



People's Democratic Republic of Algeria
Ministry of High Education and Scientific Research
Dr. Moulay Tahar University –Saida-
Faculty of Letters, Languages and Arts
Department of English Language and Literature

The Use of Audio Podcast to Overcome Deficiencies in Oral Expression

Thesis submitted to the Department of English Language and Literature as a partial fulfilment of the requirements for the degree of *Master* in English Didactics

Submitted by:

Miss. SAHRAOUI Rachedia

Supervised by:

Mr. HADJI Mohamed

Board of Examiners

Mr. S. LAKHDARI

President

University of Saida

Mr. M. HADJI

Supervisor

University of Saida

Mrs. N. MAAROUF

Examiner

University of Saida

Academic Year: 2018/2019

Dedications

To my grandfather « may ALLAH bless his soul »

To my beloved parents and grandmother, who have been my sources of inspiration and success in life.

To my brothers, Allaa, Amir, to my sisters, Halima, Lina, Maram, Rachedia, Ranim and Ferial for their unconditional support and encouragements.

To my aunts Naima, Bouchra and Malika who have been always a source of support for me.

To my friends Manel, Nassima, Soumia, Salima, Hadjer, and Sabah who have been always supportive and they encouraged the fulfilment of this work, especially Manel who motivated me to continue this research.

Rachedia

Acknowledgments

After my thanks to ALLAH, the almighty for granting me the energy and power to continue my efforts to prepare this work.

I would like to extend my thanks to my Supervisor teacher HADJI Mohamed, who gave me his valuable guidance, advice and help during the process of writing this paper.

I would like to express my special thanks to my colleagues in university with whom I spent a fruitful time which I will never forget in my life.

Thanks also go to the judgments committee for agreeing to take apart in examining this dissertation.

Finally, I would like to thank all my faithful friends who helped, encouraged, and motivated me to continue this research.

Rachedia

Abstract

Audio podcast is a digital recording which contains recorded programs from television, radio, and interviews. Therefore, it can provide opportunities for teachers to enhance the student's speaking listening skills; the main purpose of this study is to know the reasons that prevent teachers from using audio podcast in oral classes, and to demonstrate the importance of using such tool in teaching and learning process, the researcher designed an exploratory case study dealing with university EFL teachers. A questionnaire and interview, as research instruments were addressed to EFL teachers, the results obtained from this investigation were lack of audio podcast tools, recourses, and lack of teachers ICT competence and training as well as the awareness of EFL teachers of the importance of audio podcast in developing student's proficiency. At last it enriches the learners' store of knowledge regarding the target language.

Keywords: Audio podcast, EFL teachers, oral classes

Table of Contents

Dedications	I
Acknowledgements	II
Abstract	III
Table of Contents	IV
List of Bar-charts and Pie-charts	V
List of Acronyms	VI
General Introduction	1

Chapter one: Teaching Learning Situation of Speaking and Listening Skills

1.1. Introduction	4
1.2. The Status of English in the Algerian Educational System	4
1.3. Definition of Terms	5
1.4.1. Audio Podcast	5
1.3.2. Oral Expression	5
1.5. Listening Definition	6
1.6. Variants of Listening	6
1.5.1. Content Listening	6
1.5.2. Critical Listening	6
1.5.3. Empathic Listening	7
1.5.4. Active Listening	7
1.7. Stages of Listening	7
1.6.1. Receiving	7
1.6.2. Understanding	8
1.6.3. Remembering	8
1.6.4. Evaluating	8
1.6.5. Responding	8
1.7. listening Types	9
1.7.1. Extensive Listening	9
1.7.2. Intensive Listening	9
1.8. Definition of Speaking	10
1.9. Components of the Speaking Skill	10
1.9.1. Fluency	10
1.9.2. Accuracy	11
1.9.3. Grammar	11
1.9.4. Pronunciation	11
1.9.5. Vocabulary	12
1.10. Teaching Listening	12
1.11. Teaching speaking	12
1.12. The importance of Listening Comprehension in EFL Teaching and Learning	13
1.13. The Importance of Implementing Audio Podcast in Oral Classes	14

1.14. Research Design and Methodology	15
1.15. Aim of the Study	16
1.16. Population of the Study	16
1.17. Sampling	16
1.18. Sampling Techniques	16
1.19. The Sample of Population	17
1.20. Data Collection Instruments	17
1.20.1. Questionnaire	17
1.20.2. Classroom Observation	18
1.20.3. Audio Recorded Interviews	18
1.21. Data Collection Procedures	19
1.22. Conclusion	20

Chapter two: Literature Review

2.1. Introduction	22
2.2. Podcast Definition	22
2.3. Other Definitions	22
2.4. Podcast Variants	23
2.4.1. Video Podcast	23
2.4.2. Enhanced Podcast	23
2.4.3. Podcast Novels	23
2.5. Theoretical Background	23
2.6. Auditory Learning	25
2.7. Characteristics of Auditory Learning	25
2.8. Different Tools of Audio podcast	25
2.8.1. Audioblog	25
2.8.2. Digital Native	25
2.8.3. iPod	26
2.8.4. iTunes	26
2.8.5. MP3 Player	26
2.8.6. Net Generation	26
2.8.7. Podcasting	26
2.8.8. RSS feed	27
2.8.9. Vodcasting	27
2.9. Creating and Audio Podcast	27
2.10. Podcast and Language Teaching	28
2.11. Pedagogical Value of Podcasting	28
2.12. Implementing Audio Podcast in Oral Classroom	29
2.13. Defining Authentic Materials	29
2.14. Using Authentic Materials in Oral Classes	30
2.15. Listening Skills and Listening to Authentic Materials	30
2.16. Speaking Skills and Communication Fluency Activities	31
2.17. Authenticity and Authentic Oral Materials	32

2.17.1. Contrary View States	32
2.18. Types of Authentic Oral Material	33
2.18.1. Songs	33
2.18.2. Films	34
2.18.3. Conversations	34
2.18.4. News Broadcasts	34
2.18.5. Guest Speakers	34
2.19. Sources of Authentic Materials	35
2.19.1. Radio	35
2.19.2. TV /Video	35
2.19.3. Audio Tape	35
2.19.4. The Internet	37
2.20. Implementing Audio Podcast Trough the Use of Audio Lingual Method	37
2.20.1. Procedure of Audio Lingual Method	37
2.21. Conclusion	38

Chapter Three: Methods, Data Analysis, Discussion & Interpretation

3.1. Introduction	40
3.2. Administration of the Questionnaire	40
3.3. Analysis of Teachers Questionnaire	41
3.4. Result Interpretation	45
3.5. Teachers Interview Analysis	46
3.6. Teaching Interview Interpretation	47
3.7. Analysis and Interpretation of the Classroom Observation	48
3.7.1. Physical Aspect of the Classroom	48
3.7.2. Teaching Techniques and Procedures	48
3.8. Recommended Activities from Results Obtained	49
3.8.1. Some Suggested Activities	49
3.9. Conclusion	51
General Conclusion	53
Bibliography	56
Appendices	65

List of Pie-charts and Bar-charts

Bar-chart 1.1. The Use of Technology

Bar-chart 1.2. The Use of Technology

Bar-chart 2.1. Podcast and Teaching

Pie-chart 2.2. Podcast and Teaching

Pie-chart 2.3. Podcast and Teaching

Pie-chart 2.4. Podcast and Teaching

Bar-chart 2.5. Podcast and Teaching

List of Acronyms

EFL: English as a Foreign Language

ICT: Information and Communication Technologies

General Introduction

General Introduction

Technology becomes the most important part in almost every field of life. Its impact has insinuate the majority of the countries of the world, which make it difficult to separate from tools such as internet, audio-visual systems and so many other tolls.

In the field of education, the World Wide Web has become a reliable source for English as foreign language EFL teachers and learners. It provides updates and new approaches for both teaching and learning, EFL learners rely on its various resources to develop their language skills online tools such as Web blogs, audio podcasts, it can be good examples that may fulfil the needs of the learners to enhance their skills.

Audio podcast is one common tool that internet users depend on to enrich their knowledge about other cultures, to check the news, or to use it for educational purposes EFL learners depend on it to enhance their listening comprehension skill in a way that they get expose to different variants of oral language, and get their ears acquainted with the various sounds and rhythms of English.

