

People's Democratic Republic of Algeria
Ministry of Higher Education and Scientific Research



University of Tlemcen
Faculty of Letters and Languages
Department of English

Use of Podcasts to Enhance Algerian Students'
Speaking Skill:
The Case of Third Year License Students of English
at Hamma Lakhdar University of Eloued

Dissertation Submitted to the Department of English as a Partial Fulfillment of the Requirements
for the Degree of Master in Didactic and Assessment in English Language Education

PRESENTED BY:

Mr. Maamar REHOUMA

SUPERVISED BY:

Prof. Hafida HAMZAOU

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Dr. Fatima Zohra OMARI	(MCA)	Examiner	<i>University of Tlemcen</i>

2018-2019

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2018-2019

Declaration

I hereby declare that this submission is my own work and that, it contains no material previously published or written by another person nor material which has been accepted for the qualification of any other degree or diploma of a university or other institution. I also certify that the present work contains no plagiarism and is the result of my own investigation, except where otherwise stated.

Name of the candidate:

Maamar REHOUMA

Date:30/06/2019

Signature

Dedication

I dedicate this modest work to :

My beloved father:

My idol, source of my happiness and success in life.

My lovely mother for her love and support.

All my Family members,

My Classmates,

My Friends,

and everyone who gave me the power

to achieve this work

Maamar

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Thank you ...

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Abstract

The development of ICT has brought into innovative ways in English language learning. The Podcasts are one of the ICT tools that have been widely used and have proved to be effective in teaching English, especially the speaking skill. Podcast is a digital recording which contains a recorded programmes from television, radio, and interviews. However, Algerian teachers are still not aware of this technology and its benefits. Thus, this study investigated the use of podcasts to develop Algerian students' English speaking skill . This research aims at finding out if there is a significant improvement in students' speaking skills when using Podcasts. 30 third year license students and four oral expression teachers of Eloued University were chosen as the sample of this study. A student questionnaire and a teacher interview were employed as research instruments to collect data . The study showed that both students and teachers had positive attitudes towards the use of podcasts as a tool to enhance students' speaking skill. Although, there were some problems faced by students in using podcast. Most participants agreed that they liked Podcasts because they helped them in improving their speaking performance. To conclude, the present study attempted to reveal whether the use of Podcasts enhanced the students' speaking skill .

Table Of Content

Table Of Contents

Number	Title	Page
	Declaration	i
	Dedication	ii
	Acknowledgements	iii
	Abstract	iv
	Table of Contents	v
	List of Tables	v
	List of Figures	v
	List of Abbreviations and Acronyms	v
	General Introduction	1
Chapter One : Literature Review		
1.1	Introduction	5
1.2	Definition of the speaking skill	5
1.3	The importance of teaching the speaking skill in the EFL classroom	7
1.4	The difficulties of the speaking skill	8
1.4.1	Lack of self-confidence and fear of making mistakes	9
1.4.2	Lack of practice	9
1.4.3	Vocabulary deficiency	10
1.5	Techniques to encourage speaking	10
1.6	Use of ICT in teaching the speaking skill	12
1.6.1	Definition of Podcasts	13
1.6.2	Types of Podcasts	14

Table Of Content

1.6.3	Use of Podcasts in the EFL classroom	14
1.7	Conclusion	15
Chapter Two: Research Methodology, Data Analysis And Recommendations		
2.1	Introduction	18
2.2	Research methodology	18
2.2.1	Sample population	19
2.2.1.1	Teachers' profile	19
2.2.1.2	Students' profile	19
2.2.2	Data collection instruments	19
2.2.2.1	Description of the questionnaire	20
2.2.2.2	Design of the questionnaire	20
2.2.2.3	Description of the interview	21
2.2.2.4	Design of the interview	21
2.3	Results	22
2.3.1	Results of the questionnaire	22
2.3.2	Results of the interview	29
2.4	Discussion of the main results	31
2.5	Suggestions and recommendations	33
2.5.1	ICT integration in Education	33
2.5.2	Podcast Use in the classroom	33
2.5.3	Strategies for a Good Educational Podcast	34
2.6	Conclusion	35
	General conclusion	36

Table Of Content

	Bibliography	39
	Appendices	43
	Appendix A: Students' Questionnaire	44
	Appendix B : Teachers' Interview	47
	Appendix C: Useful web locations for selecting educational podcasts	48

List of Tables

Nmber of table	Title	Page
Table 2.1	Students' gender	23
Table 2.2	Students' age	24
Table 2.3	Students using podcasts in their studies	26
Table 2.4	Students' readiness to use Podcasts	27
Table 2.5	Students' problems with Podcasts	29
Table 2.6	Teachers experience in teaching oral expression	30

List of Figures

Nmber of figure	Title	Page
Figure 2.1	Students' perception about their proficiency level in English	24
Figure 2.2	The degree of importance of the speaking skill	25
Figure 2.3	Students' ability in speaking English	25
Figure 2.4	Students' frequency in watching or listening to podcasts	27
Figure 2.5	The students' views on what can podcasts develop	28

List of Abbreviations and Acronyms

A.F	Absolute Frequency
COE	Comprehension and oral expression
EFL	English as a Foreign Language
FL	Foreign Language
ICT	Information and Communications Technology
IT	Information Technology
LMD	Licence Master Doctorate
OE	. Oral Expression
OUP	Oxford University Press
R.F	Relative Frequency
RSS	Really Simple Syndication

General introduction

General Introduction

Mastery of the speaking skill in English is one of the main objectives for all EFL learners. Therefore, learners often evaluate their success in language learning as well as the effectiveness of their English course on the basis of how much they have improved their speaking proficiency. Brown (2007) argues that motivation is at the heart of any learning. It is undeniable that if students are motivated, they will increase their participation, improve their speaking skill and overcome their difficulties. Therefore, the teacher's role is to implement suitable strategies to increase students' motivation in the speaking course. One of these strategies is the use of ICT tools which are recognized to be helpful in education. Podcasts are among these tools can be an effective teaching aid in motivating and developing students' speaking skill . Its aim is to share and exchange ideas between learners in order to develop their knowledge. Moreover, Podcasts can develop the listening and speaking skills of the EFL learners because they help learners to understand and pronounce words when they listen to them, and encourage them to communicate with others .

Most teachers are still far away from the implementation of teaching aids such as podcasts though this aid is available. So, teachers need to be aware of this tool to create a good oral classroom atmosphere that makes learners feel motivated to speak fluently. In fact, by using teaching aids such as podcasts in English language classes, teachers can support students in building self-confidence to speak and communicate fluently. In addition, students will be more motivated to learn and enhance their speaking skill. Indeed by Listening to or watching podcasts, the students will have a rich experience of learning the English language easily, quickly and naturally. Therefore, this research attempts to answer the following research questions :

- 1/ -How can podcasts enhance students' speaking skill ?
- 2/- Are there any problems faced by students while using podcasts?

The following hypotheses are formulated to answer the above questions :

General Introduction

- 1- Podcasts can enhance students' speaking skill by exposing them to a large set of vocabulary, in addition to pronunciation, stress and intonation of native speakers.
- 2- EFL students may face some problems when using podcasts such as: new vocabulary, misunderstanding of native speakers' pronunciation and speakers' speed .

Therefore, this study aims at finding out whether using Podcasts in teaching could improve students' speaking skill and how can teachers use these aids in EFL classrooms. For this purpose a case study of thirty third year EFL students in Eloued university is undertaken. a questionnaire addressed to students and an interview given to oral expression teachers are employed as research instruments to collect data.

