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Exploring the Use of Podcasts to Improve Speaking Skills: Case Study of Second Year English Students at Ibn Khaldoun University

A Dissertation Submitted in Partial Fulfillment for the Requirements of

the Master Degree in Didactics

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Dedication

I dedicate this modest work to :

My beloved mother may God have mercy on her soul and grant her paradise, without her favors and guidance ;I will not be standing here in front of you:

My idol, source of my happiness and success in life who had given me a lot of love and support, she is the one who had brightened my career with her prayers, honestly, I will not forget any of her motivational and instructional words, sincerely , her efforts will not go in vein.

To m*y loving father who had given me all of what I need to reach what I'm now, your carefulheart , your protection that turns off all the worries, you are and you will be having a specialplace in my life till my end.*

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To all my Family members,

To my Friends,

To my Classmates, and everyone who gave me the power to achieve this work

Thank you …

ABDESSELAM

This humble work is dedicated to my family and my friends. A particular thanks to my supportive and my beloved parents Allah protectthem from all evil. For their words of inspiration and motivation. My brothers and sisters have never abandoned me when I needed them. I also dedicate this dissertation to Ali and Abderahmane, two of my numerous friends who have helped me during the process. I will always be grateful for what they have done.

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Abstract

The development of ICT has brought innovative ways in English language teaching field. Moreover, podcasts are an example of an ICT tool that has been widely used and proven to be useful in teaching English, particularly podcasts help learners to develop their performance in speaking . This research aims at finding out if students' speaking skills have improved significantly when listening to podcasts. For this purpose, second year LMD students at Ibn Khaldoun university and their oral expression teachers were chosen as the sample of this study . Also, a combination of quantitative tools(questionnaire) and qualitative one (interview) were employed as instruments to collect data. The findings have shown that both students and teachers had positive attitudes toward the use of podcasts, especially in the manner of enhancing EFL students' speaking skills. Students had some issues with podcasts, remarkably in countries which suffer from the weak internet flow which affects the process. To sum up, the current study was conducted to highlight the evidence of usefulness of podcasts as means to enrich the level of communication in speaking classes.

Keywords: ICT, Podcasts, Technology, Speaking skills, ELT

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Table of Abbreviations and Acronymes

ALM	Audio lingual Method
AACE	Association for the Advancement of Computing in Education
CELE	The Centre for English Language Education
CELF	Clinical Evaluation of Language. Fundamentals
CLT	communicative language teaching
CBA	The Competency-based Approach
CBLT	Competency Based Language Teaching
CALL	Computer- Assisted Language Learning
DM	the direct method
DJ	Disc jockey
EFL	English as a Foreign Language
ESL	English as a second language
ELLs	English language learners
ESP	English For Specific Purposes

e-learning	Electronic learning
ELT	English Language Teaching
GTM	grammar translation method
IPAD	integrated programs for Aerospace vehicle design
IT	Information Technology
ICT	Information and Communication Technology
iOS	iPhone Operating System
LMD	License-Master-Doctorate
LMS	Learning Management System
MALL	Mobile Assisted Language Learning
NEH	National Endowment for Humanities
NPR	National Public Radio
PDA	public display of affection
PDF	Portable document format
PAI	Pronunciation Attitude Inventory
PCS	Personal Communications Service

QUT	Queensland University of Technology
RSS	Really Simple Syndication
XML	Extensible Markup Language
TEFL	Teaching English as Foreign Language
TED	Technology Entertainment Design

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General Introduction

One of the key goals for all EFL students is to master the English speaking skill. As a result, learners frequently assess their language learning progress as well as the quality of their English course based on how much their speaking ability has improved. Motivation, according to Brown (2007), lies at the center of all learning. It is undeniable that motivated students will enhance their engagement, develop their speaking ability, and conquer their challenges.

As a result, the teacher's duty in the speaking course is to use appropriate tactics to improve students' motivation. One of these techniques is to use ICT tools, which have been proven to be beneficial in the classroom. Podcasts are one of these resources that can be used to motivate and strengthen students' speaking abilities. Its goal is for learners to share and exchange ideas in order to advance their knowledge. Furthermore, podcasts can help EFL learners improve their listening and speaking skills by assisting them in understanding and pronouncing words as they listen to them and encouraging them to communicate with others.

Despite the fact that teaching aids such as podcasts are available, most teachers are still hesitant to use them. As a result, teachers must be aware of this technique in order to create a positive oral classroom environment that encourages students to communicate effectively.Teachers can help students establish self-confidence to talk and communicate fluently by employing teaching tools like podcasts in English language sessions. Students will also be more motivated to learn and improve their speaking abilities. Students will gain a comprehensive experience of learning the English language effortlessly, rapidly, and naturally by listening to or watching podcasts.

As a result, the following research questions are addressed in this study:

1/-What are Second year BMD students' attitudes to using podcasts?

2/- What are the obstacles making English Oral expression teachers hesitant to use podcasts?

3/- How can we help improve the use of podcasts in Speaking classes?

To solve the above questions, the following hypotheses have been proposed:

1- Second year BMD students are positive to use Podcasts for they help them improvetheir speaking skills by exposing them to a vast vocabulary as well as native speakers' pronunciation, emphasis, and intonation.

2- Some are related to low internet and unavailability of material at the department and others are related to students' level in understanding native speakers' pronunciation, and speaker speed.

3- A variety of academic podcasts can be utilized in class for students such as discovery education or TED talks, even teachers can listen to professional development podcasts.

As a result, the goal of this research is to see if using Podcasts in the classroom can help students develop their speaking skills, as well as how teachers can use these tools in EFL classrooms. A case study of sixty six- second-year EFL students at Ibn Khaldoun University is conducted for this purpose. In order to collect data, a questionnaire was sent to students and an interview was conducted to teachers of oral expression.

There are three chapters in this research. The first is a survey of the literature on the factors under consideration. The second is concerned with the research's practical side (area of work), while the third one is related with podcasts use by teachers and learners with mentioning some suggestions and recommendations.

The first chapter is divided into several themes: teaching the speaking skill, definitions of podcasts and speaking abilities, importance of teaching the speaking skill in EFL classes, and podcasts use in the Algerian learning context. The use of ICT in the classroom to teach speaking skills is then increased. This covers using ICT in EFL classrooms as well as using ICT to improve speaking skills.

Finally, there is a section about podcasts. It contains information on the definition, types, and applications of podcasts in the EFL classroom. The second chapter covers the research technique utilized in this study, the description of data collection instruments, and the analysis of the students' questionnaire and teachers' interview, followed by a discussion of the major findings. The article then concludes with some suggestions and recommendations.

Chapter One:

Podcasting and Speaking Skills

1.1.   Introduction

Podcasts have a prominent place in the area of teaching and learning. With the emergence of the teaching methods, such as: the audiolingual method (ALM), the direct method (DM) and grammar translation method (GTM) , several changes occurred at the level of English language teaching; therefore, different concepts rise in the worldwide teaching and learning contexts . Podcasting, a new method for delivering audio programs over the Internet, has advanced rapidly since 2005. Originally, podcasting was used to deliver information and entertainment.

The usage of technology has been seen to be an essential element among the options of facilitating new forms of teaching and learning (Drent&Meelinson , 2008). Information and Communication Technology (ICT) provide a helpful use in the field of media resources. Research has shown that the use of technology in teaching and learning process have a positive effect on teacher's and learner's creativity.

This chapter reviews the literature pertaining to the main area of interest in the current study, that is the relation between podcasts and speaking skills is the center of this study, the first section elicits an overview of podcasting skills including the general concepts , their main types and effects , while the second section illustrates the use of speaking skills in the world community , especially in Algeria in order to gain a good use of it .

1.2 The Notion of Podcasting

Podcasting is a method of distributing audiovisual charts over the internet , the expression of "Podcasting" comes from a combination of two words "I Pod", Apple's known numerical player , and broadcasting . we agree with Geogehan and Klass (2005) point of view: "podcasting is not simply a new way to distribute audio recordings;it is a form of expression, of interaction , of community building" (p 5) .Because of its easiness in adjusting and correcting , what started as a radio style is quickly developed via the internet (Richardson 2006)

Podcasts are digital pieces of information (audio and video) that can be signed into by people who use to listen to those audiovisual clips via RSS (Really Simple Syndication) ; it is defined as a tool of mass media which can be directed to listeners to enrich their sense of perception. Identification and access to podcasts come along with the RSS technology,enabling automatic download of new podcasts once listeners have subscribed to the feed source(Abulencia ,2006;Frydenberg , 2006; Richardson 2006 ; Kaplan – Leiserson , 2005). Every MP3(MPEG audio layer-3) file may be received and played strightly on the computer or loaded onto a personal device , cell phone , or "PDA"(public display of affection). Once a record have been registered to a site for automatic download .it is also feasible to make a video podcast.

Al Khalifa(2010 : 55) defined podcasts as a technique which is based mainly on the idea of audio-video blogging , and publishing it on the internet or other devices , and listen to it in order to help in speaking. Procedurally , they can be either audio MP3 or video streams and educational files "PDF" (portable document format) designed by the researcher . Electronically to develop English listening skills , which can be downloaded or played on personal computers or I PAD "integrated programs for Aerospace vehicle design"

Podcast technology is one of the technologies that appeared in the second half of 2004 , where its use spread in the educational process through recording. Keeping attention to the basic stage is one of the most important priorities of education systems in the world. Kavaliauskiene (2008) states that podcasts have given the language teacher numerous materials for teaching , Sloan (2005) adds, "podcasting is an innovative way of broadcasting through the internet and can be used for transferring digital audiovisual content automatically to mobile phones . Gromik(2008) claims that podcasting can help learners to have an access resources which are authentic , free and otherwise not available.

In other studies, as pointed out by Mohammadzadeh(2010) that podcast material can boost students motivation. Mainly, podcasting is used to match learning styles and strategies , it help learners to personalize their option of gathering information ; while teachers benefit from podcasting merits. Meng(2005) stated that podcasting is the process of capturing an audio event

, song , speech or a mix of sounds and then, posting that digital sound object to a website or blog in a data structure called as RSS. Ractham and Zhang (2006) demonstrated that podcasting is a knowledge distribution model and represents useful knowledge management artifacts.

1.2.1 TYPES OF PODCAST

Podcasts are an investigation of the human mind. Anyone with the required technology may make and consume speech media in today's environment. Whether it's through prominent services like Apple Music, Spotify, or Google Play, speech media has an unmistakable influence on our leisure time and entertainment choices. Whether it's music, podcasts, or radio, there's something for everyone.

On-demand voice media has broken down the barriers that previously existed between planned and live voice entertainment. People are now able to listen to whatever they want, whenever they want, and as frequently as they want. The way individuals consume entertainment in the twenty-first century has been altered by modern speech media.There are eight types of podcasts according to Alexander, S.(2021), which contribute to the development of the listener's ideas, which are :

1-INTERVIEW PODCAST

Each part of an interview podcast generally has one or two organizers speaks with one guest or more ,the guest gives information or different ideas about a specific topic with a professional way ,this format be divided into two parts:

B-EXPERT INTERVIEW

The interviewer focuses on a specific topic in which the interviewee or the guest is considered as a scientific leader, like BELCASEM HABA as an example ,can share knowledge and ideas about his experience as his inventions , people around him listen to this type of podcast to learn and collect enough information about his experience and his inventions to be benefited in their careers.

C-ENTERTAINMENT INTERVIEWS

Entertainment podcasts style is invite guests to share with the audience their anecdotes about their lives, as an example Saleh Augrout a famous comedian was recently invited as a guest on TV to discuss his experience in the comedy business .

This style of podcasts is a great way to provide listeners enough information about a specific subject to share opinions and viewpoints.

2- CONVESATIONAL INTERVIEW

As similar to traditional radio shows ,in this type the podcast the interviewer and interviewee are sharing the conversation about a specific topic, this format of podcast gives a high comfort and a good mood between the interviewer and the interviewee even if they don't know each other they will in a short time and the audience will benefit through the important discussion.

3- MONOLOGUE PODCAST

In this type one host speaks for the entire time , this podcast is usually managed by a person who has an experience in specific filed , the listeners extract ideas and learn from a specific topic and benefits from recent events , as an example Loth Bonatiro is a scientist of astronomy, will take the listener on a journey with the aim of explaining the science of observing stars and their origin and , as well as their physical and chemical properties to provide the audience an overview about this specific field.

This type of podcasts can be applied to any topic but the speaker must have enough experience, the monologue type gives the chance to the speaker of being independent means not based on hosts .

4-INVESTIGATIVE PODCAST / STORY TELLING

Investigative podcasts are popular among podcast listeners because they provide immersive experience, one or more hosts use podcast to tell an entire story to benefit listeners ,there are two types :

A.   Non-fiction : refers to factual stories that are based on real people and true events we listen to via podcast to extract information

B.   Fiction : refers to plot , setting and characters created from the imagination we listen to via podcast to take the listeners in journey full of suspense .

5- ROUNDTABLE PODCAST

Roundtable podcasts, often known as panel programs, have a regular or rotating group of hosts that give analysis and discussion on a variety of themes. Each show is usually offered by a primary host, with co-hosts filling particular duties. Some co-hosts, for example, may provide more comic comments while others provide more in-depth knowledge. Panel programs frequently attempt to make viewers feel as though they are members of an exclusive club.

Long-term listeners, for example, will notice in-jokes and host personality idiosyncrasies more than someone who is coming in for the first time. Roundtable podcasts distribute the labor around a group of individuals, reducing the burden of a single person. On the Joe Budden Podcast, for instance, the former rapper is joined by co-hosts and guests Who talk about hip-hop, sports, and current events.

6- THEATRICAL PODCAST

For years, fiction podcasts have been on the rise. Some theatrical podcasts have a single host who narrates a tale in the same way as an audiobook does. To produce more immersive experiences, several podcasts in this genre employ a whole cast of actors and sound engineers, Podcast broadcasters aim to construct fictitious worlds that fascinate their listeners in this medium.

To keep listeners engaged, it takes a certain amount of imagination and expertise. While this format may not need as much research as the others on our list, it still necessitates a significant amount of effort. At the same time, this implies that there is a lot of competition. These podcasts compete not just with one another, but also with other sources of entertainment such as television Shows, audiobooks and movies.

7-REPURPOSED CONTENT PODCASTS

Current content has a number of advantages, including increasing audience engagement and meeting different demands across the sales funnel. Furthermore, repurposing material might provide you with the breathing room you need to produce new and intriguing content.

This category includes news shows, which are among the most popular. Print, video, and audio may all be used to tell the same story.

This format is ideal for companies who currently create a lot of web material. For example, you might turn large backlog of blog posts into its own podcast episode. This basically doubles your content volume and allows you to reach a section of your target audience. That prefers audio content to a written format.

8-HYBRID PODCAST

Podcasts are a very adaptable tool. To develop your own style, mix and combine the fundamental forms from this list. A podcaster with knowledge in a certain topic area, for example, may offer a monologue-style podcast and interview guests on occasion. A panel program, on the other hand, may break each episode into pieces, including a spot for the primary presenter to deliver a monologue.

Alternatively, you may create a podcast format that is unlike anything else on this list ! One of the beautiful things about the media is that it allows you to do that. When compared to

beginning a radio or television show, the entrance hurdle is rather low. There are even free hosting services that allow you to record episodes and distribute them through big networks. All from the convenience of your smartphone.

