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The Role of Podcasts in Enhancing EFL University Students' Listening Comprehension Skills: A Case Study of Third Year Students at the Department of Foreign Languages. Mila.

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deeper understanding to everything throughout this process and my life as a whole.

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To my grandmother AZIZA.

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Abstract

The main goal of this investigation is to examine the effectiveness of using podcasts to enhance listening comprehension abilities of foreign language learners in the Algerian context. An experiment was conducted with English third-year students at Abdelhafid Boussouf University to see if there is a positive change in the students' listening comprehension abilities after they listen regularly to audio podcasts. The experiment is supported by two questionnaires: the first was addressed to the students to make sure that the listening content of the treatment was selected according to their interest, while the second was meant to measure their beliefs and attitudes about taking part in the experiment. An interview was conducted with the teachers of the listening module to take into consideration their points of view concerning the problems that face them during the listening comprehension sessions and the adequacy of using podcasts to help improve students' listening comprehension abilities. The results that we obtained from the three research tools do confirm the hypothses "Listening to podcasts will result in a significant difference between the mean scores of listening comprehension performance of the two groups". Indeed, the period in which the experiemtal student participants received the instruction has resulted in higher mean scores in comparison to the control group. In addition, the students who took part in the experiment reported that they approve of this experience and believe that it may well help them develop their listening comprehension abilities. Likewise, the teachers of listening comprehension all agreed on the suitability of using podcasts to help EFL Algerian students improve their listening comprehension skills.

ملخص

الهدف الرئيسي من هذه الدراسة هو التحقق من مدى فاعلية استخدام 'المدونات الصوتية' لتعزيز قدرات الاستماع لدى طلاب اللغات الأجنبية في الجامعة الجزائرية. أجريت تجربة مع طلاب السنة الثالثة لغة انجليزية في جامعة عبد الحفيظ بوصوف لمعرفة ما إذا كان هناك تغير إيجابي في قدرات الفهم السمعية لدى الطلاب بعد الاستماع بانتظام إلى المدونات الصوتية. وقد دعمت هذه التجربة باستبيانين موجهين إلى الطلاب، حيث كان هدف الاستبيان الأول التأكد من أن المحتويات السمعية المختارة خلال التجربة توافق ميولاتهم، أما الإستبيان الثاني فكان الغرض منه هو قياس آرائهم ومواقفهم فيما يخص التجربة. كما أجريت مقابلة مع مدرسي مادة الاستماع للاخذ بعين الاعتبار وجهة نظرهم فيما يتعلق بالمشاكل التي يواجهونها أثناء حصص التدريس و مدى قابليتهم لاستخدام "المدونات الصوتية" لمساعدة الطلبة على تطوير قدرات فهمهم السمعية. و قد خلصت النتائج إلى إثبات صحة فرضيات البحث الثلاث من اهمها " الاستماع إلى المدونات الصوتية سوف يؤدي إلى فرق كبير بين متوسط درجات الأداء في استيعاب الفهم بالنسبة لكلا المجموعتين" ، حيث أشارت الإحصائيات إلى أن المجموعة التجريبية تحصلت على علامات أحسن منها لدى مجموعة المراقبة. كما أن الطلاب الذين شاركوا في التجربة كان لهم شعور إيجابي تجاه الاستماع للمدونات الصوتية و فعاليتها في تطوير قدرات فهمهم السمعية. و على نفس المنوال يرى جميع أساتذة مادة الاستماع الذين تمت مقابلتهم أن المدونات الصوتية يمكن أن يكون لها أثر كبير على تطوير قدرات الفهم السمعية لدى طلبة اللغات الأجنبية بالجامعة.

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List of abbreviations

BBC: British Broadcasting Corporation

CALL: Computer Assisted Language Learning

CD-ROM: Compact Disk-Read Only Memory

CLT: Communicative language Teaching

CNN: Cable News Network

EFL: English as a Foreign Language

ELT: English Language Teaching

ESL: English as a Second Language

FL: Foreign Language

ICT: Informational Communicative Teaching

L2: second Language

NBLT: Network-Based language Learning

PCs: Personal Computers

RSS: Real Simple Syndication

RTHK: Radio Television Hong Kong

SLA: Second Language Acquisition

TED: Technology Entertainment and design

List of Tables

Table   **page**

List of figures

Figure **Page**

The outline

General Introduction

Chapter One: The Listening Skill

Introduction

Conclusion

Chapter Two: Media and Podcasts

Introduction

Conclusion

Chapter Three: Methodology

Introduction

Conclusion

Chapter Four: Results Discussion and Interpretation

Introduction

Conclusion

General Conclusion

Appendices

Introduction

1. Background of the Study

Learning a foreign language is a complex process that requires essentially achieving competency in the four macro skills, namely: reading, writing, listening and speaking. In traditional approaches, there has generally been a tendency to focus on reading and writing while listening and speaking were often neglected or considered as subsidiary to the former. However, with the advent of communicative language teaching, achieving a sort of balance between all the skills has become constantly sought. Thus, a skill like listening is no longer viewed as a passive one that takes care of itself with the time. Rather, EFL learners are now invariably encouraged to utilise higher order thinking skills and strategies as well as adopting various techniques, especially with the boom of technology-based language learning, where video recorders, computers, mobile phones and other learning devices have become readily available. Thus we can say that the EFL learner has become better equipped to face the challenges and problems commonly associated with the acquisition of the listening skill in an EFL context, such as the difficulty to recognize infrequent vocabulary, pronunciation nuances, not to mention supra-segmental features like stress, rhythm and intonation. Actually, as EFL students we often struggled to get over the aforementioned problems which require doing extra homework in addition to the ordinary sessions in the laboratories.

It is within this perspective that the present research attempts to investigate the relevance and usefulness of using podcasts as a personal resource that helps third year EFL students at the department of foreign languages in A. Boussouf University centre to improve their listening comprehension abilities.

2.   Aim of the Research

Listening as an important dimension of EFL language teaching and learning is currently attracting increasing attention from researchers, teachers, and students as well. This research endeavours to examine the effectiveness of using podcasts to enhance third year EFL students' listening comprehension abilities. It is worth mentioning that we conceive of podcast use in this research as an extended listening instruction –extra time and practice, whose objective is to further improve EFL students' abilities gained through the ordinary time and practice they typically receive in normal sessions.

3.   Research Questions

So in our study we intend to answer the following questions:

- Will listening to podcasts result in a significant difference between the mean scores of listening comprehension performance of the two groups?

- To what extent will EFL students approve of listening to podcasts as a way to improve their listening comprehension abilities?

- How do EFL teachers -of listening comprehension- conceive of podcasts use to further develop their students' listening comprehension skills?

4.   Research Hypotheses

On the basis of the aforementioned questions, the following hypotheses will be advanced:

- Listening to podcasts would result in a significant difference between the mean scores of listening comprehension performance of the two groups.

- The majority of third year EFL students would approve of listening to podcasts as a way to develop their listening comprehension skills.

- EFL teachers would hold positive attitudes as far as the usefulness of using podcasts to help students further improve their listening comprehension skills.

- **The Null Hypothesis:**

Listening to podcasts would not result in a significant difference between the mean scores of listening comprehension performance of the two groups.

5.   Methodology

For the sake of gathering ample evidence to test the aforementioned hypotheses, the study has used a mixed-methods approach. Within this research paradigm both quantitative and qualitative methods to data collection and analysis are adopted.

First, we conducted an experiment –following quasi-experimental design, to test the first hypothesis. Two intact groups were involved: one was experimental and the other control. In order to investigate the effectiveness of the independent variable (listening to podcast), the experimental group received a treatment which lasted for two weeks, in which the participants had extra listening time and practice, whereas, the control group participants continued having their normal sessions.

To explore students' and teachers' beliefs and attitudes concerning the efficiency and potential of extensive listening through podcasts use, a questionnaire and an interview were constructed in this regard. The questionnaire was submitted to the experimental group participants after the experiment and the interview was conducted with six teachers of listening.

6. Structure of the Dissertation

The present dissertation is made up of two main parts: a theoretical part which represents the literature review, and a practical one that is fleshed out in the research design and implementation. These two parts include two chapters each.

Chapter one reviewed the literature about the listening skill, with special attention to the EFL setting. It described the different processes, strategies and stages of development related to this skill. Also, teaching methods and assessment of listening were at the core of the chapter.

Chapter two proposed a review about technology use -within EFL contexts, in general, and podcasts in particular. Within this orientation, the chapter highlights the advantages of incorporating media in the EFL language classroom, and elaborates on the full potential of podcasts to help EFL students develop their listening comprehension skills.

In chapter three, the methodology through which this study was carried out is thoroughly outlined. The research design, participants, instructional treatment and evaluation were described. Finally, the chapter ended with a discussion of the issues of research validity and reliability.

In the last chapter, the results obtained from the three research tools (experiment, questionnaire and interview) are analyzed and discussed so as to test the three hypotheses of the study. This discussion is followed by a proposition of some research implications and recommendations.

Chapter One: The Listening Skill

Introduction

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

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

1.1 Definition of Listening

Listening as a skill has been under-investigated for a long time; indeed, many researchers took for granted that it is a passive skill. Recent research, however, points out that this skill is far from being simple as it might seem. For example, Gilakjani (2011, p. 978) insists on the complex nature of the listening skill since it involves a problem solving process. Similarly, Anderson and Lynch (1988) report that "the listener has a crucial part to play in the process, by activating various types of knowledge, and by applying what he knows to what he hears and trying to understand what the speaker means"(p. 6). The listener pays attention to various types of knowledge, including the verbal and non-verbal cues in the speaker's speech, and that is what

O'Malley, Chamot, and Kupper (as cited in Gilakjani, 2011,p. 978) include in a broader definition, maintaining that "listening comprehension is an active and conscious process in which the listener constructs meaning by using cues from contextual information and from existing knowledge, while relying upon multiple strategic resources to fulfill the task requirement".

The idea of listening as a passive skill cannot be taken into consideration anymore, especially with the latest findings of psycholinguistics and neuroscience. Indeed, listening is an active, conscious and complex process, where the listener uses his/her intellectual abilities to make sense of the speaker's spoken and non-spoken language. Listening can be considered as a critical mental operation, where the listener receives different types of knowledge that need to be processed to make sense of them. The listening skill is based on the ability of the listener to guess, predict, infer, criticize and interpret the language signs delivered by the speaker. Following this line of argument, Rost asserts that "understanding involves both decoding processes and inferential processes based on the speaker's actions, which may be both verbal and non-verbal" (Rost, 2014, p4).

1.2 The Importance of Listening

Listening is the means whereby the human being receives the spoken language. If a person has never been exposed to the language, s/he cannot automatically produce it. People who have disabilities at the level of listening may face problems of communication or become deaf. Until the 1970's listening was largely considered as a receptive skill that cannot be developed or changed, so it received only a little attention from researchers and educators. However, more recently, researchers have become more aware of the importance of listening and how as skill it can facilitate the language learning process (Vandergrift and Goh, 2012).

In the verbal communication process, many studies assured that people spend most of their time listening more than speaking (Weft, 1984). According to Rost (as cited in Taghizadeh, 2016, p.37)," a key difference between more successful and less successful acquirers relates in large part to their ability to use listening as a means of acquisition". So listening is one the influential skills for EFL learners who seek to be more effective in the language learning process. Listening provides the learners with the greatest amount of aural input. And if learners cannot understand input, the learning process cannot begin (Gilakjani and Sabouri , 2016).

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

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

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

1.3 The aims of Listening

In our daily life, we are exposed to different listening materials. We listen to the radio, television and we get involved in listening-based activities like attending seminars, classes, lectures, watching movies and plays. Also, we are exposed to interactive situations where we need to listen, face to face or in public conversations or interviews (Davis & Pierce,2013).We choose one linguistic text than the other according to the reasons behind our listening.

The first reason why humans indulge in listening is to acquire their first language. Apart from this very common goal, there exist different purposes to why we listen. For instance, Simonds and Cooper (2011) set out five reasons of why a person listens:

- To gather information: understand what has been said by the speaker.

- To make a relation: to identify the closeness of the relationship between the speaker and the listener. Listen to a friend to help him get over some problem.

- To appreciate the moment: for fun and pleasure. The listener listens to relax and enjoy himself/herself. Listening to music for example.

- Criticism: to check the validity of what has been said, evaluate or judge.

Although the aforementioned purposes seem to be of more relevance to L1 seetings, EFL students are no exception in this respect particularly if they are involved in different types of listening tasks.

1.4 Stages of the Listening Process

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

- Hearing: it is the physical response to the perception of sounds. The listener has to hear in order to be able to listen.

- Attending: is the selection of what the brain focuses on. The listener has to focus on what has been said in order not to miss necessary parts in what the speaker is saying.

- Understanding: analyzing the meaning of symbols which are a set of signs included in the speakers' speech; they can be heard or seen (they are not words). The listener must analyze them carefully in order to avoid misunderstanding the speaker or constructing a biased opinion.

- Remembering: add to what has been received with the interpretation to the mind storage to build on coming situations.

- Evaluating: it is like a judgment of what has been said and this is often related to the listener's prior knowledge. The listener should not begin this stage too soon before the speaker completes his/her message or s/he will construct a biased message.

- Responding: it involves checking if the message has been received correctly through asking some questions or reforming it in another way. The six stages occur in a very short time.
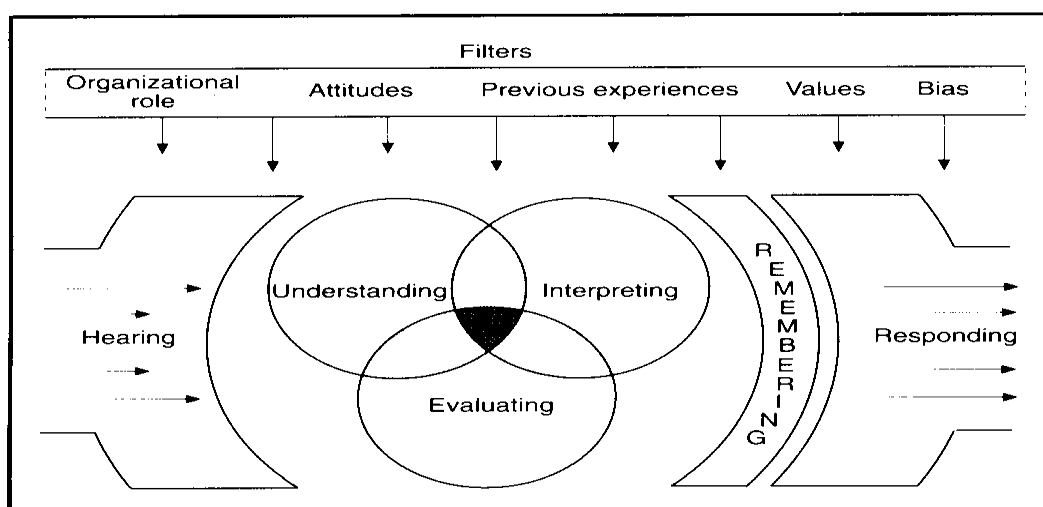
Figure1: Six stages of listening process (Brownell, 1994)

1.5 Types of Listening

There are two different types of listening, categorized according to the activities the listener does while listening.

1.5.1 Extensive Listening

It refers to the free listening. In other words, the students use listening as an independent activity for pleasure. It does not require too much effort; the aim is to relax and enjoy and to get the general meaning. The listener can choose the material that interest him/her (songs, videos, audio stories) (Miller & Flowdew, 2005, p.174).

In extensive listening , the listner has the freedom to choose what is interesting to him/her, the degree of difficulty, the length of the listening materials and to stop or repeat the listening piece at any time . This will help the learners feel the sense of power in the course of their listening process. Extensive listening improves the learners ability to elicit a global comprehension from any listening text and to build their recognition ability of what they are

listening to at the level of different varieties of language, pronunciation and vocabulary. All this may well lead them to develop their listening fluency.

1.5.2 Intensive Listening

The listener focuses on all the pieces of information included in the audio pieces, paying attention to the all the details (such as, sounds, words , intonation,). Intensive listening occurs in the classroom setting under the supervision of the teacher and the listening process will generally be followed by other tasks like note taking. The materials used in the classroom are suggested by the teacher to reach the objectives of the course; the teacher focuses on specific items of the language to be learned (Miller & Flowerdew, 2005, p.174).The teacher plays a pivotal role in this part by giving feedback to the learners and answering their questions.

Unlike extensive listening, intensive listening is a restricted proccess within which the teacher has some authority over the various listening phases; s/he is liable to choose the materials according to the objective set for the course. Intensive litening sets out to develop the students' basic listening skills in a systematic way in order to increase their listening accuracy.

Notwithstanding their distinctive features, we can say that both extensive listening and itensive listening are complimentary in EFL general courses so as to enable students accomplish a good level of listening ability.

1.6 Types of Knowledge Processed

Before dealing with the way through which the listener decodes a message that is delivered by a speaker, it seems necessary to make a mention of the kinds of knowledge to be processed. The different types of knowledge are outlined as follows:

- The linguistic knowledge: refers to various elements which build the language system, namely: phonology (stress, intonation, phonemes), lexis, syntax (grammar) and semantic. The linguistic knowledge helps the listener to understand the literal meaning of the word.

- The non-linguistic knowledge: refers to the background knowledge of the listener about the topic, the context and the world where the conversation takes place. The non-linguistic knowledge helps the listener to understand beyond the literal meaning and decode the message behind it. Moreover, it helps him/her to answer appropriately in real-world conversation (Vanderift & Goh, 2012, p. 24).

Both linguistic and non-linguistic knowledge are important in the listening process and they are complimentary to each other.

1.7 The Listening Approaches

In our first language, listening is a fairly natural task but, when we listen to foreign language, it is a completely different process. The knowledge that the learner listens to requires a high mental ability to be decoded. Basically, there are two different perspectives of how the listener processes the message received from the speaker. The first one is dubbed the 'bottom-up approach' and the second is the 'top-down approach'.

1.7.1 Bottom-up Approach

This proccess can be simply defined as the use of the listener to his/her linguistic knowledge to comprehend the message. Buck (2000, p. 3) defines the bottom-up approach as one that "sees language comprehension as a process of passing through a number of consecutive

stages or levels and the output of each stage becomes the input for the next higher stage. It is, as it were, one-way street". The learner understands the language through recurrent stages, moving from the smallest units of the language to the bigger structures. In other words, the listener divides the linguistic information into smaller parts, starting with sounds, words, phrases and then clauses and uses them to get the semantic information (Wilson, 2008). And if the listener does not master one stage s/he cannot reach the next one. In the case of listening comprehension, listeners should understand the literal meaning first in order to be able to interpret the real meaning according to the context. Flowerdew and Miller (2005) explain the model more succinctly:

> Listeners build understanding by starting with the smallest units of the acoustic message: individual sounds, or phonemes. These are then combined into words, which, in turn, together make up phrases, clauses, and sentences. Finally, individual sentences combine to create ideas and concepts and relationships between them. (Flowerdew and Miller, 2005, p. 24)

1.7.2 Top Down Approach

As far as this approach is concerned, the listener relies on his/her prior knowledge to understand the message of the speaker. Newton (2008) defines this approach as a process in which "the listeners use what they know of the context of communication to predict what the message will contain, and use parts of the message to confirm, correct or add to this. The key process here is inferencing" (p. 40). The listener in top-down approach starts from the top (general meaning), through the reliance on his/her schemata and proceeds to the interpretation of the details. Hence, with this operation that involves making predictions and setting expectations

(Hasan, 2014, p. 78) the listener can work out some meanings about the speaker, the topic and where the conversation takes place.

Some researchers like Buck (2001) argue that listening comprehension is based on the top-down process because the listener uses multiple types of knowledge, linguistic and non-linguistic to process the meanings hidden in the speaker's utterance. Actually, he did not neglect the importance of the bottom-up process, but he mentioned that listening is an inferential process. However, other researchers like Swain, Wu, Tsui and Fullilave, Lynch and Mendelsohn (as cited in Newton, 2008, pp. 41-42) made an experiment with students and found that those who use their linguistic knowledge (bottom-up processing) perform better than the students who depend on their prior knowledge to get the meaning .

Despite the fact that the previous perspectives draw on different mental processes, they turn out to be complementary in real language use settings since the listener needs to make use of or deploy both approaches in order to attain high levels of understanding and intelligibility. It is worth noting that the majority of classroom language learners use the bottom up approach because it is the way they learned the target language; however, native speakers and advanced learners use the top-down approach because they treat the language as an inferential process where they can guess the meaning from the contextual clues around them (Brown and Smith, 2007).

