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**Exploring EFL teachers and student towards using
podcasts to enhance student's listening skills**

Case study: first year student at Chadli Bendjedid University

Dissertation Submitted in Partial Fulfillment of the Requirement for the Master Degree in English

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Dedication

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Abstract

The main goal of this investigation is to examine the attitude of foreign language learners and their oral teachers towards the effectiveness of using podcasts to enhance listening comprehension in the Algerian context. A questionnaire was conducted with English first-year students at Chadli Ben Djdid University to measure their beliefs and attitudes about the use of podcasts as means to improve their listening comprehension skills. Another questionnaire was addressed to teachers of oral expression module to take into consideration their points of view concerning the effectiveness of using podcasts during the oral courses to enhance students' listening comprehension abilities. The results that we obtained from the research tools do confirm the hypotheses "The majority of third year EFL students would approve of listening to podcasts as a way to develop their listening comprehension skills". Indeed; the students believe that it may well help them develop their listening comprehension abilities. Likewise, the teachers of oral comprehension agreed on the suitability of using podcasts to help EFL Algerian students improve their listening comprehension skills.

ملخص

الهدف الرئيسي من هذه الدراسة هو فحص موقف متعلمي اللغة الأجنبية والمعلمين الشفويين من فعالية استخدام المدونات الصوتية لتعزيز قدرات الاستماع لدى طلاب اللغة الانجليزية في الجامعات الجزائرية. تم إجراء استبيان مع طلاب السنة الأولى في اللغة الإنجليزية في جامعة الشاذلي بن جديد لقياس معتقداتهم ومواقفهم حول استخدام المدونات الصوتية كوسيلة لتحسين مهاراتهم في الاستماع. تم توجيه استبيان آخر لمعلمي وحدة التعبير الشفوي لمراعاة وجهات النظر المتعلقة بفعالية استخدام المدونات الصوتية أثناء الدورات الشفوية لتعزيز قدرات استيعاب السمع لدى الطلاب. النتائج التي حصلنا عليها من أدوات البحث تؤكد الفرضية "غالبية طلاب السنة الثالثة في اللغة الإنجليزية كلغة أجنبية سيوافقون على الاستماع إلى المدونات الصوتية كطريقة لتطوير مهارات فهم السمع". في الواقع، يعتقد الطلاب أنه قد يساعدهم في تطوير قدرات استيعاب السمع لديهم. وبالمثل، اتفق معلمي الفهم الشفهي على مدى ملاءمة استخدام المدونات الصوتية لمساعدة الطلاب الجزائريين في اللغة الإنجليزية على تحسين مهاراتهم في فهم السمع.

List of abbreviations

BBC: British Broadcasting Corporation

CALL: Computer Assisted Language Learn

CLT: Communicative language Teaching

CNN: Cable News Network

EFL: English as a Foreign Language

ESL: English as a Second Language

FL: Foreign Language

ICT: Informational Communicative Teaching

L2: second Language

PCs: Personal Computers

RSS: Real Simple Syndication

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General Introduction:

Introduction:

Learning a foreign language is a complex process that requires essentially achieving competency in the four skills, namely: reading, writing, listening and speaking. In traditional approaches, in which it focuses on traditional method, as grammar translation method in which the focus is on grammar by reading and translating text.

However, with the advent of communicative language teaching, achieving a sort of balance between all the skills has become constantly sought. . EFL learners are now invariably encouraged to utilise high order thinking skills and strategies as well as adopting various techniques, especially with the boom of technology-based language learning, where video recorders, computers, mobile phones and other learning devices have become readily available.

1. Statement of the problem:

The EFL learner has become better equipped to face the challenges and problems commonly associated with the acquisition of the listening skill in an EFL context, such as the difficulty to recognize infrequent vocabulary, pronunciation nuances,

It is within this perspective that the present research attempts to investigate the attitudes of first year EFL student and their teachers of listening towards the relevance and usefulness of using podcasts as a personal resource that helps first year EFL students at the department of

foreign languages in Chedli ben djedid University to improve their listening comprehension abilities.

2. Aim of the study:

Listening as an important dimension of EFL language teaching and learning is currently attracting increasing attention from researchers, teachers, and students as well. This research endeavours to examine the attitudes of first year students and their listening skill teachers towards using podcasts to enhance first year EFL students' listening comprehension abilities. It is worth mentioning that we conceive of podcast use in this research as an extended listening instruction – extra time and practice, whose objective is to further improve EFL students' abilities.

3. Research Questions:

We intend to answer the following questions:

- To what extent will EFL students approve of listening to podcasts as a way to improve their listening comprehension abilities?
- do EFL teachers –of listenig skill have a positive attitude toward the use of podcasts to further develop their students' listening comprehension skills?

4. Hypotheses:

On the basis of the mentioned questions, the following hypotheses will be proposed:

- The majority of first year EFL students would approve of listening to podcasts as a way to develop their listening comprehension skills.
- EFL teachers shown a positive attitudes as far as the usefulness of using podcasts to help students further improve their listening comprehension skills.

5. Methodology:

For the sake of gathering sample evidence to investigate the mentioned hypotheses, First, we conducted a descriptive method To explore students' and teachers' attitudes concerning the use of podcasts in enhancing listening comprehension skill, and two questionnaires were constructed in this regard. One for the first year EFL students and the other for their oral teachers.

6. Structure of the Dissertation:

The present dissertation is formed of two main parts: a theoretical part which represents the literature review, and a practical that includes methodology and results . These two parts include three chapters.

Chapter one is an literature review about the listening skill, with special attention to the EFL setting. It described the different processes, strategies and stages of development related to this skill. Also, teaching methods and assessment of listening and proposed a review about technology use -within EFL contexts, in general, and podcasts in particular.

General introduction

Within this orientation, the chapter highlights the advantages of incorporating media in the EFL language classroom, and elaborates on the full potential of podcasts to help EFL students develop their listening comprehension skills.

were at the core of the chapter.