Kaplan- Leiserson (2005) considered seven uses of podcasts that can contribute to the learning process :

a.   Assist auditory learners – podcasts are appropriate for learners who prefer to take in information aurally. Some lecturers record their classroom lectures to help audio learners retaining the covered information.

b.   Provide another channel for material review – the audio files can be reviewed at leisure time for understanding or before testing. Students considered that listening to the recorded classroom lectures was a strength of the course.

c.   Assist non-native speakers – it is an opportunity for them to review recordings as many times as necessary for understanding. Podcasting can also be an excellent technology for learning a language, and for capturing students' speech and pronunciation.

d.   Provide feedback to learners – "a professor's voice adds to the feedback" pointed out Margaret Maag, an assistant professor that recorded a 3 to 4 minutes feedback on her students' group presentations.

e.   Enable instructors to review training or lectures.

f.   Replace full classroom or online sessions when content simply requires delivery – learners may access it whenever and wherever they want.

g.   Provide supplementary content or be part of a blended solution. The material may be available for access on a voluntary basis, or it may be a required component of a classroom or online course

1.2.2   PODCAST USABILITY

Studies have denoted the avails of podcast and how it could enhance reading and listening skills. First and foremost, it causes listeners to have to pay more attention. Since people listen to podcasts instead of watching them, it forces listeners to use their imagination and build the pictures in their mind. Secondly, podcast improve comprehension for example: you understand native speakers when they speak, so you don't accidently answer questions you are not asked. Improved pronunciation when speaking in another instance, you've spent time listening to native speakers' accent ,so you know words and how they should be pronounced.

Finally, it helps with knowing other people's thoughts, ideas and morals. It helps in building different impressions about people's knowledge.in other words, it helps in gaining the idea of diversity between people's morals and ideas. For example, a podcast about a social problem like minor marriages will create a debate between different opinions. To sum up, some people think that podcasts are optional to use yet it is modern utilization that help people to improve their level.

Using podcasting to describe the efficiency of mobile learning for teaching undergraduate students in higher education. Podcasting is the process of downloading a series of audio or video broadcasts (files) onto a digital media player over the course of many weeks using a computer. Students can then view or listen to them whenever, wherever, and as often as they like. Undergraduate students are increasingly using digital media players, which were popularized by Apple's .

In a pilot poll of Business and Management students, more than 74 percent said they possessed a digital media player, with another 7% saying they planned to buy one within the next six months. While some secondary school teachers use podcasting as a teaching tool, its application in higher education and its usefulness as a learning aid for adults has yet to be determined. Another set of slightly under 200 first-year students was given a series of revision podcasts after completing an information and communication technology course (and before their exams).

They were required to complete an online survey regarding their experience as part of the membership process. A five-point Likert scale was used to compare their sentiments toward lectures, podcasts, notes, textbooks, and multimedia e-learning tools. According to a statistical analysis of the study's findings, students believe that podcasts are more useful revision resources than textbooks and that they are more efficient in helping them learn than their own notes. They also say that learning content in the form of a podcast is more appealing to them than a standard lecture or textbook, using podcasts as a revision tool provides evident advantages for undergraduate students in terms of the time it takes to revise and how much they believe they can learn.

Podcasting appears to offer tremendous potential as an innovative learning tool for adult learners in Higher Education, especially when combined with the benefits of flexibility in when, where, and how it is used. C. Evans is an author who has written several books (2008). In higher education, the efficiency of m-learning in the form of audio revision lectures. Elsevier Ltd. is a publishing company based in the United Kingdom. On February 16, 2022, I was able to get a hold of some information. Podcasts can also be utilized to help students improve their pronunciation. Ducate and Lomicka (2009) investigated the impact of using podcasts to improve students' pronunciation in a mixed method study.

Throughout the semester, 22 students in intermediate German and French classes created five podcasts. Students' attitudes toward pronounciation were assessed using pre and after Pronunciation Attitude Inventory (PAI) surveys. Due to the course time constraint, the respondents' pronunciation did not improve considerably in terms of comprehensibility, according to the findings of the study. However, after using the audio resources, the students' attitudes toward English language acquisition improved dramatically. Knight's (2010) research looked into the usage of podcasts for phonetics exercises. A total of 36 people responded, and 11 Graded phonetics podcasts were created and published to the website for students.

Students in this project found the audio exercises to be very helpful in improving their phonetics. They enjoy being able to listen to the recordings multiple times and believed that using podcasts increased their confidence in their transcribing and test scores. Students' anxiety is reduced and a sense of belonging to a learning community is created when they listen to podcasts (Chan & Lee, 2005). Lord (2008) assessed students' pronunciation and attitudes in a cooperative project on podcasts in an undergraduate phonetics class. The majority of the students loved the Project and respected the comments they received from their peers, according to the data. Furthermore, over the course of the semester, the participants' attitudes improved significantly.

1.2.3 PODCASTING EFFECT ON LEARNING

Podcast is an excellent approach to learn new information in a good way. Teachers using podcasting to distribute educational content and encourage learning outside of the university, as well as podcast effect on learning in a good manner by giving learners the chance to listen on their own and allowing for more active learning in the class room. Moreover, increasing the learners motivation, after feeling bored teachers replay podcast for four or five times to attract the learners attention this method facilitates the memorization of information and helps learners understanding and encourages them to learn.

Podcast's effect on learners and help them to extract knowledge and decode the message of the speaker by experience, also they will know how to pronounce correctly and solve learner's problem , podcast increase their learning and listening skills.Using two separate message designs for podcasts with the same content. In particular, determining if the message design influences student perceptions of the narrator's expertise, motivation, and learning results.

The first message is based on the cognitive information processing model of learning and offers the knowledge in a well-organized, detailed fashion. The second message uses a personal narrative and is based on the cognitive apprenticeship paradigm. Students thought the omniscient narrator was more knowledgeable than the one who shared a personal narrative, yet they felt more secure after listening to the personal narrative. In terms of learning outcomes,

there were no significant differences. V. Dennen and J. Myers (2010). Message Design, Motivation, and Learning in Podcast Pedagogy Proceedings of E-Learn 2010—World Conference on E-Learning in Corporate, Government, Healthcare, and Higher Education (eds. J. Sanchez and K. Zhang) (p. 43-49).

Due to challenges in the teaching-learning process, some researchers are interested in solving the problem of educating students' speaking skills. According to Celce-Murcia (2001), various issues exist when teaching speaking skills, such as a huge class, which limits both students' and teachers' possibilities to provide feedback.

Meanwhile, according to Meng, J (2010), the difficulties in teaching speaking include pupils of various levels, a large class, and a large teacher's action zone. In the context of English as a Foreign Language, learners face issues such as inhibition, nothing to say, poor or uneven engagement, and the usage of the mother tongue (Ur, 2000). Because speaking ability is so important in today's world, these issues must be addressed.

Podcasts were also studied in relation to leaning strategies. It was said no single set of learning strategies results In successful language learning ; rather learners use various types of learning strategies in order to be successful Language learners (O'Malley &Chamot, 1990). Cognitive, metacognitive and socio-affective are the three types Of important learning strategies that learners use (O'Malley &Chamot, 1990).

Ashton-Hay and Brookes (2011) Conducted an action research aimed at finding out learning strategies of using podcasts created by students. Participants of the study created a web page in the Queensland University of Technology (QUT) Blackboard Learning Management System (LMS), where the podcasts, story transcripts and student photos were uploaded. Ashton-Hay and Brookes (2011) concluded that the use of various types of learning strategies could facilitate Learning of a language. Language teacher does not have enough time to provide sufficient feedback to meet every Learner's individual needs. Learning a language does not take place in the classroom.

Rather with podcasts, Learning can be anywhere and anytime. Edirisingha (2007) showed the benefits of using podcasts within a first-year undergraduate module on English Language and Communication at Kingston University. Findings of the study clearly indicated that podcasts Supported students' preparation for assessed work, and provided valuable advice on portfolio and presentations. Moreover, podcasts helped students in the preparation for workshops and seminars. Students' lack of familiarity With Web 2.0 technologies such as podcasts can be an explanatory reason for the low level of listening to Podcasts (Edirishingha, 2007).

It is clear from the studies that using podcast is more beneficial and helpful than using the traditional chalk and Talk method. Numerous research studies on podcasts confirm the efficacy of PODCAST applications in second Language learning and teaching contexts, and claim that the integration of podcasting learning can improve Academic performance, enhance motivation, and promote learning. Podcast is also considered as a powerful Learning method in many aspects such as culture and history of the areas where the target language is spoken.

Generally, the findings suggest that language learners were positive towards using podcast technology, and they were interested to use podcast technology into their language learning processes. Some of the reasons for the positive perceptions included the opportunity for students to learn at their own time, and to listen to specific materials that they miss or do not understand multiple times. Effects, attitudes, and perceptions towards podcasts have been investigated and in most cases, positive effects and attitudes towards podcasting are documented.

1.2.4 LISTENING TO PODCAST

Listening is a conscious, cognitive effort which primarily involves the sense of hearing and leads to interpretation and understanding (Sayeekumar, 2013). Listening helps in understanding input as well as Furthermore, it has also been found promoting the acquisition of pronunciation skills (Trofimovich, Lightbown, Halter, & Song. 2009), enhancing grammar (Mohammed, 2013); and knowledge retention (Fratangeli, 2009). All contact with language is

not in the development of other language skills. limited through written means, thus it can safely be claimed that listening proficiency .

Podcasts become more accessible to teachers and learners of other languages, its potential as a tool to improve listening skills becomes a practical option. Podcasts allows the integration of text , audio and dynamic video in many combinations. The result is that learners can now interact with textual, auditory and visual podcast in a variety of formats. So when we now see the internet as potential proponents.

Research studies on podcasts in language learning have identified its potentiality in developing learner's Language skills (O'Bryan &Hegelheimer, 2007 ; Li, 2010). Podcast can accelerate language learners' learning not Just in listening but also in other language areas such as pronunciation, vocabulary, grammar, speaking and Related learning activities (Chan et al. 2011 ; Kaplan-Leiserson, 2005). Ashton-Hayand Brookes (2007) state that Podcasting facilitates self-paced learning as well as gives slower learners a platform for remediation. Kaplan-Leiserson (2005) points out that podcasting can provide another medium for material review and can Assiststudents to develop their language skills. DucateandLomicka (2009) state that podcasting can function as a Tool for developing students' pronunciation.

Hawke (2010) developed an independent listening pilot course based on podcasts to see how science students Can develop their scientific English listening skills through podcasts. Findings of Hawke's (2010) study showed That students' post test scores were significantly higher than the pre-test scores. Podcasts as supplementary Materials helplearnerspay attention on the podcast content, and encourage them to listen to podcasts both from Top-down and bottom-up perspectives (Hawke, 2010).

Similarly, Ashraf, Noroozi and Salami (2011) also Investigated the effect of listening to podcasts on the listening skill of some Iranian EFL sophomores. Data were Collected through various means : pre- and post-tests, interview, and students' reflective diaries. The findings of The study showed that participants in the experimental group who used podcasts for their listening activities Outperformed the ones in the control group. The researchers documented

positive attitudes of the participants Who used podcasts for listening, and concluded that podcast can be used to improve the listening skill of ESL Learners.

Also Istanto (2011) designed five podcast units as supplementary materials to develop learners' listening skills and Grammar knowledge. A questionnaire was administered at the end of the semester to 20 undergraduate students Who learned Indonesian as a foreign language. The result indicated that the application of podcast enhanced Students' listening skills and grammar knowledge as well as knowledge of the culture of the target community. Hence, podcasting is a novel technology with huge potentials in improving students' listening skills (Artyushina Et al., 2011). Students can download authentic podcast materials from the Internet that allow students to be Engaged in plenty of listening practice (Artyushina et al., 2011).

Many podcast resources are found on the Web that has broadened an infinite array of possibilities about how to Develop listening competence. Kan (2011) analysed a language learning website for developing learner's Listening competence. The Centre for English Language Education (CELF) listening website was evaluated by Creating a set of evaluation criteria.The study analysed both traditional materials and Web resources in order to Find out the strengths and weaknesses of the CELF website. Kan (2011) suggested that designers of Web contents Should clarify their purpose, organize the contents and enrich its exercises frequently in order to meet the need of Learners in developing their listening skills.

1.2.5 EFFECTS OF LISTENING TO PODCAST

Listening refers to paying attention and good listening to some materials in addition to being aware of spoken language symbols and understanding their meaning and the interaction of experiences Carried in these symbols with the listener's experiences, values, and standards Listening to podcasts is one of the most important means that students rely on in acquiring vocabulary and various sciences, and hearing words increases their ability to speak without writing. The effectiveness of listening for students is as follows :

• Students' ability to differentiate between sounds, letters, and proper word pronunciation.

• The impact of the students' linguistic findings, which include a variety of meanings, words, and phrases, as well as an explanation of the proper ones.

• Foster critical thinking in students by exposing them to a variety of viewpoints, trends, and ideas on a variety of topics.

• Assisting pupils in organizing their thoughts in a logical and organized manner

• Improve students' auditory memory so they can remember and apply knowledge in a variety of situations.

• Scientifically correct oral and spoken language development for pupils.

• It is critical to listen in order to comprehend and collect the student, as the student may be late.

Listening is one of the basic premises for students learning at all levels to learn more sciences in addition to learning correct pronunciation and pronunciation, and it is no secret that this listening skill helps students learn more vocabulary that they will need in various stages of life and different sciences.

In other studies, as pointed out by Mohammadzadeh (2010) that podcast Materials can boost students' motivation and help them become more Independent and confidence in speaking. By using podcast media, the teacher Can support the students in building self-confidence and the learning situation Enjoyable. This self-confidence may be raising due to their ability to understand The rhetoric of a particular topic as a result of listening repetion and oral Performance (Samad, 2016). This understanding makes them find the learning Process is enjoyable and attractive. This study assumes that the podcast media Gives contribution for the students in improving their speaking performance.

Scholars have offered some reasons for including podcasts in language Learning classrooms (Blaisdell, 2006 ;Chinnery, 2006 ; Clark & Walsh, 2004 ; Laing, Wootton& Irons, 2006, Manning, 2005 ; Meng, 2005, Sloan, 2005). They Include :

1. Podcasting can be done at any time and from any location. Students can save time, money, and effort by downloading and listening to podcasts whenever it is convenient for them.

2. Personalization is a feature of podcasting that allows learners to tailor their learning styles and strategies to their preferences. Individualized learning, according to McRae (2010), is defined as analyzing and addressing individual learners' capabilities based on their distinct requirements and learning styles.

3. When used in conjunction with e-learning, podcasting can give pedagogical benefits.

4. Learning through listening is probably one of the most essential educational aspects given by podcasts. According to Rosell-Aguilar (2013), podcasts can help students learn by offering intelligible material through relevant and engaging activities.

5. Learners find podcasting to be easier, faster, and more appealing.

Theoretical and scientific literatures on listening to podcasts have demonstrated positive results in the teaching of English as a second language speaking. According to the discussion, the benefits of using podcasts as a model are appropriate for improving EFL speaking skills. Teachers can improve students' speaking skills by using podcasts in the classroom. Furthermore, by using podcasts as a model, teachers can assign students outside of the classroom to enhance their listening skills on their own time.