The present study consists of two chapters. The first one constitutes the literature review about the variables under examination. While the second one concerns the practical side (field of work) of this research work. Chapter one includes three main parts starting with teaching the speaking skill which includes definition of speaking and listening skills, the importance of teaching the speaking skill in EFL classrooms and difficulties of acquiring the speaking skill. Then ICT in teaching the speaking skill is raised. This includes the use of ICT in EFL classrooms and use of ICT to enhance the speaking skill. Finally, the last part is concerned with podcasts. It includes the definition, types and use of Podcasts in the EFL classroom . Then chapter two deals with the presentation of the research methodology used in this study, the description of data collection instruments and analysis of the students' questionnaire and the teachers' interview before the discussion of the main results. Then, it ends with some of suggestions and recommendations .

Chapter

One

Chapter One: Literature Review

1.1	Introduction	5
1.2	Definition of the speaking skill	5
1.3	The importance of teaching the speaking skill in the EFL classroom	7
1.4	The difficulties of the speaking skill	8
1.4.1	Lack of self-confidence and fear of making mistakes	9
1.4.2	Lack of practice	9
1.4.3	Vocabulary deficiency	10
1.5	Techniques to encourage speaking	10
1.6	Use of ICT in teaching the speaking skill	12
1.6.1	Definition of Podcasts	13
1.6.2	Types of Podcasts	14
1.6.3	Use of Podcasts in the EFL classroom	14
1.7	Conclusion	15

1.1 INTRODUCTION

For most foreign language learners, the mastery of speaking English is essential nowadays. Therefore, speaking ability is regarded as the measure of knowing a language for many learners. When compared to other skills, speaking can be said to be the most difficult skill to teach and also to assess. To overcome those difficulties, teachers need to find a new technique to develop learners' speaking abilities. Using Podcasts as one of these techniques can offer numerous opportunities for the development of learners' speaking skills.

Speaking is widely known as an ability to share thoughts, ideas, and intentions with other people by using a language in oral form. Nunan (2003, p.48) mentions that speaking is a productive skill which consists of systematic verbal utterances that carry out a meaning. Moreover, According to Shiamaa (2006,p.30), speaking represents an interactive process which involves producing and processing or receiving information to serve both interactional and transactional. This means that speaking plays an important role in communication. It is difficult to speak English fluently in most non-native countries such as, Algeria, China and Indonesia. FL learners face some difficulties in expressing ideas, choosing correct structures, lack of producing appropriate vocabulary and producing correct pronunciation. These problems occur because students are less exposed to speaking activity. the podcast can be one of the new tools to solve these difficulties and may improve the students' speaking skill. This chapter deals with the importance of teaching speaking skill in the EFL classroom, the use of ICT in teaching the speaking skill and use of podcasts in the EFL classroom .

1.2 Definition of the speaking skill

Speaking is a productive skill. Speaking involves sounds to express meaning to make interaction occur. This means that speaking is an interactive process of communication that connects ideas between the speaker and the interlocutor with

a certain purpose. It is a process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of contexts (Chaney,1998 in Kayi, 2006).

Moreover, Speaking is one of the most difficult skills language learners have to learn. In spite of this, " it has traditionally been forced into the background while we, teachers of English, have spent all our classroom time trying to teach our students how to write, to read and sometimes even to listen in a L2 because grammar has a long written tradition " Bueno, et.al (2006,p.321). Speaking is generally thought to be the most important of the four skills. Indeed, one frustration commonly voiced by learners is that they have spent years learning English, but still they cannot speak it. Brown (1994) labels speaking as the most challenging skill for students because of the set of features that characterize oral discourse: :

- Contractions, vowel reductions and elision;
- The use of slang and idioms:
- Stress, rhythm and intonation;
- The need to interact with at least one other speaker.

The most difficult aspect of spoken English is that it is always accomplished via interaction with at least one other speaker and this is one reason why many of speaker were shocked and disappointed when used their FL for the first time in real interaction: they had not been prepared for spontaneous communication and could not cope with all of its simultaneous demands.

Speaking is an “activity requiring the integration of many subsystems: respiratory system , vibratory system and resonating system .all these factors combine to make speaking a second or foreign language a formidable task for language learners...yet for many people, speaking is seen as the central skill”

Bailey and Savage quoted in Celce-Murcia (2001, p.103).

Since both listening and speaking skills are interrelated and important in the teaching of the English language, the teacher of English can integrate them together. Liyong (2006) suggests to integrate the listening and speaking skills, since they are interrelated in real communication, one cannot understand what others talk about without listening, and speaking as well. Listening, as we know, is the skill of understanding spoken language. Listening is an essential skill, present in most of the activities we carry out throughout our lives, as Lindsay and Knight (2006, p.45) explain:

We listen to a wide variety of things, for example; what someone says during a conversation, face to face or on the telephone; announcements giving information, for example, at an airport or railway station; the weather forecast on the radio; a play on the radio; music; someone else's conversation (eavesdropping); a lecture; professional advice, for example, at the doctor's, in the bank; instructions, for example, on how to use a photocopier or other machinery; directions; a taped dialogue in class.

This affirmed the importance of listening in various aspects of language learning as it's an input for the achievement of language speaking output. Thus, the speaking skill can be achieved throughout teaching.

1.3 The importance of teaching the speaking skill in EFL classrooms

One essential point of learning a FL is to create and master the speaking ability in order to carry out a spontaneous discussion smoothly in the target language. Many FL learners give too much importance to the speaking skill when learning because if they master this skill then they will be considered as if they have mastered all the other language skills. Therefore, mastering speaking equals knowing the language. For example, when asking a foreign language learner, we say "Do you speak English?" but not "Do you write English?"

As Celce-Murcia (2001,p.103) states "the ability to speak a language is synonymous with knowing that language since speech is the most basic means of human communication " .

Moreover , the importance of speaking can be defined and identified when relating it to the other language skills. That is, first, students can improve their vocabulary and grammar through speaking and then develop their writing skill. Second, via speaking, we can display the different functions of language in the sense that, when speaking, students are expressing their personal feelings, opinions and ideas, i.e. inform, explain, request, converse, discuss, and so on. Third, speakers of English have more opportunities to get jobs in many international companies and organizations and this is when taking the speaking skill outside the classroom setting , but in the professional one . Since basically the success in the foreign language is appeared through the speaking ability more than the other language skills.

According to Luoma (2004) Teaching speaking is a hard task for EFL teachers due to its complex and difficult nature. Therefore, developing the speaking skill takes a long time and many efforts and abilities on the side of both the teacher and the learner. It is believed that teaching the speaking skill in EFL classrooms is a matter of time spent in practice. Therefore, speaking practice is the most essential factor for learners to improve their speaking ability in order to function effectively in different situations by using the target language.

In the same line of the thought Bake and Westrup (2003,p.5) explain that teaching the speaking can be beneficial for various reasons. Firstly, it gives students the chance to use a new language they are learning. Secondly, teaching speaking can reinforce the learning of functional language and diagnose their strengths and weaknesses and thirdly, teaching speaking leads students to speak fluently and without any difficulties .

1.4 The difficulties of speaking skill:

Many foreign language learners encounter several problems of speaking which misguide their communicative achievement. These difficulties may be summarized as follow: lack of self confidence and the fear of making mistakes,

Lack of practice, and Vocabulary deficiency are the most common speaking difficulties.

1.4.1 Lack of self-confidence and fear of making mistakes

As argued by many theorists, fear of mistakes becomes one of the main factors of students' reluctance to speak in English in the classroom (Tsui in Nunan, 1999; Robby, 2010). With respect to the fear of making mistake issue, Aftat, (2008) adds that this fear is linked to the issue of correction and negative evaluation. In addition, this is also much influenced by the students' fear of being laughed at by other students or being criticized by the teacher. As a result, students commonly stop participating in the speaking activity (Hieu, 2011). Therefore, it is important for teachers to convince their students that making mistakes is not a wrong or bad thing because students can learn from their mistakes.

1.4.2 Lack of practice

Many EFL learners have the academic knowledge of the foreign language but unfortunately they do not have the ability to speak appropriately. The main reason behind this problem is due to the learners' poor speaking practice inside the classroom because teachers usually focus on teaching the foreign language as a matter of giving learners sufficient input, including rules and theories of the language rather than teaching them how to use the language successfully in the classroom or in other situations.