Chapter two proposed , the methodology through which this study was carried out is thoroughly outlined. Chapter three, Finally, talk about the discussion and results

Chapter One: The Listening Skill and podcast

Introduction:

Every EFL learner experienced the frustrating feeling of being blocked when s/he listens to a native speaker using language despite the fact that s/he was studying the target language for many years. The listener may possess a new vocabulary, but s/he does not know how to use it in real life situations to predict the intended meaning of the speaker or even to respond quickly and appropriately.

This chapter presents listening from the perspective of EFL research, and how researchers investigate this skill in the course of developing language proficiency. The aim of this chapter is to study the nature of listening and its characteristics that make listening an effective skill for the majority of EFL students. Additionally, it will discuss the importance of the listening skill in developing language proficiency.

This chapter will review the integration of technology and media in language teaching/learning, with the perspective of demonstrating the usefulness of different technological tools in EFL classes. Furthermore, we will discuss the importance of using media and materials as potential tools to improve language proficiency in general and some skills in particular. More specifically, we will highlight the efficiency of using podcasts as a teaching material to enhance students' listening comprehension abilities...

1.1 Definition of Listening:

Listening as a skill has been under-investigated for a long time; indeed, many researchers took for granted that it is a passive skill. Recent research, however, points out that this skill is far from being simple as it might seem. For example, Gilakjani (2011, p. 978) insists on the complex nature of the listening skill since it involves a problem solving process. Similarly, Anderson and Lynch (1988) report that "the listener has a crucial part to play in

the process, by activating various types of knowledge, and by applying what he knows to what he hears and trying to understand what the speaker means” (p. 6). The listener pays attention to various types of knowledge, including the verbal and non-verbal cues in the speaker’s speech, and that is what O’Malley, Chamot, and Kupper (as cited in Gilakjani, 2011, p. 978) include in a broader definition, maintaining that “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 fulfill the task requirement”.

The idea of listening as a passive skill, in which the listener is just receiving data without manipulating them and change speech into words cannot be taken into consideration anymore, especially with the latest findings of psycholinguistics and neuroscience. Indeed, listening is an active, that it's productive one as well as produces a coherent meaning to data. , it's a conscious and complex process, where the listener uses his/her intellectual abilities to make sense of the speaker’s spoken and non-spoken language. Listening can be considered as a critical mental operation, where the listener receives different types of knowledge that need to be processed to make sense of them. The listening skill is based on the ability of the listener to guess, predict, infer, criticize and interpret the language signs delivered by the speaker.

Following this line of argument, Rost asserts that “understanding involves both decoding processes and inferential processes based on the speaker’s actions, which may be both verbal and non-verbal” (Rost, 2014, p4).

1.2 The Importance of Listening:

Listening is the means whereby the human being receives the spoken language. If a person has never been exposed to the language, s/he cannot automatically produce it. People

who have disabilities at the level of listening may face problems of communication or become deaf.

. According to Rost (as cited in Taghizadeh, 2016, p.37),“ a key difference between more successful and less successful acquirers relates in large part to their ability to use listening as a means of acquisition”. So listening is one the influential skills for EFL learners who seek to be more effective in the language learning process. Thus listening skill facilitate the acquisition of language, it helps learners in acquiring sounds because of its characteristics, and listening skill is an important for EFL learners that enhance them during teaching language.

Listening is taking more attention in the EFL classroom context since it is important to develop the students' communicative competence which is one of the main goals the students want to achieve. Further, it will be impossible to acquire a language without being able to listen actively since there will be no sufficient uptake for the input provided. Listening as a skill gives the learners the opportunity to approach the language as it is used in its natural context. Since the spoken language covers grammar, pronunciation, vocabulary and the delivery manners this will develop the learners' productive skills especially speaking. As Bilash (2009) states

The better a student can understand what is being said the better will be their ability to communicate. In addition, they will be able to notice the characteristics of the target language which will help improve their language development in all four skills.

Listening is the most used skill inside as well as outside the classroom. The development of listening ability will increase the students' reaction toward the language; they will be familiar with the language system, which in turn will make the decoding much easier and quicker. It's essential for learners inside the classroom that they can understand the spoken

language and communicate well and increase their potential in listening comprehension skill

1.3. Stages of the Listening Process:

Listening as a process goes through different stages. Nunan (as it cited in Alonso, 2012, p.13-14) describes these stages which represent a complex mental and physical operation: hearing, attending, understanding, remembering, evaluating and responding.

- ◆ **Hearing:** it is the physical response to the perception of sounds. The listener has to hear in order to be able to listen.
- ◆ **Attending:** is the selection of what the brain focuses on. The listener has to focus on what has been said in order not to miss necessary parts in what the speaker is saying.
- ◆ **Understanding:** analyzing the meaning of symbols which are a set of signs included in the speakers' speech; they can be heard or seen (they are not words). The listener must analyze them carefully in order to avoid misunderstanding the speaker or constructing biased opinion.
- ◆ **Remembering:** add to what has been received with the interpretation to the mind storage to build on coming situations.
- ◆ **Evaluating:** it is like a judgment of what has been said and this is often related to the listener's prior knowledge. The listener should not begin this stage too soon before the speaker completes his/her message or s/he will construct a biased message.
- ◆ **Responding:** it involves checking if the message has been received correctly through asking some questions or reforming it in another way. The six stages occur in a very short time

1.4. The Listening Skill under Communicative language teaching:

Given that the development of the listening skill is an urgent necessity for most EFL/ESL learners, it has been accorded much importance under communicative language teaching, which basically targets the improvement of students' interactional abilities. The process of gaining such a skill is not easy and effortless; learners often take pains in trying to understand an oral instruction or to find the gist of a story told by a native speaker. This state of affairs is largely due to the FL environment where the target language is hardly spoken outside instructional settings.