1.8 Listening Difficulties

Listeners face many difficulties which prevent them from being active enough during the listening process. The most frequent times when an EFL listener faces problems is when s/he

listens to native speakers. One of the barriers for EFL learners is that they are affected by the limited capacity of the working memory; whereas, in the case of first language learners the process of recognition and decoding of words is automatic (Rost, Graesser and Britton, as cited in Goh, 2002, p.186).

Goh (2000) classified the problems related to listening comprehension from the learners' point of view. She stated three phases: Perception, Parcing and Utilization.

- Perception phase: in the first phase the listener struggles to recognize the word or group of words and find difficulty to concentrate on them.

- Parcing phase : listeners reported that they easily forget what they hear. Also they are enabled to form a mental representation of the word in their minds. Because of these problems, the listeners find themselves losing parts of the texts while they are trying to understand the previous items.

- Utilization phase: listeners may understand the words, but not the intended message and they are confused about the key idea in the message. In this stage the problems arise due to the lack or misuse of prior knowledge of the learner (p . 59).

Underwood (as it is cited in Goh, 2002) suggests that the listening difficulties are related to the listener's cultural and educational backgrounds. She pointed out that learners whose culture and education involve oral communication and storytelling perform better at listening comprehension than those who were exposed to written materials and reading methods. Moreover, there are barriers at the level of the language itself that can limit the listener's processing of the language. Many researchers (Dunkel, 1991; Flowerdew & Miller, 2005; Richard,1983; Ur, 1984) contend that there are many factors which influence the listening process and make it difficult for the

listener to understand the spoken language. Drawing on Brown (2007), Gilakjani and Sabouri (2016) report eight main factors that render listening hard:

- Clustering: spoken language may have much more space than the written sentences. The writer is restricted to the structure of sentences, but in spoken language, it is easier for the speaker to express himself the way he likes. Sometimes this can cause a problem for the listener because there is too much information. S/he tries to transcript the input into chunks but s/he may lose part of an utterance because of memory limitation.

- Redundancy: rephrasing, repetition, and fillers are a part of spoken language when the speaker repeats himself or using words like "ah", " what can I say?", these are normal in speaking in order to keep the conversation moving, but it may be confusing for a beginner listener to a foreign language.

- Reduced forms: reduced forms can cause a problem, especially for beginner EFL learners; they may not recognize the word when it is used by native speakers at the level of the word itself,or if they miss a sound which causes misunderstanding of the meaning of the word.

- Performance variables: this part includes hesitation, the pauses and even ungrammatical structures that can be included in the speaker's dialect.

- Colloquial language: EFL learners who are only provided with "course book language" will find it difficult to understand collocations, especially it is a very wide field.

- Rate of delivery: the speed of the speaker that normally will be high if s/ he is native to his language.

- Stress, rhythm, intonation and accent: all these variables may hinder the comprehension and change the meaning in some situations.

- Interaction: the rules of interaction (turn taking, pauses, negotiation, clarification, the topic, debate) which form a basis in human interaction that should be respected, without neglecting socio-cultural limitations.

The lack of interest in the materials or listening as a skill, and the unfamiliarity of the materials and medium can influence the listener's attitude towards listening.

Teachers have to be aware of the exact problem their learners are suffering from in order to help them overcome these barriers to be more effective listeners and language learners. By recognizing the problem the teacher can detect the appropriate material for his/her classroom.

1.9 Listening Strategies

L1 listeners consider themselves as good listeners, whereas FL listeners are generally suspicious about their listening comprehension, especially at beginning or intermediate levels. They oftentimes face problems at the level of reception of the speech and prediction of the message received. As a matter of fact, these problems need strategies to be solved. Oxford, Chamot, and O'Malley (as cited in Wilson, 2011, p. 34) maintained that "a strategy consists of conscious, deliberate behavior which enhances learning and allows the learners to use information more effectively" .The issue of listening strategies has been dealt with extensively by many researches (To cite just a few, like Vandergrift, 1997; Oxford, Chamot, O'Malley, and kupper, 1989; Rost and Ross, 1991).

Wilson (2011) reported three types of strategies, which have been classified into Cognitive, metacognitive and socio-affective.

1.9.1 Cognitive Strategies

This category refers to the mental activities done by the learner to complete an 'immediate' task. These tasks are used as techniques to facilitate the learning process. Listeners use cognitive strategies to help them process, comprehend, store and recall the input (Wilson, 2011). For example, the learner takes notes while listening in order to complete a post-test.

1.9.2 Metacognitive Strategies

They refer to learners' reactions towards the problems that face them during their learning process. This reaction is a set of actions done consciously by the learners to be more efficient in the whole process of learning. The learners plan, monitor and evaluate their own performance when they are listening to a text. Moreover, metacognitive strategies come in different forms of actions used by the learner develop his/her ability as a listener in a "long term" objective (Wilson, 2011, p. 34). For instance, a learner may listen to audio podcasts everyday in order to enhance pronunciation.

1.9.3 Socioaffective Strategies

These refer to the activities where the learner gets knowledge through interaction with people. Socio-affective strategies enable the learner to be more active in the learning process and lower his anxiety (Wilson, 2011, p. 34). To illustrate, the learner my listen to different oral presentations and s/he rehearses them to feel less anxious when s/he presents in the classroom.

In the light of the aforementioned discussion, it can be said that a successful listener is one who uses multiple strategies to overcome the problems that may face him/her, and for a better understanding of the content, s/he relies on the contextual and linguistic cues provided (bottom-up process) and his/her prior knowledge (top-down process).

Because human beings are different in their preferences, the use of learning strategies is mainly related the students' individual differences, their learning styles, their motivation and their interest in the content. Alderson and Lynch (1988) claim that students do actually pay attention to what they think is most valuable for them. They explain that "listeners tend to be selective, in terms of what they found interesting, important or comprehensible" (Alderson and Lynch, 1988, p.11). It is important to note that some researchers claim that strategies should be taught in the classroom setting (For example, Rost and Ross, 1991). Wilson (2011), however, argues that the students will use the strategies when they face problems without being taught.

1.10 Teaching the Listening Skill

1.10.1 The Listening Skill under CLT

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

sounds both in single words and connected speech, recognizing and understanding various stress and intonation patterns, recognizing signals in talks and lectures" (1987, pp. 19-20). So, unlike many teaching methods, CLT conceives of listening as an intricate composite of interrelated sub-skills which require for their development a variety of types of listening activities in order to make listening "a conscious activity under direct control of the listener" (Rost, 2002, p. 293).

CLT as a method do not focus only on the content, but also on the way the content is presented to the learners. CLT proponents suggest a number of principles to achieve the communicative competence:

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

1.10.2 Factors Influencing Listening in an EFL Context

Listening as complex process has often been a difficult subject to teach, especially in an EFL context. There are many factors that distinguish EFL context from other ones. The common distinction between ESL (English as a second language) and EFL (English as a foreign language) has become "less satisfactory" as a concept when we look at the way people use English in a global context, especially with the continually increasing international communication and the

use of the internet. So EFL learners are becoming more than ever before familiar with the target language (Harmer, 2008)

The first factor is the students' age. Generally, EFL learners at the university level are nearly adults; the fact that they are old enough to track their own achievements and attain their objectives while attending the courses or seminars. In such a situation, Ellis explains that "even though the task specifies the purpose for listening, individual listeners may choose to establish their own purpose" (Ellis, 2009, p. 40). Also, at this age it is quite plausible that they have previous experiences that may influence their attitude towards learning as a process, the teacher and the method used. The impact of their previous experiences can be positive, which in turn leads them to success; or negative, resulting in failure. Moreover, at this age the teacher cannot really take complete control over the students in the classroom once they refuse to do something (Harmer, 2008).

The second factor has to do with students' motivation. As it is mentioned above, Students usually have their own objectives for attending the courses; these objectives drive their motives during the overall learning process, Dörnyei (1998, p.122) defined motivation as "an attitude towards the act of learning the language" which means that the feelings the students have influences directly their behavior during the session. Actually, teachers and researchers proved that motivation is one of the most critical and significant factors that create the ground for a better understanding.

The third factor is related to the cultural background knowledge of EFL students. Language and culture are one package that cannot be separated; any language learner has to deal with the culture in order to understand the language. Friedrich maintains that "culture is a part of

language just as language is a part of culture"(Jourdan and Tuite, 2006, p. 90). Students with no background knowledge concerning English culture will surely face problems of understanding the language; especially the spoken form of the language because culture is reflected in every bit of the language even the simplest ones.

1.10.3 Skills of Listening Taxonomy

It is a very common practice in language teaching research to group and classify certain features into taxonomies, which help in understanding the basis of arrangement. Drawing on Richard's taxonomy (1983), Brown (2007) classified the skills into two broad categories: the first one is related to macroskills, those used when the listener deals with the discourse organization. The second deals with microskills which are used to process sentence structure. Both skills are related to conversational discourse. It is deemed appropriate to look at each group.

1.10.3.1 Microskills

According to Brown (2007), these include the following:

- Retain chunks of the language of different lengths in short-term memory.
- Discriminate between the distinctive sounds of English.
- Recognize English stress patterns, words in stressed and unstressed positions, rhythmic structure, intentional contours, and their role in signaling information.
- Recognize reduced forms of words.
- Distinguish word boundaries, recognize a core of words, and interpret word order patterns and their significance.

- Process speech containing pauses, errors, corrections, and other performance variables.

- Process speech at different rates of delivery.

- Recognize grammatical word classes (nouns, verbs, etc.), systems (e.g., tense, agreement, and pluralization), patterns, rules, and elliptical forms.

- Detect sentence constituents and distinguish between major and minor constituents.

- Recognize that a particular meaning may be expressed in different grammatical forms (Brown, 2007, p. 308).

1.10.3.2 Macroskills

Unlike the former, macro-skills encompass the following:

- Recognize cohesive devices in spoken discourse.

- Recognize the communicative functions of utterances, according to situations, participants, goals.

- Infer situations, participants, goals using real-world knowledge. (Pragmatic competence).

- From events, ideas, etc., described, predict outcomes, infer links and connections between events, deduce causes and effects, and detect such relations such as main idea, supporting idea, new information, given information, generalization, and exemplification.

- Distinguish between literal and implied meanings.

- Use facial, kinesics, body language, and other nonverbal cues to decipher meanings.

- Develop and use a battery of *listening strategies*, such as detecting key words, guessing the meaning of words from context, appealing for help, and signaling comprehension or lack thereof (Brown, 2007, p. 308).

1.10.4 Stages of Teaching Listening in the Classroom

In EFL classroom settings, there are three main stages that define the listening process. In here, both students and teachers have different roles to play . The stages are dubbed prelistening ,while listening, and post listening.

1.10.4.1 Prelistening Stage

It is the first stage of listening instruction. Rost and Wilson (2013; p. 8) points out that listening comprehension cannot take place without the prelistening stage. They contend that "comprehension is possible only when a degree of expectation is present before listening" (Rost & Wilson, 2013, p. 8). Prelistening is the introductory level for the students, in other words, it is a general overview about what is coming next. The first step is to activate the learners' schemata in relation to the listening material , so they can form a cognitive image about what is expected from them (understand the message).The teacher can reach this step by certain activities like presenting to them key words and concepts related the main idea of input so they can link the groups of words into categories. S/he can also provide them with visual materials (photos, pictures) or written materials (short texts), or even ask the learners to search on their own to get involved in the process. This will help them focus on the input not only the language and increase their curiosity (Rost & Wilson, 2013, pp. 8-9).

1.10.4.2 While-listening Stage

Teachers set the main activities that enable the learners practice listening. Some researchers maintain that the listeners should listen to the recorded piece only once so as to

respect the natural way listening processes occur in real life settings. However others assert that it is an additional opportunity for learners to listen to audio pieces more than once, and with repetition learners can focus each time on a specific element in the language (Davis & Pearce, 2013; "teaching ideas"). The teacher is supposed to provide the learners with the audio piece related to the topic. When they listen to the input they link it with different aspects of the language such as the changes in the speaker's tone, stress and rhythm . Additionally, the teacher can ask them each time to focus on one element in the language . After listening learners can identify the key ideas or different aspects of the topic (Renandya & Widodo, 2016, p.119).

1.10.4.3 Postlistening Stage

The postlistening stage is the final stage where the learners link what they heard with their prior knowledge and check the other points of view with the teacher and their classmates (Davis & Pearce, 2013; "teaching ideas"). In addition, each learner can recognize his/her problems and solve them during the process of doing post-listening activities. S/he will develop questions that need clarification from the part of the teacher. Moreover, the learner will be able to practice other skills during this stage like speaking, and more practice of listening by interacting with his/her classmates and teacher (Renandya & Widodo, 2016, p. 119).

1.11 Listening Assessment

Assessment can be viewed as a set of techniques used to evaluate or judge specific elements in the language such as, skills, abilities or knowledge. Bachman (2004) defined assessment as "a process of collecting information about something that we are interested in, according to procedures that are systematic and substantially grounded" (pp. 6-7). Although the

terms assessment and test are often used interchangeably when talking about language proficiency evaluation, it seems more plausible to consider tests as one form or type of assessment which can take different shapes.

Assessment as a process is not only about determining the students' level but also to find out about their deficiencies (Harmer, 2008, p.166). Hence, Tests should be administered purposefully to check the students' current abilities at 'predetermined' times. There seem to be features which distinguish good assessment practices from less effective ones. The latter can naturally influence the results of the test takers. The test or the task involved in the assessment should be designed to measure what it is expected to measure otherwise it will not be considered a valid measurement; additionally, it should be reliable in the sense that if the task or the test are done in other settings or corrected by different raters the results will be nearly equivalent if not the same. Finally, the whole test or task should be designed to be practical, taking into consideration the time allocated to accomplish the task with some external interventions (Harmer, 2008, p. 167).

Like all language skills, the assessment of listening is far from easy especially in an EFL context where the linguistic environment proves fairly troublesome. Basically, the test designer's view about the nature of FL listening is a key determinant of the assessment procedures. Flowerdew and Miller (2005) report that there are three main approaches to listening assessment: the discrete-point approach, the integrative approach and the communicative approach. While the first approach reflects common practices associated with the behaviouristic views of language learning and teaching, the other two approaches seem to mirror recent pedagogies. According to Flowerdew and Miller (2005, p. 201), "with the integrated approach, listeners must process spoken text and demonstrate that they understand the literal meaning of what is said". Of course,

this type of assessment seems much closer to actual language use settings if compared to discrete-point view which lay too much focus on individual instances of language. The communicative approach was meant to go further into contextualization. With respect to this approach, Buck (2001, p. 92) explains that "a communicative test is one that better stimulates the characteristics of target-language use in the real world, and as such it is just an attempt to test a richer, more realistic listening construct". As such, using authentic texts and tasks as well as creating a communicative purpose are vitally important.

Once the assessment approach is selected, the teacher should consider whether to test the students against each other (norm-referenced assessment) or to measure each student's listening ability with reference to a set of criteria derived from the course (criterion-referenced assessment). So, a norm-reference test usually tests the participants' general information about one topic or different variables together. Because a criterion-referenced test is one that "equates test scores with a statement about the behavior to be expected of a person with that score to a specified subject matter" (Rost, 2011, p 207), students have to be familiar with the type of questions and the materials included in the test.

Conclusion

The purpose of this chapter was to present the listening skill from an SLA researchers' perspective. The latter has proved very useful in terms of the recent findings about this skill which has been for so long considered as passive. So the chapter set out to demonstrate that the listening skill is an intricate, active process that requires much attention in both L1 and FL

settings. In doing so, a definition of listening was provided and this was followed with a discussion about its aims, difficulties, stages of development and strategies and knowledge required. Finally, the chapter ended with a review about how listening is taught and assessed in EFL instructional settings.

Chapter Two: Media and Podcasts

Introduction

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

2.1 Technology and Media in Language Teaching

Media and technology have been increasingly developing and significantly assisting language learners and teachers. Technology has become a necessary component of language learning courses throughout the world at all different levels. It is as likely to be found in the primary section as in higher education. Generally speaking, technology can play an active role in revitalizing classes through helping students and teachers to feel interested in the subject matter as well as engaging students in the learning process, and giving both students and teachers access to the world outside the classroom (Gilory, 1998, p. 11). Moreover, it can facilitate and encourage cooperative learning and provide opportunities that address individual learning in order to meet the different learning styles of students.

Teachers nowadays should be aware of the importance of using technological tools such as data shows, speakers, computers, and video players to enhance learning and show their responsibility in the classroom. The learning process has ostensibly become unconceivable without the use of media; different teaching aids and apparatuses are used by

teachers to represent the knowledge and demonstrate necessary skills to learners (Chan, Chin, Nagami, & Suthiwan, 2011). Materials used in language teaching are either produced by teachers or designed by specialists in order to enhance teaching practices. Teachers may prepare images, videos, recordings, and articles, which can be employed with some practical activities, and use them as their own teaching materials. They can also rely on readymade materials like textbooks or exercise books.

2.1.1 The Integration of Technology in ESL/EFL Classes

Learning and teaching a foreign language needs a lot of patience, energy, time, creativity and competence. The success of the teaching and learning of foreign language skills is determined by a number of factors such as the students, the teacher, the methods, material and media or aids used. Dukes (2005) assumes that technology can increase interaction among students and meet their different learning styles; make learning authentic through providing students with materials and activities relevant to the real world; and create a positive learning environment that is supportive and open (Dukes, 2005, p. 4). In fact, using it in the teaching and learning process can facilitate communication among students and build language skills that they eventually need inside and outside the classroom. Moreover, it makes classes more interesting. Chartrand (2004) claims that the use of technology in EFL teaching might encourage students to feel more responsible for their EFL learning, increase their motivation, and make them confident through the use of interesting materials (Chartrand, 2004, p. 15).

For all these reasons, it is highly desirable that EFL teachers think of how to integrate technology into their teaching. However, in order to do that, they need first to possess the necessary technology competencies required to be able to use technology equipment in their

teaching. Such competencies are needed to improve the interaction and strengthen the teaching and learning processes.

Technology tools and applications designed to improve EFL teaching and learning can be identified through computers, multimedia, and the internet. Computers are the most effective instructional tools because of the benefits they offer to both students and teachers. Using computers encourages cooperative learning which creates interaction among learners, and makes the learning process more enjoyable. Multimedia, on the other hand, involves the use of a variety of media, such as texts, films, videos, audios, animations, and graphics. It can play a positive role in improving the quality of teaching and make students interested in the course. It also increases their motivation which, in turn, can help them to improve and develop their English language skills. Using multimedia in the classroom will absolutely increase creativity and provide learning opportunities for different levels and different learning styles.

The internet, with its multiple tools and applications does play a significant role in making the language learning/teaching process more effective and interesting. It can be used in different ways and put teachers in various positions inside the classroom; the teacher can work as a coach, a manager, a researcher, or even a software developer. The internet contains a lot of websites which provide students and teachers with many authentic materials. It allows students to communicate even with native speakers and learn more about the use of emails, blogs, Computer- Mediated Communication, synchronous communication (immediate or real-time chat between interlocutors like using phone calls, Skype audios and videos, viber, messenger, Google hang out ...etc) and asynchronous communication (different time and different place communication through e-mails, Discussion boards, web logs, and social networking sites like Facebook...etc). The integration of technology in EFL/ESL leads to the

emergence of two main approaches: Computer Assisted Language Learning (CALL), and Information and Communication Technology (ICT).

2.1.1.1 Information and Communication Technology

Information and Communication Technology is an umbrella term that includes all technologies for the communication of information. ICT has to do with the use of hardware and software for efficient management of information. It is a "generic term referring to technologies, which are being used for collecting, storing, editing and passing on information in various forms" (Ser, 1997, p. 13). Learners use computers to search, write, analyze, present, and communicate information. ICT works as a source of knowledge, a medium to transmit information, and as a means of interaction.

The use of ICT tools in language teaching saves time and efforts, and it increases motivation as well as learners' achievements. According to Eric (as cited in Shukla, 2016, p. 73), "any technology which increases the rate of learning would enable the teacher to teach less and the learner to learn more". Learners can get information even in the absence of teachers; they learn according to their convenient speed and individual differences. It is widely believed that students and teachers are now more aware of the usefulness of ICT tools than ever before, especially with the booming computer industry that made laptops available on a grand scale.