Undoubtedly, practice is the main factor of developing the speaking skill, based on different kinds of speaking activities and assessment tasks. Therefore, teaching the FL is the combination between teaching its grammatical rules and teaching how it is used in real life situations.

EFL learners need to practice the language in different ways inside and also outside the classroom to be accustomed to the language in order to develop their speaking abilities in English. Richards (2008) argues that students must develop the ability to use the language in the real world rather than only to make grammatically correct, and propositional sentences. EFL students need a lot of practice using English, especially orally. Therefore, it is important to encourage

them to speaking in the classroom, teach them where to find opportunities to practice speaking English outside the classroom, reward them for doing so, and never lead them to believe that English is a set of rules and words to memorize" (Richards, 2008).

Also, as Little (1997, p.226) says, " ... we cannot expect learners to cope with target language communication in the world outside the classroom if we do not prepare them by bringing examples of that communication into the classroom" . This means that learners must practice the FL inside the classroom which guide them to practice it outside the classroom .

1.4.3 Vocabulary deficiency:

In many classroom situations, students find difficulties to find the right and suitable words to express their ideas and opinions. This problem is due to their limited and weak repertoire of vocabulary. They feel uncomfortable especially when the teacher selects a topic that should be discussed in the classroom and this topic is new to them or they know little about it.

1.5 Techniques to encourage speaking

The teacher must try to overcome these hurdles and encourage student interaction. The aim should be to create a comfortable atmosphere, where students are not afraid to speak or make mistakes, and enjoy communicating with the teacher and their fellow students.

- a. / Pair-work and Group-work** are learning techniques used in the classroom to enhance learner- learner interaction and cooperation for the completion of a certain task. In this context, Wallace (1991, p.45) states that group work is a mode of teaching and learning which is defined as being "any form of learning activity which is done by groups of learners working together. Often distinguished from class work, in which the whole class works together" .

b. / Controlled and guided practice before fluency activities: Controlled practice activities refer to activities that are restricted in nature where the focus is on developing accuracy rather than fluency. They usually include:

- Repetition
- Scaffolding
- Specific Target Language Focus

Guided Practice is interactive instruction between teacher and students. After the teacher introduces new learning, he/she begins the student practice process by engaging students in a similar task to what they will complete later in the lesson independently.

c. / classroom dynamics and create a desire to communicate involve the interaction between students and teachers in a classroom community. The purpose of studying classroom dynamics is to learn how to set up a positive classroom atmosphere where students feel comfortable learning and communicating with other students and with the teacher.

d. / careful planning means the planning which is designed according to the suitability of speaking activities .

e. / use of ICT to enhance the speaking skill

Information and Communication Technology (ICT) has gained trust among teachers who know that they need to be at the vanguard of change and innovation. However, many teachers are still unwilling to introduce the use of new technologies into the classroom. These ICT can be as a technique to encourage the students to interact and communicate with others.

1.6 Use of ICT in teaching the speaking skill

In recent years, teachers are gradually modifying their teaching methodology based on the technologies and facilities that are available. Classroom lectures no longer remain one way communication as there is a complete change in student's mentality and exposure. They find the recent applications and technologies very easy and simple to work with as they are influenced a lot by them and also they like and need to update the recent technologies. So it is the responsibility of English Language teachers to make students learn the language out of interest and aspiration. This would have an everlasting impression on the students and the purpose would be reached in a much effective and efficient way. The earlier ICT tools were television and radio which were used for open and distance learning, and in recent years interests are focused to use computers, internet, app etc. to improve the proficiency of education at all levels. ICT stands for information and communication technologies which are defined as a diverse set of technological tools and resources used to communicate, and to create, disseminate, store, and manage information. Christenson (2010) defines ICT as. " ICT refers to technologies that provide access to information through telecommunications. It is similar to Information Technology (IT), but focuses primarily on communication technologies. This includes the Internet, wireless networks, cell phones, and other communication mediums". This can be a general definition of ICT with the focus on communicational aspects which is an integral base for learning and teaching. According to the definitions of ICTs, educational environments or institutions can benefit from using ICTs.. It is believed that ICT can lead to better student learning, and it becomes the part of educators to find the right ICT solution for the different levels of education.

To teach speaking, we can use ICT. Information and communication technologies today have transformed the way humans communicate as well as doing things. In education, ICTs play vital roles in facilitating teaching and learning. They have transformed classroom communication methods and modified instruction strategies. Also, ICTs have made teaching and learning interactive and collaborative instead of the traditional teacher- talking and

students listening approach. Teachers of English Language utilize ICTs in teaching almost every aspect of English Language teaching especially speaking . Computers , Smartphone and Power point projector are effective ICTs tools for teaching spoken English . Podcasts as one of these modern technologies can play an important role in teaching and enhancing the speaking skill .

1.6.1 Definition of Podcasts

Podcasts are audio and video content on web as the series of episodes with a common theme. These episodes are accompanied by a file called a “feed” that allows listeners to subscribe to the series and receive new episodes automatically. It seems to be the new wing of change. Podcasts can be uploaded or downloaded, they help the learner familiarize with the target language and teachers can use them as useful audio material that can be used in class for activities like discussions, besides, in the web, there are even particular podcasts that are for ESL learners and these can include pronunciation for particular needs of students. Podcasts undoubtedly help learners in speaking. Podcasting is the integration of audio files where we can feed our own materials and ply it inside and outside of the classroom. Students use i-pods to hear their favorite music files. In the same way they have their education in the form of entertainment. The technology for podcasts is readily available, easy to use and inexpensive, making it an attractive option for providing additional flexible learning resources for students.

The use of RSS (Really Simple Syndication) means that the user can subscribe to a podcast that will be downloaded automatically every time there is an update or new content is uploaded.

Although audio programs have existed on the Web for a few years already, what makes podcasting unique is its capacity for “subscription”: through an RSS (Really Simple Syndication) feed, listeners can “subscribe” to their favorite podcasts. Their computer will then receive “alerts” when new episodes have been posted. Podcatcher software programs, such as iTunes, will even download the

latest episodes automatically once the program is opened. In other words, instead of having to visit individual Websites regularly for updated episodes, listeners can now have the latest episodes of their favorite programs delivered to their computer.

1.6.2 types of podcasts

Fernandez emphasizes that there are three different types of podcast:

Firstly, a basic podcast contains only audio content and is the easiest to create and listen to .. It requires a small storage space. Mostly, it is in MP3 format and can be played using all MP3 players. Secondly, an enhanced podcast has both audio and video slides. The enhanced podcast is similar to traditional pod-casts; however, this kind of podcast contains multimedia information, such as slides, pictures, images, photographs, short videos, and chapters that help users to increase their perception about the topic. The last one is a vodcast or video podcast which contains both video and audio files.

1.6.3 Use of podcasts in the EFL classroom

Podcasts can be used for intensive and extensive listening activities. However, ELT podcasts are particularly suited for extensive listening, for the purpose of motivating student interest in listening to English, and providing them with exposure to native speakers' speech (Rost, 1991). Stanley (2006) points out that podcasts offer students a wide range of possibilities for extra listening both inside and outside of the classroom: "Supplementing the (often) scripted and stilted textbook listening with the real life authentic conversations you can find on many podcasts is an attractive option for language teachers.... Chosen carefully, extracts can ... bring a range of different voices and varieties of English into the classroom". More advanced learners can be encouraged to listen to authentic podcasts. This activity effectively bridges the gap between the formal English which dominates most second language classrooms and the informal English used in most real-life communication events.

