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Investigating the Role of Podcasts in Improving the Speaking Skill:

EFL Students' Attitudes

The Case of First-Year Master Students at the Department of Letters and

English Language, University of 8 Mai 1945 –Guelma-

A Dissertation Submitted to the Department of Letters and English Language in Partial Fulfilment of the Requirements for the Degree of Master in Language and Culture

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DEDICATION

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Abstract

Podcasts have emerged as valuable tools for education, offering a diverse range of content accessible to learners worldwide. In the realm of language learning, particularly for English as foreign language students, podcasts present an engaging platform for enhancing various language skills. Among these skills is the speaking skill, which is a crucial aspect of language learning, yet it often poses challenges for learners. In this regard, this study delves into investigating the students' attitudes toward the role of podcasts in improving English as foreign language students' speaking skill.The basic hypothesis adopted in this study sets out that students have positive attitudes towards using podcasts in improving their speaking skill. To test this hypothesis, a quantitative descriptive method has been used through administering a questionnaire to 90 first-year Master students at the Department of English Language, 8 Mai 1945 University-Guelma. After gathering and analyzing data from students' questionnaire responses, the findings indicate that students are not only aware of English podcasts but also hold positive attitudes towards their use in improving their speaking skill.

Key Words: Attitudes, English as a foreign language, podcasts, speaking skill

LIST OF ABBREVIATIONS

EFL: English as a Foreign Language

ELT: English Language Teaching

ESL: English as a Second Language

etal.: Latin for "and Others"

FL: Foreign language

ICT: Information and Communication Technology

IELTS: International English Language Testing System

MP3:MPEG Audio Layer3

MP4:MPED-VAVC

P: Page

PP: Page Range

RSS: Really Simple Syndication

SL: Second Language

Q: Question

TOEFL: Test of English as a Foreign Language

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General Introduction

Speaking is a fundamental aspect of language learning, and its development is crucial for effective communication and social interactions. For English as Foreign Language (EFL) learners; speaking proficiency is particularly important, as it enables them to express themselves, participate in discussions, and engage with native speakers. The ability to communicate effectively in spoken English is essential for both personal and professional purposes, such as academic, social, and professional interactions. However, EFL learners often face challenges in developing their speaking skill, including limited opportunities for practice, lack of confidence, and difficulty in articulating thoughts and ideas clearly. To address these challenges and enhance speaking skill, educators and researchers have explored various strategies and instructional approaches. These include explicit instruction on speaking skill, role playing, and the use of multimedia resources such as podcasts. Podcasts have emerged as a popular and versatile medium for language learning, offering arrange of topics, genres, and levels of difficulty. By incorporating podcasts into language instruction, learners can engage with authentic materials, develop listening and speaking skill, and improve their overall language proficiency.

1. Statement of the Problem

In the field of EFL education ,fostering speaking skill is essential for achieving effective communication and language proficiency . Despite its importance ,EFL students often face challenges in improving their speaking abilities due to students' inhibition, and interference of mother tongue as well as limited opportunities for authentic language practice and exposure. Podcasts, a growing medium in language learning, have attracted attention for their potential to enhance speaking skill by providing authentic audio input and opportunities for listening and speaking practice. However, the extent to which podcasts contribute to the improvement of speaking skill and the attitudes of EFL students towards their role remain underexplored

areas in the field of language education. Therefore, this study aims to investigate EFL students' attitudes towards the role of podcasts in improving their speaking skill. By understanding students' attitudes towards this innovative tool as a pedagogical tool for speaking skill development, this research seeks to provide insights into effective language learning practices and contribute to the enhancement of speaking instruction in EFL settings.

2. Research Questions

The current research seeks to investigate EFL students' attitudes towards the role of podcasts in improving their speaking skill at the Department of English Language at the University of 8 Mai 1945 -Guelma.Thus, it addresses the following questions:

- Are first year Master students at 8 Mai 1945 Guelma University aware of the use of podcasts in English?

- What are EFL students' attitudes towards the role of podcasts in improving their speaking skill?

3. Aims of the Study

Speaking skill is highly important for EFL learners and required to be developed. Thus, EFL teachers seek to enhance learners' speaking proficiency through the implementation of podcasts. This study aims at investigating EFL students' attitudes towards the role of podcasts in improving their speaking skill.

4. Research Hypotheses

The present dissertation aims to investigate EFL students' attitudes towards the role of podcasts in improving their speaking skill. Correspondingly, we hypothesized that:

- First-year Master students at 8 Mai 1945 Guelma University are aware of the use of podcasts in English.

- EFL students' have positive attitudes towards the role of podcasts in improving their speaking skill.

5. Research Methodology and Design

5.1. Research Method

The present study employs a quantitative descriptive method in order to examine EFL students' attitudes towards the role of podcasts in enhancing their speaking skill. This method is chosen because it aligns with the research tool used and is instrumental in testing in-depth the research hypotheses.

5.2. Research Population and Sampling

The sample for this study consists of 90 first year Master students selected from a total population of 140 at the Department of English Language, University of 8 Mai 1945, Guelma, for the academic year 2023 /2024. First Year Master students were chosen for their typically stronger English proficiency compared to under graduates. They were also chosen due to their educational familiarity with technology for using it for presentations in various modules, which enables a more focused examination of podcasts' impact on fluency, pronunciation, and advanced vocabulary. This targeted approach enhances the quality and relevance of the findings contributing to a more comprehensive understanding of language learning process.

5.3. Data Gathering Tools

In this research, data collection involves distributing a questionnaire to first-year Master students enrolled in the University of 8 Mai 1945, Guelma's Department of English language. This questionnaire aims to investigate their attitudes towards the role of podcasts in improving their speaking skill. It seeks to answer the prementioned research questions and test the hypotheses presented in the study.

6. Structure of the Dissertation

The dissertation follows a well organized structure, divided into two main parts: the theoretical part encompass chapters one and two while the practical part includes chapter three. The study begins with a" general introduction" that contains statement of the problem,

research questions, then aims of the study, research hypothesis, followed by research methodology and the structure of the dissertation.

The first chapter,"Podcasts in the EFL Classroom", begins with defining podcasts and providing background information on their development. The chapter explains the process of creating and distributing podcasts as well as the type of podcasts. It then discusses how podcasts is used in education. Further, it deals with the role of podcasts in English language learning and teaching, the diverse content of English Language Teaching (ELT)podcasts, and the main consideration of using pedagogic podcasts. The chapter concludes with the main strengths and weaknesses of using podcasts for language learning and teaching.

The second chapter, "Speaking Skill", focuses on the speaking skill with in the EFL context. It begins by defining speaking and identifying its various types. The chapter then covers the components of speaking skill. It explores the functions of speaking, factors causing speaking difficulties for EFL learners , and emphasizes the importance of speaking skill. Next, it states different approaches of teaching speaking skill. The chapter also presents some activities and techniques for promoting speaking skill. It ends by examining the use of technology in teaching foreign language as well as the impact of podcasts on students' speaking skill.

The third chapter, "Field Investigation", plays a vital role in the research. It includes an introduction to the study, details about the sampling population, and a description of the students' questionnaire and its administration at the Department of English Language, 8 Mai 1945 University of Guelma. Additionally, it discusses the analysis and interpretation of the collected data. The chapter then summarizes the results and findings from the students' questionnaire, going beyond the findings to provide valuable pedagogical implications, while also acknowledging limitations encountered during the study, and recommendations for future research. The dissertation concludes with the "General Conclusion" section, providing a

comprehensive summary that enhances the overall understanding of the research topic and reflects on the implications of the study for EFL teaching and learning.

CHAPTER ONE: Podcasts in EFL Classroom

Introduction

In this modern era, technology plays a crucial role in the various areas of life, notably in education. People have access to several ICT (Information and Communication Technology) tools that greatly enhance EFL learning process. Podcasts are among these tools that stand out as a popular choice, particularly for both English language teachers and learners. In the 21st century, podcasts are widespread tool for knowledge acquisition; they captivate individuals of different styles. In this chapter, we tackle the definition, the history, the process, and the various types of podcasts. Moreover, we explore podcasts as an educational tool and as an English language teaching and learning tool. Furthermore, we present the content of English Language Teaching podcasts as well as the consideration of using pedagogic podcasts. Finally, we highlight the strengths and weaknesses of podcasts in language learning and teaching

1.1. Definition of Podcasts

According to Meng (2007), podcasting is essentially like recording a radio show and putting it on the internet for people to listen to, using a specific technology called an RSS (Really Simple Syndication), which is a technology that allows people to subscribe to the content and listen to it whenever they want. The term "Podcasting" combines broadcasting with iPod. However, it is somehow misleading, as podcasts are not only limited to iPods but can also be accessed on different digital devices (p. 1)

Podcasts have unique features that set them apart from other ICT tools. Stanely (2006) has said that "what sets podcasting apart from other ways of delivering audio online, such as streaming, is the idea of automatically downloaded content. What makes this possible is RSS (Really Simple Syndication)" (p. 1). Also, Rosell-Aguilar (2007) has claimed that "the fact that podcasting uses RSS is what differentiates it from simple downloading or streaming" (p. 472). Furthermore, Bennett (2007) has emphasized the need to distinguish between

podcasting and streaming, highlighting that streaming requires continuous online access and does not allow downloads, unlike podcasting.

Rajic (2013) has stated that initially podcasts were primarily focused on audio content, which means they consisted only of sound recordings. However, with the advancements in technology and content creation, podcasts have evolved to include various multimedia elements, enriching podcast episodes (p. 91) .

Generally, as defined by previous researchers, podcasts encompass both audio and video content. They possess unique characteristics that set them apart from other digital tools. These features include the distribution of content through RSS feeds, the capability for automatic downloads, and accessibility through various programs.

1.2. Background of Podcasts

Salmon, Mobbs, Edirisingha, and Denett (2008) have declared that podcasts emerged in the early 2000s due to the advancements in internet technology, which allowed people to easily share and access audio files. Also, small devices for listening to audio are becoming cheaper and more common. Furthermore, they noted that enhanced components were quickly integrated to enrich the podcasting experience (p. 21).

Podcasting, despite its relatively brief timeline, is a phenomenon marked by its rapid evolution and widespread acceptance. The term "podcast" was first introduced by Ben Hammersley for the first time in a 2004 article for The Guardian newspaper, but the technology was in fact developed by Tristan Louis, Dave Winer, and Adam Curry. Dave Winer added a feature to RSS feeds in 2001 that let audio files be included. Then, in 2003, Adam Curry and Kevin Marks showed how to download these files onto iTunes and iPods. This made podcasts popular, especially for iPod users. Since Hammersly first came up with the term podcasting, the technology has seen explosive growth in both use and adoption. "Podcasting" is now a widely recognized term and people from the entire world create

podcasts covering a wide range of topics and areas (Draper et al., 2009, p. 216). Over time, podcasts became widely popular; "The New Oxford American Dictionary has chosen 'podcast' as the Word of the Year for 2005." (Oxford Dictionary names 'podcast', 2005) .

1.3.Podcasts Process

Meng (2005) has said that "podcasts are rapidly increasing in popularity because they are simple to produce and very inexpensive to deliver" (p. 2). In other words, the key to podcast popularity can be attributed to the ease of production and cost-effective delivery.