Nevertheless, there is still limited literature and research finding on listening to Podcast to improve student's speaking skill, either in Classroom or outside classroom. Therefore, future studies within this area are Recommended to be conducted. This study of podcast brings to the conclusion that Listening to podcast is effective in solving problem in EFL speaking class.

Many podcast resources are found on the Web that has broadened an infinite array of possibilities about how to Develop listening competence. Kan (2011) analysed a language learning website for developing learners' Listening competence. The Centre for English Language Education (CELF) listening website was evaluated by Creating a set of evaluation criteria.The study analysed both traditional materials and Web resources in order to Find out the strengths and weaknesses of the CELF website. Kan (2011) suggested that designers of Web contents Should clarify their purpose, organize the contents and enrich its exercises frequently in order to meet the need of Learners in developing their listening skills.

1.3   Improving Practicability in Oral Expression Sessions

Oral expression refers to a person`s capacity to use suitable syntactic, semantic , pragmatic , and phonological language structures to convey needs, thoughts , and ideas in a meaningful way. Oral language is significant because it serves as a foundation for literacy development and is necessary for academic success in all subject areas.

It is also necessary for general academic achievement. As it is known: a child academic achievement is highly dependent on his or her ability to learn. Capacity is needed to demonstrate expertise through oral communication, such as when answering questions in class or while presenting a presentation.Here are some strategies which are provided to help a learner who may be experiencing difficulties with oral expression so that to foster it : (Patricia O'Malley, Ph.D.,2015)

*Allow plenty of chances to practice without fear of punishment (e.g ., brainstorming , conferencing , sharing) to enable time for preparation .

*Provide questions / topics ahead of time.

*Ensure that learners have a safe environment in which to practice their talents. For instance: assign grades to presentations.

Increase the amount of the wait time it takes to receive an answer (count silently to 10).

*Incorporate Oral recitation activities , such as poetry reading , acting roles n plays , etc. so that oral recitation skills can be an effective tool in helping children to build fluency in expression.

*Allow learners to communicate on a frequent basis by using a mix of answering questions and participating in discussions , taking positions and arguing those positions in class , debating other learners , formal and informal presentations should be made , oral expression processes should be analyzed and engaged in.

*provide a diversed range of scenarios by: telling anecdots and stories , expressing agreement and dissatisfaction and by reacting to a frequent situation , making judgments , wants and known sentiments.

It would be better if a learner who wants to develop oral expression`s abilities , if he or she uses probability and degrees of confidence to express information and to make plans and express intentions.

- Allow additional time for learners to react to questions.
- Arrange spoken and written words or paragraphs in a logical , sequential arrangement.

Parents and educators must remember that the vast majority of students can be developed efficiently in learning a language.

As adults, problems should be focused on , such as the inability to pronounce words correctly. In the other hand , most of the learners rise up naturally through such things which are small parts of their overall reparatory of skills of language .Adults who desire to improve their conversational skills from peers ; may choose to seek guidance from experts in the field of speech , language .

Here are some tips that may help a student in improving practicability in oral expression : 88 Tuition(2021)

1-Reading aloud : is to read with good pronunciation , clear articulation and appropriate intonation in order to convey the information , ideas and feelings in a passage.

*Produce a well – paced , fluent reading of a passage .

Candidates read aloud a short text presented on a computer screen bearing in mind the purpose , audience and context. A short instruction will guide candidates on the context in which the given text is to be read aloud . The text may be a short narrative , news report , speech or an announcement , or a mixture of types and forms .

Candidates are assessed on their ability to accurately pronounce and clearly articulate the words in the text , and read fluently and expressively showing an awareness of purpose , audience and context.

*Be expressive . Pretend to be the character and speak like how the character is feeling.

*Do not read too fast. This is so that you can rely the emotion and thoughts of the words more clearly.

*Remember to have clear and consistently good pronunciation.

*Have an appropriate intonation.

*Take notes of the context of the passage in order to convey the information.

As adults, problems should be focused on , such as the inability to pronounce words correctly. In the other hand , most of the learners rise up naturally through such things which are small parts of their overall reparatory of skills of language .

Adults who desire to improve their conversational skills from peers ; may choose to seek guidance from experts in the field of speech , language .

1.3.1   Enhancing Speaking Skills in an EFL Classroom

There have been significant changes all around the world as a result of globalization. People`s aspirations are fulfilled when they express themselves effectively , in terms of sharing thoughts and opinions with others . As a result of that , they must learn in order to achieve their dreams , wants , and goals, so that to improve their communication abilities in today`s world.

Active classroom involvement is critical to language acquisition access; Tatar (2005) sees that "in the classroom , learners engage in a variety of ways". Classroom is crucial for language learning to grow . It is not possible for students to interact with one another .concerning speaking , they are not only constrained to their bodily presence , but also their mental existence so that their interaction would be positive .Generally , speaking is to equip learners with information and knowledge freely in oral expression module.

Hedge (2000, p. 261) stated that " speaking is a talent by which people are judged while their impressions are being formed". It means that speaking is an important skill because it has given interests and represents learners` personalities and views. Mainly, speaking as a skill must be developed in English language education and learning.

According to (Bygate 1987), preparing learners to be able to use the language is one of the basic problems in language teaching. The way this preparation is done and the amount of success it has depends on how tutors understand their learners' goals such as owning general information about grammar and vocabulary which allows them to use the language orally which means practicing speaking.

Speaking , is a momentous skill that EFL students must acquire . It is also a complicated procedure , since it uses spoken "verbal" and non-verbal signals like gestures and facial expressions to transmit messages. Speaking is important even outside the classroom because many organizations and factories look for people who have a foreign language diploma with good speaking ability in order to communicate with the foreign comers.

*Because oral communication requires well-realized speech, the communicative method has placed a greater emphasis on speaking ability. Due to students encouragement to speak in the classroom, the teacher's discussion will be minimized. We are unable to view that the value of speaking ability may be shown in a variety of situations, it is significant since it aids children in the development of their vocabulary and grammar.

*Consistent use increases their writing ability. Students can use speaking to help them learn.They should be able to convey their views, opinions, ideas, and emotions. They can tell stories, inform, and entertain,explain.

Harmer 2001), cited in (Bouraya and Ziane 2010) states CLT "communicative language teaching" to be: "the name which was given to a set of beliefs which included not only re-examination, but also a shift in emphasis in how to teach." (16).This means that the teaching process does not only include the content or the lesson which is going to be taught, but also the way by which it is going to be presented. Communicative language teaching (CLT) necessitates the capacity to use words correctly in social situations and interactions . In fact , many international students prioritize speaking.

Speaking is a challenging skill to be taught , especially for EFL learners . Teachers of English language continued to teach speaking as well as the repetition of words and phrases.

The goal of speaking is to help students gain confidence in their ability to participate in oral communication . Interaction and the usage of (CLT) which is tied to real life , may also be used to accomplish speaking.

Crago(1997,p. 246) states that " teacher and learner also build on each other`s communicative behavior as they work together to achieve goals , relate experiences and meet curricular demands". (CLT) is considered as an effective teaching approach , based on communication; Brown (2000 , p. 46) said that "CLT help learners to communicate and interact by using the target language in different types of communicative competencies and to encourage them to use it in various cases" , in addition to that , CLT pays minimal attention to accuracy and precise on meaning and fluency ."

The effect of emotional and attitudinal side of learners` conduct on language acquisition process is successful , this indicates that learners` emotions and feelings play a significant part in their behavior.As put in Oxford (1990 , p. 140) " the effective side of learners is probably one of the very biggest influences on language learning success or failure".

Several aspects of speech must be considered by the instructor during the teaching and learning process. "Grammar , fluency , and correctness are often regarded to be the most essential elements and components of speaking" Duong (2014, p.66 , cited in Samad , 2017)The first consideration is vocabulary , which has different meanings in different meanings in different contexts. To avoid misunderstanding of the contents of the ideas , it is also useful for defining things and terms , thoughts. Vocabulary also determines a person`s capacity to comprehend language.

Second is Grammar, which is the customary order and connection of words in a sentence ; it is also defined as a set of rules that govern a language. Al Makhlafi and Nagaratman(2011, p.66) adds that "grammar is a collection of principles that govern the form of a sentence and a language , it might be a means to merge linguistic components". Pronunciation comes third , it is the process of correctly pronouncing a certain word. Pronunciation should be appropriate in all situations, including speaking; pronunciation involves good articulation which results : aspiration, voicing , voice setting , intonation and stress.

The fourth is fluency , which entails the understanding of how thoughts are going to be delivered when conversing with others.According to Yingjie (2014) , fluency is the capacity to speak smoothly to produce the right word without thinking too much. In this case , excellent fluency will create better confidence in expressing ideas in order to improve speaking skills"Fifth is accuracy, which refers to an understanding word , right in structures , syntax , and better in catching the meaning of messages of language without part of mistakes.Kusunierek (2015)

According to Oxford dictionary , speaking is " to express or communicate opinions , ideas , and feelings etc . speaking is considered as talking including the activities in the part of the speaker as psychological (articulator) and physical (acoustic) stages.Thornbury (2005 , p . 950) asserts "speaking tasks should have somme relation to real life communication language use" . It implies that teachers must provide an atmosphere in which students may experience a real life situational communication that allows them to successfully express themselves in the target language .

Communication skills are crucial in today`s environment , and mastery of these abilities are required to succeed ; the four linguistic skills (listening , speaking , reading , writing) are required to have a successful communication . As English is widely used across the world , communication abilities and particularly speaking skills are essential ; so that teachers must be aware of knowing how to deal with the needs , and the challenges that ELLs (English language learners) face and test out different teaching methods ; strategies and tactics are important tools so that speaking abilities and skills are determined , another critical phase is to employ the most updated methods to develop speaking skills .

Some pair and group exercises should be incorporated by teachers into their regular English classes so that ELL can significantly improve their speaking abilities.Interaction between the speaker and the listener is also important to have a serial understanding between each other.According to Brown (2001 , p.165) "interaction is the collaborative exchange of thoughts , feelings , and ideas between two or more participants , resulting in a reciprocal effect on each other" ; interaction is also a collaborative activity that requires contributions from both or all participants , consensus is obtained and a lesson is decided by collaboration and cooperation between the instructor and the students in the classroom.

As a result of this, interaction cannot be only from one side ; it must also have a mutual influence through giving and receiving information in order to communicate effectively, classroom interaction and contact is an essential component of second language learning

pedagogy in language instruction , furthermore; good engagement has a potential role to enhance participation in an EFL classroom to improve learning.

There are several techniques to develop speaking skills among EFL/ESL learners in ELT classes by teachers , because some EFL and ESL students are terrified of making mistakes , while others are simply shy , and this can be seen even in native speakers . English teachers might include some enjoyable exercises in the form of language games at this point to encourage students to talk in English classes. In general , the majority of students are enthusiastic.

When kids are playing educative games in the classroom , it is pretty normal for them to request more and more , they enjoy playing games because they make them joyful. When students practice these activities in an enjoyable atmosphere , it is almost certain that they will see a significant improvement in their speaking abilities ; teachers must begin by introducing enjoyable activities such as guessing the item being held ; then teachers introduce various exercises to the classroom , such as speaking about themselves by using their own examples.

EFL/ESL teachers might use the brainstorming technique in their classes to urge ELLs to write more sentences and attempt to think of fresh ideas on the topic that has been assigned to them , following this technique , learners can have total control over speaking ; moreover , when students are given the opportunity to share their thoughts , they are naturally encouraged to generate as much as possible of concepts.

In order to incorporate ELLs more in the classroom , teachers should use a brainstorming strategy ; automatically , this can improve their speaking abilities.Incorporating Role-Plays into the classroom is another activity that can help ELLs to develop their speaking abilities . Role plays are the ideal activity to implement in English classes to help students enhance their English speaking abilities; the next stage is that teachers must divide students into pairs and provide them different tasks; while they are preparing the work , teachers must motivate students with the right attitude and determination .

Activities such as pair or group work also greatly improve the learners` speaking abilities since they provide students the opportunity to communicate their views and opinions in a friendly environment ; teachers of English must consider students` needs and interests, especially in the field of ESP (English For Specific Purposes). At this juncture , it is worthy to quote Rao S.P who confirmed , "while selecting the topics , teachers have to take into consideration of the learners` needs and interests that lead the learners to work more on the given topics with interest and enthusiasm".

Another phase to work with is the story telling technique which can be utilized by teachers in their English courses to help ELLs improve their speaking abilities ; teachers use this strategy to create situations and invite ELLs to carry on the tale . ELLs then think rationally and provide sentences which are pertinent to the circumstance because students take their total freedom to provide responses and selecting the appropriate grammatical structures ; as a result of that , ELLs try to provide possible answers to fill in the story gaps .

In today`s internationally competitive environment , learners need to be able to communicate effectively.ELLs role in willingness to learn how to communicate plays a dominant and vital duty in accomplishing a good teaching and learning process ;Sze (2006) stressed that oral expression activities in podcasts could help to improve pronunciation and intonation.

To achieve the goal of communicative competence,the communicative language teaching (CLT) technique was adopted ; so that students can perform in speaking regularly.There is an invented approach which is called Comptency based approach, which is invented within the age of globalization , (CBA) as a teaching strategy at all levels, with the goal of modernizing the educational system and improving learning outcomes. The goal of CBLT in the field of English language instruction was to improve students' achievement by introducing them to new ideas.acclimate them to the target culture and assist them in becoming self-sufficient learners

The Competency-based Approach's (CBA) overall purpose is to increase the number of decent citizens who can serve the country. The CBA is designed to generate skilled learners who understand how to respond successfully in a variety of issue scenarios. It encourages students to apply and link what they learn in school to their daily lives.

The Competency-based Approach, according to Hirtt (2009), sprang from two fundamental needs: the need for a trained workforce to service the economy and business, and the need for valuable pedagogical content that could be used in the classroom. According to Guskey (2005), CBA is an educational perspective that defines learning goals in terms of a collection of skills, knowledge, and behaviors that students must possess at the conclusion of a course, term, or school year. Learners are expected to learn how to study and gain knowledge in CBA.and to put it another way, if they have the cognitive methods and skills to learn by themselves. Furthermore, learning entails more than just acquiring knowledge and applying it.

As far as CBLT (Competency Based Language Teaching) is concerned, learners are supposed to use the linguistic knowledge to communicate in real life situations. Actually, learners should acquirethe communicative competence in order to communicate successfully. Docking (1994) defines CBLT as follows:"It is designed not around the notion of subject knowledge butaround the notion of competency. The focus moves from whatstudents know about language to what they can do with it."(Docking, 1994: 16).

> "CBLT is also built around the notion of communicative competence and seeks to develop functional communication skills in learners. These skills are generally described in only the most general terms, however, rather than being linked to the performance of specific real-world tasks, CBLT thus shares some features with Communicative Language Teaching."(Richards and Rodgers, 2001: 143).

Language is often regarded as a useful tool for communication and engagement. Each scenario needs the use of unique words. In other words, individuals utilize various vocabularies and forms in various situations.