Most of EFL teachers are not yet familiar with audio podcast implementation. They still adopt some traditional methods in their teaching.

The research main objective is investigating the reasons that prevent teachers from using audio podcast in oral expression and measuring the attitudes of teachers towards the use of audio podcast in EFL teaching and learning.

The research question that fosters such a study is as followed:

- What are the reasons that hinder teachers from using audio podcast in their oral classes?

In this regard, it is hypothesized that:

- In addition to the shortage of the availability of tools teachers prefer the traditional method.
- Lack of teachers' ICT competence and confidence.

For the sake of data gathering the study followed both of quantitative and qualitative methods. Under the quantitative framework, a questionnaire for teachers has been used (10 questionnaires divided into two sections). The qualitative method followed an interviews and classroom observation.

The present work consists of three chapters. The first chapter dealt with teaching learning situation of speaking and listening skills, key terms definitions and the methodology followed. The second chapter dealt with the review of literature in what concerns the use of audio podcast. The third chapter was devoted to the results' interpretation and analysis, and some suggested activities.



Chapter One

***Teaching Learning Situation of
Speaking and Listening Skills***

1.1. Introduction

This present chapter demonstrates a short overview of teaching oral skills. In this regard, the first part of this chapter covers the status of English in the Algerian educational system in addition to definitions of terms, definition of listening and speaking skills, teaching listening and speaking and the importance of listening comprehension in EFL teaching and learning. It also provides the importance of the implementation of audio podcast in oral classes.

The second part of this chapter dedicates to the research methodology including: the aim of the study, population, the sampling techniques and the research instrument (questionnaire and audio recorded interview) and data collection procedures.

1.2. The Status of English in the Algerian Educational System

Nowadays, the necessary to know languages is increasingly recognized, as the world joins together in a global village, taking into account that the role of English in this ever-shrinking global community is becoming increasingly important. English is primary the language of new media (e.g. satellite TV, and internet), it is spoken by about 1.5 billion people and is the language of international communication in business, diplomacy, technology, sport, travel and entertainment. (Tiersky and Tiersky 2004).

Therefore, needless to say the recognition of the Ministry of Educational of the growing importance which English, nowadays plays in the world can be noticed.

In 2004, the Ministry of Educational announced the educational reform and numerous charges have occurred concerning the situation of teaching English.

While, English is still considered to be the second foreign language in the Algerian Educational system after French.

1.3. Definition of Terms

1.3.1. Audio Podcast

Audio podcast is an audio content that is saved in a digital form, for subscribers it can be played on a computer or an MP3 player, and other device.

1.3.2. Oral Expression

Oral expression is the capacity of declaring thought and expressing ideas and wails in an appropriate way taking into consideration Symantec, pragmatic, semantic and phonological language structures.

Speaking a language is very crucial, because it's a fundamental skill in the learning process.

1.4. Listening Definition

It is well known that communication consists of speaking and listening and there is no possibility to separate between them (Martin, 2011), listening is one of the important skills that are required in order to produce an adequate communication. The lack of listening in oral classes will lead to communication failure in which the student may easily, frustrated, or annoyed. Listening is not simple as it may seem, it was partly ignored in teaching the second language (Richard and Schmidt, 2010). Such crucial skill is quite important for language learners that demands a lot of work to enhance it in order to avoid relative problem, as well as to “know their strengths and weaknesses when it comes to listening and to help them to develop methods to augment their listening effectiveness” (Downs, 2008, p1).

Listening is defined as “trying to hear something; to pay attention or heed” (Downs, 2008, p1). Based on the precious definition, listening and hearing are two different processes. Listening requires more effort than hearing.

1.5. Variants of Listening

The individual determines the type of listening in different everyday situation. According to (Jin, 2014), there are four types of listening.

1.5.1. Content Listening

This type the listener keeps silent trying to understand slowly what the speaker is saying with few interactions taking the form of short questions or comments. (Jin, 2014).

1.5.2. Critical Listening

The purpose of the critical listener is to focus on checking out the message at different levels, such as rationality of the message, the validity of the message, the strength of the evidence, and the intentions of the speaker (Jin, 2014).

1.5.3. Empathetic Listening

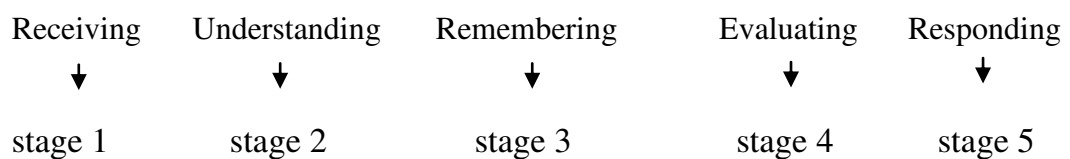
This type focuses on understanding the feeling of the speaker in order to help him solve problems, as the speaker explains his issue, the empathetic listener tries to translate the psychological side of the speaker and aim to give an appropriate solution (Jin, 2014).

1.5.4. Active Listening

Active listening is an important type because the active listener makes efforts to understand all what the speaker is saying, and help him to a better expression they create a positive atmosphere which make it easy for the speakers to express their thoughts (Jin, 2014). Active listening is crucial process in teaching the second language, it helps the learners to express themselves and practice the language, as it also motivate them to learn more about the language because they are emotionally connected to learning (Kelly, 2014).

1.6. Stages of Listening

Listening is a complicated process, it reaches through different stages. These stages are: receiving, understanding, remembering, evaluating, and responding (Stages of Listening, 2012).



The Stages of Listening

1.6.1. Receiving

Receiving is the first stage of the listening process; it refers to the attention of the person who is hearing the message of the speaker. In this stage,

the ear filter the surrounded sounds and keeps only the needed one (Stages of Listening, 2012).

1.6.2. Understanding

The listener makes effort to understand the meaning of the words and sentences that were received in the first stage. The individuals understand messages according to their experiences. Therefore; different backgrounds may create difficulty to understand the spoken words (Stage of Listening, 2012).

1.6.3. Remembering

The term remembering is connected to the memory which is the action of bringing to mind a pre-existed knowledge. Such action start with the process of listening because the both processes listening and remembering are quite connected to each other (Stages of Listening, 2012).

1.6.4. Evaluating

Evaluating of messages may be different from one listener to another, the different experiences and backgrounds in life may led to several evaluation of the same messages.

Consequently, the model of evaluating the received messages differs from one person to another (Stages of Listening, 2012).

1.6.5. Responding

The responding process is the result of all the previous stages, also this stage is known as a feedback. As a result, the listener will be involved in speaking and giving feedbacks (Stage of Listening, 2012).

1.7. Listening Types

There are two major types of listening process, which are extensive and intensive listening.

1.7.1. Extensive Listening

This type is more general which the learner can experience it outside the classroom for fun or pleasure and other reasons, and it can be done through listening to different video/audio materials, like: MP3? CD's, Podcast, Radio, etc...

O'Brydn and Hagelheimer (2007) stated that using technological materials in oral classes permit student to enhance their speaking skills and give them additional time to work on their topic outside of classroom.

On the whole, educators should use the technological materials and encourage the learners to listen to different types of English text (movies, songs, radio, talks, news, poems) especially the authentic ones.

1.7.2 Intensive Listening

In contrast to extensive listening, the intensive listening is done inside the classroom with the presence of the instructor and guides his student to overcome difficulties during the listening activity (Harmer, 2007), this means that is purposely done to enhance the learners listening skill and to notice how English is spoken.

The intensive listener provides different techniques in listening process paying attention to the lexical, grammatical and pragmatic units of a language; focusing stress intonation. Rost (1991) asserted that is necessary for teachers to use a range of authentic types of spoken language to develop the learner listening.

In short, the teacher should use the two listening types along with implementing “authentic oral materials” in EFL classroom and developing a variety of activities or assignments based on these materials.

1.8. Definition of Speaking

According to the Oxford dictionary of current English (2009) Speaking means the action of conveying information or expressing one's thoughts and feelings in spoken language indeed. Speaking is the most commonly used form of communication, both in everyday life and in the classroom setting. “The process of building and sharing meaning through the use of verbal and non-verbal symbols in a variety of context.” (1998).

Speaking is the fundamental instrument for communicating and learning a language in detail, it may be accomplished through speaking and listening. Students acquire concepts, develop vocabularies and memorize the structure of the English language as an essential component of learning.

