



**People's Democratic Republic of Algeria**

**Ministry of Higher Education and Scientific Research**

**University of Chadli Bendjedid – El Tarf**

**Faculty of Letters and Languages**

**Department of English**

**Investigating the Influence of Podcasts and Audio Content on  
Learner Engagement and Motivation in English Language  
Instruction: A Case Study of Second Year Students at Chadli  
Bendjedid University -El Tarf-**

Dissertation Submitted in Partial Fulfillment of the Requirements for the Master's Degree in  
"Didactics of English"

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**Academic Year**

**2023/2024**

## DECLARATION OF AUTHENTICITY

I declare that this research study entitled " *Investigating the Influence of Podcasts and Audio Content on Learner Engagement and Motivation in English Language Instruction* ",

supervised by Dr. OUIS Hanane in the academic year (2023, 2024), and submitted to the department of English at Chadli Benjedid University, El-Taref, Candidate for the Master's degree, has not been published before. Except for the quotations and definitions from various sources that are clearly stated, this dissertation was written entirely in our own style and words.

I know that plagiarism is unethical and forbidden. We accept complete responsibility for our work.

**Signature**

**Date:**

**Maroua Homeida**

**23/06/2024**

## Acknowledgements

First and foremost, praise is to Allah, the Cherisher and Sustainers of the worlds, who has provided me with the strength and patience to accomplish this work. My grateful thanks and sincere appreciation are devoted to my dearest supervisor **Dr. OUIS Hanane** for her inestimable guidance, continuous support, insightful suggestions, respect, patience, and mostly for her constructive comments and valuable advice throughout the process of writing this dissertation. We wish that we have much more words that can articulate our heartfelt thanks. Thank you for shouldering this work. Special thanks do also go to our examiners, Mrs. BOUSSAHA Samira, and Mrs. NASRI Fatima who did us the honor of reading and evaluating this piece of work. We are very grateful to them for their beneficial guidance in improving our thesis. A heartfelt gratitude to all of our teachers in the English department for their considerable efforts and assistance during all these two years. We owe special debt of gratitude to Chadli Benjdid University teachers and Pupils for their cooperation that enlightened our research study with successful results.

Finally, we share sincere gratitude to all and everyone who in their way encouraged this work.

Thank you very much, everyone!

## *Dedications*

*To my amazing parents, Mum and Dad, for spoiling me, my brothers, and my dearest friends, Chayma, Rania, and Souhir. To my favorite classmates, Rihab Hamza, Ayoub Saifia, and Yara Nadjoua, for two rich years.*

## ABSTRACT

This study investigates how podcasts and audio content influence the motivation and engagement of second-year EFL learners at Chadli Bendjedid University - El Tarf. It aims to explore whether incorporating modern educational technology, specifically podcasts, can enhance the learning process and address the problem of dwindling student interest in traditional teaching methods. The main research question focused on how podcasts and audio content affect learner engagement and motivation. A mixed-method approach was employed, using both qualitative and quantitative data collection techniques. Two groups of second-year EFL students participated: a control group and an experimental group. Data was collected through classroom observation and questionnaires administered to both students and teachers. The results showed that podcasts increase student engagement and motivation by providing a more interactive and flexible learning environment. Students who received instruction that included podcasts reported feeling more engaged and motivated compared to students instructed using traditional methods. Additionally, podcasts helped bridge the gap between classroom learning and real-world English exposure by exposing students to different accents, intonation patterns, and varied vocabularies. The study acknowledges the challenge of limited access to functional language labs and technological tools within the university structure. Despite this, it suggests ways to integrate podcasts and audio materials into the EFL curriculum to enhance student motivation. The research also provides educators with practical ideas for incorporating podcasts into their teaching practices. This study contributes to the growing body of research on the use of modern educational technology for language learning and highlights the potential of podcasts as a valuable tool to complement traditional teaching methods.

**Keywords:** EFL learners, Motivation and Engagement, Podcasts and audio content, Traditional vs. modern educational technology.

## المخلص بلعربية

تُحقق هذه الدراسة في كيفية تأثير البودكاست والمحتوى الصوتي على دافع ومشاركة طلاب اللغة الإنجليزية كلغة أجنبية في السنة الثانية بجامعة شاذلي بن جديد - الطارف. تهدف الدراسة إلى استكشاف ما إذا كان دمج التكنولوجيا التعليمية الحديثة، وخاصة البودكاست، يمكن أن يعزز عملية التعلم ويعالج مشكلة تراجع اهتمام الطلاب بالأساليب التقليدية للتدريس. ركزت السؤال البحثي الرئيسي على كيفية تأثير البودكاست والمحتوى الصوتي على مشاركة ودافعية المتعلمين. تم استخدام منهجية متعددة الطرق، حيث تم جمع البيانات النوعية والكمية على حد سواء. شاركت مجموعتان من طلاب السنة الثانية في الدراسة: مجموعة تحكم ومجموعة تجريبية. تم جمع البيانات من خلال ملاحظات في الفصول الدراسية واستبيانات تم توزيعها على الطلاب والمعلمين. أظهرت النتائج أن البودكاست يزيد من مشاركة ودافعية الطلاب من خلال توفير بيئة تعليمية أكثر تفاعلية ومرونة. أبلغ الطلاب الذين تلقوا تعليمًا يشمل البودكاست أنهم شعروا بمزيد من المشاركة والدافعية مقارنة بالطلاب الذين تلقوا تعليمًا بالطرق التقليدية. بالإضافة إلى ذلك، ساعد البودكاست في سد الفجوة بين التعلم في الفصول الدراسية والتعرض للغة الإنجليزية في الحياة الواقعية من خلال تعريف الطلاب بلكنات مختلفة وأنماط التنغيم ومفردات متنوعة. تُقر الدراسة بالتحدي المتمثل في الوصول المحدود إلى مختبرات اللغة والأدوات التكنولوجية ضمن هيكل الجامعة. رغم ذلك، تقترح الدراسة طرقًا لدمج البودكاست والمواد الصوتية في منهج اللغة الإنجليزية كلغة أجنبية لتعزيز دافعية الطلاب. كما توفر الدراسة أفكارًا عملية للمعلمين حول كيفية دمج البودكاست في ممارساتهم التعليمية. تساهم هذه الدراسة في تنامي الأبحاث حول استخدام التكنولوجيا التعليمية الحديثة لتعلم اللغة وتبرز إمكانات البودكاست كأداة قيمة تكمل الأساليب التعليمية التقليدية.

الكلمات المفتاحية: متعلمي اللغة الإنجليزية كلغة أجنبية، الدافعية والمشاركة، البودكاست والمحتوى الصوتي، التكنولوجيا التعليمية التقليدية مقابل الحديثة.



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## **LIST OF ACRONYMS AND ABBREVIATIONS**

EFL English as a Foreign Language

RSS Really Simple Syndication.

PDF Portable Document Format

MP3 MPEG-1 Audio Layer-3

PC Personal Computer

TV Television

ARCS Attention, Relevance, Confidence, and Satisfaction in learning

MCQs A Multiple-Choice Question (MCQ)

# **Chapter One: Introductory Chapter to the Research Problem**

## **Introduction**

Technology, particularly podcasts and audio content, has significantly appeared as one of the most important tools used in the English language classroom. Whether in content, context, or components, audio content like interviews, news broadcasts, and documentaries seems to be very helpful when it comes to language teaching and learning. Unlike traditional methods, the integration of podcasts like "Coffee Break English" or "Voice of America Learning English" is transforming the learning process, particularly the learner's motivation and interaction with the lesson. This modern method could have a revolutionary impact on both engagement and motivation of the learner of English as a Foreign Language (EFL). As mentioned, engaged students are more likely to participate actively in classroom activities, succeed in achieving high academic records, and contribute to a successful process of teaching and learning. This is why significant attention has been given to the importance of engagement and motivation among EFL learners. However, maintaining a consistent and effective motivation method can be challenging, especially when learners face limitations in exposure to real-world English.

Podcasts and audio content provide an alternative to traditional learning materials by offering authentic information and a reality-like opportunity. The exposure to different accents, intonations, and vocabulary in a real-world context is particularly important for EFL learners, who may not have regular opportunities to hear and practice English outside the classroom. Moreover, audio content is accessible to all easily and freely, allowing students to learn and be motivated by making learning more flexible, personalized, and easy. Integrating transcripts alongside audio content can further support learners struggling with unfamiliar accents or complex topics.

Additionally, it's important to remember that podcasts complement traditional methods, not replace them. Teachers can use audio content for listening exercises followed by classroom discussions, vocabulary building activities, or debates. This blended approach leverages the strengths of both traditional and modern methods, fostering a dynamic and engaging learning environment.

Studies have shown that podcasts can significantly improve language acquisition (Vandergrift, 2007; McBride, 2009). This is because they engage multiple areas of the brain and cater to various learning styles, making learning both effective and enjoyable. Learners feel involved and valued, which further contributes to a positive learning experience.

However, a gap remains in our understanding of the specific impact of podcasts on learner engagement and motivation. More research is needed to examine and investigate how integrating podcasts and audio content into English classroom instruction influences EFL learners' engagement and motivation. Such research would provide valuable insights into the effectiveness of modern media in language learning and offer practical recommendations for educators on how to enhance student engagement using podcasts.

## **1. Statement of the Problem**

Traditional English language classrooms for English as Foreign Language (EFL) learners often struggle to maintain student engagement and motivation over time (Wong & Rao, 2009). While conventional methods remain essential, they can lose their appeal to students, particularly in an age dominated by digital media consumption. Podcasts and educational audio media present themselves as a potential solution to address this waning engagement. However, the extent to which these tools truly improve learner motivation in the EFL classroom remains an under-explored area.

This research aims to bridge this gap in knowledge by examining the impact of podcasts and authentic audio content on student engagement. Through a case study conducted at Chadli Benjdid University El Taref with second-year EFL learners, we will investigate how incorporating podcasts and listening activities into the curriculum affects student disposition towards learning English.

## **2. Aims of the Study**

The purpose of this study is to investigate the potential benefits and limitations of using podcasts and other audio content to engage and motivate lower-intermediate second-year students at Chadli Benjdid University El Tarf in their English language classroom. The study will focus on the effectiveness of this technology on student engagement and motivation.

## **3. Significance of the Study**

The integration of podcasts and audio content in English language instruction holds great significance for enhancing learner motivation, engagement, and ultimately, learning outcomes. Overreliance on traditional, less engaging methods can erode student interest, hindering both performance and academic achievement. This study aims to investigate the specific effects of podcasts and audio content on the engagement and motivation of second-year students at Chadli Bendjedid University - El Tarf. We aim to raise awareness among both students and educators about the benefits of incorporating these modern tools into English language instruction for improved learning outcomes. Additionally, this research seeks to provide practical recommendations on how to best utilize these tools in the classroom setting.

## **4. Research Questions**

The major driving force of this research is to explore the influence of integrating podcasts and audio content on learner engagement and motivation in English language instruction to significantly improve the performance of learners. Therefore, research tries to find out enough answers to the following:

**Q1:** To what extent do podcasts and audio content enhance the engagement and motivation of second-year EFL learners at Chadli Bendjedid University - El Tarf?

**Q2:** How do second-year EFL learners at Chadli Bendjedid University - El Tarf perceive the integration of podcasts and audio content into their English language learning experience?

**Q3:** What are the potential challenges and benefits associated with incorporating podcasts and audio content into the EFL curriculum at Chadli Bendjedid University - El Tarf?

## **5. Research Hypotheses**

Following the research questions, the proposed hypothesis is as follows:

**H1:** Second-year EFL learners at Chadli Bendjedid University - El Tarf will exhibit increased motivation and engagement when podcasts and audio content are integrated into their English language instruction compared to traditional methods.

**H2:** The majority of second-year students at Chadli Bendjedid University - El Tarf will perceive the use of podcasts and audio content positively and view it as a valuable supplement to traditional learning methods.

**H3:** Integrating podcasts and audio content into English language instruction is likely to lead to benefits such as enhanced engagement, motivation, and language acquisition.

## **6. Methodology**

### **6.1. Data Gathering Tools**

To validate the hypotheses and address the research questions, this study will employ a mixed-methods approach, combining descriptive and experimental methodologies. This approach allows for a detailed examination of the effects of podcasts and audio content on English language instruction, providing a comprehensive analysis across both controlled and experimental groups. Data collection will involve two main methods:

**Observations:** Focused observations will be conducted on two groups of second-year students at Chadli Benjdid University El Taref. These observations will concentrate on student engagement in lessons, interaction with the teacher, and communication with peers.

**Questionnaires:** will be used to gather both quantitative and qualitative data. This will allow us to measure changes in student engagement and motivation levels.

## **6.2. Population and Sampling**

The sampling process for this study involved the precise selection of participants and the subject matter. To ensure the experiment's reliability, two groups of second-year students at Chadli Bendjedid University - El Tarf were randomly chosen to participate. Participant selection was guided by the need for students at the same language level who have faced similar learning challenges.

The subject selection was based on the rationale that Literature is a traditionally less engaging subject, making it an ideal topic to test the influence of integrating digital audio media. Two classroom observations were conducted: one with the control group (second-year section 4) and the other with the experimental group (second-year section 3). Both observations took place during a Literature class on Monday, April 29th, 2024, from 9:30 AM to 11:00 AM and 11:00 AM to 12:30 PM. Following the observations, students in both groups were given a questionnaire regarding the use of podcasts and audio content in English language instruction,

specifically how it affects their motivation and engagement. Ultimately, this study aims to provide practical recommendations for improving the educational environment.

## **7. Organization of the Study**

This study explores the potential of podcasts and audio content to enhance motivation and engagement in English language learning for second-year students. It begins with an introductory chapter outlining the problem of waning student interest in traditional methods, the research aims and significance, the research questions and hypotheses, the chosen methodology, and the overall structure of the study. Chapter Two, titled "Podcasts and Audio Content: Theoretical Insights into Learner Motivation and Engagement," delves into the existing research on integrating technology in language learning, with a specific focus on podcasts and audio content. It examines the influence of psychological factors like motivation on learning outcomes, explores how these tools can impact motivation and positive attitudes, and concludes by discussing theoretical frameworks supporting their use in EFL classrooms. Chapter Three, "Methodology and Data Analysis," details the research design, analyses data gathered through student questionnaires and classroom observations, and presents the research findings. Chapter three, "Discussion and Recommendations," explores the research hypotheses in light of the findings, discusses their implications, and offers recommendations for future research. The study concludes by summarizing the main takeaways and suggesting potential areas for further exploration.

## **8. Limitations of the Study**

This study encountered several limitations. First, the student population posed challenges. Some students skipped questions, particularly those requiring justification. Others answered

randomly, and a portion struggled with lesson worksheets due to unfamiliarity with native speaker accents, impacting their responses. Additionally, the lack of functional language labs and technological tools within the university hindered the wider integration of podcasts and audio materials. Despite these limitations, the study provided valuable insights into the benefits and challenges of incorporating podcasts and audio content into EFL instruction.

## **Conclusion**

In conclusion, this chapter has outlined the research aim, the research questions guiding the investigation, and the hypotheses formulated to test the research questions. We have also discussed the significance of this study and the overall structure of the dissertation.

## **Chapter Two**

### **Podcasts and Audio Content: Theoretical Insights into Learner Motivation and Engagement**

#### **Introduction**

Traditionally, classrooms have relied on authentic materials for language instruction. However, the rise of the internet and technology has ushered in new, efficient language learning methods. Thanks to technology, students now have access to a variety of resources and practice materials tailored to their individual needs and learning preferences. A wide range of digital tools can help students improve their general competency and build their English language skills (Mohamedamin & Ghafar, 2022). This chapter will explore the need for new methods and technologies to keep students motivated and engaged, ultimately leading to improved achievement through the use of podcasts and audio content. We will delve into the differences between traditional lecturing methods and the modern use of technology in education. Specifically, we will focus on podcasts and audio content, including their definitions, types, and their effects on various aspects of language learning. Additionally, we will define and emphasize the importance of motivation and engagement in learning, while also discussing relevant theories and finally connecting podcasts to learner motivation and engagement.

#### **Section one: Comparing Traditional Lecturing Methods and Modern**

#### **Educational Technology Traditional Lecturing**

##### **1.Introduction**

Traditionally, lectures have been a teacher-centered mode of instruction in higher education. As Tatto (2022) points out, the main aim is for the educator to provide explanations to students. However, recent educational literature overwhelmingly criticizes this method, favoring student-centered models that incorporate active learning techniques (Tatto, 2022).

In essence, the lecture method involves the teacher delivering information through spoken language. Xing-ju, Lin, and Gui-feng (2013) categorize lecture methods as including telling, interpretation, pronunciation, and speech. Despite recent criticism, lectures remain one of the most common teaching methods used in higher education (Deslauriers et al., 2011; Henderson & Dancy, 2007; Sadeghi et al., 2014; Schmidt et al., 2015; Stains et al., 2018) (Klein et al., 2023). However, the key distinction lies in how the lecture is delivered. Traditional lectures often devolve into a lecture-dictation method, where students passively listen without actively engaging with the material (Freeman et al., 2014; Kay et al., 2019; McCullough & Munro, 2018; Murphy et al., 2021).