1.7 Conclusion

In this chapter, the focus was on teaching the Oral Expression course in EFL classrooms as listening and speaking considered as the main skills of teaching it. Listening and speaking are the communicative skills which are taught according to different activities and tasks. In both skills learners encounter many difficulties and problems which they defeat their abilities. Teachers' role is to help them to overcome their difficulties and develop their FL especially speaking skill . They use different ICT tools to teach speaking skill. Podcasts as any ICTs tools are used in oral expression session to help the students to solve some problems in speaking. Also, to develop their speaking skill.

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Chapter

Two

**Chapter Two: Research Methodology, Data Analysis and
Recommendations**

2.1	Introduction	18
2.2	Research methodology	18
2.2.1	Sample population	19
2.2.1.1	Teachers' profile	19
2.2.1.2	Students' profile	19
2.2.2	Data collection instruments	19
2.2.2.1	Description of the questionnaire	20
2.2.2.2	Design of the questionnaire	20
2.2.2.3	Description of the interview	21
2.2.2.4	Design of the interview	21
2.3	Results	22
2.3.1	Results of the questionnaire	22
2.3.2	Results of the interview	29
2.4	Discussion of the main results	31
2.5	Suggestions and recommendations	33
2.5.1	ICT integration in Education	33
2.5.2	Podcast Use in the classroom	33
2.5.3	Strategies for a Good Educational Podcast	34
2.6	Conclusion	35

2.1. Introduction

After the discussion of the review of related literature items of both variables: the speaking skill in the EFL classrooms, and the use of podcasts as a tool to enhance students' speaking skill . We move to the second part of our study which is the practical part which aims at analyzing the students' and teachers' attitudes towards the use of Podcasts in enhancing students' speaking skill .

The students' questionnaire aims at revealing students' perceptions about learning the speaking skill and their attitudes towards podcast use in classroom. We have chosen to work with third year LMD English students at the English department Eloued University. The interview was addressed to some teachers of oral expression at the same University to know their opinion about the use of podcasts in the classroom .

This chapter includes first an explanation of the method used to carry out this study. It gives an overview of the data collection methods used. Second , it focuses on the students' questionnaire and the teachers' interview in terms of their analysis and discussion . This chapter closes by set of suggestions and recommendations that can be considered when conducting future studies regarding this topic .

2.2. Research methodology

The present study is a case study involving 30 students of third year License and four teachers of oral expression in the English department of Eloued 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). we have

used a descriptive method for the collection of our data since it aims at describing the correlation between two variables: the use of podcasts as the independent variable, and its use in enhancing students' speaking skill as the dependent variable .

2.2.1. The sample Population

The population of this study consisted of both teachers and students at University of ELOUED. The researcher chose a random sample from the population of study composed of thirty (30) students who study the English Language and four (04) teachers of oral expression in the English department.

2.2.1.1. Students' Profile

The participants of this study were third year EFL students. They study in the Department of English at Eloued University. They were enrolled during the academic year 2018-2019. The thirty (30) students in this research work ranges between 19 and 47 years , 22 females and 8 males .

2.2.1.2. Teachers' Profile

Four teachers of oral expression 02 males and 02 females at the English Department of Eloued University also were participants in this study. They all hold either the degree of 'Magister' or 'Doctorate'. These teachers are specialized in different fields: language studies and didactics .Their experience in teaching English ranges between 1 and 6 years and they teach the three different levels of "License"

2.2.2. Data Collection instruments

To collect the data, two instruments were used: a questionnaire and an interview the first one was distributed to third year EFL university students, while the interview which addressed to teachers of oral expression. The

researcher used two instruments of research in order to gather more information from different sources and study the problem from different angles.

2.2.2.1. Description of the Questionnaire

A questionnaire is a data collection instrument consisting of a series of questions and other prompts for the purpose of gathering information from respondents. The questionnaire consists of a set of written questions that are of different types. The first type is close-ended question which requires answers with 'yes' or 'no'. The second type is Multiple-choice question which involves a set of responses and the respondents are required to select one answer or more than one. Both close-ended questions and multiple choice questions provide quantitative data. The third type is open-ended question, which requires a long answer. In this type of questions the respondents are required to express their ideas freely without any limitation to select a certain option as in multiple-choice questions. This type of questions provides the researcher with qualitative data.

2.2.2.2. Design of the Questionnaire

In order to get students' perception about learning the speaking skill and their attitudes towards using podcast as a tool to enhance speaking in the English Department at ELOUED University, the researcher administered a questionnaire to third year EFL students. The questionnaire consisted of twelve (12) questions divided into three parts (see appendix A). The objectives of the questions were as follows:

Part one : Student's personal information (questions 1 and 2).

This part is about students' personal or general information . it includes two independent questions. In Question1, students are asked to determine their gender. Then, in Question2, students are asked to give their age .

Part two : Students' perceptions about learning the speaking skill (questions 3 to 5).

Question 3: asked about students' proficiency level in English .

Questions 4 and 5: asked the students about the degree of importance of the speaking skill and how they assess their ability in speaking English .

Part three : students' attitudes towards podcasts use in classroom (questions 6 to 11).

Question 6: asked students if they liked using new technology to learn English.

Questions 7 to 11: inquired about students' use of podcasts in their study: the frequency, their benefits, and the difficulties faced .

2.2.2.3. Description of the interview

The interview is a conversation between the interviewer and the participants. It is a method of data collection that is used by many researchers to have information about their study. Cohen, et .al.(2007, p.349) define it as " a flexible tool for data collection, enabling multi-sensory channels to be used: verbal, non-verbal, spoken and heard ".

In this study a structured interview is used. it contains eight direct questions which are open questions. Participants are free to answer and justify or add information when it is needed. The interviewer relied on note taking during the interview.

2.2.2.4. Design of the Interview

In order to obtain different points of view and extra information concerning the role of podcasts in enhancing the students' speaking skill, an interview was designed in addition to students' questionnaire; it was directed to

oral expression teachers. This sample consisted of four (04) EFL teachers from Eloued University. (See Appendix B).

- Question 1: asked about the teachers' experience in teaching oral expression.
- Question 2: asked about the teachers' assessment of their students speaking proficiency .
- Questions 3: asked about type/s of speaking activities the teachers use.
- Questions 4 and 5: asked about teaching aids and equipment in the oral expression classroom .
- Questions 6 and 7: asked about teachers' use of podcasts in their classroom and their students readiness to do it.

2.3. Results

After collecting data from both students' questionnaire and teachers interview, the researcher tends to analyse the results obtained which provide more details and informations concerning the research. The results are summarized follows:

2.3.1 Results of the Questionnaire

The questionnaire is divided into three sections and the results of the questions are summarized as follows:

Part one: Student's personal information

Question 1: Gender : male or female

Table 2.1 : students' gender

Options	A.F	R.F
Male	08	26.67 %
Female	22	73.33 %
Total	30	100 %

It is noted that the majority of students who answer the questionnaire were females 73.33% .

Question 2: Age

Table 2.2 : students' age

Students' age	A.F	R.F
19-22	22	73.33 %
23-25	05	16.67 %
More than 25	03	10 %
Total	30	100 %

The table (2.2) showed that, most students' were aged between 19 and 22 years old 73.33 %, while the others were more than 22 years old .

Part two: Student's perceptions about learning the speaking skill

Question 3: How do you assess your proficiency level in English ?