According to Rajic (2013), the creation of podcasts involves several steps and activities. First of all, podcast creation starts with carefully planning what you want to say and the theme you want to convey. Subsequently, this is followed by content creation using audio capture and equipment like microphones, headphones, and cameras, along with special software for editing. Once the content is created, the next step is to publish it using RSS technologies. This involves generating an RSS feed that lists all podcast episodes, including their publish dates, titles, and descriptions. Users can subscribe to the podcast by entering the feed location into an aggregator program like Apple iTunes. Once subscribed, new episodes are automatically delivered to the user's computer for playback. Additionally, the creator must publicize the podcast's RSS feed to attract subscribers. Podcast aggregators regularly check the feed for updates and download new episodes as they become available. Listeners can access podcasts on their computers or portable devices, with most aggregators synchronizing automatically for convenience (p. 91).

Breitman (2024) has stated that nowadays people could easily find any podcast on different platforms like Apple Podcasts, Google Podcasts, Spotify, and even in YouTube by only entering the podcast name for instant results or trying different keywords to explore topics of interest.

To sum up, the process of podcast creation involves careful planning, content creation, and publication through RSS technology, while the accessibility of podcasts across multiple platforms enables users to explore diverse content easily based on their interests.

1.4. Types of Podcasts

According to Salmon etal.(2008),there are three categories of podcasts : audio, video, and enhanced . Each type has its own necessities and advantages (pp.22-24).

1.4.1. Audio Podcasts

Audio podcasts are the easiest to produce since they just need a microphone and some software tools for recording and editing. Audio podcasts storing take up the smallest space on both computers and personal devices. These files are available in many formats; the most popular one is MPEG Audio Layer 3 (MP3) format.

1.4.2. Video Podcasts

Video podcasts, also known as vodcasts or vodcasting, encompass both sound and video content and usually use the MPEG-4 AVC (MP4) format. Vodcasts are complicated, time-consuming, and expensive to produce. They require digital video cameras and editing software. In the first place, video podcasts were designed to be viewed on devices with large screens, like computers. Previously, small devices were inappropriate to play video podcasts since they had poor screens and restricted storage for video files. Yet, for now, mobile devices are more developed and provided with video and movie play features.

1.4.3. Enhanced Podcasts

Enhanced podcasts are regular audio podcasts that are supported by extra features to help listeners. An example of these features is including a slideshow along with its audio. So you can have the whole picture. Another feature is dividing the podcast into sections or chapters, so you can easily find and replay specific parts. This helps listeners to navigate and find the information they need more easily.

In summary, podcasts come in three primary formats: audio, video, and enhanced. Each format is represented and distinguished by its unique characteristics.

1.5.Podcasts in Education

Soeand Guthrie (2007) has pointed out that due to the ease of podcast creation and distribution, producers make podcasts that cover various face ts of life with numerous range of subjects . As shown, table1.1 represents 21 podcasts categories on iTunes, each containing numerous choices and offering a diverse selection of content (p. 184).

Table1.1.

ITunes Subcategories for Podcasting

Arts & Entertainment	Health	Religion and Spirituality
Audio Blogs	International	Science
Business	Movies & Television	Sports
Comedy	Music	Talk Radio
Education	News	Technology
Family	Politics	Transportation
Food	Public Radio	Travel

(Adapted from Soe and Guthrie, 2007, p. 184)

According to Edirisingha, Salmon, and Fothergill (2007), "Podcasting is a new technology filtering into education from its original uses in entertainment, journalism, and personal broadcasting. Students' learning supported by specially produced podcasts, which we call 'profcasts', differs from their learning through structured campus or other e-learning processes" (p. 127). That is to say, besides covering extensive facets of life, podcasts have a significant impact on education. McGarr (2009, p. 317) has stated that previous studies pointed to three broad categories in which podcasts can be used for learning, as it is shown in Figure 1.1:

1.5.1. Substitution Use: podcasts can be used as alternatives for traditional lectures. Teachers record the lecture which students will have access to and use it for revising and reviewing information mainly in exams periods.

1.5.2. Supplementary Use: Here, podcasts can be used in two different formats. They can provide summaries and syntheses of lectures or be used as additional materials to further students' exploration and understanding of topics.

1.5.3. Creative Use: this is challenging, as it requires learners to be more reactive and to engage in the learning process by producing their own knowledge instead of just receiving. They need to have a deep and critical understanding of the topic they have been exposed to. Moreover, this use offers them an opportunity to develop their ICT skills beside others such as teamwork abilities.

As a conclusion, podcasts can influence student's educational experiences in three different uses: by replacing traditional lectures with recordings, providing additional resources to further comprehension, and involving students in podcast production.

Figure1.1.Educational Uses in Supporting/Enhancing the Lecture

(McGarr, 2009,p.318)

1.6. Podcasts for English Language learning and Teaching

McMinn (2008) has asserted that through the use of podcasts, English language teachers are providing their students with creative ways to practice and develop their language outside the classroom. These podcasts are of four types: ESL (English as a Second Language) podcasts are designed to teach English as a second language. Native-English podcasts are made for those who fluently speak English; they allow learners to learn in an authentic way. Podcasts that help students prepare for tests like IELTS (International English Language Testing System) and TOEFL (Test of English as a Foreign Language); and podcasts created by students themselves as part of their coursework (p. 213). This means that podcasts meet learners' needs and offer flexible methods for language learning. It indicates that podcasts serve as alternative platforms for English language teachers to inspire and motivate their students to use the language outside the traditional classroom settings.

According to Yugsán-Gómez, Mejía-Gavilánez, Hidalgo-Montesinos and Rosero-Morales (2019), teachers can integrate podcasts as a supplementary tool for textbooks and to further broaden topics studied in the class. However, some podcasts are too long for a class session. Therefore, English teachers must look for podcasts produced directly for educational settings, and those are provided by websites like the British Council and Cambridge University to help students to learn overall English and to improve pronunciation and listening skills. The BBC also provides a podcast called Six Minute English that offers discussion on a variety of topics with a chance to obtain new lexicon. These podcasts are often accompanied with transcripts, downloadable exercises, and online tasks which add to the teaching process. Furthermore, teachers and students can also use them to talk about the worldwide events and to relate them with their course content (p. 6).

Additionally, Yugsán-Gómez et al. (2019) has added that teachers may face many challenges in a classroom setting such as dealing with special needs of students. In this case,

podcasts are useful tools and offer interesting opportunities, strategies, ideas, and resources to support special education by creating suitable learning environments and managing special needs in the classroom. Moreover, podcasts have another substantial impact on teachers' proficiency. They are resources for teachers to learn and know more about their field of study since podcasts serve as platforms characterized by regularity of audio editions, in which experts and other teachers share their knowledge and experiences about numerous education topics (pp. 6-7)

To sum up, podcasts are a valuable resource for both teachers and learners. For learners, they offer concise and comprehensible lessons particularly for improving listening and speaking skills. For teachers, they extend to serve as platforms supporting them to develop their proficiency.

1.7. Content of English Language Teaching Podcasts

In the context of English Language learning, podcasts are a valuable resource for language learning. They offer real conversations, unlike scripted textbook content. Teachers can use them to make learning more engaging in the classroom. Students also can listen to them outside the class too, like for homework. Additionally, there are podcasts specifically designed for language learners, providing exercises to practice language skills. These podcasts are easily accessible online (Stanley, 2006, pp. 2-3). Sze (2006) has proclaimed that within the realm of ELT podcasts, there exists diverse array of content, encompassing a wide spectrum of topics, themes, and educational material (pp. 117-119).

1.7.1. Comprehensive "These are podcasts that cover a wide range of content types, such as traditional listening comprehension activities, interviews, and vocabulary." (Sze, 2006, p. 117)

1.7.2. Vocabulary and Idioms "This is a popular type of podcast, probably because it is easy to produce. In this kind of podcast, the host chooses some vocabulary items and explains their usage." (Sze, 2006, p. 118)

1.7.3. Whole Lessons: "These are ready-made lessons based on podcasts which teachers can use in the classroom immediately." (Sze 2006, p. 118)

1.7.4. Conversations with Script: "These podcasts contain conversations between native speakers. To help less proficient learners, each episode is accompanied by the script, for learners to refer to while listening to the conversation." (Sze, 2006, p. 118)

1.7.5. Jokes: "These are podcasts containing jokes and because they usually play on language they encourage careful listening by the learner." (Sze, 2006, p. 118)

1.7.6.Phonetics and Pronunciation: "Podcasts are obviously highly suited for teaching phonetics and pronunciation. These podcasts are lessons which focus on specific phonemes and pronunciation problems in English." (Sze, 2006, p. 118)

1.7.7.Stories: "These are usually story read-alouds. They may or may not be followed by listening comprehension questions." (Sze, 2006, p. 118)

1.7.8.Listening Comprehension: "These podcasts provide conventional listening comprehension practice."(Sze,2006, p. 119)

To sum up, ELT podcasts offer a diverse range of content, tailored to various learning needs and preferences. From traditional listening comprehension exercises to vocabulary explanations, whole lessons, scripted conversations, jokes, phonetics and pronunciation lessons, storytelling, and dedicated listening comprehension exercises, ELT podcasts cover a broad spectrum of educational material. This diversity allows learners to engage with English language learning in multiple ways, providing opportunities for comprehensive language practice, vocabulary expansion, pronunciation improvement, and listening skill development

1.8. Consideration of Using Pedagogic Podcasts

According to Rajic (2013), in order to have effective educational podcasts several strategies need to be taken into consideration. First of all, the listener should be engaged to the presented material within the podcast. Meanwhile, the podcast should be designed according to the listener's interests and experiences, including relatable examples that can relate it. In addition, a good podcast requires a clear outline. It starts with an introduction pointing content, presenters, and aims, followed by the main section, a conclusion emphasizing key points then moves to introduce the next podcast's aim. Moreover, podcasting is more beneficial if it incorporates visual embedded, questions, thinking-pauses that allow the participants to think critically and reflect on the content as well as further comprehension and engagement (pp. 92-93). In other words, successful podcasts follow certain procedures in order to get the listener's attention and make him engage with the presented content. Those procedures also facilitate the reception and comprehension of the subject matter. According to Alfa (2020), using podcasts for classroom activities, such as teaching language skills, requires both teachers and students to be prepared. Teachers role is limited to guides and monitors, they facilitate student learning by providing direct and clear instructions especially in teaching speaking skills. This guidance may involve numerous questions to help students comprehend the podcast content. Additionally, teachers should select podcasts that align with the lesson's objectives. In this manner, students work in pairs and engage in speaking practices relevant to their learning topics. For instance, the teacher exposes the students to podcasts about specific topic, they are asked to take notes, to critically discuss the topic with their peers then to present the findings in front of their classmates. The teacher evaluates their speaking abilities based on various factors such as vocabulary usage, grammar and pronunciation (p. 71).

Alfa (2020) has mentioned that podcasts may also be implemented outside the classroom. Teachers may assign them to develop their own presentation and they allow them to choose

topics of their interests. Students listen to the content, read transcriptions then they make the presentation and present it. The more they practice, the better they will become. Through this iterative process, students will be confident, cultivate autonomous learning and motivated to practice speaking without being anxious (pp. 71-72). Essentially, effective utilization of learning podcasts extends beyond accessing the medium itself. It entails a collaborative work between teachers and students; educators provide guidance while students actively engage with the content.

1.9.Strengths and Weaknesses of Using Podcasts in Language Teaching and Learning

Yaman (2016) has showed that podcasts are increasingly being used in educational settings, offering unique strengths and also weaknesses, especially in language learning (pp.64-65).

1.9.1.   For the Strengths

Yaman (2016) has mentioned the following strengths (p.64).