## **1. Modern Educational Technology**

Modern educational technology leverages digital tools and resources to facilitate and enhance the learning process. Studies have shown that "modern technology in education significantly impacts students' learning experiences and interactivity" (Raja & Nagasubramani, 2018). Integrating modern equipment and tools makes learning more engaging and effective. Let's explore how this technology shapes today's educational landscape.

The internet has become an indispensable resource in education, providing students with round-the-clock connectivity and access to a vast array of resources. Online tutorials, research materials, and academic assistance significantly enhance learning experiences by offering information beyond the classroom walls.

Visual aids, such as projectors and PowerPoint presentations, make learning more appealing and engaging. Visuals often have a stronger impact than words alone, making the process more

interactive and stimulating. This technology helps maintain student interest and motivation in the classroom.

Finally, the penetration of digital media into the education sector allows for continuous connectivity between students and educational resources. Digital forums and platforms provide various forms of academic support and assistance, further enriching the learning environment. (Raja & Nagasubramani, 2018)

## **2. Traditional Lecturing Methods Vs. Modern Educational Technology**

Traditional teaching methods place the lecturer in charge, relying heavily on textbooks and rote memorization of basic skills. Assessment often focuses solely on the number of hours spent studying, rather than the quality of engagement during lectures. This approach, while economical for universities, has remained largely unchanged for centuries. However, as the global student population is projected to reach 262 million by 2025 (Making a Difference, 2012), educators are re-evaluating traditional methods. Donald Bligh argues in "What is the Use of Lectures?" that lecturing is an inefficient way to teach, with other methods proving far more effective. In contrast, modern teaching methods emphasize a more social and interactive learning environment, fostering independent learning skills in students. As Mohamed Serroukh and Dr. Ibrahim Serroukh (2015) describe, physical science education benefits greatly from student participation in experiments, workshops, and other interactive activities.

This shift is particularly relevant in my experience teaching physical science at the university level. I've observed a culture of passive learning among students, accustomed to listening and not actively engaging. To address this, incorporating interactive methods like laboratory experiments and workshops becomes crucial for fostering a more participatory learning environment. One technological advancement that can support modern teaching methods is the podcast. As Chan, Lee, and McLoughlin (2022) explain, podcasts are a readily downloadable

multimedia format available online, derived from the combination of "iPod" and "broadcast." Their flexibility and accessibility make them a valuable tool for enhancing student engagement beyond the classroom.

### **3. Podcast and Audio Content in Education**

#### **3.1. Definition of Podcast**

Podcasts represent a significant advancement in technology. They are a type of multimedia content available for download on the internet. The term itself is a portmanteau, combining "iPod" and "broadcast" (Chan, Lee, & McLoughlin, 2022).

These digital audio files can be downloaded or streamed, and are typically distributed using RSS feeds. Podcasts cover a wide range of topics, including education, entertainment, and information sharing. Panagiotidis (2021) identifies "Podcast" as a neologism, coined in 2004 and derived from "Pod" and "Broadcast." The term "Pod" is believed by some to have originated with the global release of the Apple iPod in 2001, which coincided with the emergence of the first podcasts. Panagiotidis acknowledges an alternative viewpoint, suggesting it might be a combination of "Personal on Demand" (POD) and "broadcast."

In essence, a podcast is a common digital audio file, typically in MP3 format. Recording can be done with a simple voice recorder, a PC, a mobile device, or even professional equipment for more demanding situations. Once recorded, the file is uploaded and hosted on a website or file storage service, where users can download it (Panagiotidis, 2021).

Several major online podcasting services dominate the market, offering seamless syndication for users. Panagiotidis (2021) highlights the subscription model and ease of

distribution as key features that differentiate podcasts from other digital audio formats like webcasting, streaming audio, downloadable files, and web radio.

### **3.2. Podcast Vs Webcast and Streaming Audio**

Panagiotidis (2021) clarifies the distinction between podcasting and webcasting. Webcasting refers to online audio or video transmission that works similarly to streaming playback on platforms like YouTube. In contrast, podcasting involves asynchronous transmission, meaning listeners can access the content at their own convenience. Additionally, podcasts consist of two key components: an audio file and an RSS feed.

According to Panagiotidis (2021), an audio file played on the internet without an RSS feed is simply considered streaming audio. Streaming audio, as defined in "Educational Applications of Streaming Audio" (n.d.), utilizes a specific file format and software that allows playback of long audio or audio-visual files without requiring the listener to download the entire file beforehand. This is particularly beneficial for lengthy content, as downloading a large file could take a significant amount of time and occupy valuable storage space.

### **3.3. Podcast Vs. Web Radio**

There is a clear distinction between podcasts and web radio. In web radio, live audio is streamed (pushed) and played back with a short delay while it downloads. Podcasts, on the other hand, are pre-recorded audio files stored in a podcasting service or other hosting facility. These files must be downloaded before listening. (Panagiotidis, 2021)

Podcast producers prepare and upload new episodes, and users are notified through syndication technologies when these episodes become available. This allows users to subscribe to the podcast and listen to episodes at their convenience, rather than having to tune in to a web radio station at a specific time. According to Panagiotidis (2021), Podcatcher apps

or services use RSS feeds to stay informed and automatically download new episodes to users' devices.

## **4. Types and Varieties of Podcasts**

Podcasts come in a variety of types and formats, each catering to distinct audiences and fulfilling different needs. Sze (2007) categorized them into radio podcasts, which are essentially radio programs made available as podcasts, and independent podcasts, created by individuals or institutions on the web. Panday (2009) further explored the potential for tailoring podcasts to specific needs, proposing categories like institutional podcasts, department podcasts, and even those specifically designed for instructors or students. Rosell-Aguilar (2007) delved deeper into podcasts for learning, dividing them into two categories: developing original podcast materials, which can be created by teachers or students themselves, and utilizing existing resources, such as authentic materials or language courses.

While audio or video are the most common formats for podcasts, as Bennet (2007) suggests, the content can encompass various file types, including photos and PDFs. These different formats are broadly categorized as audio podcasts, video podcasts, and enhanced podcasts.

### **4.1. Audio Podcast**

Audio podcasts reign supreme in the podcasting world. Similar to radio, they rely solely on sound to deliver their content. However, audio podcasts offer distinct advantages. Downloading and listening to them is a breeze compared to other podcast formats. Their files are relatively small, saving precious storage space. Additionally, audio podcasts can be conveniently divided into chapters, making it easy to navigate and pick up where you left off. The icing on the cake? Audio podcasts come in a variety of formats, with MP3 being the most popular. This ensures compatibility with practically any MP3 device, making them accessible to a wide audience.

### **4.2. Video Podcast**

Video podcasts, also known as vodcasts or vodcasting, are a type of audio-visual program that combines audio and video recordings into a single file. Ellis (2017) defines a video podcast, or vodcast, as "a streaming or downloadable video clip, usually offered as a subscription to an ongoing program." Because they are visual in nature, video podcasts are typically best enjoyed on larger screens like PCs. However, the production process for video podcasts is more complex and time-consuming compared to traditional audio podcasts, making them more expensive to create. MP4 is the most common video format for video podcasts (Salmon & Edirisingha, 2008).

## **5. Enhanced Podcast**

Enhanced podcasts, also known as slide casts, are a relatively new type of podcast that combines audio with visual elements like slides. Similar to video podcasts, they offer a richer experience by incorporating multimedia information. This can include slides, pictures, images, photographs, short video clips, and chapters. These features enhance listeners' understanding of the content and allow them to easily navigate to specific sections of interest. However, unlike traditional podcasts, enhanced podcasts require a device with video playback capabilities, such as a personal media player or a computer with iTunes installed (Rosell-Aguilar, 2007).

## **6. Podcasts in Education**

Podcasts, a key tool of Web 2.0, have seen a surge in popularity due to their ease of production, low cost, portability, and flexibility. Listeners and creators alike benefit from the convenience of on-demand access, with mobile devices further fueling this growth. Major media broadcasters have also adopted podcasts as a way to offer catch-up services. These bite-sized learning opportunities have sparked significant interest in their use for educational purposes, leading to extensive research on the topic.

Most studies overwhelmingly conclude that podcasts are an effective teaching resource with positive learning outcomes. Research by O'Bryan & Hegelheimer, Walls et al., and Fehennig suggests podcasts improve understanding of course materials, knowledge retention, and student performance. Bolliger et al.'s study of 302 students taking online courses via iTunes U podcasts found increased motivation, self-confidence, and positive reception of podcasts as learning materials. Lazzari, Fernandez et al., and Ainsworth not only provided podcasts but also involved students in their creation. This student participation in podcast design fostered the development of learning skills, motivation, collaboration, and critical thinking. Podcasts have also been shown to reduce student stress and facilitate multitasking, according to Walls et al. Kim & King further suggest that incorporating podcasts into teacher training leads to better prepared educators.

While some researchers like Abt & Barry believe written text offers greater learning benefits, and Cann, Kazlauskas & Robinson found mixed student reception, the majority hold positive views. Podcasts are generally seen as effective tools for disseminating information, enriching traditional learning experiences, promoting deeper understanding of topics, and stimulating critical thinking. They can also facilitate passive learning for non-traditional students, particularly in informal learning environments.

### **6.1. The Use of Podcasts for Language Learning**

Podcasts offer students a unique opportunity to develop their listening and comprehension skills. By exposing them to real language use in a variety of contexts, podcasts help students understand how language is used in everyday situations. Additionally, podcasts can improve students' speaking abilities. They provide examples of fluent speech and opportunities for spoken language output, allowing students to practice their own speaking skills. Listening to

podcasts can also be a fun and engaging way for students to acquire new vocabulary and expressions.

## **6.2. What Does Podcasting Promise for Language Learning**

Podcasts offer a valuable tool for language learning, particularly when access to traditional resources is limited. They overcome this barrier by providing exposure to real spoken language through original speech, conversations, radio programs, and TV shows. Podcasts can also enhance other language skills like reading and vocabulary development. This is because they offer authentic content that learners wouldn't encounter in a textbook setting. Additionally, many podcast websites provide exercises and transcripts of the recordings, creating a well-rounded learning experience. These websites are especially helpful for language teachers. Teachers can assign specific podcasts for students to listen to at home to reinforce classroom learning or bring relevant audio-video materials directly into the classroom.

However, there are some drawbacks to consider. Despite encouraging results in most studies, there is a lack of research on how effectively podcasts facilitate language learning. Existing studies primarily focus on student opinions. Further research is needed to definitively evaluate whether podcasts are a useful tool for language acquisition. Such research would be beneficial for the education industry, as educators seek effective strategies to engage a student body that is becoming increasingly diverse and tech-savvy.

## **6.3. Podcast Effects on Different Aspects of Language**

Podcasts have emerged as a powerful tool for enhancing various English language skills. Studies by Hasan and Hoon (2013) suggest that podcasts positively impact not only listening

and speaking but also grammar, pronunciation, and vocabulary acquisition. Compared to movies, Saputra (2014) found podcasts to be a more effective learning medium, with students demonstrating a clear correlation between listening habits and improved listening comprehension. Wiyanah's research (2015) on podcast use for listening skills highlights the positive role student attitudes towards the internet play in facilitating the learning process (Prasetyo, 2021b).

The benefits of podcasts extend beyond just improving English skills; they also enhance various linguistic features. Yaman (2016) argues that podcasts can lower learning barriers by providing exposure to authentic speech through dialogues, radio broadcasts, TV programs, and other formats. Additionally, podcasts often come with accompanying transcripts or audio-video files that can be used for creating lesson materials and exercises.

Furthermore, podcasts offer a multitude of advantages: increased learner motivation, flexible access (anytime, anywhere), promotion of learner autonomy, development of listening skills and pronunciation, access to a vast range of resources, and opportunities for active participation by both teachers and students. Kavaliauskiene (2008) emphasizes the ability of podcasts to create vivid mental imagery, while Sloan (2005) highlights their accessibility through the internet, making them innovative learning tools. Podcasts can also be transferred to mobile devices, making them particularly suitable for listening comprehension courses (Helgesen, 2003; Morris, 2010).

In conclusion, podcasts offer a compelling and versatile approach to learning English, fostering the development of various skills and linguistic features. Their accessibility, engaging format, and diverse content make them a valuable resource for both students and educators.

## **Section TWO: Motivation in Education**

### **1. Definition of Motivation**

The term "motivation" is a convenient catchphrase for a complex and essential human characteristic. As Scheidecker and Freeman (1999) state, it's arguably the most challenging issue facing educators today (p. 116). In essence, "motivation" refers broadly to the underlying causes and origins of our actions. It's an abstract concept we use to explain why people think and behave in certain ways. Under this umbrella term falls a wide range of motives, from tangible desires like a raise to intangible ideals like freedom. Despite their vast differences, all these motives influence behaviour.

Therefore, "motivation" is best understood as a broad term encompassing various meanings. We can easily imagine an "unmotivated" learner, even if pinpointing the exact cause of this demotivation proves difficult. The usefulness of this term extends to theorists, researchers, and practitioners alike. It highlights a fundamental aspect of the human mind: the drive to act. In conclusion, "motivation" is intricately linked to a core human function, and most teachers and researchers would agree that it plays a critical role in determining success or failure in any learning environment.

### **2. Historical Changes in Understanding Motivation\***

Different schools of psychology offer vastly different explanations for why humans behave and think as they do. Our understanding of motivation, in particular, has undergone significant historical changes. Early philosophers like Aristotle pondered the

role of desires and goals in driving human action. However, more recent psychological theories have delved deeper, exploring the interplay of internal and external factors. For instance, behaviorism emphasized the influence of external stimuli and rewards on behavior (Hull, 1943). Conversely, humanistic psychology focused on intrinsic motivators like self-actualization (Maslow, 1943). This ongoing exploration of motivation highlights the complexity of human behavior and the multifaceted nature of what drives us.

### **3. Freudian Perspective on Motivation**

In the first half of the twentieth century, the dominant view on motivation, as championed by Sigmund Freud emphasized the role of basic human instincts and drives in shaping behaviour. These drives, Freud believed, were often unconscious or repressed, meaning they operated outside of our awareness and could be unknowingly influencing our actions. This perspective stands in contrast to later theories that focus more on conscious thoughts, goals, and expectations as drivers of motivation.

### **4. Conditioning Theories and Behaviourism**

The middle of the twentieth century was dominated by conditioning theories stemming from behaviorist psychology. A great deal of research focused on how stimuli and responses interact in forming habits (B.F. Skinner, 1938). This emphasis on observable behaviour and the environment's influence on learning had a significant impact on various fields, including education and therapy.

### **5. Humanistic Psychology and Self-Actualisation**

Humanistic psychologists, such as Carl Rogers and Abraham Maslow, proposed that the central motivating force in people's lives is the self-actualizing tendency. This refers to the desire for personal growth and to fully develop the capacities and talents we have inherited (Maslow, 1970).

Maslow's famous Hierarchy of Needs further clarifies this concept. He distinguished between five basic classes of needs, arranged in a pyramid-like structure. Physiological needs, such as hunger, thirst, and sexual frustration, form the base of the pyramid. These are the most basic needs that must be met for survival. Once physiological needs are met, individuals move on to safety needs, which include the need for security, order, and protection from pain and fear. The next level encompasses love and social needs, such as the need for love, affection, and social acceptance. Esteem needs, including the need to gain competence, approval, and recognition, come next. Finally, at the top of the pyramid lie self-actualization needs. These represent the need to realize one's potential and capabilities, and gain understanding and insight (Maslow, 1970).

## **6.Cognitive Approach in Motivational Psychology**

The current spirit in motivational psychology is characterized by a theoretical orientation called the cognitive approach. This approach focuses on how an individual's conscious thoughts, beliefs, attitudes, and interpretations of events influence their behaviour. In other words, it examines how mental processes are transformed into action. Motivation itself can be understood through the lens of three functions: conative, cognitive, and affective. The conative function relates to what one desires or wants, the

cognitive function to what one thinks rationally, and the affective function to what one feels. Simply put, the cognitive approach in motivational psychology highlights how we think about ourselves, the world around us, and our goals, which ultimately influences our motivations and actions.

## **7.Motivation and Engagement in Language Learning**

Creating a classroom environment that encourages student participation is key to successful language learning. One effective method involves coursework or assignments relevant to students' everyday lives. This approach fosters motivation and engagement, making learning more relatable and constructive.

Motivation refers to the driving force that compels individuals to learn. Self-determination theory (Deci & Ryan) proposes three fundamental psychological needs that influence motivation:

- **Autonomy:** the desire to feel in control of one's learning journey.
- **Competence:** the need to feel capable and successful in language acquisition.
- **Relatedness:** the desire for connection and belonging within the learning environment.

By providing relevant coursework and fostering discussion, teachers can address these needs. Students feel autonomous when they can contribute their experiences to learning. Engaging discussion allows them to demonstrate competence through their ideas and understanding. Furthermore, group discussions cultivate a sense of relatedness as students collaborate and learn from each other.

Engagement theory adds another layer. It emphasizes the importance of creating a stimulating learning experience that captures students' attention and promotes active participation. Through discussions that challenge and build upon ideas (Semo & Ibrahim,

2022), teachers encourage students to think critically and invest themselves in the learning process.