1.9. Components of the Speaking Skill

The success of speaking skill in English language lean on how fluent and accurate speakers are in their conversation. These how principles are the basic target of speakers.

1.9.1. Fluency

According to Hedge (2000) fluency means speaking comfortably, effortlessly and quickly without hesitation and stoppage. He added that “It is the skillfulness to order words, sentences and ideas suitably together...it is the ability to link element of speech together easily and without pressure or hesitancy”. (Ibid). Therefore, a speaker speech is smooth as long as he/she capable to produce coherent, reasoned sentences and to have suitable things to

talk about and using the language in creative and imaginative way (Fillmore, 1979:64).

1.9.2. Accuracy

The EFL students may accomplish excellent level of speaking fluency only if they are able to communicate without committing mistakes in grammar, pronunciation and vocabulary. It is essential to understand the rules of the language. According to Yuan and Ellis (2003:02), accuracy in speaking is "the area to which the language formed fit to target language norms."

1.9.3. Grammar

Grammar in the Longman dictionary of Contemporary English (2000:195) is defined as "the rules by which a language controls and combine word into sentences." According to Houghes (2002 cited in BelHabib, 2015:15), "grammatical correctness concern the capacity to use grammatical structure properly." Apparently, grammar plays essential role in learning the language. However, EFL students may frequently make mistakes in their spoken English.

As Larsen (2001:34-41) asserted "it is hard for EFL learners to transmit the correct grammar to their speaking".

1.9.4. Pronunciation

In the Oxford Learners' Pocket dictionary (2008:352), pronunciation refers to "the manner in which the words of particular language are spoken." Goh (2007:129) stated that «pronunciation plays a crucial role in comprehensibility». Hence, the perfect pronunciation of words helps the students get the correct meaning. However, mispronouncing a sound may be the primary source of unintelligibility.

Zhinquin (2013:111) informed that «mispronouncing sounds will lead to different meanings."

1.9.5. Vocabulary

Vocabulary is defined as “a repertoire of word with their meaning” (Oxford Learners' Pocket dictionary, 2008:495).

EFL students need an appropriate list of words in order to achieve accuracy. However, a learner may find difficulties that prevent them to communicate and express their ideas efficiently. This issue, language teachers may focus on enhancing their student vocabulary.

1.10. Teaching Listening

Exposing learners to hear different varieties and accents rather than just the voice of their teacher will enhance their listening skill.

The best method for teaching listening is making students listen to different auditory materials such as radio, play, pop songs telephone conversations.

The authentic listening materials should be inspirational and motivating taking into consideration the level of the learners for example; if we play a recorder politic speech to beginners they won't understand a word, on the other hand if we give them a realistic authentic tape of telephone conversation or a song they may learn much more about the language and increase confidence.

Everything depends on level, and the kind of tasks that go with a tap. There may well be some authentic materials which are usable by beginning such as pre-recorder announcement, telephone, interview radio programs, stories news prodcasts etc.

1.11. Teaching Speaking

According to Rivers, 1981 speaking is needful more than reading and writing outside the classroom.

Moreover, Florez (199, p.1) mention that speaking and listening are the most often used skills inside the classroom.

Mlamah, (1987, p.12)) states that pair work- group work and informal chat are some interaction activities that would help students to be engaged in the classes. Moreover, Evans and John (1998, p.199) mention, “In oral expression it is better that the learners are divided into groups and then listening to audio recordings and answering questions.”

According to Richmond et al_(2009, p.32), the best way to keep student talking is asking them questions.

1.12. The Importance of Listening Comprehension in EFL Teaching and Learning

According to (Hogan, Adolf, and Alonzo, 2014), listening comprehension received less attention in the previous decades as compared to other language skills, yet its importance in EFL teaching and learning is well established recently. Listening is a crucial skill in language learning because is one of the major keys in communication the constant exposure to the auditory materials, such as TV, audio podcast, movies or any other sort of listening sources, develops listening comprehension of the learners. As learners listen to different auditory materials, they will become able differentiate between the numerous English accent and sketch the idea of how the use of English in real-life may show in terms of vocabulary use, grammar and style (formality and informality).

Mike (2013) affirmed that “regular long- term listening to various authentic English audio and video materials help the learners produce his or her own sentence more quickly and with better wording when speaking than without adequate practice in listening comprehension in English”. Moreover, Modi (1991) said that: “it is the basic process in which an individual learners pronunciation is acquainted with right accent and stream; differentiate tones and intonation acquires vocabulary, gets an idea of

organized languages (syntax etc...). Besides, reception of ideas, feelings, thoughts, etc. Take place through listening along, but without reception there can be no expression. (p.2).

The practice of listening in EFL learning is rather significant, because of the non-native English environment, English learners have little chances for regular long, term communication with native English speakers, which is considered as a natural and fruitful source of feeling listening (Mike, 2013). Though the internet increase the chance of having real communication with native speakers, yet listening practice is important in terms of focusing on developing a particular aspect of listening skills consequently. EFL teachers have recognized the due importance of developing listening comprehension within learners through placing it in the curriculum.

1.13. The Importance of Implementing Audio Podcast in Oral Classes

There are many kinds of technological tools that may help the EFL learners to speak English. According to Marshall (2002, p.18), using technology offers new opportunities its help users to connect with people around the world and gives a lot of unique perspectives and experiences.

There are many technologies invented and one of those which provide material for language learning is called audio podcast. The podcast an uploading audio life to the internet has engaged as sources in the academic field and it provides many kinds of materials in learning.

The audio podcast is a recorded audio life uploaded to a website, so the website users can download freely and listen to various contents. Kavaliauskienè (2008) asserted that audio podcasts offered to the language teachers several materials for teaching. Besides, Rossel-Aguilar and Fernando (2015, p.38) asserted an audio podcast is akin to a public library that gives any materials or resources needed straight to users devices.

The audio podcast help student to improve the speaking skill SZE 2008 asserted that many researchers discover that audio podcast can enhance the learners' performance. (Chan et al. 2011; Kaplan-Leiserson, 2005)_stated that audio podcast is a advantageous tools and teachers can fairly easy provide an authentic materials in teaching.

Audio podcast affect student's attitude and motivation, according to Mohammedzadeh (2010, p.1193), audio podcast can promote learners motivation and help them to become more independent and confidant in speaking by listening to audio podcast.

1.14. Research Design and Methodology

In the present section, the research will describe the research methodology that functioned as the pedestal of the present case study. This includes the aim of the study. Sample population, the research design. Method of data collection method of data analysis as well as the various research instruments that were used for data collection. Moreover a case study was indeed a unique step which was usually formed to give general data as Cohen et al (2007, p.53), mentioned that "a case study is a specific instance that is frequently designed to illustrate a more general principle".

Further more, the fundamental reason behind exploiting such a design was the research, furthermore more, the fundamental reason behind exploiting such a design was the researcher curiosity in knowing more about audio podcast and teaching tools. According to Kothari (2004: 254) case studies strive to portray "what it is like" to be a particular situation to catch the close up reality and "thick description".

In the hope of accomplishing this case study; the researcher collected data from different sources.

1.15. Aim of the Study

The present study aims investigate if teachers use audio podcast in their teaching; it also attempts to analyze the reasons that may possibly hinder teachers from using audio podcast in their oral classes.

The present study equally seeks to promote audio podcast among EFL teachers at “Saida University”.

1.16. Population of the Study

The population of this study consists of (10) English teachers from the Department of English at “Saida University”. They hold Doctorate, Magister and Licence degrees. In addition local teachers from Sidi Bel Abbes, Telemcen, Mascara, and El Bayadh.

1.17. Sampling

In this case study the researcher used a variety of sampling techniques in order to select a sample from the large population. The following sub-section will provide the details of the whole selection.

1.18. Sampling Techniques

In this study the respondents were teachers in the “University of Moulay Taher Saida”, who were designated to answer the research tools presented to them from the whole population the researcher, had chosen a sample of (10) teachers to symbolize the total population. A non-probability sampling technique was utilized; this implies that the selected of members have specific features which means that some elements have no chance of being chosen. So, the researcher chose only (04) teachers were in charge of teaching oral expression; they were incorporated via using purposive sampling i.e; selection of sample according to the purpose of research.

Therefore, purposive sampling was used to obtain data from teachers who have the experience in teaching oral expression i.e knowledgeable teachers in the scope of oral expression course and their profile will be detailed in the following part.