Trimmel and Bachman (as cited in Moore, 2005, p. 11) investigated the impact of introducing laptops into classrooms and one of their deductions was that: "information technology has a positive impact on college attendance and learning interest". ICT is very important in motivating students and encouraging them to engage in learning, either individually or with their teacher's assistance. Besides enjoying the learning process, students

exposed to ICT show great adherence to their curriculum and stay up to date with all what is new as far as their studies are concerned.

2.1.1.2 Computer Assisted Language Learning

Computer Assisted Language Learning (CALL) is often perceived as an approach to language teaching and learning, in which the computer is used as a core component to the presentation, reinforcement, and assessment of the material to be learned. Levy (as cited in Davies, 2012, Section 1, Para. 3) defines CALL in very broad terms as, "the search for and study of applications of the computer in language teaching and learning".

According to Warshauer (1996), CALL went through three essential phases:

- Behaviouristic CALL 1950/1980s: when the computer played the role of the tutor for teaching drills and activities. The focus was on form rather than meaning, and learning happens through repetition and reinforcement.

- Communicative CALL 1970/1980: students start learning how to interact with computers, and create their own utterances. Computers were considered as a tool to practice the language, especially when replacing the main frame with PCs which gave greater possibilities for the individual work.

- Integrative CALL 1990-today: teachers moved to the socio-cognitive way of language teaching, implementing media and internet tools, and learners get the freedom to choose the most suitable materials to learn with. Computers here function as a medium between learners and other learning materials; besides, web search, web concordance, and collaborative writing become possible. (Warschauer, 1996).

The huge spread of the internet inspired CALL users to the notion of e-learning and/or network-based language teaching (NBLT). E-learning is a computer-based educational system that enables people to have distance learning and communicate online using their computers. Teachers might simply deliver their courses online through the internet, with the ability to share the materials in different formats (video, slideshow, pdf, ppt, docs...), ask questions, and receive feedback. Besides saving time, effort and money, e-learning effectively allows even the busiest person to further a career and gain new qualifications. E-learning offers an alternative that is faster, cheaper and potentially better, especially with the existence of highly sophisticated media and materials.

CALL focuses on developing the four language skills; listening, speaking, reading and writing, and is more likely to make the learning process easier and faster. A vast range of websites, applications and programs exist to support tutors and learners at any area or domain. Good examples are English.listening.com, Ted.com, Rosetta stone, Monash.Audio.Au.com Verbling.com, Amazon's kindle, Voxopop to mention just a few.

2.1.2 Definition of Media in Language Teaching

A medium is a channel of communication, derived from the Latin word meaning "between". Roughly speaking, media refers to anything that carries information between a source and a receiver. Merriam-Webster online Dictionary defines media as "the system and organizations of communication through which information is spread to a large number of people". Learner's Dictionary refers to media as "the radio station, television station and newspapers through which information is communicated to public" (Webster).

The best way to grasp the meaning of media is through a careful look its main aspects. Weidenmann (as cited in Chan, Chin, Nagami & Suthiwan, 2011, pp.5-6) identifies five aspects of media as follows:

- Hardware: This refers to physical or material dimension of a medium, such as a computer, data projector or even a chalkboard.

- Software: this represents "the program" that is transmitted through the hardware, such as a video film or a flash animation.

- Symbol Systems: the means by which the information submitted is coded (language, pictures, sounds...)

- Sensory Channel: the information carried by the medium is captured through the sensory channels: (eyes, ears, hands) that correspond naturally to the symbol systems in which the information is coded.

- Message: which refers to the information transmitted through the symbol systems.

2.1.3   Types of Media Used in Language Teaching

Media used in language teaching classes is mainly divided into four types: printed or written, visual, audio, and audio-visual.

- Printed Media include text books, magazines, newspapers, web blogs, journals, and other written materials which help students get more information through reading.

- Visual media is the combination of photographs, graphs, pictures, maps, wall charts and puzzles, by which teachers simplify meanings and learners make assimilations to understand better.

- Audio media is simply any kind of recordings that can promote learners' understanding, such as songs, radio shows, podcasts, narrated stories etc...

- Audio-visual media is any element that can be heard and seen at the same time, including films, TV shows, videos, documentaries...etc. It attracts learners' attention and puts them in real situations where they acquire authentic information and develop various skills.

It is the teacher's responsibility to pick the most appropriate kinds of media that suit his/her lessons' objectives as well as his learners' needs. When used selectively, media will have effective and significant impact on the learning process in general, and learners' achievements in particular.

2.1.4 The Effect of Media in Language Learning

Media has a significant impact on promoting the learning process. It helps in motivating students and creating an active, interesting and enjoyable environment. Furthermore, media makes students more involved in classroom activities; it saves time, increases interest, and helps to increase learners' memory. Kozma (1994) insisted that there is an integral relationship between medium and method. He believed that "in good designs, a medium's capabilities enables methods and the methods that are used take advantage of these capabilities. If media are going to influence learning, method must be confound with medium" (Kozma, 1994, p. 20). Kozma views media from three perspectives: media as technology, symbol systems and processing capabilities (Kozma, 1994, pp. 9-10).

Technology might have an indirect effect on the learning process; however, both the symbol systems and processing capabilities will directly influence learners. Another view by that is held by Jonassen, Campbell, and Davidson (1994), focuses more on learning as an

intentional activity in which learners are responsible, not media. Nevertheless, they argue that media could affect learners' outcomes, even indirectly. In their words, "media afford attributes, which afford cognitive learning activities which afford thinking which afford learning" (Jonassen, Campbell & Davidson as cited in Carter, 1996, p. 33).

With the integration of the internet in current educational institution, FL teaching and learning have become much easier and more enjoyable than ever before. Further, technology provides the overall society with a great deal of developed equipment which is more convenient for educational purposes. For example, devices like smartphones, tabs, iPods, PCs...,etc open the door to video and audio contents to be incorporated in foreign language classes, which in itself has positively contributed to enhancing students' oral proficiency. Nowadays, audio and video blogging, and podcasting have entered the world of education, and offered new opportunities for a better learning. A long list of topics and categories are expended and modernized on different websites, most commonly; CNN, TED, and BBC channels. The latter have a wide experience in producing language materials, especially for journalism purposes. These channels are highly reliable for language teaching; they are produced by native speakers and contain many authentic and sophisticated materials.

Although the influence of media in teaching has been strongly emphasized, not all researchers agree that media always foster the teaching process. Clark (1983) sees media as abstract vehicles that deliver instruction but do not influence students' achievement. He arguably contends that "there is evidence ... that it is the method of instruction that leads more directly and powerfully to learning ... it seems not to be media but variables such as instructional methods that foster learning" (Clark, 1983, p. 449). For Clark, it is "not the medium or the symbol system that yields the required performance" (Clark, 1983, p. 454).

Therefore, whether or not media is beneficial depends on teachers' knowledge and competency level in how and when to use it.

2.1.5   Media and Materials

Since media and materials are often mentioned together in language teaching literature, there is general tendency to confuse between the two, especially among novice teachers. For example, if we use the iPod as an instrument, what will be the medium used? Is it its physical side, or is it the programmes and applications installed on it? Or is it the videos, songs, and recordings that are stored inside?

Broadly speaking, materials refer to anything which is used by teachers or learners to facilitate language learning. They could simply be dictionaries, cassettes, CD-ROMs, photocopied exercises, readers, workbooks or grammar books (Tomlinson, 2011, p. 2) . They could also be newspapers, food packages, photographs, and live talks by invited native speakers, instructions given by a teacher, or discussions between learners. Materials are the embodiment of content, aims, values and methods. In Tomlinson own words, materials "can be anything which is deliberately used to increase the learners' knowledge and/or experience of the language" (Tomlinson, 2011, p. 2) .They act as stimulus to learning, help in organizing the teaching/learning process, identify the nature of learning, and provide correct and appropriate models of language use. Following this line of argument, Tomlinson further elucidates that materials;

"can be instructional in that they inform learners about the language, they can

be experiential in that they provide exposure to the language in use, they can

be elicitative in that they stimulate language use, or they can be exploratory in

that they facilitate discoveries about language use. (Tomlinson, as cited in"

(Tomlinson, 2011, p. 2)

Media on the other hand, is the means of transmitting content to learners; it serves as a bridge which links learners with different materials (content, skills, activities, games...) and language users. Computers are good example of media, especially when used to attend an online course. Other examples could be: cell phones, tabs, real objects, card games and so on.

All in all, the relation between media and materials can be symbolized as a train dragging carts; if the textbook is a medium, then all those texts, graphs and instructions within it are materials. Songs, videos and films can be materials that are stored within a smartphone, PC or iPod. Sometimes both terms (media and materials) are used interchangeably to refer to anything teachers and learners utilize to facilitate the learning process.

As far as we are concerned, podcasts are one kind of teaching materials that have reportedly been beneficial for many ESL/EFL learners. It is believed that they help language learners to understand the content and improve their proficiency as well as their listening comprehension.

2.2 Podcasts

After the integration of technology and internet in language teaching, it is no longer problematic to see and listen to native speakers use language in different life situations. TV shows, radio broadcasting and video channels (like BBC, YouTube, CNN...) provide us not

only with language exposure, but also with news, facts, documentaries, lessons, songs, entertainments, and more. All those can be represented in what we call "podcasts".

Before introducing Podcasts, one should have at least an idea about a kind of software named "RSS" or "Rich Site Summary". In WhatIsRSS.com, RSS –which stands for Really Simple Syndication- is defined as "a format for delivering regularly changing web content. Many news-related sites, weblogs and other online publishers syndicate their content as an RSS feed to whoever wants it" (RSS Feed, 2017). RSS solves a problem for people who regularly use the web. People save time by not needing to visit each site individually, and they stay informed by retrieving the latest content from the sites they are interested in. ("RSS Feeds", 2017). After this brief introduction of what RSS is, let us now introduce the notion of Podcasting.

2.2.1 What is a Podcast?

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

Broadcast: is a television or radio program or transmission.

IPod: is a popular brand of portable media player produced by Apple Inc. It is: "A small electronic device for playing and storing digital audio and video files." (iPod Oxford Dictionary, 2017). The term is no longer specifically related to the iPod but refers to any software and hardware combination that permits automatic downloading of audio files (most commonly in MP3 format) for listening at the user's convenience.

By definition, "a podcast is a prerecorded media file (typically in MP3-format) that can be downloaded and transported to almost any player or any computing platform" (Allen,

2006, p. 2). It is noteworthy that not only iPods, but any media player can be used to listen to podcasts such as computers and phones that are able to play media files. In order to avoid confusion with "iPod", some prefer using the unfamiliar term, "netcast", which is also used to refer to podcasts (Wikipedia , 2017).

As a result of its success, the word "podcasting" was made as word of the year in 2005 by The New Oxford American Dictionary (Oxford Dictionary, 2005). Podcasting is a process in which a podcast or a digital recording is produced by amateurs or professionals, and then played on a digital media player. The one who record audio files and then transmit them into MP3 formats as podcasts is called "a podcaster".

2.2.2 The Emergence of Podcasts

The essence of podcasting goes back to 1980s. It was first called "audio-blogging" with the invention of the internet and portable digital audio player devices such as the iPod. Podcasting began to prevail in late 2004. Today, there are more than 115,000 English-language podcasts available on the internet, and a long list of websites available for transmission at little or no cost to the listener or producer (History of Podcasts, 2017).

The first podcast was created by Adam Curry who helped in developing and promoting the medium (it was called The Daily Source Code in August 2004).

2.2.3 The Use of Podcasts

Despite the fact that audio programmes have existed on the Web since many years ago, what makes podcasting exclusive is its capacity for "subscription" through an RSS feed. People select their favourite podcasts, later on; their devices will receive steady notifications

whenever a new episode is uploaded. Once the programme is opened, Podcatcher[1] software, such as iTunes, will receive and download the new episodes automatically. "In other words, instead of having to visit individual websites regularly for updated episodes, listeners will now have the latest episodes of their favourite programmes delivered to their computers" (Man-Man 2007, P. 117). It is then the process of delivery which differentiates podcasts from other media files.

Podcasts	Streaming media
• Requires a live Internet connection *once* to download content. Content can then be played back without Internet access. • The user chooses when to listen to content. • Content *IS* transferable to portable MP3-based audio players or other devices that support the MP3-file format. • Live content is NOT available.	• Requires a live Internet connection for any type of content playback • The user chooses when to listen to content. • Content is *NOT* transferable to portable media players. • Live content is available via the Internet.

Table 1 •   Podcasts vs. streaming media (Allen, 2006, p. 2)

2.2.4 Types of Podcasts

Podcasts available on the web are generally divided into two types: "radio podcasts" and "Independent podcasts" (Man-Man 2007). According to him, "Radio podcasts are

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[1] Podcatcher : is simply a piece of software that we install in our computers to allow us to download and organize the podcasts to which we are subscribed. (Gray.C, Smyth. K, Campbell. K, Mcleod. C, and Strickland. K, 2010, p. 5)

existing radio programmes turned into podcasts, such as those produced by BBC (British Broadcasting Corporation) and RTHK: (Radio Television Hong Kong)" (Man-Man, pp. 117). Independent podcasts, however, are Web-based podcasts produced by individuals and organizations. Podcasts could be also found as audio files only, like songs, radio shows...etc, or as audiovisual (vodcasts or video podcasts); usually joined with links to allow subscription and further logging. It can be noted that Man-Man's typology derives from the consideration of the source or origin of the podcasts, regardless of who produced or for what purposes the content was created.

Taking a different stance, Cross considers three types of podcasts: authentic, semi-authentic; and non-authentic podcasts. Authentic podcasts with authentic content aim at entertaining and informing L1 population (e.g. www.bbc.co.uk). Semi-authentic podcasts are modified authentic texts for L2 users. Non-authentic podcasts are developed especially for L2 learners (e.g. www.listen-to-english.com) (Cross, 2014, p. 12).

The present research focuses more on ELT podcasts, which have been divided by Stanley (2005) into three types:

- Authentic podcasts: those are often not aimed at ELT students, they are mostly directed to native speakers of the language, but are believed to be a potential source for listening.

- Teacher- created podcasts: are created by teachers and usually aim to support students' learning by producing listening content not being available elsewhere.

- Students- created podcasts: are produced by students, often with teacher help. (Stanly, 2005, para. 3).

Ng'ambi and lombe (2012) explain Rüdel's classification of podcasts types which are used in EFL classes. Within this perspective, they wrote:

> In 2007, Rüdel proposed four types of podcasts, which depended on the nature of the content delivered to students. These are: 1) traditional course content: such as archives of lectures delivered face-to-face, 2) additional course content: which enhances learning by providing material that is relevant to the course, 3) supplemental course content: not crucial to passing examinations and 4) podcasts containing content: from students for the lecturer or other students. (Ng'ambi and Lombe , 2012, p. 182).

While searching for podcasts in the net, listeners are guided by the two logos below which represent the format or type of podcasting. The orange one with the headset refers to audio podcasts; however the other one facilitates searching and downloading video podcasts. Both logos are available in different websites and channels in order to facilitate searching and downloading the preferable type of podcasts.

Figure 2: Podcast logos retrieved from Google pictures.

2.2.5 Content of Podcasts

With regard to ELT podcasts' content, Man-Man (2007) presents different types such as comprehensive, vocabulary, conversations, whole lessons, idioms, group chat with transcripts, jokes, songs, phonetics, stories and listening comprehension (Man-Man, 2007, pp. 118-119). For teaching purposes, the content of materials is of paramount importance. This issue has attracted the attention of many researchers and language practitioners. It is worth noting that Krashen's input hypothesis is an epitome of the kinds of research advanced in this respect. According to this hypothesis, a learner needs to have an access to "comprehensible input" and a "low affective filter" which will make learners open to the input to acquire it (Ellis, 2009, p. 45).

Podcasts should contain all what is feasible, comprehensive, and interesting to learners; the content need to be appropriate in terms of speed, students' level, vocal quality, and smooth transition between segments. Basically, there should be no background noise playing within the ongoing episode, otherwise, it will disturb the listening process.

Rosell-Aguilar (2007) proposed some criteria about how and what to include in podcasts' episodes; he suggests that they should:

• provide exposure to the language and its characteristics.

• use a range of materials, including authentic materials.

• provide explicit learning outcomes with clear objectives within a defined syllabus.

• provide exposure to the culture of the areas where the target language is spoken.

• be engaging and of adequate length.

• have a clear consideration of the medium: including portability and screen size.

(Rosell-Aguilar, 2007, p. 489)

As we have mentioned before, podcasts generally contain a diversity of learning materials that are supposed to facilitate learners' understanding, but not to tie them up.

Podcasts used for educational purposes must be well designed and carefully selected so as to meet "learners' language proficiency level, learners' interest and intrinsic interest of topics, cultural appropriateness, cognitive demand, and exploitability" (Lingzhu &Yuanyuan, 2010).

2.2.6 Podcasts as Language Learning Materials

When podcasting became popular, researchers took some interest in how to use it for educational purposes. They realized that podcasts are a convenient and simple tool which can be attractive and motivating for students. Podcasting represents an authentic tool that is used as an alternative in EFL classes; it could be the most appropriate medium in cultural learning, and a great material that brings relia into classrooms and gives learners the opportunity to be exposed to language. For example, in listening sessions, teachers are usually the only source of language to which learners can exposed. It is however a sad fact to acknowledge that EFL teachers are not always a good source for language; not all of them are professionals, or much worse not all of them do master the language they are teaching especially in under-developing countries. So, teachers can find an alternative for language provision if they simply turn to technology which provides dynamic and rich materials.

Since most of the students reach their classes equipped with technological devices, podcasting can create a lot of learning opportunities. As long as these students have any sort of MP3 player, they can access classroom homework or other materials while engaging with any other daily life activity. If podcasts are used in the classroom; they are likely to increase intrinsic motivation by including authentic texts, interviews and multimedia-based language learning tools.

Language learning podcasts vary enormously in terms of design and format: interactive conversations, vocabulary lists, phrase of the day, recipes, interviews, news,

showcases of student work, etc. They also vary in terms of quality: high, medium or low voice

quality. Rosel -Aguilar proposed the following taxonomy of language learning podcasts:
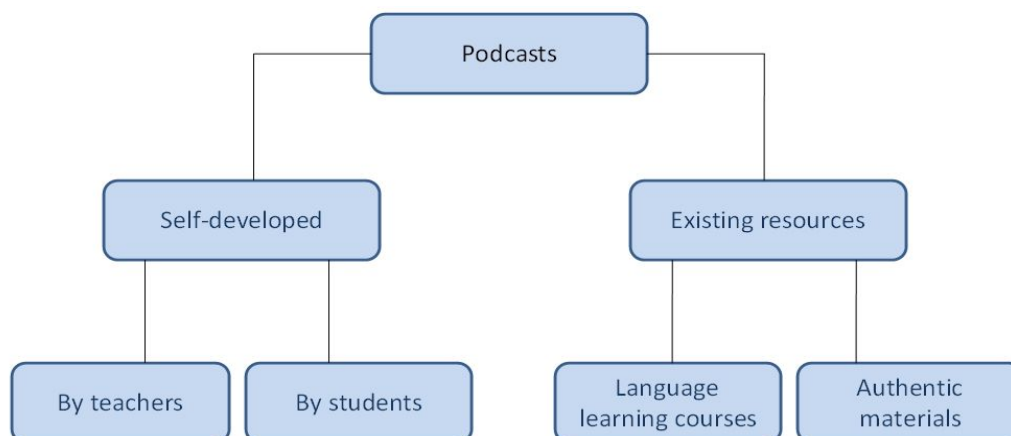
Figure 3: Rosell Aguilar taxonomy (Adapted from Rosell-Aguilar, 2007, p. 476)

According to Facer, Abdous, and Camarena (2009), podcasting benefits can have two

dimensions: The first dimension highlights the teacher estimation, in which podcasting

provides opportunities to reorganize classroom outlines and learning time by providing

compatible access to any time/anywhere course materials. The second dimension describes

the benefits of podcasting from the student's viewpoint. Inside the classroom, the integration

of podcasting into language instruction enables the students to focus on the content of lectures

instead of note-taking, which improves their understanding of the concepts presented in class

(Facer, Abdous, & Camarena, 2009, p. 341)

In addition to the previously mentioned benefits, podcasts open the gate for learners to

discover the foreign language and the foreign culture as well as developing their autonomy to

evaluate their linguistic competency and cultural awareness.