Ultimately, by fostering a collaborative environment that addresses students' psychological needs and creates a stimulating learning experience, teachers empower students to become active participants in their language learning journey.

## **Conclusion**

This chapter explored the potential of podcasts as a tool for enhancing language learning, particularly when traditional resources are limited. We discussed the various types of podcasts and their functionalities, highlighting their strengths and weaknesses in the educational context. The chapter then delved into the concept of motivation in education, tracing its historical development through different psychological perspectives. We saw how motivation is a complex interplay of internal and external factors, and how understanding these factors can help educators create a more engaging learning environment.

Finally, we connected the concept of motivation to the use of podcasts in language learning. By addressing students' psychological needs for autonomy, competence, and relatedness, and by creating a stimulating learning experience, podcasts can act as a powerful tool to boost motivation and engagement in the language learning journey. Further research is needed to definitively determine the long-term impact of podcasts on language acquisition. However, the current evidence suggests that podcasts hold immense promise for enriching language learning experiences and fostering a love for the language.

## **Chapter Three**

### **Methodology and Data Analysis**

#### **1. Introduction**

Shifting from the theoretical foundation laid in Chapter One, this chapter delves into the practical aspects of the research. It details the experimental design, the specific methodologies employed to address the research questions, and the tools and plan utilized for the experiment. Furthermore, the chapter focuses on analyzing the qualitative and quantitative data collected through student questionnaires and classroom observations. Finally, it presents the results of the analysis in relation to the research questions and hypotheses.

#### **2. Experimental design**

We employed a quasi-experimental approach to investigate the influence of integrating podcasts and audio content into English language instruction on student motivation and engagement. This design was chosen for its practicality and relevance in a classroom setting, particularly with second-year students at Chadli Bendjedid University of El-Tarf. Data collection relied on questionnaires and classroom observations. The procedure involved randomly dividing students into two groups: an experimental group receiving instruction with podcasts and audio content, and a control group receiving traditional instruction only. This approach allowed us to gain pragmatic insights into the impact of digital media on English language learning.

#### **3. Population and Sampling**

The sampling process for this study involved the precise selection of participants and subject matter. To ensure the experiment's reliability, two groups of second-year English language learners from Chadli Bendjedid University - El Taref were randomly chosen from those enrolled in the 2023/2024 academic year. The first group, 2 LMD from group 4, served as the

control group and consisted of 17 students (ages 18-23, males and females). The second group, 2 LMD from group 3, was the experimental group and comprised 19 students (ages 18-23, males and females). The literature teacher was very welcoming and collaborative, facilitating the experiment's conduct and allowing for free observation. It is important to note that during questionnaire administration, some students exhibited a lack of interest and occasionally returned blank pages. Despite these minor challenges, the overall environment remained conducive to the research.

#### **4. Experimental Procedure:**

##### **4.1. Pre-Testing Phase:**

This phase aimed to establish a solid foundation for the experiment by creating a comfortable and stress-free environment. Students participated in the session within their usual classroom with their familiar teacher and were free to choose their seating. We then introduced and explained the purpose of the study, familiarizing them with the concept of using podcasts and audio content as learning tools. Before commencing the experiment, the teacher outlined the session on the whiteboard. This outlined a clear objective for the task-based lesson plan, which focused on imagery in Ernest Hemingway's "The Old Man and the Sea." We then distributed worksheets for students to complete voluntarily during the experiment. No further instructions were provided, as the worksheets served as an observational tool for their performance, aiding in the completion of the observation grid. The questions on the worksheet were in a multiple-choice format (MCQs).

##### **4.2. Experiment Phase:**

During the Experiment Phase, the study will be divided into two groups

###### **4.2.1. Control Group**

The control group will continue with the traditional instruction method employed by the teacher. This method, following a task-based plan, specifically excludes the use of technology, particularly podcasts and audio content.

#### **4.2.2. Experiment Group:**

In contrast to the control group, the experimental group received exposure to podcasts and audio recordings throughout the task-based lesson. As a pre-task, students listened to an introductory podcast by a female native speaker. This podcast provided a general overview of Ernest Hemingway's life journey and included information relevant to understanding the imagery in his book "The Old Man and the Sea." Following the introductory podcast, students listened to a second podcast summarizing the plot of the book, further preparing them for the task.

During the task itself, students listened to a podcast defining imagery and providing examples of religious allegory. They then embarked on the task: listening to the audiobook of "The Old Man and the Sea" and identifying the imagery within the text. Finally, a post-task discussion period was provided for the students. To assess the impact of audio content on student behaviour and learning dynamics, systematic classroom observations will be conducted for both groups. These observations will focus on recording levels of engagement, participation, and interaction, providing qualitative data for analysis.

#### **2.3. Post Experiment Phase:**

Following the experiment, both the control group and the experimental group will complete a comprehensive survey. This survey aims to assess various aspects of the learning process, including technology usage, student awareness of their own motivation, and their opinions on using digital media in language teaching. The data collected from these questionnaires will then be analyzed to evaluate the impact of integrating podcasts and audio content on student

engagement and motivation. This analysis will generate valuable insights that can inform improvements in English language instruction by utilizing contemporary communication tools.

## **5. The Research Tools**

Two data collection tools were employed for this research: questionnaires administered to two student groups and classroom observations conducted for both groups.

### **5.1. Description of the Students' Questionnaire**

To explore the effectiveness of podcasts and audio content on learner motivation and engagement in English language learning, this study measured students' awareness of their attitudes towards English language learning, investigated their perceptions of digital media use, and gathered overall feedback on technology integration in English language instruction. An experiment was designed and implemented with 39 second-year EFL students at Chadli Bendjedid University, El Taref, during the second semester of the academic year 2023/2024. To encourage in-depth and thoughtful responses, a mixed methods approach was employed, utilizing 19 multiple-choice, closed-ended, open-ended, and yes/no questions. These questions were divided into four interconnected sections designed to gather valuable data.

#### **Section One: Tracking Students' use of technology in learning**

This section focuses on understanding students' engagement with technology in the learning process from their perspective. It begins by examining whether there are any gender differences in how students utilize technology for learning. It then investigates students' frequency of technology use in learning and the frequency with which teachers integrate technology into their instruction. Finally, it explores students' prior exposure to podcasts and audio materials for language learning, including the frequency of use. By examining these factors, this section offers a look at the impact of technology and audio resources on students' educational journeys.

#### **Section Two: Measure students' awareness of their own motivation**

This section of the questionnaire aims to assess students' self-awareness regarding their motivation to learn literature. It begins by asking students to identify situations where they feel motivated, providing multiple choice options. Following this, it delves deeper by asking about the frequency of motivational challenges they experience in class. Students are then invited to list reasons for their lack of motivation, with space provided for detailed explanations. To understand students' broader learning preferences, the questionnaire then asks whether they consider literature their favourite subject and explores their interests in other subjects. Finally, it investigates students' exposure to audio content by asking if they use it in other subjects and whether their teachers utilize podcasts in lessons. This comprehensive section gathers valuable data to create a comprehensive picture of students' motivational factors and the role of audio content in their learning experience.

### **Section Three: Post-Experiment Questions**

This section focuses on how the experiment impacted student participation, comprehension, and motivation. It begins with a straightforward question: "Did the teacher use any audio clips during the lesson?" This is followed by an assessment of student engagement: "How involved were the learners in the lesson?"

Next, the research investigates whether listening to podcasts improved understanding of themes and symbols in "The Old Man and the Sea" among students in the experimental group. The students were asked to explain how the audio materials aided their comprehension, allowing for detailed feedback from the instructor.

To gauge student motivation, the research will include questions about which activities they found most motivating and why. Additionally, this section seeks to understand student receptiveness to future use of podcasts and other audio formats in foreign language learning.

Students who answer affirmatively will be invited to elaborate on their reasons, revealing their preferences and beliefs regarding the effectiveness of such materials in the classroom.

#### **Section Four: Additional Feedback**

This section is an open space for the students to feel free to share their point of view about the use of podcasts and audio content in English language instruction. They are encouraged to propose any other suggestions or any comments on ways to improve participation in the classroom. It is important to develop new strategies and recommendations for a more engaging classroom environment.

### **5.2. Description of the Classroom Observation**

The classroom observation involved second-year literature students at Chadli Benjdid University El Taref. It took place within a teaching context inside Language Laboratory 3. The researcher used a pre-designed observation grid to guide the process, focusing on identifying targeted elements. The observation grid consisted of a general overview section and three main sections, each aligned with a specific objective.

**Section One:** Teacher's Instructional Methods and Use of Audio Content (two questions) aimed to observe the teacher's integration of podcasts and audio content in the classroom.

**Section Two:** Students' Motivation and Engagement (six questions) examined student interaction with the lesson and the teacher. These questions were organized to help the researcher track student motivation, engagement, and positive or negative attitudes towards the use of audio content.

**Section Three:** Students' Achievement and Performance (four questions) aimed to observe student achievement and evaluate the direct impact of audio content on their performance. Worksheets played a crucial role in filling out this section, providing answers to most of the

questions. The observation grid further utilized a four-point scale for each question's answer options. These ranged from "totally agree" and "mostly agree" to "partially agree" and "none."

## **6. Data Analysis**

The data collected from the experiment were later analyzed and organized into tables and figures. The questionnaire analyses for both the control and experimental groups were divided into four sections, containing multiple-choice and open-ended questions. Each multiple-choice question had its own table, figure, and commentary to present the results. The open-ended questions, on the other hand, were analyzed thematically and presented in paragraphs with quotes to illustrate student responses. Additionally, the observations of both groups were organized into three sections following the observation grid.

### **6.1. Students' Questionnaire**

#### **6.1.1. Analysis of the Students' Questionnaire**

The following section presents an analysis of the responses from the 19 students in both the control and experimental groups. The answers to the questions are analyzed using tables and figures.

##### **6.1.1.1 Analyses of the Controlled Group**

The responses from the 17 students in the control group are analyzed below. Section One focuses on tracking students' use of technology in learning and consists of five questions, four closed-ended and one open-ended.

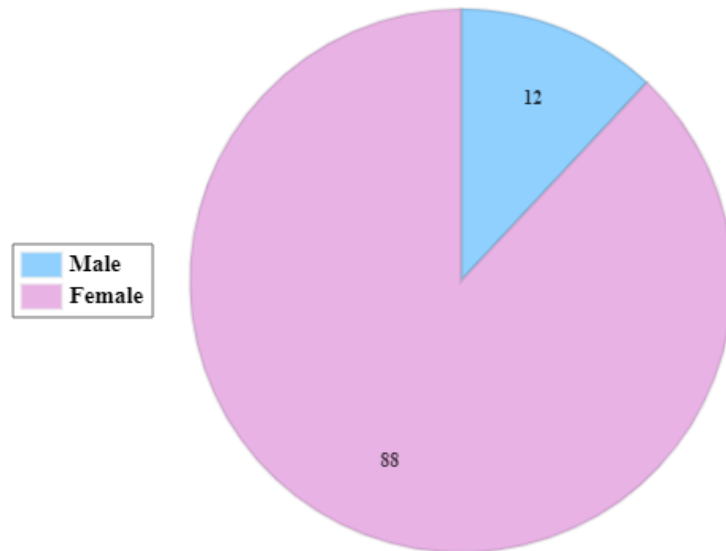
#### **Section One: Tracking Students' use of technology in learning**

This section contains five questions. It consists of four closed-ended questions and one open ended question.

##### **Question 1: Are you a Male or a Female?**

Table 1: *Participants' Gender*

Prompt	Male	Female	Total
Percentage	12%	88%	100%
Population	2	15	17



**Figure 1: Participants' Gender**

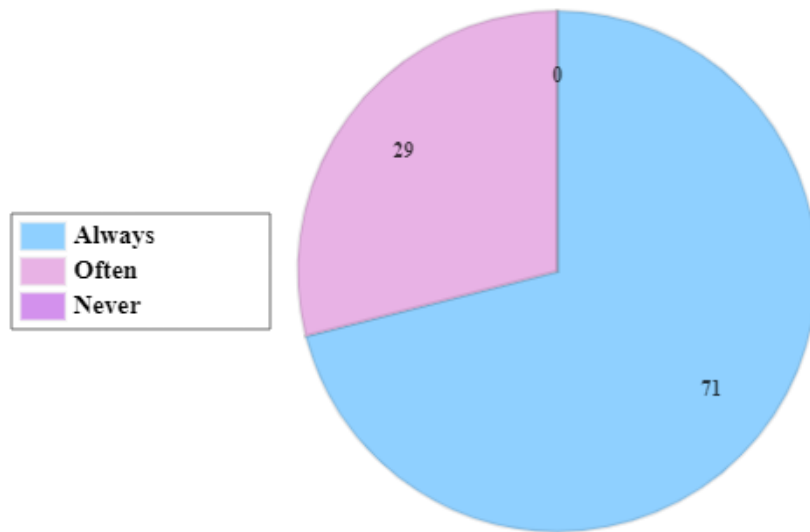
From the obtained results, fifteen (15) participants in this group who answered this question (88%) are females and only two (2) participants (12%) are males, which indicate that most of the participants are from a female source for obtaining the data needed to track students' motivation and engagement.

**Question 2: How much do you use technology in individual learning?**

*Table 2: Students Usage of Technology in Individual Learning*

Prompt	Always	Often	Never	Total
Percentage	71%	29%	0%	100%

<b>Population</b>	12	5	0	17
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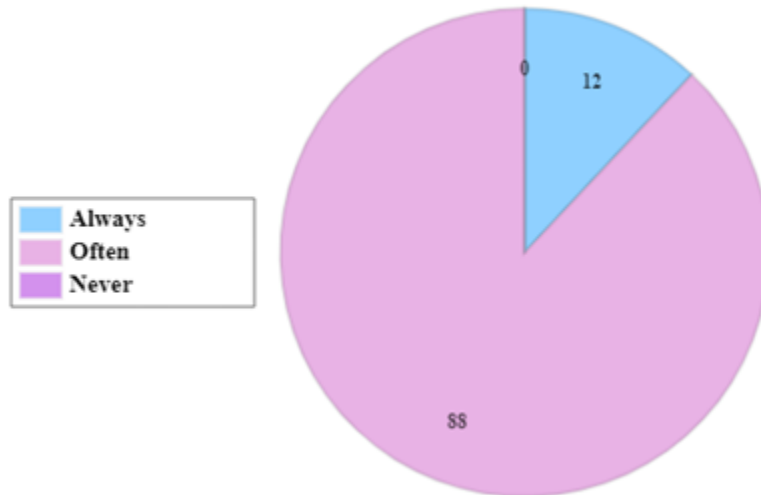
**Figure 2: Students Usage of Technology in Individual Learning**

The results reveal that technology plays a significant role in student learning. Twelve (71%) of the students reported using technology for individual learning, such as studying at home or revising lessons. An additional five (29%) indicated frequent use of technology. Notably, none of the participants said they never use technology for learning.

**Question 3: How much does your teacher use technology in the learning instruction?**

*Table 3: Teacher Usage of Technology in Learning Instruction*

<b>Prompt</b>	<b>Always</b>	<b>Often</b>	<b>Never</b>	<b>Total</b>
<b>Percentage</b>	12%	88%	0%	100%
<b>Population</b>	2	15	0	17



**Figure 3: Teacher Usage of Technology in Learning Instruction**

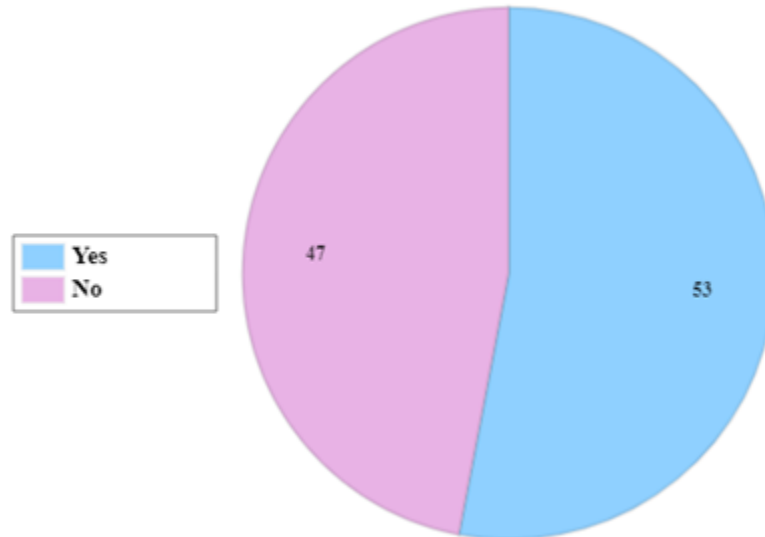
According to table 3, only two students (12%) believe teachers always use technology in learning instruction. Fifteen students (88%) said teachers use technology, and none (0%) said teachers never use technology. This suggests that learners are accustomed to and have experience with technology use in class.