When students are asked to describe the abilities that are related to speaking, they listed the three remaining skills: listening, writing, and reading, stating that all language skills are related to one another because they complete one another.

1.3.2 The Role of Listening in improving Speaking

Many variables might be at play when EFL students have difficulty in speaking. The key culprits are learners` lack of practice and their ignorance of the relationship between language and their abilities , particularly listening and speaking.

Learners confront several challenges when they learn a foreign language, for instance; they can be able to understand recorded materials , direct speech , music , or even dialogues, therefore, learners must e exposed to learning as a result from listening.

Mainly , listening is considered as a fundamental skill in language learning and acquisition; the word "Listen" is divided into six words according to its letters: (Randa Ziane,2012)

L: Look at the persons that speak to you to engage them with good eye contact.

I : Stands for inquire . It is good to open questions like what, which , why , who , when.

S : Summarize , is to summarize what you have understood from what the other person is saying and using paraphrase.

T : Take notes.

E: Encourage speakers to say more.

N: Naturalize your feeling, stay objective and avoid bias.

*Learners want to comprehend all of what comes to their ears when they are exposed to English as a subject, whether it is face to face , on TV , radio , over the phone , or in other recorded

materials. According to Harmer (2007), quoted in (Bouach 2010), listening comprehension is beneficial for learners` pronunciation. That means , the more they are exposed to spoken English , the more they recognize and get used to its pitch , intonation , stress and redundancy. In addition to the mentioned reasons above (Wilson 2009) lists other reasons for listening , information gathering , pleasure , empathy , assessment , criticism.

Additionally, the reason behind listening in addition to understanding the implied meaning of messages is to improve speaking skills through improving pronunciation.

According to (Rost 2009), one of terms that we use in everyday life without giving it any deeply thinking about , is listening; on the other hand , the ability to listen is a mental talent , it is also one of the most important tools for understanding the world around us , furthermore , it is one of the essential elements in developing effective communication. The ability to listen is one of knowledge `s sources , it is considered as a significant factor in today`s world and in the crucial necessity to learn a new language.

According to (Saricoban 1999) quoted in (Khaled 2010), the listening skill means the learner`s ability to pick up what the speaker is saying and to grasp the intended meaning behind any spoken or recorded messages.From that, we can categorize two tasks that the learner does: the first concern is, understanding the speaker`s grammar, vocabulary and intonation, while the second refers to interpreting the implied meaning of the speaker. It is said that the skilled person is the one who can do both tasks in the same time.

Othman and Vanathas (2004) quoted in (Khaled 2010) point out "For too long listening there has been given little attention in English language classroom" (17). This might be because there has not been a lot of interest in listening research. Furthermore, listening is often regarded as a passive talent and skill due to some learners` neglect.

All in all, listening does not only enable students to get information from teachers` or speakers` input , but also to give them the ability to store much vocabularies and items helping listeners in language production through what is called output.

*Pre-listening , while listening , post listening are the three stages of a listening session in any school or university. Students are given an outline of what they will do before engaging in the listening process.

*While listening , is a stage in which students have the opportunity to practice listening through a variety of activities offered by the teacher.

According to (Davis and Pearse 2000) post listening is a stage in which students connect what they have heard with their own ideas and experiences, just like what they do in the real life. (Rost 1994) declared that listening comprehension is very important in foreign language interaction because of many reasons, one of these reasons is a process by which we get input;and without understanding it, learning cannot occur. According to (Doff 1995), listening has a significant influence on the development of speaking skills. To put it in a simple manner, speaking skills cannot be improved until we improve listening skills.There are several ways to improve listening and relate it with speaking in a way that promotes communication , such as :listening to Radion in order to foster fluency and speaking.

For long time , listening and speaking were thought to be two interdependent skills, this is supported by what (Bahns 1995) quoted in lynch (2009) said in the following quotation "As the aim of teaching listening is to prepare the students for real life social interaction ,it is imperative that developing listening is seen in combination with developing speaking" (110) There are several reasons for linking listening and speaking, according to (Lynch 2009). He summed up the reasoning in three ideas based on research. The first idea was that great speakers come from better listeners. He supported his idea with evidence from Scottish study when secondary pupils performing transactional paired communication tasks.

The second reason, according to (Brown, Anderson, Shillcock, and Yule, 1984) as stated in (Lynch, 2009), is that listeners influence what speakers say. When it comes to face-to-face interactions, you as a speaker must be prepared to make the communication process easier, make several changes and simplifications.

The third principle was that a conversation must include both listening and speaking; if it does not, it is not a conversation. In each discourse, there is a type of turn taking in which the listener functions as a key speaker, providing verbal comments and other feedback on whether or not the speaker is on the right track. The speaker functions as an attentive listener, whether or not they comprehend what is being stated.

1.3.3 Techniques to Foster Speaking Skills.

Speaking is the process of creating and communicating meaning in a range of circumstances via the use of verbal and nonverbal symbols. Fluency is one of the most difficult talents to master when it comes to speaking. However, because the communicative technique is the major emphasis of language acquisition, it is frequently the primary aim of practically every second language student. The motivation for this study stems from a desire to increase pupils' speaking fluency. Even when they have sufficient information, most pupils are unable to generate fluent communication. This might be related to the fact that most professors talk extensively in class, leaving pupils with limited opportunities to communicate in the target language (Wang, 2014).

Teachers can mix several exercises that have fluency elements to nurture speaking abilities, with the majority of them having the same trait of "free talking" (Gorkaltseva, Gozhin, & Nagel, 2015). According to Nation and Newton (2009), certain conditions must be met in order for students to develop fluency: (a) the activity should be focused on the students' interests; (b) the activity should include students' prior experience; and (c) the activity should be performed at a higher level, often with time constraints.

There are also activities To foster and develop speaking skills :

- DISCUSSION

A conversation can be held after a content-based class for a variety of reasons. In their discussion groups, students may try to reach a conclusion, share thoughts about an event, or find solutions. The aim of the discussion activity must be established by the teacher prior to the discussion. As a result, the conversation points are relevant to the aim, and students don't waste time conversing with one another about other topics. Students can, for example, engage in agree/disagree conversations.

The instructor can divide the students into groups of four or five, and present contentious statements such as "people learn best when they read vs. people learn best when they travel" in this sort of conversation. Then, for a set amount of time, each group works on their topic and delivers their findings to the rest of the class. It is critical that speaking time be evenly distributed among the members of the group. It is always preferable not to organize huge groups for efficient group discussions, as silent students may avoid contributing in large groups.

- PLAYING A ROLE

Role-playing is another approach to persuade pupils to speak up. Students act out diverse social situations and take on various social roles. The teacher provides information to the students in role-playing exercises, such as who they are and what they believe or feel. "You are David," the instructor might tell the pupil, "you go to the doctor and tell him what occurred last night, andÉ"

- SIMULATION

Simulations are quite similar to role-plays, although simulations are more sophisticated than role-plays. Students can bring objects to class to create a realistic setting in simulations. For example, if a student is playing a singer, she will bring a microphone and other props. There are several advantages to role plays and simulations. For starters, they inspire pupils because they are interesting. Second, they boost the self-confidence of reluctant students since they will have

a new position and will not have to speak for themselves in role play and simulation exercises, which means they will not have to accept the same responsibility.

- INFORMATION DISCREPANCY

Students are meant to work in pairs on this exercise. One student will know information that the other partner does not, and the two students will communicate it. Information gap activities may be used for a variety of objectives, including problem solving and data collection. In addition, each partner has a critical role to play since the work cannot be performed if the partners do not offer the knowledge that the others require. These activities are beneficial because everyone gets the chance to speak in the target language extensively.

- BRAINSTORMING

Students can generate ideas in a limited amount of time on a specified topic. Individual or group brainstorming is beneficial depending on the environment, and learners develop ideas rapidly and freely. The benefit of brainstorming is that kids are not judged for their ideas, so they are more willing to share fresh ones.

- STORYTELLING

Students can either briefly recap a narrative or story they heard previously, or they can make up their own stories to tell their peers. Telling stories encourages creative thinking. It also assists students with expressing ideas in the form of a story's beginning, middle, and finish, as well as the characters and location required. Students can also tell jokes or riddles. For example, the instructor may invite a few pupils to speak brief riddles or jokes as an opener to each class session. Not only will the instructor address the pupils' speaking abilities, but he or she will also gain the attention of the entire class.

- INTERVIEWS

Students can conduct interviews with a variety of persons on a variety of themes. Although it is a good idea for the teacher to present students with a rubric so that they are aware of the kind of questions they may ask and the path they should take, students should prepare their own

interview questions. Conducting interviews with individuals allows students to practice their speaking skills not just in class but also outside of school, and it aids in their socialization. Following the interviews, each student can present his or her research to the rest of the class. Furthermore, students can conduct interviews with one another and "introduce" their partners to the class.

- STORY COMPLETION

Students sit in a circle for this highly engaging whole-class, free-speaking exercise. A teacher begins to give a tale for this exercise, but after a few phrases, he or she stops. Then, one by one, each pupil begins to narrate from where the preceding one left off. From four to 10 sentences are expected to be added by each student. New characters, events, descriptions, and other elements can be added by students.

- REPORTING

Students are required to read a newspaper or magazine before arriving to class, and in class, they report to their peers on what they find to be the most fascinating news. Before class, students might also discuss whether they have had any experiences worth informing their peers about in their daily lives.

- PICTURE DISCRIBING

Giving pupils only one picture and having them describe what is in the photo is one technique to utilize pictures in a speaking assignment. Students can work in groups for this assignment, with each group receiving a different picture. Students discuss the image in groups, and then a representative from each group summarizes the image to the entire class. This practice encourages learners' originality and inventiveness, as well as their public speaking abilities.

- FIND THE DISTINCTION

Students can work in pairs for this project, with each couple receiving two distinct photographs, such as a picture of guys playing football and another one of girls playing tennis. Students in pairs discuss the photographs' similarities and differences.

1.4   Using Podcasts to improve Fluency and Accuracy

Speaking is defined as the ability to communicate one`s thoughts, ideas , and intentions to others through the use of an oral language; as podcasting in defined as the ability of using new technological tools in nowadays world , teachers and learners are involved in the use of podcasts, so Fluency and Accuracy must be developed in order to use podcasts properly. Mainly, fluency is the ability to communicate fluently and accurately in a foreign language .

When you are learning a Foreign language it is important to understand a conversation in a necessary context; the more a person know about a lifestyle and culture, the better conversation must be understood. Vocabulary is a huge barrier that works in reducing or improving the efficiency of podcast, also repeating listening is an essential factor that help effectively in podcast`s fluency .Students learnt more terms through podcasts than from standard vocabulary exercises.

According to a study , here are some tips that help regularly in podcast`s fluency : (Rashmi VM,2018)

1-Listening deeply: used to pick up some new words and phrases to respond in conversations.

2- Imitation: which helps to become more accurate in English and lets students or listeners remember chunks of words and phrases, imitation is based mainly on repetition and drills to achieve better pronunciation.

3-Reflection:which is an important part strengthing speaking abilities and it is just asking questions to consider what have been learnt, how it has been learnt, what progress have been made, what could be done better and how to adjust the learning style to allow improvement. On a daily basis it is critical to evaluate the language learning ability.

4- Practice: when it comes to speaking English , regular and continuous practice is the key to success . Consider watching a brief video clip today and imitate it, consider what have been learnt , pick up a short piece next day, read the passage loudly and summarize it in a person`s own words, in another term reflect on it

According to Oxford dictionary; accuracy is the degree to which a measurement, calculation, or specification`s result matches the proper value or standard. (Decarrico, 2001). It has been increasingly argued that computer technologies can support learning in a number of ways and facilitate learning processes (Gorjian, 2008). Teaching writing accuracy through Computer-Assisted Language Learning (CALL) activities has been popularly used in English as a foreign/second language learning (EFL/ESL) contexts (Lynn & Zimmermann, 2005).(Son ,2008).

Many features of the computer are considered to enhance writing accuracy development and reading comprehension. Multimedia is one of them which refer to computer-based systems that use various types of content, such as text, audio, video, graphics, animation, and interactivity (Cummins, 2008). The key concepts of multimedia are thus 'computer-based' and 'interactive' transactions (Busch, 2003). Interaction between EFL learners and podcasts can help them work with authentic and native materials to enhance their writing accuracy.

1.5 Podcast usage in Algerian learning context

Studies have highlighted the benefits of podcasts and how they might improve reading and listening skills; for the most part, people who listen to podcasts rather than watching them are forced to utilize their imagination and develop the story, secondly listening to podcasts enhance comprehension , as an example: understanding native speakers had to be done by podcast listeners and users.

Podcasting is the process of downloading a collection of audio and video broadcasts (Files) to a digital media player through the internet. The iPod is widely used by undergraduate students, a business and economic pilot poll was conducted, Using podcasts as a revision tool provides evident advantages for undergraduate students in terms of the time it takes to revise and how much they believe they can learn. Combined with podcasting appears to provide the

advantages of flexibility in terms of when, where, and how it is used .Adult learners in Higher Algerian Education have a lot of potential as an innovative learning tool.

*Another requirement for article selection is that they must report original and empirical investigations. Twenty study articles on podcasting were eventually chosen and evaluated to see how podcasts affect student achievement and attitude. Each article was reviewed and analyzed using Lincoln and Gub's constant comparative approach (1985). This review attempted to compare all of the data acquired by using the constant comparative approach.

Mobile technology's application in many secondary and higher secondary schools, ESL settings have become popular. Abdous(2009) examined the academic advantages of including podcasts in the curriculum and using them as a teaching tool for supplementing/reviewing According to the report, podcast technology has the ability to give more value if it's utilized for more than just reviewing, it'll be beneficial.Hawke (2010) created an independent podcast-based listening pilot course to examine if science students might improve their scientific English listening skills through podcasts. Students' post-test scores were much higher than their pre-test scores, according to Hawke's (2010) findings.

Using podcasts as a supplement materials assist learners in paying attention to podcast content and encourage them to listen to podcasts from a variety of sources. viewpoints from the top down and from the bottom up (Hawke, 2010).Pre- and post-tests, interviews, and students' reflective diaries were all used to gather data. The study's findings revealed that those in the experimental group who listened to podcasts did so more frequently than those in the control group ,the ones in the control group outperformed the ones in the experimental group. The participants' positive sentiments were documented by the researchers who listened to podcasts and came to the conclusion that podcasts can help ESL students improve their listening skills.

Istanto (2011) created five audio lessons to help students improve their listening abilities and grammar understanding. At the end of the semester, 20 undergraduate students who studied French as a foreign language were given a questionnaire. As a result, the use of podcasts was found to be beneficial in terms students' listening skills, grammatical knowledge, and

understanding of the target community's culture.As a result, podcasting is a cutting-edge technology with enormous potential for boosting students' listening skills (Artyushina).2011; et al.).

Students can use the Internet to download actual podcast materials that allow them to be more creative.Furthermore, podcasts give students a more authentic and intimate experience when learning various English language skills (Li, 2010). Li's (2010) study participants said they loved listening to podcasts and were open to using this new technology to improve their language skills. It's possible that students will have the length and style of podcasts as a concern. According to Chan et al. (2006), each podcast should be about 30 minutes long.