2.3   The Use of Podcasts to Enhance Listening Comprehension

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

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

2.3.1 Advantages of Podcasts

Podcasts as language learning materials, represent a rich source of authentic language. They allow students to move away from traditional methods, and rely more on other contemporary and effective methods in the learning process. Podcasting helps significantly in

practicing the language and also in memorising the lectures. It is an alternative which facilitates note taking for those who cannot listen to the teacher and write at the same time. Moreover, it allows absentees to access to the missed lectures, download them and also share them with other colleagues anywhere and at any time.

Another advantage of podcasts is that they give the chance to both students and teachers to do self-recording and share their thoughts and ideas; Man said that "Producing podcasts, therefore, provide every student with the opportunity to produce something which matches their ability level" (Man Man, 2006, P. 122). Teachers' podcasts are created to enrich the course content and facilitate things to learners. However students' podcasts could be some kind of pronunciation practice, expressed ideas, or even a recorded lecture during memorisation. In addition, podcasts can be a tool for administrations to discuss assignments or curriculum and make announcements; they simplify communication between administrators, teachers and students. Podcasts have the advantage to be portable and accessible at anytime and in any place; "Podcasts are extremely portable, allowing the flexibility to learn at one's own pace. Absences from class for any reason no longer represent a lost learning opportunity, for podcasts provide unlimited review of material, no matter your location." (Allen, 2006, p. 6). They offer the listener an encyclopaedic world of information in addition to the frequent exposure to the foreign language.

2.3.2 Podcasts and Teachers

Podcasting gives teachers the opportunity to create their own audio files and use them as a tool in language teaching. Rajpal and Davi (2011) claim that "podcasting is an opportunity for teachers to explore new teaching styles and transform themselves into Techno-Teachers and their classrooms into Smart rooms" (Rajpal & Devi, 2011, p. 261).

Teachers' podcasts may contain: course resumes, some grammar rules, audio books, listening activities, tests, quizzes ... etc. They encourage teachers to become creative and design materials that go hand in hand with their students' needs. Teachers may also record the lectures and upload them into students' sites or emails, so that any student will be able to check them back later, especially if she/he could not attend the class.

Podcasts created by teachers can also be some sort of feedback; after observing students' errors and mistakes, tutors might record a list of the correct and appropriate use of language. It has been mentioned before that podcasts can be audios, videos, or voice plus slide shared pictures, which clarify and exemplify things for students and attract their interest. Thus, when the teacher varies her/his podcasts, s/he makes the lesson simple and spicy, and students will be excited to see what is coming next.

2.3.3 Podcasts and Students

Given that most students are aware of the integration of technology in their EFL classes, they have the chance to try those technologies themselves and benefit from them. Students now can create their own podcasts and share them with friends. In defending this prospective view, Rajpal and Devi (2011) state that:

> A podcast is a kind of digital lecture through which students get new horizon for their subjects and branch. It has enabled their thought process to develop in different perspectives to create their own podcast in their own voice. As voice is important for creating a podcast, the student can enhance his vocabulary, public speaking skills, oral presentation skills, like Audio books, Podcast Novel, and Self-development lectures. (Rajpal & Devi, 2011, p. 263)

Students' podcasts help individual learners to check their pronunciation as well as their speed and fluency. They help in memorizing lectures through listening and repeating, which make students more exposed to the target language and enrich their vocabulary. Creating a personal podcast motivates language learners and develops a sense of accomplishment that leads to a desirable outcome.

As far as listening comprehension is concerned, creating individual podcasts and listening to others' recordings will certainly broaden students' cognitive potential and develop new listening strategies for learners. Furthermore, students will be able to distinguish between different accents and varieties of the English language, and yet discover customs, idiomatic expressions, slangs and different ways of thinking that are related to the target language. As a result, they will get accustomed with the language more naturally and follow its rules appropriately.

Conclusion

This chapter reviewed the potential benefits of the use of technology and media in language teaching and learning. Special attention was given to EFL settings where the exposure to authentic input is often scant. It has shown how modern approaches of language teaching and learning (such as CALL, ICT, and E-Learning) can play a vital role to enhance the learning process through bringing about newness and interest to learners. Furthermore, the chapter expounded on the issue of media and materials use in the EFL classroom given that they exist in abundance nowadays. Finally, the chapter ended with a discussion about the relevance and suitability of podcasts to enhance students' oral skills and ameliorate students' listening comprehension despite some of their inherent limitations.

Chapter Three: Methodology

Introduction

The present chapter attempts to outline the methodological approach as well as the research procedures that have been followed in this study in order to investigate the effectiveness of using podcasts to enhance university students' listening comprehension abilities. To this end, the study has opted for a mixed-methods approach which includes both quantitative and qualitative methodologies so as to explore the research issue from different facets. Further, the chapter depicts the participants and addresses the procedures of data collection and analysis, and ends with a discussion of reliability and validity issues.

3.1 Methodological Approach

The fact that the nature of the research questions is a key factor in determining the methodological approach is well established within SLA. As for this study, the aim is to examine whether using podcasts with the third year students of the English division will enhance their listening comprehension abilities. With this objective in view, it was deemed necessary to choose a mixed-methods approach in which quantitative and qualitative data analyses would supplement each other. It is believed that coupling these two methodologies will allow for the cross-validation of the findings through their triangulation. According to Brown (1989), quantitative data are "gathered using those measures which lend themselves to being turned into numbers and statistics ... [like] test scores, student rankings within their class or simply the number of males and females in a program" (Brown, 1989, p. 231). Qualitative data, however, "are generally observations that do not so readily lend themselves to becoming numbers and statistics. Examples might include diary entries made by

administrators, teachers or students, record of staff meetings, classroom observations, or even recollections of conversations over coffee" (Brown, 1989, p. 232). Joining these two paradigms can be also called '*triangulation*' which is, as suggested by Creswell and Plato Clark (2007), one of the most common types of the mixed-methods approach. In their attempt to elaborate upon this issue, Brown and Rodgers (2002, p. 244) suggest that there are seven types of triangulation, of which methodological triangulation "using multiple data gathering procedures" is commonly sought within applied linguistics research.

The aim from seeking and eliciting data from various sources is basically to strengthen the researcher's position to explore the phenomenon or problem under investigation in more detail. In this regard Creswell (2003) explains that "both forms of data allow researchers to simultaneously generalize results from a sample to a population and to gain a deeper understanding of the phenomena of interest" (Creswell, 2003, p. 224). It is worth noting, however, that one methodology could be more relied on and thus dominant over the other depending on the importance or the order of the research questions. Dornyei (2007, p. 170), for example, states that a mixed-method design can have different patterns which imply specific directions. For him, a 'QUAN ⟶ qual' design (where QUAN stands for quantitative and qual for qualitative) is one that significantly draws upon quantitative results and corroborate them against qualitative findings.

3.2 Research Design

Given that our study aims at establishing a cause-effect relationship between two research variables, it is necessary to opt for the experimental design where quantitative methods are said to be the primary tool for data collection. By and large, this design (which has been mostly associated with the physical sciences) requires setting a randomly selected

group of people into two groups; experimental and control. Evidently, the experimental group(s) will be exposed to some treatment that is preceded and followed by a set of assessment procedures. In educational research settings, however, it is rarely possible to randomly assign subjects to control and experimental groups. In this respect, Brown and Rodgers (2002, p. 212) explain that "such variation from the formal requirements for a true experiment causes such … [studies] to be called QUASI-EXPERIMENTAL". This situation, however, does by no means imply any negative connotations concerning the credibility of results, especially when the study is properly designed.

The present research is conducted in a university setting where the students are assigned to established classes '*intact groups*' since the beginning of the academic year. Therefore, it was impractical to designate them into other groups from anew, not to mention the tight study schedule and the difficulty to find available laboratories, where the experiment is supposed to be conducted. Thus, taking these practical considerations into account and basing on the nature of our research questions, choosing a quasi-experimental design is fairly plausible. We should note however that most in higher education institutions, such as our research cite, students' designation to specific groups is largely related to chance factors.

3.3 Participants

As we noted earlier, the present study is conducted in the Department of Foreign Languages at Abdelhafid Boussouf University Mila Centre. Thus, our target population constitutes of third year English language students who are assigned to two groups because their number is relatively small if compared with other universities (84 students, equally divided). Presumably, such a population can be considered in itself as the sample of the study. The choice about which group is experimental and which is control was determined by chance

so as to account for both groups equivalence. However, due to some extraneous factors over which we had no control, we randomly selected 16 students from each group. So a total of 32 students readily agreed to take part in the experiment. A global review of students' achievements, age, and gender indicated that they form a homogeneous whole when considered from the perspective of the aforementioned strata. Creswell (2013) assures that this type of sampling (known as convenience sampling) is widely used in educational research. Table 3.1 below shows some important information about both groups.

	Number of students	Percentage
Control group	16	13,44%
Experimental group	16	13,44%
Total of the groups	32	26,88%
The whole population	84	100%

Table 3.1 Participants' Distribution in the Groups

The participants in the experimental group have approximately the same age, ranging from 21 Min to 23 Max. (*M= 21,75; SD=0,68).* There were 02 males (12.5%) and 14 females (87.5%). It is very clear that the overwhelming majority of the student participants are females, but this frequency is proportionate with the characteristics of the whole population (90% females vs. 10% males). There is no bio-data about the control group participants since they completed a questionnaire at the outset of the study and they anonymously reported their listening proficiency level and audio materials preferences.

Judging by the general impressions of the listening comprehension teachers and the answers of the survey that was conducted before the treatment, we can say that the participants of the two groups (control and experimental) possess fairly the same level of

proficiency in English. Furthermore, the results of the survey showed that the majority of the students in the sample (69.69%) believe that they are average listeners, 21.21% think they are good listeners, whereas, only 9.09 % believe that they are poor listeners. Figure 3.1 presents these percentages more conveniently. It can be understood from these figures that most third year students have not yet developed many important characteristics of EFL skillful listeners. This state of affairs does reflect our assumption on which we based our choice to conduct the study with this specific level.
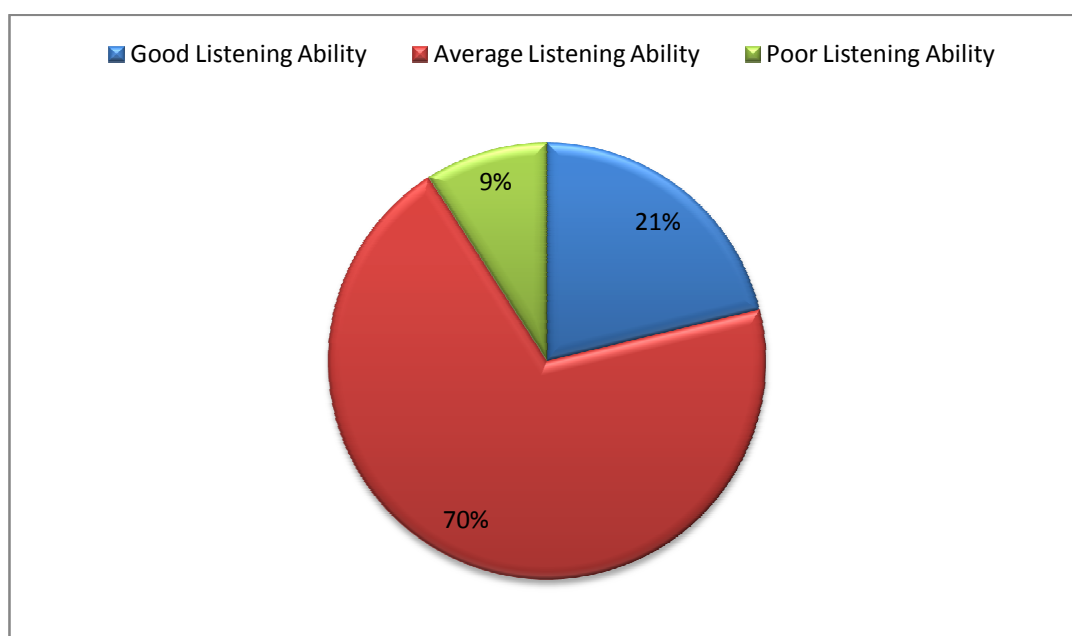
Figure 3.1: Students' Beliefs about their Listening Abilities

As for the listening comprehension teachers, the two groups of third year English division are tutored by the same teacher. This latter has been teaching this module more than five years, which facilitated solving many laboratory technical problems during the implementation of the experiment. Because of the unavailability of this teacher during the whole instructional period, the two researchers have decided to be the teachers themselves.

3.4 Data Collection Procedures

It is worth reminding that the present study set out to investigate the effectiveness of listening to audio podcasts –as extra listening materials, in enhancing third year university students' listening comprehension abilities. The present section is, therefore, meant to outline the process of collecting the necessary data for carrying out this research project.

3.4.1 Materials and Instructional Treatment

The first phase in the data collection process focuses on the treatment procedures and the materials used. The experiment, as noted earlier, investigates the effectiveness of exposing students to English audio podcasts regularly and compares it to what the students normally have in their ordinary listening sessions. The independent variable, which is podcasts, has two main conditions. The first one is experimental where students received a particular treatment through listening to podcasts. The second condition is the control in which students did not receive any treatment, but only attend their listening sessions with their teacher. In the normal timetable both groups have two listening sessions per month in language laboratories; we planned three extra sessions per week for the experimental group under formal settings.

During this two-week instructional period, students were exposed to a set of various kinds of podcasts from different sources, and about different topics. Some of these were Ted-Talks; others were cultural documentaries, songs, audio-books, and poems. Most of them have the duration of 15 to 28 min, save songs which last from 4 to 6 min. In each session, students listened to two podcasts of 15 or 20 min; then we concluded the session with a song. Before they listen to any podcast, we begin by a warm up through a brief introduction that was meant to activate their schemata; more precisely, to relate the content with their prior

knowledge (pre-listening). After that, we give them the listening answer sheets to have a look at the activities. Then, they listen attentively to the podcasts (while-listening). Finally, they start answering the activities.

The selection of the podcast types and content was not random. Actually, we gave a questionnaire for students to find out about their attitudes and interest and explore their preferences. In order to maximize the chances of getting answers that approximate normal distribution, the questionnaire was submitted to the whole population (See Appendix 01 for more information about this questionnaire). After we analyzed the responses we found that the majority of the students prefer cultural and musical podcasts which last from 15 to 20 minutes. (Appendix 03 shows in details the process and the content of the materials used in the experiment).

The selection of podcasts was carefully tailored to meet certain characteristics. First, podcasts selected were of moderate speech rate, so that the listeners do not miss any part of the speech and understand it easily. Second, we chose both American and British accents of native speakers so as the listener will be exposed to different varieties of language. Third, the use of words in the speech was not very difficult, but there were new words in order to provide a comprehensible input and new content at the same time. Finally, the topics were independent in the same session to meet different preferences.

Although the BBC podcasts were highly emphasized in the theoretical part, we decided not to use them in the experimental treatment since the majority of students reported that they were not really interested in them, and we could not find any file that may suit their preferences. Besides, most of the BBC episodes we found were either too short or too long in comparison to what the students recommended. Another reason we avoided the BBC channel

is that most of them are conversations by people who have different and difficult accents and speed rate, which are definitely unsuitable with the students' listening abilities (nearly 70% of the students in our population reportedly have average listening abilities).

3.4.2 Tests

Given that the quantitative part of the present study is aimed at measuring the effectiveness of the instructional treatment on students' listening comprehension abilities, it was fully justified to rely on tests. Actually, these lend themselves properly to representing the construct under investigation. The students in both groups were concerned with the pre-test and post-test. Following this design will make both groups suitable for comparison. According to Mackey and Gass (2005, p. 149), "in many language studies, participants are given a pre-test to ensure comparability of the participant groups prior to the treatment, and a post-test to measure the effects of the treatment". So while the pre-test outcomes are to be considered as a good indicator that both groups can be matched before the treatment, the post-test scores can be relied on to account for any differences in performance afterwards.

The pre-test was administered to both groups, the experimental (n=16) and the control group (n=27), at the same time. It was conducted to measure their abilities before the treatment. Before starting the test, we briefly described the nature of our experiment to the students and explained to them its aim and procedures. Both groups listened to a podcast entitled:*J.K. Rowling - A Year in the Life (ITV, 2007)* which lasted for nearly 49 minutes. They were asked to answer some questions concerning the content of the podcast in the listening answer sheets. The test consists of 15 items divided into two activities; the first activity was multiple choice questions, however the second was true or false statements.

The post-test was administered to those who took the pre-test from both groups one day right after the treatment. Students were tested at the same time under the same conditions. The podcast given to them was entitled: *"Oil Money-Desert to Greatest City Dubai".* It was a documentary which lasted for 43 minutes, describing how Dubai shifted from a huge desert to a shiny jewel. While listening, students were trying to answer 15 questions distributed in four different types of activities, aiming to measure their ability to: listen for the gist, and listen for specific information. One (1) point was given for each correct item and zero (0) for incorrect ones. This test was by no means more difficult, nor easier than the pre-test, but it was different in terms of the types of activities designed. In actual fact, we did not want to give students the impression that they retook a similar test; that is why different activities were included.

3.4.3 Students' Questionnaire

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

In this study, we submitted a questionnaire to the experimental group participants – after they have taken the posttest, in order to elicit their attitudes towards the overall experience of taking part in the experiment. The questionnaire was split into two sections; the first one focuses on their reactions towards all the features included in the experiment. The second, however, seeks to measure on a likert scale their attitudes towards the efficiency of

listening to podcasts in enhancing different aspects of their language proficiency in general and their listening comprehension ability in particular.

3.4.4 Teachers' Interview

It is widely acknowledged that interviews can lead to findings that cannot be yielded by other research instruments. This state of affairs is due to the fact that during interaction human beings can generate knowledge in unpredictable ways. Basing on this view, we decided to support the quantitative findings collected with some qualitative data. We interviewed six teachers of listening expressions who all work at the department of foreign languages in Abdelhafidh Boussouf University Centre. The aim of the interview is explore these teachers' belief system concerning the suitability and applicability of using podcasts as teaching materials to enhance EFL university students' listening comprehension abilities in the Algerian teaching context.

All of the teachers' experiences ranged between one to six years in teaching listening as a module. However, none of the teachers had any training before they started teaching listening; they insisted during the interview that they have a previous acquaintance in relation to teaching listening. Four teachers reported that they had some self-training in teaching listening; however, others said that they attended a couple of courses during their master studies about how to teach listening. As such, our respondents can be considered as an acceptable source of data for the purposes of this study.

3.5 Data Analysis Procedures

The analysis of the data gathered throughout the stages of this research requires the use of both descriptive and inferential statistics. Basically, the choice of the statistical tools is

largely determined by the nature of the research questions and hypotheses. The descriptive statistics include reporting means, standard deviations, frequencies and graphical displays. These are mostly used when describing participants' characteristics, scores and attitudes. While analyzing the students' questionnaire and the achievement tests scores in this research, the latter statistics were extensively used.

Concerning the inferential statistics, the study has opted for the independent samples t-test which is common when comparing two means of two independent samples (between groups designs). Also, computing eta^2 was deemed necessary in order to measure the strength of association between the independent and dependent variables.

As far as the analysis of the interview is concerned, a theme-based classification and discussion are carried out. A matrix, with the main categories that reflect the purpose of the qualitative inquiry, can contribute to unfold the patterns in the data.

3.6 Validity and Reliability

According to Brown (as cited in Brown & Rodgers, 2002, p.241), validity can be defined as "the degree to which the results can be accurately interpreted and effectively generalized". The accurate interpretation of the results implies that the research is largely suitable for what it is investigating. Generally, validity has two forms: internal and external. In any research design, researchers should consider both internal and external validity of their work; where the internal validity describes how the components of the study are structured and processed, and the external one examines the results and sees if "there are any causal relationships" (Shuttleworth, 2008).

In the context of the present study, there are several caveats which could threaten the internal validity of the experiment. First, the experimental and control groups were not instructed by the same teacher. Given that the researchers took charge of the experimental group, any resulting differences in performance can be linked to the teacher variability. Further, the time allocated for listening comprehension sessions is limited either in ordinary sessions or under the instructional treatment. This may lead to a blurred vision of what actually happens with the students' listening comprehension abilities given that the time span between two sessions is fairly long. And what made things worse is the unavailability of language laboratories as well as the difficulty to find free time in the students' timetable. Despite the researchers' awareness of these potential threats, their choices to make amendments were limited. However, every effort was made to make the study as internally valid as possible.