-Podcasts are available anytime and anywhere, making them ideal for language learners who need to practice outside of the classroom.

-Podcasts offer a wide range of authentic materials such as texts and audio materials accessed by the first language population, which can help learners develop grammar, vocabulary, and pronunciation skills.

-Podcasts can be played on desk top or mobile devices, and learners can adjust the speed, chunk the audio, and repeat it as needed.

-Podcasts can be engaging and provide learners with meaning full language and real-world communication.

-Podcasts allow learners to learn at their own pace and review materials as needed.

-Podcasts can be in targeted with other technologies such as iTunes and mobile devices, making them easy to access and use.

1.9.2. For the Weaknesses

Yaman (2016) has mentioned the following weaknesses (p.64).

-Not all learners have access to the internet or mobile devices, which can limit their ability to use podcasts for language learning.

-Podcasts do not provide learners with immediate feedback, which can make it difficult for them to correct their mistakes.

-Podcasts make people rely too much on technology, so they can lead to a lack of paper-pencil studies, which can be important for language learning.

-Podcasts can be distracting, especially if learners have other tools like social media accounts open at the same time.

-Creating podcasts requires a certain level of technical knowledge, which can be a barrier for some teachers.

-Podcasts require learners to be autonomous and take responsibility for their own learning, which can be challenging for some learners.

Overall, while podcasts offer flexible access to authentic language materials and facilitate self-paced learning, challenges such as limited internet access, lack of immediate feedback, overreliance on technology, potential distractions, technical barriers for teachers, and the need for learner autonomy present significant considerations in their effective implementation for language learning.

Conclusion

In conclusion, podcasts have become versatile tools for language learning and teaching, in particular English. They offer various benefits and strengths for learners and educators. With their different ELT content and potential uses in teaching, podcasts can improve the language learning process. However, it is important to carefully consider both their strengths and weaknesses and find the most effective ways to use them in education. As technology

progresses, podcasts are expected to continue to be valuable resources in language education, offering interesting and easy-to-access content for learners worldwide.

CHAPTER TWO: Speaking Skill

Introduction

Teachers work on developing different language skills. Speaking is more interested in enhancing language competency. Additionally, they help English as foreign language learners improve their respective, productive abilities to acquire language skills. It is difficult to master speaking because students have to acquire other language components such as grammar, vocabulary, pronunciation, and fluency in order to be proficient speakers. The majority of teachers use methods or techniques that contain tasks like turn-taking, group work, and other strategies. Speaking is very important in EFL learning because the success of learning a foreign language depends on the performance of a conversation and effective communication. This chapter includes definition of speaking skill, its types, functions , and importance. It also discusses the factors that affect speaking skill for EFL students and how to improve it. Finally, it offers examples of practical activities and strategies that can be used to improve oral proficiency, and the role that EFL teachers play in speaking exercises in the classroom. Furthermore, it sheds the light on the link between speaking and technology as well as the impact of podcasts on speaking skill.

2.1. Definition of Speaking

In order to define speaking skill, it is important to master language proficiency and empower learners to express their ideas and communicate with others. Widdowson (1978) has affirmed that "speaking is active or productive and makes use of oral medium"(p. 58).So, in the speaking process, learners require efforts and create language by making voices to transmit spoken message. Speaking is producing sounds in the form of signals or verbal responses to the listener which make clear and full comprehension from the receiver.

Thornbury (2005) argues that "speaking is much more complex than it involves both a command of certain skills and several different types of knowledge". Speaking process is

complex, and students need to understand the following types of knowledge; linguistic knowledge, pragmatic knowledge, and discourse knowledge.

According to Chaney (1998) Speaking is the act of creating and conveying meaning in various circumstances through the use of both verbal and non verbal symbols. Speaking is an active skill that is observed immediately and allows for direct evaluation and measurement to develop effective communication skills. Speaking is showing ideas and thoughts in formation with pupils by using both verbal symbols; spoken words, body language (gestures), and facial expressions. It is a dynamic process of creating and comprehending meaning through the exchange of message, its meaning and format change depend on the situation, the participants, or the message behind the conversation.

Furthermore, convey meaning within the context between participants. Learning a new language requires concentration especially speaking, because it is difficult to combine meaning and vocabulary in the right context. Additionally, it is hard to link between understanding, thinking and acting in the same time without forgetting language rules.

2.2. Types of Speaking

Brown (2004) has suggested five types of speaking based on what the speaker aims to achieve.

2.2.1 Imitative

Imitative speech is crucial in language learning, where learners mimic elements of spoken language in the early stages of acquiring the target language, as they begin to develop their basic abilities. These activities can be conducted in pairs or groups. It focused on the smallest details, for instance; when students repeat» Good morning» after the teacher.

2.2.2. Intensive

Intensive speaking aims to evolve the grammatical and phonological aspects of language and the relationship between them. It is an autonomous process where the students answer

simple questions, read aloud, and complete sentences. It can be pair or group work activities. For example: a teacher asks a learner to read aloud a passage to focus on a limited amount of language (pronunciation).

2.2.3 Responsive

The speaker engages in conversation, reacts and responds effectively, in the classroom. This type of speaking provides the listener with relevant responses. It is related to the limited level of very short conversation. It involves common greetings, short requests, and simple answers. For example: when the teacher asks "What is your favorite animal? The Student answers "cat" .

2.2.4. Interactive

Interactive speech can be understood as a conversation involving transactional communications which aim to exchange specific information in formal situations and interpersonal dialogue, which focuses on making relationships through slang or emotional expressions . Interactive speaking is more structured than responsive and contains complex interaction that includes multiple exchanges or participants. For example, in transactional communication two students talk about location and specific information about the meeting in interpersonal and informal discussion about their future plans.

2.2.5. Extensive

Extensive speech is the ability to participate in longer conversations or monologues on a variety of topics. Extensive activities may include speeches, oral presentations, storytelling, debates, and allow the speakers to engage in meaningful communication. For instance, an individual could deliver a presentation on a research project, share information and analysis, and conclude with an audience.

2.3. Components of Speaking Skill

According to Harris (1974), there are five components of speaking skill (p.81).

2.3.1. Pronunciations

EFL learners should be aware of the importance of understanding sounds and their articulation. Additionally, they need to be conscious of stress patterns and rising or falling intonation in words. Pronunciation is making a sound for each letter of a particular language in order to give the right meaning in the context of language. Furthermore, it is important to acquire language proficiency and use effective communication to convey meaning through the mastery of sounds and pronunciation. Saka (2015) has said that language learners need to react in an accurate way using the correct features of pronunciation for a successful communication (p. 2). So, the learner who is aware of pronunciation aspects will be a good speaker.

2.3.2. Grammar

Grammar is a set of rules that help students transfer clear and coherent message. Also, EFL learners are able to create meaningful sentences when they understand the rules of the target language. It is the main part that serves to hold languages together. Grammar provides systematic rules of structure and word order. Lin (2010) has mentioned that Grammar is essential for language because it governs the structure and meaning and provides a framework that enables the comprehension of any language. Grammar is related only to structure, while coherence and appropriateness are related to vocabulary and grammar.

2.3.3. Vocabulary

Vocabulary means a group of words or lexis used by individuals. Effective vocabulary is not related only to the words' usage but also to the understanding. Wilkins (1972) has stated that Without a sufficient vocabulary, it is hard to exchange thoughts and impart any knowledge. Regardless of knowing grammatical rules, vocabulary supplies the content and without it, communication is incomplete or ineffective. Therefore, striking a balance between grammar and vocabulary is necessary.

2.3.4. Fluency

Fluency enables learners to convey meaning, ideas, and thoughts smoothly. It helps them to contact with native speakers. It builds learners' confidence and opens new opportunities. Lennon (1990) has distinguished two main definitions for fluency, a narrow definition which says that fluency refers to being smooth and fluid in speech, and a broad definition; fluency refers to being proficient in speech. Both definitions claimed that fluency is when EFL learners speak with-out hesitation and pauses they work on the quality of the speech delivery. It does not include only smooth speaking and mastery of vocabulary, grammar, and pronunciation… etc

2.3.5. Comprehension

Comprehension is when EFL learners are able to fully understand and interpret the intended message or information conveyed by the context. It focuses on the intended content behind the passage itself. It is to understand the content and question not only the literal meaning but also the intended meaning as well as the topic to establish a relationship between the relevant background and the participants to support the response .

2.4. Functions of Speaking Skill

Richards (2008) has suggested three functions of speaking skill. They include:

a) Talk as Interaction

When learners talk about speaking as an interaction, they mean a conversation that occurs during discussion between two people. In their first meeting with new people, they focus on interaction rather than the message itself**.**

b) Talk as Transaction

Talk as transaction focuses on conveying meaning and information, so exactly what is said or done. The main purpose of the message was understood clearly rather than participant

interaction. In this function, the student explains, organizes, exchanges ideas, and conveys an opinion.

c) Talk as Performance

Talk as performance focuses on both the message and audience; it can be information or monologues. It is often necessary to evaluate the speech to correct, the speakers' message is anticipated to convey, and the assessment is based on the effects on the audience and takes into ac-count the structure and order of the content presented.

2.5. Factors That Cause Speaking Difficulties to EFL Learners

According to Ur (1996), there are four major that students face when speaking and led them to be silent the whole session .They are as follows:

2.5.1. Inhibition.

Learners may feel overly aware of themselves and their actions, leading to self-consciousness and discomfort. As mentioned by Ur (1996) this emotion derives from worries about making mistakes or being evaluated. When the mind naturally inhibits itself and leads to self-awareness and calm, it makes learners monitor their thoughts and behaviours.

2.5.2. No thing to Say

Among the problems that teachers face in their class is when most students do not find anything to say. Perhaps due to a limited vocabulary or lack of interest in the topic discussed. There may be a student belief that others are superior Ur (1996). This is frequently another issue that makes students more silent.

2.5.3. Low or Uneven Participation

In EFL class, some students were talking on time; and some of them spoke very little. On the other hand; students dominate while others do not. In a large group each participant will have a short period of time to talk because only one person may speak at time and it can be hard Ur (1996).

2.5.4. The Use of One's Mother Tongue

When the learner speaks with another student in a foreign language, he feels strange for most when all the pupils in the class speak the same native language. So, it became more useful. It is difficult for mountain learners to speak the second language, in particular less motivated small groups Ur (1996).

2.6. The Importance of Speaking Skill

In general, speaking fluency plays an important role in effective communication and language proficiency. The significance of speaking appears in the converse between language and its practical use of language in addition to being a crucial skill alongside other skills for good language proficiency. The crucial part of learning a SL or FL is mastering the spoken language. Furthermore, the speaker has the ability to maintain a conversation showing linguistic competence and self-confidence that focuses on the primary goal which is developing speaking abilities. Anggryadi (2014) has shown that many speakers believe that learning a language can make speaking a success, which is the primary goal of learning English as a foreign language. The speaker's speech shows the reality of the speaker in communication and cultural participation.

Ur (1996) has stated that speaking is the most significant skill Speaking appears as the most important skill even through each skill plays a vital role in different contexts .In addition, speaking creates a balance between the development of all language skills especially for effective communication, and fluent in a foreign language. People consider speaking a language as the basis of human communication. For instance, when you meet someone, he asks you do you speak English. Rather than writing or reading.

2.7. Approaches to Teach Speaking Skill

It is clear from analyzing the development of language learning and teaching methods that speaking skills' competence frequently follows the framework set by the previous concepts

and approaches to language learning. Speaking has not always been the primary objective of traditional methods such as the grammar-translation method, cognitive approaches, and comprehension approaches. The following are the main approaches to teach speaking skill.