Grant explains that students are taught some listening sub-skills such as “discriminating between both in single words and connected speech, recognizing and understanding various stress and intonation patterns, recognizing signals in talks and lectures” (1987, pp. 19–20). So, unlike many teaching methods, CLT conceives of listening as an intricate composite of interrelated sub skills which require for their development a variety of types of listening activities in order to make listening “a conscious activity under direct control of the listener” (Rost, 2002, p. 293). CLT as a method do not focus only on the content, but also on the way the content is presented to the learners. CLT proponents suggest a number of principles to achieve the communicative competence:

- ❖ Learning L2 occurs when the learners are motivated to get involved in communicative activities using the target language
- ❖ Design activities in which the language used in a meaningful way. Not just drills or memorization, but real like situations. Not to know only about the language, but to communicate with the language.
- ❖ Enhancing learning by using meaningful language and getting enough exposure to it (Wilson, 2011, p. 19).

1.5. Ways to improve Listening Skill:

Effective and successful listening is a crucial for our life In order to communicate well. Student need to improve and be active in listening skill as student try to be aware of hearing any word and understand what the exact meaning of it is.

There are many ways to improve your listening skill:

1. **Knowing the topic:**

It's important for the listener to know the topic before Hearing the course and that's make them to have some background information to permit you acquiring the previous ideas about topic, this can facilitate your understanding.

2. **Concentrate On The Topic:**

Keeping attention only on the lecture itself and avoid thinking on other matter and let the speaker away this can distract you and you will be uncomfortable and disrespectful because you miss some details. and if you have something to do as a call phone you just know them and do what you need to do then come back Keeping attention not only on words but also on the articulation of sound facial expressions, body language that can give you extra information and indicate something important beige said.

3. **be positive:** (James, 2010) states that feeling positive and optimistic helping you in understanding the lecture and this lead you to be creative "Open minds are like parachutes, they only function when open" (Murphy. 1987,as cited in Paul and Owens, 2011,p342) Suppose you are negatively on the ability to listen you will feel boring and rejecting even the speaker.

4. **Take Notes:** It's crucial for listener to take notes while listening. This help you to be more concentrated and still focused effective listener will extract the main ideas that's relevant to the topic Not only any word and write it down , you should be selective.

Taking notes allows you to record the key information that can facilitate the comprehension of lecture and help you to remember what you heard previously especially in your exam revision.

5. **Ask Questions:** ask questions about ambiguous words that you don't understand its encouraged student to participate and be active with the speaker and the other student and the focus is on the opened question that shows your desire to open discussion. However, closed question are which can be answered with simple yes or no this can show that you just want to get exact Information or you have limited time for them Asking this question comes after the session to avoid the interruption of the speaker.

6. **Be non-Judgmental listener:** instead of making judgment of other's lecture or presentation you can concentrate on the important information you just try to be informative, There are some people feel afraid and distract from a subject itself fear of forgetting it especially in public speaking this why if you feel or know that certain information is wrong avoid interrupt the speaker and suggest solutions you also remember that a speaker you are talking to is like you a human still making mistakes and no one be correct all time (Shelley Frost; updated March 15,2018) You are a listener don't be emotional and biased to your friends , just be

empathic Of course, some other kind of people don't want to be judgmental but it's kind of natural habit to do it (pauk, Owens, 2011)

- 7. Using Materials:** James Granahan states that It's very useful for listener to use materials in order to be more practice and active while listening and improve your ability in which the emphasis is on a short audio clip rather than a long one because it permit a listener to repeat sounds easily during learning process and facilitate the understanding of the content of this short clip.

The main useful materials are podcast, a video, a YouTube video, audio book format, dialogue and their transcription You just follow this ways to benefit from it ; listen to audio without reading, repeat, get reading, listen with the text then listen to the text again

1.6. Podcasts:

After the integration of technology and internet in language teaching, it is no longer problematic to see and listen to native speakers use language in different life situations. TV shows, radio broadcasting and video channels (like BBC, YouTube, CNN...) provide us not only with language exposure, but also with news, facts, documentaries, lessons, songs, entertainments, and more. All those can be represented in what we call “podcasts”.

Before introducing Podcasts, one should have at least an idea about a kind of software Named “RSS” or “Rich Site Summary”. In WhatIsRSS.com, RSS –which stands for Really Simple Syndication– is defined as “a format for delivering regularly changing web content.

Many news–related sites, weblogs and other online publishers syndicate their content as an RSS feed to whoever wants it” (RSS Feed, 2017). RSS solves a problem for people who

regularly use the web. People save time by not needing to visit each site individually, and they stay informed by retrieving the latest content from the sites they are interested in. ("RSS Feeds", 2017). After this brief introduction of what RSS is, let us now introduce the notion of Podcasting.

1.7. Definition of podcast:

In the word podcast is a combination of the two words: broadcast, and iPod. Oxford online dictionary refers to both terms as follows:

- **Broadcast:** is a television or radio program or transmission.
- **iPod:** is a popular brand of portable media player produced by Apple Inc.

It is: “A small electronic device for playing and storing digital audio and video files.” (iPod Oxford Dictionary, 2017). The term is no longer specifically related to the iPod but refers to any software and hardware combination that permits automatic downloading of audio files (most commonly in MP3 format) for listening at the user’s convenience.

By definition, “a podcast is a pre-recorded media file (typically in MP3-format) that can be downloaded and transported to almost any player or any computing platform” (Allen, 2006, p. 2). It is noteworthy that not only iPods, but any media player can be used to listen to podcasts such as computers and phones that are able to play media files. In order to avoid confusion with “iPod”, some prefer using the unfamiliar term, “net cast”, which is also used to refer to podcasts (Wikipedia, 2017).