Similar to internal validity, our study cannot be said to have full external validity. The first threat is the limited number of participants in the study. Further, the period of the experiment was not long enough to allow careful investigation of variability in the students' performances. However, given that the participants in both groups possess approximately similar listening comprehension abilities, the comparison of their mean scores after the treatment is valid. In addition, both groups received the listening instruction in similar conditions.

It is commonly reported that the quality of measurement in research studies is determined by reliability of the research instruments. Reliability can be defined as "the consistency of data, scores, or observations obtained using measurement instruments, which can include a range of tools from standardized tests to tasks completed by participants in a research study" (Tavakoli 2012, p. 538). In very simple terms, a research work can be

considered as reliable if the results obtained turn out to be the same whenever it is repeated. For example, if we use a test to measure the quality of the papers made by a specific company, and the test keeps revealing the same results every time it is administered, we can say that the test is highly reliable. In order to avoid threats to reliability, researchers often resort to piloting procedures, or combining both quantitative and qualitative methodologies.

In order to deal with the issue of reliability within our research, we decided to check whether the listening post-test and the questionnaire are reliable enough so as to make sound inferences. Concerning the internal reliability of the listening post-test, we chose to use Kuder-Richardson Formula 21 which is represented by the following equation:

$$kR21 = \frac{k}{k-1}(1 - \frac{x(k-x)}{ks^2})$$

Where: K is the number of the items

X is the mean of the test scores

S is the standard deviation of the test scores

In our case, here are the equivalent values of each:

$$= \frac{15}{15-1}(1 - \frac{11(15-11)}{15 \times \sqrt{2}\text{^}2})$$

$= 1,07 \times (1 - 44/30)$

K-R21= -0.50

The result indicates that this test is 50% reliable. Hence, it is possibly legitimate to draw some conclusions as far as students' comprehension abilities.

Since the questionnaire is a principal means of research in our study, it was considered necessary to gauge its reliability. To this end, the reliability coefficient (α) alpha was computed. This coefficient is supposed to provide an estimate of the questionnaire internal-consistency reliability. In other words, it is a good predictor of the extent to which the respondents are answering consistently along the different items of the survey of questionnaire. Relying on Excel software, the likert scale items of the questionnaire were coded and supplied for computation. The value of the coefficient is estimated as (α=.59). This figure indicates that the students were approximately 60% consistent while responding to the questionnaire items which were meant to probe their attitudes.

Conclusion

This chapter has outlined the methodology followed in the present research. It described the general methodological approach, accounted for its adequacy within the present dissertation and explained the research design that underpins the different stages of data collection. This was followed by a general presentation of the three main research tools as well as the data collection and analysis procedures. Finally, the chapter focused on the issue of validity and reliability within this research work.

Chapter Four: Results, Discussion, and Interpretation

Introduction

The purpose of this chapter is to analyze and interpret the results that we obtained from the three research instruments, namely; the experiment, the questionnaire and the interview. To begin with, the results of the pretest and posttest of both the experimental and control groups will be presented and compared in order to measure the efficiency of the treatment. Further, the findings gathered by the questionnaire and interview will be analyzed and evaluated. In order to corroborate the results of the three instruments, the chapter will employ a triangulation procedure. Basing on the final results, research implications and recommendations will be suggested.

4.1 Results Analysis

4.1.1 The Pretest Scores

As mentioned in the methodology chapter, administering the pretest was aimed at measuring students' listening abilities before the treatment (listening to podcasts) in order to ensure comparability between the control and experimental group. In order to make the presentation of the test scores more amenable to analysis, we put them in the following tables.

The first table shows the scores achieved by the control group participants: as can be seen the mean (**M**=10.19), the variance (**Var.** =4.59) and the standard deviation (**SD** = 2.60). We can clearly notice that the mean, mode, median and the midpoint are approximately the same ($\approx$10) which implies that the group is fairly homogeneous and can tentatively form a normal distribution given that the majority of the scores cluster around the centre. Also,

judging by the highest and lowest marks, it is perfectly possible to have approximately two standard deviations (**SD**) above and below the mean.

The second table shows the scores achieved by the experimental group participants. As can be noticed the mean (**M**= 10.38), the standard deviation is (**SD**= 3.59) and the variance (Var. = 8.93). The value of the variance is noticeably high, especially if we look at the standard deviation and the mean of the group. Although the latter imply some sort of closeness among the students' listening proficiency levels (the majority of the students fall within the range of medium listening ability), the variance points out clearly at some disparities in the global ability of the group.

Though the raw scores of both groups indicate that the students' abilities are proportionate, we need to align the measures of central distribution and dispersion in order to ascertain the extent to which both groups can be matched. Like we did with the raw achievement scores, it is convenient to put these figures in a table.

Students G1	Score (x)	X-Mean	(X-mean)²
A	5	-5,1875	26,91015625
B	8	-2,1875	4,78515625
C	10	-0,1875	0,03515625
D	7	-3,1875	10,16015625
E	11	0,8125	1,41015625
F	12	1,8125	0,66015625
G	9	-1,1875	1,41015625
H	9	-1,1875	4,78515625
I	14	3,8125	0,66015625
J	13	2,8125	7,91015625
K	12	1,8125	7,91015625
L	10	-0,1875	0,66015625
M	11	0,8125	1,41015625
N	12	1,8125	0,03515625
O	10	-0,1875	0,03515625
P	10	-0,1875	0,03515625
SUM	163		68,8125
Mean	10,19		
SD			2,60
Vairance			4,59
Mode	10		
Medium	10		
Mid point	10		

Table 4.1: Mean, variance and standard deviation of the control group pretest

Students G2	score (x)	x-mean	(x-mean)²
a	15	4,5625	20,816406
b	13	2,5625	6,5664063
c	13	2,5625	6,5664063
d	8	-2,4375	5,9414063
e	6	-4,4375	19,691406
f	11	0,5625	0,3164063
g	10	0,5625	0,3164063
h	10	-0,4375	0,1914063
i	10	-0,4375	0,1914063
j	12	2,5625	6,5664063
k	14	3,5625	12,691406
l	10	-0,4375	0,1914063
m	8	-3,4375	11,816406
n	13	2,5625	6,5664063
o	5	-5,4375	29,566406
p	8	-2,4375	5,9414063
Sum	166		133,9375
Mean	10,38		
Variance			8,93
SD			3,59
Mode	10		
Medium	10		
Mid point	10		

Table 4.2: mean, variance and standard deviation of the experimental group pretest

4.1.1.1 Comparison between Control and Experimental Groups Pre-test Scores

The table below is a good indicator that the two groups can be matched; they got approximately the same mean, mode, median, and even the standard deviations are not so far from each other. So in case there any noticeable differences in performance after taking the posttest, they can favourably be attributed to the treatment that was provided during the experiment. In such contexts, it is very likely that using an independent t-test will hold clear insights concerning how much the envisaged difference is significant for the study. In more technical terms, we daresay that all the assumptions are respected to calculate the T-test between the two groups.

Groups	Mean	SD	Variance	Mode	Median	Mid-point
Control	10,19	2,60	4,59	10	10	10
Experimental	10,38	3,59	8,93	10	10	10

Table 4.3: A comparison between the two groups' achievements in the pretest

4.1.2 The Posttest Scores

Being approximately similar in length and difficulty to the pretest, the posttest sets out to reflect the students' listening comprehension abilities after a period of fifteen days, with an instructional treatment for the experimental group and with normal conditions for the control. Because this test was decisive in the process of drawing conclusions about students' listening comprehension abilities, we calculated its internal reliability as we demonstrated in the previous chapter. Despite the limited number of items in this test, it turned out that it is reliable to meet the purposes of the present research. The tables below show the posttest achievement scores in the control and experimental group respectively:

The Control Group Post-test Achievement Scores

Student	Mark (x)	(x-mean)	(x-mean)²
A	8	0,1875	0,0351563
B	9	1,1875	1,4101563
C	6	-1,8125	3,2851563
D	10	2,1875	4,7851563
E	9	1,1875	1,4101563
F	6	-1,8125	3,2851563
G	8	0,1875	0,0351563
H	6	-1,8125	3,2851563
I	4	-3,8125	14,535156
J	8	0,1875	0,0351563
K	5	-2,8125	7,9101563
L	7	-0,8125	0,6601563
M	6	-1,8125	3,2851563
N	12	4,1875	17,535156
O	9	1,1875	1,4101563
P	12	4,1875	17,535156
Sum	125	0	80,4375
Mean	7.81		
Variance	5.36		
SD	2.32		
Mode	6		
Median	8		

Table 4.4: Mean, variance and standard deviation of the control group posttest

The Experimental Group Posttest Achievement Scores

Students	mark (x)	(x-mean)	(x-mean)²
a	11	0	0
b	11	0	0
c	13	2	4
d	13	2	4
e	8	-3	9
f	11	0	0
g	9	-2	4
h	10	-1	1
i	11	0	0
j	10	-1	1
k	12	1	1
l	10	-1	1
m	13	2	4
n	11	0	0
o	12	1	1
p	11	0	0
sum	176	0	30
count	16	16	16
mean	11		
variance	2		
SD	1.41		
mode	11		
median	11		

Table 4.5: Mean, variance, and standard deviation of the experimental group posttest

A general examination of the control group posttest results reveals that 10 students got the average. The mean of the whole group (**M**=7.81) and the standard deviation (**SD**= 2.32). The results denote that the control group recorded a negative gain in their overall listening comprehension ability if compared with the mean score in the pre-test. Also, the results show that there is much more variability in the scores as evidenced in the variance (**Var.** =5.36)

Concerning the post-test scores of the experimental group participants, we can clearly notice that like their counterpart control participants, the majority of their scores cluster around the average. However, the mean of their scores is notably greater than that of the control. The results can be summarized as follows (**M** = 11), (**Var**. = 2) and (**SD** = 1.41).

Although a superficial look at the scores does suggest that the experimental group outperforms the control, the conclusion about the statistical significance of the differences cannot be reached unless a statistical test like the t-test is computed.

4.1.2.1 The *T*-test Computation

In order to calculate the t-test value we relied on the descriptive statistics of both groups. It is worth reiterating that the computation of this inferential test will help to unearth the impact, if any, of the independent variable (listening to podcasts) over the dependent variable (students' listening comprehension abilities). Hence, the t-test will take place to compare the two groups' means with reference to deviation, which is the standard deviation or the deviation of the scores from the mean. Since we followed a between-groups design, we will be using the independent t-test. The table below contains all the data we need to do the test calculations.

Cont. Gr	Scores	$(X-Mean)^2$	Exp. Gr	Scores	$(X-Mean)^2$
A	8	0.04	A	11	0.00
B	9	1.41	B	11	0.00
C	6	3.29	C	13	4.00
D	10	4.79	D	13	4.00
E	9	1.41	E	8	9.00
F	6	3.29	F	11	0.00
J	8	0.04	J	9	4.00
H	6	3.29	H	10	1.00
I	4	14.54	I	11	0.00
G	8	0.04	G	10	1.00
K	5	7.91	K	12	1.00
L	7	0.66	L	10	1.00
M	6	3.29	M	13	4.00
N	12	17.54	N	11	0.00
O	9	1.41	O	12	1.00
P	12	17.54	P	11	0.00
Sum	125	80,40	**Sum**	176	30
Mean	7,81		**Mean**	11	
Variance		5,36	**Variance**		2
SD	2,32		**SD**	1,41	

Table 4.6: The scores of both groups in the post-test

For the **control** group:

N1: 16   M1: 7.81

df1 = N - 1 = 16 - 1 = 15   SS1: 80.44

$S^2{}_1 = SS1/(N - 1) = 80.44/(16-1) =$

5.36

For the **experimental** group

M2: 11

N2: 16

SS2: 30

df2 = N - 1 = 16 - 1 = 15

$S^2{}_2 = SS2/(N - 1) = 30/(16-1) = 2$

T-value Calculation

$s2p = ((df1/(df1 + df2)) * S^2{}_1) + ((df2/(df2 + df2)) * S^2{}_2)$

$= ((15/30) * 5.36) + ((15/30) * 2) = 3.68$

$s2M1 = s2p/N1 = 3.68/16 = 0.23$

$s2M2 = s2p/N2 = 3.68/16 = 0.23$

$t = (M1 - M2)/\sqrt{(s2M1 + s2M2)} = -3.19/\sqrt{0.46} = -4.7$

Because in our research we did not assume any theoretical stance as far as the relationship between the variables is concerned, it will be a two tailed, in the sense that the alternative hypothesis can be tested in both directions. Further, following the general tendency in applied linguistics we chose to work with a p-value of (0.05), which indicates that only 5% of the results obtained are due to chance alone, whereas 95% can be attributed to the treatment. Given that the number of participants in each group is 16, the critical value of t recorded in the table is 1,697 (See appendix n° 27). We easily notice that the t-test value is greater than the critical value recorded in the table (4.7>1,697). This means that the difference between the two groups means is statistically significant. Therefore, the differences that we

can notices between the means of the both groups are not due to chance, but to some other variables.

4.1.2.2 Eta Squared

Once we got ascertained that the independent variable does exert some influence on the dependent variable, a further step can be taken to measure the strength of association between these two variables. This can be done through calculating another statistical test that is known as eta square, or r.

$$r = t^2 / (t^2 + df) \qquad r = 4.7^2 / (4.7^2 + 30) \qquad r = 0.42$$

The eta square value is 0.42 which signifies that the strength of association is approximately good (40%), taking into account the limitations we encountered during our study.

4.1.3 Students' Questionnaire

The gathered data through the questionnaire represent students' perceptions about taking part in the experiment. Special attention is given to their level of agreement or disagreement about different features included in the procedure of building up their listening comprehension abilities in the course of listening to audio podcasts as a learning material.

4.1.3.1 The Analysis of the First Part

It's worth noting that the questionnaire was given only to the participant students in the experimental group. Since it was administered in a room during study time, the return rate was 100%. What is noticeable about the sample of our respondents is that 93% of them are females. The majority of the participants' age ranged between 21-22 years old; they studied

literary stream in the secondary school. These demographic data proved insightful while analyzing and interpreting the results of the attitude survey.

The chart below demonstrates the students' feelings about taking part in this study.
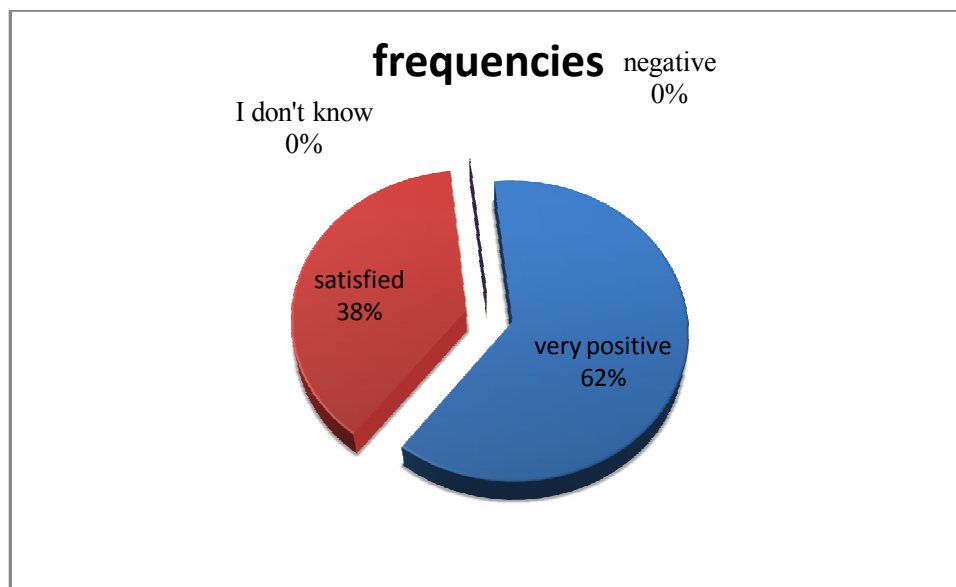
Figure 4.1: students' feelings towards the experiment

The first impression of the students towards the experiment was positive where 62.06% stated that the experience of listening to audio podcast with the teaching method is very positive. The other participants said it was satisfying for them to go through this experience, without specifying any negative impressions. The data collected about their attitude would be satisfying to any researcher who conducts a similar study about attitude measurement given the fluctuation and instability associated with people's belief systems. Additionally, we were interested in what made the experimental listening sessions interesting. In this respect, more than half of the participants emphasized the good choice of topics. Furthermore, participants liked the method of teaching and the activities provided during the experiment. The figure below is a more detailed representation of students' reactions.
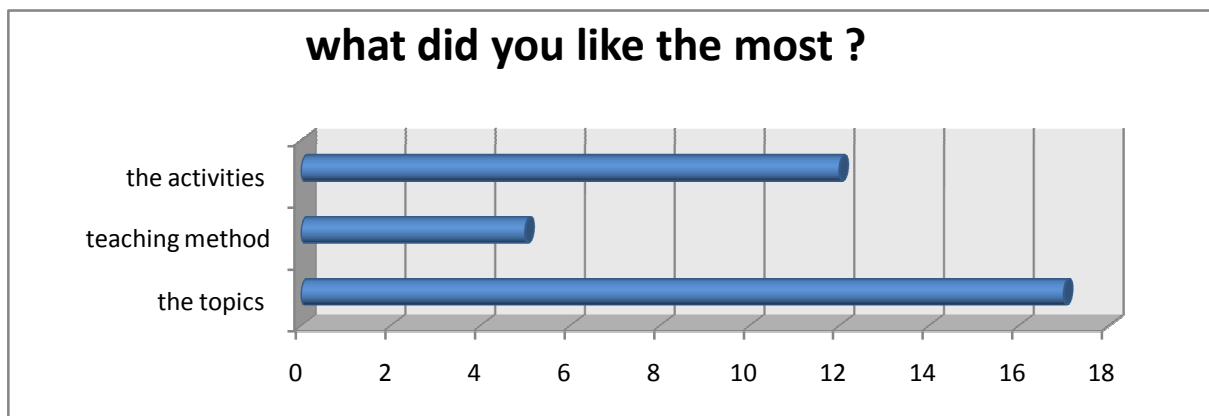
Figure 4.2: students' preferences after taking the experiment

As it is mentioned above, the students have a different estimation about the preferable feature in this experiment; there is no doubt that the selection of topics was successful to the extent that half of the participants chose it as their first choice.

During the experiment, the participants were exposed to different types of podcasts; we asked them about the most interesting types for them, they chose short documentaries as the best choices then storytelling; however, interviews and book summaries came in the third place. All the different kinds of podcasts were highly valued by the students, with some honorable exceptions. The chart below shows students' choices about their preferences in relation to the types of podcasts.
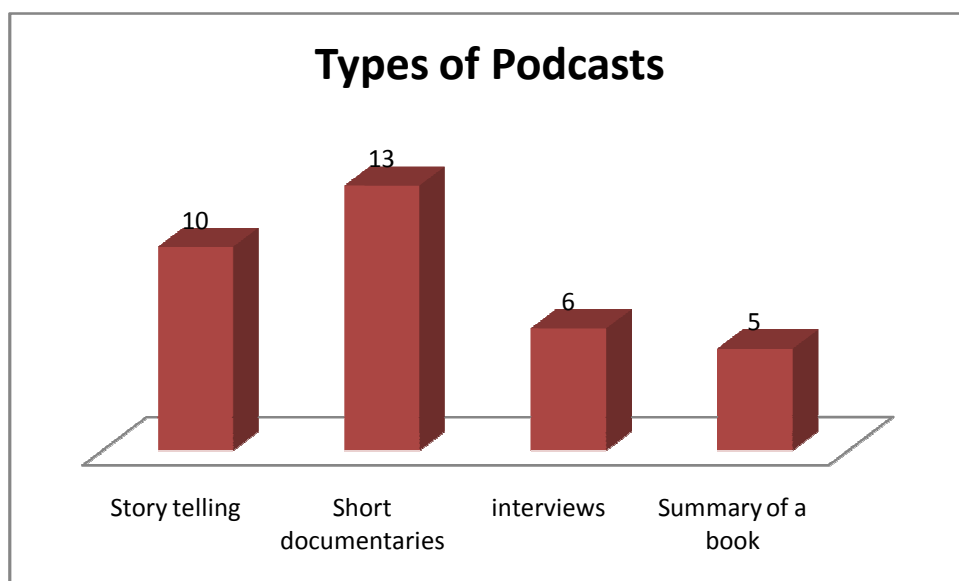
Types of Podcasts

Figure 4.3: students' choices about their preferences in relation to the types of podcasts.