**Question 4: Have you ever listened to podcasts or audio content as part of your language learning experience before?**

Table 4: *Students' Experience in Listening to Podcasts or Audio Content in Language*

*Learning*

Prompt	Yes	No	Total
Percentage	53%	47%	100%
Population	9	8	17



**Figure 4: Students' Experience in Listening to Podcasts or Audio Content in Language Learning**

The results showed that nine (9) participants (53%) reported listening to podcasts or audio content as part of their language learning experience before, while eight (8) participants (47%) answered "no," indicating they have no prior experience. This difference in prior experience with podcasts and audio content for language learning could provide various perspectives

**Question 5: If yes, please specify the type of content and how frequently you listen to it.**

The students' past exposure to podcasts and audio content in language learning was described as follow:

- **Students Responses to Past Exposure to Podcasts and Audio Content in Language Learning:**

- Ed, TED Talks, Small Talk to Me, and other apps.
- I always listen to vlog videos about diaries and stuff like this that helps me improve my listening skills and also my vocabulary.
- Learning language audiobooks, pronunciation guides daily, weekly.

- I listen to those who don't make me feel bored; the content doesn't matter, but I do that just to learn new vocabulary.

- Islamic podcasts, I listen to them from my PC.

- Each time, I listen to a different kind.

Students used a wide variety of podcasts and audio to help them in language learning. They listened to vlog videos, which they used to improve listening skills but also helped in vocabulary. Other students use language audiobooks, pronunciation guides, among others. For instance, some students listened to Islamic podcasts, helping them to keep up their interest in the language being learnt.

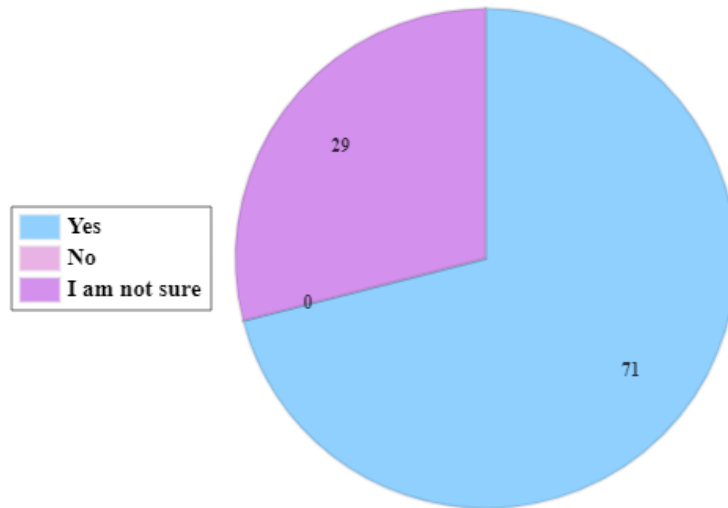
## **Section Two: Measure students' awareness of their own motivation**

This section constitutes of five questions four of them are closed-ended question and only one open-ended question

### **Question 6: Can you know when you are motivated to learn?**

Table 5: *Students' Self-Awareness of Their Motivation to Learn*

<b>Prompt</b>	<b>Yes</b>	<b>No</b>	<b>I am not sure</b>	<b>Total</b>
<b>Percentage</b>	71%	0%	29%	100%
<b>Population</b>	12	0	5	17



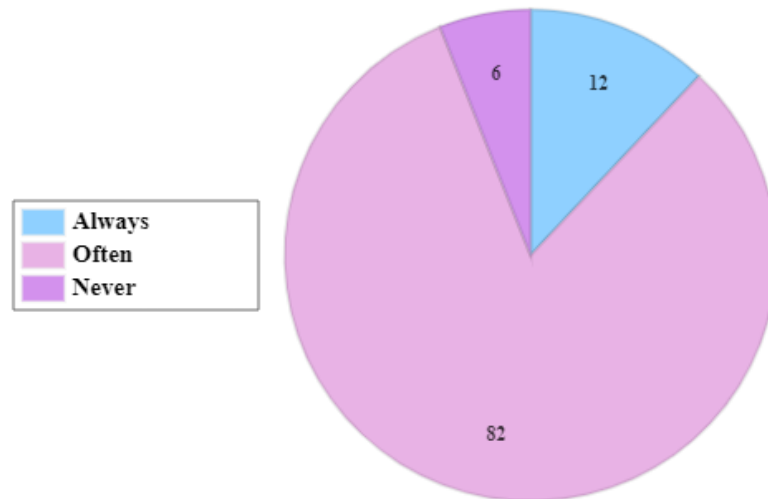
**Figure 5: Students' Self-Awareness of Their Motivation to Learn**

The pie chart revealed that twelve (12) out of seventeen (17) students (71%) reported being self-aware of their motivation while learning. The remaining five students (5, or 29%) were unsure. Importantly, no students indicated a complete lack of self-awareness. This high level of self-awareness lends credibility to their responses in the upcoming questions.

**Question 7: Do you face problems to be motivated in class?**

*Table 6: Students facing Problems to Be Motivated in Class*

Prompt	Always	Often	Never	Total
Percentage	12%	82%	6%	100%
Population	2	14	1	17



***Figure 6: Students facing Problems to Be Motivated in Class***

This question aimed to identify if students face problems with motivation in class. The diagram above clearly shows the findings regarding student participation. A significant number of participants, fourteen (14) out of seventeen (17) or 82%, chose the second option, indicating they often face motivation issues. Two students (12%) believe they always face difficulties staying motivated to learn. Only one student reported never facing motivation problems.

These results highlight a potential issue with student motivation in the classroom. It suggests that current teaching methods or the classroom environment may not be engaging enough for most students. This insight emphasizes the need to implement new strategies or interventions that could improve student motivation and engagement, leading to more continuous and active participation in the learning process.

**Question 8: Can you name some reasons why you feel unmotivated?**

- **Student Responses to feeling demotivation:**
- When the topic or the subject is something, I am not interested in.
- - Because I don't have much vocab.
- - Lack of particular application.
- - Noise.

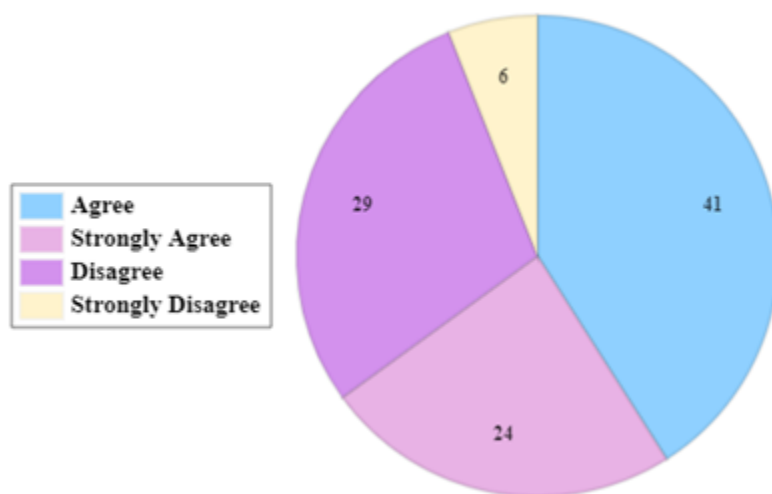
- My classmates.
- Pressure, not liking the subject or teacher.
- Maybe when I find the subject hard.
- Not interested.

Major determinants of students' interest in learning include personal interest in the topic, limitations of vocabulary, perceived relevance of the content, environmental distracters, social interactions with peers, and pressure or dislike for the subject or teacher. These are major elements that shape the motivation and participation of students in educational activities.

**Question 9: Is literature your favourite subject?**

Table 7: *Literature is the Favourite Subject for Students*

Prompt	Agree	Strongly Agree	Disagree	Strongly Disagree	Total
Percentage	41%	24%	29%	6%	100%
Population	7	4	5	1	17



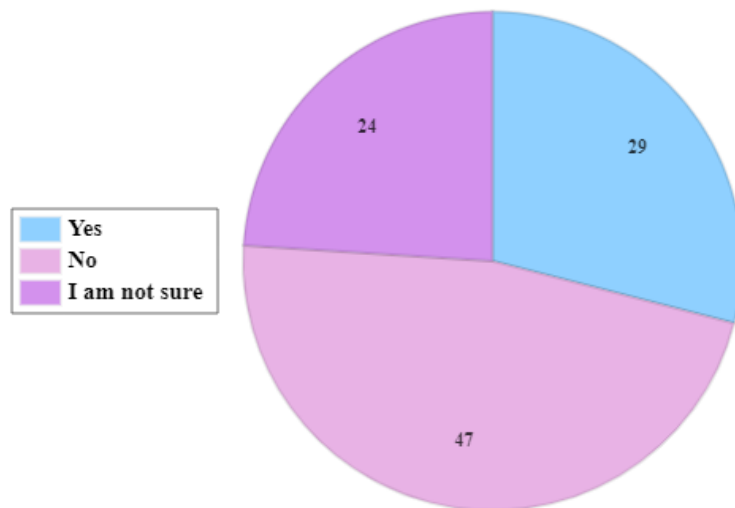
**Figure 7: Literature is the Favourite Subject for Students**

According to Table/Figure 7, 41% of the respondents agree that literature is their favourite subject, with an additional 24% strongly agreeing. However, 29% disagree and 6% strongly disagree. These responses indicate that a majority of the students have a positive attitude towards literature, while a minority may not find it as engaging.

**Question 10: You are motivated to learn and engage in literature sessions.**

Table 8 : *Students' Motivation to Learn and Engage in Literature Sessions*

Prompt	Yes	No	I am not sure	Total
Percentage	29%	47.%	24%	100%
Population	5	8	4	17



**Figure 8: Students' Motivation to Learn and Engage in Literature Sessions**

Table and Figure 8 indicate student motivation and engagement in literature sessions. Nearly half (47%) of students reported a lack of motivation or engagement, suggesting that the current approach to literature instruction may need revision to make it more engaging. However, 29% of students expressed motivation, and another 24% were unsure. This data suggests that many students may not find literature inherently unmotivating, but rather that the current curriculum or teaching methods lack engagement. The following sections will

explore whether podcasts can have a positive effect on student motivation and engagement in literature.

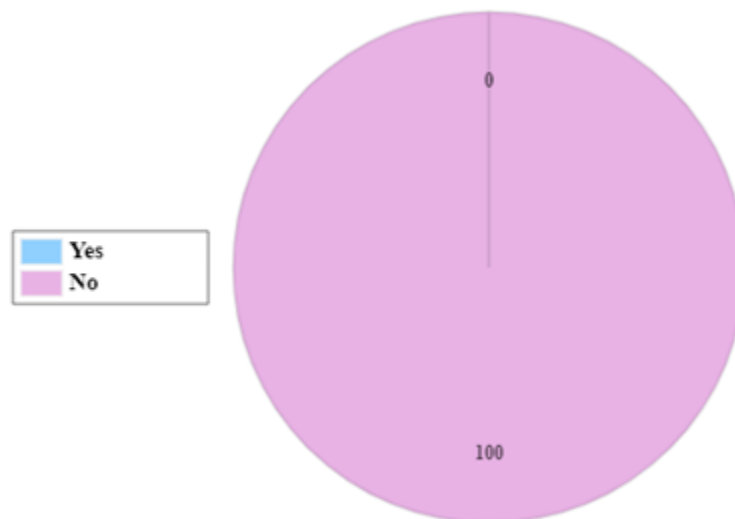
### Section Three: Post-Experiment Questions

This is the most important section of the experiment. It consists of seven questions: five closed-ended and two open-ended.

**Question 11: Did the teacher during the lesson use any Audio content?**

Table 9: *Teacher Using Audio Content During the Lesson*

Prompt	Yes	No	Total
Percentage	0%	100%	100%
Population	0	17	17



**Figure 9: Teacher Using Audio Content During the Lesson**

Analyzing question (9) of the questionnaire revealed that 100% of the students responded that no audio content was used during this session. These results confirm that this is the

control group, where the variable of integrating podcasts and audio content was not included in the learning instructions. This allows for the investigation of the impact of these tools on student motivation and engagement.

**Question 12: If yes, please elaborate on how it helped**

Because this question pertains to the experimental group, there are no responses available at this time.

**Question 13: Overall, how motivated were you to learn during the lesson?**

Table 10: Overall Motivation to Learn During the Lesson

Prompt	Very Motivated	Motivated	Neutral	Demotivated	Very Demotivated	Total
Percentage	0%	41%	53%	6%	0%	100%
Population	0	7	9	1	0	17

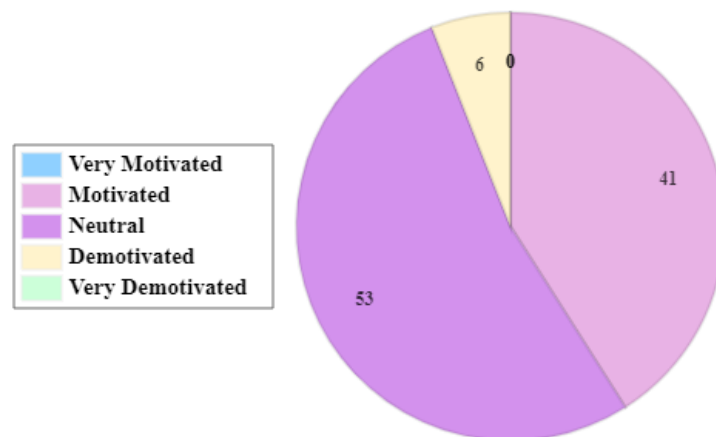


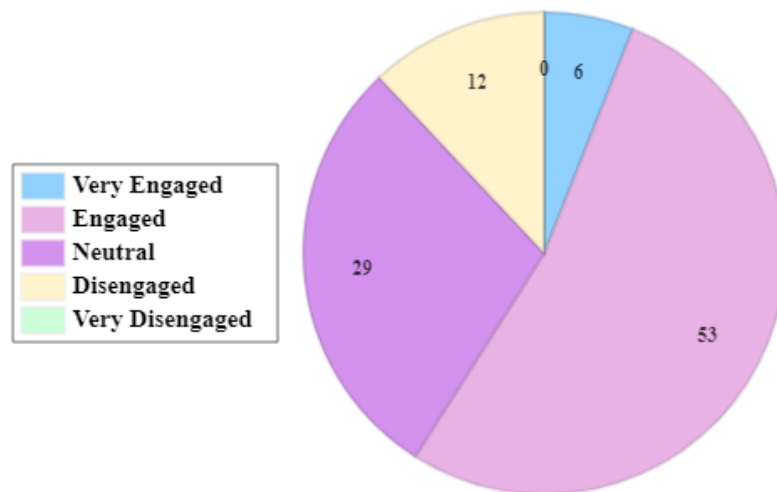
Figure 10: Overall Motivation to Learn During the Lesson

The results revealed that seven students (41%) were motivated during the lesson, while only one student (6%) reported feeling demotivated. However, the majority of students (9 or 53%) indicated a neutral response. This suggests that while some learners were motivated, a larger portion remained neutral, indicating the lesson might not have fully engaged all students. This neutrality could point to the need to revisit or diversify teaching methods to appeal to a wider range of learners in the class.

**Question 14: How would you rate your engagement during the lesson?**

Table 11: *Students' Engagement Self-Rating during the Lesson*

Prompt	Very Engaged	Engaged	Neutral	Disengaged	Very Disengaged	Total
Percentage	6%	53%	29%	12%	0%	100%
Population	1	9	5	2	0	17



**Figure 11: Students' Engagement Self-Rating During the Lesson**

The data obtained in Table and Figure (11) shows that nine (9) students (53%) opted for the answer "engaged" and one (1) student (6%) opted for "very engaged." In contrast, only five (5)

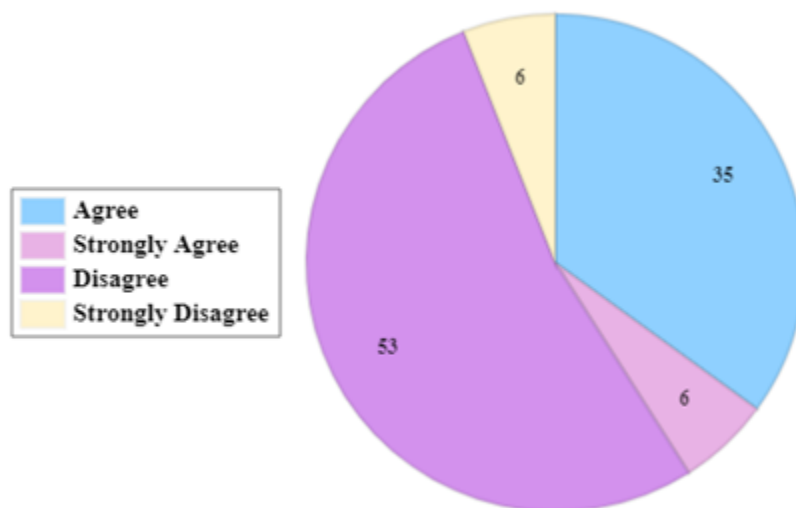
students (29%) were neutral, and only two (2) students (12%) selected "disengaged." Therefore, the majority of students reported feeling engaged in the literature session according to their answers. This result contrasts with the previous question in Table and Figure (10) which indicated that the majority of students felt neutral. This suggests that another factor may have influenced their engagement in the literature session.