As a result of its success, the word “podcasting” was made as word of the year in 2005 by The New Oxford American Dictionary (Oxford Dictionary, 2005). Podcasting is a process in which a podcast or a digital recording is produced by amateurs or professionals,

and then played on a digital media player. The one who record audio files and then transmit them into MP3 formats as podcasts is called “a podcaster”.

1.8. Types of podcast:

There are three important types of podcast that derive social traction:

1: Solo podcast:

If you're confident in your abilities as speakers, you can take in a solo podcast with this format, you'll be able to discuss and express your thought

2: Co-hosted podcast:

The art of maintaining a co-hosted podcast needs to follow different tips in order to open conversation with other which represent of choose the exact co-hosted podcast that has good connection and ability to develop conversational, personal subjects make sure that your co-hosted knows others needs and objectives, it's necessary to prepare it together according to specific design and trying to use any kind of tool as Google Drive that will permit you to be collaborative on document on the basis of your situation and needs planning is the focus, this means that failure to plan means planning to fail so it should be succeed together, to avoid that you just follow an appropriate and relevant outline to ensure that's joint effort.

The important point is breaking the ice before recording by telling jokes and laughing to create a good atmosphere in making your recording easy, however there is problem in being distracted while podcasting and to solve it you just respond to what they say and add to it, be calm, use signals or cues to convey the message and communicate well, avoid any feeling of afraid to refuse let each other express their opinion freely.

3: video podcast:

Is used by artists, video bloggers and even those who just like sharing their video it's important to help build business by advertisement of their services in new way.

1.9. The Use of Podcasts to Enhance Listening Comprehension:

Stanley (2005) points out that podcasts helps students to be exposed to the language and spend extra time in listening, not only inside the classroom, but at any time and in any place (Stanly, 2005). In fact, listening is a complex and an active skill which allows us to receive the information, interpret it, evaluate it and then respond to the speaker. Podcasts encourage EFL learners to listen intensively and develop different listening strategies. With the ability to make pauses, go back and forward, and monitor the voice volume; students can divide the files into small segments, listen repeatedly, and grasp the whole meaning. Over time, listening to native speakers becomes easier and students will become flexible and active listeners.

With the aim of enhancing students' listening comprehension, podcasts should be accompanied with a set of listening activities that measure the different abilities of EFL listeners. These activities will test several listening subskills, including; pronunciation, listening for general information, listening for specific information, grammar, vocabulary...; and this will help students to identify their weaknesses and work on them to become good listeners. Listening to different genres also enhances the flexibility of learners to understand the various uses of the spoken language. There exists a great deal of podcast topics provided by different channels, which make EFL listeners free to select their content preferences and gain more knowledge and news about the world.

Conclusion:

The purpose of this chapter was to present the listening skill from an SLA researchers' perspective. The latter has proved very useful in terms of the recent findings about this skill which has been for so long considered as passive. So the chapter set out to demonstrate that the listening skill is an intricate, active process that requires much attention in both L1 and FL settings. In doing so, a definition of listening was provided and this was followed with a discussion about its aims, difficulties, stages of development and strategies and knowledge required. Finally, the chapter ended with a discussion about the relevance and suitability of podcasts to enhance students' oral skills and ameliorate students' listening comprehension despite some of their inherent limitations.

Chapter Tow: Methodology

Introduction:

The present chapter attempts to outline the methodological approach as well as the research procedures that have been followed in this study in order to investigate the attitude of using podcasts to enhance university students' listening comprehension abilities. To this end, the study has opted for a qualitative approach.

1. Students' Questionnaire:

The purpose of the questionnaire is to describe students' attitudes and beliefs about using podcast as a tool to enhance their listening comprehension abilities.

Self-reporting questionnaires are considered by many researchers as the most convenient way to gather data about attitudes and belief systems. According to Richards (2001, p.301) "questionnaires are easy to administer and information can be obtained from large numbers of respondents".

In this study we submitted a questionnaire to elicit information about students attitude towards using podcast in 1st year classroom .the questionnaire was split into three sections; the first one focuses on their background knowledge. The second, however, seeks to gather information about listening in an EFL environment .the third and the last one seeks to measure their attitudes towards the efficiency of listening to podcasts in enhancing different aspects of their language proficiency in general and their listening comprehension ability in particular

A questionnaire also used for data gathering information to evaluate English learners thought and attitude

2. Teachers' Questionnaire:

The second questionnaire was given to English oral expression teachers at Chadli Ben Djdid university at the aim of exploring their belief system concerning the suitability and applicability of using podcasts as teaching materials to enhance EFL university students' listening comprehension abilities in the Algerian teaching context.

Conclusion:

This chapter has outlined the methodology followed in the present research. It described the general methodological approach, accounted for its adequacy within the present dissertation .This was followed by a general presentation of the main research tools.

Chapter Three: Results and Discussion

Introduction:

The purpose of this chapter is to analyze and interpret the results that we obtained from the two questionnaires, to begin with the students' questionnaire.

.1. Results Analysis:

I. Students' Questionnaire:

The gathered data through the questionnaire represent students' perceptions about listening as a skill and about using podcasts as a tool to enhance their listening comprehension in an EFL context. Special attention is given to their level of agreement or disagreement about different features included in the procedure of building up their listening comprehension abilities in the classroom, and the process of listening to audio podcasts as a learning material.

1. The Analysis of the First Part:

The questionnaire was given to 75% of first year EFL students at English department at Chadli Ben Djudid University.

Since it was administered in a room during study time, the return rate was 100%. What is noticeable about the sample of our respondents is that 80% of them are females. The majority of the participants studied literary in the secondary school, these demographic data proved insightful while analyzing and interpreting the results of the attitude survey.

The chart below illustrates the students' choice of English.