This study was conducted to investigate whether the exposure of third year EFL students to audio podcasts will enhance their listening comprehension abilities. Podcasts used during the instructional procedures were selected according to students' preferences. In this questionnaire, we asked them if they felt any change in their listening comprehension abilities or any aspect of their language learning process. In response to this item, 58% of them agreed upon the enhancement of their listening comprehension abilities after the treatment, while the others said that they become more aware of their listening preferences and learning styles.

We assumed that the students faced some barriers that were impossible to avoid during the experiment. Thus, we asked the students to mention any problems that could have made the listening process harder, or affected their listening comprehension. Their answers are exposed in the following graph.

Problems that face students during the treatment
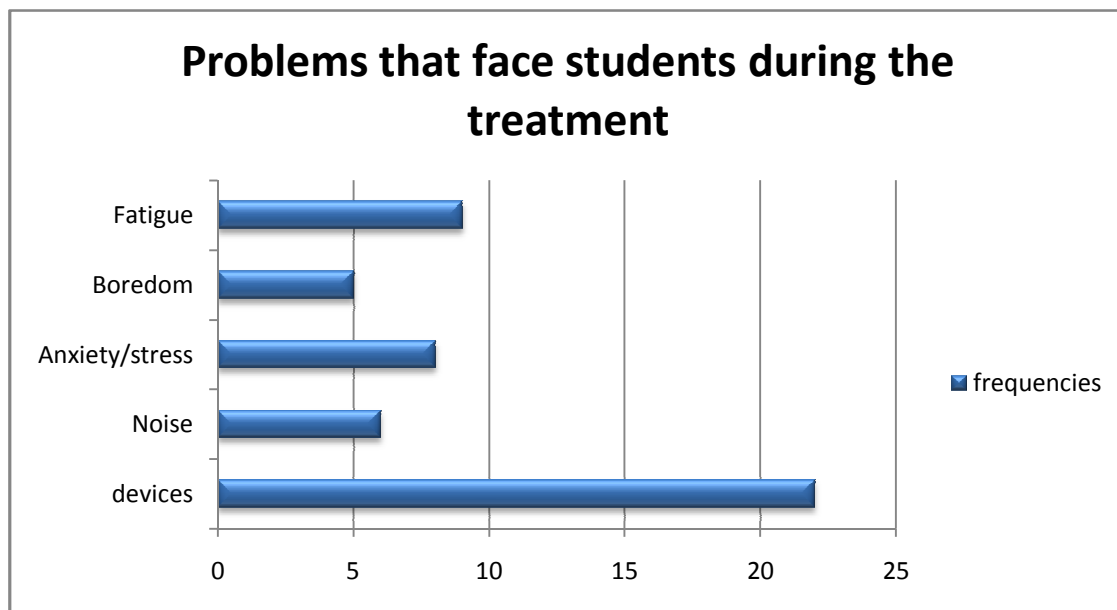
Figure 4.4: problems that face the students during the treatment

75% of the participants complained about the quality of devices used. Fatigue, anxiety and stress came second. Students were not really familiar to deal with the listening session in an instructed way where they need to focus on the listening materials so that they can do the activities. Less than 20% of the participants reported getting and experiencing noise while listening.

In this survey, we asked an open-ended question giving the students a free space to provide their suggestions to make the listening session better for them. The students' answers are classified according to three main categories, as shown in this table.

Categories	Ideas
Interest	All the students suggested that the teachers should change the method used to teach listening and be more open to use creative ideas. They added that the selection of topics should be geared towards the students' interests and preferences, not the teachers'. They also want the integration of new materials to the listening sessions like songs, games, and movies.

Quality of the materials	The students consider the use of short to moderate length of listening files as efficient for them and more productive. They also insisted on the quality of the audio file. They suggested that it should be well chosen at the level of language varieties, of high sound quality.
The environment	The first highly recommended advice is to update and change the devices used in the classroom. According to the students, the interaction between them and their teachers should be friendly and cooperative, which enable them to be more integrated into the learning process.

Table 4.7: students' suggestions

4.1.3.2 The Analysis of the Second Part

This part investigates in details the students' attitudes about the effect of the experiment on their different overall language proficiency, giving special attention to their listening comprehension abilities.

Questions	Mean	SD
1) **I enjoyed listening to the audio podcasts during the experiment.**	1,68	0,48
2) **Podcasts have a positive effect on my listening skills.**	1,393	0,488
3) **I felt that my listening comprehension has dramatically improved after the experiment.**	1,75	0,63
4) **Listening to audio podcasts made me more aware of listening comprehension strategies.**	1,7143	0,5998
5) **After this experiment, I felt more motivated to listen regularly to audio podcasts on my own.**	1,6786	0,548
6) **Podcasts helped me improve my English grammar use.**	2,0357	0,8576
7) **Podcasts helped me increase and enrich my vocabulary.**	1,571	0,742
8) **Podcasts were a useful tool which helped me acquire correct pronunciation.**	1,821	0,651

9) The podcasts topics used in the experiment were interesting to me.	1,6429	0,6215
10) I liked listening to different topics in the same session.	1,75	0,905
11) The songs were a good support to the lessons.	1,107	0,262
12) The use of podcasts in the listening session increased my motivation as an EFL learner.	1,607	0,567
13) Unlike most videos, audio podcasts helped me focus more on the listening content.	1,9643	0,6929
14) I would recommend listening to audio podcasts to enhance listening comprehension abilities.	1,6429	0,5578

Table 4.8: the results of the second part of the questionnaire

As it can be observed in the table above, the mean of the item 'I enjoyed listening to audio' scored (1.68) which indicates that the majority of the students' opinions lay between agree and strongly agree. The students agreed upon the idea of having a good time listening to audio podcasts during the treatment.

The following items (2, 3, 4, 5, 6, 7, 8, 12 and 13) are intended to look for approximately the same direction of data about whether the students felt any improvement in their listening comprehension and other requirements for the students to be effective listeners. The second item mean was (1.39) which indicates that the students have a positive impression about the effect of the treatment on their listening abilities. The next scores emphasized the fact that podcasts continue the steadiness of their positive feeling about the impact of the treatment on their listening skills and other aspects of language learning. The third item mean scored (1.75), which illustrates that they felt a dramatic improvement in their listening comprehension abilities. The students' answers mean ranged between1.60-2.03. This stands as strong evidence which confirms their agreement upon the positive consequences of the experiment; they said that they have become more aware of the listening comprehension

strategies; more motivated to listen regularly to audio podcasts at their own pace. Listening to podcasts enhanced their grammar use, and they feel that listening to podcasts is a good way to acquire pronunciation and get a rich repertoire of vocabularies.

The last items (9, 10, and 11) are related to the experimental procedures carried out in the research. Concerning the item '*The podcasts topics used in the experiment were interesting to me*', the mean score was (1.64). As for the variety of topics to meet all the students' preferences, the item '*I liked listening to different topics in the same session*' scored (1.75). This reveals the successful choice of the topics built upon students' interest, at least more than half of them enjoyed listening to different varieties of topics they are interested in. They also celebrated the addition of songs to the listening session and contended that it was a good support for the topics; this item scored (1.10).

4.1.4 The Analysis of the Teachers' Interview

All the teachers described the listening session in nearly the same way; they said that the students listen to the material provided by the teacher then they open a discussion or do some practice activities. Typically, the answers came differently when we asked about the necessity of giving the listening skill more importance in the EFL context; four out of six agreed on this idea, and emphasized the role of listening as a skill in developing oral capacities, whereas the other teachers argued that equality should exist between all the four skills.

Almost all the teachers agreed upon the useless devices "available" in the language laboratories. The latter was one of the barriers that teachers reported as the most common problem students frequently complain about. On the other hand, teachers explained that language can be another barrier to the listening comprehension ability, especially that different varieties of language are not favored by all the students. Furthermore, they assumed

that students do not comprehend some parts of the speech because of their lack of vocabulary and their lack of necessary background knowledge about the target language culture.

The teachers asserted their freedom of choice concerning the materials used during the listening sessions, but accused the number of sessions devoted to the listening module which should be more than two sessions per month. It is worth mentioning that all the teachers seem to be competent in using the technological devices; furthermore, they affirmed the importance of using media and technology in the EFL context to enhance learning since technology is the only way to teach listening. The teachers provided various illustrations that support the use of podcast in teaching listening: They said that podcasts can represent a good aid for the teacher to expose the students to a reliable sample of the target language.

Finally, teachers suggested that the students should have more listening sessions, and more interaction with native speakers of the target language either virtually or naturally.

4.2 Discussion of the Results and Triangulation

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

Question One: Will listening to podcasts result in a significant difference between the mean scores of listening comprehension performance of the two groups?

In order to get an optimum answer to this question, we advanced two hypotheses: a null hypothesis (H_0) and an alternative hypothesis (H_1).

H_0: Listening to podcasts would not result in a significant difference between the mean scores of listening comprehension performance of the two groups.

H₁: Listening to podcasts would result in a significant difference between the mean scores of listening comprehension performance of the two groups.

Considering the outcomes obtained previously, and the numerical data we had computed earlier (pp.77-79: t-value, text validity, and the strength of association eta sq), the answer to the first research question would be:

A1: Listening to podcasts has a *positive* impact on EFL third year students' listening comprehension abilities.

The inferential statistics that we got lead us to reject the null hypothesis, which holds that the differences in performance between the two samples after the instructional treatment are due to chance alone. This conclusion was clearly supported by the t-test value which discards the possibility that the two variables (listening to podcasts and students' listening comprehension abilities) relate to each other just by chance. So listening to podcasts has an impact on EFL third year students' listening comprehension abilities, and this impact is positive as shown when calculating the association of strength.

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

The analysis of the students' questionnaire which surveyed the opinions and attitudes of the experimental group participants points out that the there is some sort of convergence among students' beliefs concerning the efficiency of the experimental instruction in improving their listening comprehension abilities. Though the questionnaire was not piloted, due to time limitations, it seems that it has conveniently measured students' attitudes. This was manifest in the estimate of Cronbach alpha for the likert scale items ($\alpha = .59.$), which is a very common indicator of the internal-consistency reliability of surveys or test.

The results displayed above reveal that the learners seem to welcome listening to audio podcasts as a way to enhance their listening comprehension abilities, and their interest is vividly present through a number of positive responses they gave. All of the students felt that their listening has been revitalized since they started experiment. Almost all of them insisted on the good quality of the podcasts used .The podcasts included in the listening session were of a remarkable quality for the students.

The method of teaching and the activities provided in the session were the responsibility of the teacher, but certainly, they made a difference in the students' reaction towards the listening material itself. The majority of the students expressed their appreciation for how the lesson has been delivered. The environment where the lesson is taking place appears to be very important to get good results, especially where listening comprehension was taught. Regardless of all the usual problems occurred in the classroom like the "useless" devices; the students appreciated listening to podcasts which captivate their interests since they were exposed to various types of podcasts and several topics. Also, the students seem to encounter other problems apart from the teaching method and the content delivered; barriers associated with their dynamic nature as human-like getting bored, anxious or fatigue. The previous problems should be taken into consideration by schedule planners in the administration when they plan the timetable and for teachers to decide upon the amount of content provided and its level of difficulty.

Additionally, the methodology of teaching should be seriously considered because it was one of the major features highlighted by the learners during this experiment. One trick can make a fundamental transformation in the students' attitude towards the instructional sessions and the content. During the experiment we delivered one song per session to break the routine for the students who have been fenced in boredom or anxiety. Fortunately, the

students appreciated the idea and it was one of the preferable features that have been most chosen.

The results reveal that the students' suggestions can be slotted into three primary categories; first of all, the podcast content should be varied and interesting. Moreover, the material itself should be of good quality, moderate length, and intelligible voice, and language because the absence of the latter features may cause psychological problems like getting bored and demotivated.

The students' answers demonstrate that they believe in the turnover that happened in their listening comprehension abilities because of listening to audio podcasts. Their answers indicate that the positive impact of the experiment on their listening comprehension abilities and language proficiency in general, helped them become more familiarized with the notions of extensive listening and audio podcasts, especially that they get motivated to listen more to audio podcasts on their own and recommend it to their friends.

To sum up, the questionnaire results stand in favour of the view that students who took part in the experiment have positive attitudes about the efficiency of listening to audio podcasts in enhancing their listening comprehension abilities. Moreover, they do approve of using podcasts as a potentially adequate way to further improve their listening skills.

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

The teachers' answers revealed that they believe that podcasts can be an effective factor to enhance students listening comprehension. Language teachers can rely on their prior knowledge of the target language and methods to teach certain language items and facts of the language. However, it would be more challenging for the teachers who teach receptive skills such as listening to proceed in such a way. In order to teach these skills successfully, the

selection of the right teaching material should be seriously considered. It seems that because the teachers we interviewed are cognizant of the importance of such matters, they reported their flexibility to adopt any material which can help improve their students' proficiency level. By introducing podcasts to them, within this perspective, the teachers of listening comprehension have shown a positive attitude about the usefulness of these materials to help students overcome their listening apprehension and achieve higher levels in a skill that has become an urgent necessity to develop one's communicative competence.

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

4.3 Research Implications and Recommendation

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

4.3.1 Implications for Teachers

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

4.3.2 Implications for Students

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

4.3.3 Implications for Further Research

Our study may inspire future master candidates to investigate the relationship between favourable listening settings and the students' achievement in listening comprehension ability. Equally importantly, they might be interested in studying the effect of using podcasts to enhance speaking, reading, or even the writing skills. Other students can simply investigate the effect of listening to podcasts on EFL students' listening sub-skills and direct their study into a more specific corner.

4.3.4 General Recommendations

Based on the theoretical grounds and the reported findings we get from this study, we would like to recommend few suggestions to the readers for further research or personal requirements. This study is an attempt to measure the extent to which listening to podcasts will foster the listening comprehension abilities. The first recommendation goes to listening comprehension teachers; we modestly propose that they make a survey at the beginning of the year to have an insightful look at the selection of materials and check students' attitudes repeatedly. Further recommendations might be directed to the administrators and decision makers to give a special priority for teaching listening; for example they may provide students with new and contemporary technological devices (smart boards, recorders, free network, and special websites for students' requests and suggestions), and devise more flexible schedules.

It would be much better if native speakers can be invited to EFL departments. This we believe will give the students the opportunity to communicate with native speakers in actual language settings. There is no better than such context for EFL students to get a real meaning of what it is to listen to a native. We also recommend the teachers to encourage students to use their personal technological devices like cell phones PCs, mp3, iPods…etc for two main reasons; the first one is to overcome the problem of the "useless" devices and gain time

instead of wasting it to fix them. The second is that the students will make an association between those personal devices they usually use to have fun, and what the teacher gives them. They will learn to search on their own whatever interests them.

Researchers might extend the sample, time, and settings of this study to come out with more valid results. Measuring students' abilities over five or six months, with a larger number of students using appropriate equipment will absolutely reveal more insightful outcomes. Apart from podcasts, master degree candidates might investigate the usefulness of other technological instruments like (videos, web-blogs, chat-boards, social networks..), as they can be interested in other language skills or language aspects. Before conducting any quantitative or qualitative survey, we remind the researchers that they are dealing with human beings. They have to be prepared and flexible to overcome any difficulties and maintain the pursuance of the research process. Further, it is high time to consider using new teaching approaches like CALL and ICT, for they seem to be more motivating and interesting. Students will absolutely appreciate the integration of technology in their classes, not only in the listening sessions, but during any other learning modules.

In order to tolerate students' imagination and creativity, it would be beneficial to organize some informal concourses where students meet to communicate, practice the language, and build new relationships without being limited or controlled by the teachers. Students will be free to write, speak, act or perform plays; play games and even establish scientific conferences. These conferences may embrace students' insights and studiousness in any of their interesting fields. Of course those who work hard and come out with fruitful innovations will be encouraged, reinforced and well rewarded. Finally, it can be a good idea if students and teachers create collaborative podcasts, either to practice the language, communicate between each other, or even to facilitate administrative announcements via online podcasting or blogging.

4.4 Limitations of the Study

Although the present dissertation has been carried out with a research methodology that is increasingly adopted by many researchers in applied linguistics (Cresswell, 2003; Dörnyei, 2007), it is crucially important to mention the most important limitations. To begin with, the issue of sample representativeness and its size is a sensitive issue, especially when researchers seek to generalize their findings to other similar situation. In the context of the present study the population was fairly small; it included just two intact groups which represented our population and sample at the same time.

Secondly, the test that was designed to measure students listening comprehension abilities was not piloted. Additionally, unlike norm-referenced tests which contain many items, our test is made up of just fifteen items. A test with this number of items can seriously misrepresent or distort students' listening comprehension abilities. As such, the scores allocated to the students might influence the whole reliability of the research.

Finally, it seems relevant to mention some logistical problems that we faced in the course of implementing the research design. For example, it sometimes took us more than 20 minutes to fix the laboratory devices each time before students start listening; some of the headsets were out of control and other problems were related to the computers system. So sometimes we have to be flexible and use the speaker in order not to miss the session. Moreover, some students were not interested in having extra sessions of listening and if they took interest in listening materials they were not willing to participate in the pre and post listening activities. Finally, given that the students have only two listening sessions per month, they are unfamiliar with the listening instruction, the activities, and how to take the lesson seriously (they don't have the opportunity to practice listening in an instructed and

academic way). All in all, these are the main limitations that stood as a serious challenge for us while going through the different phases of the research.

Conclusion

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

General Conclusion

The present dissertation is an attempt to investigate, through a mixed-methods approach, the efficiency of listening to podcasts as pedagogical materials in improving EFL students' listening comprehension abilities. Equally importantly, it set out to explore both students' and teachers' attitudes and beliefs about the usefulness and adequacy of using this material to further improve students' listening comprehension abilities. The research site where the study took place is the department of foreign languages at Abdelhafid Boussouf University Centre, where the researchers are actually pursuing their master studies. The first part of the dissertation was meant to provide a theoretical framework that reviewed the literature about the listening skill and using podcasts as a teaching/learning material to enhance language development, especially in EFL settings. The second part is made up of two chapters. One was devoted to the presentation of the research methodology and the description of the participants as well as data collection and analysis procedures. The second tackled reporting the results that have been gathered through the main research tools.

The findings of the experiment that we designed point clearly to the fact that the treatment to which the experimental group was exposed does have an impact on the students' listening comprehension abilities. These results were corroborated and checked against a control group that did not receive any instructional treatment. Additionally, the findings of the students' questionnaire reveal that the student participants do hold a positive attitude towards the fifteen-day instructional experience. Most notably, the practice of listening to what they choose was very appealing to the majority of the respondents. In a similar vein, the data collected from the teachers' interview suggest that our informants –who are listening comprehension teachers, do approve of listening to podcasts as a potentially adequate technique to further improve their students' listening comprehension abilities. This state of affairs has led to confirm what we hypothesized in the introduction of this dissertation. The study concluded by a set of research implications and pedagogical recommendations.

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Appendices

Appendix N°01: the first questionnaire.

Dear fellow students,

You are kindly requested to fill in this questionnaire which makes part of a research work that aims at investigating the effectiveness of using podcasts (as a language learning material) to enhance EFL students' listening comprehension abilities. We sincerely appreciate your help and cooperation.

Podcast is the term commonly used to refer to a series of digital media files (either audio or video) that are released episodically and often downloaded through web syndication" (Wikipedia, 2010).

Section One: Background Knowledge.

1) Gender :   Male ☐   Female ☐

2) Secondary education streaming: Scientific ☐   Literary ☐

3) Studying English at university was your first choice :   Yes ☐   No ☐

Section Two: Listening in an EFL Setting

4) Do you think that listening is a(n):

Active skill ☐   Passive skill ☐   Not sure whether active or passive   ☐

5) How often do you listen to English materials (audio/video) outside the classroom?