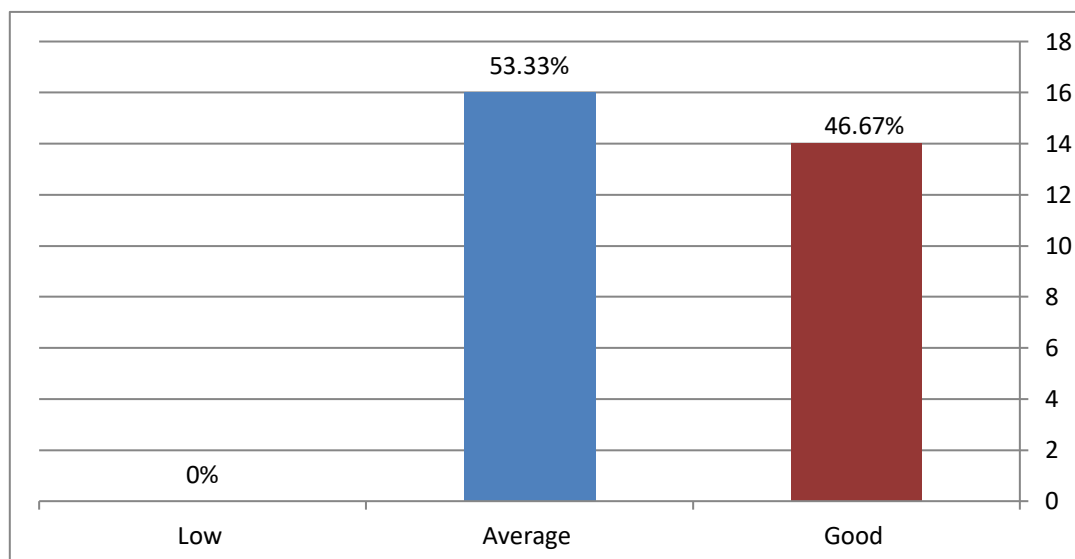


Figure 2.1 : students' perception about their proficiency level in English

The figure (2.1) showed that more than half of students 53.33% said that their proficiency level in English was average. whereas, 46.69% of them said that their

proficiency level in English was good. However , no one answered 'low' because they have been studied English for three year at the university and they have been mastered the whole aspects of the English language .

Question 4: To what extent is the speaking skill important to you?

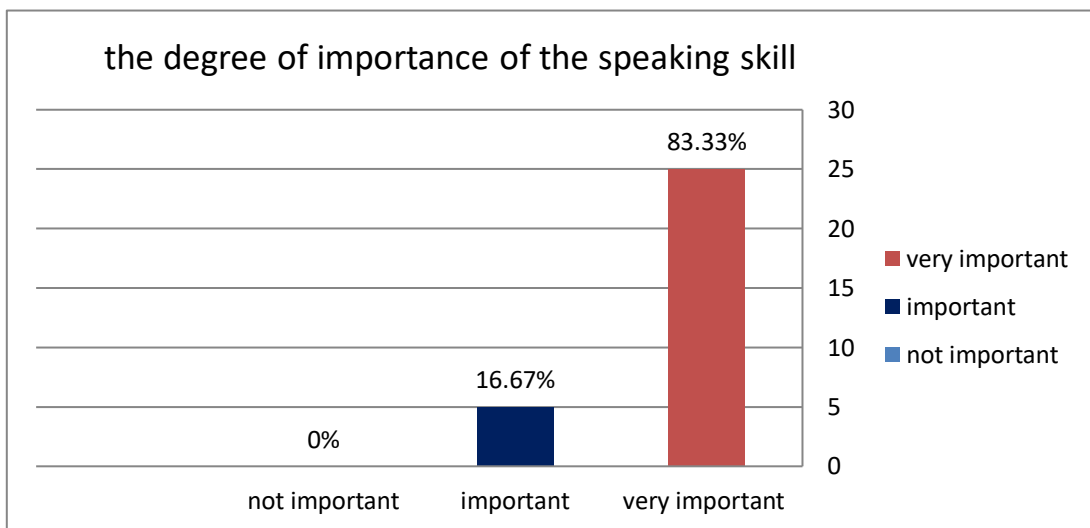


Figure2.2: the degree of importance of the speaking skill

The figure (2.2) showed that all students admitted that speaking was either important or very important to them .

Question 5: How do you assess your ability in speaking English ? :

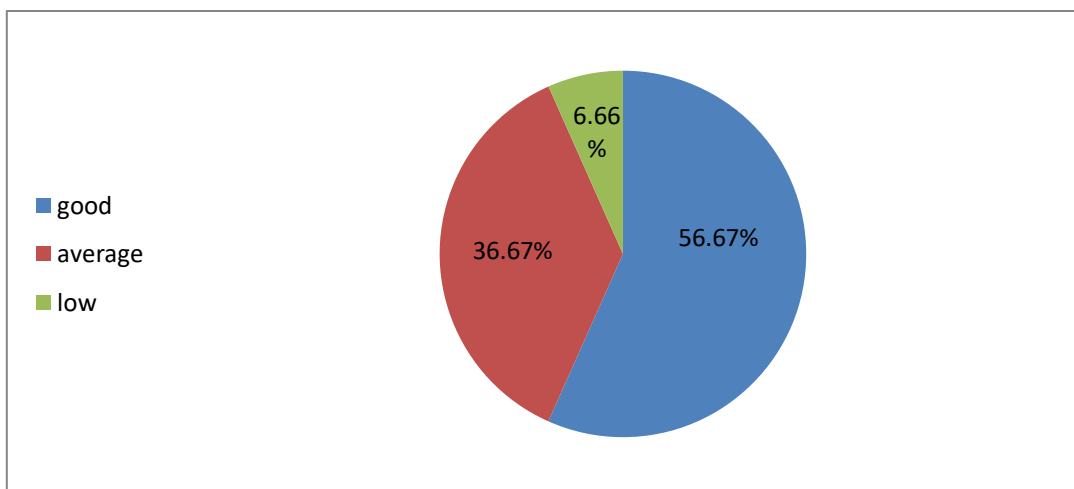


Figure 2.3 : students' ability in speaking English

The results obtained in figure (2.3) show that 56.67 % of students answered that their ability in speaking English was good. 36.67% of them mentioned that they were average in speaking English because of many reasons they mentioned some of them as follow : lack of practice outside the classroom, lack of communication.. Whereas, only 6.66 % of students reported that they had a low speaking proficiency due to their lack of practice and grammar problems .

Part three: students' attitudes towards podcast use in the classroom .

Question 6: Would you like to use new technology in learn English ?

All students interested in using new technology and were aware of the importance of its use .

Question 7: A. Do you use podcasts in your studies ?

Table 2.3 : students using podcasts in their studies.

Options	A.F	R.F
Yes	16	53.33 %
No	14	46.67 %
Total	30	100 %

The results of table (2.4) revealed that 53.33 % of students used podcasts in their studies . they listened to audio or audiovisual records and repeated them. Others said that they listened to songs through podcasts and BBC channel. while 46.67 % of students said that they did not use podcasts at all .

B. Do you like to use Podcasts ? Why?

Table 2.4 : students' readiness to use Podcasts

Options	A.F	R.F
Yes	26	86.67 %
No	04	13.33 %
Total	30	100 %

As it is shown in table (2.3) the majority of students (86.67%) informed that they liked the use of podcast due to many reasons. As they mention , Podcasts were a useful and helpful method to learn English . In addition, it enhanced their listening and speaking skills. It provided them with new vocabulary and improved their pronunciation. However, only 13.33% of students answered that they did not like using podcasts because they were not auditory students. so, they were not interested in anything related to listening or speaking .

