores as done in the table below:

Participants	Experimental group		Controll group	
	Post mean scores	Post-test mean squared	Post test mean scores	Post test mean squared
1	9.5	90.25	2	4
2	7	49	3	9
3	7	49	7	49
4	7.5	56.25	4.5	20.25
5	8	64	4	16
6	6	36	7.5	56.25
7	4.5	20.25	6.5	42.25
8	8.5	72.25	5	25
9	8	64	5	24
10	9.5	90.25	8	64
11	10	100	6.5	42.25
12	6	36	4.5	20.25
13	8	64	2	4
14	5.5	30.25	4.5	20.25
15	7	49	3.5	12.25
16	7	49	3.5	12.25
17	1.5	2.25	3.5	12.25
18	8	64	4	16

19	8.5	72.25	3.5	12.25
20	7	49	3.5	12.25
21	8	64	5.5	30.25
22	8	64	5.5	30.25
23	7.5	56.25	6.5	42.25
24	8	64	/	/
25	9.5	90.25	/	/
26	9.5	90.25	/	/
27	9	81	/	/
28	6	36	/	/
29	6	36	/	/
30	8.5	72.25	/	/
31	7	49	/	
32	6.5	42.25	/	/
33	8.5	72.25	/	/
34	8	64	/	/
35	5	25	/	/
36	2	4	/	/
37	5	25	/	/
	$\sum X1=266$	$\sum X1^2=2042,5$	$\sum X2= 109$	$\sum X2^2=577.5$

Table 4.21 :Experimental and Control Groups Scores Differences in Listening Comprehension

The calculation of T test :

1) $\overline{x1} = \dfrac{\sum X_1}{N_1} = \dfrac{266}{37} = 7.18$.

2) $/\, \overline{X2} = \dfrac{\sum X_2}{N_2} = \dfrac{109}{23} = 4.73$

3) $S^2{}_{1=} \dfrac{\sum X_1^2}{N_1} - \overline{X_1^2}$

4) $= \dfrac{2042.5}{37} - 51.55 = 3.65$

5) $S^2{}_1 = \dfrac{\Sigma X_2^2}{N_2} - \overline{X_2^2}$

$= \dfrac{577.5}{23} - 22.45 = 2.65$

$t_{N_1} + N_2 - 2$

$$= \dfrac{(7.18 - 4.73)\sqrt{(37 + 23 - 2)37 \times 23}}{\sqrt{37 \times 3.65 + 23 \times 2.65\,)(37 + 23)}}$$

$= \dfrac{544.29}{108.44} = 5.01 \,.$

T = 5.01

Interpretations

Based on those data , we notice that the value of 5.01 is greater than the critical value of degrees of freedom(1.67); consequently ; we accept our alternative hypothesis and reject the null hypothesis .This proves that s that the treatment realized through the implementation of podcasts had positive effect on the participants listening comprehension and shows us how podcasts are effective in teaching listening to students secondary school students.The students are familiarized to technology too .

4.12 .Summary of the Quantitative Findings

In this section, we will summarize what we have concluded. The hypothesis that we predicted at the beginning in this research was not rejected. Firstly, we used the descriptive analysis for the collective data of both groups i.e. controll and experimental groups. Secondly , If we compared the results of both groups , we deduce that the experimental is better than the controll group because of treatment that we did with this

group. This proves that the hypothesis is accepted not rejected .Finally, the unpaired t test results used to test and confirmed the success of the experiment.

4.13 The analysis of Teachers' Questionnaire

4.13.1 .Teachers' Sample

population includes teachers of English as a foreign language . There are three teachers at El kantara secondary school and Two teachers from Algiers secondary school .

4.13.2.Administration of Questionnaire

The questionnaire has been administered at different secondary schools from March 08 3rd to march 15, 2013. Teachers preferred to answer it at home and to return it the day after.

4.13.3Description of Questionnaire

The questionnaire is divided into two parts. The first part is designed to get background information on the teacher and experience, while the second part is about the use podcasting and listening comprehension .

4.13.4.The analysis :

A_ Personal Information :

1)

Male	Female
2	3

Table 4.22: Numbers of teachers with gender

2) Which level do you teach?

Level of teaching	First Year	Second Year	Third Year
Teacher (1)	X		X
Teacher(2)	X		X
Teacher(3)	X	X	X
Teacher(4)	X	X	
Teacher(5)	X	X	

Table 4.23: Level of teaching

3)How long have you been teaching?

Teachers	(1)	(2)	(3)	(4)	(5)
Experience	3years	12years	4years	3years	22years

Table4.24: Experience of teaching

B) Teachers' background :

1)

Teachers	(1)	(2)	(3)	(4)	(5)
Number of hours	19 (h)	12(h)	21(h)	17(h)	22(h)

Table4.25 : number of hours of working of each teacher

2)How many English Listening Comprehension sessions do you have in the syllabus?

Most of teachers who are concerned to answer this questionnaire, replied that they have just three sessions to five of listening and this is according to syllabus. I n other words , they said that they have in general 10 units and they are asked to teach just five units to each stream . Each units took around 2months and a week ; this depends on the length of the units . So, we deduce that they have just one session for listening skills of each units . Based on this , we say that one session of listening skill in each units is not enough for students to improve their level and comprehension in this skills even though they are taught this skills under competence based approach.