2.7.1. Behavior Theory

Learners build and enhance their speaking skills through activities such as watching videos or listening to the teacher. Language development occurs through positive habits and reinforcement (Thornbury, 2005). In the classroom, students control their linguistic output and engage in activities such as speaking and performing, which focus on memory and performance.

2.7.2. Cognitive Theory

In this theory, learners' minds initially require language like a machine controlled by the teacher at the beginning of the learning process. Then, with practice, they gradually gain awareness, understand, and combine new knowledge. Eventually, students become autonomous or self-learners (Thornbury, 2005).

2.7.3. Socio-Cultural Theory

Socio-cultural theory enhances the social-cultural context of learning. Social interaction with other people acts as a channel for learning. Learners need more experience that can provide them with a frame work to interact with pupils from other cultures effectively. And gain information that will be used in the future (Thornbury, 2005).

2.8. Activities and Techniques for Promoting Speaking Skill

Students need activities to achieve or express themselves verbally /orally. EFL teachers must provide appropriate environment that encourages students to develop their oral proficiency.

2.8.1. Role-play

This activity is an opportunity for EFL learners to use spoken language in real-life situations inside the classroom. Cook (2016) has stated that role play is an activity that teachers employ to assist students improve a range of spoken language abilities. For example: teacher takes a passage or dialogue from a book for learners to play the role. This activity allows students to assume different roles, and interactions and motivates them enjoy the learning process .It also develops critical thinking and problem -solving skills. Additionally, taking role with others in different contexts help learners to act in their real life without any difficulties.

2.8.2. Story Telling

Storytelling is among the innovative methods implemented in the classroom for acquiring new languages. Wang and Lee (2007) have stated that sharing stories with students is an effective way for them to develop their narrative skills. This occurs when students tell stories using new language and vocabulary. Teachers teach learners how to make links between their imagination and using language in the right context. Storytelling helps students to build narratives. Students work with creativity and develop different abilities, such as reading a lot to draw from previous stories. Finally, learners combine reality and visualization to create stories

2.8.3. Oral presentation

Oral presentation is a formal technique to express knowledge to an audience within an organizational setting and limited time. It is an excellent method to help students achieve proficiency in their speaking skills in a foreign language. Thornbury (2005) has confirmed that the ideal practice for students' real speaking is for them to stand up in front of their classmates. Additionally, it delivers information to a group of students, which includes student-centered learning. Moreover, standing up in front of their classmates gives them

experience to build confidence and practice speaking publicly, thereby improving their language skills inside and outside the classroom.

2.8.4 Group Work

Students working together create a good environment for learning new languages or skills. This collaborative activity in language learning enhances their English language competencies because there are different levels and styles within the group, which improves their communication with others. According to Doyon (2000), when learners realize that other people share their emotions in a small group, sharing feelings and interactions helps them to share language and understanding as well. Hence, in group work, students who want to listen with encouragement may participate actively. Working in groups motivates students as they form friendships to develop social and communicative skills.

2.9. The Use of Technology in Teaching Foreign Language

Technology use might have an impact on language learning. Educational technology is used in the process of developing human capability by applying technology in education to boost individual abilities. Teachers and students should be closer to industry to understand and gain experiences related to new technology. Employing technological tools in education has emerged as an important method, especially in EFL classes to teach English for non-native speakers.

Using technology to teach speaking has become a standard method, particularly for teaching English to non-native speakers (Hong, 2006). Teachers use new tools to teach speaking, ensuring that students understand the word, know its pronunciation, and write it correctly. The content should change each time because technology changes day by day. The integration of technology into language learning for non-native English speakers is increasing in educational settings. Both teachers and students can enhance their capacity for second language and skill development.

Global industry exposure to technology is essential for comprehending new experiences and improving learning. The use of recent resources in the classroom is essential, particularly in EFL classes where they can support the successful instruction of speaking, understanding, and pronunciation. In order to maintain education interesting, teaching methods and contents should also change along with technology. This way, students will always have access to the most recent information. When teaching EFL, teachers provide students with language and information communication technology skills. As technology evolves, so should the content and methodologies used in teaching to ensure learners are exposed to changing material and practices. EFL teachers prepare students with the needed linguistic and technological proficiency.

2.10. The Impact of Podcasts on Students' Speaking Skill

Among a huge number of tools used by EFL teachers and learners to deal with a foreign language, podcasts are prominent. Moreover, the flexibility in listening allows learners to engage in language learning, which is beneficial for auditory learners. Listening to podcasts aids learners in enhancing vocabulary and comprehension, directly developing speaking abilities. Additionally, some podcasts are designed for language learning according to learners' levels, and some contain transcriptions to help learners follow along and understand spoken words. Podcasts can support traditional teaching methods, encouraging the learning of the target language and developing learners' listening comprehension and speaking skills.

However, institutions are working on developing new approaches and strategies. Nowadays, learners are often referred to as net students because most of their chosen activities involve using the internet. On the other hand, EFL teachers should take into consideration these new circumstances and help EFL learners achieve their goals and develop their abilities, including speaking skills. Lebron- Lozada (2012) has stated according to their study that podcasts helped students in improving their overall conversational abilities.

Teachers believe that using podcasts in the EFL classroom helps their students interact more than before and consider it as a source for thinking outside the box. Even when teachers use podcasts, some learners do not concentrate and interact because they are absent-minded.

Finally, some learners use podcasts to acquire language and improve their academic skills, such as speaking, or to achieve language components like fluency, pronunciation, and other aspects of language.

Conclusion

In conclusion, speaking skill is crucial in the process of teaching and learning a second language (SL). In social contexts, individuals interact with others smoothly and express meaningful connections. However, in academic contexts, students present orally and demonstrate understanding of course material. In this chapter, we discussed general speaking skills and their relation with learning. Hence, factors lead students to fear expressing their ideas and thoughts in front of classmates and teachers. This makes teachers use new methods and technological devices in EFL classes. We finished with the link between the use of technology and enhancing speaking skill.

CHAPTER THREE : FIELD INVESTIGATION

Chapter Three : Field Investigation

Introduction

In the previous chapters, we delved into the theoretical foundation of our research study. This chapter shifts focus to the practical aspects, specifically investigating students' attitudes toward the use of podcasts to enhance EFL students' speaking skills. To achieve this, a questionnaire was administered to students at the University 8 Mai 1945 of Guelma. The primary aim of the questionnaire was to address the research questions and either validate or refute the research hypotheses. This chapter begins with a brief description of the study population and the main research tools utilized. Subsequently, it provides an analysis and interpretation of the students' responses to the questionnaire. Finally, the chapter concludes by discussing the overall findings of the questionnaires, highlighting the study's limitations, and proposing pedagogical implications based on the findings. These implications may suggest strategies to improve the teaching and learning of speaking skills, particularly by integrating podcasts to enhance students' oral communication abilities .

3.1. Students' Questionnaire

3.1.1. Sampling Population of the Study

The population of this study consists of first-year Master's students enrolled in the department of English Language at the University of 8 Mai 1945 Guelma. The sample contains 90 students out of the total population of 140 students which is the whole promotion of the academic year 2023-2024. The reason behind choosing this population is due to the fact that first-year Master students had enough educational instructions as well as they possess a strong familiarity with technology, derived from their frequent use of technology for presentations in various modules .

3.1.2. Description of Students' Questionnaire

This questionnaire consists of 33 questions. The majority of the questions are closed-ended, with a few open-ended questions that allow respondents to provide additional comments or justification for their answers. These questions are answered through ticking the corresponding boxes, and adding justification where it is necessary. There are four main sections. The first section (Q1-Q2) gathers general information about the participants' English language, the duration of their studies, and their self-assessed proficiency level. The second section (Q3-Q11) is about the students' familiarity and experiences with using English podcasts, including the frequency of listening, preferred podcast types, motivations for listening, preferred podcast topics, enjoyment of learning through podcasts, and perceived benefits and challenges. The third section (Q12-Q21) focuses on the students' attitudes towards their speaking skills, examining self-assessment, difficulties faced in speaking English in class, preferred methods for expressing ideas, frequency of teacher encouragement to speak, common oral expression activities, perceived importance of speaking in English learning, use of authentic materials in teaching, and skill enhancement through podcasts. Finally, the fourth section (Q22-Q33) delves into the participants' perceptions about the impact of using English podcasts on their speaking skills, investigating the correlation between listening to podcasts and speaking improvement, frequency of podcasts' use for speaking practice, specific aspects of speaking skill developed by podcasts, the overall effectiveness of podcasts on speaking skill development, and the effects of podcasts on students' motivation and confidence to speak in the classroom setting.

3.1.3. Administration of Students' Questionnaire

In order to answer the research questions, a questionnaire is administered to first-year Master students of the Department of Letters and English Language at the University of 8 Mai 1945, Guelma. On May 5th, 2024, the questionnaire was handed to 90 students, who were

randomly selected to explore their attitudes towards using English podcasts as a tool to improve their speaking skill.

3.1.4. Data Analysis and Interpretation

Section One : General Information

Question One: How long have you been studying English ? (Including this year)

Table3.2

Years of Studying English

Option	Number	Percentage
11years	66	73.33%
More than11years	24	26.66%
Total	**90**	**100%**

According to the results presented, the highest percentage of students (73.33%) reported studying English for 11 years. This indicates that they start learning English at the middle school level with a successful study career. However, 26.66% of respondents claimed to have studied English for more than 11 years. It may be because they have experienced failure during their studying career. Thus, we can say that all participants are familiar with the English learning process, and as a result, they will provide more valuable answers.

Question Two: Do you consider your level in English as?

a. Very good

b. Good

c. Average

d. Less than average

Table 3.3

Students' Self-evaluation of their English Level

Option	Number	Percentage
a	21	23.33%
b	62	68.88%
c	07	7.77%
d	00	00%
total	**90**	**100%**

Regarding to students' views about their English level, it is evident from table 3.3 that the majority perceive their proficiency positively. About 68.88% of students rated their English level as "good," indicating that they can effectively communicate using English, but they need to work more on developing their level of proficiency. Furthermore, 23.33% of students regarded their level as "very good." These students may attribute their proficiency to receiving high marks in tests and exams, positive feedback from teachers, passing a test level or perhaps their acquiring of language skills. Only 7.77% of students rated their English level as "average," mainly because they faced difficulties while practicing one or two of the four essential skills. Consequently, the majority of students are satisfied with their proficiency level in English and perceive themselves as competent to be classified as Master's students.

Section Two: Students' Attitudes Towards The use of English Podcasts

Question Three: How familiar are you with English podcasts?

a. Very familiar

b. Familiar

c. Neutral

d. Somewhat unfamiliar

e. Very Unfamiliar

Table 3.4

Students 'Familiarity with Podcasts

Option	Number	Percentage
a	75	83.33%
b	07	7.77%
c	05	5.55%
d	02	2.22%
e	00	00%
Total	**90**	**100%**

The results in Table 3.4 demonstrate that a significant majority of students (83.33%) indicated they are "very familiar" with English podcasts. This high percentage suggests strong engagement with podcasts among the surveyed students. The small percentage of students (7.77%) who chose "familiar" indicates they have some exposure to English podcasts, though perhaps not as extensive as those in the "very familiar" category. Responses in the "neutral" and "somewhat unfamiliar" categories are minimal, at 5.55% and 2.22% respectively, suggesting a subgroup of respondents who have some awareness of podcasts but lack substantial experience. These choices could be influenced by factors such as language barriers, lack of interest, or limited exposure to English language media. Importantly, none of the respondents indicated being "very unfamiliar" with English podcasts, indicating that the medium is generally wellknown among the surveyed students. Overall, these results highlight that podcasts have their own voice, popularity, and relevance among the respondents.

