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# **The Role of Podcast in Developing EFL Students' Speaking Skill**

The Case of intermediate Students of Al-Ameed Private Institute for  
Learning Languages

A Dissertation Submitted in Partial Fulfillments for the Requirements of the Master Degree in  
**Didactics of Foreign Languages**

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## Dedication

Praise be to Allah always and forever

Blessings and peace be upon the prophet Mohammed

From the bottom of my heart, I kindly dedicate this work to:

THE HEROIC FIGHTERS, WARRIORS, AND MARTYRS IN GAZA, PALESTINE.

The apple of my eye, My Parents.

The most powerful, strong, and patient woman whom I'm learning from, My Mother.

The fighter, the most courageous warrior ever, My Father.

The blooming flowers of my life, My Siblings ;Abdelhamid, Dalila, Samira, Ayoub, Maryem, and Roumaissa.

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The shining face who kept pushing me forward, My Cousin Nassima.

My *Afónica*, my pretty mate, Randa.

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The purest soul on this earth I have ever met, to the brightest flower, my bestie Marwa Zouaghi.

My source of inspiration, to the purest heart, the easiest person on me, the honest and faithful girl who provides me with power to carry on, love, and loyalty, My Soulmate Yousra Boucenna.

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MY DEAR SELF, YOU DID IT DESPITE OF EVERYTHING

BE PROUD

WELL DONE, ASSIA!

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### **Abstract**

The current study investigates the role of podcast in developing the speaking skill among the intermediate learners of English at Al-Ameed Private Institute for Learning Languages in Mila City, Algeria. Limited practice, inadequate feedback, and lack of motivation perhaps are some of the challenges that these learners of English face. The aim of the current study is to explore teachers and students attitudes towards the effectiveness of using podcasts to enhance the speaking skill. It also aims to point out the main challenges that teachers and students face while employing these online audio files in their classrooms. The questions that this study addresses are; 1. What are teachers' and students' attitudes towards the effectiveness of using podcasts to enhance the speaking skill? 2. What are the speaking aspects most affected by podcasts: vocabulary, grammar, pronunciation, or fluency? And 3. What are the benefits and challenges which face teachers and learners when using podcasts? The data is collected through questionnaires that were delivered to fifty students and interviews conducted with two teachers. The findings of the study show that the majority of students believed that podcasts improved their fluency, helped them acquire new vocabulary, and helped them pronounce words correctly. The most common challenges that students face were maintaining focus, comprehending complex language, accents, and speaking quickly. Teachers recognized the value of incorporating podcasts into a comprehensive learning strategy, emphasizing the need for diverse, authentic listening materials and structured activities to maximize their effectiveness. It is recommended that diverse and authentic podcast content should be provided to expose learners to varied language inputs by using a mix of audio and audiovisual podcasts.

**Key Words:** Podcasts, Speaking Skills, Language Learning, Vocabulary, Grammar, Pronunciation, Fluency.

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## **Introduction**

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

Since speaking requires both accuracy and fluency in oral language production, many learners view speaking as the most crucial and challenging skill to master. Therefore, it's critical to identify efficient and interesting ways to use information and communication technology to improve learners' speaking abilities. It's a useful skill where students assess their proficiency in the language by making connections between it and their ability to deliver messages accurately and fluently, as well as their ability to communicate with peers, teachers, and other people without feeling awkward. However, since they are not given enough opportunities to practice speaking, receive feedback, get motivated, and exposed to authentic information, learners find it difficult to master this skill.

Podcasts have gained popularity recently. English language learners find them to be quite engaging. Algerian language learners have also adopted and utilized this particular instrument in their language learning endeavours, particularly since they transitioned from conventional methods of language acquisition to contemporary methods that leverage information and communication technologies. Podcasts are online audio files that are easily downloaded and listened to on a variety of devices. Podcasts provide real language input, exposure to a variety of accents and speech patterns, possibilities for repeated listening and imitation, and flexibility for self-paced learning. Nonetheless, there is currently a dearth of research on the usefulness of podcasts in helping students improve their speaking abilities; Thus. It is important to investigate the role of podcasts in developing learners speaking skill.

### **3. Aims of the Study**

The aim of the current study is to explore teachers and students attitudes towards the effectiveness of using podcasts to enhance the speaking skill. It also aims to point out the main challenges that face teachers employing these online audio files in their classrooms.

#### **4. Research Questions**

The present study addresses the following questions:

1. What are teachers' and students' attitudes towards the effectiveness of using podcasts to enhance the speaking skill?
2. What are the speaking aspects most affected by podcasts: vocabulary, grammar, pronunciation, or fluency?
3. What are the benefits and challenges which face teachers and learners when using podcasts?

#### **5. Research Methodology**

##### **5.1. Sampling**

The participants of the study are fifty intermediate students of English from Mila City's Al-Ameed Private Institute for Learning Languages.

##### **5.2. Research Means**

Two research tools are used in the study to collect the necessary data. They are questionnaires and interviews. The questionnaire is administered to fifty learners of English at Al-Ameed Private Institute for Learning Languages in Mila city. The interview is administered to two teachers at the same institute.

##### **5.3. Methods of data analysis**

The method used for data analysis is systematic thematic analysis. It is useful because it provides insights into the role of exposure to podcasts in developing learners speaking skill

#### **6. Structure of the Study**

This study consists of two main chapters. The first chapter presents an overview on speaking and podcasting. It has two sections. The first section, entitled speaking, discusses the definitions of the speaking skill, types, characteristics which include: vocabulary, grammar, fluency, and pronunciation, importance, the teaching activities and the difficulties students

face to develop this skill. The second section, entitled Podcasting presents the definitions given to the concept of podcasting, its historical background, types, use in EFL classes, benefits and challenges. The second chapter which is practical has two main sections. The first section describes the research methodology used for the investigation of the topic. It deals with the sample of the study; the data collection means and the methods of data analysis. The second section presents the main findings of the study and their discussion. it also states some recommendations for future research.

## **Chapter 1: Developing Speaking through Podcasting**

### **Introduction**

The ability to speak a foreign language fluently is challenging for many learners. This difficulty arises from limited practice opportunities, insufficient feedback, lack of motivation, and inadequate exposure to authentic language use. With the rapid development of information and communication technology, new tools have emerged to help learners develop their skills, among which podcasts have gained notable popularity. Podcasts, with their easily accessible and engaging audio content, offer learners valuable resources to improve their language skills. This chapter presents a review of literature on speaking and podcasts. It is divided into two main sections. The first section, which is entitled Speaking, focuses on the definitions, types, and characteristics of speaking, including vocabulary, grammar, fluency, and pronunciation. It also discusses the importance of speaking in English as, its relationship with listening, teaching activities, and the common difficulties learners face. The second section which is entitled Podcasts provides a comprehensive overview on podcasts, including their definitions, historical background, types, and their use in EFL settings. It also explores the benefits and challenges associated with using podcasts for language learning. By reviewing these topics, this chapter aims to set the theoretical foundation for understanding the potential role of podcasts in enhancing the speaking skill among learners.

### **Section 1: Speaking**

#### **1.1.1 Definition of speaking**

Speaking is one of the English skills used to transmit ideas and interact with people for various purposes such as relationships, business, networking, international travel, and so on. Speaking entails what should be said and what people should listen to get to know and understand one another.

According to Cameron (2001), Speaking is a form of oral communication that involves two parties: the speaker, who conveys the information, and the listener, who hears it. Put another way, oral communication entails both the receptive and productive skills of speaking and listening. Since students must communicate both within and outside of the classroom, speaking is one of the fundamental skills they must acquire. They need to practice it, particularly while they're learning how to talk well. Natural human communication will be impossible if one is incapable of speaking.

Brown (2003) claims that speaking is a constructive talent that can be immediately and scientifically examined. Speaking is a form of verbal communication that individuals employ and can be witnessed immediately as they talk. Since the goal of learning a language is to be able to communicate with others, speaking becomes the most crucial ability. When two or more individuals are conversing and they are aware of each other's meanings, communication will flow naturally. It became a collaborative process of constructing meaning also refers to a method, reception, and filtering of transfer from one person to the next.

## **1.2. Types of Speaking**

Brown and Abeywickrama (2018) suggested five types of speaking.

### **1.2.1. Imitative**

This is merely repeating words, phrases, or sentences while concentrating on pronunciation rather than meaning comprehension or transmitting. Short-term listening is required for quick retention.

### **1.2.2. Intensive**

This calls for minimum engagement and the production of brief speech segments to show mastery of particular grammatical, lexical, or phonological concepts. Sentence completion, reading aloud, and guided responses are among the tasks.

### **1.2.3. Responsive**

This refers to quick exchanges, understanding at the level of greetings, quick talks, and basic exchanges, usually with a stated cue and little to no follow-up.

### **1.2.4. Interactive**

These are lengthier, more intricate conversations involving several people that can be broken down into transactional (sharing certain information) and interpersonal (preserving social connections) encounters. It makes use of colloquial language and sociolinguistic norms.

### **1.2.5. Long (Monologue)**

This type of the speaking skill comprises narratives, speeches, and presentations.

## **1.3. Aspects of Speaking:**

KatayaanaPhist (2023) as cited in Samad et al 2017 identified the following speaking aspects: vocabulary, grammar, fluency, and pronunciation.

### **1.3.1. Vocabulary**

Vocabulary, which may be defined as a group of words with unique meanings for particular purposes, is the first thing to take into account. The content of an idea is described by a specific phrase, which can define an object, action, or concept. In a conversation, using the right word helps to prevent misunderstandings, because one's proficiency with vocabulary determines their level of linguistic comprehension.

### **1.3.2. Grammar**

The rules that control the arrangement and relationship of words in phrases and sentences are known as grammatical rules. A language's structure is governed by a set of rules called grammar and have the ability to link language components. It is considerably simpler for someone to convey ideas orally or in writing when language units are combined effectively. This helps speakers and writers develop their thoughts.

### **1.3.3. Fluency**



Fluency is necessary to know how to convey ideas to others and refrain from using filler words like "um" and "ah" when speaking. According to Levis (2006), fluency is the ability to speak clearly, quickly, and with the right words without having to concentrate too much. Such remarkable fluency boosts self-expression confidence and strengthens communication abilities.

#### **1.3.4. Pronunciation**

Pronunciation, which is the act of saying a word correctly, is crucial to speaking. The process of producing a distinct sound through the use of voice setting, intonation, stress, aspiration, and voicing is known as pronunciation. In speech, pronunciation is crucial because it conveys the meaning of the words being said. If a word is mispronounced, the listener is probably going to interpret it incorrectly. Pronunciation, then, is the process by which a language generates a recognized and clear lexical term.

#### **1.4. Importance of Speaking**

Learning English as a foreign language has become essential in today's globalized world to communicate and apply for jobs abroad. In fact, improving students' oral performance in the classroom becomes essential. Dihkra (2018 ) said that for the majority of people, becoming proficient in speaking is the one most crucial element in learning a second or foreign language, and proficiency is determined by one's ability to hold a conversation in the target language.

Furthermore, a lot of individuals think that learning a language and speaking it are interchangeable. Since speech is the most fundamental form of human communication, Celce-Murcia (2001) notes that "knowing a language is synonymous with being able to speak it."

(p. 203).

## **1.5. Speaking and Listening**

Actually, speaking and listening work together to complete the oral communication process. Renukadevi (2014) states:

*Listening is the most significant part of communication as it is pivotal in providing a substantial and meaningful response. Especially in learning a language for communicative purpose, listening plays a vital role, as it helps the language learner to acquire pronunciation, word stress, vocabulary, and syntax and the comprehension of messages conveyed can be based solely on tone of voice, pitch and accent; and it is only possible when we listen. (p. 60)*

That is to say, the development of the speaking skill starts with listening since it gives students the practice and role models they need to get better at speaking.