According to Stephens (2007), teachers have the ability to create in accordance to learners` preferences. Borgia(2010) explained how to build a podcast using various types of software and how to write a podcast script. podcast research in terms of language teaching, focuses on the effects of podcasts on learners' listening abilities. Overall, the findings indicate that students enjoy utilizing podcasts and listen to them at home as well as outside of the classroom on desktop computers or mobile devices. In addition, the majority of the research examined were descriptive.The majority of the studies examined had a small sample size, Ducate and Lomicka (2009) compared and contrasted the impacts of using podcasts to help students with pronunciation in second language study but couldn't discover anything.

The unstructured situation in Algeria towards the use of technology in learning and teaching especially podcast use is generated by a certain resistance concerning the integration of the E-solutions with the classical way of either learning or teaching under the motive and philosophy of "we never change a winning team", which is a fallacy in this particular case. Using Information and Computer Technology "ICT"(Information Communication and Technology) appropriately can open-up new possibilities in terms of getting information quickly, regardless to location.

The upgrade of the Algerian telephony network to the third generation, commonly called 3G, is opening new possibilities to learners in terms of having a fast and reliable internet access on-the-go regardless to places and locations, as long as the signal is available. Playing Podcasts on mobiles will be part of the so-called edutainment which will change the behavior of our students, and make them even more motivated to learn English with fun and improve their level as well as their fluency.

However, using these cutting-edge information and communication technologies needs a certain mastery of the most fundamental and basic notions of the former either in hardware or software.The nature of the subject, theme of Podcast, is decisive and has to be chosen carefully since we can sink in the huge list of files we ought to download and use which are numerous and diverse , we might say that using Podcasts to improve English fluency is an innovative approach that can be used in Algeria by teachers of oral expression module in English departments, since it proved its efficiency in some leading Universities throughout the world, as part of a successful teaching method that complies with the LMD system.

1.6   Podcast in Algerian speaking classes

The Algerian Ministry of Education chose to overhaul its basic, middle, and secondary instruction in line with global trends in language education in the twenty-first century. As a result of this change, the Competency-Based Education Act was implemented in the Algerian school, approached to teaching English as a Foreign Language in the year of 2005. In this regard, new curricula were created to prepare students fairly with the linguistic and communicative abilities to communicate effectively, incorporated into modernity in a harmonious manner through sharing and exchanging ideas in a world where English is utilized as a Lingua Franca around the world in contrast to conventional wisdom, approaches that focused on grammatical precision and the written form of language.

The importance of oral communication is emphasized in the new EFL teaching philosophy.However, any educational change will not be successful unless classroom practices are linked to policymakers' instructional objectives.

After a few years of implementing the new curricula, the Ministry of Education has decided to discontinue them, they realized that teaching practices in EFL classrooms were still defined by a disproportionate emphasis on written language at the expense of spoken language production. As a result, the ministerial circular N° 321 put attention on this subject.He suggested that teachers at all levels, including school and district, collaborate to work together to solve this challenge (Algerian Ministry of National Education Sub-Directorate for Educational Documentation, 2013 .p. 149)

As a result, Omari (2017) investigated the difficulties of teaching speaking under the CBA, concluding that there was a lack of consistency between the declared goals of English language instruction and what happens in the classroom, speaking was taught using a variety of methods. Despite Omari's inquisitiveness, he gave an important insights into the current level of teaching and learning in the field of her research was based on data collected in Algerian secondary schools from the city of Tlemcen's three secondary schools, Furthermore, Omari's study, which is one of the few that has looked at this topic, focused mostly on the observation of third-year scientific-stream classrooms throughout the course of three weeks As a result, more national-scale investigations are required to describe the current situation in Algerian secondary schools when it comes to teaching speaking EFL teachers in Algerian secondary schools have a negative attitude toward the instruction of speaking, the speaking ability is given less weight than the other language abilities.

The complex nature of speaking as a language skill may to a confusion among language teachers and material writers concerning the effective instruction of this complex skill According to Hughes (2011, p. 07), a distinction should be made between 'teaching the spoken form of a language' and 'teaching a language through speaking'. The former refers to the teaching of speaking as a holistic skill putting emphasis on how spoken genres are structured and what

forms are typical of them while the latter includes simply getting the learners to speak in the classroom.

Accordingly, Goh (2016) insists that speaking instruction should go beyond giving the learners opportunities for oral practice. She considers that, "To teach speaking is to facilitate our students' understanding of speaking processes and scaffold their development of speaking competence in a systematic and theoretically- principled manner." (p. 157).In Algeria, the ultimate goal of teaching English as a foreign language at the secondary school level is to improve students' ability to communicate in both spoken and written English.

Keeping the oral and written worlds in sync in the first year of English. The spoken and written forms of English are distinctly stated."Indeed, the same importance is equally allocated to oral and written examinations, as well as the oral and written communication"(Ministry of National Education .Direction of Secondary School Education, 2005, p . 05)

The Algerian Ministry of Education's Sub-Directorate for Educational Documentation (2013), however, reported in the ministerial circular N° 321 that English was still being taught in secondary school classes characterized by a strong emphasis on the written mode of communication, This ministerial circular urged that EFL teachers focus more on the development of oral communication skills among their students.

1.7 Conclusion

The focus of this chapter was on teaching the Oral Expression course in EFL classrooms, with listening and speaking as the primary skills to teach. The communicative skills of listening and speaking are taught in schools with a variety of activities and actions so that learners can face them with numerous challenges and issues that make them somehow unable to solve. Teachers' job is to assist students in achieving their goals and to overcome their obstacles and improve their FL skills, particularly their speaking ability. Podcasts, like any other ICT tool, are utilized in oral expression sessions to assist students in resolving various speaking issues. Also, toimprove their speaking abilities.

Chapter Two:

Research Design and Data Analyses

2.1 Introduction

Following a discussion of the review of related literature items for both variables: speaking competence in EFL classrooms and the usage of podcasts as a technique to improve students' speaking skill,now it is time to go on to the second phase of our research.It is the practical element that focuses on analyzing the students' and teachers' performance,attitudes regarding the usage of podcasts to help students improve their speaking skills.

The purpose of the students' questionnaire is to find out how they feel about learning to speak in public and how they feel about using podcasts in the classroom, at the English Department, we have opted to collaborate with second-year LMD English students. The interview was conducted with a group of university teachers.

This chapter begins with an explanation of the methodology utilized to conduct the research. It provides an overview of the data collection techniques that were used. Second, it concentrates on the students' questionnaire and the teachers' interview in terms of their effectiveness, discussion and analysis.

2.2   Research Participants

According to Polit et al. (233), the term 'population' is defined as:"the totality of cases that satisfy a predetermined set of criteria", in the present research we are dealing with the usability of podcasts to enhance speaking skills . The present study is a case study involving 64 Students of second year License and Six teachers in the English department of Tiaret University. A case study is a specific instance that is frequently designed to illustrate a more general principle (Nisbet and Watt 1984, p. 72 in cohen,L .et al 2007, p.253). Case studies are in-depth investigations of a single person, group, event or community. Typically, data are gathered from a variety of sources and by using several different methods (e.g. questionnaires & interviews).

2.2.1   Learners' Profile

The participants of this study were second year EFL students. They study in the Department of English at Tiaret University. They were enrolled during the academic year 2021-2022. The Sixty Four (64) students in this research work ranges between 18 and 40years , 51 females and 13 males.

2.2.2   Teachers' Profile

Six teachers of oral expression 03 males and 03 females at the English Department of Tiaret University also were participants in this study. They all hold either the degree of 'Magister' or 'Doctorate'. These teachers are specialized in different fields: linguistics and didactics .Their experience in teaching English ranges between 1 and 6 years and they teach the three different levels of "License"

2.3   Description of The Research Methods

To collect data, two instruments were used: a questionnaire and an interview the first one was distributed to second year EFL university students, while the interview which is addressed to teachers who teach students of the same level "2nd year BMD". The researcher used two instruments of research in order to gather more information from different sources and study the problem from different angles.

2.3.1   Data Analysis

The case under our investigation is the teachers and second year students at the English Department at IbnKhaldoun University of Tiaret. Since the total number of students is huge and out of control, we have chosen a sample of 64 students. the questions involved were clear and easy to be understood. While the interview was done with a sample of (06) teachers out of (06). It was done to make an analyses and create statistics to facilitate the understanding of the topic

In the current work, both of the questionnaire and the interview are chosen to be the two based data gathering tools. They are in parallel with the items tackled in the two previous theoretical chapters. They are divided into sections where each one contains a set of questions that have been answered by them objectively and honestly. Fifteen questions are included in the students' questionnaire; they are organized in three sections, the personal data, attitudes toward podcasts, using podcasts in the EFL speaking classroom. And seven questions are administered to teachers as an interview.

2.3.2   Population and Sample

To confirm or refute the hypotheses, the sample of this study is based on learners, teachers who have a link with Podcasts. This sample is chosen randomly. Second year LMD learners those who have used podcasting technique and multiple speaking skills to enhance its use. . For the questionnaire, we have chosen teachers who are teaching the mentioned level above "2nd years" , and for the interviews, the choice was based on teachers' activities to test if they use podcasts in their teaching process or not.

2.4   Research Tools

Dealing with the process of the ongoing research, an interview is done , so that many questions which are related with podcasts usability to enhance speaking skills are asked to teachers in order to collect various answers to make a comparison between these responses, simultaneously, a questionnaire is structured and directed to learners to analyze their views concerning the studied topic and to see how people think of the idea of podcasting.

2.4.1   Students' Questionnaire Analyses

Item 01 : Gender

Table 2.1.

Gender distribution

Gender	Amount	Percentage
Male	13	20%
Female	51	80%
Total	64	100%

Figure 2.1.

Gender representation

1.Gender

64 responses
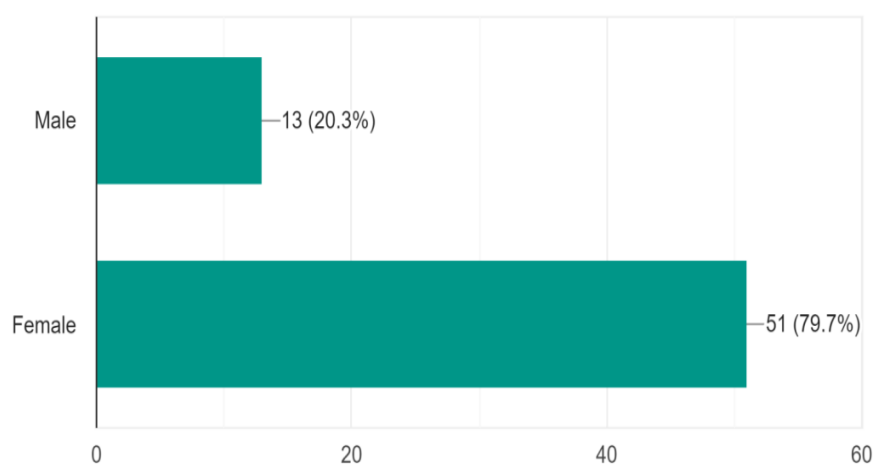
Item 02 : Age distribution
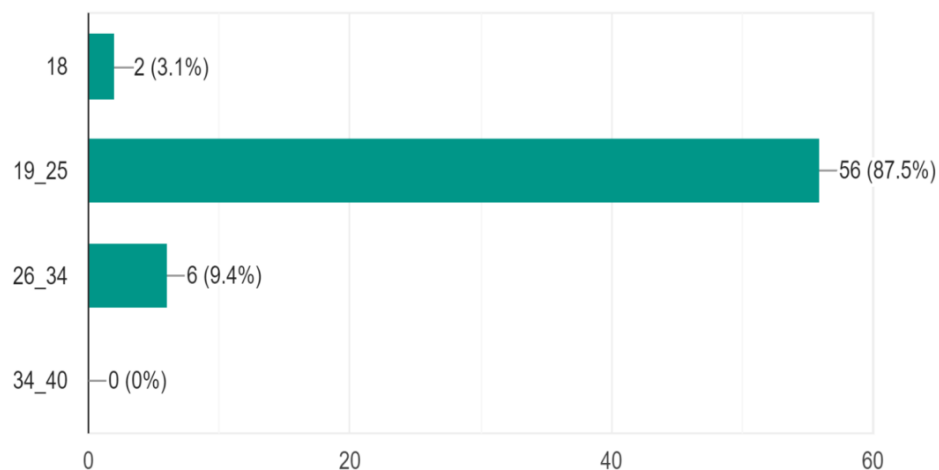
Table 2.2.

Participants' Age distribution

Age	18	19-25	26-34	34-40
Participant	2	56	6	0
Percentage	3%	88%	9%	0%

Figure 2.2.

Age representation

2.Age
64 responses

Section 02 : Attitudes towards podcasts

Item 03: See if learners are using podcasts to freshen up their minds, how they see that.

1. Nowadays, learners are using podcasts to freshen up their minds, how do you see that?
64 responses

● A. Helpful
● B. Helpless
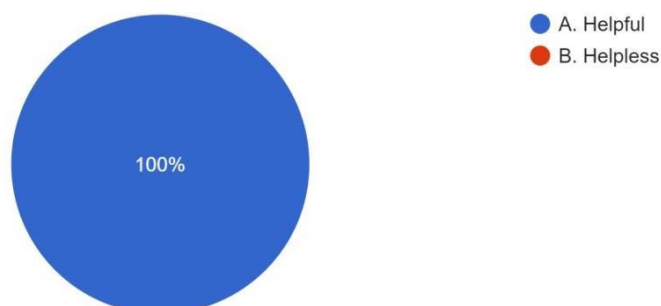
Figure 2.3.

Learners use of podcasts and how people see that

As it is seen, all the participants 100% (64 learners) noticed that podcasts are helpful to make a clue to learners requirements

Item 04: Algerian Podcasts and learners view about it

Table 2.3.

Podcasts use in Algerian learning context distribution

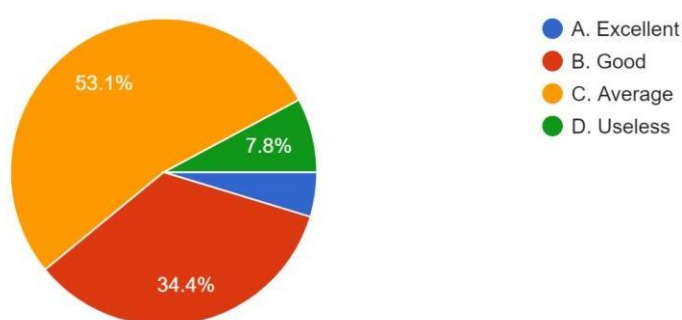| GradesExcellent	Good	Average	Useless	
Percentage	5%	34%	53%	8%

Figure 2.4.

Podcasts use in Algerian learning context representation

2. How do you find listening to podcast in the Algerian context ?
64 responses

As it is seen, many participants thought that podcasts' listening in the Algerian context is average "Medium"(53,1%) it means 34 participants out of 64, while 34,4% (22 participants) said that podcasts' listening in the Algerian context seem good, and 7,8% participants (5 learners) find it useless, and 3 participants out of 64 learners (4,7% of participants) claimed that it is well used and excellent.