Question Four: How often do you listen to podcasts in English?

a. Daily

b. Weekly

c. Monthly

d. Rarely

Table 3.5

Students 'Frequency of Listening English Podcasts

Option	Number	Percentage
a	12	13.33%
b	31	34.44%
c	21	23.33%
d	26	28.88%
Total	**90**	**100%**

Table 3.5 provides results into the frequency of English podcasts' consumption among respondents. A remarkable number of students (34.44%) listened to English podcasts weekly. These students may have found significant and positive impact on the content, and since many podcasts release episodes weekly, this makes them highly motivated to listen to these episodes and wait for them every single week. A considerable percentage of students (28.88%) stated that they listen to podcasts rarely. This is mainly because they prioritize other ICT tools over podcasts and are not fond of them. 23.33% of the participants declared that they listen to podcasts monthly. It could suggest that they do not have free time due to their busy schedules and many responsibilities. Approximately, 13.33% of respondents show that they listen to podcasts daily. This illustrates their desire for personal development and self-motivation to incorporate podcast listening into their daily routines, whether they are engaged in household chores, workouts, or in the road heading to the college.

Question Five: How do you usually access to podcasts? (You can choose more than one option)

a. Streaming platforms (e.g., Spotify , Apple Podcasts)

b. Podcast applications

c. Website

d. Other (please specify)

Table3.6

Ways to Access Podcasts

Option	Number	Percentage
a	30	33.33%
b	24	26.66%
c	08	8.88%
d	15	16.66%
a+b+c	01	1.11%
a+c	05	5.55%
a+b	05	5.55%
b+c	02	2.22%
Total	**90**	**100%**

According to Table 3.6, the data highlights several noteworthy points about how participants access podcasts. The largest percentage (33.53%) indicated they use streaming platforms such as Spotify or Apple Podcasts. This preference may stem from the convenience of accessing a wide range of podcasts in one place, often with high quality and personalized recommendations. Additionally, 26.66% of students reported using podcast applications, suggesting these platforms offer organizational features that make podcasts easier to find and navigate.Interestingly, 16.66% of participants selected "other," indicating they access

podcasts through platforms like YouTube and Instagram. This reflects the familiarity of these social media platforms for consuming various types of media, including podcasts. A smaller percentage (8.88%) mentioned accessing podcasts through websites. This could be due to following podcasters and influencers on social media platforms like Facebook and Instagram, which often provide links to specific podcast episodes. Some participants selected various combinations of options (a+b+c, a+c, a+b, b+c), indicating they may use multiple platforms based on their network or preferences. Overall, these findings illustrate the diverse ways students access podcasts, influenced by platform convenience, organizational features, and their existing social media habits.

Question Six: Which type of podcasts do you like?

a. Audio
b. Audio with pictures
c. Video
d. All the above

Table3.7

Students' Preferred Types of Podcasts

Option	Number	Percentage
a	25	27.77%
b	08	8.88%
c	38	42.22%
d	19	21.11%
Total	**90**	**100%**

According to the findings above, the majority of students selected the type of podcasts that fit their learning styles and preferences. The percentage of 42.22% represents students who ticked the option 'video'. Correspondingly, incorporating visual elements is necessary for

content comprehension. However, 27.77% of the students responded with audio, highlighting that they enjoy listening to content while doing other activities. In addition, 21.11% of the students who opted for 'all the above' appreciated all types of podcasts. This could suggest that they choose the type of podcasts according to their preferences. Only a small percentage (8.88%) selected audio with pictures. It implies that most students believe that this type does not add much value to their listening experience.

Question Seven: What motivates you to listen to podcasts in English ? (You can choose more than one option)

a. Curiosity about various topics

b. Length and convenience of podcast format

c. Entertainment value

d. Exposure to authentic language

e. All the above

Table3.8

Students' Motivations for Listening English Podcasts

Option	Number	Percentage
a	20	22.22%
b	05	5.55%
c	11	12.22%
d	15	16.66%
e	34	37.77%
a+b	01	1.11%
a+b+c	04	4.44%
Total	**90**	**100%**

According to the obtained data from table 3.8, podcasts have multiple aspects that contribute to their popularity and attractiveness. Notably, a significant percentage of students

(37.77%) opted for 'all the above'. This suggests that all prementioned choices align with their interests and needs. A considerable number of students (22.22%) precisely stated that the curiosity about various topics motivates them to listen to English podcasts. This indicates a strong interest in exploring different themes which podcasts often cover in depth. 16.66% of the sample responds with exposure to authentic language. This could suggest that they use podcasts as a tool for language learning and practice, appreciating their natural use. The choice "entertainment value" attracted 12.22% of participants, showing that some listeners enjoy podcasts for their enjoyable content. Additionally, only few students chose "length and convenience of podcast format", with 5.55%. This displays that this is not the primary reason for most listeners. A small portion of students (4.44%) selected a combination of curiosity of various topics, length and convenience of podcast format, and the value of entertainment. Accordingly, these factors together significantly motivate some listeners. Lastly, 1.11% of students chose both curiosity of various topics and length and convenience of podcast format, indicating a smaller percentage prioritizes these two factors together.

Question Eight: Which topic of podcasts do you prefer to listen o in English? (You can choose more than one option)

a. News and current affairs

b. Business and finance

c. Technology and science

d. Education and learning

e. Entertainment and comedy

f. Other (please specify)

Table3.9

Students' Preferred Podcast Topics

Option	Number	Percentage
a	14	15.55%
b	04	4.44%
c	20	22.22%
d	12	13.33%
e	15	16.66%
f	11	12.22%
b+c+e	06	6.66%
a+b+c+d	01	1.11%
c+d+e	07	7.77%
Total	**90**	**100%**

Regarding students' preferred podcasts topics, it is evident from Table 3.9 that there is a variety of interests among participants. Notably, a significant portion (22.22%) of participants expressed a preference for technology and science-themed content. Furthermore, 16.66% of them preferred entertainment and comedy, while 15.55% favored news and current affairs. Another notable subset (13.33%) opted for educational and learning podcasts. Additionally, a smaller percentage (4.44%) chose business and finance as their preferred topic. However, some participants (12.22%) selected "others," encompassing a diverse range of topics such as religious discourse, human development, historical narratives, criminal investigations, real-life anecdotes, psychology, trauma recovery, and neutrality. This diversity of interests highlights the broad spectrum of content available in podcasts. Moreover, the combined

selections of options b+c+e (6.66%), a+b+c+d (1.11%), and c+d+e (7.77%) suggest that some respondents engage with podcasts for different purposes.

Question nine: How much do you enjoy learning when using podcasts in English language?

a. A very great deal

b. A lot

c. A little

d. Very little

e. Not at all

Table 3.10

Satisfaction when Learning English via Podcast

Option	Number	Percentage
a	16	17.77%
b	45	50%
c	24	26.66%
d	02	2.22%
e	03	3.33%
Total	**90**	**100%**

Concerning the above mentioned question the majority (50%)of students listened to podcasts a lot 26.66% of them said they listen to podcasts a little 17,77% of students showed "a very great deal "3.33 % of them indicated that they never enjoy listening to podcasts ;and only 2 students 2.22% of them selected very little .There is diversity in the results , but mostly ,students enjoy listening to podcasts .Overall,it is clear that podcasts have a positive impact on students' learning experience .

Question Ten: What are the benefits of learning through English podcasts?(Select all that apply)

a. Learning new concepts

b. Improving language skills

c. Providing additional perspectives

d. Offer flexible learning opportunities

e. All the above

Table3.11

Benefits of Learning through English Podcasts

Option	Number	Percentage
a	08	8.88%
b	48	53.33%
c	12	13.33%
d	18	20%
e	01	1.11%
b+c	02	2.22%
b+c+d	01	1.11%
Total	**90**	**100%**

The obtained data of Q10 revealed that the most selected benefit by students with 53.33% is 'improving language skills'. This shows that half of the participants use podcasts for enhancing their language proficiency; through the exposure to native speakers that podcasts provide. 20% of the students chose the option "Offer flexible learning opportunities". This can be attributed to the flexibility of podcasts which can be listened to at any time and place. This flexibility is a crucial advantage for learners who may have busy schedules or prefer self-paced learning environments. Moreover, 13.33% of them responded with option (c) which is

'providing additional perspectives'. That is to say, these students appreciate the diverse viewpoints and varied content available in English podcasts which can enrich their understanding of different topics and cultural contexts. Only a minority group of students, 8.88%, selected 'learning new concepts'. Since the majority did not choose this option, it indicates that the nature of podcast content might focus more on language use and practice rather than introducing entirely new concepts. Further, the option 'all the above' was selected by one respondent, highlighting that some learners find podcasts beneficial in multiple ways. Finally, few participants declared a combination of options (b+c) and (b+c+d), which demonstrate that there are students who experience multiple benefits simultaneously.

Question Eleven: What are the challenges of learning through English podcasts ? (You can choose more than one option)

a. Difficulty of understanding the accent
b. Difficulty of following the conversation
c. Difficulty with technical terms
d. Lack of motivation
e. All the above

Table3.12

The Challenges of Learning through English Podcasts

Option	Number	Percentage
a	45	50%
b	23	25.55%
c	10	11.11%
d	02	2.22%
e	00	00%
a+b	01	1.11%
a+c	03	3.33%
a+b+c	06	6.66%
Total	**90**	**100%**

In response to this question, the most faced challenge is difficulty of understanding the accent, 50% of the participants. This high percentage suggests that accents can be a major barrier for learners, possibly due to the variety of English accents that can differ significantly from what learners are accustomed to. However, 25.55% of them reported that they face 'difficulty following the conversation'. This can be attributed to the speed and complexity of speech, which can make it difficult for them to comprehend the content. 11.11% of students selected 'difficulty with technical terms', suggesting that specialized vocabulary in podcasts can be a stumbling block for learners, especially those who are not familiar with the subject matter. Only 2.22% of the participants ticked the box 'lack of motivation', indicating that while motivation can be an issue, it is less compared to other challenges. The combinations of multiple challenges, a+b, a+c, and a+b+c were chosen by a minority of respondents, demonstrating that they face many challenges.

Section Three: Students' Attitudes towards Speaking Skill

Question Twelve: What do you think about your level of speaking skill in English?

a. Good

b. Medium

c. Bad

d. I do not know

Table3.13

Students' Level of Speaking Skill

Option	Number	Percentage
a	39	43.33%
b	04	4.44%
c	47	52.22%
d	00	00%
Total	**90**	**100%**

Table 3.13 demonstrates students' evaluation of their speaking skill level. The majority of them (52.22%) reported that their level of speaking skill is bad. This suggests that a significant portion of students need help improving their speaking abilities. While, 43.33% of students rated their skill as good. This may indicate that they feel confident and they can articulate their thoughts clearly and effectively. However, a low percentage with 4.44% rated their skill as medium. This suggests some uncertainty in their self-assessment. No one select option (d). This implies all students had definitely opinion about their level even positive or negative. The data highlights a need for intervention and support

Question Thirteen: Do you find difficulties when speaking English in classroom?

a. Yes

b. No

Table 3.14

Students' Speaking Difficulty

Option	Number	Percentage
a	37	41.11%
b	53	58.88%
Total	**90**	**100%**

As it is shown in table 3.14, the majority of students (58.88%) reported facing difficulties. 41.11% said they do not face obstacles while speaking during the session. This suggests that a considerable number of students struggle with speaking, perhaps due to features such as anxiety, lack of confidence, or insufficient practice. The data highlights the need for extra efforts and support to help the students overcome their challenges and improve their speaking skill.