C. How often do you watch or listen to podcasts ?

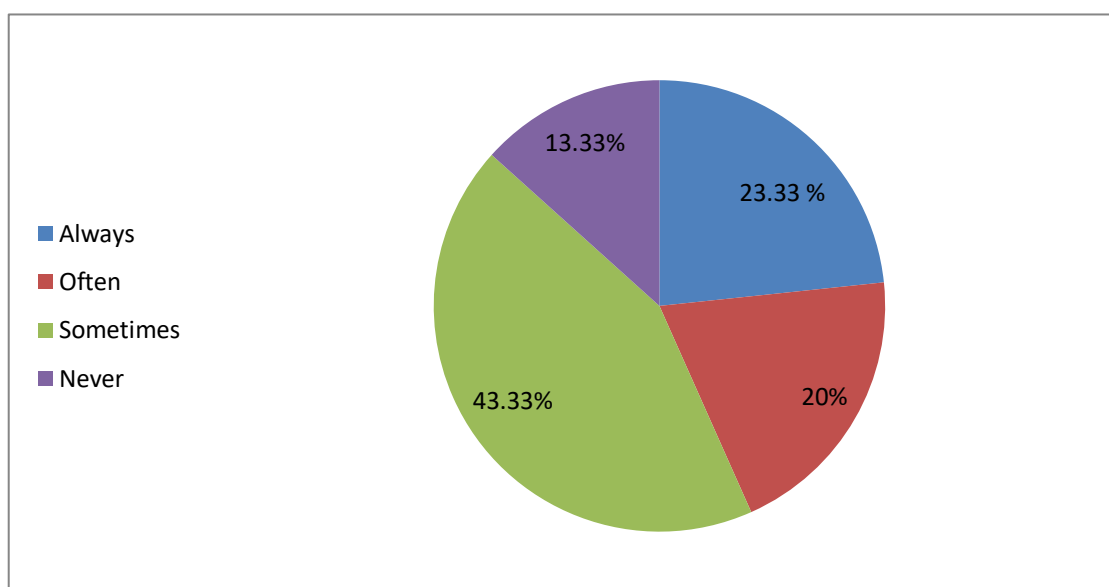


Figure 2.4 : students' frequency in watching or listening to podcasts

As presented in figure (2.4), 23.33 % of students answered that they always watched or listened to podcasts . 20 % of students responded that they often used those tools .43.33 % of respondents which was the large number informed that they sometimes used those technologies. while, only 13.33 % of students said that they neither watched nor listened to podcasts .

Question 8: Do you think that podcasts can develop your listening skill, speaking skill, vocabulary or pronunciation

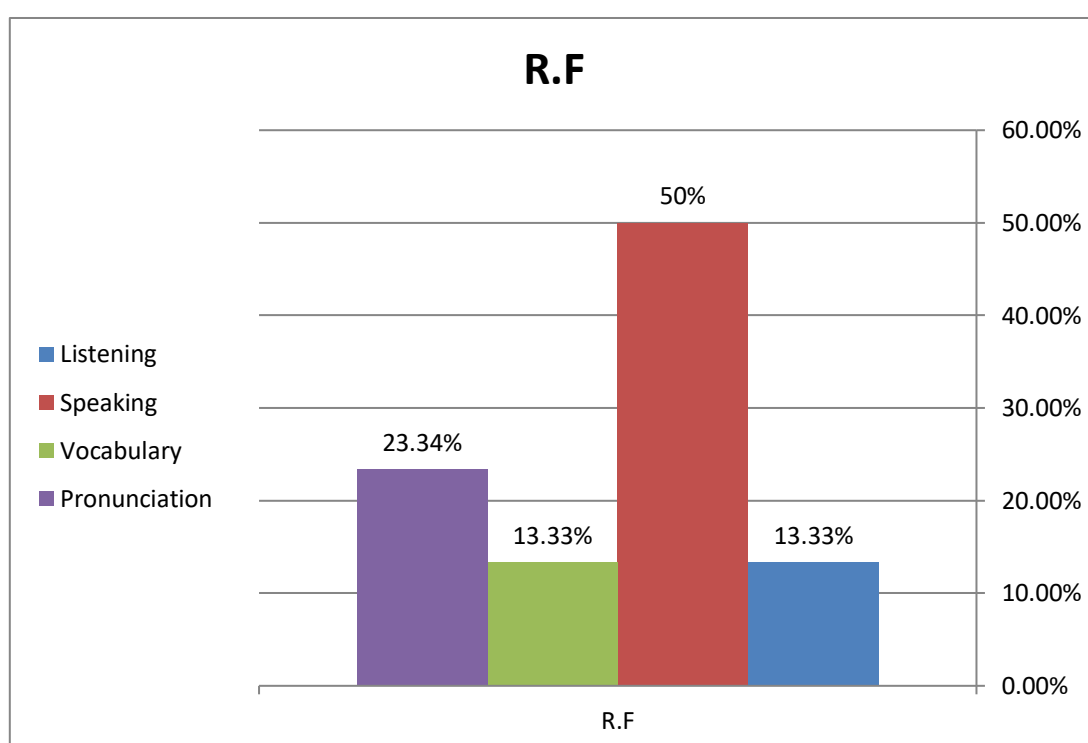


Figure 2.5 The students' views on what can podcasts develop

As it is shown in figure (2.5) , half of the students said that podcasts can develop speaking skill. 13.33% of students responded that podcasts can develop their listening skill and another 13.33% of students answered that podcasts can develop and provide vocabulary. 23.34% of students informed that podcasts can improve their pronunciation. In addition , some of students added that podcasts can develop other aspects such as ; grammar , communication and interaction with others .

Question 9: What do you think about using podcasts in oral expression session ?

From the students' answers , we obtained that most students supported the use of podcasts . Half of students said that podcasts were very helpful/beneficial for both the teacher and the student to made an effective session. Other 33.33% of students said that Podcasts were a very important tool in OE sessions because it encouraged them towards using and improving listening and speaking skills. In addition, podcasts developed students' pronunciation as well as, their speaking ability. On the other hand, 10% of students claimed that podcasts were not important in OE session, while only 6.67% of students stated that they had no idea about using podcasts in OE.

Question10: Are there any problems you have encountered when listening to or watching podcasts ?

The data gathered indicated that the majority of the students (80 %) faced some problems during listening or watching to podcasts .

Question 11: What problems did you encounter with podcasts ?

Table 2.5: students' problems with podcasts

Options	A.F	R.F
Other answers	14	46.67%
Bad sound quality	06	20 %
No answer	04	20%
Difficulty to access podcasts in universities/at home	04	13.33 %

As presented in table (2.5) the results revealed that a large number of the students (46.67 %) stated other problems such as : new words, the accent , misunderstanding of native speakers' pronunciation and speed. 20% of students encountered problems because of bad sound quality. while 20% of the students did not answer this question because they mentioned in the previous question that they had no problems when using podcasts. 13.33% of the students said that they encountered difficulty in accessing podcasts in universities or at home.

2.3.2. Results of the interview

The interview is divided into two parts and the results of the questions are summarized as follows:

Part one : present situation of teaching the speaking skill

Question 1: For how long have you been teaching Comprehension and oral expression?

The participant teachers had experience of one to six years as show in table 2.6

Table 2.6: Teachers experience in teaching oral expression

Number of teachers	Experienc (years)
01	05
02	01
01	06

Question 2: How would you describe your students' speaking proficiency?

When asked about their students' speaking proficiency , three teachers said that the majority of students were average to poor, some were good. However, another teacher said that they had a low proficiency level .

Question 3: What type/s of speaking activities do you use ?

Two of teachers said that they used role play, debates, conversation, language games, and group discussion .The other two said that they used different types of activities that were compatible with teaching speaking skill without specification

Question 4: What type/s of teaching aids do you use?

One of the teachers said that he used mobile phones, computers and data show projector another one answered that she used some audiovisual aids such as data show. On the other hand , another teacher said that he used handouts (sheets or papers), laptop and audio files and pictures. The fourth one answered that he used the laptop.

Part two: Teachers' attitude towards the use of Podcasts in the classroom

Question 5:Which kind of equipment do you use in your classroom to teach oral expression?

The results were as follows: blackboard, whiteboard, computers, papers ,smart phone and tablets were the answer of one of the teachers. Another teacher said that she sometimes used data show. Also, another one answered that he rarely used any equipment due to lack of materials. the last one replied that he used data show and paper games .

Question 6: Have you ever used Podcasts in your classroom?

When asked whether they have used podcasts in their classroom, three teachers informed that they had not used podcasts in their classroom but they encouraged their use and they saw them useful tools in teaching oral expression as they brought diversity to the session. Only one teacher said that he used podcasts. he also confirmed that they were very fruitful especially in oral expression but there were some challenges like low internet connection and lack of computers.