According to the observations, the teacher's persistence likely played a significant role in this increased engagement. The teacher actively encouraged students to participate by calling on them individually.

**Question 15: You understood the themes and imagery in "The Old Man and the Sea"?**

Table 12: *Understanding of Themes and Imagery in "The Old Man and the Sea"*

Prompt	Agree	Strongly Agree	Disagree	Strongly Disagree	Total
Percentage	35%	6%	53%	6%	100%
Population	6	1	9	1	17



**Figure 10: Understanding of Themes and Imagery in "The Old Man and the Sea"**

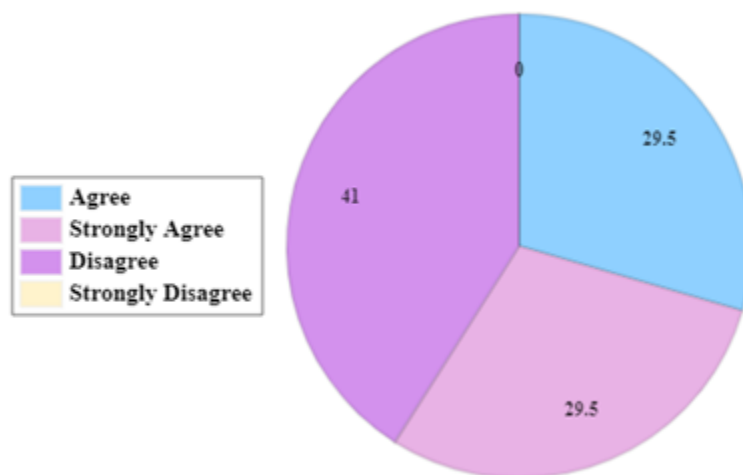
Considering the data obtained, 53% (nine students) disagreed, and 6% (one student) strongly disagreed, indicating that they did not understand the themes and imagery in "The Old Man

and the Sea." Conversely, only 6% (one student) agreed, while 35% (six students) strongly agreed that they understood. This suggests that most students did not achieve the learning objective of the session.

**Question 16: Would you prefer using podcasts or similar audio content in future language learning activities than traditional lecturing?**

Table 13 : *Preference for Podcasts or Similar Audio Content in Future Language Learning Activities Compared to Traditional Lecturing*

Prompt	Agree	Strongly Agree	Disagree	Strongly Disagree	Total
Percentage	29.5%	29.5%	41%	0%	100%
Population	5	5	7	0	17



**Figure 13: Preference for Podcasts or Similar Audio Content in Future Language Learning Activities Compared to Traditional Lecturing**

The table below reveals that a large proportion of respondents answered positively regarding the use of podcasts or similar audio content in future language learning activities. Specifically, 29.5% agreed and another 29.5% strongly agreed that they prefer podcasts over traditional lecturing. However, 41% of respondents disagreed with using podcasts instead of traditional lecturing. As the diagram shows, no participants strongly disagreed with this suggestion.

**Question 17: If you agree, please specify why.**

Students who would prefer to use podcasts or any other form of audio materials rather than attend traditional lessons in future language learning activities explained their preference as follow:

- “Because it helps me learn more.”
- “Because listening is a crucial part in language learning.”
- “It would be helpful.”
- “It proves our language.”
- “It improves our listening skills and pronunciation.”

Students, however, who prefer podcasts or any other form of audio materials over the traditional lectures justify their choice because it brings about effective learning, makes a person develop listening skills, very vital and necessary for people to acquire a second language, proves to them that one has acquired language, and improves one's pronunciation. Students find podcasts practical and beneficial, offering a dynamic approach to language learning compared to conventional methods.

**Section 4: Additional Feedback**

This section delves deeper into justifications through two open-ended questions.

**Question 18: Do you have any additional comments or suggestions regarding the use of podcasts and audio content in English language instruction?**

Regarding the responses concerning suggestions for using podcasts in English language instruction, most respondents didn't answer. Only these examples:

- Use audio to teach civ.
- I'm not really interested.
- No, but I like it because it is very helpful.

**Question 19: Do you have any additional comment or suggestion to improve your motivation and classroom participation?**

As further remarks and recommendations to enhance students' motivation, certain respondents replied as follows:

- The teacher should make the lesson more fun.
- Use effective methods that motivate us.
- Self-confidence, self-trust.
- Self-confidence.
- Reading and discussing within a group.
- Yes, when I revise the lesson before our lesson.
- From reading because I like visual learning style.
- Use of some games to capture the attention of the learners.

Respondents suggested several strategies to enhance student motivation: making lessons enjoyable, effective motivational techniques, developing self-confidence, group discussion, pre-lesson revision, reading activities for visually ready learners, and engaging games. The approaches look for creating a dynamic and supportive learning environment that would encourage active participation and lead to a sustained interest among the learners.

### 6.1.1.2. Analyses of the Experimental Group

Nineteen students answered the 19 questions in the experimental group, which were analysed as follows:

#### Section One: Tracking Students' use of technology in learning

This section includes five questions: four are closed-ended, and one is open-ended.

#### Question 1: Are you a Male or a Female?

Table 14: *Participants' Gender*

Prompt	Male	Female	Total
Percentage	42%	58%	100%
Population	8	11	19

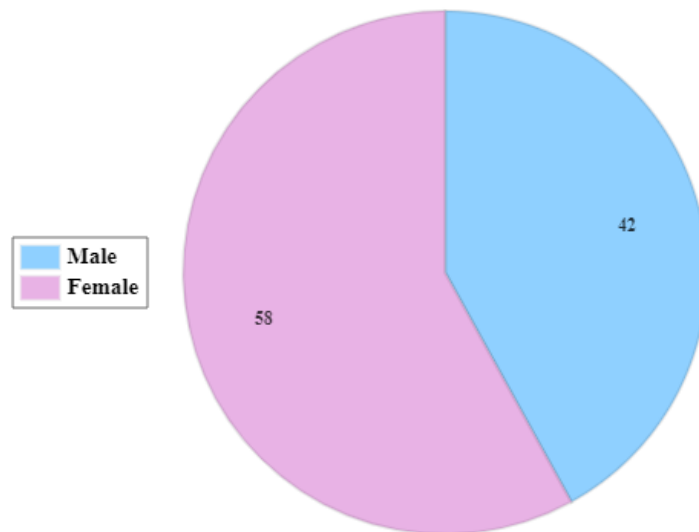


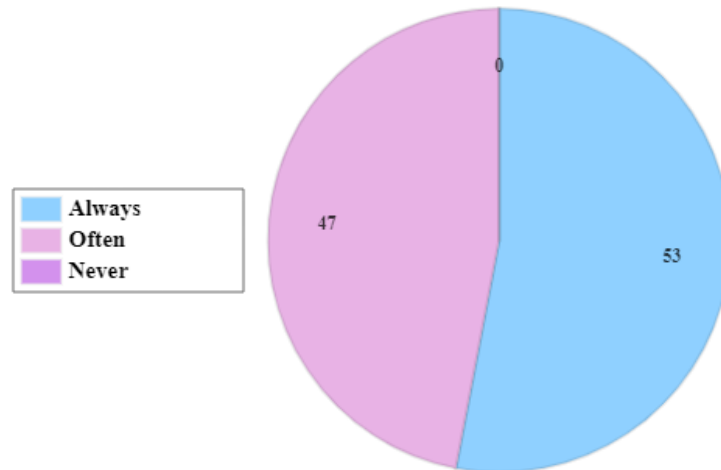
Figure 14: **Participants' Gender**

According to the results, there is a balance between the number of male and female sources to gather the information required to monitor students' motivation and engagement. Of the group's participants, eleven (11) are female (58%) and eight (8) are male (42%).

**Question 2: How much do you use technology in individual learning?**

Table 15: *Students Usage of Technology in Individual Learning*

Prompt	Always	Often	Never	Total
Percentage	53%	47%	0%	100%
Population	10	9	0	19



**Figure 15: Students Usage of Technology in Individual Learning**

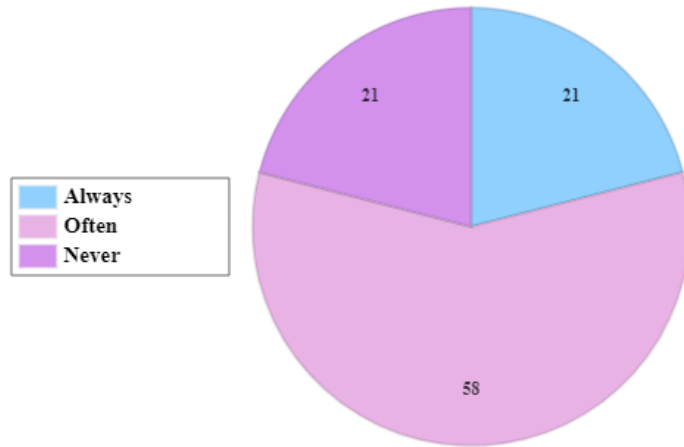
Ten (10) pupils, or 53% of the total, used technology for individual learning, according to the data. Furthermore, it reveals that nine (9) (47%) individuals use it frequently; none of the participants, zero (0), claimed to use it never. As a result, the findings show that students' use of technology in educational settings is a personal choice that they never give up on.

**Question 3: How much does your teacher use technology in the learning instruction?**

Table 16: *Teacher Usage of Technology in Learning Instruction*

Prompt	Always	Often	Never	Total
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<b>Percentage</b>	21%	58%	21%	100%
<b>Population</b>	4	11	4	19



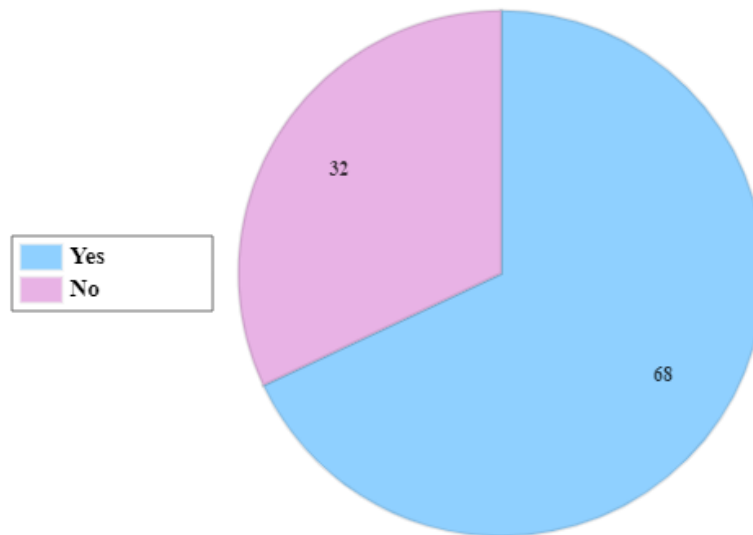
**Figure 16: Teacher Usage of Technology in Learning Instruction**

The data presented in Figure 03 indicates that a mere 4 students (21%) think that teachers utilize technology in their lessons. Eleven students (58%) think that teachers use technology occasionally, and 4 students (21%) think that teachers never use it. Therefore, it may be inferred that although a considerable proportion of students acknowledge the use of technology in the classroom, a considerable number either infrequently or never use it in their lectures. This shows that there is need for improvement in terms of integrating digital technologies to improve education consistently across all classrooms, as there appears to be uneven use of technology in the classroom.

**Question 4: Have you ever listened to podcasts or audio content as part of your language learning experience before?**

Table 17: Previous Experience with Podcasts and Audio Content in Language Learning

Prompt	Yes	No	Total
Percentage	68%	32%	100%
Population	13	6	19



**Figure 17: Previous Experience with Podcasts and Audio Content in Language Learning**

According to the findings, six (6) individuals (32%) had never listened to podcasts or other audio content as part of their language learning process, whereas thirteen (13) participants (68%) had. Since students' experiences with podcasts and other audio resources for language learning vary, it is possible that different levels of familiarity will lead to different viewpoints on the efficacy and engagement of using these tools in the classroom.

**Question 5: If yes, please specify the type of content and how frequently you listen to it.**

- "Joe Rogan, thinking"

- "Storytelling"

- "Every day, to storytelling podcasts"
- "Sometimes football analyses or random podcasts"
- "Interviews between native speakers"
- "I learn what improves my language"
- "Native speakers"
- "Podcasts to raise/improve my language"
- "Monologues"
- "Short stories and TED talks"
- "Listen to novel podcasts"

The student is regularly listening to many different podcasts, including the ones on storytelling, talking with a native speaker, educational content—everything that can grant a potential improvement in language skills. They focus on diverse topics with thoughtful discussions and occasional sports analyses, reflecting a broad approach toward language learning using audio materials.

**Section Two: Measure students’ awareness of their own motivation**

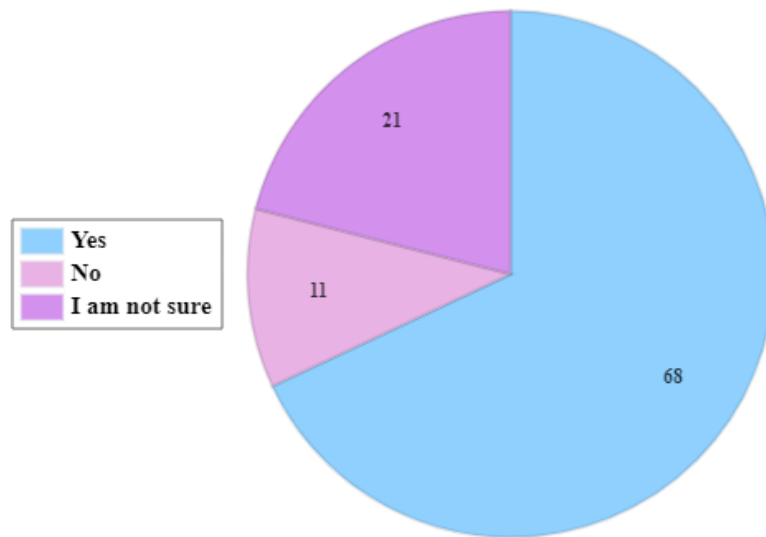
This section consists of five questions, with four being closed-ended and one open-ended.

**Question 6: Can you know when you are motivated to learn?**

Table 18: *Students' Self-Awareness of Their Motivation to Learn*

Prompt	Yes	No	I am not sure	Total
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<b>Percentage</b>	68%	11%	21%	100%
<b>Population</b>	13	2	4	19



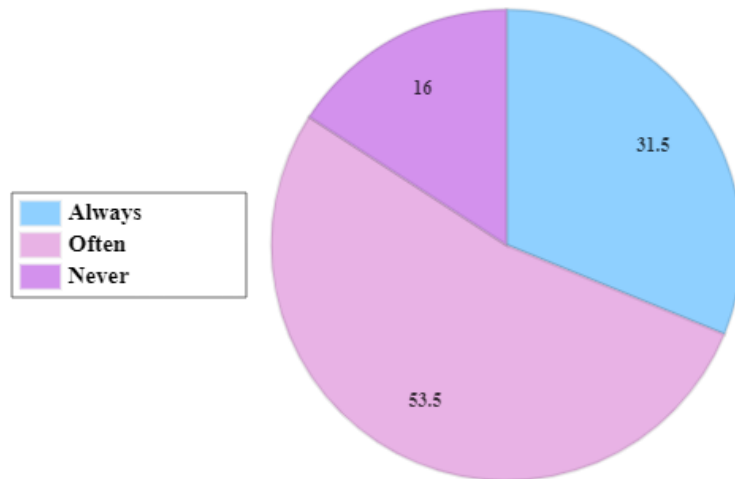
**Figure 18: Students' Self-Awareness of Their Motivation to Learn**

Based on the data presented in the pie chart, it can be inferred that thirteen students (or 68%) out of seventeen (19) students (or 100%) are self-aware of their motivation to learn, while four students (or 21%) lack clarity. But two (2) (11%) claimed they had no idea. As a result, every student is aware of their motivation, which gives their testimony more weight when it comes to the next set of questions.

**Question 7: Do you face problems to be motivated in class?**

Table 19: *Students facing Problems to Be Motivated in Class*

Prompt	Always	Often	Never	Total
Percentage	31.5%	53.5%	16%	100%
Population	6	10	3	19



**Figure 19: Students facing Problems to Be Motivated in Class**

This inquiry was made to find out if pupils had any difficulties staying motivated in class. The findings of participants are depicted in the above figure in a straightforward and concise manner. Ten (10) out of the seventeen (19) participants, or 53.5 percent, chose the second option, indicating that a sizable portion of them frequently struggle to stay motivated. Six (6) students (31.5%) think that it takes challenges to keep them motivated to learn. Nonetheless, there are three students who never struggle with motivation. The researcher will be able to pinpoint a significant issue with student motivation in the classroom thanks to these findings. In other words, it might be said that most students find present teaching techniques and the classroom atmosphere to be insufficiently engaging.