Item 05 :preferable language of podcasts
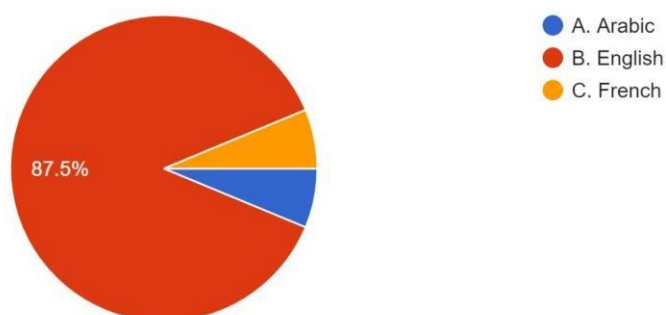
Table 2.4.

Languages use in podcasting distribution

Language	Arabic	English	French	
Percentage	6%	88%	6%	

Figure 2.5.

Languages use in podcasting representation

3.1 Which podcast`s language that you prefer listening to?
64 responses

It is noticeable that listening to podcasts which are made with the English language is the dominant one 56 participants out of 64 (87,5%),next to it, Arabic and French are equal, with 4 participants to each one and 6,3%

Item 06: The English accent that seem comprehensible and easy to understand According to what have seen in this research, there have been multiple accents that looks comprehensible to most of English language podcast listeners, the number of the respondents is 43 " 67% of the overall participants", it means that 7 persons didn't respond on this question "10%". It is noticeable to have different accents, 4 accents are mentioned in this study , 21 participants said that they prefer the American accent "49% of the overall percentage of 100%" , while 19 participants declared that they prefer the British accent in listening to podcasts " 44%", another point, is that 02 participants "5%" said that they enjoy listening to podcasts which are voiced by the Australian accent, 01 participant declared that he/she like listening to Scottish Podcasts " 2% out of 100%"

Section 03: Using podcast in the EFL speaking classroom

Item 07: The linguistic skills that is wanted to be improved

Table 2.5.

The interpretation of the statistics turned into percentages that show people's interest in developing the linguistic skills

Skills	Percentages
Listening	11%
Speaking	59%
Reading	3%
Writing	27%

According to what is included in the table above and what students declared, it is shown that many students are interested in improving speaking, with the amount of 38 opinions which is turned into 59%, while writing comes next with an amount of 17 persons (27%), furthermore , it is jumped to listening which is represented with a percentage of 11% (7 persons), last not least, it is shown that reading is represented with the amount of 2 peoples (3%)

Figure 2.6.

The percentages of the represented skills which are sought to be improved

1. What is the main skill that you seek to improve?
64 responses

A. Writing
B. Speaking
C. Listening
D. Reading

59.4%   10.9%   26.6%
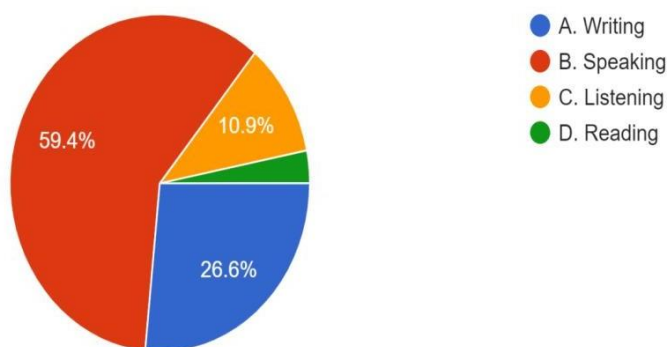
Item 08: Seeing if the Oral Expression and comprehension teacher uses podcasts in class

Figure 2.7.

Podcasts use by the Oral Expression and Comprehension teacher representation

2. Does your Oral expression and comprehension teacher use podcasts in class?
63 responses
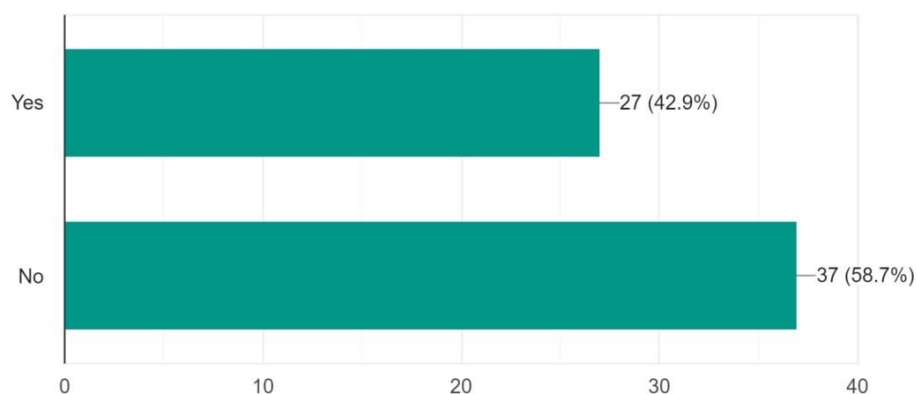
Item 09 : Learners enjoyment in listening to podcasts and recorded talks in class

Figure 2.8.

Learners enjoyment in listening to podcasts and recorded talks in class representation into percentages

3. Do you enjoy listening to podcasts and recorded talks in class?
63 responses
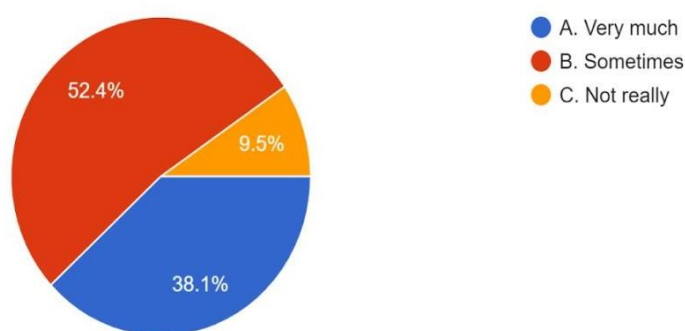
Item 10 : The role of speaking in improving listening to podcasts

Figure 2.9.

The representation of the role that makes speaking improves podcasts' use

4. Do you think listening to podcasts improves your speaking skills?
64 responses

Legend:
- A. Of course
- B. Not at all

96.9%
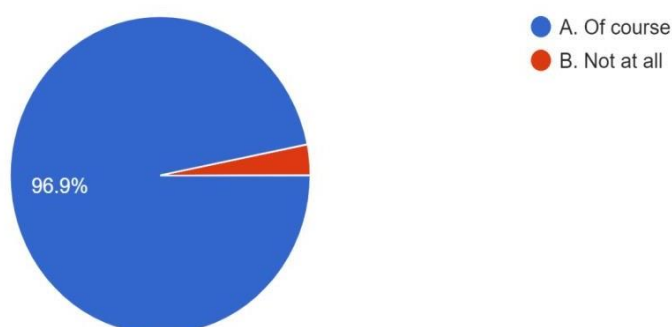
Item 11: Learners views on podcasts role in boosting the speaking performance

Figure 2.10

The representation of the percentages in the matter of learners views in podcasts role in improving speaking performance

5. How do podcasts boost your speaking performance?
64 responses

Legend:
- A. Helps me with the vocabulary and spelling
- B. Helps with fluency and accent
- C. Helps with filtering ideas and paying attention
- D. Helps with grammar structures and tenses
- E. All of the above

46.9%
6.3%
15.6%
31.3%
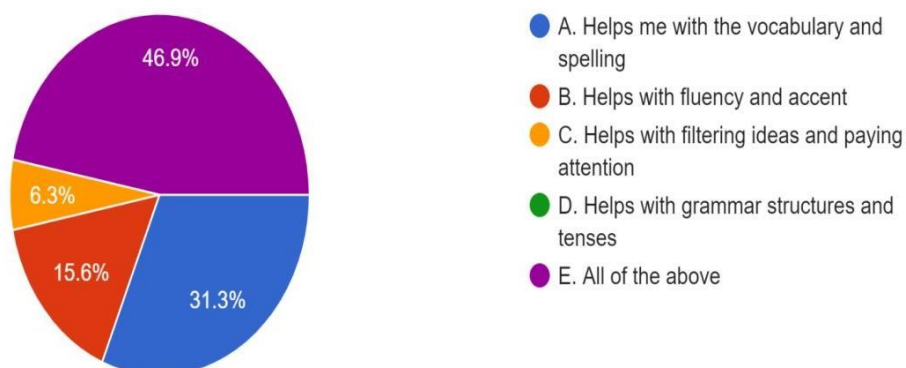
Item 12: The influence of listening to podcasts in speaking

Figure 2.11

The influence of listening to podcasts in speaking representation

6. As a result of listening to podcasts, your speaking became:
62 responses

- A. More coherent and my ideas are well connected
- B. My accent is varied from British to American
- C. My choice of vocabulary is wider and sophisticated
- D. My background about the target culture is larger

(25.8%, 24.2%, 11.3%, 38.7%)

Item 13: Exploring facts on how podcasts are recommended to be used in Oral Expression and Comprehension sessions

Figure 2.12

The representation of how people see podcasts in the field of Oral Expression and Comprehension classes

7.1 Do you recommend using more podcasts in the oral expression and comprehension classes?
63 responses

- A. Without a doubt
- B. It will be necessary

(38.1%, 61.9%)

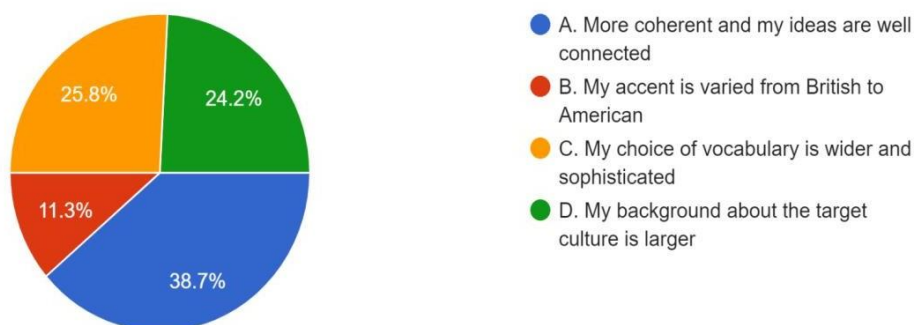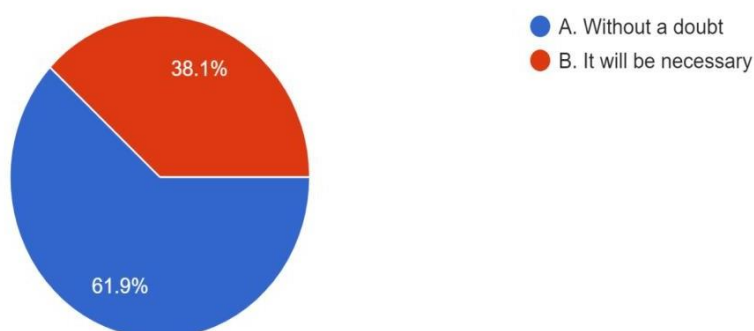**Item 14:** Types of podcasts which are recommended in Oral Expression and Comprehension classes

In this section, responses are represented with the amount of 34 opinions(53%) out of 64 responses (100%), participants' answers are balanced between 14 types of podcasts (BBC "British Broadcasting Corporation", Scientific, cultural, motivational, informative, historical, Social experiments, education, medicine, literary podcasts that speak about novels and poems, religious podcasts, podcasts that talk about language.

Item 15: Seeing if listening to podcasts in class encourage learners to use what they learnt outside the classroom

Table 2.6. Podcast use outside the classroom

Degree	Percentage
Most of the Time	39%
Sometimes	55%
Not at all	6%

Figure 2.13

Podcast use outside the classroom representation
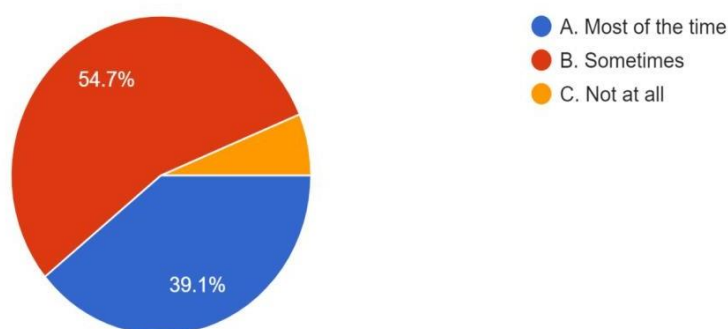

8. Does listening to podcasts in class encourage you to use them outside of the classroom?
64 responses

2.4.2   Teachers' Interview Analyses

Question One: Do you use podcasts in your oral expression and comprehension lessons?

The answers of the Respondents were separated into two groups. R2, R3 and R5 use podcasts in their oral expression and comprehension lessons , Whereas R1,R4 and R6 do the reverse and avoided using podcasts in their sessions, the respondents who use podcasts during their oral expression and comprehension sessions didn't provide illustrations of why they use them, while the second group who answered with no, they gave examples and justification of why they do not utilize podcasting, R1 and R6 claimed that other methods are used, like face to face interview and handling surveys to their students , R4 stated that student's don not give attention to podcasts.

Question Three: What are the criteria based on which you select podcasts?

Participants' responses were varied, R1,R4 and R6 didn't give answers because they do not use podcasts in class, while R2,R3,R5 provided some criteria. R2 said that they choose podcasts because of one criterion which is podcasting help learners to develop their speaking and listening skills, however R3 announced that they favourite podcasts because of the principle

that to fix students listening and speaking skills(approximately R2 and R3 are close to each other), next, R5 declared that podcasts are used measuring on the type of the lesson,its topic and students learning abilities.

Question Four: Do you believe podcasts have an impact on your students speaking skills? In which way?

Members' feedbacks are different from each other ,R1,R4 and R6 didn't respond on the question because they found themselves are not concerned(because they didn't respond to the first question), R2,R3 and R5 argue on podcasts effect on speaking skills. R2 gave an example in the way that it enhances the listening skills, in another hand, R3 declared that podcasts help to practice speaking and listening, while R5 said that listening to podcasts would give learners a chance to practice what they hear.

Question Five: How do you implement it in your class?

The responses of the respondents were categorized into two groups, R1,R4 ,R6 refrained from answering the question of the execution of podcasts because they didn't even use podcasts, however, R2, R3 and R5 answered to the question because they implement podcasts in their classrooms. R2 announced that the implantation in classes would come by using a laptop or a computer and switching on the podcast's episode, while R3 declared that turning on the podcast give learners the chance to listen calmly and to think and discuss, R5 said that giving learners time to listen and explaining what they listen would help in the execution of podcasts.

Question Six: What are the obstacles that you face inusing podcasts in class?

R1,R4,R6 didn't give a response due to their podcasts use opinion, the second group, R2,R3 and R5 stated several obstacles that bother them from using podcasts.R2 mentioned that the main obstacle they found is students attention , however R3 said that some of the students do not care about podcasts, it means that they do not have a clear image about it, R5 pointed on the obstacle of students attention "just like R2".

Question Seven: What do you propose to make the implementation of podcasts more effective?

In this question, responses are received from all the teachers. R1, R2, R6 agreed on the same response, they justify their answers basing on learners' listening and speaking equipment and requirements,R3 and R4 back up to students' motivation to be more skillful, however R5 referred to learners' interest and concern.