1.19. The Sample of Population

Respondents in this study were (10) teachers (males and females) in the “University of Saida”. The teachers who were selected purposefully were teachers of oral expression at university level, and in charge of the three levels; first year, second year and third year “licence”. Among these teachers some were full time and others were part time teachers with different experiences.

1.20. Data Collection Instruments

As it was mentioned above, the research aim to know more about the use of audio podcast in teaching oral expression; this could be fulfilled by using the exploratory case study within the informants of the “University of Saida”. Throughout this work the researcher attempt would be to sketch the image of audio podcast in teaching and its impact on student learning.

The researcher employed different tools, in fact three instruments were used a questionnaire addressed to teachers and interview and a class room observation. Triangulation would help the researchers’ aims, Cohen et al (2007: 141) state that “triangular techniques, attempt to map out, or explain more fully, the richness and complexity of human behaviour by studying it from more than one, standpoint, in so doing, buy making use, both quantitative and qualitative data”.

1.20.1. Questionnaire

The questionnaire is the most dominant tool used for collecting data about a particular topic using a set written questions addressed for certain population.

The questionnaire includes seven questions that aim to know if English teachers use audio podcast as learning tool in oral classes.

Moreover, it aims at discovering the different auditory tools in their teaching process. (see Appendix A).

1.20.2. Classroom Observation

Classroom observation permitted the research to cross-check what was said by the informants, Cohen et al (2007:396) asserted that:

“The distinctive feature of observation as a research process is that it offers an investigator the opportunity together “live” data from naturally occurring social situations. In this way, the researcher can look directly at what is taking place in situ”.

The researcher conducted six (6) sessions of class room observation in the department of English at “Saida University” with first year groups.

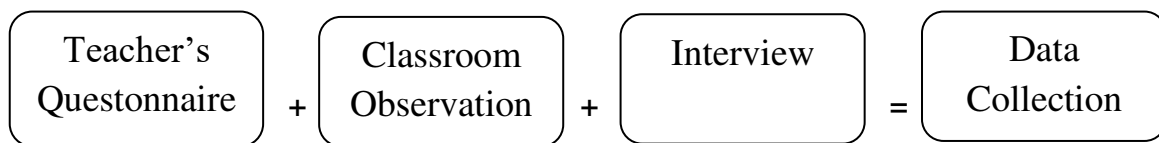
1.20.3. Audio Recorded Interviews

The interview aims at knowing the opinion of teachers about the use of audio podcast in oral classes and how this auditory tool can improve the speaking skill learners.

06 questions were addressed to six teachers at the English department, it also attempts to analyse the reasons that hinder teachers to use audio podcast in their teaching process. (see Appendix C).

1.21. Data Collection Procedures

Data collection was done through a mixed approach of both qualitative and techniques on the one hand were collected qualitatively via summarizing, organizing and synthesizing, on the other hand, the researcher relied on statistics, material and mathematical techniques that were used for the description and collection of information, furthermore Dornyei (2007 : 45) mentioned that we derived better comprehension of a complicated situation by joining numerical tendencies and facts from qualitative data. The following diagram illustrates the data collection procedures through the use of a questionnaire and interview and classroom observation.



1.22. Conclusion

To conclude, the current chapter tackles the oral learning and teaching as was mentioned before. More precisely audio podcasts has the prospect to enrich the learners knowledge enhance their skills and facilitate language learning. In addition to the importance of implementing audio podcast in EFL classes. Finally the methodological frame of the study is introduced.



Chapter Two

Podcasts as Teaching Materials

2.1. Introduction

This chapter presents the review of the literature relevant to the present study that aims to investigate how podcasting as an auditory tool may help the student to augment their knowledge in this respect, this review of literature will cover the definition, types, tools, historical background in addition to authentic teaching materials. Lastly the implementing of audio podcast through the audio lingual method.

2.2. Podcast Definition

According to Cambridge dictionary, the word podcast means “a radio program that is saved in a digital form that you can load from the Internet and play on a computer or an MP3, MP4 players” (n.d). Podcast are recordings or media files that are obtainable from the Internet users to listen and download in devices, such as an MP3 player or an IPod.

2.3. Other Definitions

According to the Oxford American dictionary a podcast is a «digital recording of a radio broadcast or similar program, made available on the internet for downloading to a personal audio player.” In other words, it is digital audio file that is created, shared and heard.

The audio podcast is a sequence of digital media files shared through the Internet for people to listen to on a computer or other portable devices.

Braun (2007) explained “podcast produce video and audio files available and it can be downloaded to a computer and audio device”. (P. 02).

According to Abbdedain (2013) “podcasts are audio programs on the web which can be downloaded by some users, a variety of those programs can be listened or downloaded to a MP3 player or An IPod.”

2.4. Podcast Variants

There are different files of podcast according to Swetha (2013).

2.4.1. Video Podcast

The second type is video podcast. It has several file and the practically frequent used one is the MP4 format. The term video podcast means the online delivery of video content. Video podcast have a wide file size which requires higher band than required in downloading the audio files, upwards of 100MB depending on length. (Swetha, 2013).

2.4.2. Enhanced Podcast

The enhanced podcast is a special one; it is a sort union of audio files with images. It has a variety of changeable images that is followed with an audio file. This type of podcast is able to demonstrate extra information and i take the format of MP4. The size is almost like audio podcast.

2.4.3. Podcast Novels

Podcast novels are recognized as audio books. This type of podcast is regarding as audio books. It takes the form of series of literacy work, it provides online delivery of chapters that is created into series of audio recordings, and each chapter is delivered individually (Swetha, 2013).

2.5. Theoretical Background

Playing or listening to audio enhances the comprehension and the outcomes of students. For example, Mount and Chambers (2008) " audio podcasting find out ameliorate studies comprehension through better assimilation of the auditory and textual materials and it enhance learner ability to decrease the redundancy of information (p.56).

The authors also asserted that "podcasts should only be designed when the student are equipped with the technology and hardware to advantage from them." (p.56).

Lyles et al. (2007) asserted that "the podcast expanded teaching efficacy, and agreed that lecture podcast promote the utility of archived lecture notes, disagreed that podcast accessibility made them less likely to attend class, and strongly agreed that availability of podcast and archived notes help them stay current when they missed class" (p.460).

In addition, Smith, Shneider, Kontos, Kuzat, Janssy and Thurmond (2007) in their research about the capability of podcast to develop student learning, reveal that «of the 52 students responding, 36 felt that podcast should be sorted only 5 minutes or less in duration» (p.110).

Researchers such as Kaplan, Levinson (2005) Copley (2007) Pilarsky, Alan Johnstone (2008), who has suggested that audio podcasting could be a helpful tool for teaching and learning that need to be observed. Concerning the use of audio podcast for the development of academic achievement, the researchers Aliott, Bates, Brunton and Stevens (2008) interpreted: «podcasts materials should be relevant and well designed in a logical and engaging way." (p.42).

Based on the suggestions, the audio podcast helps explain the topics. Downwards, Livigstone, Lynch and Mount (2008) apply podcasts to produce educational information utilize during various stops. The podcasts used was no more than 5 minutes long to keep students engaged.

Downwar et al (2008) terminated that their «experience shows that audio podcasting is flexible tool that developed student communication." (p.69).

2.6. Auditory Learning

Listening and speaking is a crucial skill for the academic performance of students. Learners can boost their listening and speaking if their teachers provide strategies and tools that focus on auditory learning and teaching strategies.

2.7. Characteristics of Auditory Learning

Auditory learners are known as excellent listeners. The characteristics of auditory learners involve acquiring information by listening having the ability to reproduce symbols, letters or words by meaning then finding the spoken instructions easier than the written ones, appreciating plays, dialogues, music...ect. Karakus (2002) found that one of the best ways to enhance knowledge is listening.

McKay (1997:9) asserted that listening to auditory instrument has opened up new perspective to human beings. Research shows that one of the major reasons for student reveal academic breakdown is the insufficiency of listening (Conaway, 1982 F.W Yildirim, Doganay and Turkoglu 2009:99).

Tabanlıoğlu (2003) asserted that the auditory learners know how to control and accomplish the target language effectively.

2.8. Different Tools of Audio Podcast

2.8.1. Audioblog

“Another name for this cultural phenomenon (podcasting)-an aural version of web logs, another sign of the technology Zeitgeist” (Borja, 2005).