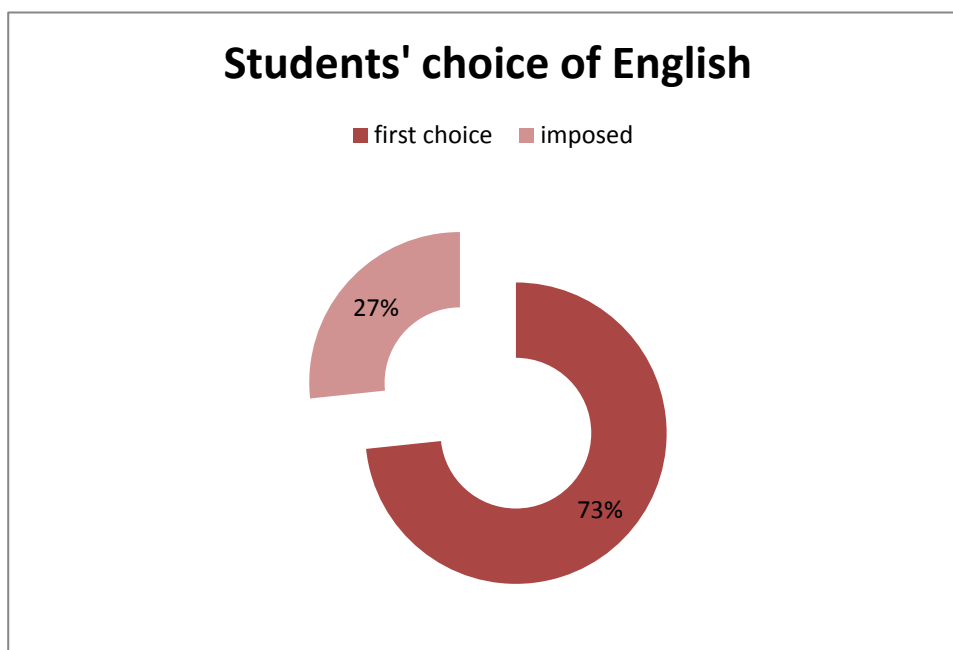


Figure 1: Students' choice of English.

2. The Analysis of the Second Part:

The second part of the questionnaire is about listening in an EFL setting .52% of the students stated that listening is an active skill, while 42% of them said that it is a passive one, and the rest mentioned that they are not sure whether it is active or passive skill.

The data collected about how often they listen to English materials inside the classroom .30% claimed that they are always listening to English materials but the majority range between sometimes and rarely. the students have different purposes of listening to English materials , 40 % stated that they listen to English only for pleasure.25 % of the students listen to English to gather specific information, and 20 % mentioned that listening is one of the ways to acquire the language ,the last two groups insisted that they listen to English for all the latter purposes. The figure bellow is a more detailed representation of student's answers

➤ The next question was about the students' choice between listening to native or non-native speakers, 90 % of them do not have specific preferences because they said that they are listening to both of them, while 10 % picked up native speakers as their first choice.

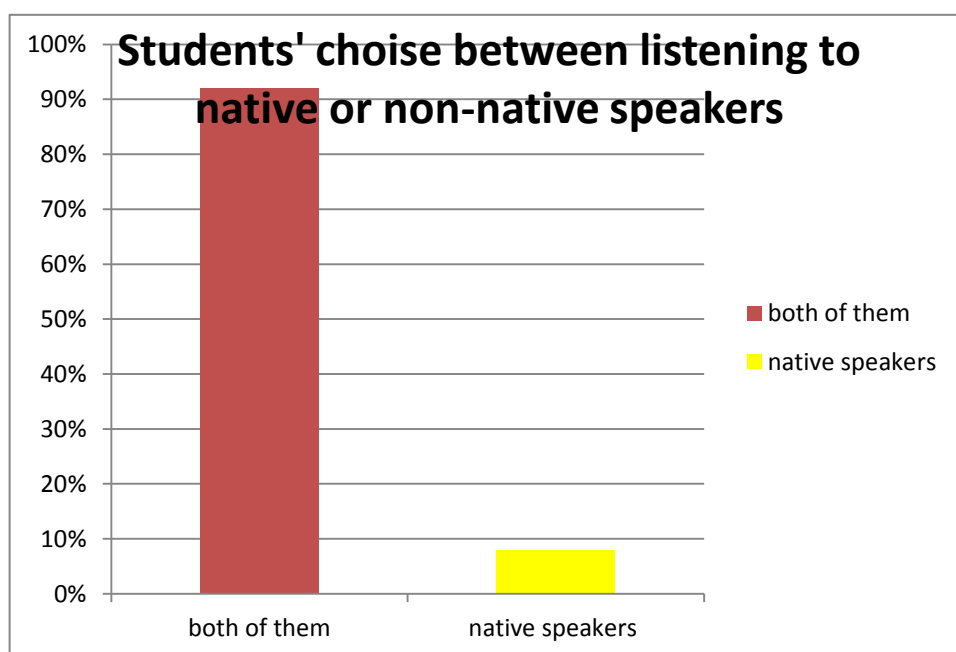


figure 3: Students' choice between listening to native or non-native speakers.

➤ The following question was about what type of devices they use when they listen to English materials outside of the classroom; 100 % stated that they use their cell phones as equally as they their Pcs to listen to English. The majority ' 68 % of the participants responded that listening is a hard task while 12 % stated that it is an easy task for them, the rest set their opinion on listening as moderate task.

When we asked the participants if they think as EFL learners that listening helps them to achieve language proficiency, the majority 96% answered yes.