**Question 8: Can you name some reasons why you feel unmotivated?**

Student Responses:

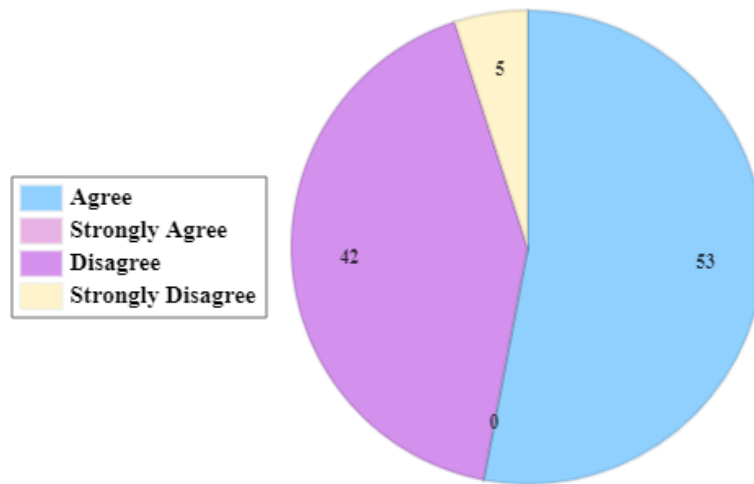
- "Marks"
- "People/peers demotivate the good student"
- "Lack energy"
- "Shy"
- "Stress"
- "I don't have a reason to be"
- "Tired/boring lesson"
- "The way the lesson is presented"
- "Noise, type of learning"
- "Lesson or the way it is presented"
- "I don't have any idea"
- "No idea"
- "Topic not interesting"
- "Boring lesson"
- "Fear of making mistakes"
- "Tired"

These responses show that students have expressed feelings of being less motivated due to low marks, influence from peers, lack of energy, shyness, stress caused by uninteresting or poorly presented lessons, noise, and fear of making mistakes.

**Question 9: Is literature your favourite subject?**

Table 20: *Literature is the Favourite Subject for Students*

Prompt	Agree	Strongly Agree	Disagree	Strongly Disagree	Total
Percentage	53%	0%	42%	5%	100%
Population	10	0	8	1	19



**Figure 20: Literature is the Favourite Subject for Students**

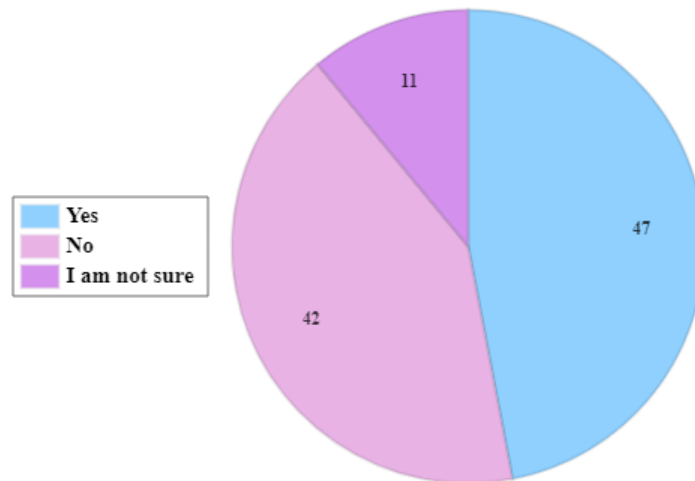
According to table and figure (20), ten (10) (53%) of the respondents agree that literature is their favourite subject and no answered for strongly agree. However, eight (8) (42%) disagree and only one (1) (5%) strongly disagree. These responses indicate that a significant majority of the students have a positive attitude towards literature and the rest showed dislike.

This suggests that while literature is well-liked by a majority of students, a substantial minority may not find it as engaging or appealing, highlighting the need for diverse teaching strategies to meet students' needs and interests.

**Question 10: You are motivated to learn and engage in literature sessions.**

Table 21: *Students' Motivation to Learn and Engage in Literature Sessions*

Prompt	Yes	No	I am not sure	Total
Percentage	47%	42%	11%	100%
Population	9	8	2	19



**Figure 21: Students' Motivation to Learn and Engage in Literature Sessions**

This investigation was done to see if students had any trouble remaining motivated in the classroom. The preceding image presents the participant's findings in an easy-to-read and clear format. A significant proportion of the seventeen (19) participants, or ten (10) out of them, or 53.5 percent, selected the second choice, suggesting that they often struggle to stay motivated. Six (6) students (31.5%) believe that learning motivation is maintained through obstacles. However, three students never experience motivational issues. These results will enable the researcher to identify a major problem with student motivation in the classroom.

Put differently, it may be claimed that the majority of students believe that current instructional methods and the classroom environment are not adequately

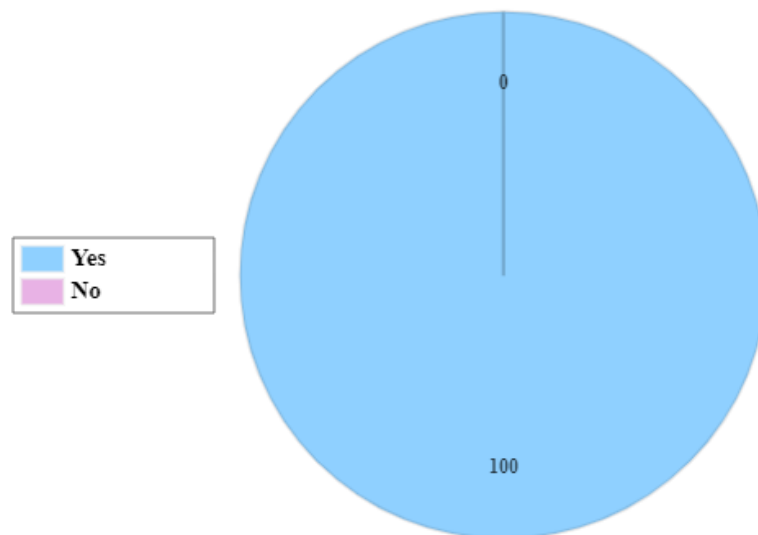
### **Section Three: Post-Experiment Questions**

This is the most crucial section of the experiment. It comprises seven questions, with five being closed-ended and two being open-ended.

**Question 11: Did the teacher during the lesson use any Audio content?**

Table 22: *Teacher Using Audio Content During the Lesson*

Prompt	Yes	No	Total
Percentage	100%	0%	100%
Population	19	0	19



**Figure 22: Teacher Using Audio Content During the Lesson**

Question (9) of the questionnaire analysis revealed that 100% of the students agreed the teacher used audio content during this session, whereas 0% of the students stated that he did not. The findings confirm that this experimental group will be subject to the direct variable of the learning instructions' usage of podcasts and audio content in order to study the indirect variable of the students' motivation and engagement.

**Question 12: If yes, please elaborate on how it helped**

Student Responses:

- "It made me awake and less distractive."
- "It gives information; I see it as helpful."
- "Helped comprehension."
- "Information is easy to receive."
- "Made it more understandable."
- "I know the meaning very well."
- "It adds additional information to the story."
- "Makes a difference when you listen."
- "Listening is less boring than reading."
- "Well, I am an audio-visual learner, and it makes me feel concentrated."
- "Listening is good. I really use it all the time; I guess I developed it with practice."

These answers summarize that podcast kept students more focused, less distracted, helped them get a better understanding of the subject matter at hand, delivered information from the instructor effortless to recognize, add to the context, and be highly engaging as opposed to text reading. They also helped audio-visual learners to improve concentration and hence the learning experience overall.

**Question 13: Overall, how motivated were you to learn during the lesson?**

Table 23: Overall Motivation to Learn During the Lesson

Prompt	Very Motivated	Motivated	Neutral	Demotivated	Very Demotivated	Total
Percentage	26%	32%	37%	5%	0%	100%
Population	5	6	7	1	0	17

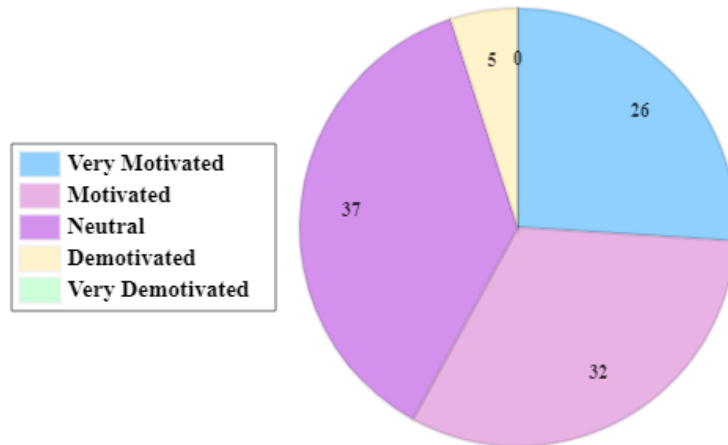


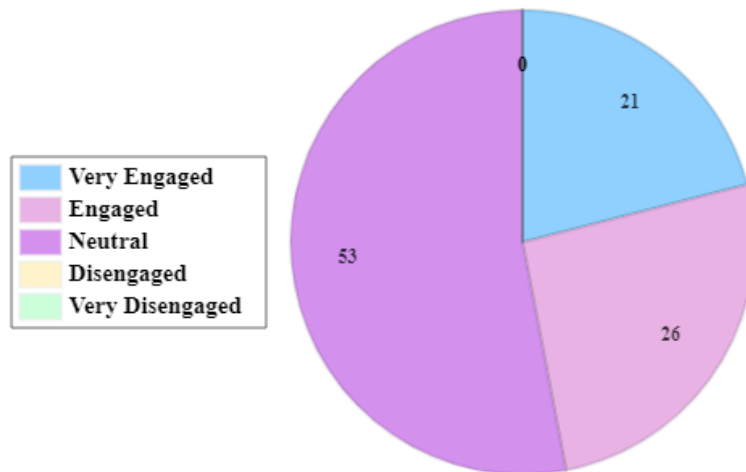
Figure 23: Overall Motivation to Learn During the Lesson

The findings show that during the session, five (5) students (26%) and six (6) students (32%) were very motivated; one (1) student (5%) was demotivated. On the other hand, the majority of participants in the literature session were motivated, as evidenced by the seven (7) (37%) respondents who said they were impartial. This implies that the majority of students were engaged with the lesson. This majority may indicate that the instructional strategies employed were successful in piquing and sustaining the attention and motivation of the students.

**Question 14: How would you rate your engagement during the lesson?**

Table 24: Students' Engagement Self-Rating During the Lesson

Prompt	Very Engaged	Engaged	Neutral	Disengaged	Very Disengaged	Total
Percentage	21%	26%	53%	0%	0%	100%
Population	4	5	10	0	0	19



**Figure 24: Students' Engagement Self- Rating During the Lesson**

Based on the information gathered, as presented in Table and Figure 24, five students (26%) selected the response "engaged," while four students (21%) selected "very engaged."

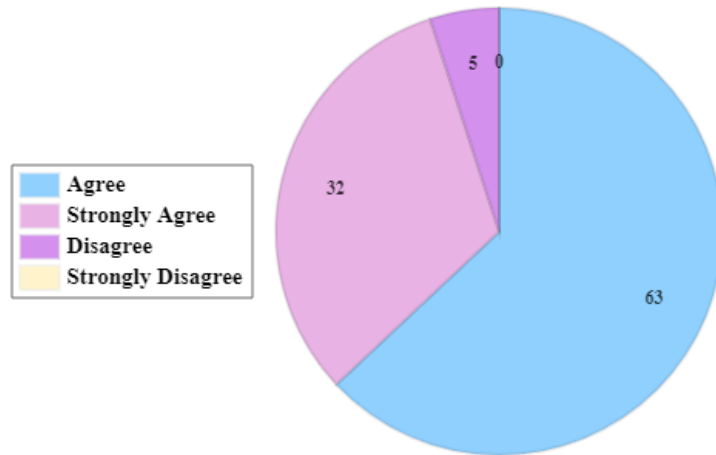
Conversely, ten (10) (53%) were neutral, while zero (0) (0%), or none at all, chose to be "disengaged." Therefore, based on their responses, the majority of students participated in the literary session.

Comparing the results of the previous table with figure (23) revealed that those who indicated they were engaged were those who answered as motivated or very motivated but did not answer to this question. This slight discrepancy may be explained by the fact that certain students, despite their motivation, may find it difficult to interact because of shyness, insecurity, or other issues.

**Question 15: You understood the themes and imagery in "The Old Man and the Sea"?**

Table 25: *Understanding of Themes and Imagery in "The Old Man and the Sea"*

Prompt	Agree	Strongly Agree	Disagree	Strongly Disagree	Total
Percentage	63%	32%	5%	0%	100%
Population	12	6	1	0	19



**Figure 25: Understanding of Themes and Imagery in "The Old Man and the Sea"**

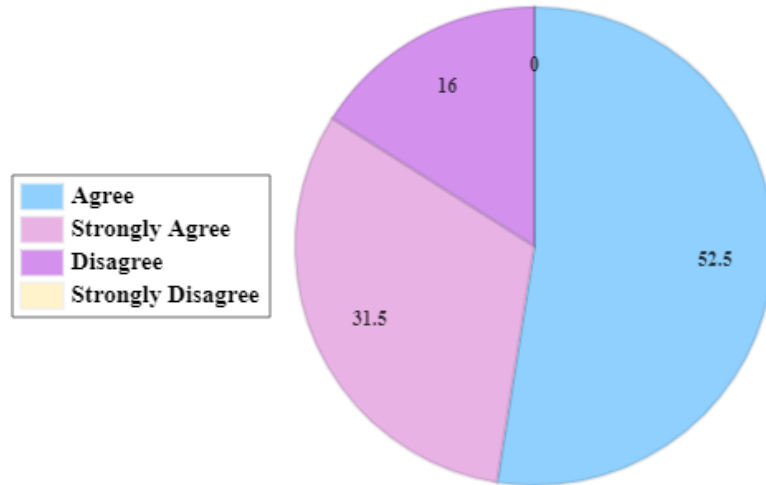
Based on the collected data, most students provided affirmative responses. Six (6) (32%) students highly agreed, whereas twelve (12) students (63%) agreed and showed their knowledge of the themes and imagery in "The Old Man and the Sea." On the other hand, just one student (5%) disagreed and zero students (0%) severely disputed that they understood.

This suggests that the majority of students accomplished the session's goal.

**Question 16: Would you prefer using podcasts or similar audio content in future language learning activities than traditional lecturing?**

Table 26: *Preference for Podcasts or Similar Audio Content in Future Language Learning Activities Compared to Traditional Lecturing*

Prompt	Agree	Strongly Agree	Disagree	Strongly Disagree	Total
Percentage	52.5%	31.5%	16%	0%	100%
Population	10	6	3	0	19



**Figure 26: Preference for Podcasts or Similar Audio Content in Future Language Learning Activities Compared to Traditional Lecturing**

The pie-chart above shows that a sizable percentage of respondents gave a positive response, meaning that (31.5%) strongly agreed and (52.5%) agreed that they would rather use podcasts or other comparable audio content in language learning activities going forward than traditional lecturing. While sixteen percent disagree that podcasts or other similar audio resources should be used in place of traditional lectures in language learning activities going forward. As can be seen in the accompanying figure, none of the participants significantly disagrees with this recommendation.

**Question 17: If you agree, please specify why.**

Student Responses:

- "To experience the accent and listen to native speakers"
- "It is useful and helpful"

- "To be sure that what you read is exactly what you listen to"
- "Because I prefer listening more than reading"
- "It makes things clearer"
- "Improves understanding"
- "It really helps and enhances our listening and speaking skills"
- "It helps"
- "I think I will feel more motivated"
- "Podcasts are people speaking, so you are just listening to two people talking in simple words"

The following responses clearly explain that students like podcasts because they expose them to native accents, clarify the content involved, and increase understanding and language skills. They find the process of listening more engaging and motivating than reading, and they believe that it helps in improving the listening and talking abilities.

#### **Section 4: Additional Feedback**

This is an additional section for more justificative answer. It consists of two open ended questions

**Question 18: Do you have any additional comments or suggestions regarding the use of podcasts and audio content in English language instruction?**

Student Responses:

- "It helps people when listening to audio."

- "If there are subtitles, it will be more helpful."
- "The use of podcasts, especially if there is an educational podcast related specifically to our lessons."
- "Podcasts are more helpful to make lessons and activities clear, and it makes us more active."
- "We hope to use podcasts, especially in oral and phonetics."

These answers indicate that students see podcasts as an enhancement instrument of clarity, engaging learning, and clear understanding, specifically with the use of subtitles and educational content.

**Question 19: Do you have any additional comment or suggestion to improve your motivation and classroom participation?**

Student Responses:

- "Preparing the lesson before the session motivates."
- "What makes me motivated is the way of teacher teaching."
- "Yes, simple and interesting so I can participate."
- "Yes, change the way of presenting and use technology."
- "I have to look to the good side to move on."
- "I must have a point to reach it to succeed."
- "Use podcasts in every lesson."
- "Using artificial intelligence, learning podcasts, and audio."