## **1.6. Activities for Teaching Speaking**

EyupYashar (2016) specified three types of classroom practice activities:

### **1.6.1. Awareness**

Attention should be to vocabulary, grammar, social norms, and other aspects of language. It entails: attention: Sparking students' curiosity, noticing: Observing what is going on in the classroom and understanding: Acknowledging grammatical conventions.

#### **1.6.1.1. Using Recordings**

Without engaging in a conversation, students listen to audio resources that are scripted, semi-scripted, or authentic while concentrating on grammar, vocabulary, and intonation.

#### **1.6.1.2. Using Live Listening**

As they pay attention to the instructor or a guest speaker, students can participate by asking questions, offering clarifications, and making comments.

### **1.6.1.3. Using the Noticing the Gap Activity**

Students complete an activity, watch a skilled a speaker complete it, note any differences, and try to complete it correctly.

## **1.6.2. Appropriation**

It is important for students to understand when to use language elements appropriately.

### **1.6.2.1 Drilling and Chanting**

To enhance intonation and articulation, students might drill (repeat words, phrases, and sentences) or chant (use songs and games). Asking classmates questions is one way to aid in the memorization of new terms and colloquial idioms.

### **1.6.2.2 Writing Assignments**

Activities such as dictation—in which the teacher dictates while the students write—help enhance students' speaking abilities. They include; Group Conversations in which Students record group discussions on paper and Rewriting where students alter conversations by using novel structures (like passive voice).

### **1.6.2.3 Reading Aloud**

To assist them focus on speaking without stress, students read aloud from a text while paying attention to pronunciation, pauses, and stressed words.

### **1.6.2.4 Dialogues**

Acting out dialogues gives pupils practice with vocabulary and grammatical structures, which improves language acquisition.

## **1.6.3. Autonomy**

Described as the ability to self-regulate performance by taking charge of previously instructed abilities, resulting in impulsive and self-directed behavior.

### **1.6.3.1 Talks and Presentations**

Students practice real-world communication by giving speeches in front of their peers and encouraging discussion by asking clarifying questions.

### **1.6.3.2 Role-playing**

Promotes language use and aids in pupils' overcome of tension, shyness, anxiety, and fear.

### **1.6.3.3 Discussions and Debates**

Discussions are typical in EFL lessons; these allow students to freely express their thoughts and opinions, which build confidence and autonomy.

## **1.7. Difficulties with Speaking**

Ur (1991) states four difficulties of the speaking skill:

### **1.7.1. Inhibition**

Worrying about making mistakes, fearing judgment or looking foolish, or just being bashful of the attention their words draw.

### **1.7.2. Nothing to Say**

Students are unable to come up with anything to say.

### **1.7.3. Low or Uneven Participation**

Some students have a propensity to speak more than others, thus others either speak very little or not at all.

### **1.7.4. Mother Tongue Usage**

When in class, learners would rather speak in their mother tongue than the target language.

While Esti (2022) as cited in Brown 2001 mentioned these two difficulties:

#### **1.7.4.1 Affective factors**

These are the learner's worries about the possibility of saying anything incorrect, foolish, or difficult to understand. The language ego, which tells people, "You are what you speak," causes learners to be afraid of what other people will think of them.

#### **1.7.4.2 Interaction effect**

The interactive element of communication presents learners with more challenges while speaking than the variety of words, sentences, sounds, and discourse patterns that make up any given language.

### **Section 2: Podcasting**

#### **2.1. Definition of Podcasting**

The term "podcast" first appeared in 2004 to describe a technique for individuals to subscribe to media content via a mechanism known as Really Simple Syndication (RSS). This subscription permitted the media file to be automatically downloaded onto the user's computer and then transferred to a portable media device, such as the iPod. The term "podcast" was created to describe this procedure, derived from the words "iPod" and "broadcast," indicating the medium's interoperability with Apple's popular device.

This new technique marked a substantial departure from traditional broadcasting methods, allowing viewers to tailor their media consumption experiences to their interests and schedules. Podcasts enabled easy access to a wide range of audio content by utilizing RSS feeds.

Moreover, podcasts made content creation and dissemination more accessible by providing a forum for people and organizations to share their knowledge, experiences, and insights with a worldwide audience. Podcasts' ease of use and accessibility transformed the way people interacted with and consumed media, bridging time and location gaps.

According to Kaliym (2007), podcasts marked the beginning of the democratization of media, enabling producers and listeners to engage in a dynamic interchange of ideas and knowledge on a never-before-seen scale.

Thus, a podcast is a type of digital audio program that can be played or listened to again at any time. It is saved as a multimedia file that can be downloaded to a variety of devices, including PCs, iPods, and other compatible devices. New versions and timely upgrades can be downloaded quickly—sometimes even automatically.

Greg et al, (2008) claims that web-based audio (or video) content is nothing new, but podcasts are appealing because of their combination of benefits: continuous availability, mobility, simplicity in administration, automation, and affordability).

## **2.2. A Historical Background of the Podcast**

Early in the new millennium, podcasts and podcasting gained popularity as a result of developments in web-based technologies that made it easier to distribute audio files and make portable audio devices more reasonably priced. Originally referred to as "audio-blogs," the idea became popular among online radio presenters who loved the process of producing and disseminating audio content. Ben Hamersley first used the term "podcasting" in 2004. Since then, it has quickly gained popularity and recognition; in 2005, the New Oxford American Dictionary named it the "word of the year." Universities like Duke University started investigating podcasting's possibilities for learning and teaching when it became widely popular, despite its beginnings in entertainment and information distribution.(Gilly et al, 2007)

## **2.3. Types of the Podcasts**

Podcasts come in various formats. Erwin (2018) categorised them into the following:

### **2.3.1. Audio-Based Podcasts**

Some podcasts only have audio; they don't include any visuals, therefore the listener is only provided with an auditory experience.

### **2.3.2. Audio-Visual Podcasts**

Certain podcasts combine audio and visual components to provide listeners a comprehensive experience.

### **2.3.3. Mixed Media Podcasts**

On the other hand, some podcasts provide consumers with a variety of multimedia experiences by combining audio information with static visuals.

## **2.4. The Use of Podcasts in EFL Classrooms**

Podcasting is a popular method of delivering lectures in a variety of educational contexts, subjects, and levels that lets students catch up on everything they missed. It improves learning by enabling students to produce and distribute knowledge. Applications for podcasting include capturing talks, news pieces, minutes from meetings, and project support. It is consistent with theories of second language learning that emphasize production and peer interaction, especially those of Swain and Lapkin. According to Lara and Lara (2001) as cited in Meng 2005, the introduction of MP3 and podcasting technologies has brought life back into the classroom. This is demonstrated by Osaka Jogakuin College, which gave its students iPods filled with instructional materials. Podcasts are becoming more and more popular in education around the world, with certain initiatives aimed at enhancing pronunciation.

Maria Joseh (2023) suggests that podcasts in EFL education play a key role in preparing learners for modern challenges. Skills in communication, critical thinking, and autonomy align with the necessities for thriving today, where effective communication, adaptability, and self-directed learning are essential for personal and professional growth. Thus, podcasts serve not just as a language learning tool but also significantly enhance the essential skills needed to succeed in the 21st century.

## **2.5. Benefits of the Podcast**

Stine et al (2018) as cited in Luna & Cullen 2011, believe that the following elements can represent the positive side of podcasts:

### **2.5.1. Flexibility and Convenience**

Podcasts allow learners to consume instructional content at their own pace and on their own time, making it easier to fit learning into busy schedules and personal preferences. This adaptability enhances accessibility, enabling students to engage with educational materials while at home, exercising, or traveling.

### **2.5.2. The Ability to catch up on Content**

Podcasts serve as a resource for students who miss lectures or lessons, providing on-demand access to recorded materials. This allows students to review and catch up on missed content, helping to fill any knowledge gaps and continue their learning process uninterrupted.

### **2.5.3. The Capability of Reducing Distance-Students Isolation**

Podcasts help reduce feelings of loneliness among remote learners by creating a virtual connection to the material, fostering participation in discussions, and promoting a sense of community. This virtual bridge helps distant learners feel more included and connected to their educational environment.

### **2.5.4. Student Engagement**

The dynamic and engaging nature of audio content in podcasts increases student involvement and interest in class activities. With storytelling, interviews, and discussions, podcasts create an immersive learning environment that enhances attentive listening and reflection, boosting student motivation and engagement.

### **2.5.5. Improving Learning and Boosting the Learning Experiences**

Podcasts improve learning outcomes by catering to various learning styles, particularly auditory learners. Their portability and accessibility provide additional resources



beyond regular classroom instruction, reinforcing key concepts and enriching the overall educational experience across different subjects and levels.

## **2.6. Challenges of Podcasting**

Podcasts face a multitude of challenges and obstacles, therefore. Bharat (2023) suggests some of them:

### **2.6.1. Discoverability**

There are more than two million podcasts available. For new podcasts without an established following or marketing plan, this is a big obstacle that may easily lead to them being overlooked. Growing their audience beyond their niche appeal is a challenge for niche podcasts, as rising podcasts' visibility and growth are hampered by established shows with substantial fan bases. Moreover, modifications to platform algorithms may cause previously well-liked podcasts to lose their prominence and make it more difficult to suggest new ones. Discoverability is further hampered by inadequate optimization of metadata, such as titles and descriptions. Podcasters need to use aggressive marketing tactics, carefully optimize metadata, and provide engaging material that speaks to their target listenership in order to overcome these obstacles.

### **2.6.2. Monetization**

Podcast monetization offers a plethora of alternatives, ranging from sponsorships to product sales; yet, smaller podcasts face challenges in generating cash. This field has a number of obstacles, such as the difficulty of drawing in sponsors while having a large audience and the difficulty of drawing in advertisers due to the audience's small size. Moreover, podcasts that only depend on sponsorships may experience volatility in the market, which could have an impact on their sources of income. Challenges arise when attempting to adopt membership/subscription structures or secure donations from listeners, particularly for podcasts that are less established or new. Moreover, merchandising endeavors necessitate

significant brand-building endeavors and audience devotion. Adopting a diversified approach to revenue generating that is customized to each podcast's particular circumstances and audience is often necessary for successfully navigating these hurdles.

### **2.6.3. Competition**

Numerous shows are fighting for listeners' attention in the competitive podcasting market. Podcasters need to set themselves apart and offer their audience something special if they want to succeed. It can be difficult to stand out in the profusion of podcasts covering a wide range of subjects and hobbies. However, podcasts can establish their specialty and draw listeners by providing unique and captivating content, such as drama, humor, or difficult assignments. Collaborating with other podcasts or influencers, as well as utilizing social media and other marketing platforms for strategic promotion, can increase exposure and grow the audience. In the end, the secret to success is to continually provide educational, engaging, and high-quality content that connects with the listener, creating a deep bond and allowing the podcast to flourish in the cutthroat world of podcasting.

### **2.6.4. Production Quality**

A podcast's ability to stand out from the competition and draw in and keep listeners depends heavily on its production quality. Although some podcasts are made with very little, a podcast with excellent production value can stand out. Assuring sound quality, particularly in areas with background noise, devoting time to painstaking editing to eliminate unwanted noise or interruptions, controlling the caliber of guest interviews, upholding uniform production standards, and handling post-production duties like adding sound effects and music are common obstacles in accomplishing this. Podcasters can overcome these obstacles by making quality equipment investments, creating standardized workflows, and using technologies to automate repetitive tasks. Podcasters may create engaging and satisfying content for their audience by constantly honing their craft and putting quality first.