Question Fourteen: If yes, please justify:

Only 12 students out of 53 provided justifications for this question, their justifications are Interpreted as follows:

➢ Anxiety and fear of making mistakes or receiving negative feedback can hinder students' speaking confidence.

➢ Introverted students may struggle to express themselves in the classroom due to shyness.

➢ Lack of confidence in English speaking abilities may discourage participation.

➢ Pressure to speak accurately and fluently can impede engagement.

➢ Limited vocabulary makes it difficult for students to express ideas, leading to silence.

➢ Negative experiences or a preference for listening over speaking can deter participation in classroom activities.

Overall, the results indicate that students need to refine their speaking skills by creating a supportive learning environment or targeting specific problems for further development.

Question Fifteen: Which of the following skills you do prefer to express your ideas and thoughts in?

a. Speaking

b. Writing

Table3.15

Preferred Skills for Expressing Ideas and Thoughts

Option	Number	Percentage
a	50	55.55%
b	40	44.44%
Total	**90**	**100%**

Based on the data presented in Table 3.15, the majority of students (55.55%) preferred to express their thoughts through speaking skill. This suggests that they prefer oral communication. On the contrary, 44.44% of students preferred writing skill to organize their thoughts via written notation in more time. It has become important for those who feel

anxious inside the classroom. The result extracted from the Q16 implies that most of students prefer the communication method which helps them to be more engaged and confident.

Question Sixteen: How often does your teacher encourage you to speak?

a. Always

b. Sometimes

c. Rarely

d. Never

Table3.16

Frequency of Teacher Encouragement for Student Participation In Speaking

Option	Number	Percentage
a	31	34.44%
b	41	45.55%
c	15	16.66%
d	03	3.33%
Total	**90**	**100%**

As displayed in table 3.16, 45.55% of students declared that their teachers sometimes encourage them to speak. this suggests that teachers do not provide enough continuous encouragement to ensure that all students participate regularly. furthermore, 34.44% of them stated that their teachers "always" encourage them to speak, indicating a great attention by teachers to foster speaking skills. the retrieved data from q16 indicates that the teachers are aware of the significance of speaking skill and participation in the classroom

Question Seventeen: Which of the following activities does your oral expression teacher use more ?

a. Role play

b. Work on group

c. Presentation

d. Others(please specify)

Table3.17

Teachers' Most Useful Activities

Option	Number	Percentage
a	9	10%
b	13	14.44%
c	44	48.88%
d	00	00%
a+b	05	5.55%
a+c	06	6.66%
a+c	08	8.88%
a+b+c	05	5.55%
Total	**90**	**100%**

The majority (48.88%) of students indicated that the most common activity used by teachers is presentations .this indicates that presentations offer benefits like delivery skills practice and other crucial communication skills. Then, 14.44% of them selected work on group as an activity used in the classroom. This implies that teachers allow students to work together in order to exchange information and reduce anxiety in a collaborative setting. Additionally, 10% of respondents mentioned that their teachers use role play in the classroom. This may enhance their imagination and allow them to use spoken language in the right context .A small portion of students (8,88%) chose role plays and presentation. This indicates

that teachers desire for some variety in their teaching experience. Moreover, 5, 55% of the students demonstrated that teachers use different activities like role play, presentation and work in groups .Equally,5,55% of them selected the previous activities and presentation. Finally, 6,66% of participants specified role play and presentation The extracted data from Q17 demonstrates that presentation is the primary method for assessing oral expression skills like pacing, volume, and using appropriate tone.

Question Eighteen: Do you think that speaking is important in learning English language?

a. Strongly agree
b. Agree
c. Strongly disagree
d. Disagree

Table 3.19

The Importance of Speaking In Learning English Language

Option	Number	Percentage
a	68	75.55%
b	19	21.11%
c	03	3.33%
d	00	00%
Total	**90**	**100%**

In table 3.19, results showed that 75,55% of students strongly agree that speaking in learning English is important , and 21,11% of them agree with the importance of speaking when learning English language. This indicates a strong consensus on the value of speaking skill. While, 3,33% of students strongly disagreed that speaking is not important in EFL classroom and none disagreed. The majority agreed with the importance of speaking in the class because it helps them to interact, communicate express their ideas, and present interesting topics which develop their confidence and fluency .Hence, students discover their mistakes and fix them according to language rules and teachers' interactions. A minority has

negative opinion may be because they suffer from stress during speaking or they dislike being judged by others in the classroom . The retrieved results from Q18 showed the importance of speaking in the class to express their ideas which develops their confidence and proficiency.

Question Nineteen: In the oral expression session,do you find yourself in:

a. Teacher-centered classroom

b. Learner- centered classroom

Table3.19

Classroom Orientation in Oral Sessions

Option	Number	Percentage
a	22	24.44%
b	68	75.55%
Total	**90**	**100%**

The majority of students (75.55%) perceived the oral session as learner-centred session. This suggests a learning environment where students are actively involved and take ownership of their learning. However, 24.44% of students perceived the sessions as teacher-centred. This indicates that some students have a limited opportunities to speak and engage in the classroom. The results revealed that learner-centred environment is more engaging for students as thy actively participate discussions and tasks which helps in developing their speaking proficiency.

Question Twenty: Do your teachers use authentic materials (TV shows ,songs, and podcasts) in the classroom?

a. Yes

b. No

Table3.20

The Use of Authentic Materials in the Classroom

Option	Number	Percentage
a	51	53.33%
b	39	43.33%
Total	**90**	**100%**

Data gained from table 3.21 indicated that a significant majority (53.33 %) of students selected that their teachers do use authentic materials. This suggests that teachers use different types of sources in teaching language which provide students with practical context for language use. Moreover, authentic materials help students to understand the use of English in real situations comparing to traditional teaching methods, . However , 43.33% of students mentioned that teachers do not use authentic materials .This may be due to technical or administrative circumstances or lack of awareness, or preference of traditional ways. The extracted result implies that authentic materials improve students' natural language flow and pronunciation.

Question Twenty-one: Which skill that could be enhanced the most while using podcasts in English language?

a.   Speaking

b.   Listening

c.   Reading

d.   Writing

Table3.21

Skills Enhanced Through Using Podcasts

Option	Number	Percentage
a	42	46.66%
b	16	17.77%
c	02	2.22%
d	01	1.11%
a+c	01	1.11%
a+b	23	25.55%
b+c	02	2.22%
a+b+d	01	1.11%
a+b+c	02	2.22%
Total	**90**	**100%**

As shown in the table 3.22, the majority of students (46,66%) indicated that they want to enhance their speaking skills through podcasts. This implies that the students have a strong desire to practice spoken English and potentially pronunciation or fluency. 25.55% of coveted to enhance their listening and speaking skill. This indicates a recognition of the importance of listening comprehension for overall language development. 17.77% expressed their desire to enhance listening skills . this implies a desire to overcome challenges like understanding accents or following fast-paced speech. Two students chose reading (2.22%)this suggestes that podcasts supports reading comprehension through vocabulary exposure. 2,22% of students chose listening and reading, another 2,22% chose speaking, listening and reading. This highlights that some students want a holistic approach to language learning. The overall

results implies that podcasts are valuable tool for developing English skills particularly speaking skill through offering authentic listening materials.

Section Four : Students' Attitudes towards the Impact of Using Podcasts on EFL students' Speaking Skill

Question Twenty- two: Do you think there is a direct correlation between listening to podcasts and improving speaking skill?

a. Yes

b. No

Table3.22

Students View about Correlation between Podcasts and Speaking Skills

Option	Number	Percentage
a	61	67.77%
b	29	32.22%
Total	**90**	**100%**

The results in table 3.22 revealed that a significant proportion of students, amounting to 67.77%, hold the view that there is a direct correlation between listening to podcasts and improving speaking skill. This perspective may arise from the fact that podcasts offer listeners exposure to diverse language styles, conversational models, and convenient, self-paced learning opportunities. On the other hand, 32.22% of students disagree, possibly due to doubts about the effectiveness of passive listening alone in improving speaking proficiency or the perception that podcasts do not directly target speaking skill.

Question Twenty-three: If yes ,please justify

Students' justification

Approximately 61 students (67.77%) of the participants asserted that there is a direct correlation between listening to podcasts and improving speaking skill. Of these, 12 (19.67%) provided the following justification :

➢ Podcasts help learners to enhance their pronunciation and correcting errors.

➢ Podcasts provide exposure to various dialects and languages.

➢ They motivate learners to engage in conversation and share information.

➢ Podcasts facilitate the discovery and acquisition of new vocabulary.

The students who believe in the correlation between listening to podcasts and improved speaking skills highlight several key benefits. These insights collectively suggest that podcasts serve as dynamic tools for enhancing speaking skill by offering practical, diverse, and motivating language learning experiences.

Question Twenty-four: How frequently do you use podcasts to improve your speaking?

a. Always

b. Usually

c. Sometimes

d. Rarely

e. Never

Table3.23

Frequency of Podcast Use for Improving Speaking Skill

Option	Number	Percentage
a	28	31.11%
b	14	15.55%
c	40	44.44%
d	06	6.66%
e	02	2.22%
Total	**90**	**100%**

Data obtained from table 3.23 showed how often students use podcasts to improve their speaking skill. Most students use podcasts either "sometimes" (44.44%) or "always" (31.11%). This means that podcasts are seen as a useful tool to enhance their speaking, and many students employ them in their language learning regularly. A smaller number of students use podcasts "usually" (15.55%). This indicates that podcasts are seen as a helpful instrument for practicing speaking even if they are not used that much. Only few students use podcasts "rarely" (6.66%) or "never" (2.22%) to improve their speaking. This could be because they prefer other learning methods, they cannot easily access podcasts, or they use podcasts for other needs. Overall, the collected data revealed that most students find podcasts valuable for improving their speaking skill. They use them often as part of their language learning process, or at least sometimes. This highlights how podcasts are seen as a flexible, beneficial, and easy-to-use tool that can aid students to become better at speaking

Question Twenty-five: Do you use English podcasts to enhance your speaking skill?

a. yes

b. no

Table 3.24

The Use of Podcasts for the Enhancement of Speaking Skill

Option	Number	Percentage
a.	68	75.55%
b.	22	22.44%
Total	**90**	**100%**

The results mentioned in table 3.24 demonstrated that 75.55% of the respondents ticked 'yes', while only a minority of 22.44% reported not using English podcasts for this purpose.

Since the majority opted for 'yes', it is concluded that podcasts are widely adopted and valuable resource for enhancing oral language abilities among students.