3) Which approach do you rely on teaching listening skills?

All of teachers said that they rely on competence based approach but at the same time explaining that they used traditional method .This makes me confused that there is contradiction between the modern and tradition approaches. This proves to me that most of teachers do not know which method suit with the CBA that they have to follow.

C) Podcasts Vs Traditional method

1) Do you have any idea about podcasts ?

 YES/ NO

The majority of teachers said that they have an idea about it as a term but implication of this utility do not use in teaching process may be because of lack of materials or they do not have enough time to use podcasts while teaching listening skills

 2) Do you think it is helpful for students to practice English Listening Comprehension with interactive computers using podcasts?

The majority of teachers agree that the podcast are helpful for students to improve their level in listening skills especially , nowadays , they are much more exposed to the technology this may facilitate for them the task .In addition to that, they will learn many words easily because most of students based on seeing which help them in the process of comprehension .

3) In your opinion , Is the traditional method in teaching listening skills very helpful for students nowadays ?

The majority of Teachers said that the traditional method is not very helpful for students now because they feel bored and demotivated because they are related with the technology era and at the same it is not enough and not sufficient for them at all ,only if the teacher has an experience in teaching field he/she can make the ideas or new words grasped easily without any access of technology

4) Would you suggest me any ideas how to teach listening ?

Most of teachers suggested the material that help in the process of teaching listening skills like :through using plays , stories, movies which may help the students to improve their abilities and they also mention the podcasts too .

Interpretations

Based on the analysis of the teachers 'questionnaire, we have noticed that the most of teachers do no give us the answers we expected from them , even though the questions were so simple and very clear .In addition to that , as far as we know that the answers reflect to their thoughts and their ideas; one of teachers show us how listening skills is taught and according to the researcher, it was so strange because she said that she read the passage then she asked the students one by one to read the passage too and she correct their mistakes while reading, normally, this process happened in teaching reading skills not listening because the latter skills based on listening not in reading , so how are the students going to improve their level of listening comprehension ?. We think there is contradiction in this idea because we know that listening and reading are totally different and also this teacher was totally unaware of how teach listening skills. Hence , the majority of teachers do not answer the questions because all of their answers were not beneficial for research because they were just repeating the questions as answers that is all and did not give us new perceptions and thoughts .

Conclusion

Both the experiment and the questionnaire results drawn in this research work , as described and discussed in this chapter , confirm the effectiveness of using podcasts in teaching listening skills to second year students at Omar Idriss El Knatara Sondary School. In fact, podcast enhance students listening comprehension as proved by inferential statistics used to test the hypothesis that was predicted in this study . The reults also show the significant development in the participants 'listening abilities ; this means that these tools , if used appropriately , facilitate listening task for both teachers and students . They also motivate students and urge them to be careful and to pay attention to each point in the course inorder to understand better what is being said in the different listening activities

General Conclusion :

The present study is an attempt to shed light on the relationship between listening skills and podcasting .. This study aimed at investigating the effects of podcasting on the participants 'performance in listening skills .Training included the use of podcasting in teaching listening. It was conducted at Idriss Omar in el kantara during the academic year 2013. A sample has been non randomly involve . two data collection means were used in this research work: a questionnaire and pre-test /post-test experiment

The theoretical foundation on which this research aimed at investigation the effectiveness of using podcasts for developing learners listening skills is supported are numerous .Listening ,which is the skills in language teaching, have been neglected and shifted to a secondary position after speaking and writing.. Yet, in spite of its critical role in communication and language acquisition, listening comprehension remains one of the least understood processes in language learning. By now language practitioners have accepted that listening skills have to be taught like any other language skills. (Kavaliauskienė: 2007)

In addition, An innovative approach to teaching listening skills has emerged due to the hi-technology developments. One of them is a so called 'podcasting' (a porte manteau of the words iPod and broadcasting), which has recently become very popular. The term 'podcast' was first coined in 2005, and it means the publishing of audio via the Internet. Podcasting is designed to be downloaded and listened to on a portable MP3 player of any type, or on a personal computer.So, Podcasting differs from other ways of delivering audio online by the idea of automatically downloaded content. podcasting offers language teachers and students a wide range of possibilities for extra listening practice both inside and outside of the classroom.(Kavaliauskienė:2007)

The experiment used intends to show the effectiveness of using podcasting for developing learners listening skills .First ,the participants were pretested to get an idea about their level of listening comprehension level before they are exposed to the treatment. Next , they received training with the use of podcasting in listening .Finally, they are posttested to assess their improvement in listening comprehension .The trainees' scores in the posttest show that they have considerably improved. we remark from the results of this experiment that the difference between the post test and the pre-test is 2.7 confirming that the participants listening improvement is significant .

Eventually, some instructional inferences are made .The most important pedagogical implication is that the use of podcasts in teaching listening skills should be applied with all levels to give students support and motivation. The use of podcasts raises learners' awareness of suitable individual ways of how the process of listening skill can help language learning. In addition, the novelty and diversity of out-of-class listening motivates learners to perfect their skills without being observed by peers or teachers. Learners become aware that listening skills can be improved through a lot of practice of their own choice. Finally, self-assessing one's achievements and publishing a self-evaluation report in individual weblogs encourage learners to keep improving.

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