Quite often ☐   Sometimes ☐   Rarely ☐

6) What is your purpose of listening to English materials?
- a. For pleasure. ☐
- b. To gather information about specific topics. ☐
- c. To acquire the target language. ☐
- d. All of the above. ☐

7) Do you prefer to listen to:

Native speakers ☐   Non native speakers ☐   Both of them ☐

8) When you listen, do you use a(n)
- a- Cell Phone ☐
- b- Pc ☐
- c- iPod ☐
- d- Mp3 ☐
- e- Others……………………………………………………………………………………

9) Listening as a task is:

Easy ☐   Moderate ☐   Hard ☐

10) As an EFL learner, do you think that listening helps you to achieve language proficiency?

Yes ☐   No ☐   Not sure ☐

11) How do you measure your listening abilities?

Good ☐   Average ☐   Poor ☐

12) How much content do you comprehend from the piece you listen to?

a) All of the piece ☐
b) Only part of it ☐
c) Just very little ☐

13) How often do you face problems of comprehension when you listen?
Quite often ☐　　　Sometimes ☐　　Rarely ☐

14) Are the problems of comprehension –if any, due to? (you can pick more than one option)
a- Speed of delivery of the speaker ☐
b- Colloquial expressions ☐
c- Pronunciation ☐
d- Difficulty to pay attention ☐
e- Others………………………………………………………………………………….

15) How does your teacher present a listening comprehension lesson?
a) Preparation, listening and then asking questions. ☐
b) Listening directly then asking questions. ☐
c) Listening only. ☐

Section Three: Listening to Podcasts

16) How often is technological equipment used during your language learning process?

Very often ☐　　　　Sometimes ☐　　　　Rarely ☐

17) How much do you think technology is helping in your learning process?

Very much ☐　　　　Somehow ☐　　　　A little ☐　　Hardly ever ☐

18) How often do you use media to practise the English language outside the classroom?

Very often ☐　　　　Sometimes ☐　　　　Rarely ☐

19) What kind of media do you use?

Printed ☐　　　　Audio ☐　　　　Video ☐　　Audio-visual ☐

20) Do you think that media has a positive impact on language learning?

Yes ☐　　　　No ☐　　　　Not sure ☐

21) How often do you listen to podcasts[1]?

Very often ☐　　　Sometimes ☐　　　Rarely ☐　　　Never ☐

22) What kind of podcasts do you listen to? You can pick more than one option.

Documentaries ☐　　Radio shows ☐　　　Music ☐

Lessons ☐　　News ☐

23) Which type of podcast topics do you prefer listening to? You can pick more than one option.

Sport ☐　　　Politics ☐　　　Literature ☐

Art ☐　　　Culture ☐　　　Health ☐

24) Would you prefer the content to be mostly?

Vocal ☐   Musical ☐   Both ☐

25) How would you like the length of a podcast episode to be?
6min ☐   10min ☐   15min ☐   20min ☐   30min and more ☐

Thanks for your Collaboration ☺

Appendix 02: The Pre-Test

Family Name: _____

First Name: _____

Group: _____

Part One:

Choose the right answer:

1. J. K. Rowling birthday is:
   - January 21st.
   - June 31st.
   - July 31st.
   - August 30th.
2. How did her mother die?
   - Cancer.
   - Kidney failure.
   - Multiple sclerosis.
   - She lost her balance.
3. When J.K. Rowling's mother died she was:
   - 13.
   - 15.
   - 19.
   - 20.
4. How many times has she been married?
   - 1.
   - 2.
   - 4.
   - She is not married.
5. How many kids does she have?
   - 1.
   - 2.
   - 3.
   - She does not have any kids.
6. The quality that J.K. Rowling mostly like in a women is:
   - Timidity.
   - Respectability.
   - Independence.
   - Generosity.
7. What character did she base loosely herself?
   - Hermione Granger.

- Ron Weasley.
- Abus Dumbledore.
- Harry Potter.

8. What did she want to be when she was growing up?
   - An author.
   - A singer.
   - A teacher.
   - An instruction manual writer.

Part Two:

Say whether the following statements are *true*, *false* or **not** *mentioned in the podcast*:

1. J.K. Rowling was born in a suburban area in Scotland.

2. The Rowling family was rich.

3. Joanne was very happy in first marriage.

4. She went to Exeter University and she finished her studies in 1987.

5. In Harry Potter, Joanne wanted to reclaim her lost childhood.

6. Joanne was expecting to achieve success when she started writing.

7. She finished writing the Harry Potter series after sixteen years.

8. 'Be careful what you look for' is a Chinese proverb.

Best Wishes ☺

Appendix N°03: Table of Materials

Lesson N°	Title	Description	Duration	Objective
1	The secret of being mentally strong	This is a ted talk by Amy Morin; she is a therapist who tried to inspire her audiences with some strategies to overcome their destructive beliefs and strengthen their mental abilities.	15:01 min	All the podcasts focus on working the students listening comprehension and how they can be effective listeners With other sub-objectives. in this podcast the objective is to: a) Be able to organize those ideas mentioned in the podcast and pick up the most important thoughts which the speaker is interested in. b) Acquire new vocabularies and their pronunciation.
1	Royal love story	The podcast is about Kate Middleton and prince William love story, and the royal wedding. It is also talking about their personal life from childhood till adulthood.	28:03 min	a) Be exposed to different types of authentic language (British accents) b) Be able to know new information about iconic people (royal family)
1	The story of my life	A song performed by One Direction club.	04:00 min	Enjoy the session and not get bored.
2	The childhood	This podcast is about the history of the family and how the critical period of childhood affects the person's behavior at the adulthood. Also the development of children rights in the US through time	20:35 min	a) Be able to pick key vocabulary from different topics: psychology, history, and culture. b) Be able to listen to authentic materials and different accents (the speaker in this podcast is an American professor)
2	A year offline, what I have learned	Paul Miller, an American Technology Journalist, had decided to disconnect from the hyper-connected world for one year in an attempt to find "himself", and he wanted to share his experience in this podcast.	18:00 min	a) We aimed to inspire students' imagination, and invite their attention while listening.

2	I didn't know my own strength	Inspirational and motivational song.	03:39 min	Enjoy the session and not get bored.
3	The power of now	This is a book written by Eckhart Tolle. This podcast is a summary of the main ideas the author spoke about. How the person can deal with his personal problems and find peace with his own soul.	23:15 min	a) To know famous authors. b) Be able to process the concepts and use it in similar situations.
3	The mindset	This podcast is a summary of a book written by Carol Dweck, talking about ten ideas included in the book concerning the psychology of success and the human mindset of achievement.	19:48 min	a) Introduce books podcast so they can practice their listening and benefit from the book. b) How they can take organized ideas from the podcast.
3	I was here	Inspirational and motivational song.	03:55 min	Enjoy the session and not get bored.
4	Groningen: the world's cycling city	A podcast which describes how it is enjoyable to ride your bike in the Netherlands, and how people are moving quickly and happily around the city. The fact that makes Groningen a calm, clean, and beautiful city.	15:36 min	a) People were speaking with different accents and dialects, which leads our students to notice those language varieties.
4	The origin of Turks	The podcast talks about how Turkish people became a united community through their language without having the same culture.	14:46 min	a) Be able to pick and use new vocabulary (Turkish words and historical concepts)
4	poem	This podcast is a musical podcast where the poem is read along with music	03:10 min	a) Be exposed to a new type of podcast materials. b) Pick up new vocabularies.
5	Why we have too few women leaders	A ted talk by Sheryl Sandberg, in which she asks the question why a smaller percentage of women than men reach the top to their professions? She offers three powerful pieces of advice to women aiming to the C-suite.	15:28 min	a) To let students know that podcasts are much more informative than being just audio files for listening. b) Motivate and push students to work hard and overcome any external factors.
5	Quarter	These are two podcasts talking	13:56	a) Be able to use the

	crisis	about the same topic. One from the male point of view, the other from female opinion. The topic is about a critical period in human's life, from 21 to 29 years old where the person is exposed to different changes in his life that the majority don't know how to deal with it. The podcasts provide listeners with an explanation to this period and how to deal with it.	min and 16:01 min	information in real life settings. b) Be able to know how gender differentiates human being at the level of ideas, language and behavior. c) Be able to express their thoughts freely.
5	Because you loved me	An emotional song by Celine Dion to thank her mom.	04:37 min	Enjoy the session and not get bored.
6	What do we learn before we are born?	A Ted Talk by Annie Murphy Paul, a science writer who talks about a new research that shows how much we learn in the womb; from the lilt of our native language, to our soon-to-be-favorite foods.	16:46 min	a) The students are language learners, so we wanted them to have an idea of when and how language acquisition begins b) The talk contains many experimental descriptions and analyses, which gives the listener an idea about how experiments are done.
6	The refugee boat hero.	This podcast is telling a story about a Syrian refugee called Douaa, who's been brave to stay alive alone in the sea for 4 days, and save another life.	21:49 min	a) Use the English language to express his/her culture. b) Be able to know the type of storytelling podcast. c) Be able to listen to a story and organize it in his mind
6	Rise up	Motivational and inspirational song	04:03 min	Enjoy the session and not get bored.

Appendix N°04

Listening Answer Sheet

One: Say whether the following statements are true or false:

1. The speaker Amy Morin is a therapist.
2. The secret to being mentally strong is to give up your bad physical habits.
3. Amy's first husband had a history of heart problems.
4. Unhealthy beliefs about the world come about, because we compare ourselves with people.
5. Amy mentioned three kinds of destructive beliefs that hold us back.
6. Steve's father died because of brain aneurysm.

Two: match the words with their appropriate meaning

•	Doomed	•	Slid up and down
•	Misfortune	•	Being angry about sth/sm
•	Resenting	•	Luckless
•	Scroll	•	Disaster/disappointment

Three: Fill in the gaps with the right words:

1) Researchers have found that envying your friends on face book leads to.................
2) Amy wrote a .... about all the things mentally strong people don't do.
3) The only person you should compare yourself to, is the person that you....................
4) Amy's patient set a new goal for himself to get his.........................back.

Four: choose the right answer**:**

1) Amy's mother died at the age of:
   a. 61
   b. 51
   c. 50
   d. 53
2) How many diseases have mentioned in Amy's talk?
   a. Tow
   b. Three
   c. Four
   d. Five
3) Amy's first husband was called:
   a. Conan
   b. Mike
   c. Lincoln
   d. Carly

Appendix N° 05

Listening Answer Sheet

Activity 1: after you listen carefully, say whether these statements are true or false

1/ Kate Middleton was born in June, 21st 1982.

2/Kate Middleton was born in a village called Buckle bury.

3/prince William went to a Scottish university.

4/ Kate and William met in Chili in a charity service.

5/Kate and William kept their engagement secret for weeks.

Activity 2: pick up the right answer

A/Kate and William studied ………at university

   1- Art and history studies.

   2- Finance studies.

   3- Law studies.

   B/ Lady Diana died in

   1- 1998

   2- 1997

   3- 1999

C/the ring of engagement William gave to Kate was

   1- Queen's Elisabeth ring.

   2- His mother's ring.

   3- One of the royal family jewelries.

Appendix N°06

Listening answer sheet

The story of my life

Written in these .... are the stories that I can't explain
I leave my heart open but it......... right here empty for days
She told me in the morning she don't feel the .... about us in her bones
Seems to me that when I ..... these words will be written on my stone

And I'll be gone, gone tonight
The ground beneath my ..... is open wide
The way that I been holding on too tight
With nothing in ....

The story of my life
I take her home
I drive all night
To keep her ....
And time is frozen (the story of, the story of)
The story of my life
I give her ....
I spend her......
Until she's broke
....

Written on these walls are the colours that I can't change
Leave my heart open but it .... right here in its cage
I know that in the morning now I see us in the light upon a hill
Although I am ......, my heart is untamed, still

And I'll be gone, gone tonight
The fire beneath my feet is burning bright
The ...... that I been holding on so tight
With nothing in between

The story of my life (the story of, the story of)

And I been .... for this time to come around
But baby running after you is like chasing the ....

Appendix N° 07

<div style="border:1px solid black; padding:10px;">

Listening answer sheet

Activity one: pick up the right answer.

1/ according to the professor "*Domestic Revolutions*" refers to

  a) Series of conflicts in the family.
  b) Series of transformations in the family.
  c) Series of events in the family.

2/ "childhood determines what happen the rest of your life" is an idea spread in

  a) 19th century
  b) Late 18th century
  c) Early 17th century

3/ One of Freud's insights is that

  a) Children could be shaped in any form good or bad
  b) Children are pure and innocent.
  c) Children are not pure or innocent.

4/ the Golden Age of American childhood was

  a) From the 1980's to 1990's
  b) From the 1950's to the 1960's
  c) From 1950's to the 1980's

Activity two: say whether these statements are true or false.

  a) 20% of children live in families under poverty line.

  b) Child labor was permitted in the United States before 1938.

  c) Child abuse was not a crime in the United States until 1990's.

  d) The states of childhood in the USA are at their lowest levels since the early 1960'S.

</div>

Appendix N°08

Listening answer sheet

Activity one: choose the right answer:

1) Paul Miller had first left the internet on:
   a. May the 1st 2012
   b. Jun the 21st 2012
   c. May the 1st 2011
   d. Not mentioned

2) When he had left the internet, he felt:
   a. Bored
   b. Depressed
   c. Free and happy
   d. Pissed off

3) Paul's niece was learning how to play:
   a. Guitar
   b. Flute
   c. violin
   d. Piano

Activity tow: say whether the following statements are "true" or "false"

1) Paul turned back to the internet because he missed his niece and nephew.

2) He found more than 20.000 unread emails because he forgot to put an auto-responder.

3) During the year offline the internet, he was addictive to video games.

4) Paul decided to look after his sisters' kids, because she had a work to do outside the city of Colorado.

5) Paul had a phone, a laptop and an iPod.

6) Without the internet, he could be with a person in a much more intense and personal way.

7) Eventually, Paul discovers that leaving the internet is going to fix his problems.

Appendix N°09

Listening answer sheet

Lost touch with my ………
I had no where to turn
I had no where to go
Lost sight of my ……..,

Thought it would be the end of me
I thought I'd never make it ………..
I had no hope to hold on to,
I thought I would …….

I didn't know my own ……..
And I ………. down, and I tumbled
But I did not ……….
I got through all the ……….

I didn't know my own …………
Survived my …….. hour
My ………. kept me alive
I picked myself back up

Hold my head up high
I was not built to break
I didn't know my own strength

Found hope in my ……….,
I found the ……….. to life
My way out the dark
Found all that I need
Here inside of me

I thought I'd never find ………
I thought I'd never lift that ……….
I thought I would break

Hold my head up high
I was not built to break
I didn't know my own strength

There were so many times I
……….. how I'd get through the night I
Thought took all I could take

Hold my ………. up high
I was not built to break
I didn't know my own strength

I was not built to break
I got to know my own strength.

Listening answer sheet

Activity one: **Determine whether each of these statements is true or false?**

1. Eckhart Tolle said that religions are the same but in different forms
2. Eckhart Tolle said that both being and doing are the same thing in our minds.
3. Pleasure is something inside of the person.
4. The past is the memories that are stored in your mind , when you think about the past you reactivate the past in this moment .

Activity two: pick up the right answer

1. We stress because the mind tries

   b) To remember events happened in the past.
   c) To solve problems from the past and the future.
   d) To predict events will happen in the future.

2. "Enlightenment" refers to

   a) Being brave
   b) Being free
   c) Being successful

3. "The ego" according to the speaker means

   a) The false self
   b) The real self
   c) The identity

4. According to the speaker's fear comes when

   a) You don't know who you are
   b) Your ego is threatened
   c) Your life is in danger

Appendix N°11

<u>Listening answer sheet</u>

Activity: fill in the gaps with the appropriate word(s).

Growth –fixed – over time –immediately –give –get - temporary –fast –gradually-now- not yet.

a) A ……………… mindset comes from the belief that your qualities are carved in stone. Who you are is who you are period.

b) A ………………. mindset comes from the belief that your basic qualities are things you can cultivate through effort.

c) The difference between fixed mindset and the growth mindset that the person shifts from ………. state to ………… state.

d) The person with a fixed mindset wants the results to be …………….. and ………………

e) The person with a growth mindset accepts that results will come ……….and …………You have to focus on the growth process

f) Complete this statement "Broke is ……………… , poor is internal"

g) "Relationships are places we go to ……….. , not place we go to……………"

Appendix N°12

Listening answer sheet

Activity: Listen carefully and then fill in the gaps

I want to leave my ……………….. on the sands of time

Know there was something that, meant something that I left behind

When I leave this world, I'll leave no …………………

Leave something to …………………., so they won't forget

I was here

I lived, I loved

I was here

I did, I've done everything that I …………….

And it was more than I ……………..t it would be

I will leave my mark so everyone will know

I was here

I want to say I lived each day, until I …………………

And know that I ………….. something in somebody's life

The hearts I have touched will be the …………….that I leave

That I made a ….............. and this world will see

I just want them to know

That I gave …………., did my …………..

Brought someone some ……………

Left this world a little …………… just because

I was here.

Appendix N° 13

Listening answer sheet

Part one : Choose the right answer(s)

1) Groningen is famous with:

    a. Cars
    b. Trains
    c. Bikes
    d. Motorcycle

2) In Groningen, there are :

    a. 30000 students
    b. 50000 students
    c. 55000 students
    d. 90000 students

3) The train arrives at :

    a. 1:00 am
    b. 2:00 pm
    c. 2:00 am
    d. There is no train station

Part two: true or false

1) You can transport a fridge using your bike.

2) Bikes increase traffic problems.

3) People are encouraged to travel by cars.

4) The canal leads from Amsterdam to Italy

5) Bikes are slower than cars, they take you long to.

6) The result of using bikes is healthy, quite and beautiful city.

Appendix N°14

Listening answer sheet

Activity 01: after you listen carefully, pick up the right answer

01. Turkish language classified as

    a) Baltic language.

    b) Romance language.

    c) Slavic language.

02. Turks are united because they share

    a) The same racial origins.

    b) The same religion.

    c) The same cultural traits.

03. for the past 500-1,000 years, Islam has been

    a) The second biggest identifier.

    b) The first biggest identifier.

    c) The only identifier.

    d) Not yet as an identifier.

Activity two: Say whether the following statements are true or false

    1/ The earliest Turkish transcriptions are totally constructed from foreign words.

    2/ the sacks were the first who reintegrate the Islamic world, then came the ottomans.

    3/ the Ottomans empire arises in the 13th century.

    4/ "nomad factory," is notion represents the eastward migrations

    5/ Ahmed Hamadi is a very famous Turkish novelist.

    6/ even normal people speak the Ottoman language in everyday conversations.

Appendix N°15

<u>Listening answer sheet</u>

Activity: Listen carefully and then fill in the gaps

1. It hurts to love someone and not be loved in ……..!But what is more painful is to love someone and never find the …………. to let that person know how you feel.

2. Maybe ……… wants us to meet a few …… people before meeting the ….. Ones. So, that when we finally meet the right person we will know how to be……… for that gift.

3. Love is when you take away the …………... and the romance in a relationship and find out you still care for that person.

4. A ……… thing in life is when you meet someone who …….. a lot to you, only to find out in the end that it was never ………. to be, and that you just have to let go.

5. When the door of ……… closes, another opens, but often times we look so long at the ………. door that we don't see the one which has been opened for us.

6. It's true that we don't know what we've got until we…….. it, but it's also true that we don't know what we've been ………….. until it arrives.

7. Giving someone all your love is never an …………. that they'll love you back!

8. There are things you'd love to hear - that you would never hear from the person whom you would like to hear them from - but don't be so………. as not to hear it from the one who says it from his ……….

9. Love comes to those who still hope although they've been ………... , to those who still ………. although they've been …………. - to those who still love, although they've been hurt before, and to those who have …………. and faith to build trust again.

10. Don't go for looks; they can deceive. Don't go for ………; even that fades away. Go for someone who makes you ……. because it takes only a smile to make a dark day seem …………....

Appendix N°16

<u>Listening answer sheet</u>

Part one: Fill in the gaps with the appropriate word(s)

1) Women face harder choices between................ success and personal fulfilment.

2) Men .... their success to their selves, and women to other......... ....

3) Only 7% of woman negotiate for their ....

4) Woman systematically.................... their own abilities.

5) Stery Sandberg took a course called: European .... history.

6) Number three, don't leave before you ....

B) Say whether the following statements are *true* or *false*:

1) Stery's brother got the top grade in the class.
2) The speaker Stery Sandberg lives in California.
3) Staying in the work force is the right choice for everyone.
4) There were three messages in the talk.
5) Success and likeability are positively correlated for women and negatively correlated for men.
6) Kerry was a brilliant literary student.