## **Conclusion**

This theoretical chapter has provided a comprehensive review of the speaking skill and podcasts, establishing a foundation for exploring their intersection in language learning. The first section highlighted the multifaceted nature of speaking skills, emphasizing the critical elements of vocabulary, grammar, fluency, and pronunciation, and discussed their importance in EFL contexts. It also outlined the intrinsic link between speaking and listening skills, the various activities used to teach speaking, and the common difficulties learners encounter. The second section offered an in-depth look at podcasts, tracing their historical development and categorizing their various types. It discussed the ways in which podcasts can be utilized in EFL settings, detailing their numerous benefits, such as providing authentic language input and flexible learning opportunities, as well as the challenges, including technical issues and the need for appropriate content selection. The theoretical groundwork laid here will support the subsequent practical exploration in the following chapters, where the effectiveness of podcasts in improving speaking abilities will be empirically examined.

## **Chapter Two: Research Methodology, Results and Discussion**

### **Introduction**

This chapter contains two main sections; the first one is about the research methodology that is adopted in the study, it includes detailed information about the participants, the research means used for the collection of data and procedures which are the methods which are used for the analysis of the data. The second chapter presents the findings of the study and their discussion. The chapter also discusses the limitations and the suggestions for future research.

### **Section 1: Research Methodology**

#### **2.1.1 Participants**

The participants of the study are fifty students of intermediate B1 level. They are both female and male students. They were selected purposively. Two teachers of English language at Al-AMEED Private Institute in Mila city took part in the study. They have been teaching speaking for more than five years and believed to have a sufficient experience dealing with podcasts in their classmates.

#### **2.1.2 Research Means**

Data were gathered using two different means. An interview and a questionnaire. A questionnaire consists of twenty-first questions or items designed to elicit data on the respondents' attitudes, experiences, or opinions regarding the effectiveness of using podcasts in classrooms. It was developed based on the basic questions the study is centered around. The questions are, close-ended, open-ended and multiple choice questions. These questions are answered through ticking the corresponding boxes, justifying or explaining where it is necessary. The questionnaire is divided into three sections. The first section (Q1-Q3) is

mainly about students' background. The second section (Q1.-Q6) attempts to elicit learners' opinions and attitudes towards the speaking skill. The third section (Q1.-Q6) is about the use of podcasts in classrooms and daily life. The last section (Q1-Q7) is all about the role of using podcasts in enhancing the speaking skill.

Interviewing is a dialogue aimed at collecting qualitative data. It is used in survey designs as well as in exploratory and descriptive studies. For this study, a semi-structured interview was designed. It contains eight questions directed to two teachers in a private institute for learning languages. It focuses on teachers' attitudes towards the use of podcasts, their types, benefits and challenges. The two interviewees were purposively selected; the researcher believed they would be very helpful for the elicitation of the most appropriate data. Initially, both interviewees had a teaching experience at private institutes. They were experienced teachers, aware of pedagogical issues, and thanks to their experience, they provided a valid contribution to the study.

One interviewee was approached for the interview in his office at the institute, and the other was interviewed in his classroom with the intermediate learners. The interview lasted approximately 05-10 minutes. It was explained to them that they would remain anonymous.

### **1.3. Procedures of Data Analysis**

The data gathered through the questionnaire and the interview were analyzed using both qualitative and quantitative methods. The data were categorized according to related themes. Such categories were systematically analyzed and summarized.

## **Section Two: Analysis of Results and Discussion**

This section presents the findings of the study. These findings are obtained from the questionnaire that was delivered to students and the interview given to teachers. These findings are first described and then discussed. Limitations of the study and the suggestions for future research are also highlighted.

### 2.2.1. Students' Questionnaire

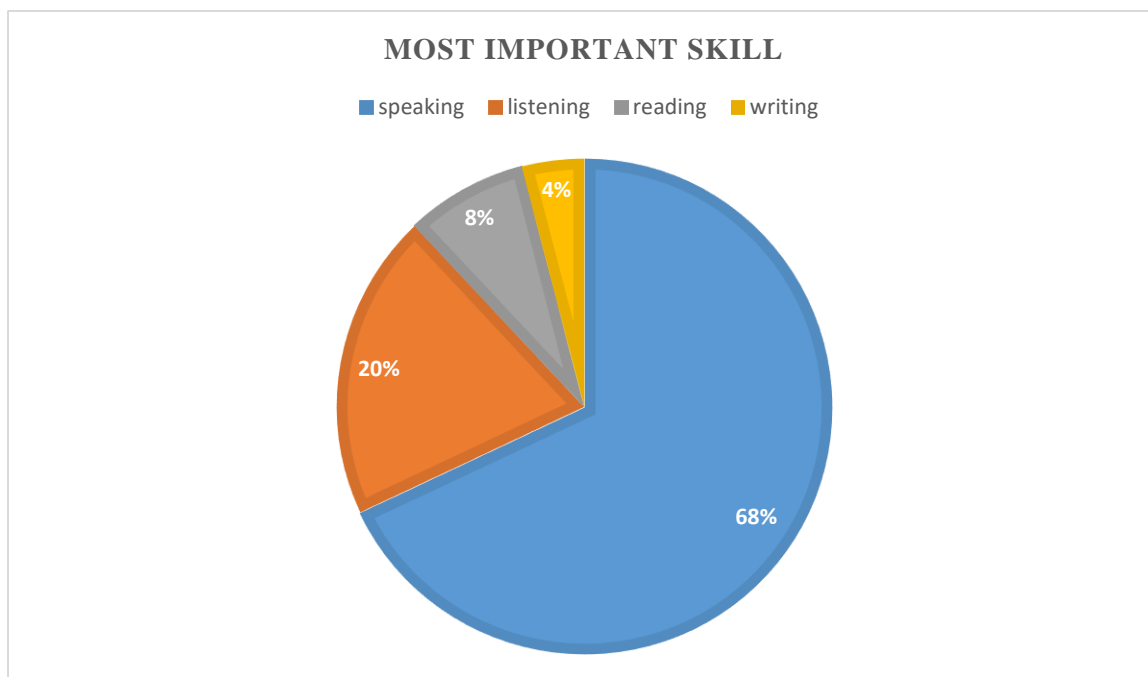
There were four main themes that emerged from the data. These include; students perceptions regarding the speaking skill, the use of podcasting inside and outside classrooms, benefits, and challenges. .

#### 2.2.1.1. Students Perceptions regarding the Speaking Skill (Questions;3, 4, 5& 6)

Under this theme, a number of categories emerge. They include, importance, self-assessment, importance, speaking practice habits, and difficulties.

##### Q1: What do you Think is the most Important Skill ?

Answers to this question are shown in figure 1 below.



**Figure 1**

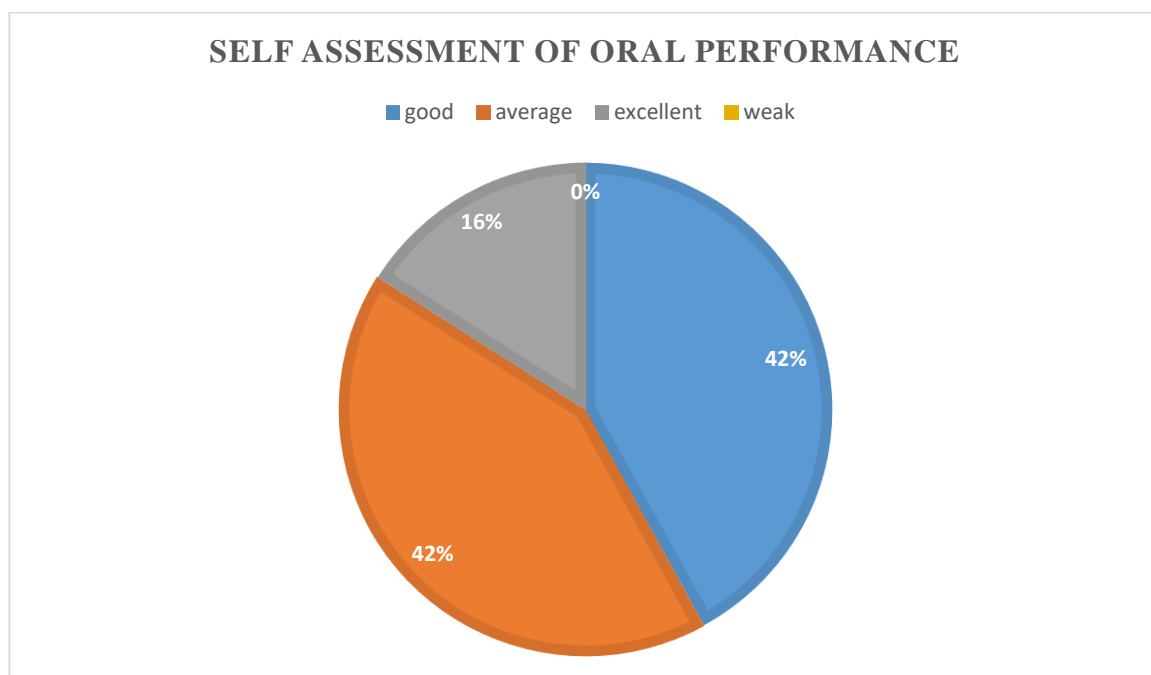
#### **Students Perceptions Regarding the Most Important Skill**

The majority of the students (68%) said that speaking was as the most crucial language ability. This highlights the importance of oral communication instruction for pupils, which is necessary for using language in real-world situations. Only 20% of these students believed that listening was the most important skill they had to master. According to Brown (2000),

speaking is frequently seen as the most important ability for successful second-language acquisition since it requires language processing and output in real time. Furthermore, Richards (2008) points out that students frequently give speaking priority because it has a direct impact on their capacity for interaction and meaningful discourse.