2.8.2. Digital Native

Today students through college-represent the first generations to grow up with this new technology, they have spent their entire lives surrounded by and

using computers, videogames, digital music players, video cams, cell phones, and all the other toys and tools of the digital age (Prensky, 2001).

2.8.3. iPod

Portable digital media devices or MP3 player, for storing and playing, viewing audio content. The iPod is one popular brands created by Apple computer beginning in 2001.

2.8.4. iTunes

Content management program or digital music service.

2.8.5. MP3 Player

Portable digital media available on the market.

2.8.6. Net Generation

Born between 1977 and 1996 inclusive, this generation is bigger than the baby boom itself, and through sheer demographic muscle they will dominate the twenty-first century.

This is the first generation to grow up in the digital age, and that makes them a force for collaboration (Tapscott and Williams, 2006).

2.8.7. Podcasting

The process of capturing an audio event, song, speech, or mix of sounds and then posting that digital sound object to website or “blog” in data structure called an RSS 2.0 envelope (or “feed”) (Meng, 2006).

2.8.8. RSS Feed

Heally simple syndication online subscription technology (Cafford and Lafford, 2005).

2.8.9. Vodcasting

Podcast with video content in addition to audio sometimes referred to as video podcasting.

2.9. Creating an Audio Podcast

According to Stephanie (2005), the process of creating a podcast is easy it's includes four major steps and they are as follows:

- 1- The first step is connecting a microphone into a personal computer. The microphone is an important element that the creation of a podcast cannot precede without it.
- 2- Installing a program in the computer that manages and allows the audio recording.
- 3- After editing content whether it is a conversation a song or anything else, the audio files should be saved in the computer.
- 4- Downloading the rerecorded files, this step involves the distribution of the podcast through uploading it in a podcasting websites which make it available for the internet users to listen to it, or download it, creating and producing a podcast is as easy as suggested in the previous steps. It's allows people to create their own audio podcast file.

2.10. Podcast and Language Teaching

The new technological tools facilitated the teaching process of languages; many teachers provide various materials that facilitate the delivery of the content. Bharti (2014) provided some teaching purposes as served by podcasts.

1. It helps educators to transmit good research content and lessons.
2. Teachers can record their own podcast and provide it to students as learning tool.
3. Educators are able to record podcast to provide feedback.
4. The different types of podcast permit the teacher to give the learners the suitable sort that fits their level.
5. Teachers use podcasts in the course to enhance some crucial skills within the learners such as enriching vocabulary developing good communication skills, and a lot more.

2.11. Pedagogical Value of Podcasting

Audio podcasting has a variety of pedagogical advantages it can be classified around two dimensions. The first one represents the point of view of the educator in which audio podcasting afford the possibility to develop and rearrange classroom frontier and learning time by giving appropriate access to anywhere/anytime course materials (Aldrich, Bell and Batzel, 2006).

The podcasting is designed to enhance the communication between students and their teachers.

2.12. Implementing Audio Podcast in Oral Classroom

Technology has revolutionized the field of education (Oak, 2012), podcasts are one of the most important tool in teaching languages, using podcast in the educational process after the opportunity to present multimedia subject through audio. One of important and fascinating notion related to the use of audio podcast in classrooms is connected content.

The educator may encourage his student to produce their own audio podcast in form of assignment or a presentation, interview, discussion. This technique boost the learner's education, as it provide students interaction, and it is the most crucial part required for learning and teaching (Gray, 2013).

Several learners of the instant generation are acquiring the language through listening. As Gray (2013), said, "it may be one of the excellent pedagogic is the chance to learn through listening".

Additionally, the use of audio podcasting to develop the skills of language is considerably concerned. Listening is the most important skill, it can be enhanced through making the learners recognize the different types of podcasts, and it provides time to listen different sources for second languages learners to take advantage from it, with the different sounds, rhythms and intonations provided in podcasts.

The student will get familiar with the sounds of the target language (Constantine, 2007), regardless the countless technological materials used in education, audio podcast is one of the positive tools that enhance the language teaching and learning, and development of the language skills.

2.13. Defining Authentic Material

Several writers define MA. Nunan (1989) asserted that MA materials are not particular designed for ESL/EFL learners. Mc Grath (2002) and Foppoli (2006) support that MA materials are designed for the native speakers not for L2 learners.

According to Mc Grath (2002), “authentic texts were written to deliver information, convey idea, transfer opinions and feelings, amuse” (p, 107).

Joining those definitions result a definition that states AM materials are not designed specifically for L2 teaching and learning, they are made for the native speakers.

Furthermore, writers express authentic materials in different ways. Mc Grath (2002), and Lundahl (2012) both assign the AM materials as learning tools, i.e textbooks, workbooks, etc.), that are made for EFL learners.

Filed (2008) explains that MA materials are designed for teaching and learning.

According to those writers and based on the above definitions, the authentic materials are purposely designed for ESL/EFL learners.

2.14. Using Authentic Materials in Oral Classes

Vygotsky’s (1978) asserted that the learners can enhance their language and knowledge only if the teacher provides a correlative environments and activities.

Using authentic materials in oral classes provides attentive curious and motivated learners. In addition, authentic materials presents learners to the language of “real life”, the EFL learners will apparently come across outside the classroom context as a result, get to listen and to speak in a purposeful way which from an atmosphere where students of the second language, as recommended by Vygotsky’s (1978) notion of ZPD.

2.15. Listening Skills and Listening to Authentic Materials

The second language learners need to enhance their four skills (listening, speaking, reading and writing), listening skill is defined as “passive skill” because the learner cannot produce the language in a direct way, and they receive it and understand

it. This is in contrast with “active skill” speaking where the speaker produces the language.

Harmer (1998) cited two essential reasons for using listening in oral classes. The first one is to show students to a numeral of varieties of English language and demonstrate the differences in the pronunciation of sounds. (Harmer, 1998: 97), “the most important reason for teaching listening is because it allows students to learn language subconsciously.

Ibid: 98, authentic records (videos, TV, programs, films) are perfect resources for students to learn because it provides wide different subject to work with such as, poetry, news, weather, plays etc.

Harmer (1998) asserted that, authentic materials can be used at different levels; the student must be trained to understand the general idea.

Harmer states that “the teacher should encourage his student react to the subject of the listening not just the language.

Harmer (Ibid) also asserted that it is crucial for both teachers and learners to prepare themselves for listening; teachers test the records and student look at the pictures.

Concerning the state “Maturita” examination, the catalogue of requirements for the state “Maturita” examination (CERMT, 2014) shows the different types of listening texts that are commonly used during the listening process: orientation, instructions, description, public announcements, interview, news (Ibid: 6).

2.16. Speaking Skills and Communication Fluency Activities

Speaking is an important skill in the second language acquisition (Gaàlovà, 2014: 63). Harmer distinguishes “the controlled language practice” (where learners perform orally but they are expected to use some particular grammar or particular function).

Harmer (1998: 87) also shows some basic reasons for giving learners speaking assignments which make them use the language by involving them into various discussions, or role playing activities, to make those communicative tasks more real the teacher use some authentic materials (menus , timetables, pictures, newspapers, articles, proverbs, etc.). According to Harmer speaking tasks can be “extremely motivating and enjoyable if the teacher manage his class and provide useful feedback” (Ibid: 88).

2.17. Authenticity and Authentic Oral Materials

According to Longman Dictionary of applied linguistics (1987: 27), the measure to which language teaching materials have the property of natural speech or writing text which are taken from newspapers, magazines, etc. and tapes of natural speech taken from ordinary radio or television programs etc, are called authentic materials. Based on this definition, an authentic material is texts which contain easy language that can be spoken or written. Ellis and Johnson (1996: 57) define authentic materials as “any text written by native English speakers for native English speakers” another writer defines them as: “real-life text not written for pedagogic purposes” (Wallace, 1992: 145).

2.17.1. Contrary View States

An authentic text is designed in order to communicate rather than to teach the text is not produced by a native speaker and it might be a version of an original which has been simplified to facilitate communication (Tomlinson, 2012: 162).

Indeed, each of the above mentioned definitions illustrate a specific logical point.