2.5   Interpretation of the Results

The above results show that the EFL students polled for this survey felt that using ICT resources like podcasts can help students develop positive attitudes and improve their speaking skills. As a result, the goal of the purpose of this study was to look at how teachers and students felt about usingpodcasts that help students improve their speaking skills. education is one of the most important concerns. Indeed, the outcomes of this project revealed the professors' and students' intense interest in the subject, ICT in the classroom, particularly in oral expression

sessions they find themselves interested in learning through new technologies, especially using podcasts in classroom, English is extremely important for speaking skills.

They promote the use of podcasts, believing that they are effective and fruitful instruments for teaching vocal expression and that they add variety to the session.(notice question 8 and 9 in students' questionnaire and question 4 in teachers' interview). The qualitative and quantitative analysis of students' questionnaire and teachers' interview show that speaking is an important skill for EFL students and oral expression teachers (see collected data in question number 4 in students' questionnaire).

The use of Podcasts can benefit the students to develop several aspects of learning process such as listening, vocabulary, pronunciation, and especially speaking. Podcasts make students enjoy what they are doing not all of them but the majority certainly interact positively towards podcasts, especially in oral expression and comprehension sessions where teachers find themselves in need to use podcasts (question 7 in students' questionnaire and the first question in teachers' questionnaire).The studies also revealed that both EFL teachers and students believe that podcasts can help them improve their speaking skills. They both urge people to use them in public speaking situations.

2.6   Conclusion

The research design was described in this chapter. It supplied a clear overview of the research work's aims and the research instruments employed by the researcher to collect data from both EFL students and teachers of oral expression. In addition, the data acquired through the questionnaire was evaluated in this chapter, the outcomes of the interview were discussed. We can sum up this chapter by saying that according to the findings, EFL students understand the significance ofSpeaking is an important part of their learning process.Despite their communication limitations, they require a powerful motivator, such as ICT tools. The latter helps EFL students develop their speaking abilities.

On a different level, the outcomes of podcasts have been shown to improve students' speaking skills and help them achieve a good grade and their ability to communicate. The findings of the instructors' interview shed light on a variety of issues.in the oral expression lessons, ICT tools are employed, and the teachers use them differently due to two primary purposes: course design and objectives, and because the institution cannot provide all instruments, materials that must be available.

Chapter Three: Suggestions and Recommendations

3.1   Introduction

Technology is transforming teaching and learning by supporting, expanding, and enriching course material, learning activities, and teacher-student interactions, to say the least. A new generation of multimedia devices has emerged promoting students' access to mobility. Podcasting can play an important role in providing them with instructional materials and low-cost tools as they try to improve their language skills. Podcasting, as an audio/video content distribution method based on web syndication protocols , offers greater flexibility and portability, as well as the ability to time-shift and multitask (Thorne & Payne, 2005).

In this chapter many themes are going to be discovered, starting from exploring the effects of podcasts on foreign languages and implementing the instructional process so that podcasts would be highly achieved, reaching the point of the useful benefits from podcasts gathered from teachers and learners.

3.2 Developing Foreign Languages Using Podcasts

The expressions "podcast" and "podcasting" (a combination of Pod – from Apple iPod– and broadcast) relate to both a digital audio file (usually in MP3 format) and a Web distribution or syndication system: RSS (Really Simple Syndication).Authors like(Lomicka& Lord, 2011; Burston, 2013; Hassan &Hoon, 2013) focus on the technical aspects of podcast generation and dissemination, as well as how to use the technology and, of course, authentic materials that podcasts can provide in a foreign language lesson.

Several writers have stated that using podcasts for foreign language learning encourages student interaction and collaboration, as well as the acquisition of intercultural and socio-constructivist skills (Petersen &Divitini, 2005, Dervin (2006), Ducate&Lomicka 2006, Rosell-Aguilar 2007; Sun, 2009; Fareed 2010; Chan et al., 2011; Jain &Hashmi, 2013).

Oral EFL Pronunciation hosts podcasts and audio recordings created by students. Each school year's podcasts, sorted into files, or individually by selecting recordings such as vocal warm-ups, reinforcement exercises, auto corrections, theater activities, or interactive student correction, can be found under the heading Audio-visual files – weblogs, podcasts, and networks. Students could practice their oral comprehension and production skills, especially in the field of foreign languages by using iPods as mini-language laboratories, according to Sathe&Waltje (2008).

Lord (2008) used audio recording assignments (tongue-twisters, reading, and personal responses) to help students in a phonetics class improve their pronunciation. ,podcasting technology can help people learn a second language; however, no studies have looked at the effectiveness of different instructional uses of podcasts in the field of language acquisition. Students were not limited in how they implemented podcasting technology into their classes due to differences in course content, learning objectives, teaching styles, and student language proficiency. It was expected of them to adjust the technology to assist them in achieving their course objectives and meeting their deadlines .

In education, the phrase multimedia is always associated with the use of a computer as a supporting tool for improving ESL(English as Second Language) learning efficacy. The above-mentioned phrase is incorporated into CALL (Computer Assisted Language Learning). Because of this, language learning with technology , is a result of the significant improvement, some digital media are appropriately termed English as a result of digital technology. Language study tools such as an online podcasting program which are available.

Podcasts are a great way to learn about new things. Today, it has evolved into an alternative instructional medium that can help or support an instructor. (Samad et al, 2017). With the advancement of contemporary digital technologies, ESL students require the most up-to-date methods to aid them in their language study. The situation at hand necessitates the use of innovative and inventive language instruction methods in order to pique their curiosity As a

result, the usage of technology media must be limited by using the proper instructional approaches.

3.3 Promoting Activities through Podcasting

Everything and everyone seems to have their own podcast, Podcasts are an excellent way to study. Podcasts are an excellent way to review previous information. Students can work at their own speed, pausing and replaying sections that require additional time. Having a library of podcasts on hand will come in handy during those difficult months of revision. The easiest technique to recall information is through spaced repetition, which involves repeating your notes with intervals in between each repetition. As a result, being able to review previous lectures anytime they want may be quite beneficial while studying for examinations.

For many pupils, audio learning ismore useful than exclusively text-based learning.PodcastsExternallink:open in new allow youngsters who do not speak English as a first language to hear spoken English and follow along with a transcript. Children can listen to and discuss about more complicated concepts than they can read and write about, according to the Reading Rockets public media literacy initiativeExternallink:open in new.

Furthermore, the vast number of podcasts availableExternallink:open in new allow people to learn about topics they are interested in and go further into areas they would not otherwise have access to.Before sending students home, teachers should double-check that they have all of the materials they'll need to make the most of a podcast-based lesson plan, as well as that the content they've chosen is acceptable.

In educational contexts, podcasting technology has sparked high hopes for tremendous achievement. Gardner Campbell produced an exciting study in 2005 about the potential of podcasts to help students learn. He saw podcasts created by professors and students as a natural source of knowledge, motivation, and inspiration for students and peers. Podcasts have their origins not just in radio, but also in the use of audio for teaching and learning.

Previous studies have shown that audio has the power to alter cognition through clear instructions and emotional components of learning by expressing immediacy and a connection with the teacher (Durbridge, 1984). The academic literature on the educational uses of podcasting technology is expanding. However, there is currently a scarcity of evidence relating podcasts to learning outcomes.(2009), research is generally limited to student comments via questionnaires and interviews, rather than genuine trials. The analysis also points out that the bulk of available research focus on the characteristics of podcasts and how listeners utilize them rather than a theoretical explanation and justification for employing this medium (idem. p. 343).

Podcast requires both active and passive learning. Passive learning entails autonomously reviewing knowledge, such as by reading or listening to it. Active learning is more hands-on and needs more instructor guidance. Both should be included in students' education if they are to pass their tests and be equipped for the workforce.AlsoPodcastsare an excellent approach to learn new information in a passive manner. Students can listen on their own, allowing for more active learning in the classroom. This might include answering questions, participating in group conversations, and building things with others. Active learning requires ongoing encouragement and guidance. If students have previously learned the fundamentals through podcasts, face-to-face time with professors may be used to focus on active learning.

Teachers are always on the lookout for new projects to assign to their students so that they might produce their own podcast. Your pupils will be more employable if you help them acquire lasting skills including collaboration, research, writing, and speaking. This can also be a component of the active learning that ensures that everyone knows the subject completely.

3.4 Using Podcasts for Instructional Objectives

According to Sangkala, et al., (2015), ELT podcasts are considered good media in an English classroom, which contributes to an English learner's interest and motivation, particularly on the topic of pronunciation; strengthening one's ability to listen Podcasting is seen as more than just an ELT tool.

It is claimed that supporting students outside of the classroom will tremendously benefit them to learn a wide range of language abilities, including grammar, pronunciation, and vocabulary (Hasan and Hoon,2013). One of the potential benefits derived from the use of podcasts, notably the time efficiency and the location restriction that can be removed.

Those who have more opportunity to pause and continue learning activities at regular intervals for greater understanding have more opportunities. Furthermore, podcasting is widely regarded as a successful tool for establishing English learning autonomy, language learning media are used (Yaman, 2016). Ben Hammerley was the first to introduce the use of podcasting in a video in 2004, a newspaper article on the Audible revolution was published. He remarked that each and every MP3 players, Apple's iPod, and Audio players are examples of digital technology. Free and low-cost production software is the new craze in amateur radio, these are referred to as audio-blogging, podcasting, or guerilla media (Yaman, 2007).

The employment of IT tools(Information Technology) has been described as unusual and even novel at times. It is reported that putting it into practice in a language learning activity was extremely difficult, the use of technology has unquestionably enabled large-scale techniques of supporting a new way of life. If there will be a student or a new student, there could be found it as unusual to use a digital technological tool in class. Learning English as a Second Language.

On the use of Nataatmadja and Dyson (2008), this is indicated that podcasting has joined e-learning(Electronic learning) as a way of scaffolding in today's multimedia learning. Mainly, ESL students are fed, and they are given assistance in strengthening their skills.In addition, An attempt to assist ESL students can be made by developing an English curriculum and materials that are both appropriate and relevant and easily available to students Because of the nature of podcasting as a learning medium,not to diminish or eliminate the function of the instructor, but to assist them in engaging the ESL learner to the genuineness of language acquisition (contextual language). This can be used in a variety of situations. ESL students are encouraged

to visit the classroom, for a lecture attendance as well as a fun and acceptable classroom activity (using videos and interactive discussion).

Fox (2008) revealed, podcasts have various aspects that make them far superior to other tools, such as the ability to serve as an instructional tool, Content choice, portability, and time shifting are all important aspects of this point of view. Podcasts can provide a one of a kind archive of genuine oral history. Materials in the language Because English is the most often used online language, there are numerous options (programs) that use English as the programming language. A podcast can be used to create an interactive experience or a conversation between the podcast listener and the podcaster. Podcasts in simplified English, such as The Voice of America's Special Edition.

As part of a class assignment, students are required to listen to weekly podcasts.There are a variety of ways to use podcasts in an ESL classroom, including listening for enjoyment or as assignment; lower learners can listen with a transcript, a pre-prepared teacher's glossary, and a slow-down version to assist them in understanding the material. Accessible activities In relation to the podcast implementation, Chan et al, (2011) are a group of researchers that came up with a quote that has created and used podcasts to augment classroom learning. The utilization of podcasts had a highly favorable tone, and the majority of the students enjoyed them. Students began to emphasize the importance of podcast-based learning.

According to Chan and Lee (2005), encouraging and maximizing the usage of podcasts can help learners feel less anxious and more connected to a learning community. Furthermore, a podcast is believed that this would deliver a more authentic and personal ESL experience. Learners with a variety of talents (Li, 2010, in Hasan&Hoon, 2013).

According to Hoon (2013), he claimed that the success of the adoption of new technologies in an ESL classroom is contingent on the availability of funds. A strong dedication and involvement of the learning group, as in teachers, administrators, stakeholders, and curriculum and material designers. It is worthily noted that podcast program has very a

significant and potential role as a rich resourceof input as well as instruction for language learners. Podcast is also thought as a toolto transform an English instruction.

The incorporation of technology into the educational paradigm is unavoidable in the language learning process. The necessity of achieving language learning objectives cannot be separated from the use of technology. The requirement for the need for development of linguistic skills is emphasized in podcast-based language learning.

Responding to current technological and informational developments. Teacher and student must keep up by taking on new responsibilities and offering ten openers to improve the learning experience.

3.5 Useful Podcasting Sites for Teachers and Learners

In the educational field, a variety of podcasts are posted online every day to transmit knowledge to both learners and teachers in various domains.

3.5.1 Useful Podcasts Sites for Learners

Podcasts are a popular source of news, entertainment, and culture, as well as cutting-edge journalism and storytelling. They are also useful in the classroom. Students may get on-the-go insight into current events or intriguing tales by listening to podcasts, which can augment and expand classroom learning. Making podcasts may help students organize and communicate, as well as gain recording, editing, and publishing skills. This collection includes several fantastic podcasts that will demonstrate students what's possible, as well as recording, editing, and sharing resources to help them create their own episodes.

There are useful podcasts sites for both teachers and learnersas :

Pinnais an ad-free audio subscription service for kids' audiobooks, podcasts, music, and audio programs. There is a 30-day free trial,teachers and students can search for information by keyword, topic, author, or title. Titles range in duration from minutes to hours and include both popular and unique Pinna titles. The service saves recently played episodes so students may restart them later, but there is no ability to establish a personal library of favorites.

There's also a Pinna app for kids to listen to on a tablet or mobile device; however, if you don't have access to a strong, constant internet connection, consider downloading podcasts for offline listening to prevent time-outs.

Podcast site Teachers and students may use Podcasts to access *iTunes'* collection of free podcasts, which are audio and video recordings akin to radio broadcasts or short instructive video series. They may use the app to search for relevant podcasts by name, keyword, or category. Art, TV & film, health, sports & leisure, and society & culture are among the areas covered, but most instructors and students will prefer to remain with Kids & Family and Education. These are the categories with the most podcasts with kid-friendly material and learning subjects. Even if a podcast appears to be acceptable for children at first appearance, instructors should utilize the preview option to ensure it has appropriate content before sharing it with kids.

Garageband is an audio recording and editing tool that is accessible on iOS(iPhone Operating System) devices such as iPhones and iPads, as well as laptop and desktop PCs(Personal Communications Service) . focuses on the mobile version, which transforms an iPad or iPhone into a robust multitrack recording studio replete with fantastic loops, remarkable editing/production/sharing tools, and compatibility with third-party digital instruments. GarageBand takes up a lot of space, but it's definitely worth it. It is intended to provide a fantastic musical experience to everybody, regardless of expertise.

 Play Smart Instruments as is or with assignable scales/chord progressions; stack rhythms in the Drummer matrix to create bespoke grooves; sync Live Loops to activate DJ tools; and recordOutstanding characteristics remove guessing and improve performance: Smart Instruments can tune chords to any key; Autoplay, Note Editor, and Quantizer improve articulation and help students stay on time.

Robust tools for production include Automation for unique fade ins/outs. Jam Session connects up to four GarageBandiOS(iPhone Operating System) players so that they may jam on the same song. Songs may be exported to iTunes or iMovie, shared online, via email and text message, and even used as ringtones or text tones.