### **Q2: How do you assess your oral performance in English?**

The students answers to this question re shown in figure 2 below



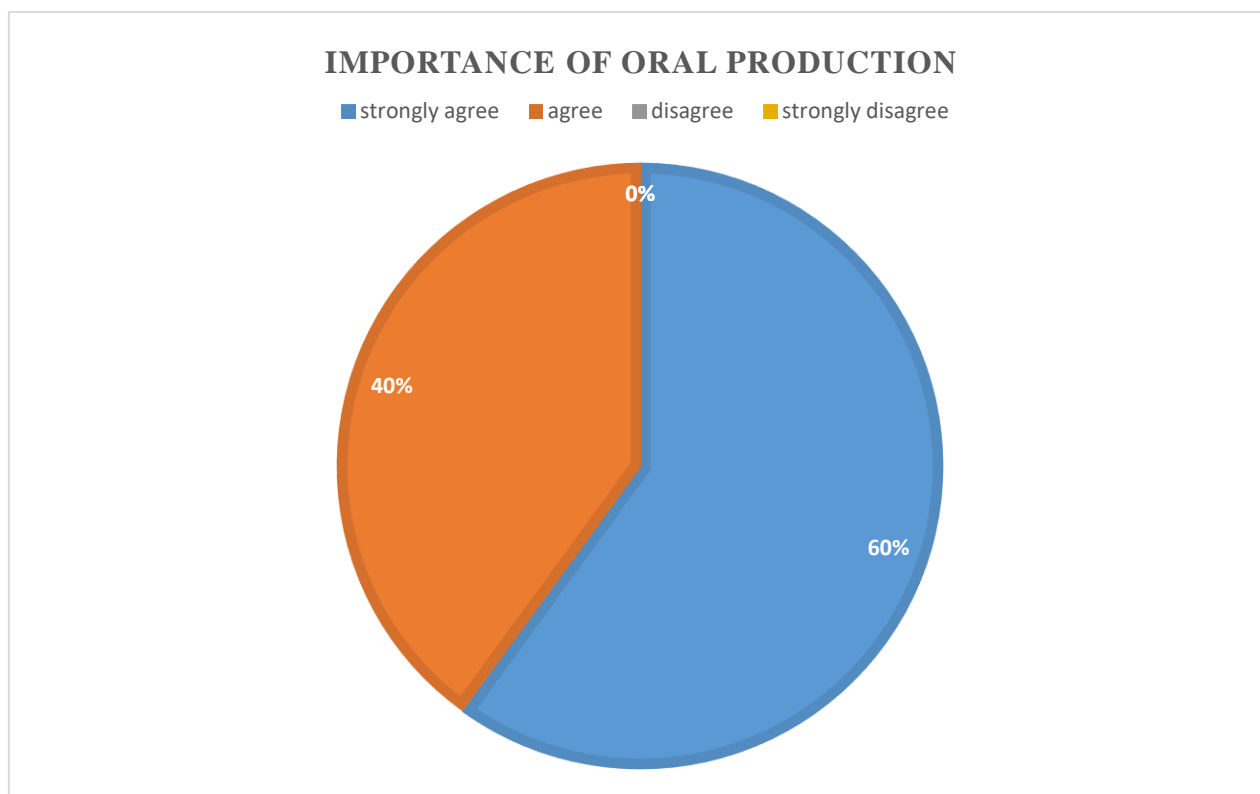
**Figure 2**

#### **Students Self -Assessment of their Oral Performance**

Figure 2 shows that 42% of students believed that they were good at speaking. What was really surprising was the fact that the same proportion of students; 42% considered their performance e medium or average. Only 16% of students saw they were great at speaking, and none at all thought they were weak. This indicates a, generally, favorable opinion of one's own speaking ability. Self-assessment can be extremely important to learning, according to Nicol and Macfarlane-Dick (2006), since it helps students identify their areas of strength and growth mentality.

**Q3: Is it important for EFL learners to develop their oral production?**

Figure 3 presents the answers to this question.



**Figure3**

### **Importance of Developing Speaking**

Findings show that 60% of the respondents strongly agreed that it was important to develop speaking whereas 40% agreed that it is crucial for EFL students to improve their oral production. This broad consensus highlights how important speaking abilities are to language acquisition. According to Thornbury (2005), oral production development is essential because it enhances learners' total communicative competence and empowers them to use language responsibly and successfully in a variety of circumstances.

**Question4: Do you practice speaking in English ? How?.**

Students responses to the question are shown on figure 4.1 below.



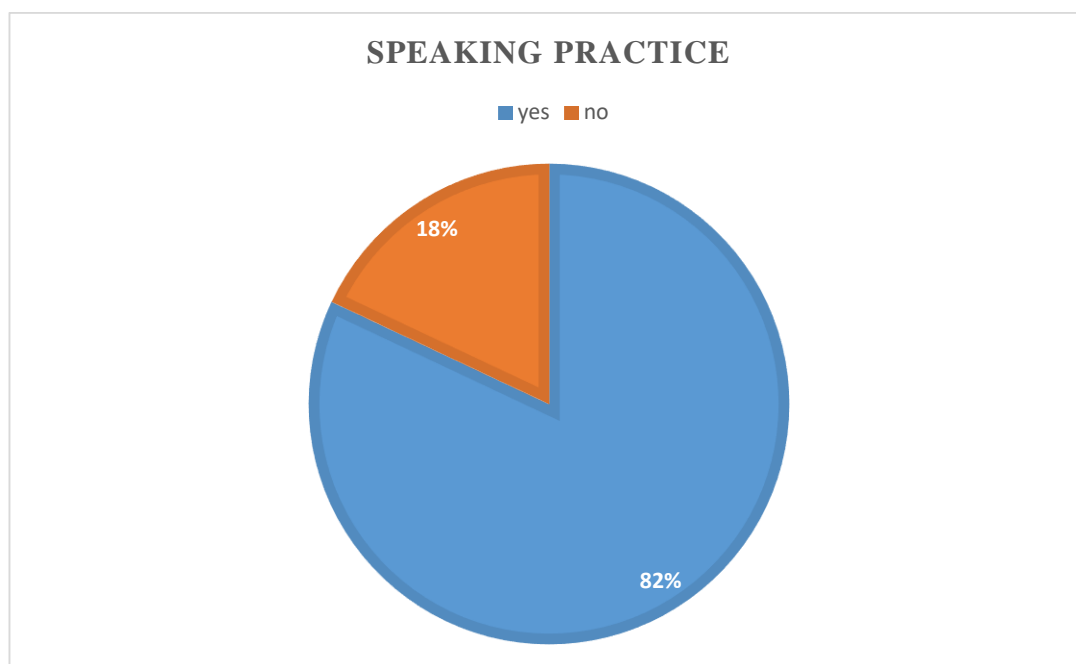


Figure 4.1

### Practicing Speaking

The activities that students engage in to enhance their speaking abilities are shown on figure 4.2 below



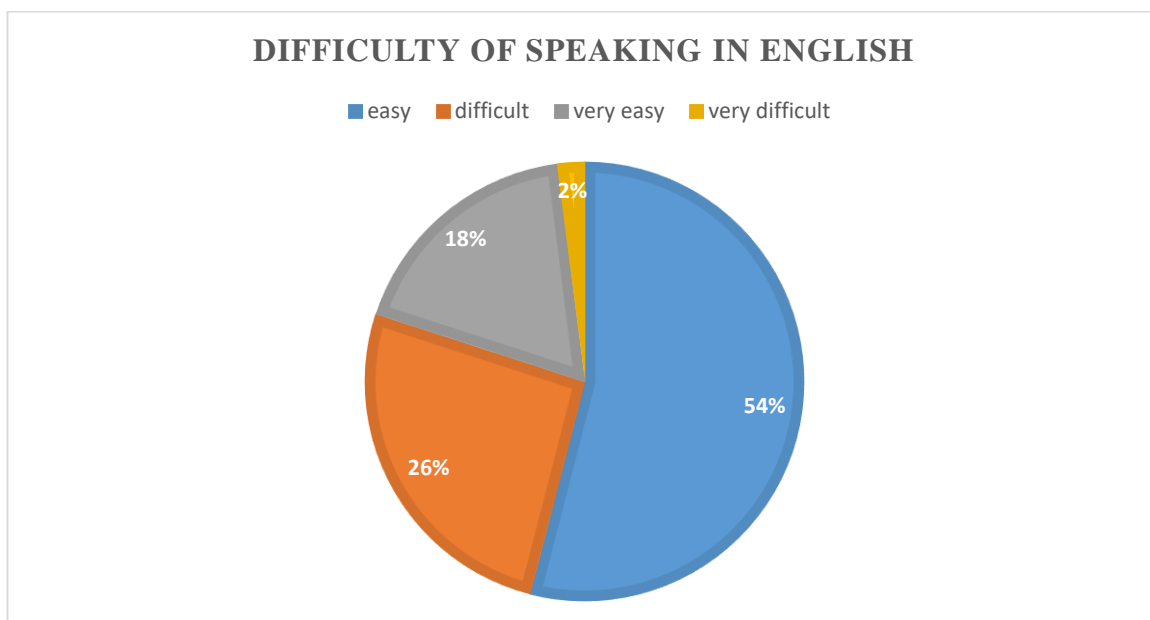
Figure 4.2

### Speaking Practice Activities

The figure above shows that The majority of students (82%) practise speaking English through a variety of activities, including conversing (32%), listening to audio files in English (26%), and speaking in public (14%). 12% of the students combine these strategies. The employment of various techniques to improve oral abilities is reflected in the diversity of practice approaches. According to Harmer (2007), exposing students to a variety of situations and modes of communication and varied speaking exercises enhance the development of language proficiency and accuracy.

#### Q5: How do you Find Speaking in English?

Answers to this question are presented in the following figure.



**Figure 5**

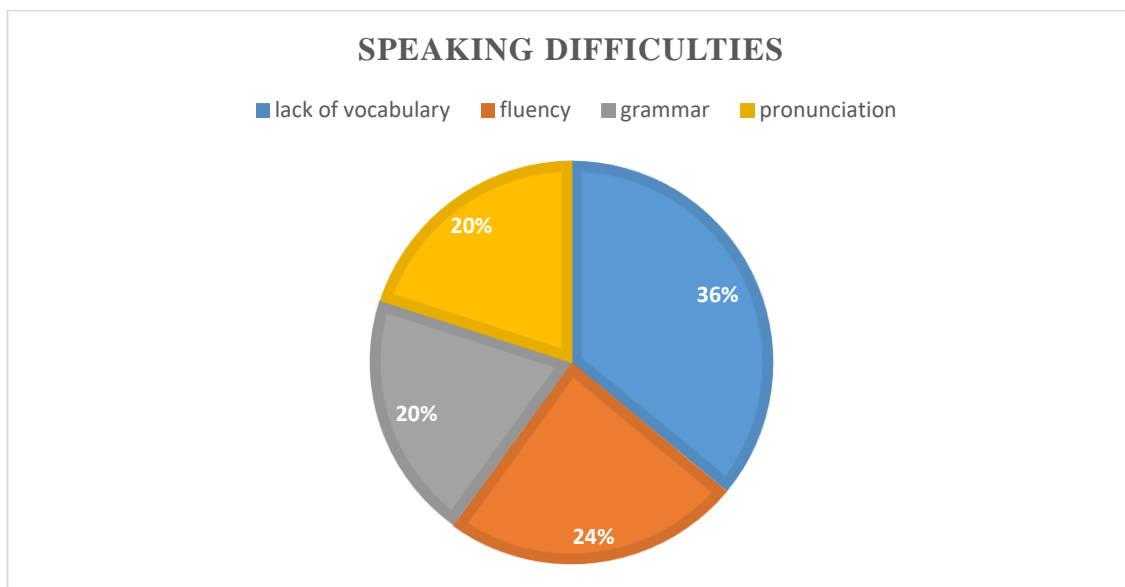
#### Difficulty of Speaking in English

The majority of students found it easy (54%) to speak in English. 26% of these students believed it was very difficult. Only (18%) of the respondents thought it was easy . the least percentage of students (2%) believed it was very difficult. This distribution shows that most students have a good attitude towards speaking, but it also shows that a significant number of students have difficulties. According to Lightbown and Spada (2013), confidence,

language skill, and the availability of practice chances can all have an impact on how difficult speaking is perceived.

**Q 6: What are the difficulties you encounter when you speak in English ?**

Answers to this question are presented on figure 6 below.