According to (Gebhard, 1996), authentic materials are classified into three '03) categories:

- ❖ Authentic printed materials, such as: newspapers, magazines, menus, advertisements, novels, poems, train, tickets, etc.
- ❖ Authentic visual materials, like: photographs, stamps, street signs, paintings, post cards, etc.
- ❖ Authentic listening materials, for instance, TV commercials, radio news, cartoons, movies, songs, etc. this last types is the most important subject in the research area.

In an attempt to define authentic oral materials the UCLA International Institute (2007) asserted that the recordings in authentic materials of naturally speaking without the purpose of language learning which can take the forms of CD, audio, videos, and other digital medium (Filed, 2008).

Based on this definition, the authentic oral materials reflect a kind of natural impulsive spoken language that contains hesitations, repetitions and so on: which can take different forms (discussions, interviews, lecture...etc).

2.18. Types of Authentic Oral Materials

There are different types of authentic materials that can be used in oral classroom, but the most common ones are listed below

2.18.1. Songs

Using songs in oral classes is very beneficial to language learners (Wilson, 2008), permitting them to know about different cultures, accents, vocabulary, and focusing on pronunciation aspects like stress patterns, rhythm and intonation. According to (Cakir, 1999; Gebhard, 1996) and Dinsu (2007) music can be beneficial in acquiring a language. Many students like music; this is why it could be a strong motive to them to learn more language especially with the development of the latest technology is like podcast.

2.18.2. Films

Permitting learners to watch film in oral classes will actually enrich their linguistic repertoire and develop their listening abilities. In this respect Gilmore (2007) asserted that audio-visual authentic give rich information for the language learners which can be used in several ways on different levels to enhance their communicative skills. Films, also present a contextual support that help student to see words and meaning as well (Ling, 2009).

2.18.3. Conversations

It is very important to have live conversations which call real-life interaction in oral classes; this was called by Underwood (1989), as an “Evasdropping”. Teachers can record a listening text or take their students to authentic situations (party, bus, cafeteria...), where many people is talking, for producing later discussions.

2.18.4. News Broadcasts

It is known that broadcast is an essential tool that can have good influence on acquiring the English language (Brinton and Gaskill, 1978), using such material can be a bit hard for language learners, they may not understand the context. Therefore; teachers must be patient when dealing with this type.

2.18.5. Guest Speakers

According to (Wilson, 2008), the best way enhance the learners listening and speaking skill is to invite a native English speaker into class. That will enable them to interact with natural speech.

2.19. Sources of Authentic Oral materials

There are a limited number of sources. According to Miller (2003), the most commonly uses are: TV/video, radio, audio tape and the internet.

2.19.1. Radio

Teachers can have a radio because it's easy to access to and they may use it in oral classes in order to enhance learners listening, and their languages proficiency. In spite of the difficulties student face in understanding the oral texts listening to radio, as defined by Tomalin (1986) is a marvelous means for developing oral abilities.

2.19.2. TV/Video

Videotaped and TV provide the learners with special listening opportunities. It permits the learner access to the second language and know about its culture as well as the linguistic features (Facial Expression Gestures), and also it motivates them (Richard and Red, 1990), Fanzly of Kentucky Educational television (1999) in Hammal, 2006) propose that when using video teachers can use a three-part lesson, including pre viewing, viewing, and post-viewing activities.

2.19.3. Audio Tape

According to Flowerdew and Miller (205), audio cassette players are the easiest and simple to use it that permits learners to experience authentic listening. Hedge (2000) asserted that audio recordings enhance the student speaking skill by exposing them to different listening situations.

2.19.4. The Internet

It is a vast source that provide student easy access to numerous resources, for example: newspapers, audio materials, video clips, live radio, etc.

Permitting for a real listening. Wilson (2008) maintains that there are a variety of English language learning websites, containing different listening texts.

The learner can download some these authentic oral materials and use it in class or home; teachers also can provide their students to some sites on the net Miller, 2003).

2.20. Implementing Audio Podcast Through the Use of Audio Lingual Method

According to Rodgers and Richards the army method focuses on o the accuracy of speech and on the basic structures and sentences patterns of the target language.

Based on Freeman (1986), the audio-lingual method was improved in the United State during the World War II, at that period people learned foreign language quickly for military causes.

The main objective of the army method is to help student to reach conversational proficiency in a variety of foreign languages.

In this method the instructor give a correct model of a sentence and the students will respect the words; the teacher would, then continue by adding new words to the same sentence or structure. In the lingualism method there the grammar is implicit everything is simply memorized. The idea is for student to practice more the language until they can use it spontaneously.

1.20.1. Procedure of Audio-Lingual Method

Richards and Rodgers (1986) explained the procedures of audio-lingual method:

- Students hear a model dialogue.
- Students repeat each line of the dialogue.
- Certain key words or phrases may be changed in the dialogue.
- Key structures from the dialogue serve the basics for pattern drills of different kinds.
- The students practice substitutions in the pattern drills.

2.21. Conclusion

As provided in this chapter, technology has a positive influence on language learning and teaching, more precisely audio podcasts as an auditory tool has the prospect to enrich the learners' knowledge. Enhance their skills and facilitate language learning.

Furthermore, it affects the teaching process which makes it much easier for teachers to present the materials and help them to attain the learning objectives such audio podcast tool creates a new and joyful learning atmosphere that varies from traditional learning, which directs and raises the learners' interest and motivation towards language learning.



Chapter Three

*Methods, Data Analysis,
Discussion & Interpretation*

3.1. Introduction

The present chapter is divided into two sections, the first section aims at investigating if EEL teachers use technology in their oral classes. It also seeks to investigate their perception and beliefs towards audio podcast.

The second section is devoted to some practical suggestions and recommendations; first it will discuss the importance of implementing audio podcast in oral classes. Next, it will suggest some useful frameworks to integrate audio podcast in oral classes.

3.2. Administration of the Questionnaire

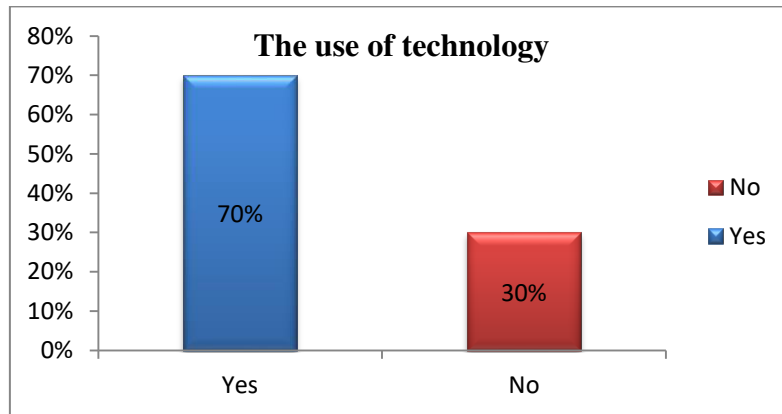
The questionnaire was administered to (10) teachers: Identical instructions were provided to teachers before they complete the questionnaire. Those instructions were mainly about “how to do so” and “for what reason it was designed”. They were notified that: a) it is not a test, b) it serves the present research, c) their participation is going to offer validity and authenticity to the study, d) their answers will be treated anonymously. It took about ten minutes to be answered.

3.3. Analysis of Teacher's Questionnaire

Section One: The Use of Technology

Q1: Do you use technology in your teaching?