Part two: choose the right answer:

1) The word changer in the study was:
   a) Heidi to Harold
   b) Heidi to Howard
   c) Howard to Heidi
   d) Harold to Heidi

2) The woman sitting with Stery learned to:
   a) believe on her abilities
   b) keep her voice up
   c) keep her hand up
   d) draw her way to success

3) What was Stery's first message?
   a) Make your partner a real partner
   b) Set goals for your life
   c) Sit at the table
   d) Don't leave before you achieve

Appendix N° 17

Listening answer sheet

1) Define the concept "quarter life crisis" in your own words :

2) Both The man and the woman in this podcast gave some advice to pass this period peacefully , can you name some of them (at least three)

3) Can you write down the main ideas you think they are the most important in both podcasts

4) Can you summarize the content of both podcasts into a short paragraph

 (from your own point of view)

Appendix N°18

Listening Answer Sheet

Part one: choose the right answer

1) When does learning begin?
   a. At birth
   b. After 3 years of birth
   c. Before birth
   d. After the critical period
2) Annie wrote a book called
   a. The source
   b. The origins
   c. The secret of learning
   d. Foetal learning
3) The first story she narrated was about:
   a. Biological postcards
   b. W.W. II victims
   c. Dutch " hunger winter"
   d. September, 11th 2001
4) The experiment of "anise" taste was conducted in:
   a. Egypt
   b. London
   c. France
   d. New York

Part two: say whether the following statements are true or false

1) The speaker Annie was pregnant when she conducted her book research.
2) The first thing foetuses learn is their mothers smell.
3) The passage mentioned in this talk is Dr Suss' "the cat and the hat".
4) Our life is NOT affected by the nine months we spend in the womb.
5) When babies first cry, they carry on the accent of their mothers.
6) Babies slow down sucking when they get bored, and resume fast when something interest them.

Appendix N°19

Listening answer sheet

Activity: choose the appropriate answer after you listen carefully.

1. the heroine 'DOUAA' was a

    a) Syrian refugee

    b) Palestinian refugee

    c) Iraqian refugee

2. Douaa was
    a) 20 years old.
    b) 19 years old.
    c) 25 years old.

3. Douaa was in love with a man called
    a) Basem
    b) Basil

4. they travelled in
    a) August
    b) July

5. The number of people in the boat was
    a) 700people
    b) 500 people
    c) 850 people

6. Douaa and the kids were in the water for
    a) Five days
    b) Four days
    c) Two days

7. How many people survived the painful trip ?
    a) 77 people
    b) 22 people
    c) 11 people

8. The babe' name was
    a) Massa
    b) Maya
    c) Mantissa

Appendix N°20

Activity: Listen carefully and then fill in the gaps

You're…….. down and tired

Of living life on a merry-go-round

And you can't ………… the fighter

But I see it in you so we going to walk it out

And move ………

We going to walk it out

And I'll …… up

I'll rise like the day

I'll rise up

I'll rise ………

And I'll do it a …….. Times again

And I'll rise up

High like the ……….

I'll rise up

In spite of the ache

I'll rise up

And I'll do it a thousand times again

For you

When the silence isn't ……

And it feels like it's getting hard to breathe

And I know you feel like dying

But I ……. we'll take the world to its feet

All we need, all we need is ………

And for that we have each other.

Appendix N° 21: the Post-test

First Name.........................

Last Name……….........

Group ……

Activity one: *fill in the gaps with the appropriate words*

1) The driving force in Dubai is.............
2) ....is the tallest skyscraper in the world.
3) Dubai is a .... in the desert.
4) What put Dubai on the............is the geological accident of dead..........creatures.

Activity two: *link A with B so that you get the right idea*

       Column A.   Column B.

1. Building over the sea   a) the most expensive hotel in the world

2. Burdj Al Arab   b) present a threat to Dubai giant buildings

3. The sand storms   c) allowed 3 million people to live on the islands

Activity three: *choose the right answer*

1) How many skyscrapers are there in Dubai?
   a. 300
   b. 150
   c. 200
   d. 50
2) Two million years ago, Dubai was:
   a. A huge desert
   b. A green space
   c. A rocky area
   d. A wet place

3) What happened to the coral reef?
   a. They were killed.
   b. Engineers removed them to a new home in the sea.
   c. They were pulled off the rocks.
   d. Half the number was damaged.

4) What makes the towers of Dubai stable and stuck in the sand?
   a. Filled holes in the bedrocks
   b. Water and piling sand
   c. Buried castles of iron
   d. The rocky mountains surrounding the city

Activity four: say whether the following statements are *true* or *false*.

1) The original source of water in Dubai is the sea water.

2) The Palm Gjamira gets a 275 degree view of the sea.

3) Water is piped into Dubai skyscrapers using only one giant pump.

4) Shaikh Zain road consists of 50 towers.

5) Sea water is turned into fresh water because Dubai has no other source.

6) Dubai city is running out of space.

7) The flowing water under the ground will evaporate through time.

Appendix N°22: The second questionnaire

Dear fellow student,

The present questionnaire is part of a research work of an MA dissertation entitled "*The Effectiveness of Using Podcasts to Enhance Students' Listening Comprehension Abilities*". The purpose of the questionnaire is to investigate your views on the experiment in which you took part. Please be patient with us and take a few minutes to respond to our questions carefully. We sincerely thank you very much for your collaboration.

Background Information:

Gender: male ☐   female ☐

Age: ....

Secondary education streaming: ....

Please answer the following questions carefully:

1) How do you feel about the overall experience of taking part in the *experiment*?
   a. Very positive ☐
   b. Satisfied ☐
   c. I don't know ☐
   d. Negative ☐
   e. Others...

2) What did you like about the experiment?
   a. The topics ☐
   b. The teaching method ☐
   c. The activities ☐
   d. Others...

3) Among the podcasts provided to you, which types did you mostly enjoy:
   a. Storytelling ☐
   b. Short documentaries ☐
   c. Interviews ☐
   d. Summary of books ☐

4) Listening to podcasts regularly during the experiment made you more aware of your:
   a. listening preferences ☐
   b. Learning style ☐
   c. Listening comprehension ability ☐
   d. Others..

5) During the experiment, your listening comprehension was affected by:
   a. Devices used ☐
   b. Noise ☐
   c. Anxiety/stress ☐
   d. Getting bored ☐
   e. Fatigue ☐
   f. Others.................................

6) What would you suggest to make the listening sessions better?

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

Please declare your level of agreement/disagreement with the following statements:

Statement	Strongly agree	Agree	Disagree	Strongly disagree
7) I enjoyed listening to the audio podcasts during the experiment.				
8) Podcasts have a positive effect on my listening skills.				
9) I felt that my listening comprehension has dramatically improved after the experiment.				
10) Listening to audio podcasts made me more aware of listening comprehension strategies.				
11) After this experiment, I felt more motivated to listen regularly to audio podcasts on my own.				
12) Podcasts helped me improve my English grammar use.				
13) Podcasts helped me increase and enrich my vocabulary.				
14) Podcasts were a useful tool which helped me acquire correct pronunciation.				
15) The podcasts topics used in the experiment were interesting to me.				
16) I liked listening to different topics in the same session.				
17) The songs were a good support to the lessons.				
18) The use of podcasts in the listening session increased my motivation as an EFL learner.				
19) Unlike most videos, audio podcasts helped me focus more on the listening content.				
20) I would recommend listening to audio podcasts to enhance listening comprehension abilities.				

We profusely thank you for your cooperation ☺

Appendix N°23: Information Background

NAME	AGE	GENDER*	STREAM **
A1	21	1	1
A2	22	1	1
A3	22	1	1
A4	22	1	1
A5	21	1	1
A6	21	1	1
A7	22	1	1
A8	22	1	1
A9	22	1	2
A10	23	1	2
A11	23	1	2
A12	21	1	1
A13	22	1	1
A14	22	1	1
A15	21	1	1
A16	21	1	1
A17	22	1	1
A18	22	1	1
A19	24	2	2
A20	21	1	1
A21	22	1	1
A22	21	1	1
A23	22	2	1
A24	21	1	1
A25	22	1	1
A26	21	1	1
A27	21	1	1
A28	21	1	2
A29	22	1	1

Appendix N° 24: The Likert Scale

Codes: strongly agree= 1,Agree= 2, Disagree= 3, Strongly disagree= 4

ID	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10	Q11	Q12	Q13	Q14
A1	2	2	3	2	3	2	1	1	3	3	1	3	2	2
A2	2	2	1	2	2	1	1	1	2	3	2	2	2	2
A3	2	1	2	2	2	2	1	1	2	1	1	2	2	1
A4	2	1	2	1	1	3	1	1	2	2	1	1	2	2
A5	1	1	1	2	1	1	1	2	2	1	1	2	3	1
A6	1	1	2	1	2	1	1	1	2	3	1	2	2	2
A7	2	2	3	3	2	2	1	2	1	1	1	2	2	2
A8	2	1	1	2	2	1	2	2	2	2	2	2	1	2
A9	2	1	2	2	3	1	1	1	2	1	1	1	1	1
A10	2	2	2	2	2	4	1	2	1	3	1	2	2	2
A11	2	2	2	2	1	2	2	2	3	1	1	2	2	1
A12	2	2	3	3	2	2	1	2	1	1	1	2	2	2
A13	2	1	2	2	2	3	2	3	1	1	1	1	2	2
A14	2	1	2	2	2	3	2	3	1	1	1	1	2	2
A15	1	2	2	2	1	1	1	2	2	3	1	1	3	3
A16	1	2	2	1	1	3	1	2	2	1	1	2	1	2
A17	2	2	1	2	2	3	2	1	1	3	1	1	2	2
A18	1	1	2	2	1	2	2	2	1	1	1	2	2	2
A19	2	1	3	2	2	2	2	2	2	3	2	2	2	2
A20	1	1	1	1	1	3	3	1	1	1	1	1	1	1
A21	2	1	1	2	2	2	3	1	1	1	1	1	2	2
A22	2	2	2	1	1	1	1	3	2	1	1	1	4	1

	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10	Q11	Q12	Q13	Q14
A23	2	2	2	2	2	2	1	2	1	1	1	3	3	2
A24	2	1	1	2	2	3	3	2	2	3	1	2	2	2
A25	1	1	1	1	1	2	2	3	1	1	1	1	2	1
A26	1	1	2	1	1	1	1	1	1	1	1	2	2	1
A27	1	1	1	1	2	2	1	2	2	2	1	1	1	1
A28	2	2	1	1	2	1	3	2	3	3	1	2	1	1
A29	2	1	2	1	2	3	1	2	2	3	1	2	2	1
Qs	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10	Q11	Q12	Q13	Q14
mode	2	1	2	2	2	2	1	2	2	1	1	2	2	2
Mean	1,68	1,393	1,75	1,7143	1,6786	2,0357	1,571	1,821	1,6429	1,75	1,107	1,607	1,9643	1,6429
SD	0,48	0,488	0,63	0,5998	0,548	0,8576	0,742	0,651	0,6215	0,905	0,262	0,567	0,6929	0,5587

Appendix 25: The Teachers' Interview

Teachers' interview questions

1. Counting this year, how many years have you been teaching listening?

2. Have you received any training before you start teaching listening?

3. How would you describe the listening session?

4. Do you think that listening should receive more importance among other language skill?

5. What are the problems you face when you teach listening?

6. How do your students practice listening?

7. Have you ever heard your student complaining about any problems in the listening session?

8. Are you satisfied with the number of sessions devoted to the listening module?

9. Are you satisfied with the listening syllabus you are imposed to?

10. Have you created some listening materials for your students to listen to?

11. What kind of technological devices do you use in the listening session?

12. How much do you think media and technology are helping in the language listening process?

13. What do you think about podcasts as teaching materials?

14. Do you use podcasts in teaching listening? If yes, what kind of podcasts do you use?

15. What is the most appropriate length of listening files do you think is more suitable for your students?

16. If you have the ability to change, what would you do to make the listening process better for EFL students?

Appendix N°26: analysis of the teachers' interview

Teachers Questions	T1	T2	T3	T4	T5	T6
Counting this year, how many years have you been teaching listening?	4 years	2years	6 years	1 year	4 years	3 years
Have you received any training before you start teaching listening?	No	No	No	No	No	No
How would you describe the listening session?	Listen twice to videos Ask questions Discuss answers	Listening to audio/video Solve different types of activities	Warm up Listen to audio/video dialogues Imitate the speech/ summarize	Listen attentively Answer marked questions Then discussion	Listen to different types of materials and then do the activities.	Listen to a couple of podcasts and then do the activities to understand the topic.
Do you think that listening should receive more importance among other language skill?	Yes, students should be exposed to the language.	Yes, because listening enhances speaking.	No, all the skills are equal.	No, all the skills are equal.	Yes, listening contains items can't be learned from the written language.	Yes, listening is a very important skill.
What are the problems you face when you teach listening?	Lack of devices Students' interest	Devices Huge number of students. Time Students'	Useless devices Students' preferences	Useless devices	Students are interested in local news more than target language culture and	Students are not interested. Students can't understand the meaning.

		laziness			news.	
How do your students practice listening?	Just listen and discuss	Practice listening through different types of activities	Listen and take notes	Just listen and discuss	Listen to native speakers	Listen to the audio/video then discuss the topic
Have you ever heard your student complaining about any problems in the listening session?	Their hearing skill is weak, they can't decode words.	All the time; the speed of native speakers. The complexity of metaphoric ideas.	No, they never complain.	Yes, they have problems with devices.	Difficulty of understanding the culture and different varieties of language (accents)	Difficulty of Some varieties of language (British accent)
Are you satisfied with the number of sessions devoted to the listening module?	Yes, it's enough	No, one session per 2 weeks is not enough.	Yes, it's enough	Yes, the listening session is boring.	No, it is not enough.	No, not sufficient.
Are you satisfied with the listening syllabus you are imposed to?	I'm free to choose.	Yes, but I bring my own materials.	Yes.	No, I want my students to practice more	I am the designer of the course according to the students needs	I am the designer of the course.
Have you created some listening materials for your students to listen to?	No	No	No	No	No	No
What kind of technological devices do you use in the listening session?	Computers	Computers Data-show smart phones	Computers The speaker	Computers The speaker	Computers The speaker	Computers The speaker

How much do you think media and technology are helping in the language listening process?	Help students learn correctly and effectively.	Save time Make teaching easy and comfortable Problem solving Encourage creativity.	The only way to practice listening	Very helpful	No doubt, very helpful	Very helpful
What do you think about podcasts as teaching materials?	Help us practice the language.	Positive and reliable	Beneficial, but not always.	Good way to practice speaking and listening	Positive aspect of teaching	Helpful, but we cannot focus only on podcast
Do you use podcasts in teaching listening? If yes, what kind of podcasts do you use?	No, They are not suitable for my students.	Yes, I use only dialogues.	Yes, BBC recordings.	Yes, I use cultural videos.	Yes, British podcasts.	Philosophical, self-development, historical
What is the most appropriate length of listening files do you think is more suitable for your students?	6 min 20-30 min One hour	15-20 min 30-45	One hour	16-20 min	30-45 min	20min - one hour
If you have the ability to change, what would you do to make the listening process better for EFL students?	Create American or British corner, to practice the language freely.	Add extra sessions. Add more creativity and variety to the curriculum. Use more technology.	Minimize the number of students. Invite native speakers.	Make a cinema with data show.	Make visits to foreign countries.	Nothing, just to find way to motivate the students

Appendix N°27: T-test table.

TABLE D

t distribution critical values

df	\(\begin{array}{c}\text{Upper-tail probability } p\end{array}\)											
	.25	.20	.15	.10	.05	.025	.02	.01	.005	.0025	.001	.0005
1	1.000	1.376	1.963	3.078	6.314	12.71	15.89	31.82	63.66	127.3	318.3	636.6
2	0.816	1.061	1.386	1.886	2.920	4.303	4.849	6.965	9.925	14.09	22.33	31.60
3	0.765	0.978	1.250	1.638	2.353	3.182	3.482	4.541	5.841	7.453	10.21	12.92
4	0.741	0.941	1.190	1.533	2.132	2.776	2.999	3.747	4.604	5.598	7.173	8.610
5	0.727	0.920	1.156	1.476	2.015	2.571	2.757	3.365	4.032	4.773	5.893	6.869
6	0.718	0.906	1.134	1.440	1.943	2.447	2.612	3.143	3.707	4.317	5.208	5.959
7	0.711	0.896	1.119	1.415	1.895	2.365	2.517	2.998	3.499	4.029	4.785	5.408
8	0.706	0.889	1.108	1.397	1.860	2.306	2.449	2.896	3.355	3.833	4.501	5.041
9	0.703	0.883	1.100	1.383	1.833	2.262	2.398	2.821	3.250	3.690	4.297	4.781
10	0.700	0.879	1.093	1.372	1.812	2.228	2.359	2.764	3.169	3.581	4.144	4.587
11	0.697	0.876	1.088	1.363	1.796	2.201	2.328	2.718	3.106	3.497	4.025	4.437
12	0.695	0.873	1.083	1.356	1.782	2.179	2.303	2.681	3.055	3.428	3.930	4.318
13	0.694	0.870	1.079	1.350	1.771	2.160	2.282	2.650	3.012	3.372	3.852	4.221
14	0.692	0.868	1.076	1.345	1.761	2.145	2.264	2.624	2.977	3.326	3.787	4.140
15	0.691	0.866	1.074	1.341	1.753	2.131	2.249	2.602	2.947	3.286	3.733	4.073
16	0.690	0.865	1.071	1.337	1.746	2.120	2.235	2.583	2.921	3.252	3.686	4.015
17	0.689	0.863	1.069	1.333	1.740	2.110	2.224	2.567	2.898	3.222	3.646	3.965
18	0.688	0.862	1.067	1.330	1.734	2.101	2.214	2.552	2.878	3.197	3.611	3.922
19	0.688	0.861	1.066	1.328	1.729	2.093	2.205	2.539	2.861	3.174	3.579	3.883
20	0.687	0.860	1.064	1.325	1.725	2.086	2.197	2.528	2.845	3.153	3.552	3.850
21	0.686	0.859	1.063	1.323	1.721	2.080	2.189	2.518	2.831	3.135	3.527	3.819
22	0.686	0.858	1.061	1.321	1.717	2.074	2.183	2.508	2.819	3.119	3.505	3.792
23	0.685	0.858	1.060	1.319	1.714	2.069	2.177	2.500	2.807	3.104	3.485	3.768
24	0.685	0.857	1.059	1.318	1.711	2.064	2.172	2.492	2.797	3.091	3.467	3.745
25	0.684	0.856	1.058	1.316	1.708	2.060	2.167	2.485	2.787	3.078	3.450	3.725
26	0.684	0.856	1.058	1.315	1.706	2.056	2.162	2.479	2.779	3.067	3.435	3.707
27	0.684	0.855	1.057	1.314	1.703	2.052	2.158	2.473	2.771	3.057	3.421	3.690
28	0.683	0.855	1.056	1.313	1.701	2.048	2.154	2.467	2.763	3.047	3.408	3.674
29	0.683	0.854	1.055	1.311	1.699	2.045	2.150	2.462	2.756	3.038	3.396	3.659
30	0.683	0.854	1.055	1.310	1.697	2.042	2.147	2.457	2.750	3.030	3.385	3.646
40	0.681	0.851	1.050	1.303	1.684	2.021	2.123	2.423	2.704	2.971	3.307	3.551
50	0.679	0.849	1.047	1.299	1.676	2.009	2.109	2.403	2.678	2.937	3.261	3.496
60	0.679	0.848	1.045	1.296	1.671	2.000	2.099	2.390	2.660	2.915	3.232	3.460
80	0.678	0.846	1.043	1.292	1.664	1.990	2.088	2.374	2.639	2.887	3.195	3.416
100	0.677	0.845	1.042	1.290	1.660	1.984	2.081	2.364	2.626	2.871	3.174	3.390
1000	0.675	0.842	1.037	1.282	1.646	1.962	2.056	2.330	2.581	2.813	3.098	3.300
z^*	0.674	0.841	1.036	1.282	1.645	1.960	2.054	2.326	2.576	2.807	3.091	3.291
	50%	60%	70%	80%	90%	95%	96%	98%	99%	99.5%	99.8%	99.9%
	Confidence level C											

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