**Figure 5**

**Speaking Difficulties**

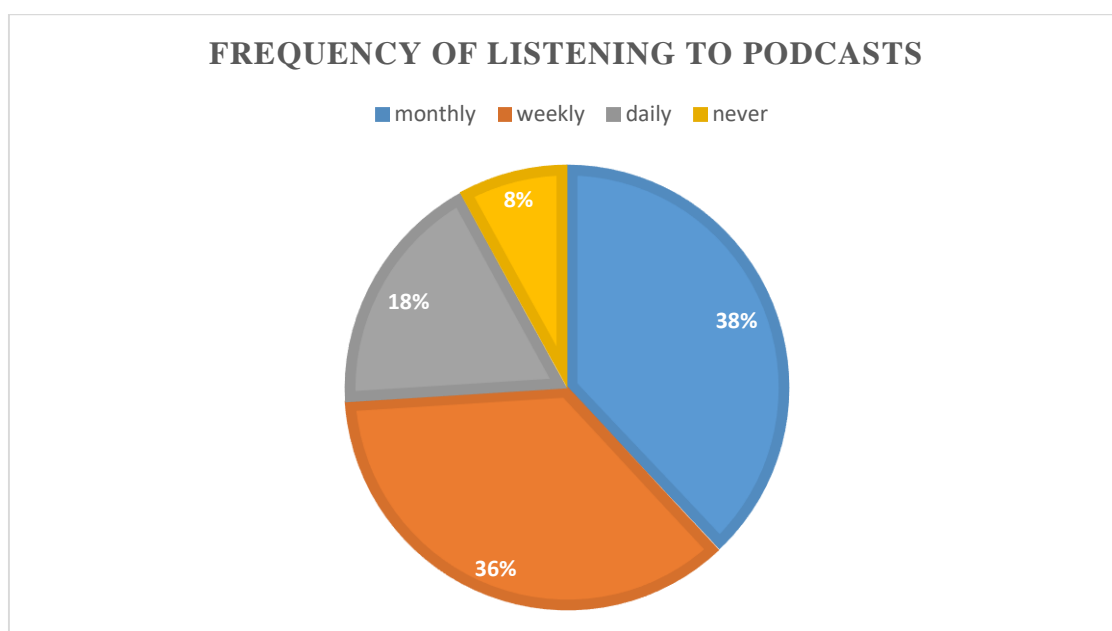
Figure 6 above shows that lack of vocabulary is the biggest barrier that students have while speaking English (36%), followed by problems with fluency (24%), grammar (20%), and pronunciation (20%). These difficulties are typical of language learners and might make communication less efficient. According to Nation (2001), vocabulary plays a critical role in language proficiency since it directly impacts learners' capacity for precise and clear communication. Similar to this, precise practice and feedback are necessary for speaking fluency, grammar, and pronunciation.

### 2.2.1.2 Students Perceptions Regarding the Use of Podcasts inside and outside Classrooms

Under this theme, a number of categories emerge. They include; frequency, categories, perceptions, and influence on the speaking aspects (vocabulary, grammar, pronunciation and fluency)

#### Q 7: How often do you listen to Podcasts?

Figure 7 below show the students responses to this question.



**Figure 7**

#### The frequency of Listening to Podcasts

Findings show that 38% students listened to podcasts once a month and 36% once a week, the majority of students are somewhat regular podcast listeners. Only 18% of the respondents said they listened to podcasts every day, while 8% said they never did. This indicates that among students, podcasts are a comparatively popular media for language exposure. As constant exposure to the language aids in the development of a better understanding and familiarity with various accents and terminology, Hasan and Tan (2013)

claim that listening to English podcasts on a regular basis can improve listening skills and comprehension.

### Q 8: How Long do you Listen to Podcasts?

The following figure provides the answers to this question.

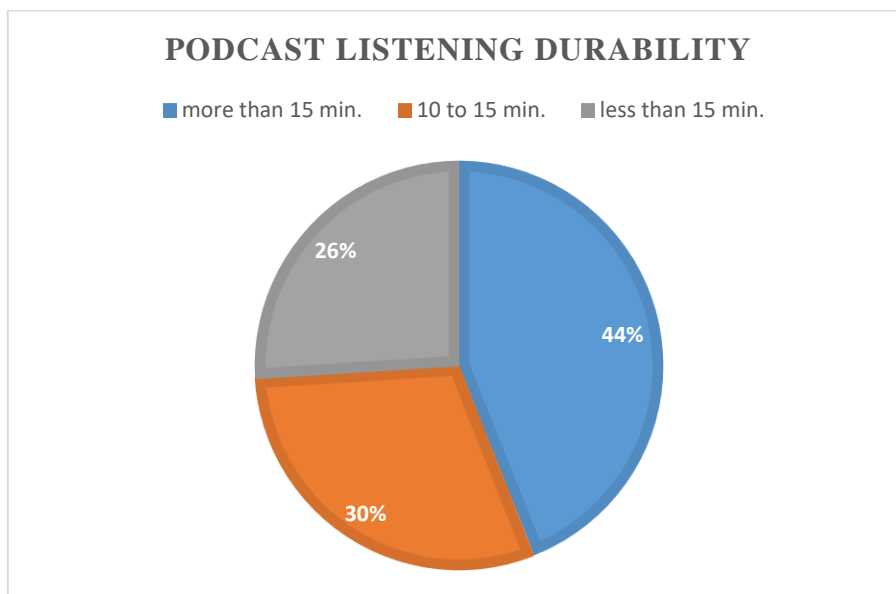


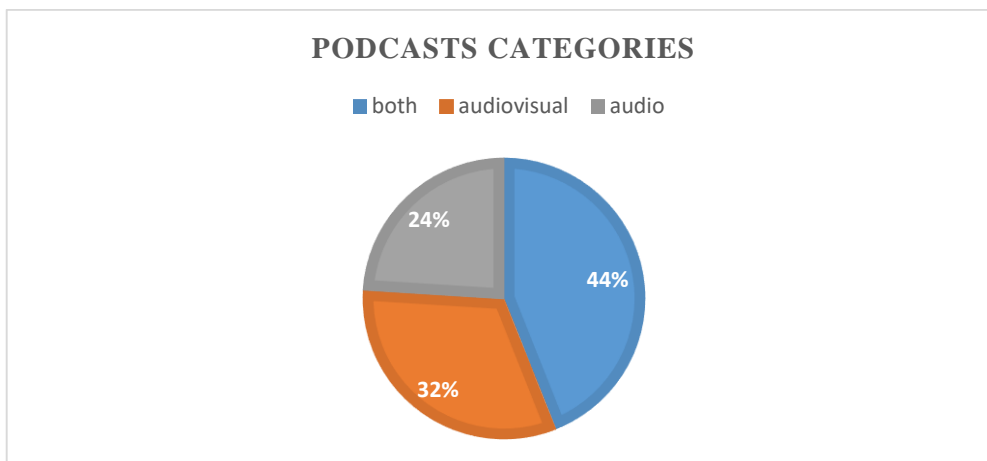
Figure 8

#### Podcast Listening Durability

The majority of students (44%) said they used to listen to videos for more than fifteen minutes, suggesting a consistent interest in the subject matter. 30% of these students said they used to listen to podcasts in English for ten to fifteen minutes. 26% of them used to listen to these videos for less than 15 minutes. Different attention spans and levels of interest are suggested by this difference in listening length.

### Q 9: What is the Category of Podcasts you often listen to?

Figure 9 below presents the answers to this question.



**Figure 9**

### Podcasts Categories

Results show that a significant proportion of students (44%) preferred both audio and audiovisual podcasts, indicating that they liked the integration of visual signals and auditory information. 32% of the respondents liked audio visual podcasts. The inclination for audio-only podcasts was the choice of 24% of the students.

### Q 10: What are the English Podcast Channels you have listened to recently?

Table 1 below shows students answers to this question.

Channels' name		%
<b>Educational Podcasts (Language Learning)</b>	6 Minutes of English, Coffee English, Learn English Smartly, Luke's English Podcast, Speak English Smartly, Spoonfed Study, Learn English, Learn English Everyday.	<b>18</b>
<b>General Education and Knowledge</b>	TED, Listening Time, American English Podcast, Renaissance, Periodization, The Inventor	<b>16</b>

<b>Popular and Lifestyle Podcasts</b>	Joe Rogan Experience, Jay Shetty, Russell Brand, LexFridman, Skeptics Guide, Straight Talk, Deep Dive with Ali Abdaal: 2%Moorider, Bailey Sarian, Kennei JD	<b>24</b>
<b>Special Interest</b>	Criminal Investigation, Sport Podcasts, Else Vet, Einzelgänger, Islamic Podcasts	<b>10</b>
<b>Not Specified/No Preference</b>	Not specific Don't follow any	<b>32</b>
<b>Total</b>		<b>100</b>

#### **The English channels Learners Listen to**

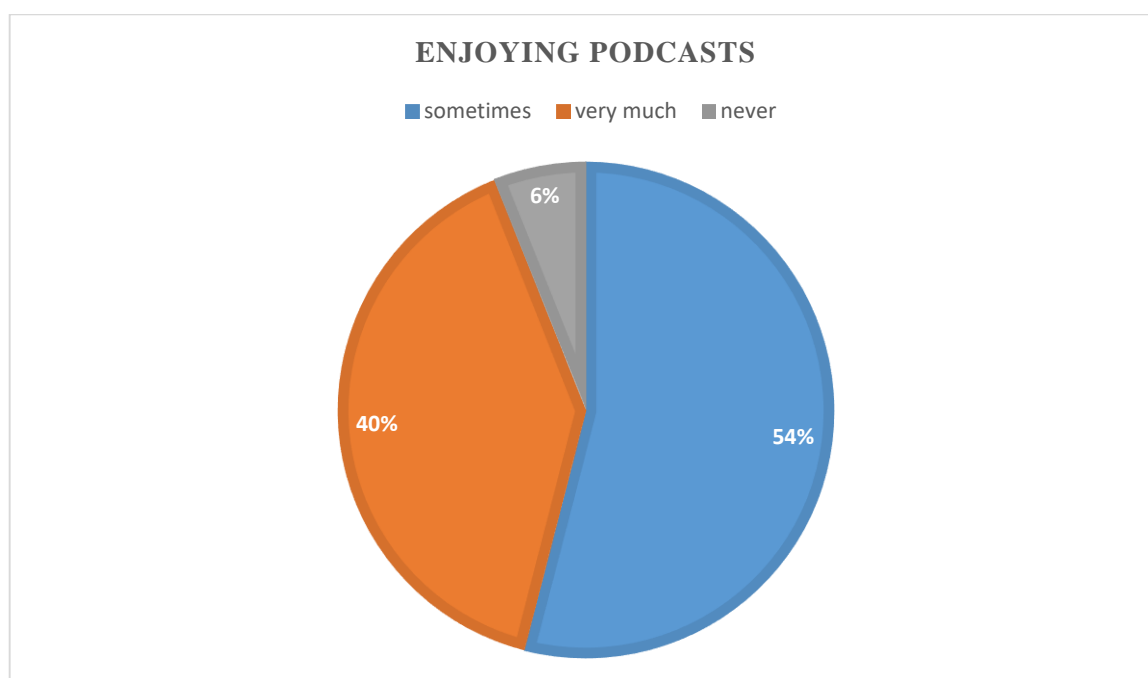
Table 1 above shows that 24% of students tuned in to podcasts that are Popular Lifestyles, such as "Joe Rogan Experience" and "Russell Brand." The variety of topics that students are interested in is reflected in the entertaining and educational content offered by these podcasts. Such podcasts, according to Campbell (2005), can keep students interested and motivated by discussing topics they find personally fascinating. Findings also show that 18% of students reported listening to podcasts like "6 Minutes of English," "Coffee English," and "Luke's English Podcast." This is consistent with a study by Lee and Chan (2007), which shows that instructional podcasts might be useful resources for self-directed language learning by giving students easy access to adaptable practice materials. 16% of the informants said they used to listen to podcasts on General Education & Knowledge. It seems that they wanted to increase their knowledge and enhance their comprehension of English through a variety of thought-provoking and varied content. Examples of these podcasts include "TED" and "American English Podcast". According to Mayer (2009), instructional podcasts that use

multimedia learning might improve comprehension by showcasing content in interesting and diverse ways. Only 10% of students listened to podcasts that focus on certain topics, like "Criminal Investigation" and "Islamic Podcasts." This suggests that students used podcasts to delve further into specialized topics that interested them and could offer context-specific language input. According to Vandergrift (2007), students' motivation and engagement can be raised by listening to material that is in line with their personal interests.