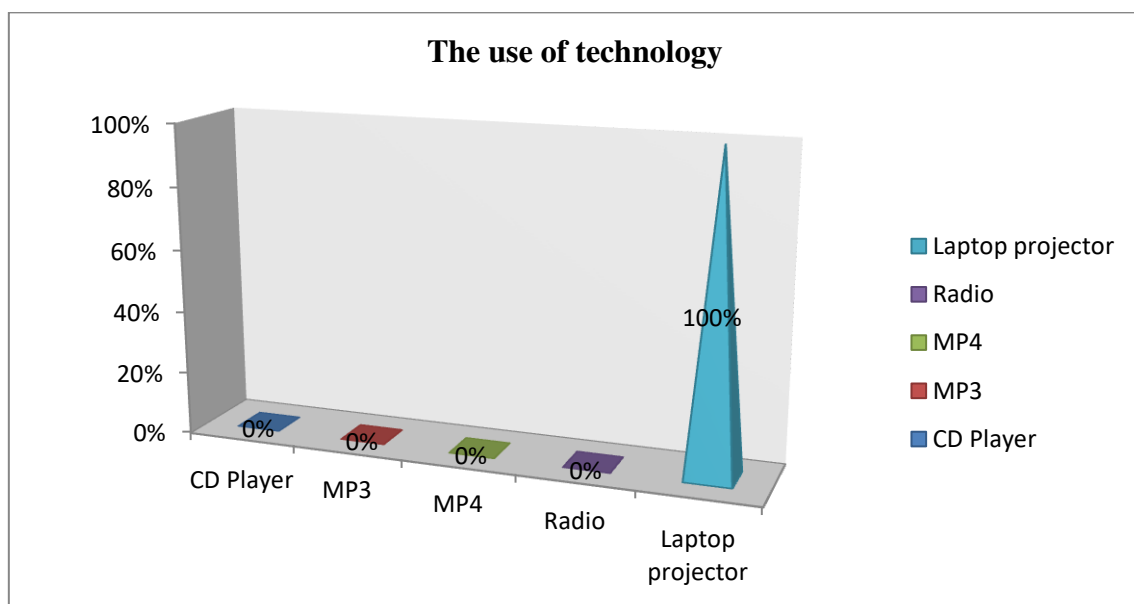
Bar-chart 1.1. The use of technology



From the bar-chart above it might be figured out that 70% of teachers use technology in their teaching process-while 30% of them rarely do so.

Q2: What kind of technology tools do you usually use?

Bar-chart 1.2. The use of technology



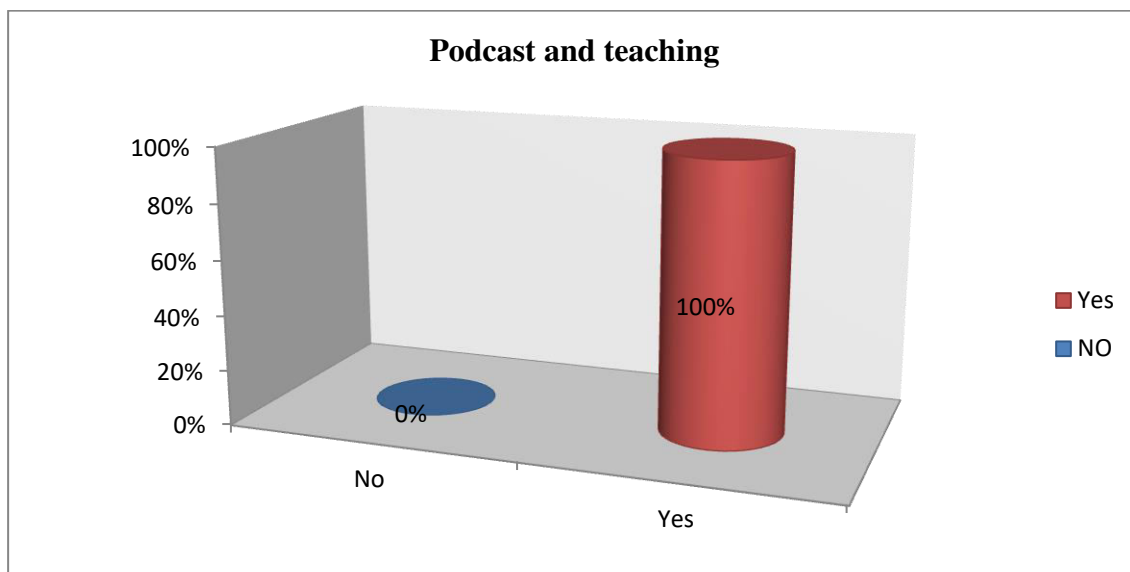
From the bar-chart above the data gathered show that 100% of teachers use only laptop projector in their teaching process, and do not use any suggested tools.

Section Two: Podcast and Teaching

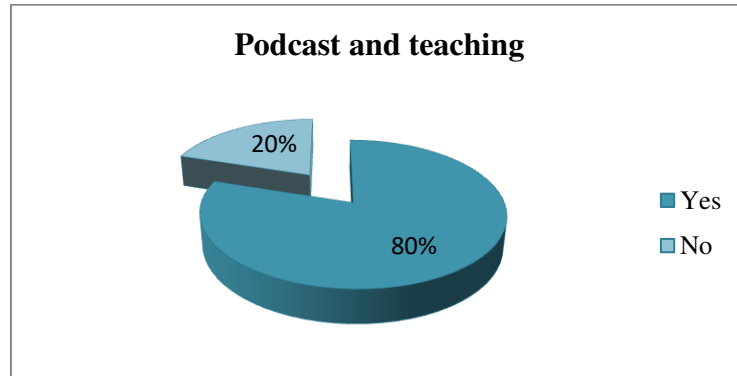
The aim of this section is to know if the teachers have any previous knowledge about the use of audio podcast and if they are using it in their teaching process.

Q3: do you have any previous knowledge about the use of audio podcast?

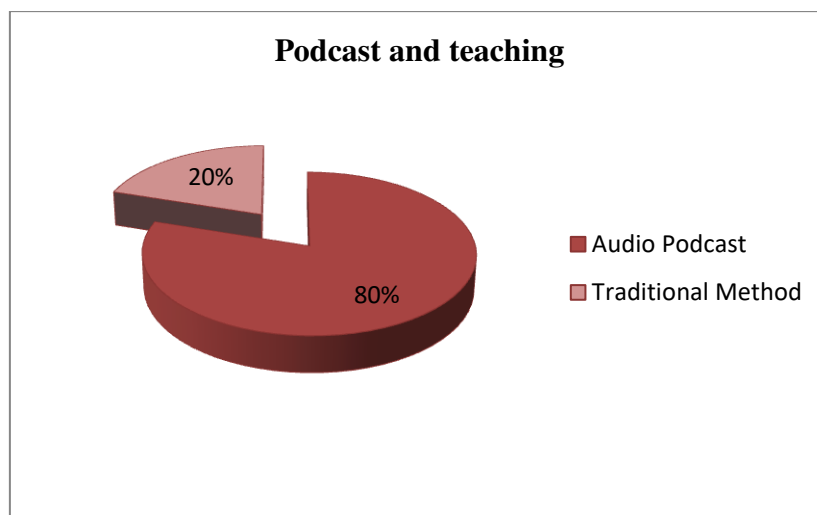
Bar- chart 2.1. Podcast and teaching



As it is shown by the graph above 100% of the whole population (10) teachers have a previous knowledge about the use of audio podcast.

Q4: do you think that podcasts are useful tools in language learning?**Pie-chart 2.2. Podcast and teaching**

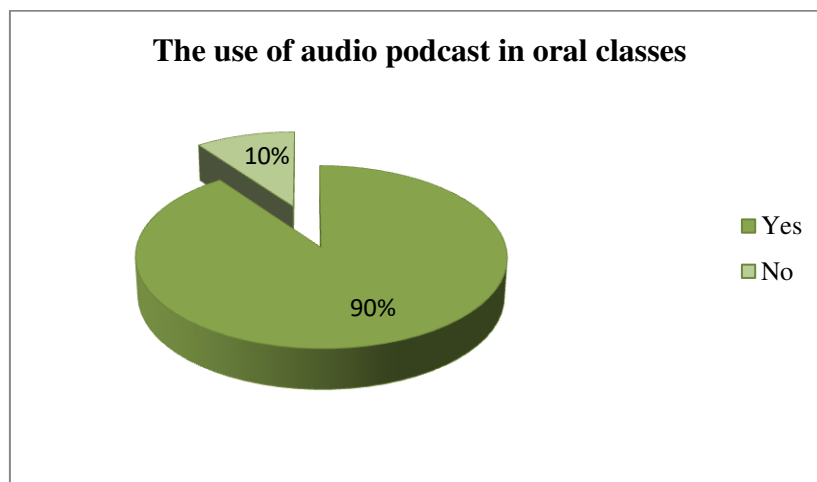
From the above pie-chart it can be understood that the majority 80% of teachers think that podcasts are useful tools in language learning while the minority 20% of them prefer stick to the old method.

Q5: do you prefer to deliver you oral lectures in audio podcast or in traditional method?**Pie-chart 2.3. Podcast and teaching**

From the bar-chart above it might be figured out that 80% prefer to deliver their oral lectures in audio podcast while 20% of the participant prefer to deliver their lectures in traditional method.

Q6: do you use any audio recordings in your classes to enhance student's speaking skill?