Question 7 :Do you think that your students are ready to use Podcasts in the classroom?

One of the teachers believed that his students were ready to use podcasts because they knew how to use them. Another one said that he believed that some of them had a problem getting used to them because of lack of practice but most of them could benefit from listening to podcasts. Finally , the other two teachers said that they were not sure that their students were ready to use podcasts because they had not background knowledge on its use.

2.4. Discussion of the main results

It is clear from the above results that the EFL students sampled for this study believe that the use of ICT tools such as podcasts is successful in generating positive attitudes and improving students' speaking skill. Accordingly, the aim of this study was to examine teachers' and students' attitudes towards the use of podcasts to enhance students' speaking skill .

The analysis of the collected data revealed that integrating new technology in education is one of the most important topics nowadays. Indeed, the results of this work unveiled the large attention of both teachers and students given to the use of ICT in the classroom especially oral expression sessions. They are interested in using new technology in general and podcasts in specific to learn

English especially the speaking skill in the classroom . they encourage the use of Podcasts and they see them useful and fruitful tools in teaching oral expression and they bring diversity to the session (see question 9 in Students' Questionnaire and question 6 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 data collected of 4, 5 and 8 questions in Students' Questionnaire and from 3 question in Teachers' Interview). Regarding the first hypothesis which stipulates that Podcasts can enhance students' speaking ability by exposing them to a large set of vocabulary, in addition to pronunciation, stress and intonation of native speakers, interesting results were obtained from questions 7(A) and 8 of 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. These result confirm the first hypothesis. Concerning the second hypothesis, EFL students may face some problems when using podcasts such as: new vocabulary, misunderstanding of native speakers' pronunciation and speakers' speed, the results showed that indeed, students face some problems when using podcasts because of many reasons such as ; new words that are not common to them , misunderstanding of native speakers' pronunciation this is because of speed of the speakers . These results confirm the second hypothesis .

The obtained results confirmed the two hypotheses. This means that the students have positive attitudes towards speaking; most of them desire to master this skill and become proficient English speakers. The findings also showed that both EFL teachers and learners believe that podcasts have an effective role in enhancing the speaking skill. They both encourage to use them in oral expression sessions .

2.5. Suggestions and recommendations

The present section aims at presenting some suggestions and recommendations to develop the speaking skill. First, it focuses on the integration of ICT in Education. Next, it explains the use of podcasts in the classroom. Then it presents other suggestions on strategies for a good educational Podcasts.

2.5.1 ICT integration in Education

The integration of ICT in the educational environment is becoming increasingly important. Therefore, education in Algeria has to update in order to be in line with the globalized world. As for the field of EFL, it is essential to adopt ICTs in the teaching of the speaking skill since it is an important skill to be mastered. Many scholars believe that when teachers integrate ICTs, they bring the real world into classrooms. Thus, a careful planning and judicious use of ICTs can encourage students to develop their speaking skill. ICTs can improve the quality of teaching and learning. They offer teachers and learners a variety of materials and authentic resources of the target language. ICTs inform about the target language culture with the teaching and learning process. Thus, the integration of ICTs is not only important but it is essential for achieving a successful education.

2.5.2 Podcast Use in the classroom

Using podcasts as any ICT tools in the classroom considered as an interesting topic for both teachers and students but many of them did not know how to deal with these tools to integrate them in classroom. Here are some of recommendations that can benefit both teachers and students. For students, Because of advances in computer and information technology, it is now easy for students to produce their own podcasts. Also, Students can produce podcasts in order to motivate themselves to speak. This is a motivating way for students to

improve their speaking skills. It is better that students present their projects by Podcasts. Moreover, students can produce podcasts by telling story , oral weekly report, picture description, debates with others, these activities facilitate the use of Podcasts .Learners can make their own podcast and can share their experiences with each other. At last, students have to recognize the importance of being used these tools and its benefits on their learning achievement and the development of their speaking proficiency.

Concerning the part of teachers, They have to develop their knowledge about the appropriate implementation of Podcasts in their EFL classrooms. they have to produce Podcasts for their students. They allow teachers to reach out to their students beyond the confines of the classroom. They can also supplement the teacher's classes for different purposes and they bring diversity to the sessions . In addition , they have to produce podcasts in order to allow to students to listen to them more than one time in their home . At last, teachers should be aware of the effectiveness of Podcasts in oral expression sessions and its benefits.

2.5.3 Strategies for a Good Educational Podcast

In order to Present a good and effective educational podcast, it is important to consider a number of strategies. Rajic (2013,p.92-93) stated these strategies:

- It is important to engage the listener with the material included as part of the podcast.
- A good podcast has a clear structure with an introduction outlining the content, the presenters and the aims followed by the main section. The conclusion should highlight the key points and introduce the main aim of the next podcast in the series.
- The pod-casts takes a standard format: firstly introducing the topic and content of the material on the podcast; secondly, briefly explaining the significance of understanding the particular subject matter; thirdly,

moving onto the more complex theoretical material; and finally summarizing the key issues

- Visual aids give podcasts more clearness and enable the recipients to further understand the subject matter .
- The use of ‘thinking pauses’ in the podcast, where the tutor asks the student to stop and think about a particular point, enables students to reflect on the subject matter being broadcasted.
- The use of questions, which are placed at the end of the podcast and which students can answer in preparation for the next taught session, also acts as a means of developing reflective and critical thinking skills
- Teachers have to determine their educational aim and purpose for each podcast they create
- Review other suggestions that are stated in the appendix C which provides more useful web locations for selecting educational Podcasts

2.6. Conclusion

This chapter provided an overview of the research design. It gave a clear idea about the objectives of this research work and the research tools used by the researcher to collect data from both EFL learners and oral expression teachers. In addition, this chapter analyzed the data collected through the questionnaire and the interview and discussed the results. To conclude this chapter, we can say that according to the results obtained, students are aware of the importance of speaking in their learning process . Although, they face some difficulties in speaking, they need a strong motivator such as ICT tools. The latter contribute to the improvement of EFL learners‘ speaking skill. At another level, the results showed that podcasts enhance students’ speaking and help them reach a good speaking ability. The results of the teachers‘ interview shed light on different ICT tools used in the oral expression class and the teachers different use of these instruments due to two main purposes; course design and objectives and the availability of materials because the university cannot provide all instruments .

This chapter also includes a set of suggestions and recommendations that can be considered when implementing the use of podcasts.

**General
conclusion**

General Conclusion

Mastering the speaking skill has become one of the most important goals for EFL students because it is the key to communication . various strategies are used to learn and develop this skill and the use of podcasts is one of them. This study aimed at investigating whether the use of Podcasts was an effective strategy to enhance students' speaking skill asking the following research questions :

1/ -How can podcasts enhance students' speaking skill ?

2/- Are there any problems faced by students while using podcasts?

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

- 1- Podcasts can enhance students' speaking skill by exposing them to a large set of vocabulary, in addition to pronunciation, stress and intonation of native speakers.
- 2- EFL students may face some problems when using podcasts such as: new vocabulary, misunderstanding of native speakers' pronunciation and speakers' speed .

This research work was divided into two 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; the first one was addressed to third year EFL students and the second one to oral expression teachers. The collected data were analyzed quantitatively and qualitatively. After the discussion of the main results, this chapter ends with a set of suggestions and recommendations, to benefit from the use of Podcasts to enhance students' speaking skill.