What is really surprising about the results in relation with the categories of podcasts is that the majority of students did not have any particular category of podcasts to listen to regularly. This shows that there may be variation in podcast listening patterns, either as a result of accessibility issues, individual preferences, or knowledge of appropriate podcasts. According to Lightbown and Spada (2013), it's critical to provide students with a diverse range of listening resources in order to accommodate their individual learning preferences and styles.

#### **Q 10: Do you enjoy listening to Podcasts?**

Answers to this question are shown in the figure below.



**Figure 11**

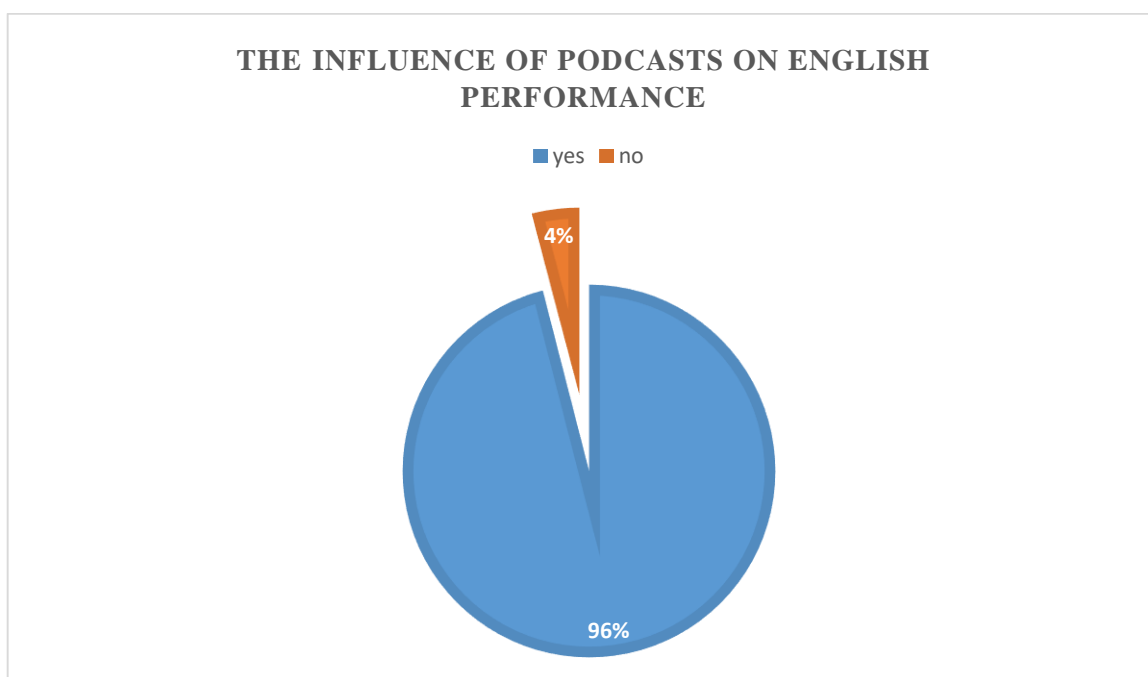


### Enjoying Podcasts

The majority of students had a good attitude towards podcasts. Results show that 54% of the respondents said they sometimes enjoyed listening to them whereas 40% of these students said they enjoyed them a lot. Just 6% of the respondents said they never found podcasts enjoyable. Campbell (2005) asserts that as motivated learners are more likely to take in and remember knowledge, enjoyment and interest in the subject matter can greatly improve the learning results.

#### Q12: Do you think that listening to Podcasts improve your English performance?

Figure 12 below shows students' answers to this question.



**Figure 11**

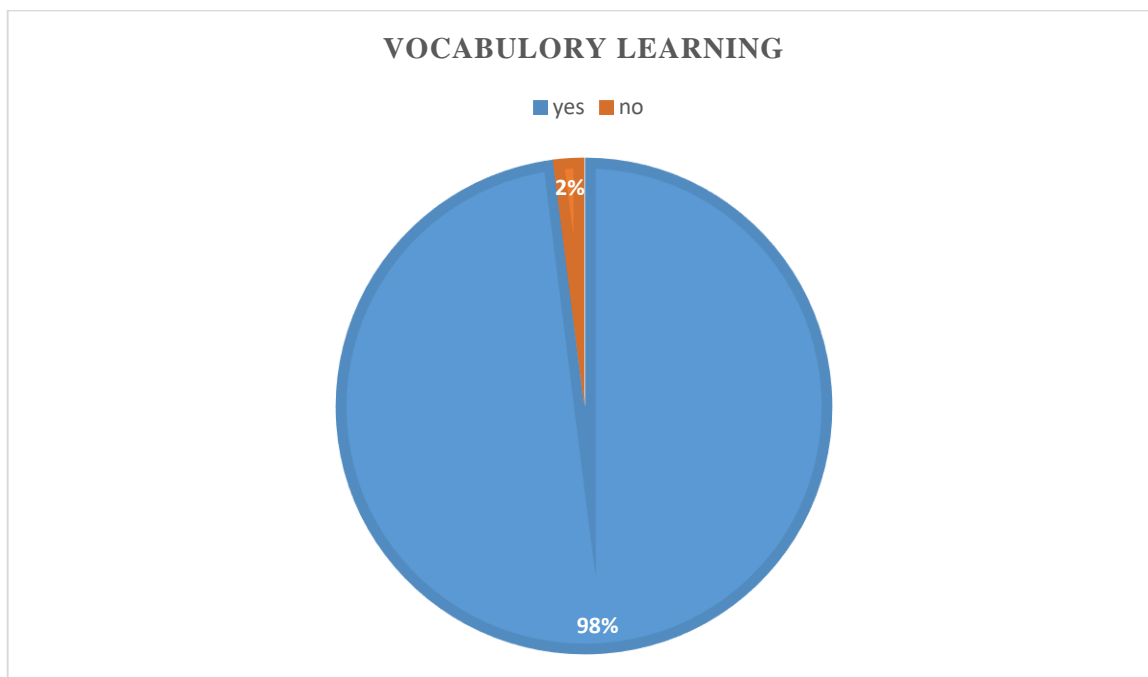
#### The Influence of Podcasts on English Performance

The majority of students (96%) thought that listening to podcasts helped them perform better in English. This view is consistent with the findings of a study conducted by Rosell-Aguilar (2007). He claimed that podcasts could be a useful tool for language learning since

they offered opportunities for repeated listening and real language input, which can improve speaking and comprehension.

**Q13: Does Podcasting Help in Learning New Vocabulary? Explain.**

Students' answers to this question are shown in figure 13 below.



**Figure 12:**

**Students Opinions Regarding the Usefulness of Podcasts in Vocabulary learning**

Findings show that the informants gave different reasons why podcasts helped them acquire new vocabulary items. Table 2 below show these reasons.

Reasons	Percentage
Improved Familiarity of vocabulary Items	76
Appropriateness	16
Both	6
No answer	2

total	100
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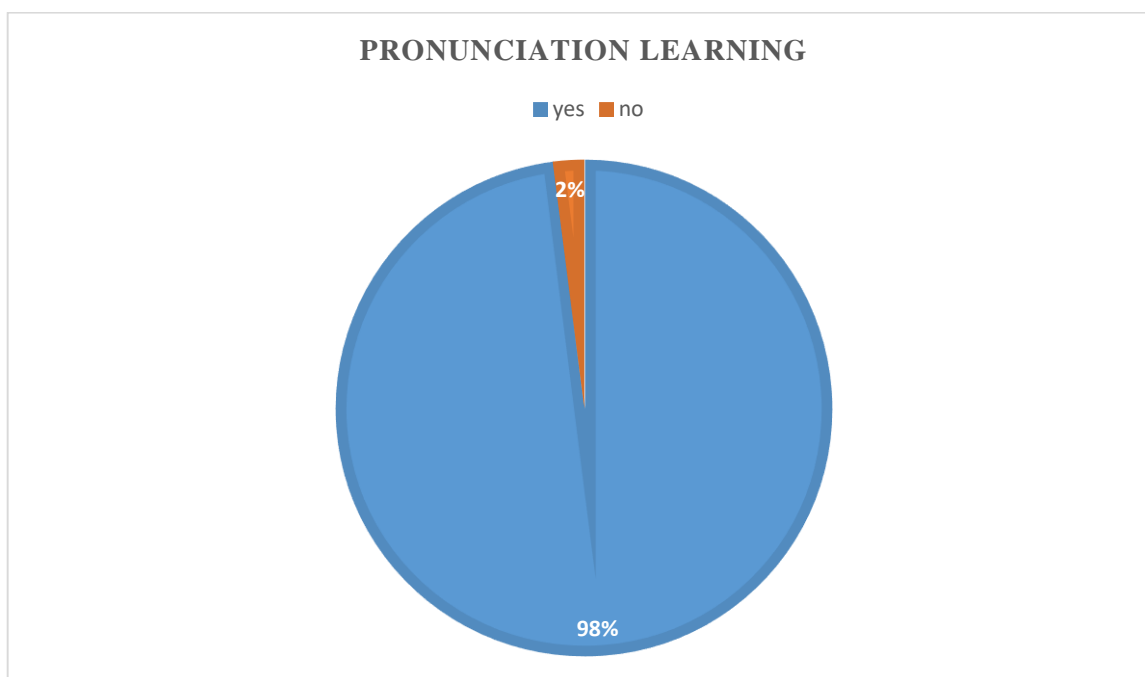
**Table 02:**

### The Reasons why Podcasts are Helpful

Figure 13 above shows that the majority of students (98%) thought that listening to podcasts helped them acquire new vocabulary items. The primary drivers of this belief are the listeners' improved vocabulary familiarity (76%) and the podcasts' acceptable vocabulary presentation (16%). Just 2% of the respondents said it was useless. This suggests that since podcasts exposed students to a variety of language that was relevant to their situation, podcasts are a useful tool for vocabulary learning. Miller (2003) asserts that consistent exposure to new vocabulary within relevant situations aids in improving word comprehension and retention.

### Q14: Does podcasting help you learn Correct Pronunciation?

The responses to this question are presented in the following figure and table.

**Figure 13:**

### Pronunciation Learning

The participants of the study gave various reasons why podcasting helped them with pronunciation. Table 3 below summarizes these reasons.