These responses infer that students' motivation and engagement in English language learning are significantly influenced by several key factors. Firstly, the preparation and structure of the lesson play a critical role in motivating students. The teaching methods employed by the

teacher, especially those that are simple, interesting, and interactive, are also crucial. Additionally, integrating technology, such as podcasts and artificial intelligence into the lessons may boost motivation and engagement. Moreover, well-defined goals are the reason for students' motivation, and a positive attitude is the means of keeping it going. At a glance, responses suggest diverse, creative, and well-prepared outreach strategies are important to have the students motivated and engaged in their learning process effectively.

## **6.1.2. Interpretation of the Students' Questionnaire**

### **6.1.2.1. Controlled Group**

The aim of the questionnaire for the controlled group is to assess the students' baseline levels of motivation and engagement in English language learning without the influence of podcasts and audio content. It shall also be assessing the extent to which the target population knows their own attitudes towards the process of learning English, which perception they have developed towards the traditional teaching methods, and, in component, general feedback on using technology in teaching the English language. The findings show that although the majority of the students use technology in their individual learning, not all classroom settings utilize this, especially not with podcasts and similar audio content. Therefore, existing teaching methods or the classroom environment is not exciting enough for the majority of students. It simply means there was a need for new strategies or interventions to be put in place to ensure better motivation and engagement of the students, making them continuously and actively involved in the learning process. As the results showed, There was great influence on the level of engagement due to the teacher's persistence in encouraging participation, a pointer that there was a need for revised teaching methods, so that all students would be attracted to the subject with the teacher as a helper but not a security Gard . The low user interaction in the control group, which had no podcasts and audio material, resolved the question: literature as a

discipline does need more exciting approaches. Although a clear majority holds a positive attitude toward literature, a considerable minority does not—underlining the necessity of various strategies. The results underline a critical student-motivation problem, indication that current methods and classroom milieus could remain insufficient. This baseline data is important in contrasting the response of the controlled group with that of the experimental group for establishing the effect of integrating podcasts and audio content on the motivation and engagement levels of the students.

#### **6.1.2.2. Experimental Group**

The aim of the questionnaire for the experimental group is to assess the students' baseline levels of motivation and engagement in English language learning with the influence of podcasts and audio content. Precisely, it involves knowing their self-awareness about their attitude towards the learning of English, perceptions about the traditional way of teaching, and general feedback about using technology in teaching English. The findings present a reasonable representation of gender in the participants. Individual learning with technology is applied to by most students, while teachers' integration of digital tools in class is not regular. Students often have experience with podcasts in their language learning, so most of them would know these tools. Most students are self-aware of their motivation; however, many students often lack motivation to learn in class.

This underlines the need for new pedagogies that create more interest. Although most students have a positive attitude toward literature, a large minority do not, which again underlines that different pedagogies are needed. The post-experiment questionnaire reveals that all answers show that everybody realized that audio content was used during the session – that helped greatly in understanding and making it more interesting. Almost all students were

engaged and enthusiastic during the lesson and felt involved. Also, nearly every student understood the themes and imagery of the "Old Man and the Sea," thus proving that audio material is effective. Last but not least, most would prefer to learn more languages through podcasts instead of traditional teaching by the teacher. This baseline data will serve as a comparison of reactions between the experimental and controlled groups in estimating the effect attributed to integration on the levels of motivation and engagement of students with regard to podcasts and audio content.

## **6.2. The Observation Grid**

In order to find answers to the research questions, an experiment observation was conducted and the results obtained are analysed.

### **6.2.1. Analysis of the Observation Grid**

In order to analyse the data displayed by the observation grid, three tables are devoted for each group. They summarise results in three sections that make up the grid.

#### **6.2.1.1. Controlled Group:**

##### **General Overview**

The teacher gave an outline that organises the lesson into the main themes, imagery, and two key quotations. The class was arranged in rows. From the task-based scheme, the students followed the structure of a pre-task, during-task, and post-task. The general atmosphere was orderly with no disruption except for a five-minute visit of head of faculty who came to explain to the students regarding a certain misunderstanding arising earlier. However, as compared to the other group, the students also looked very bored. There was too much side talking. That was irritating for the teacher. Even after using all types of words and gestures to catch their attention and even giving a reward of finishing the task, it was like the teacher had to repeat

every question two to three times before getting an answer and she had to assign students to go and answer.

**Section One: Teacher's Instructional Methods and Use of Audio Content**

Table 27: Teacher's Instructional Methods and Use of Audio Content

		<b>Teacher's Instructional Methods and Use of Audio Content</b>	
		Q 1	Q 2
Totally			
Mostly	Ö		
Partially			
None			Ö

This section looks into the teacher's classroom practices regarding the use of audio content. The first area under focus is the method of lecturing adopted by the teacher that was in Q1 and the second was the teacher’s integration of audio content as mentioned in Q2. It is evident from the results presented in Table (27) that the teacher applied traditional lecturing methods to a greater extent during the observation period. This is more teacher-centered: the teacher is the central performer in class.

**Section Two: Students' Motivation and Engagement**

Table 28: Students’ Motivation and Engagement

		Students' Motivation and Engagement						
		Q3	Q4	Q5	Q6	Q7	Q8	
This focuses	Totally						Ö	section on the
	Mostly							
	Partially	Ö	Ö	Ö	Ö			
	None					Ö		

students' Motivation and Engagement in regarding to the application of traditional method rather than the use of podcasts and audio content. The first question (Q3) in section two is concerned with students showing interest in the lesson. When considering the results presented in table (28), only a few students consistently showed interest during session. For instance, When the teacher shared the outline of the lesson (4) students out of seventeen took notes. Moreover, the question (4), (5) and (6) also shared the same results. In the observation, little engagement appeared in actively discussing, answering questions and staying focused throughout the lesson. For example, there were many instances where the teacher had to ask the same question frequently and waiting for a response or he was most of the times obliged to point at someone or initiate the answering process himself. More importantly, a lack of focus was observed by the researcher particularly when ten (10) out of seventeen (17) students were seen holding their phones during the reading phase. Therefore, the partial involvement of students over the one-and-a-half-hour observation revealed that only those students that maintained their interest who were very active and interactive.

Questions seven (Q7) examine whether the student can engage in questioning However question eight (Q8) shows the reaction of the teacher and the use of attention words and noises. As the table (28) shows none of the students asked spontaneously. Moreover, the Q7 shows that the teacher used attentions words mostly which indicates the lack of attention by the students. For instance, the teacher used the words" listen to me", "No! Please!", "In the back"

and also noises” shush”, “knocking on the table”. In total, the issue of volunteer questioning, which is a crucial part of active learning, was partially evident in the behaviour of the second-year students alongside an obvious lack of focus during the observed lesson.

### Section Three: Students' Achievement and Performance

Table 29: Students' Achievement and Performance

		Students' Achievement and Performance				
		Q9	Q10	Q11	Q12	
This dedicated evaluating	Totally	Ö				section is to students'
	Mostly				Ö	
	Partially		Ö	Ö		
	None					

performance and achievements as measured by their responses to worksheet questions on "The Old Man and The Sea." The first set of questions, Q9 & Q10, was posed to see the students' performance with the worksheet. From the findings on Q9, as shown in table (29), it was noted that the worksheet questions response of the students was partial, in which their active participation ranged between nine; 9 out of seventeen; 17 students. In regards to Q10, which was designed to ascertain students' frequency of volunteering to answer questions on the worksheet, the findings constitutively showed that there was low or no voluntary response to the worksheet questions. Specifically, Q10 revealed that the students hardly volunteered any answers to the worksheet questions without the teacher prompting them at the end of the lesson. The third question (Q11) in table (29) examines the accuracy of students' answers. The analysis showed that only a few students consistently answered correctly. The correction of the worksheets indicated that questions related to the information presented at the beginning of the lesson were mostly answered correctly, while those related to information presented during the

task or in the middle of the session were rarely answered correctly, indicating a loss of focus over time.

Furthermore, the fourth question (Q12) concerns students' ability to complete classroom tasks, particularly those involving imagery extraction. The results presented in table (29) showed that only a small number of students managed to finish their tasks within the allocated time, as observed both in the onsite lesson and in the correction of worksheets.

In summary, the results of questions Q9-Q12 in table (29) indicate that students' engagement with worksheet tasks—whether in terms of participation, voluntary involvement, correctness, or completion—was partial. The consistent number of active students highlights the need for strategies to boost overall student engagement and task completion.

#### **6.2.1.2. Experimental Group:**

##### **General Overview**

The teacher gave an outline that organises the lesson into the main themes, imagery, and two key quotations. The class was arranged in rows. According to the session plan, the students followed a pre-, during and post task. In the pre-task contained two podcasts, during task also included one podcast and an audiobook. They listened and showed interest and questions about the podcast immediately afterwards. The teacher felt excited as well, not sitting in his desk. The session ended with positive attitude of learners.

#### **Section One: Teacher's Instructional Methods and Use of Audio Content**

Table 30: Teacher's Instructional Methods and Use of Audio Content

<b>Teacher's Instructional Methods and Use of Audio Content</b>
---

	Q 1	Q 2
Totally		
Mostly		Ö
Partially		
None	Ö	

This section looks at the classroom practices of the teacher and especially focuses on the use of audio content. The first question (Q1) was about the use of traditional method in class by the teacher, however, the second question(Q2) was about the teacher including audio content in class. Following the experiment plan and according to the results provided in table (30) the teacher integrated audio content with this group of students enhanced student motivation and participation: by including audio content, the teacher made learning dynamic, taking into consideration the creativity and various learning styles and preferences of students in enhancing student motivation and participation. This has been empirically presented further below in Table (31).

## **Section Two: Students' Motivation and Engagement**

Table 31: Students 'Motivation and Engagement

Students' Motivation and Engagement						
	Q1	Q2	Q3	Q4	Q5	Q6
Totally	Ö					
Mostly		Ö	Ö	Ö		
Partially					Ö	
None						Ö

This section evaluates students' motivation and engagement regarding the application of podcasts and audio content in the classroom. The first question (Q3) in section two investigates students' interest in the lesson. According to the results presented in table (31), the majority of students consistently showed interest. For example, when the first podcast started everyone without exceptions set straight in their chairs gazing the audio and being silent.

Questions (4), (5), and (6) yielded similar results, showing high levels of engagement in discussions, answering questions, and staying focused throughout the lesson. We mention that students showed attention while discussing after every podcast till a po

int the teacher was making sure the discussion won't take long to be able to finish all the sections of the lesson, Notably, most students focused on some important details mentioned in the first podcast, saying it was "New" like the information that "The Old Man and The Sea" took another prize, The Pulitzer Prize in 1953 before the Noble Prize in 1954.

Questions seven (Q7) and eight (Q8) examine students' engagement in questioning and the teacher's use of attention words and noises, respectively. As shown in table (31), many students asked questions spontaneously, demonstrating active participation. In addition, Q8 also reflects that the teacher did not frequently use attention words or noise by which it was understood that the learner remained attentive without much reminding scene. More importantly the teacher himself showed excitement in the lesson that was created by students' engagement. Overall, the prevalence of spontaneous questioning and the limited need for attention-getting techniques

with high level of level of focus, engagement, and interest in the lesson, with a noticeable look of satisfaction.

### Section Three: Students' Achievement and Performance

Table 32: Students' Achievement and Performance

Students' Achievement and Performance				
	Q1	Q2	Q3	Q4
Totally	Ö			
Mostly		Ö	Ö	Ö
Partially				
None				

Responses to worksheet questions on "The Old Man and The Sea helped revealed data that could help us evaluate students' performance and achievements as mentioned in this section. Q9 & Q10 aims to assess the students' performance with the worksheets. From the results for Q9 as shown in table (32), it is clear that the students continuously answered the questions on the worksheet. In Q10, an attempt was made to find out how many students answered questions willingly from the worksheets. It appears that a majority of the students answered voluntarily since after they listened to the first podcast in the first round.

. The third question (Q11) in table (32) examines the accuracy of students' answers. The analysis showed that only most students consistently answered correctly. The correction of the worksheets indicated that questions were answered correctly, except for those that required more time for listening than was available, indicating strong focus but limited by time constraints.

Furthermore, the fourth question (Q12) concerns students' ability to complete classroom tasks, particularly those involving imagery extraction. The results presented in table (31) showed that most people mainly the same ones in previous analyses managed to finish their tasks within the allocated time, as observed both in the onsite lesson and in the correction of worksheets.

## **Conclusion**

Overall, it means that all the above results of questions Q9-Q12 in table (32) show that "a high level of engagement with the tasks on the worksheets was realized about the participation, voluntary involvement, correctness and completeness as evidenced by the large number of participants. It is also clear that the number of active students remained the same; thus, it shows that the students have engaged in the task and completed it.

### **6.2.2. Interpretation of the Results of the Observation Grid**

The observation grid that comprised three sections is analysed in the previous section and the results are further interpreted for both groups.

#### **6.2.2.1. Controlled Group**

First and foremost, the teacher's application of the traditional lecturing method during the observation on the controlled group exhibited significant disengagement, lack of concentration, disinterest and poor achievements of the students during class. Although the teacher made efforts to capture their attention using attention-getting strategies and rewards, the students still consistently had side conversations and acted bored. This lack of engagement suggests that traditional approaches were insufficient to hold student interest and focus which is a sever act that will lead to sever consequences on the aims of education.

The teacher predominantly used traditional lecturing methods and did not integrate audio content (table 27). This established a teacher-centred classroom, which might have led to the

low engagement and participation of students that was noted. Few students showed interest and full engagement. This is presented in table 28. The participation in terms of discussing answering questions and being focused was low Q4, Q5, Q6, table 28. Furthermore, the lack of spontaneous questioning and the frequent need for the teacher to use attention-getting words and noises (Q7, Q8, table 28) highlight the students' disengagement. This infers that using old strategies which are common in almost all subjects and classroom situations are not enough to sustain learner engagement and interest which will lead to further complications and effects the learning process.

Moreover, Student performance on worksheet tasks was generally low, as is shown by table (29). Participation was partial (Q10 table 29) with few students actively participating or answering correctly (Q10 table 29). The low level of voluntary responses and the need for teacher prompting (Q11, Q12 table 30) suggest that students were not intrinsically motivated to participate. Also, difficulty in completing tasks within the allocated time indicates a broader issue with maintaining focus and effectively processing information during the lesson. The later led to poor achievements and will eventually lead to the failure of the teaching and learning process.

This would imply that the results for the controlled group present a requirement for more engaging and interactive methods in teaching. The traditional approach failed to capture students' interest, and this resulted in poor participation, poor engagement, and poor performance from the students. It therefore brings out that there is a call for incorporating strategies of instructions, varied and highly stimulating, to increase student motivation and participation.

#### **6.2.2.2. Experimental Group**

The three podcasts (Learning Language Arts, 2022) and the audiobook (English club with Svitlana Deikalo, 2021) used on the experimental group generated significant interest and active participation from students, who engaged with the content, asked questions, and maintained a positive attitude throughout the session which will have positive outcomes on the educational objectives.

Podcasts and audio content was used in the lesson by the teacher (Q2 table 30). This method enhanced the students' motivation, which made them engage in studies and feel fulfilled while learning because it was taking into consideration their differences and preferences. The students in the experimental group proved to have a higher interest in the subject by taking part actively in the discussion, replying to questions, and concentrating on the lesson(Q4, Q5, Q6, table 31). This can also be evidenced by the frequent spontaneous questioning of students(Q7) and the minimal need for attention-getting words or noises by the teacher(Q8). This can be interpreted that using this strategy (Q2 table 30) is a sustainable method for learner engagement and interest and it will eventually help in achieving good educational outcomes..

Finally, the experimental group showed high performance and activeness in carrying out the tasks on their worksheets, displayed in table 32. The majority of the students answered and asked questions correctly and fully voluntarily (Q9, Q10), which only indicates a high level of attention and an interest in the matter on his part (Q11). He could, for the most part, carry out the tasks within the time limits(Q12), which could be associated with a good filtration of information and maintaining attention. This infers that using podcasts and audio content is able to improve the teaching and learning process. To sum up, the experimental group's results highlight the effectiveness of incorporating audio content into the lesson. This approach significantly improved student engagement, motivation, and performance. The positive response to podcasts and audiobooks indicates that multimedia

resources can make lessons more engaging and accessible, accommodating diverse learning styles and fostering a more interactive and stimulating learning environment.

A clear distinction arose between the controlled and experimental groups: the effects of the instructional methods on student engagement and performance. The ones who were experimented on, the controlled group taught in the traditional approach, disengaged with poor performances, while those in the experimental group with a touch of innovative instructors who had made use of audio content vividly showed high interest and participation, which directly improved their achievement. These results suggest that educational implementers should consider incorporating multimedia resources and interactive elements into teaching strategies, aimed at enhancing student participation and learning outcomes, during the short period of observation.

## **7. Findings and Discussion**

Findings on the integration of podcasts and audiobooks in the engagement and motivation of second-year students learning the English language at Chadli Bendjedid University, El Tarf. obtained from the analysis of the questionnaires and the classroom observation are represented and discussed in the following:

Questionnaires among the controlled group, in fact, revealed that there was a general feeling of dissatisfaction among most respondents regarding conventional teaching methodologies. Students reported increasingly becoming disengaged and remarked about the lack of motivation in class facing, solely due to the complete lack of any interactive and exciting materials available in the students' learning environment as mentioned in results of question 8. This further showed the great extent to which there is a need for innovative instructional strategies in capturing and sustaining learner interest in language learning. In sharp contrast to this, the findings of the experimental group were very different. Students in the group exposed to podcasts and audiobooks reported that the class was engaging and their interest in

the class was motivating them. They showed interest in the subject being discussed and gave good responses. The audio material was both exciting to them and conceptual, aimed at deepening understanding in arcane matters; that conceptuality reinforced friendliness through the survey.