This study reveals that both teachers and students are interested in using podcasts as an ICT tool to promote the teaching/learning processes especially of the speaking skill. The findings proved that podcasts encourage students to speak either when they listen to and then discuss the material or when they produce podcasts themselves. Using podcasts in the oral expression classroom

General Conclusion

is very beneficial and helpful in the sense that students can listen to and discuss the topic raised in a friendly situation where the learners can use the target language though. The findings showed that Podcasts may raise students' motivation which develop students' vocabulary and pronunciation which help improve not only the speaking but the listening skill as well as it is mentioned in question 8 in students' questionnaire . These results confirm the first hypothesis which suggest that Podcasts can enhance students' speaking skill by exposing them to a large set of vocabulary, in addition to pronunciation, stress and intonation of native speakers. The findings also showed that students may face some problems when using these tools such as new vocabulary, misunderstanding of native speakers' pronunciation and speakers' speed as it is mentioned in question 11 in students' questionnaire . These results confirm the second hypothesis which suggest that EFL students may face some problems when using podcasts such as: new vocabulary, misunderstanding of native speakers' pronunciation and rabidity speakers' speed.

Some limitations were marked in this research. The most important one is the problem of time constraints which did not allow the use of another research instrument and a larger sample of teachers who teach oral expression at the three license levels at the Department of English. This would have given the results more dimensions.

This research involves only one aspect of podcasts which is speaking. Other research can tackle other aspects of podcasts that were not involved in this work such as listening and pronunciation. In addition an experimental research which investigate the use" of Podcasts in the EFL classroom looking as the benefits and challenges would bring more factual results. So, we can conclude that, by using podcasts in oral expression courses , the students will enhance their speaking skill of English language .

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Appendices

Appendix A: Students' Questionnaire

Dear student ,

This questionnaire serves as a data collection tool to determine " The use of Podcasts to enhance students' speaking skill" . you are most kindly requested to provide us with your answer (opinion) to help us accomplish this work . Thank you in advance for your contribution .

Section one : Student's personal information

1/ Gender Male female

2/ Age

Section two : Students' perceptions about learning speaking skill

3/How do you assess your proficiency level in English ?

Good average low

4/To what extent is the speaking skill important to you?

Important Very important

not important at all Little important

5/How do you assess your ability in speaking English as:

Good? Average? Low?

Why?

.....
.....

Appendices

Part three: students' attitudes towards Podcast use in classroom.

6/ would you like to use new technology in learn English ?

Yes No

7 /A- Do you use Podcasts in your studies ?

Yes no

Why.....

B- Do you like to use Podcasts ?

Yes no

If yes, how ?

.....

C- how often do you watch or listen to Podcasts ?

a. always b. often
c. sometimes d . never

8/ Do you think that Podcasts can develop your

a-listening skill b- speaking skill
c- vocabulary d- pronunciation

other, please specify

.....

9/ What do you think about using Podcasts in oral expression sessions ?

.....

.....

.....

Appendices

10/ Are there any problems you have encountered when listening to or watching podcasts ?

Yes

no

11/ What problems did you encounter with podcasts ?

-Difficulty to access podcasts in university/at home .

-Sound quality bad .

other.....

THANK YOU

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 .

Section one: Present situation of teaching the speaking skill

1/ For how long have you been teaching Comprehension and oral expression?

2/How would you describe your students' speaking proficiency?

3/ What type/s of speaking activities do you use ?

4/What type of teaching aids do you use?

Section two: Teachers' attitude towards the use of Podcasts in the classroom

5/Which kind of equipment do you use in your classroom to teach oral expression?

6/Have you ever used Podcasts in your classroom?

If yes, were they useful? How? And were there any difficulties in using them?

If no, What is your attitude towards the use of Podcasts as a teaching aid in the oral expression classroom?

7/Do you think that your students are ready to use Podcasts in the classroom?

I am thankful to you for giving me your full attention.

Appendix C: USEFUL WEB LOCATIONS FOR SELECTING EDUCATIONAL PODCASTS

The Internet offers a large number of Websites with quality podcasts in the domain of learning and education. In order to provide guidelines for further research, several important Web addresses and Websites are given here. These can be successfully used by teachers in their teaching activities, as well as to provide assistance and support to students in their acquisition of the teaching contents, as stated by Rajic(2013 , p.93).

- The <http://www.podcast.com/> Website offers a collection of podcasts in the area of education, music, technology and entertainment.
- A large choice of podcasts is offered by the online podcast service PodOmatic (<http://www.podomatic.com/login>), which at the same time offers a possibility to design and create one's own on-line podcasts.
- LearnOutLoud.com (www.learnoutloud.com/) is a directory where users can find video sequences and audio files providing explanations regarding the use of podcasts in education.
- NASA Science Casts: These video podcasts are short, fun, and bring unusual science topics to light. Podcasts are based on historical space missions completed by NASA.
- ISTE: The International Society for Technology Education is a trusted source for podcasts on how technology is changing the classroom. Podcasts cover various topics from blogging to mobile learning.
- EdTechTalk: This podcast is called Teachers Teaching Teachers and is a collaborative effort.
- Teachers discuss new software and tools they are successfully using in the classroom.

Appendices

- **The ARTS Roundtable:** This podcast is a fantastic resource for teachers in the fine arts. The focus is on music, drama, and the visual arts.
- **Educate:** This website offers a large database of podcasts for all subject areas and disciplines.
- They are specifically designed for classroom and student use. The database makes it easy to search by topic or theme.
- **Teacher Created Materials:** Podcasts for educators looking for new strategies to use in the classroom. Podcasts are arranged by topic and cover all subject areas.
- **Teacher Cast:** Podcasts that explore current learning trends and resources

Résumé:

Le développement des TIC s'est traduit par des méthodes innovantes d'apprentissage de l'anglais. Les podcasts sont l'un des outils TIC largement utilisés et qui s'est avéré efficace dans l'enseignement de l'anglais, en particulier de l'expression orale.. Ainsi, cette étude a examiné l'utilisation de podcasts pour développer les compétences en anglais des étudiants algériens. Cette recherche a pour objectif de déterminer s'il existe une amélioration significative des capacités de parole des étudiants lors de l'utilisation de podcasts. 30 étudiants en 3^{ème} licence anglais et quatre professeurs d'expression orale de l'Université Eloued ont été choisis comme échantillon de cette étude. Un questionnaire destiné aux étudiants et un entretien avec les enseignants ont été utilisés comme instruments de recherche pour collecter des données. L'étude a montré que les étudiants et les enseignants avaient une attitude positive à l'égard de l'utilisation de podcasts en tant qu'outil d'amélioration des compétences d'expression des étudiants. Bien que certains élèves aient eu des difficultés à utiliser le podcast. En conclusion, la présente étude a tenté de déterminer si l'utilisation de podcasts améliorerait les capacités de parole des étudiants.

ملخص :

لقد أتاح تطوير تكنولوجيا المعلومات والاتصالات طرقًا مبتكرة لتعلم اللغة الإنجليزية. يعد البودكاست من بين أدوات تكنولوجيا المعلومات والاتصالات التي تم استخدامها على نطاق واسع وأثبتت فعاليتها في تدريس اللغة الإنجليزية ، وخاصة مهارات التحدث. يهدف هذا البحث إلى معرفة ما إذا كان هناك تحسن معتبر في مهارات التحدث لدى الطلاب الجزائريين عند استخدام المدونة الصوتية. تم اختيار 30 طالبًا من طلاب السنة الثالثة ليسانس وأربعة من مدرسي التعبير الشفهي في جامعة الوادي كعينة لهذه الدراسة. تم توزيع استبيان على الطلبة و إجراء مقابلة مع الأساتذة كأدوات بحث لجمع البيانات. أظهرت الدراسة أن كلا من الطلاب والأساتذة لديهم مواقف إيجابية تجاه استخدام البودكاست كأداة لتعزيز مهارات التحدث لدى الطلاب. على الرغم من وجود بعض المشكلات التي يواجهها الطلاب في استخدام البودكاست. اتفق معظم المشاركين على أنهم أحبوا المدونة الصوتية لأنها ساعدتهم في تحسين أدائهم في التحدث. في الختام ، حاولت الدراسة الحالية الكشف عما إذا كان استخدام المدونة الصوتية يعزز مهارات التحدث لدى الطلاب.