<b>Reasons</b>	<b>Percentage</b>
Exposure to Relevant Speech	66
Authentic material	28
both	6
Total	100

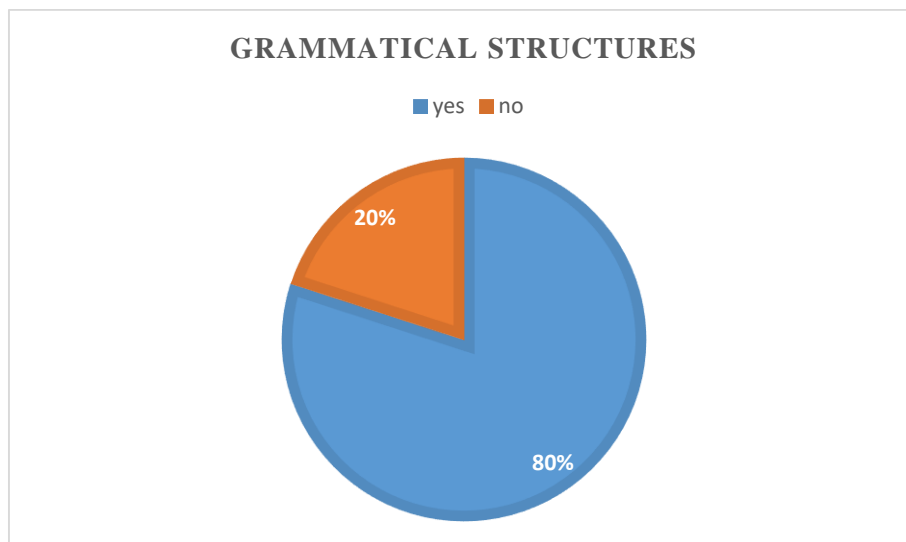
**Table 03:**

**Reasons of the Usefulness of Podcasting for Developing Pronunciation**

Figure 16 above shows that 98% of the students believed that listening to podcasts helped them develop proper pronunciation. The main reasons they gave were exposure to relevant speech (66%) and real or authentic content (28%). This implies that students' pronunciation can be improved by listening to podcasts including natural conversations made by native speakers.

**Q 15: Does Podcast help you learn grammatical structures?**

Answers to this question are shown on figure 17 below.



**Figure 14:**

**The Usefulness of Podcasts in Learning Grammatical Structures**

The participants gave various reasons why podcasting was useful in relation with learning the grammatical structures of the target language. These reasons are summarized in table 4 below.

<b>Reasons</b>	<b>Percentage</b>
Structure	68
Tenses	12
Learn it subconsciously	2
Not helpful	8
Use of slangs and incorrect structure	4
Grammar must be learnt by a teacher In classroom	2
Total	100

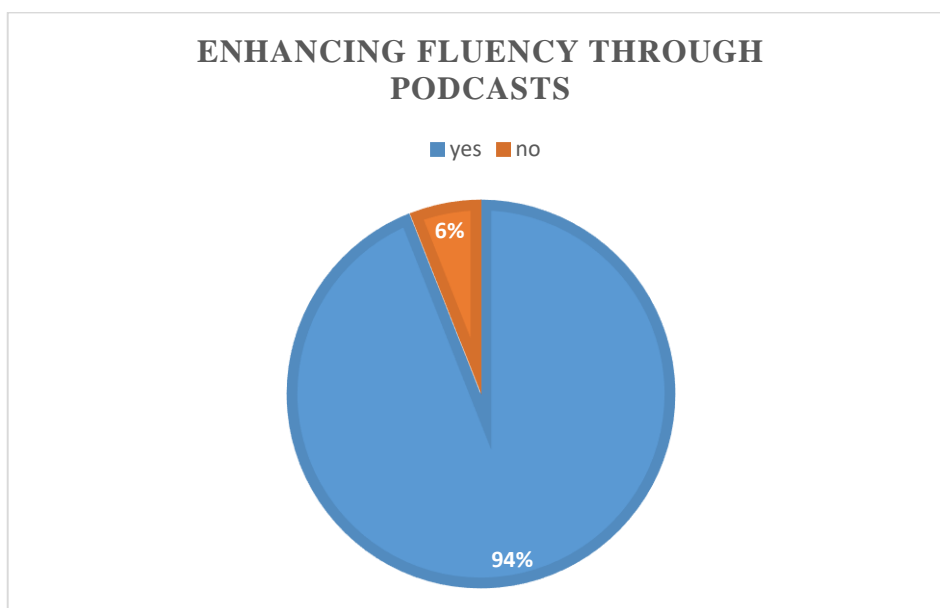
**Table 04:**

**The Reasons of the Usefulness of Podcasting for Learning English Grammatical Structures**

Most students (80%) believed that listening to podcasts helped them learn grammar. About 68% of these students said that podcasts facilitated the acquisition of the syntactic structures of the language. 12% of the students said that they were able to comprehend tenses and use them correctly. Ellis (2006) contends that internalizing grammar rules implicitly is facilitated by exposure to grammatical forms in natural circumstances.

#### **Q16: Does Podcasting Enhance Fluency?**

The answers to this question are shown on figure 17 below.



**Figure 15:**

#### **Enhancing Fluency through Podcasts**

The reasons that students gave to justify why podcasting helped them develop their fluency are summarized in table 5 below.

<b>Reasons</b>	<b>Percentage</b>
Reasonable speech	40
Speaking without pausing	32
Easiness	18

All the above	2
Not helpful	8
total	100

**Table 05:**

### **Enhancing Fluency through Podcast**

Figure 15 above shows that 94% of the participants thought that exposure to podcasts improved their fluency. This is consistent with the findings of Thornbury (2005), who stated that by giving models of natural language use and encouraging automaticity in speech production, listening to proficient speakers can help learners become more fluent themselves.

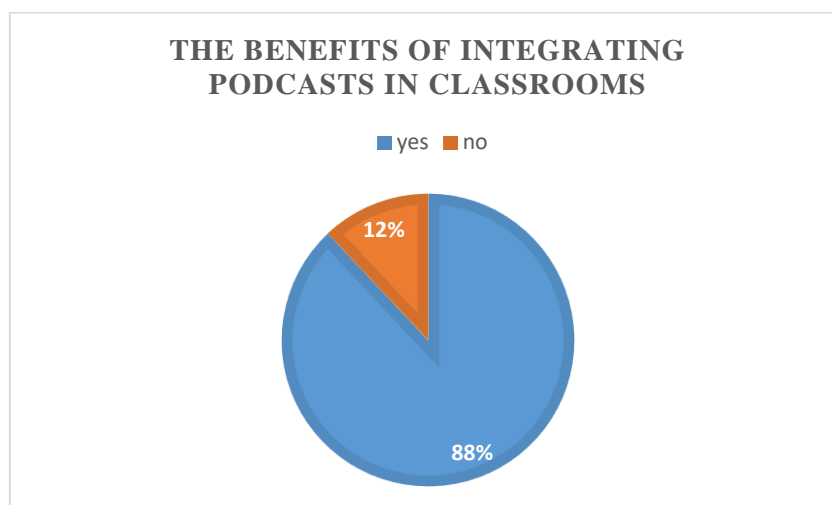
Being able to make appropriate speech was the reason the majority (40%) of participants gave. speaking without pausing was the second reason to give by 32% of the students whereas finding it simpler to talk was another reason given by 18% of the participants.

#### **2.2.1.3 Benefits of Podcasting**

The findings of the study which are relevant to this theme are answers to question 17.

#### **Q 17: Is the Integration of podcasting in EFL Classrooms Beneficial?**

Figure 20 below shows students' answers to this question.



**Figure16:**

### The Benefits of Integrating Podcasts in Classrooms

Figure 20 above shows that the majority of students (88%) believed that using podcasts in EFL classrooms was advantageous. This suggests that podcasts, which can offer a variety of interesting listening materials, are highly recommended as an additional teaching method. Stanley (2006) claimed that using podcasts in classrooms can inspire learners, introduce them to various dialects and accents, and provide flexible learning options that enhance conventional teaching techniques.

#### 2.2.1.4 The Challenges of Using Podcasts

The findings of the study which are relevant to this theme are answers to question 18.

#### Q18 S: What are the challenges you Meet when Learning English through Podcast?

The table below summarizes the main challenges students face with the use of podcasting for learning english2

Challenges in Learning through Podcasting	Percentage
Comprehension-Related Issues	50%
Personal Preferences	10.42%
Time-Related	6.25%
Technical and Accessibility Issues	6.25%
Resource-Related	4.17%
Not using podcasts	4.17%
No Challenge	20.83%
Total	100

**Table 06: challenges of using podcasts**



The findings show that 50% of the students had problems that related to comprehension. The students reported having troubles understanding advanced vocabulary, accents, connected speech, and rapid speaking. Field (2008) suggested the need for more accessible and adequately leveled content is further highlighted by problems like the necessity for translation for new information and difficulties with general understanding.

Notably, 20.83% of the students said they had no problems, suggesting that podcasts are a practical and useful learning tool for a sizable fraction of students without significant barriers (Vandergrift & Goh, 2012). Six percent of the students encountered problems with technical issues. The same percentage of students highlighted time-related issues. 10.42% of students expressed personal preferences, such as impatience, a tendency for amusement, multitasking, and loss of concentration, indicating that individual learning styles and habits have a substantial impact on how successful podcasts are (Oxford, 2003).

4.17% of students brought up resource-related concerns, citing problems with the abundance of channels available and the restricted scope of language learning provided via podcasts. These findings highlight how crucial it is to carefully select podcast content so that it corresponds with learning objectives and students' skill levels (Gilakjani & Sabouri, 2016).

### **2.1.2. Summary of the Results from the Students' Questionnaire**

The findings of the study provide important information about how podcasts help B1 level English language learners improve their speaking abilities. Speaking was perceived as the most important skill by the majority of students, who also rated their oral ability as either good or average. The significance of expanding oral production was acknowledged by all participants. The majority of students often practiced speaking English through conversing with one another and listening to English audio files. While most respondents regarded speaking English to be either easy or very easy, typical challenges included poor vocabulary, fluency, grammar, and pronunciation.

Students listened to podcasts at varying frequencies; many did so weekly or monthly. The majority of the students listened to podcasts for longer than fifteen minutes every class period, preferring both audio and video content. Most of the students believed that podcasts improved their fluency, helped them acquire new vocabulary, and helped them pronounce words correctly. Using podcasts in the classroom was seen advantageous by the majority of students. The most common challenges that face students were maintaining focus, comprehending complex language, accents, and speaking quickly. The presence of appropriate podcasts and other technical concerns, such as sound quality, were also mentioned.

### **2.2.2 Teachers' Interview:**

There are four main themes that emerged from the data. They include; familiarity with podcasts, frequency of use, perceptions and challenges.

#### **Q1: What do you know about podcasting?**

Both interviewees said that Podcasts are widely used and easily accessible. They both agreed that podcasts were a good method of language learning. In line with A's general assessment of their usability and accessibility, interviewee B explicitly explained how exposure to these videos helped students enhance their listening abilities.

#### **Q2: Do you Know any People or Channels whose Content Uses English Podcasts?**

While interviewee A did not specifically recommend any podcasts, he stressed the importance of having a variety of listening options. Conversely, Interviewee B offered tools and outlets for particular podcasts. This demonstrates how A and B used different approaches: A emphasized exposure to language in general, while B had particular tools in mind..

#### **Q.3: How often do you Use Podcasting in your Classroom?**

Surprisingly, Podcasts were not used in the classroom by any of the interviewees. A thought that exposure to language in general was more significant than specialized resources

like podcasts. B would rather give podcasts as homework rather than use them in the classroom because of time restrictions. Both placed a strong emphasis on language exposure, but B used podcasts in a different way by introducing them outside the classroom.

**Q5: Do you find it Beneficial for Students to Listen/watch Podcasts? Explain.**

Although interviewee A did not respond to this question, interviewee B believed that podcasts were helpful, particularly when it comes to fostering a communicative environment in the classroom. This demonstrates B's emphasis on interaction and real-world application in learning.

**Q 6: Which Aspects of Speaking are most developed through exposure to podcasts?**

**Vocabulary, Pronunciation, Fluency, or Grammar? Explain.**

Interviewee A did not respond. Interviewee B noted that listening to podcasts can help with pronunciation and fluency, but emphasized that practicing was just as important as listening.