➤ The students answered the question of their listening abilities as it will be illustrated in the chart below:

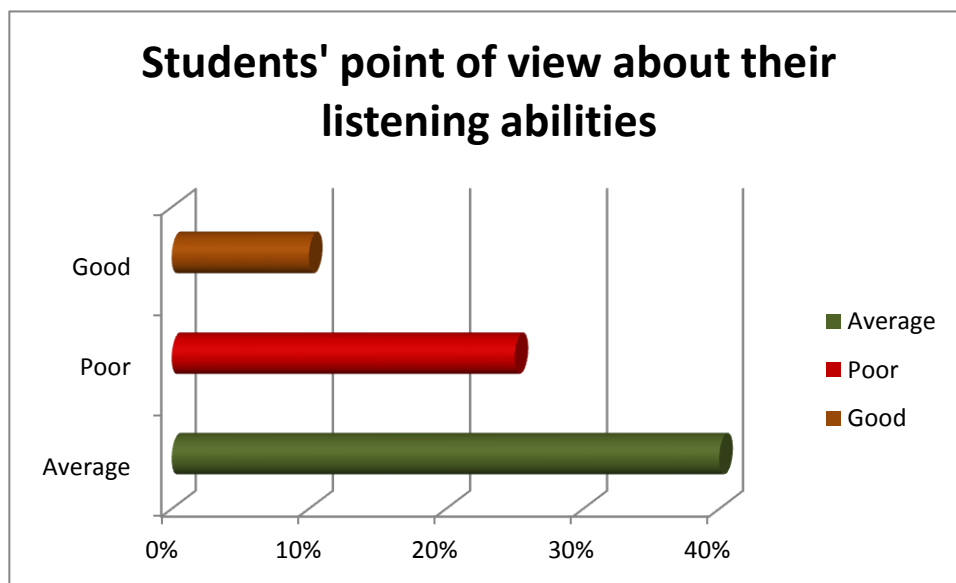


Figure 5: Students' point of view about their listening abilities.

As it is been mentioned more than half of the population of our study answered that they are average students.

Figure 7: The problems that face the students during listening.

➤ The last question was about how their teacher presents the listening lesson, it worth mentioning that the students have oral expression session included in it listening lesson. 42 percent described the lesson process as preparation, listening and then asking questions. While 31 percent said that they listen only during the listening session, the rest said it is listening to the material then the teacher asks questions.

4. Analysis of the third section: listening to podcast:

We started the third section asking about how often has technological equipment's used during the participants language learning process as EFL learners, the answers ranged between very often (67 %) and sometimes (33%). And then if using technology is helping them as EFL learners to acquire the language and they stated that it is helping so far in there learning process (100%). 75% of the participants revealed that the most usable media they use is audio-visual type. Audio, video and printed came second in mostly the same percentage. And 100 % of them stated that they assume that media has a positive impact on language learning.

In this section we came to the main topic of our research the use of podcast, we asked the participants how often they listen to podcast (the definition mentioned to the participants in the questionnaire paper). Their answers are shown in the following chart.

And about the kind of podcast they listen too, we suggested some option and they answered that they prefer music as a first option (82%), as second choice they picked up radio shows (43%) and documentaries (40%). And then as third choice came lessons and news with less than (5%). The topic preferred by the participants illustrated in the chart bellow.

➤ The last question was about the ideal length of podcast episode for them to be fully attentive, so they all agreed that 20 minutes is an ideal length (100%), then 15 minutes (80%) as a second preferable time length. The chart below is more indicative for the results.

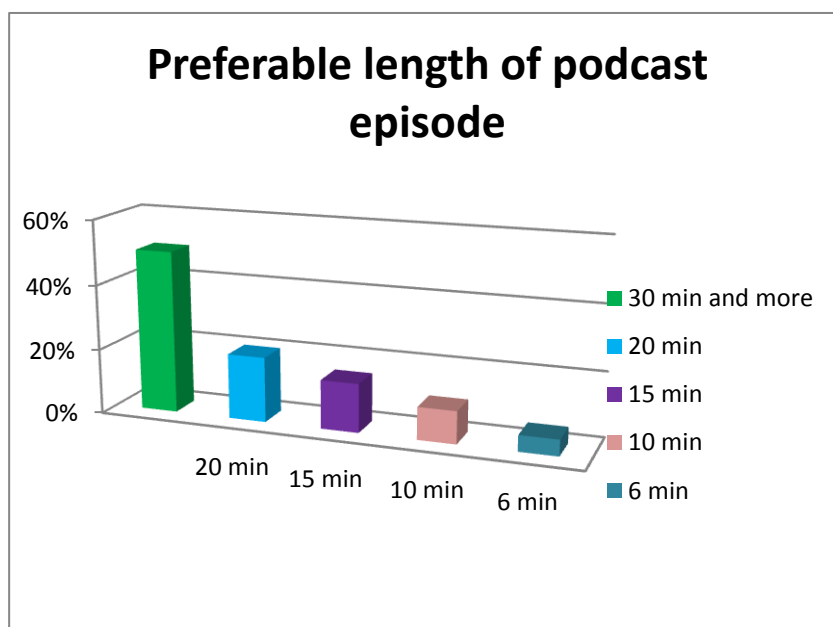


Figure 10: Preferable length of podcast episode.

II. The analysis of the teachers' questionnaire:

❖ Analysis of the section three: listening to podcasts.

the first question was about how often do the teachers use technological equipment in the classroom , not surprising all the teachers said that they use technological devices quite often during the session .It is worth mentioning that all the teachers seem to be competent in using the technological devices since some of them created listening material to their students ; furthermore, they affirmed the importance of using media and technology in the EFL context to enhance learning since technology is

the only way to teach listening. The teachers provided various illustrations that support the use of podcast in teaching listening: They said that podcasts can represent a good aid for the teacher to expose the students to a reliable sample of the target language and some of the teachers go to the extent of seeing podcast as a necessity in a listening session since they (100%) are using podcast very often in their classrooms. The chart below will give a clear presentation of the kind of podcast used by the teachers.