Question Twenty-six: if yes, which aspects of speaking skill have you ameliorate through listening to podcasts? (You can choose more than one option)

a. Fluency

b. Vocabulary

c. Grammar

d. Pronunciation

e. Listening comprehension

Table3.25

Aspects of Speaking Skill Improved through Podcasts

Option	Number	Percentage
a	21	30.88%
b	06	8.82%
c	07	10.29%
d	40	58.82%
E	10	14.70%
d	02	2.94%
a	04	5.88%
Total	**6 8**	**100%**

Based on the data presented in table 3.25, more than half of the students (58.82%) proclaimed that they ameliorate the aspect of listening comprehension. These students highlight the role of podcasts in enhancing learners' ability to understand English language, due to the constant listening to native speakers in various contexts and accents. Additionally,

30.88% of them opted for 'Fluency', suggesting that podcasts help them in developing their abilities to speak more smoothly and confidently. 14.70% of respondents selected the aspect 'Pronunciation', showing that listening to native speakers and practicing pronunciation with podcasts can help improve students' articulation and accent. On the contrary, 7 students, representing 10.29% of the total, ticked the box (c) which is 'Grammar'. This percentage is relatively lower, indicating that podcasts have a less impact on grammar aspect. A small portion of students (8.82%) chose 'Vocabulary', mainly these students' access to podcasts for the diverse topics they offer, as a result they learn new words, idioms, and proverbs. Furthermore, the obtained data showed that there are some students who opted for more than one option like d+e (2.94%) and a+d+e (5.88%). These results may state that those students are not proficient in the specific aspects they have selected, and they perceive an enhancement in their abilities through podcasts.

Question Twenty-seven: If yes, do you actively practice speaking after listening to podcasts?

a. Always

b. Often

c. Sometimes

d. Rarely

e. Never

Table 3.26

Frequency of Practice Speaking after Listening to Podcasts

Option	Number	Percentage
a	10	14.70%
b	14	20.58%
c	35	51.47%
d	09	13.23%
e	00	00%
Total	**68**	**100%**

According to the results displayed in table (3.26), approximately 51.47% of students reported that they "sometimes" actively practice speaking after listening to English podcasts. This suggests that while podcasts are widely used to enhance speaking skill, students do not always follow up with active practice. A significant portion of students (20.58%) indicated that they "often" practice speaking after listening to podcasts. This demonstrates that a sizable group of students are actively engaging in speaking practice to reinforce their learning from podcasts. However, a smaller percentage of students (14.70%) proclaimed "always" practicing speaking after listening. This implies that while podcasts are an effective tool, some students may need additional encouragement or motivation to consistently apply what they have learned through active practice. Furthermore, a minority of students (13.23%) "rarely" practice speaking after listening to podcasts. This showcases that for some students, the benefits of podcasts may not be fully realized due to a lack of active practice. Importantly, no students (0%) reported "never" practicing speaking after listening to podcasts. This reveals that all students who use podcasts for language learning engage in some levels of speaking practice, even if it is not as consistent as desired or needed.

Question Twenty-eight: How do you rate the overall effectiveness of English podcasts in improving your speaking skill?

a.   Extremely effective

b.   Very effective

c.   Moderately effective

d.   Slightly effective

e.   Not effective at all

Table3.27

The Effectiveness of English of podcasts on Improving Speaking Skill

Option	Number	Percentage
a	32	35.55%
b	38	42.22%
c	12	13.33%
d	08	8.88%
e	00	00%
Total	**90**	**100%**

Table 3.27 reveals that the majority of students found English podcasts to be effective in improving their speaking skill. A combined 77.77% of students rated podcasts as either extremely effective (35.55%) or very effective (42.22%). This suggests that podcasts are a valuable tool for enhancing English speaking competency. The data also showed that only a small percentage of students (8.88%) found podcasts to be slightly effective, while no students (0%) said they are not effective at all. This further reinforces the overall positive impact of podcasts on speaking skill.

Question Twenty-nine: Does listening to podcasts motivate you to speak English in the classroom?

a. Yes

b. No

Table 3.28

The Effect of Podcasts on Students Motivation to Speak in theClassroom

Option	Number	Percentage
a	64	71.11%
b	26	28.88%
Total	**90**	**100%**

Based on the responses presented in table 3.28, the majority of students (71.11%) believe that listening to podcasts motivates them to speak English in the classroom. This perception likely a rises from podcasts' engaging content and accessibility, which encourage active participation. Conversely, 28.88% of students disagree, possibly due to factors like personal learning preferences or perceived relevance of podcasts content.

Question Thirty: If yes, please justify

Students' justification

Approximately 64 students (71.11%) of the participants claimed that listening to podcasts motivates them to speak English in the classroom. Of these ,8 (12.5%) provided the following justification:

➢ Listening to native speakers discussing various topics in podcasts enhances students' knowledge and familiarity with subjects discussed in class, thereby encouraging more active participation.

➢ Exposure to new vocabulary in podcasts stimulates a desire to incorporate these words into conversation, there by enriching students' language usage.

➢ PodcastsprovideanauthenticplatformforhearingEnglishspokennaturally,which aids in language acquisition by exposing students to real-life language use.

➢ Listening to podcasts increase s attention to course material, fostering a deeper engagement with the content being taught.

To sum up, participants perceive podcasts as a motivating tool as it enhances their knowledge, expands their vocabulary, equips them with authentic materials and increases their engagement and attention.

Question Thirty-one: Does listening to English podcasts improve learner's confidence during speaking English in the classroom?

a. Yes

b. no

Table 3.29

The Effect of Podcasts on Students Confidence to Speak in the Classroom

Option	Number	Percentage
a	71	78.88%
b	19	21.11%
Total	**90**	**100%**

The question attempts to discover whether listening to English podcasts improves learners' confidence during speaking English in the classroom or not. The results indicate that 78.88% confirmed that English podcasts boost learners' confidence during speaking English in the classroom. Possible reasons behind this option could include the exposure to natural language use by native speakers, which helps in familiarizing learners with different accents and colloquial expressions, thereby boosting their confidence in conversational English. However, 21.11% of the whole participants responded negatively. This may be due to the lack of opportunities for active speaking practice despite exposure to English podcasts.

Question Thirty-two: If yes, please justify

Students' justification

Approximately 71 students (78.88%) of the participants in reported that listening to podcasts motivates them to speak English in the classroom. Of these, 9 (12.67%) provided the following justifications:

➢ English podcasts serve as a practical tool for learning how to speak English by offering real-life examples and scenarios that learner can relate to, thereby in stilling confidence in their ability to apply language skills in authentic contexts.

➢ Exposure to proficient English speakers in podcasts fosters positive aspirations and encourages learners to speak without fear, leading to increased motivation and confidence in their language abilities.

➢ Imitating native speakers you heard in podcasts aids in the development of speaking skills, including accent, which in turn enhances learners' confidence in their own speaking abilities. Consistent listening to podcasts helps learners feel well.

➢ prepared for English conversations, thereby enhancing their confidence as they feel more equipped to engage in verbal communication in English.

These justifications suggest that podcasts provide students with valuable learning tools that not only enhance their practical English skills but also address the psychological aspects of speaking, like confidence and fear reduction.

Question Thirty-three: Could you please add further comments or suggestions about the topic?

Students did not provide any comments or suggestions regarding the topic.

3.1.5. Summary of Results and Findings from Students Questionnaire

Based on the responses gathered from the administered questionnaire ,the following key findings emerge regarding students' attitudes towards the role of podcasts in improving speaking skill :

➢ 73.33 % of participants reported studying English for 11 years.

- 68.88 % rated their English level as "good".

- 83.33 % indicated they are very familiar with English podcasts.

- 34.44 % reported listening to English podcasts weekly.

- 33.53 % accessed podcasts through streaming platforms like Spotify or ApplePodcasts.

- 42.22 % preferred video podcasts.

- 37.77 % were motivated to engage with podcasts due to a combination of all the mentioned factors , including curiosity about various topics, the length and convenience of the podcast format , its entertainment value, and exposure to authentic language.

- 22.22 % favoured technology and science- themed podcasts.

- 50 % expressed a high enjoyment of learning through English podcasts.

- 53.33 % believed the primary benefit was improving language skills.

- 50 % struggled with understanding accents.

- 52.22 % assessed their speaking skill level as medium.

- 58.88 % didn't face difficulties when speaking English in the classroom.

- 55.55 % preferred speaking over writing.

- 48.88 % noted presentations as the most frequent activity in oral expression sessions.

- 75.55 % strongly agreed on the importance of speaking in learning English.

- 75.55 % experienced a learner-centered classroom environment during oral expression sessions.

- 53.33 % reported teachers using authentic materials in the classroom.

- 46.66 % saw speaking as the skill most enhanced by podcasts.

- 67.77 % believed in a direct correlation between listening to podcasts and improving speaking skill.

- 44.44 % sometimes used podcasts to enhance speaking skill.

- 75.55 % used English podcasts to enhance speaking skill.

- ➢ 58.82 % indicated improved listening comprehension through listening to English podcasts.

- ➢ 51.47 % sometimes practiced speaking after listening to podcasts.

- ➢ 42.22 % rated English podcasts as very effective in improving speaking skill.

- ➢ 71.11% were motivated to speak English in the classroom by listening to podcasts.

- ➢ 78.88 % confirmed improved confidence during speaking English in the classroom through Listening to English podcasts.

Given the obtained findings, podcasts are emerging as an unconventional yet promising and effective tool for improving speaking skill among EFL learners. With its accessible, engaging, appealing, and varied content, podcasts would foster and boost language development in multiple ways. It is now appropriate to call for educators to integrate podcasts into language learning activities for they improve their students' speaking skill and overall language competence.

3.1.6. Pedagogical Implications

The present study shed light on EFL students' attitude towards using podcasts as pedagogical instruments to develop their speaking skill. The findings determine that students can use podcasts to enhance their speaking skill inside and outside classroom setting. Furthermore, the results prove and prop the research hypotheses. Therefore, some suggestions and recommendations are addressed to help both teachers and students. They include

1- Teacher can introduce podcasts to their students, providing different information about how to be used, where to find them and their immense significance in the learning process.

2- Teachers should integrate podcasts as authentic materials in EFL classrooms to help students develop their speaking skill.

3- Teachers can present podcasts that cope with the learners' learning styles and level and provide transcription

4- Teachers need to make sure that the delivered podcasts are of a variety of topics, short, fun, and engaging.

5- Students must be aware of the importance of ICT tools and use them to overcome obstacles and develop their speaking skill.

6- Students have to engage in speaking activities to develop their communication styles.

7- Students may look for podcasts with topics of their interest, get inspired by them, and create their own podcasts as an encouraging means to practice English outside the classroom.

3.1.7. Limitations of the Study

Throughout our current study, we encountered several problems and limitations .These obstacles include:

-The questionnaire was distributed to students during the end of the educational program, which makes it difficult to reach all students of the sample .

-Some students refused to answer, and others provided vague responses, complicating the analysis and interpretation of the data.

-Some students were not very responsible in their answers or answering randomly without deep responsible thinking.

3.1.8. Recommendations for Future Research

Investigating students' attitudes towards innovative tools like podcasts presents a fascinating area for future research. This study has provided valuable results through students' questionnaires, but there remains a vast landscape to explore regarding the impact of podcasts on speaking skill acquisition in EFL contexts. So, it would be good to try other research methods and tools, like interviews and observational studies, for a more comprehensive understanding. It is preferable to use an experimental design. Additionally, it is crucial to increase the sample size and include a more diverse range of participants to improve the validity and richness of future studies. By gathering a broader range of perspectives from

students with different levels, researchers can gain a deeper understanding of the complex factors that influence attitudes towards language learning through podcasts. In conclusion, further research about students' attitudes towards the role of podcasts in improving their speaking skill promises to advance both theoretical understanding and practical applications in language education.