**Q 8: What are the Challenges that Students meet while Listening/watching a Podcast?**

Both interviewees said that students in their classrooms faces serious problems difficulties with challenging accents, new vocabulary, and complex grammatical structures. Interviewee B suggested that that a range of accents and listening exercises should be offered to help students overcome these problems.

**2.2.3. Summary of the Findings from the Teachers' interview**

The interviews provided insightful information about how podcasts help students improve their public speaking abilities. The educators both agreed that podcasts are quite popular and easily accessible for language learners. Even though they didn't use podcasts in the classroom on a regular basis, they both stressed how important it is to carefully incorporate them into a larger learning plan. The need for a variety of real and authentic listening materials was highlighted by the specific podcast recommendations that were given.

Podcasts, according to both educators, can improve a variety of language abilities, such as vocabulary, grammatical structures, pronunciation, listening comprehension, and pronunciation. Problems like weak forms, varied accents, and foreign vocabulary were noted, highlighting the significance of focused assistance. The interviews collectively highlighted the potential advantages of podcasts for language acquisition, especially when combined with other teaching strategies in a thorough and well-thought-out way.

## **Conclusion**

The results of the analysis of both the questionnaire and the interview show that podcasts are a highly appreciated and easily accessible instrument for improving language acquisition, especially for English language learners at the B1 level. Listening comprehension, pronunciation, vocabulary, and grammar all greatly developed by podcasts. Additionally, they expose students to language use in everyday situations, which promotes the growth of their speaking abilities and fluency.

A number of issues are also brought to light by the findings. These include problems with difficult words, different accents, understanding challenges, and technical problems. It's critical to incorporate podcasts into a larger language learning plan in an effective manner. This entails integrating podcasts with interactive techniques, planned exercises, and assistance in overcoming the difficulties that have been identified.

To fully realize the potential of podcasts in language teaching, students must be provided with strategic guidance and use in order to enhance their speaking talents and maximize their learning outcomes.

### **2.2.4 Recommendations**

A number of recommendations are made:

1. Integrate podcasts with other learning activities to create a blended learning approach aligned with learning objectives.

2. Provide diverse and authentic podcast content to expose learners to varied language inputs and cater to diverse learning styles by using a mix of audio and audiovisual podcasts.

3. Facilitate access to quality podcasts with a list suitable for students' proficiency levels.

4. Enhance student engagement and understanding with structured pre- and post-listening activities and address comprehension challenges with strategies like slowing playback speed, using transcripts, and repeated listening.

5. Encourage active language use through interactive follow-up activities, speaking practice, summaries, debates, and student-created podcasts.

6. Offer teacher training and support for effective podcast integration and ensure students have good quality headphones and quiet environments to minimize technical issues.

7. Promote consistent practice with regular podcast listening tasks and listening clubs, and collect student feedback to refine podcast selections.

8. Conduct further research to investigate the specific impacts of podcast use on language learning.

### **General Conclusion**

The findings of this study emphasize the significant role that podcasts can play in developing the speaking skill among English language learners. The data collected from questionnaires and interviews reveal that learners find podcasts beneficial for improving fluency, vocabulary, and pronunciation, despite facing challenges such as maintaining focus and comprehending complex language. Educators recognize the value of incorporating podcasts into a comprehensive learning strategy, emphasizing the need for diverse, authentic listening materials and structured activities to maximize their effectiveness. The study's recommendations highlight the importance of integrating podcasts with other learning activities, providing access to quality content, and offering teacher training to facilitate

effective podcast use. By addressing these factors, educators can leverage podcasts to create a more engaging and effective language learning experience. Further research is encouraged to explore the specific impacts of podcasts on various aspects of language learning, ensuring their optimal use in educational settings.

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## Appendix 1: Students' Questionnaire

### Students' Questionnaire

Dear students,

You are kindly asked to fill in this questionnaire which is a tool for exploring The ROLE OF PODCAST IN DEVELOPING EFL LEARNERS' SPEAKING SKILL. I would be grateful if you could sincerely answer the following questions. So please put a tick in the corresponding box and give full and precise statements when needed.

#### Section one: Background Information

1- What is your gender ?

Male  Female

2- How long have you been studying English?

Less than 3 years  For 3 years  3 to 5 years  5 to 10 years

3- Your choice to learn English was:

Academic  professional  personal

#### Section two: Speaking

1- What do you think is the most important skill?

Speaking  listening  writing  reading

2- How do you assess your oral performance in English?

Excellent  good  average  weak

3- It is important for EFL learners to develop their oral production:

Strongly agree  agree  disagree  strongly disagree

4- Do you practice speaking in English?

Yes  No

How?

-Speaking outside

-Listening to English audio tracks

-Chatting

Others.....

.....

5- How do you find speaking in English?

Very easy  easy  difficult  very difficult

6- What are the difficulties you find when you speak in English?

-Lack of vocabulary

-Pronunciation

-Grammar

-Fluency

**Section three: Podcasting**

7. How often do you listen to podcasts?

Daily  weekly  monthly  never

8. How long do you listen to podcasts?

More than 15 minutes

10 to 15 minutes

less than 15

minutes

9. What is the category of podcasts you often listen to?

Audio  audiovisual  both

10 What are the English podcast channels you have listened to recently?

.....

.....

11 Do you enjoy listening to podcasts?

Very much  sometimes  never

1- 12Do you think listening to podcasts improve your English performance?

Yes  No

**Section four: Podcasting and Speaking Production**

13 Does podcasting help in learning new vocabulary?

Yes  No

Explain.....  
.....  
.....  
.....

14 Does podcasting help in learning correct pronunciation?

Yes  No

Explain.....  
.....  
.....  
.....

15 Does podcasting help in learning grammatical structures?

Yes  No

Explain.....  
.....  
.....  
.....

16 Does podcasts enhance fluency?

Yes  No

Explain.....  
.....

.....  
.....

17 Is applying podcasting in classrooms beneficial?

Yes  No

18 What are the challenges you have when learning English through podcast?

.....  
.....  
.....  
.....  
.....  
.....  
.....  
.....

Thank you for your cooperation.

## Appendix 2: Teachers' interview

### Teachers' interview

Dear teachers,

This interview is a part of a research work carried out in the framework of a master degree entitled: "The Role of Podcast in Developing Learners Speaking Skill". It aims at investigating the effectiveness of podcasts in enhancing learners speaking skills. Hence, your contribution would be of great help for getting a deep understanding of the issue under investigation.

1- What do you know about podcasts?

.....  
 .....

2- Do you know any people or channels whose content uses English podcasts?

.....  
 .....

3- How often do you use podcasting in your classroom?

.....  
 .....

4- What is your purpose for using English podcasts?

.....  
 .....

5- Do you find it beneficial for students to listen/ watch podcasts? Explain.

.....  
.....

6- Which aspects of English speaking are most improved when students listen/ watch to podcasts? vocabulary/ pronunciation/fluency/grammar...Explain

.....  
.....

7- Do you agree that podcasting can be used as a way of learning speaking in the classroom? Explain.

8- .....  
.....

9- What are the challenges that students meet while listening/ watching a podcast ?

.....  
.....

**Thank you for Cooperation**

**Résumé :**

La présente étude examine le rôle du Podcast dans le développement de la production orale chez les apprenants intermédiaires d'anglais à l'Institut Privé Al-Ameed pour l'Apprentissage des Langues à Mila, Algérie. La pratique limitée, le retour d'information inadéquat et le manque de motivation sont quelques-uns des défis auxquels ces apprenants d'anglais sont confrontés. L'objectif de cette étude est d'explorer les attitudes des enseignants et des étudiants vis-à-vis de l'efficacité de l'utilisation des podcasts pour améliorer la compétence orale. Elle vise également à identifier les principaux défis auxquels font face les enseignants et les étudiants lorsqu'ils utilisent ces fichiers audio en ligne dans leurs classes. Les questions que cette étude aborde sont les suivantes : 1) Quelles sont les attitudes des enseignants et des étudiants vis-à-vis de l'efficacité de l'utilisation des podcasts pour améliorer la compétence orale ? 2) Quels sont les aspects de l'expression orale les plus affectés par les podcasts : le vocabulaire, la grammaire, la prononciation ou l'aisance? et 3) Quels sont les avantages et les défis auxquels font face les enseignants et les apprenants lorsqu'ils utilisent les podcasts ? Les données ont été recueillies par le biais de questionnaires distribués à cinquante étudiants et d'entretiens menés avec deux enseignants. Les résultats de l'étude montrent que la majorité des étudiants pensent que les podcasts ont amélioré leur aisance, les ont aidés à acquérir du nouveau vocabulaire et à bien prononcer les mots. Les défis les plus courants auxquels les étudiants sont confrontés étaient de maintenir la concentration, de comprendre un langage complexe, les accents et de parler rapidement. Les enseignants ont reconnu la valeur de l'incorporation des podcasts dans une stratégie d'apprentissage complète, en soulignant la nécessité de matériaux d'écoute diversifiés et authentiques et d'activités structurées pour maximiser leur efficacité. Il est recommandé de fournir un contenu de podcast diversifié et authentique afin d'exposer les apprenants à des entrées linguistiques variées en utilisant un mélange de podcasts audio et audiovisuels.



**Les mots clés :** Podcasts, Compétences Orales, Apprentissage des Langues, Vocabulaire, Grammaire, Prononciation, Aisance.

## الملخص :

تبحث الدراسة الحالية في دور البودكاست في تطوير مهارة التحدث لدى متعلمي اللغة الإنجليزية المتوسطين في معهد العميد الخاص لتعليم اللغات في مدينة ميله، الجزائر. يواجه هؤلاء المتعلمون للغة الإنجليزية تحديات مثل قلة الممارسة، والتغذية الراجعة غير الكافية، ونقص الحافز. تهدف الدراسة الحالية إلى استكشاف مواقف المعلمين والطلاب تجاه فعالية استخدام البودكاست لتعزيز مهارة التحدث. كما تهدف إلى تحديد التحديات الرئيسية التي تواجه المعلمين والطلاب عند استخدام هذه الملفات الصوتية عبر الإنترنت في فصولهم الدراسية. الأسئلة التي تعالجها هذه الدراسة هي: (1) ما هي مواقف المعلمين والطلاب تجاه فعالية استخدام التدوين الصوتي لتعزيز مهارة التحدث؟ (2) ما هي جوانب التحدث الأكثر تأثراً بالبودكاست: المفردات، القواعد، النطق، أم الطلاقة؟ (3) ما هي الفوائد والتحديات التي تواجه المعلمين والمتعلمين عند استخدام البودكاست؟ تم جمع البيانات من خلال استبيانات وزعت على خمسين طالبًا ومقابلات أجريت مع معلمين اثنين. أظهرت نتائج الدراسة أن غالبية الطلاب يعتقدون أن البودكاست حسن طلاقهم وساعدهم في اكتساب مفردات جديدة ومساعدتهم في نطق الكلمات بشكل صحيح. كانت التحديات الأكثر شيوعاً التي يواجهها الطلاب هي الحفاظ على التركيز، وفهم اللغة المعقدة، واللهجات، والتحدث بسرعة. اعترف المعلمون بقيمة دمج البودكاست في استراتيجية تعلم شاملة، مؤكدين على ضرورة توفير مواد استماع متنوعة وأصيلة وأنشطة منظمة لتحقيق أقصى فعالية. يوصى بتوفير محتوى بودكاست متنوع وأصيل لتعريض المتعلمين لمداخل لغوية متنوعة باستخدام مزيج من المدونات الصوتية والمرئية.

**الكلمات المفتاحية :** البودكاست، مهارات التحدث، تعلم اللغة، المفردات، القواعد النحوية، النطق، الطلاقة .