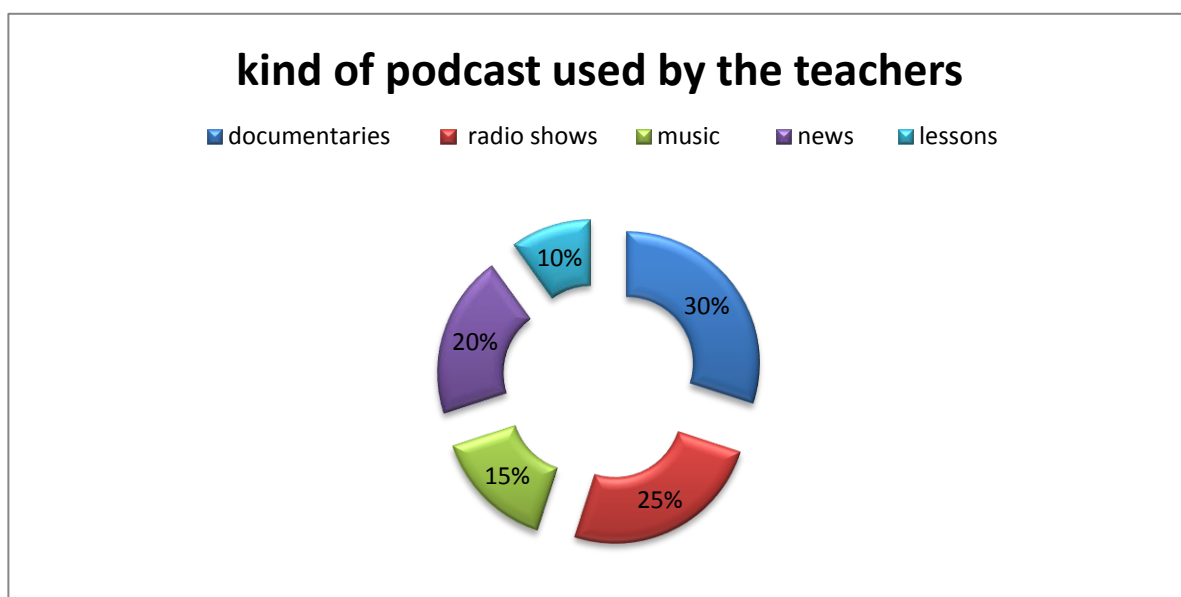


Figure 12: kind of podcast used by the teachers.

Before last, the teachers seem to like using short podcast (67%) claimed that they are using from 6 to 15 minutes episodes. Finally, teachers suggested that the students should have more listening sessions, and more interaction with native speakers of the target language either virtually or naturally. The last point they insisted on was to provide the students with well-equipped audio sound system language laboratories.

3.2. Discussion of the Results:

After reporting and describing the results it seems timely to make some interpretations and comments. It is worth reminding that we raised two research questions at the outset of our study. These questions have generated two hypotheses. Let us look at each in turn.

□ Question one: To what extent will EFL students approve of listening to podcasts as a way to improve their listening comprehension abilities?

The analysis of the students' questionnaire which surveyed the opinions and attitudes of English 1 ST year students at CHEDLI BEN JDID UNIVERSITY as the results displayed above reveal that the learners seem to welcome listening to audio podcasts as a way to enhance their listening comprehension abilities, and their interest is vividly present through a number of positive responses they gave. All of the students felt that using media and technology in the listening session would revitalize their listening abilities. Almost all of them insisted on a podcast as a good tool to be used more often in their language learning process especially listening comprehension skill.

The method of teaching and the activities provided in the session are the responsibility of the teacher, but certainly, they made a difference in the students' reaction towards the listening material itself as it is mentioned in their answers and how they value their teacher efforts of varying. The environment where the lesson is taking place appears to be very important to get good results, especially where listening comprehension was taught. Regardless of all the usual problems occurred in the classroom like the "useless" devices; as they revealed the students are using very modern devices outside the classroom but in the classroom there is only computers and sound systems. Also the students would

appreciate listening to podcasts which captivate their interests since they have their own preferences which would be better if the teacher asked them about their preferences before delivering any content. Exposing the students to various types of podcasts and several topics will solve the problem of paying attention and losing concentration. Also, the students seem to encounter various problems like colloquial expression, speed of delivery of the speaker adding to it the teaching method and the content delivered; apart from all these problems there are other barriers mentioned by the students, barriers associated with their dynamic nature as human-like getting bored, anxious or fatigue. The previous problems should be taken into consideration by schedule planners in the administration when they plan the timetable and for teachers to decide upon the amount of content provided and its level of difficulty.

The results reveal that the students attitude and believes can be slotted into three primary major points ; first of all, the use of podcast can be a good mean only if the content is varied and interesting. Moreover, the material itself should be of good quality, moderate length, and intelligible voice, and language because the absence of the latter features may cause psychological problems like getting bored and demotivated.

The students' answers demonstrate that they believe that using podcast more often by their teacher concerning the major points they believed in can be the turnover that may happen in their listening comprehension abilities because of listening to podcasts. Their answers indicate that the positive impact of the questionnaire on their understanding of the notion listening comprehension abilities and language proficiency in general, helped them become more familiarized with listening as skill and podcasts, especially that they get motivated to listen more to podcasts on their own and recommend it to their friends.

To sum up, the questionnaire results stand in favor of the view that students who took part in the study have positive attitudes towards the efficiency of listening to audio

podcasts in enhancing their listening comprehension abilities. Moreover, they do approve of using podcasts as a potentially adequate way to further improve their listening skills.

□ Question Three: How do EFL teachers –of listening comprehension– conceive of podcasts use to further develop their students’ listening comprehension skills?

The teachers’ answers revealed that they believe that podcasts can be an effective factor to enhance students listening comprehension. Language teachers can rely on their prior knowledge of the target language and methods to teach certain language items and facts of the language. However, it would be more challenging for the teachers who teach receptive skills such as listening to proceed in such a way. In order to teach these skills successfully, the selection of the right teaching material should be seriously considered. It seems that because the teachers we gave the questionnaire to are cognizant of the importance of such matters, they reported their flexibility to adopt any material which can help improve their students’ proficiency level. By introducing podcasts to them, (that they already did) within this perspective, the teachers of listening comprehension have shown a positive attitude about the usefulness of these materials to help students overcome their listening apprehension and achieve higher levels in a skill that has become an urgent necessity to develop one’s communicative competence.