Conclusion

To summarize, this chapter confirmed the hypotheses and provided answers to the research question through students' questionnaire. This questionnaire attempted to reveal their perspectives about the role of podcasts in improving EFL students' speaking skill. The statistical analysis of the questionnaires revealed that first year Master students at the University of 08 Mai 1945, Guelma are aware of the use of English podcasts as well as they have positive attitudes towards the role of podcasts in improving speaking skill.

GENERAL CONCLUSION

The current study aims to investigate the awareness of EFL first-year Master students at 8 Mai 1945 Guelma University about the use of podcasts in English, as well as to understand the attitudes of these EFL students towards the role of podcasts in improving their speaking skill. This research encompasses two primary phases: the theoretical phase, aimed at establishing a comprehensive background on the topic to facilitate a deeper understanding, and the practical phase, which is based on data gathered from students' questionnaire The third chapter presents findings from a field investigation conducted through students' questionnaire analysis. This segment provides valuable insights into the students' attitudes toward the role of podcasts in improving speaking skill, offering practical implications and limitations for future research and implementation. Considering the evidence revealed by this study, the participants are aware of the use of English podcasts and showed positive attitudes toward the role of podcasts in improving their speaking skill. This confirms the research hypotheses and highlights the importance of podcasts as a tool for language learners. The participants' enthusiasm for using podcasts in their language learning also suggests that this method can be effective and appealing. Therefore, the study's results support the idea of incorporating podcasts into language education and suggest that further research and use of this tool can help improve language skills

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APPENDICIE: Appendix A

STUDENTS' QUETIONNAIRE

Dear First-Year Master students,

You are kindly invited to fill this questionnaire, which is part of research work for accomplishing a master dissertation. This questionnaire is part of a study that attempts to investigate students' attitudes towards podcasts' role to improve EFL students' speaking skill. Your answers are going to be treated with care and great confidentiality.

Please, tick the appropriate answer in the right box (es) or make a full statement when necessary. Thank you in advance for participating in this survey. We would be so grateful if you answer the questions honestly.

Thank you for your cooperation.

Administered by:

Ms. Mekhenane Ikram

Ms. Bahloul Nisrin

Departement of English

Faculty of literature and language

University of 8 Mai 1945, Guelma

Section One: General Information

1.How long have you been studying English?

…………………………………………………………………………

2.Do you consider your level in English as?

    a. Very good   ☐

    b.Good   ☐

    c. Average   ☐

    d.Less than average   ☐

Section Two : Students' Attitudes Towards The use of English Podcasts.

3.How familiar are you with English podcasts?

    a. Very familiar   ☐

    b. Familiar   ☐;

    c. Neutral   ☐

    d. Somewhat unfamiliar   ☐

    e. Very unfamiliar   ☐

4. How often do you listen to podcasts in English?

    a. Daily   ☐

    b. Weekly   ☐

    c. Monthly   ☐

    d. Rarely   ☐

5. How do you usually access to podcasts?(you can choose more than one option)

    a.Streaming platforms(e.g.,Spotify, ApplePodcasts)   ☐
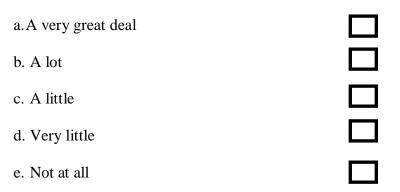
    b.Podcast application   ☐

c. Website ☐

d. Other(please specify) ☐

…………………………………………………………………………………………..

6. Which type of podcasts do you like? (you can choose more than one option)

a. Audio ☐

b. Audio with pictures ☐

c. Video ☐

d. All above ☐

7. What motivates you to listen to podcasts in English ?(you can choose more than one option)

a. Curiosity about various topics ☐

b. Length and convenience of podcast format ☐

c. Entertainment value ☐

d. Seeking knowledge ☐

e. All above ☐

8. Which topic of podcasts do you prefer to listen in English ?(you can choose more than one option)

a. News and current affairs ☐

b. Business and finance ☐

c. Technology and science ☐

d. Education and learning ☐

e. Entertainment and comedy ☐

f. Other(please specify) ☐

…………………………………………………………………………………………………….

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9. How much do you enjoy learning when using podcasts in English language?

    a. A very great deal ☐

    b. A lot ☐

    c. A little ☐

    d. Very little ☐

    e. Not at all ☐

10. What are the benefits of learning through English podcasts?(Select all that apply)

    a. Learning new concepts ☐

    b. Improving language skills ☐

    c. Providing additional perspectives ☐

    d. Offer flexible learning opportunities ☐

    e. All the above ☐

11. What are the challenges of listening to podcasts in English ? (you can choose more than one option)

    a. Difficulty understanding the accent ☐

    b. Difficulty following the conversation ☐

    c. Difficulty with technical terms ☐

    d. Lack of motivation ☐

    e. All the above ☐

Section Three : Students' Attitudes towards Speaking Skill.

12. What do you think about your level of speaking skill in English?

    a. Good ☐

    b. Medium ☐

    c. Bad ☐

    d. I do not know ☐

13. Do you find difficulties when speaking English in classroom?

    a. Yes ☐

    b. No ☐

14. If yes, please justify

…………………………………………………………………………………………………

…………………………………………………………………………………………………

15. Whichofthefollowingskillsyoudoprefertoexpressyourideasandthoughtsin?

    a. Speaking ☐

    b. Writing ☐

16. How often does your teacher encourage you to speak?

    a. Always ☐

    b. Sometimes ☐

    c. Rarely ☐

    d. Never ☐

17. Which of the following activities do your oral expression teachers use more?

    a. Role play ☐

    b. Work on group ☐

    c. Presentation ☐

    d. Others(pleases pecify) ☐

………………………………………………………..……………………………………….

18. Do you think that speaking is important in learning English language?

    a. Strongly agree ☐

    b. Agree ☐

    c. Strongly disagree ☐

    d. Disagree ☐

19. In the oral expression session, do you find yourself in:

    a. Teacher-centered classroom ☐

    b. Learner-centered classroom ☐

20. Do your teachers use authentic materials(TV shows, songs, and podcasts)in the classroom? ☐

    a. Yes ☐

    b. No ☐

21. Which skill that could be enhanced the most while using podcasts in English language?

    a. Speaking ☐

    b. Listening ☐

    c. Reading ☐

    d. Writing ☐

Section Four: Students' Attitudes towards the Impact of Using Podcasts on EFL students' Speaking Skill

22. Do you think there is a direct correlation between listening to podcasts and improving speaking skill?

    a. Yes ☐

    b. No ☐

23. If yes, please justify …………………………………………………………………..

    ………………………………………………………………….......................

24. How frequently do you use podcasts to improve your speaking?

    a. Always ☐

    b. Usually ☐

    c. Sometimes ☐

    d. Rarely ☐

e. Never ☐
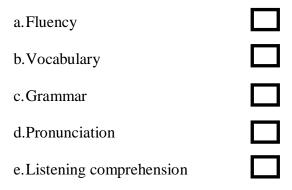
25. Do you use English podcasts to enhance your speaking skill?

    a. yes ☐

    b. no ☐

26. If yes, which aspects of speaking skill have you ameliorate through listening to podcasts?

(you can choose more than one option)

    a. Fluency ☐

    b. Vocabulary ☐

    c. Grammar ☐

    d. Pronunciation ☐

    e. Listening comprehension ☐

27. If yes, do you actively practice speaking after listening to podcasts?

    a. Always ☐

    b. Often ☐

    c. Sometimes ☐

    d. Rarely ☐

    e. Never ☐

28. How do you rate the overall effectiveness of English podcasts on improving your speaking skill ?

    a. Not effective at all ☐

    b. Slightly effective ☐

    c. Moderately effective ☐

    d. Very effective ☐

    e. Extremely effective ☐

29. Does listening to podcasts motivate you to speak English in the classroom?

    a. Yes   ☐

    b. No   ☐

30. If yes, please justify

…………………………………………………………………………………………………

…………………………………………………………………………………………..

31. Does listening to English podcasts improve learners' confidence during speaking English

in the classroom?

    a. Yes   ☐

    b. No   ☐

32. If yes, please justify:

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33. Could you please add further comments or suggestions about the topic?

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Résumé

Les podcasts sont devenus un outil essentiel pour l'éducation, offrant un contenu diversifié accessible aux apprenants du monde entier. Dans l'apprentissage des langues, en particulier pour les étudiants apprenant l'anglais comme langue étrangère, les podcasts fournissent une plateforme engageante pour améliorer diverses compétences linguistiques. Parmi celles-ci, le compétence orale est cruciale mais souvent difficile pour les apprenants. Cette étude explore les attitudes des étudiants envers le rôle des podcasts dans l'amélioration des compétences orales des étudiants en anglais langue étrangère. L'hypothèse principale de cette étude est que les étudiants ont des attitudes positives envers l'utilisation des podcasts pour améliorer leur compétence orale. Pour tester cette hypothèse, une méthode descriptive quantitative a été utilisée en administrant un questionnaire à 90 étudiants de première année de Master du Département de Langue Anglaise à l'Université du 8 Mai 1945 à Guelma. L'analyse des données du questionnaire montre que les étudiants sont non seulement conscients des podcasts en anglais, mais qu'ils ont également des attitudes positives envers leur utilisation pour améliorer leur compétence orale .

Les mots clé: les attitudes, l'anglais comme langue étrangère ,Les podcasts, le c ompétenceorale

ملخص

أصـبحت البودكاسـت أداة قيمـة للتعلـيم، حيـث تقـدم مجموعـة متنوعـة مـن المحتـوى المتـاح للمتعلمـين فـي جميـع أنحـاء العـالم. فـي مجـال تعلـم اللغـات، وخاصـة للطـلاب الـذين يتعلمـون اللغـة الإنجليزيـة كلغـة أجنبيـة، تـوفر البودكاسـت منصـة ممتعـة لتعزيـز مختلـف المهـارات اللغويـة. مـن بـين هـذه المهـارات، تعتبـر مهـارة التحـدث جانبًـا حيويًـا مـن أكتسـاب اللغـة، ومـع ذلـك غالبًـا مـا تشـكل تحـديًا للمتعلمـين. فـي هـذا الصـدد، تتعمـق هـذه الدراسـة فـي التحقيـق فـي مواقـف الطـلاب تجـاه دور البودكاسـت فـي تحسـين مهـارة التحـدث للطـلاب الـذين يتعلمـون اللغـة الإنجليزيـة كلغـة أجنبيـة. الفرضيـة الأساسـية المعتمـدة فـي هـذه الدراسـة هـي أن الطـلاب لـديهم مواقـف إيجابيـة تجـاه اسـتخدام البودكاسـت لتحسـين مهـارات التحـدث لـديهم. لاختبـار هـذه الفرضيـة، تـم اسـتخدام مـنهج وصـفي كمـي مـن خـلال توزيـع اسـتبيان علـى 90 طالبًـا مـن طـلاب السـنة الأولـى ماسـتر فـي قسـم اللغـة الإنجليزيـة بجامعـة 8 مـاي 1945 - قالمـة. بعـد جمـع وتحليـل البيانـات مـن اسـتبيان الطـلاب، أظهـرت النتـائج أن الطـلاب ليسـوا فقـط علـى درايـة بالبودكاسـت الإنجليزيـة ولكـن أيضًـا لـديهم مواقـف إيجابيـة تجـاه اسـتخدامها في تحسين مهارة التحدث لديهم.

الكلمات المفتاحية: المواقف ،اللغة الإنجليزية كلغة أجنبية ،البودكاست ،مهارة التحدث