*Science Friday*is a website and weekly radio show that highlights the most recent advances in science and technology. The website is divided into four sections: Listen, Explore, Educate, and Events. The Listen button takes you to the real NPR show (National Public Radio), where the hosts discuss ordinary scientific occurrences. They've held shows about alien life, antibiotics in the food industry, taste receptors that need to be tuned up as we age, and a variety of other themes.

The Explore option allows instructors to go deeper into the numerous subjects covered by Science Friday; interested students or teachers can search by topic and type for articles, audio, and video. The Educate tab raises intriguing questions and offers lesson ideas and projects that delve deeper into the world around us.Finally, Events links people to various activities in which Science Friday participates. If teachers are interested, they can add to the site's ideas and lessons.

*Forever Synth*is a voice recording tool that lets users to build and contribute to podcast-like channels cooperatively. The ultimate product is a discourse about a certain theme or issue with numerous voices (and comments, if any are included). Instructors may use a link to ask their students to contribute to a channel, and there is an optional Moderate function that allows teachers to see or hear students' messages or comments before others. The website encourages users to utilize foreverSynth as a coaching tool for kids, but it may also be used to teach information through guided talks.

Discovery Education offers a wealth of standards-aligned resources, tools to help students improve their thinking abilities, and chances for collaborative learning experiences to assist instructors in developing their professional practice.

The Smithsonian Learning Lab provides materials and tools to learners to help them tailor their learning, generate new ideas, locate resources and access collections of educational information, and develop meaningful educational networks.

Symbaloo EDU is a visual resource management platform that assists educators and students in organizing and sharing the finest of the internet. Users keep their resources in the cloud and may access them from any device, at any time.

3.5.2 Useful Podcasts Sites for Teachers

The abundance of internet materials accessible to teachers can be overwhelming at times. It may take a long time to sift through and discover necessary resources for use in class, which is a stressful chore for an already overloaded instructor. Technology may sometimes become an aim in itself, which is a trap that some teachers fall into. There is no purpose in employing technology unless it brings demonstrable value to the teaching/learning process.

As a result, the ***SAMR model***, a framework that assists teachers in assessing their technological practices and providing them with the theoretical support needed to make the most of technology in their teaching,Curation is a key step in making educated judgments about technology integration in education. As I have often stated, teachers must be competent curators of digital material. Effective curation refers to the capacity to search for, discover, and evaluate digital materials that have the potential to add value to your teaching; in other words, resources that can preferably be employed at the transformational level of the SAMR model(Substitution, Augmentation, Modification, and Redefinition) a framework created by Dr. Ruben Puentedura that categorizes four different degrees of classroom technology integration. There are various online curation tools available for this purpose..

Khan Academy offers free educational information in the form of instructional videos and practice tasks spanning a wide range of areas such as math, chemistry, physics, science, arts, and humanities.

ReadWriteThink provides several classroom and professional development materials. Student interactives, lesson plans, handouts, mobile applications, strategy guides, and so on are examples of these.

Common Sense Media is a website where you can get teacher-created reviews of educational tools and mobile applications, as well as ready-made lesson plans, webinars, videos, and a variety of other materials.

Formative assessment techniques based on games,These are technologies that allow teachers to build game-based activities to improve student learning and collect important feedback on student performance. Quizlet, Kahoot, Blooket, and Quizalize are excellent tools for creating such exercises. They function in a similar manner: You sign in to your instructor account, create a class, invite students, begin developing game-based activities, and share them with your students. You may either enable students to play live in class or assign them as homework. You may view extensive statistics regarding pupils' performance while they play the games. These insights can be used to address individual learning issues and design corrective activities.

TED Ed is a TED (Technology, Entertainment, Design) Education effort that assists instructors, educators, and students in accessing and creating interactive video classes.

BBC Sounds is a website where teachersmay listen to BBC Radio stations, programs, podcasts, music, and a variety of other wonderful things online. BBC Sounds provide teachers a new audio that they would not have discovered otherwise, with over 80,000 hours of BBC audio available.

A notable teacher podcast is the *10 Minute Teacher Podcast* with Vicki Davis. The 10 Minute Teacher is chock-full of teaching tactics, ideas, and inspirational educators from all around the world. The 10 Minute Teacher is a podcast broadcast by a classroom teacher that interviews largely classroom instructors.

These are some useful web sites benefits teachers and learners , allows instructors to effortlessly broadcast compelling audio information that students can listen to at any time and from any location. It is simple to implement in schools, universities, and colleges in order to engage students and enhance teaching and learning practices.

3.6. Conclusion

Podcasts are a versatile medium that may help teaching and learning in a number of contexts and for a range of purposes, as demonstrated in this chapter by providing examples, technologies may need to be employed in the educational system. As the examples of podcasts indicate, this technology has a lot of potential, some of the teaching and learning activities should be addressed, but not all of them should be addressed at the same time.

Moreover, addressing the same issues would be more appropriate. It is important to highlight that the literature and practical references presented in this report are worthy to be mentioned. It is possible to make, access, and listen to podcasts anywhere we go because of the proliferation to use apps and the advancement of mobile technology. There is almost certainly a podcast for whatever topic persons are interested in. Podcasts provide new avenues for educators and students to share information and talk about their understandings.

The previous section gave a detailed account about the different applications that both learners and teachers can refer to when adopting a podcast in class or for development purposes outside of the classroom setting.

General Conclusion

Because speaking is the key to communication, mastering the skill has become one of the most important tasks for EFL students. The usage of podcasts is one of the many ways utilized to learn and develop this talent. The purpose of this study was to see if using podcasts to improve students' speaking skills was an effective method. The following research questions were asked:

1/-What are Second year BMD students' attitudes to using podcasts?

2/- What are the obstacles making English Oral expression teachers hesitant to use podcasts?

3/- How can we help improve the use of podcasts in Speaking classes?

Two different data collection instruments (a questionnaire and an interview) were used to support the following hypotheses:

1- Second year BMD students are very motivated to use Podcasts for they help them improve their speaking skills by exposing them to a vast vocabulary as well as native speakers' pronunciation, emphasis, and intonation.

2- Some are related to low internet and unavailability of material at the department and others are related to students' level in understanding native speakers' pronunciation, and speaker speed.

3- A variety of academic podcasts can be utilized in class for students such as discovery education or TED talks, even teachers can listen to professional development podcasts.

This research work was divided into three chapters. The first one was a literature review in which the researcher dealt with certain concepts related to podcasts and the speaking skill. The second chapter was devoted to a case study. A questionnaire and an interview were used as research instruments to collect data from the participants; and the third chapter dealt with the suggestions and the recommendations in order to develop podcasts through using the foreign languages .

This research shows that both teachers and students are interested in adopting podcasts as an ICT tool to enhance teaching/learning processes, particularly in the area of speaking ability. The findings showed that podcasts motivate students to speak when they listen to and discuss the topic or when they create their own podcasts. In the oral expression classroom, using podcasts is very advantageous and helpful in the sense that students may listen to and discuss the topic discussed in a friendly environment where they can use the target language.

The findings revealed that podcasts can increase students' motivation, improve their vocabulary and pronunciation, and help them improve not only their speaking but also their listening skills, as stated in question 7 of the students' questionnaire. These findings support the first hypothesis, the data also revealed that podcasts boost students' speaking proficiency, as noted in question 11. These findings support the second hypothesis, implying that EFL students may encounter challenges when listening to podcasts, such as learning new vocabulary, misunderstanding native speakers' pronunciation, and the rapidity with which native speakers communicate.

This study, like all other studies, has a variety of limitations. The first could be linked to the students' lack of participation in the investigation, as well as their age and enthusiasm to study English, which could have influenced the results, as well as others crucial to the study, such as personality types that were examined and evaluated to discover how they affect students and how they might affect the findings.

Another limitation was that some respondents refused to respond to the questionnaire because of their multiple responsibilities. Furthermore, many students did not finish open-ended questions requiring production, such as arguments. In addition to including a lack of original sources and first hand data. What and When completing this research, the lack of time management was a major issue, the pandemic's "Covid19" system. Where there was not enough time to employ another way to organize the pertinent information. This would have added more depth to the results.

This study focuses solely on the speaking part of podcasts. Other studies could look into characteristics of podcasts that were not covered in this study, such as listening and pronunciation. Furthermore, an experimental study that examines the "use" of podcasts in the EFL classroom, focusing on the benefits and problems, might yield more accurate results. As a result, we can conclude that employing podcasts in oral expression classes will help students improve their English language speaking skills.

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Appendices

Appendices

Appendix A: Students' Questionnaire

Podcast use to improve speaking skills

Dear students, you are kindly welcomed to participate in our research project by answering the following questions bellow. The aim of this questionnaire is to examine the usability of podcasts to improve speaking skills. Our major objective is to identify the impact of podcasts and their vital role in boosting speaking skills and their contribution in enhancing students` engagement , this questionnaire is directed to be given to second year BMD students. Hence your personal responses are very important and helpful for the validity of our research work.

Personal Data

1. 1.Gender

Male ☐

Female ☐

2. 2.Age.

18 ☐

19_25 ☐

26_34 ☐

34_40 ☐

Attitudes towards Podcasts

3. 1. Nowadays, learners are using podcasts to freshen up their minds, how do you see that?

.

⬭ A. Helpful

⬭ B. Helpless

2. How do you find listening to podcast in the Algerian context ?

- ( ) C. Excellent
- ( ) D. Good
- ( ) E. Average
- ( ) F. Useless

4.   3.1 Which podcast`s language that you prefer listening to?

- ( ) A. Arabic
- ( ) B. English
- ( ) C. French

5.   3.2 If it is English, which accent seems comprehensible to you

_____

_____

_____

_____

_____

Using Podcast in the EFL speaking classroom

6.   1. What is the main skill that you seek to improve?

- ( ) A. Writing
- ( ) B. Speaking
- ( ) C. Listening
- ( ) D. Reading

7. 2. Does your Oral expression and comprehension teacher use podcasts in class?

Yes ☐

No ☐

8. 3. Do you enjoy listening to podcasts and recorded talks in class?

Mark only one oval.

  ◯ A. Very much

  ◯ B. Sometimes

  ◯ C. Not really

9. 4. Do you think listening to podcasts improves your speaking skills?

  ◯ A. Of course

  ◯ B. Not at all

10. 5. How do podcasts boost your speaking performance?

  ◯ A. Helps me with the vocabulary and spelling

  ◯ B. Helps with fluency and accent

  ◯ C. Helps with filtering ideas and paying attention

  ◯ D. Helps with grammar structures and tenses

  ◯ E. All of the above

6. As a result of listening to podcasts, your speaking became:

    F. More coherent and my ideas are well connected

    G. My accent is varied from British to American

    H. My choice of vocabulary is wider and sophisticated

    I. My background about the target culture is larger

11. 7.1 Do you recommend using more podcasts in the oral expression and comprehension classes?

    A. Without a doubt

    B. It will be necessary

12. 7.2 If yes , what type of Podcasts?

_____

_____
_____

_____

_____

13. 8. Does listening to podcasts in class encourage you to use them outside of the classroom?

    A. Most of the time

    B. Sometimes

    C. Not at all

We would like to thank you for your contribution!

Appendix B: Teachers Interview

In order to examine how much and to what extent the use of Podcasts has an influence on the oral expression classroom and on the improvement of the speaking skill of EFL learners , I would like to ask you some questions if you allow me.

1- Do you use podcasts in your oral expression and comprehension lessons?

2- If not, what prevents you from doing so?

3- What are the criteria based on which you select podcasts?

4- Do you believe that podcasts have an impact on your students speaking skills? In which way?

5- How do you implement it in your class?

6- What are the obstacles that you face in using podcasts in classroom?

7- What do you propose to make the implementation of podcasts more effective?

الملخص:

جلب تطوير تكنولوجيا المعلومات والاتصالات طرقًا مبتكرة في اللغة الإنجليزية. البودكاست هي مثال لأداة تكنولوجيا المعلومات والاتصالات التي تم استخدامها على نطاق واسع وثبت أنها مفيدة في تدريس اللغة الإنجليزية ، وخاصة البودكاست تساعد المتعلمين على زيادة نسبتهم في أمتعة التحدث. يهدف هذا البحث إلى اكتشاف حقيقة ما إذا كانت مهارات التحدث لدى الطلاب قد تحسنت بشكل ملحوظ عند الاستماع إلى البودكاست. تلاعب ملفات البودكاست بشكل أساسي في السيطرة على إتقان وستة (06) معلمي التعبير الشفوي والفهم من LMD المتحدثين المتعلمين. تم اختيار ستة وستين (66) من طلاب السنة الثانية جامعة ابن خلدون كعينة لهذه الدراسة. تم استخدام استبيان الطلاب ومقابلة المعلمين كأدوات بحث لجمع البيانات. أظهرت الدراسة أن كلاً من الطلاب والمعلمين لديهم مواقف إيجابية تجاه استخدام البودكاست ، لا سيما في طريقة تعزيز مهارات التحدث لدى طلاب اللغة الإنجليزية كلغة أجنبية. واجه الطلاب بعض المشاكل مع البودكاست ، بشكل ملحوظ في البلدان التي تعاني من ضعف شبكة الإنترنت اللاسلكية التي تؤثر على عملية التكنولوجيا ، ولتلخيص ما تم ذكره ، أجريت الدراسة الحالية لإثراء مستوى الاتصال من خلال استخدام البودكاست

الكلمات المفتاحية:

تكنولوجيا المعلومات والاتصالات, التكنولوجيا, مهارات التحدث , الانجليزية كلغة اجنبية,البودكاست

Résumé

Le développement des technologies de l'information et de la communication a apporté des moyens innovants d'enseigner l'anglais. Le podcasting est un exemple positif de l'impact des TIC sur l'enseignement de l'anglais car il aide les apprenants à développer davantage leur expression orale. Cette recherche vise à connaître l'attitude des étudiants de deuxième année de licence à l'Université Ibn Khaldoun-Tiaret, ainsi que de leurs professeurs, vis-à-vis de l'utilisation des podcasts dans le département. Un questionnaire destiné aux étudiants et une entrevue avec des professeurs d'expression orale ont servi d'outils de recherche pour la collecte de données. Les résultats ont montré que les étudiants et les enseignants avaient des attitudes positives à l'égard de l'utilisation des podcasts, en particulier dans la manière dont ils améliorent les compétences orales des étudiants EFL. Cependant, ils sont confrontés à certains problèmes tels que le manque d'outils tels que des haut-parleurs et la difficulté de la langue utilisée dans les fichiers audio.

Les 1mots Cles : Podcasts, expression orale, technologie, enseignement de l'anglais, technologiesde l'information et de la communication

Summary :

The development of information and communication technologies has brought innovative ways of teaching English. Podcasting is a positive example of the impact of ICT on teaching English as it helps learners to further develop their oral expression. This research aims to know the attitude of second-year undergraduate students at IbnKhaldoun-Tiaret University, as well as their teachers, towards the use of podcasts in the department. A student questionnaire and an interview with oral expression teachers served as research tools for data collection. The results showed that both students and teachers had positive attitudes towards the use of podcasts, particularly in how they improve EFL students' speaking skills. However, they face some problems such as lack of tools like speakers and difficulty of language used in audio files.

Keywords: Podcasts, oral expression, technology, teaching English, information and communication technologies