Taken jointly, the results discussed thus far stand in favor of the hypotheses formulated at the outset of the study. Thus, it can be said EFL university students can improve their listening comprehension skills through listening to interesting podcasts on a regular basis. Although this practice is similar to extensive listening in many ways, the novelty resides in the modern equipment which might add a special flavor to a déjà-vu construct. Additionally, teachers can extend their laboratory sessions to out-of-class times

through the creation of natural incentives for students to use podcasts for both fun and learning purposes.

3.3. Research Implications and Recommendation:

This section presents a set of comments in the form of research implications and recommendations. These comments do largely emanate from the comments and insights gained during the different stages of data collection and discussion. First, some of these implications will be suggested to teachers, students, and for conducting further research. Afterwards, some general recommendations will follow in the hope of linking this modest research work to some practical problems.

➤ Implications for Teachers:

The readers of this dissertation will get inspired by the different uses of technology and media in EFL settings. Teachers might think of presenting their lessons in a more motivating way through using podcasts. They may also develop new techniques and methods in teaching listening. Furthermore, they will focus more on presenting comprehensible and interesting content (Krashen's comprehensible input theory) to get students involved in the class. They will consider making some kind of survey before imposing anything on their students. Moreover, the study will increase students' attention to become autonomous learners and improve their listening as well as speaking skills, especially if they expose themselves to multiple types of media and materials (self-learning).

➤ Implications for Students:

The mobility and accessibility of podcasts make them useful tools that can potentially be used in all EFL classes. Basically, they can save time and pave the way for students and teachers to acquire the real sense of language. Also the familiarization with new materials may inspire them to search for more appropriate materials to enhance other skills besides listening comprehension abilities. This study proved that introducing good and interesting ways of teaching may restore the students' motivation and interest and that there is always a solution to overcome any barriers. Hence, teachers might have a second thought about the demotivated learners; maybe they should fetch for new and updated materials (like we presented the podcast as a suggested material) to present their lessons in a more interesting way. In fact, the administrators should consider adding more listening sessions for EFL learners to put teachers in better positions where they can expand their teaching capabilities.

➤ **Implications for Further Research:**

Our study may inspire future master candidates to investigate the effectiveness of using podcast in enhancing students listening comprehension as case study through an experiment. Equally importantly, they might be interested in studying the students' attitude of using podcasts to enhance speaking, reading, or even the writing skills. Other students can simply investigate the effect of using podcast on other skills.

➤ **General Recommendations:**

Based on the theoretical grounds and the reported findings we get from this study, we would like to recommend few suggestions to the readers for further research or personal requirements. This study is an attempt to elicit student's attitude about the extent to which students will adopt listening to podcasts as a way foster their listening comprehension abilities.

The first recommendation goes to listening comprehension teachers; we modestly propose that they make a survey at the beginning of the year to have an insightful look at the selection of materials and check students' attitudes repeatedly.

Further recommendations might be directed to the administrators and decision makers to give a special priority for teaching listening; for example they may provide students with new and contemporary technological devices (smart boards, recorders, free network, and special websites for students' requests and suggestions), and devise more flexible schedules. It would be much better if native speakers can be invited to EFL departments. This we believe will give the students the opportunity to communicate with native speakers in actual language settings. There is no better than such context for EFL students to get a real meaning of what it is to listen to a native. We also recommend the teachers to encourage students to use their personal technological devices like cell phones PCs, mp3, iPods...etc for two main reasons; the first one is to overcome the problem of the "useless" devices and gain time instead of wasting it to fix them. The second is that the students will make an association between those personal devices they usually use to have fun, and what the teacher gives them. They will learn to search on their own whatever interests them. Finally, it can be a good idea if students and teachers create collaborative podcasts, either to practice the language, communicate between each other, or even to facilitate administrative announcements via online podcasting or blogging.

3.4. Limitations of the Study:

Although the present dissertation has been carried out with a research methodology that is increasingly adopted by many researchers in applied linguistics (Cresswell, 2003; Dörnyei, 2007), it is crucially important to mention the most important limitations. To begin with, the issue of sample representativeness and its size is a sensitive

issue, especially when researchers seek to generalize their findings to other similar situation. In the context of the present study the population was fairly small; it included the only two intact groups (1 st year students , two groups '100 student') which represented our population and sample (75 students) at the same time.

Conclusion:

The present chapter was meant to present and discuss the results gathered during the course of undertaking this research work. The discussion and corroboration of the findings enabled us to test the two hypotheses of the study, which have been confirmed. Further, the comments were followed by providing some research implications and pedagogical recommendations. Finally, the chapter mentioned some limitations in the current study.

General conclusion:

undoubtedly, listening skill have been a great concern for researchers and teachers in trying to develop student listening abilities through the use of podcast in which it's a tool that can helps student during learning process. Therefore, student needs podcasts in order to improve their listening comprehension skill, This dissertation was provided to investigate the attitudes of first year students and teachers of oral expression towards the use of podcasts to increase student listening abilities, The most. findings that we obtained from the analyses of both students and teachers questionnaire for first year English students and teachers of oral expression at English chadli Benjdid University of Tarf stated that the majority of first year EFL student would approve listening to podcast as a good way to develop their listening comprehension skill, and teachers of listening skill shown a positive attitudes towards the use of podcast in enhancing listening comprehension abilities. Our study may inspire future master candidates to investigate the effectiveness of using podcast in enhancing listening comprehension as case study through an experement, equally importantly, they might be interested in studying the students attitude of using podcast to enhance speaking, reading or even writing skills.

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