These findings highly supported by classroom observations. For instance, in the controlled group, classrooms were highly supported by classroom observations typically represented by traditional teaching methods dominated by lecturing. Students manifested characteristics of boredom, contributed little during activities, and often seemed very distracted. Although the teacher attempted to involve them using traditional means, these means often proved ineffective in producing sustained attention and interest. In contrast, observations in the experimental class, however, revealed energetic and engaging learning environments centuries ahead of what was created by podcasts and audiobooks. These multimedia materials played a key role in ensuring that students were actively engaged during lessons. Students contributed freely to discussions, asked impromptu questions, and finished tasks within the projected time. The use of podcasts and audiobooks enhanced the classroom learning atmosphere and, in general, brought very good results in terms of class atmosphere and generally in performance.

All these findings point to the promising potential of multimedia resources in promoting transformative learning within an English language class when integrated with podcasts and audio books. The possibility of teachers providing learners with more engaging and interactive learning contexts depends on the extent to which teachers involve and empower learners with interactive learning resources. The enthusiastic reception of the experimental group served to confirm that multimedia integration specifically podcasts and audiobooks

into the current study had a positive effect on motivation and understanding.

## **Conclusion**

This research has therefore established credible evidence supporting the adoption of podcasts and audiobooks as learning tools toward increasing students' interest and motivation in studying the English language. This shall enable educators, through the adoption of multimedia learning facilities, to set up learning environments that are dynamic and interactive, hence effective in letting students take an active role in their own learning and attain academic success.

## **Chapter Three**

### **Discussion and Recommendations**

#### **Introduction**

The last chapter is intended to discuss the hypotheses, implications, and recommendations derived from the impact of integrating podcasts and audiobooks on the engagement and motivation of second-year students in English language learning at Chadli Bendjedid University, El Tarf. In view of these results, recommendations concerning EFL teachers at Chadli Bendjedid University who intend to use multimedia learning tools in an effective way in their practice are proposed. Proposals concerning students are drafted so that they will be able to keep up motivation and engagement. Further research avenues are also suggested to further investigate the potential for multimedia integration in optimizing language learning outcomes as well as student engagement in educational settings.

#### **1. Hypotheses Discussion**

Based on the tabled set of hypotheses and the discussions appended to them, the following is the structured analysis:

The first hypothesis stated that second-year students at Chadli Bendjedid University - El Tarf will be more motivated and interested in learning if podcasts and audio material is used in teaching the English language. This hypothesis was strongly confirmed through the findings obtained during the study. From questionnaires and observation in the classroom, there was evidence of students showing more interest and participation in lessons where podcasts and audio books are added. They reported increased debate and excitement for the interactive ability of the audio materials, which further hastens deeper understanding and improvement in learning outcomes.

Testing of Hypothesis 2 (H2): Students will also respond positively towards the podcasts and audio content, as an efficient means of learning better than the traditional methods of teaching. The research identified to have mixed outcomes. Though many students enjoyed the interactive and engaging nature of the audio resources, not all completely replaced them for the traditional way. At any rate, they noticed that the podcasts and audiobooks most obviously supported learning experiences, especially in enhancing motivation and enabling them to take part in activities for language learning.

The third hypothesis (H3) drew some connection between specific likely challenges, such as technological access and exposure to native speakers, against the more substantial gains accruable from improvement in engagement, motivation, and language learning with the incorporation of audio. The rest of the student body, all things considered, reported these benefits, although some admitted that they had a few glitches at the beginning with the technology or a lack of exposure to real native speakers. Students reported higher motivation and development of language skills, indicating that effective integration of podcasts and audiobooks can mitigate the challenge register existingly in the experience of language learning.

Empirically, results obtained from questionnaires and classroom observation seem more of an affirmation with the hypotheses. There were improvements observed, in class, in student motivation, engagement, and language acquisition because of the inclusion of podcasts and audiobooks. These results resonate with the potential for transforming the English language learning pedagogy at Chadli Bendjedid University, El Tarf, to one that is far more dynamic and effective.

## **2. Implications for EFL Classrooms**

### **2.1. Implementation of Authentic Audio Materials in Classrooms**

There are no authentic audio materials at Chadli Bendejdid University in El Tarf. The department of English has some laboratories equipped with computers and headsets, but unfortunately these laboratories are not useful at all; likewise, most of the equipment is not useful—this made students be less familiar with the auditive nature of native speakers in their educational environment.

Introduce podcasts and audio material, like songs and audiobooks, to your students in order to enhance engagement and motivation with interactive and stimulating learning experiences. This captures students' interest and really motivates students' actual participation in language learning activities. Moreover, the use of multimedia resources supports the development of listening comprehension, pronunciation, and general language proficiency. It exposes one to authentic language and different accents, which contribute to better linguistic competence. Last but not least, it aids cultural and global awareness. Students are exposed to different cultural standpoints through audio materials and native speakers, therefore increasing their cultural awareness on pertinent global issues. One learns to have a broad worldview and fosters tolerance and appreciation for cultural diversity.

### **2.2. Enhancing Educators' Pedagogy**

The implementation of podcasts and audio content into the classroom also helps with flexibility and accessibility of teachers' pedagogy for different styles and schedules of learning. It allows educators to let students have personalized learning experiences with the use of content at their own pace. This must act to help stay up-to-date and advance their teaching techniques by embracing new harnessing education skills possible through technology. It builds cooperation among teachers themselves, developing modern methods of teaching

suitable for the information age. In the end, podcasts and audiobooks provide interactive learning environments that encourage active student participation with the use of critical thinking, thus transforming typically known classroom settings into powerful learning and exploratory centers. As far as the research findings on the issue of the integration of podcasts and audiobooks in English language instruction at Chadli Bendjedid University are concerned, recommendations could be summed up to teachers and students. Teachers should particularly concern themselves with choosing relevant audio materials and engaging pre- and post-listening activities, in addition to promoting reflective practices. On the other hand, he or she should put an effort into active listening, efficiently utilize note-taking strategies, utilize transcripts provided by the instructors for better understanding, actively participate in discussions, and reflect upon the learning outcomes. This system has been adopted for the purpose of delivering lectures and supplementing curriculum material in higher education very frequently, and its essence in this component contributes towards engaging and motivating learners to use the target language.

### **3. Practical Recommendations**

#### **3.1. Infrastructure and Resources**

First and foremost, every educational institution should have a sound technological infrastructure that could support the embedding of podcasts and audiobooks within the curriculum. Arranging to provide students with access to resources such as headphones and streaming devices if needed at any time, and development plus maintenance of the repository containing quality podcasts and audio-books based on the curriculum are of prime importance. Moreover, access to audio material should be made available for students with a disability; this includes providing transcripts for students who are hearing impaired. This can be implemented further by listening to English podcasts on topics of interest, using their transcripts to assist in building vocabulary, and joining online discussions related to the topics. This can further be

extended to discussions on other platforms, like Discord, in the channels; students are capable of joining discussions in various topics and share their findings to exercise their English within a friendly community.

### **3.2. Pedagogical Practices and Professional Development**

On par with this will be the advancing of pedagogical practice and professional development. There should be a roll-out, continuous training program for teachers to enable them to integrate podcasts and audiobooks effectively into their pedagogical practice. This includes updating the curriculum regarding the teaching of the English language so as to accommodate these audio materials and developing specific modules that would establish and enhance listening skills, vocabulary, and comprehension. Also, make learning environments dynamic in nature and interactive in the computer classroom with different sitting arrangements and group discussions to be helped by audio content. Furthermore, provision for making appropriate assessments that take into account the students' interaction and comprehension of the audio content and provide regular and constructive feedback. Such promotional work among educators to share good practice and innovative approaches, with ongoing research into the effectiveness of podcasts and audiobooks on student motivation and learning outcomes, continues to fine-tune educational practice. Moreover, integration with Discord can help in creating space for collaboration among educators in order to provide a share of resources and strategies for working out a cooperative way of achieving things—it fosters a community of practice—but also provides homework for students. These are certain recommendations for making the best out of podcasts and audiobooks to better flesh out English language instruction at Chadli Bendjedid University, El Tarf, into a more engaging and supportive learning environment.

#### **4. Further researches recommendations**

Some of the future directions building on these research successes could be:

- Long-term efficacy in language skill retention through podcast- and audiobook-supported learning
- Effectiveness of audio content for language acquisition at all levels
- Cultural relevance to material selection and podcast/audiobook use
- On specifics of methodology, advice is given for:
- Interviews with the students and teachers.
- Following up the development of language through longitudinal studies;
- Comparing different pedagogies using different uses of podcasts and audiobooks to come up with best practices characterising diverse learning environments.

### **Conclusion**

The integration of podcasts and audiobooks into the instructional design of the English Language course at Chadli Bendjedid University—El Tarf offers wide possibilities of increasing interest, motivation, and acquisition of the target language. In this sense, it builds dynamic learning environments with multimedia resources, answering diverse needs and encouraging active participation. Further research in the domain and evolution of best practice can be done to maximize podcasts and audiobooks in language learning, guaranteeing framework-based support for students' journeys of language learning and contributing to the teaching methods at all educational levels.

## **General conclusion**

The entire study was to investigate how podcasts and audio materials integrate in the circle of motivation and engagement for second-year EFL learners at Chadli Bendjedid University–El Tarf. The research intended to find out the integration of modern educational technology in learning, particularly podcasts, to improve processes of learning and help fight off the boredom shown by students towards traditional teaching methods. In this research, the case study followed a mixed-method approach with qualitative and quantitative data collection methods. The subjects covered two groups of EFL second-year students: one control and one experimental. Data collection involved classroom observation, student questionnaires, and teacher questionnaires. Results showed that podcasts raised students' engagement and motivation since they provided a far more interactive and flexible environment for learning. Students from the instructed group—those who had received instruction that included podcasts—reported higher levels of engagement and motivation. Moreover, podcasts appeared to bridge part of the gap between classroom exposure and authentic English exposure by various accents, intonation patterns, and vocabularies. The study also acknowledged limitations due to the constrained access to functional language labs and technological tools within the college. Against this backdrop of challenges, it found effective ways through which podcasts and audio materials could be integrated into the EFL curriculum for student motivation enhancement. The practical recommendations for teachers in integrating podcasts into teaching practices were also offered. Such findings contribute to the fast-growing literature on the efficacy of modern educational technology in language learning and underline podcasts' potential to become among the most welcomed aids in language classes in the future, aimed at enhancing the traditional instructional methods for better student outcomes in EFL education.

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## Appendices

### Appendix A: Student's Questionnaire

Dear students,

we are conducting a study on the Influence of Podcasts and Audio Content in English Language Instruction at Chadli Bendjedid University \_El Tarf . Your participation is invaluable to us. Hence, we kindly request your cooperation in responding to the following questionnaire by marking a cross (X) on the appropriate response and providing additional comments where necessary.

#### Section One: Tracking Students' use of technology in learning

1. Are you a Male or a Female?

Male

Female

2. How much do you use technology in individual learning?

Always

Often

Never

3. How much does your teacher use technology in the learning instruction?

Always

Often

Never

4. Have you ever listened to podcasts or audio content as part of your language learning experience before?

Yes

No

5. If yes, please specify the type of content and how frequently you listen to it.

.....

#### Section 2: Measure students' awareness of their own motivation

6. Can you know when you are motivated to learn?

Yes

No

I am not sure

7. Do you face problems to be motivated in class?

Always

Often

Never

8. Can you name some reasons why you feel unmotivated?

.....

9. Is literature your favourite subject?

Agree

Strongly Agree

Disagree

Strongly Disagree

10. You are motivated to learn and engage in literature sessions.

Yes       No       I am not sure

**Section 3: Post-Experiment Questions**

11. Did the teacher during the lesson use any Audio content?

Yes       No

12. If yes, please elaborate on how it helped.

.....

13. Overall, how motivated were you to learn during the lesson?

Very motivated     Motivated     Neutral     Demotivated     Very demotivated

14. How would you rate your engagement during the lesson?

Very engaged    Engaged    Neutral    Disengaged    Very disengaged

15. You understood the themes and imagery in "The Old Man and the Sea"

Agree       Strongly Agree       Disagree       Strongly Disagree

16. Would you prefer using podcasts or similar audio content in future language learning activities than traditional lecturing?

Agree       Strongly Agree       Disagree       Strongly Disagree

17. If you agree, please specify why.

.....

**Section 4: Additional Feedback**

18. Do you have any additional comments or suggestions regarding the use of podcasts and audio content in English language instruction?

.....

19. Do you have any additional comment or suggestion to improve your motivation and classroom participation?

.....

Thank you for your participation in this research experiment! Your feedback is greatly appreciated.

## Appendix B: The Observation Grid

People's Democratic Republic of Algeria Ministry of Higher Education and Scientific Research University of Chadli Bendjedid El-Tarf Faculty of Letters and Languages Department of English				
<h3>Observation Grid of the Experiment</h3>				
Experimenting Student (s): .....				
Experiment Supervisor: .....				
Experimenting Teacher: .....				
Experiment Location: .....				
Class: ..... Time: .....				
Subject: .....				
Academic year: .....				
Objective of the Lesson: .....				
<b>General Overview</b>				
..... ..... ..... ..... .....				
<b>Teacher's Instructional Methods and Use of Audio Content</b>				
<b>Elements to be observed</b>	<b>Totally</b>	<b>Mostly</b>	<b>Partially</b>	<b>None</b>
1- Teacher uses lecturing traditional methods				
2- Teacher uses audio content during lessons				
<b>Students' Motivation and Engagement</b>				
1- Students show interest in the lesson				
2- Students actively participate in discussions				
3- Students engage with the teacher's questions				
4- Students stay focused throughout the lesson				
5- Students ask questions voluntarily				
6- Teacher uses attention words and noise				
<b>Students' Achievement and Performance</b>				
1- Students answer worksheet questions.				
2- Students answer worksheet questions voluntarily.				
3- Students answer worksheet questions correctly				
4- Students finish classroom tasks				

## Appendix C: The Old Man and the Sea -Worksheet-

I Choose the most appropriate answer for each item (a, b, c, or d).

1. In what year was *The Old Man and the Sea* published?

- 1951
- 1952
- 1953

2. In 1921, Hemingway became part of a group of notable expat writers living in \_\_\_\_.

- London
- Paris
- Venice

3. As he rows away from shore and into the Gulf Stream, which animals does Santiago think of as his friends?

- The birds
- Flying fish
- Minnows
- Eels

4. In his prayer to catch the marlin, where does Santiago promise to visit?

- The Vatican
- Mount Corcovado
- Church of the Sepulcher
- Virgin of Cobre

5. What is the last weapon that Santiago tries to use against the sharks?

- Knife attached to oar
- The boat's tiller
- A club
- Harpoon
- 

6. Who forced Manolin to leave Santiago to fish by himself?

- The church
- His parents
- Santiago
- The authorities

7. Hemingway purposefully likens Santiago to what biblical character?

- Lazarus
- Moses
- Christ

8. As his first full day of fighting with the fish wears on, what does Santiago begin to think about his adversary?

- He praises the fish because it promises to bring a wonderful price at market.
- He considers that he and the marlin are brothers, joined by the fact that they both ventured far out beyond all people and dangers in the water.
- He detests the fish for its vigor and vitality.
- He believes that the fish is a test of his worth, sent to him by God.

9. Which of the following is NOT an example of suffering from *The Old Man and the Sea*?

- Santiago suffering from a severe shark bite.
- Santiago develops severe cramping while catching the Marlin.
- Santiago suffering a chest injury while fighting off the sharks.
- Santiago suffering from exhaustion while out to sea.

10. What is imagery?

- When an author describes a painting or drawing in the story
- When an author uses descriptive language
- When a writer refers to a historical text
- When a writer uses 'like' or 'as' to draw a comparison between two things

11. In "*The Old Man and the Sea*", which of the following is an example of imagery?

- The blood ran down his cheek a little way. But it coagulated and dried before it reached his chin
- He fell down because the fish pulled him. He was bleeding from the fall
- The fall caused him to bleed, but he was okay
- Even though he was clearly okay, the old man was bleeding

12. An allegory is a literary device that \_\_\_\_\_.

- uses symbolic representation to tell a story
- follows a literary pattern
- uses literal descriptions to tell a story
- deals with death and dying

13. Like Christ at his crucifixion, Santiago suffers \_\_\_\_\_ in *The Old Man and the Sea*.

- a. wounds on his hands and back
- b. the betrayal of a friend
- c. ridicule by Roman soldiers
- d. ridicule by the community

14. Santiago's struggle with the sea in *The Old Man and the Sea* represents \_\_\_\_\_.

- a. his internal, spiritual struggle
- b. his rejection of God
- c. his struggle with Manolin
- d. his struggles with age and health