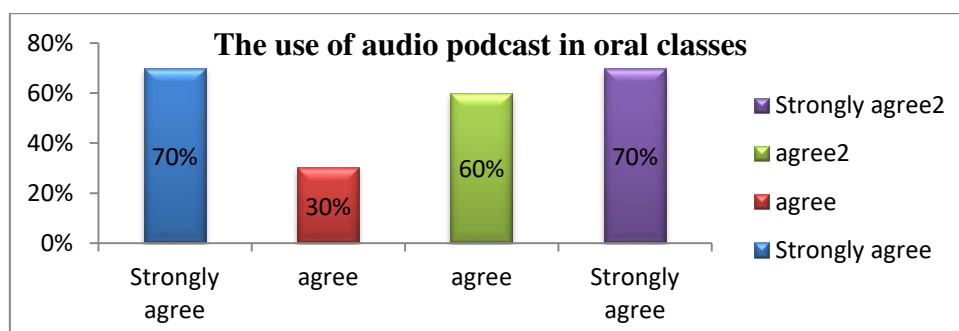
Pie-chart 2.4. Podcast and teaching



As far as the sixth question is concerned, the result show that 10% use audio recordings in oral classes to enhance student's speaking skill while 90% do not use any audio recordings.

Q7: do you think the following suggested barriers hiders the use of audio podcast in oral classroom teaching?

Bar-chart 2.5. Podcast and teaching



As far as the final question is concerned from the teachers answers we can understand that the reasons that hinder the use of audio podcast in oral classrooms 70% said that the lack of audio podcast tools and resources and 30% said that the teachers attitude towards the use of audio podcast, and 60% said that teachers ICT competence and confidence, and 70% said that the lack of technical support.

3.4. Result Interpretation

Results obtained in the first section show that teachers usually use technology in their teaching process.

Additionally, teachers indicated that they usually use only a laptop projector in oral expression which according to Brown (2001) “when someone mentions technology in the language classroom, your first idea is computer technology generally, because computers have so perverted our daily home and work place contexts”. In addition, some teachers showed negative attitude toward using technology in classes confirming that they prefer the traditional methods.

As far as, the second section is concerned results reveal that the participants are already familiar with the term audio podcast.

In addition, teachers asserted that they appreciate being able to use audio podcast but since that’s not an option they stick to the traditional methods.

“Audio podcast a unique repertory authentic oral language materials especially for language learners”. (Anne, 208).

In fact, the majority of teachers asserted that numerous barriers hinders them from using audio podcast in oral classroom.

The result obtained from the sections seems to confirm the hypothesis stating that, in addition to the shortage of availability of tools teachers prefer the traditional method.

3.5. Teachers Interview Analysis

Q1: in your opinion, what are the benefits of using audio podcast to enhance student's oral proficiency?

This question aims to knowing the opinion of EFL teachers about using audio podcast in oral classes, 03 teachers assert that listening to authentic content would enhance the student's proficiency. Where one teacher said in this regard "reading is way more affective the auditory tools".

Q2: what are the possible barriers that prevent teachers from using audio podcast in teaching oral skills?

According to the recorded answers of the teachers all of them confirmed that the absence of ICT equipment, unsuitability of teaching rooms, large members of student and lack of teachers training on employing such technologies hinders them from using such technologies.

Q3: in your opinion, in which ways teachers can improve the use of audio podcast in oral classrooms?

Each one of the teachers shared his opinion in regards of the way we can improve the use of audio podcast, the fist teacher said: "they can be used in the listening comprehension phase along with subtitles to provide the need input and serve a model; they can also be used to introduce conversation topics", while the second teacher said: "in my opinion, the ways in which the use of audio podcasts in oral classes are of evaluation of this authentic materials based on the degree of their effectiveness satisfaction and authenticity to EFL

student's, while the third teacher said: "I guess though the hard circumstances teachers should invest their efforts in order to find the equivalent way of teaching the language using videos, documentaries, songs... and to find out the main interest of their student's", while the fourth teacher said: "taking a professional development and training".

Q4: what are the extra linguistic reasons (socio-cultural knowledge?)

According to the recorded answers of the teachers all of them assert that in learning foreign languages culture is the main target that learners and teachers seek in order to be ready to accommodate with the different part of languages.

Q5: what are the administrative reasons?

4 teachers believe that the administration should encourage the employment of such technologies to help improve the learning experience of students.

Q6: what are the personal reasons?

4 teachers affirmed that they should always aspire to improve their teaching practices to better cater to their student's and only way to so is though the use of technology.

3.6. Teachers Interview Interpretation

The overall findings of teachers' interview provide positive responses towards the use of audio podcast in EFL teaching and learning in general, from their points of view they appeared to be aware of the importance of using an auditory tool in oral expression classes as shown in their responses.

Moreover, the findings reveal that the absence of ICT equipments in addition to the lack of teachers training on employing such technology prevent them from improving the learning experience of students therefore; these results appear to confirm the second hypotheses which stipulate that teachers lack ICT competence and confidence.

3.7. Analysis and Interpretation of the Classroom Observation

3.7.1. Physical Aspects of the Classroom

The target section details the physical aspects of first year English students at “Saida University”, through this section, it is figured out the following:

The classroom consists of 30 students (7 males/27females), the seating arrangement of the classroom was quiet organized and all the shares were full. But it is quiet difficult to work with such number.

(The classroom was a bit crowd and it is not supposed to be the case for university classes).

3.7.2. Teaching Techniques and Procedures

The teachers do not consume much time to explain the lesson but they involve the students into groups/pair work. Therefore, the majority of them apply a variation of traditional method in their practice while some of them adopted only a laptop projector.

3.8. Recommended Activities from Results Obtained

The result of the current study gave image about EFL teachers at “Saida University”. Therefore this section will be devoted to suggestions and recommendations for EFL teachers to help them integrating audio podcast in oral classes.

As an illustration the use of audio aids can improve the student’s communication skills such as the use of audio podcast which is an important tool to listen to various topics from native speakers like stories, conversation and poems. The purpose of using audio podcast in oral classes is to afford different ways for learners to learn first, the teachers should have goals for the course. Warshauer and Whittaker (1997) have suggested some instructions that can be employed. Thus the use of internet brings many beneficial outcomes like online communication downloading audio files which improve the learning process.

3.8.1. Some Suggested Activities

- The teacher can read for his student’s a short summary of the auditory and let the learners predict what the speaker is talking about. (Listen and Check).
- The educator can play 3 minutes of the podcast, so the student’s repeat a few different points in the recording.
- Making the learners listen to whole podcast without stopping after that writing a short summary of it and adding some extra information.
- Introducing a topic from an audio podcast
- Encouraging students to create their own podcast.
- Playing a clip from a course book listening, then one from a podcast designed for native speakers. Student should think about the differences between the two, for example the speed of the speech, turn taking and

how easy it is to distinguish different speakers they can then assess how easy it is to understand.

- The teacher can ask his students to choose a podcast to listen to for homework and giving them some guidance or allowing them to choose anything they like, for the first ten minutes of the lesson students' talk about the podcast listened to why they chose it, how easy or different it was to understand.

3.9. Conclusion

The present chapter was divided into two sections. The main concern of the first section was to analyse the data gathered from the different research instruments used so as to investigate the practices and perceptions of EF students concerning the use of technology. The overall results obtained from this study undertaken by the research revealed that EFL teachers at “Saida University” do not use audio podcast in their teaching process. In addition, it was also revealed that teachers have a positive prospection towards the use of audio podcast on the fact that audio podcast helps enhance the students’ academic performance.

In the light of these results, the researcher provided some suggestions and recommendations to reinforce the use of audio podcast for sake of enhancing learners’ academic performance.

General Conclusion

General Conclusion

Technology has brought changes in the field of education and transformed the approaches of teaching and learning English as a foreign language. Thanks to its innovations the teaching and learning process is enhanced and facilitated for instance it is worth mentioning that audio podcast can improve the teaching and learning process.

The research issue was investigating the reasons that prevent teachers from using audio podcast in oral classes for first year English students at “Saida University”. The former includes two chapters which are devoted for studying two variables, the first chapter focuses on teaching learning situation of speaking and listening skills, the second chapter focuses on audio podcast and its various shapes and the review of literature, the third chapter analyses the obtained data to arrive to the findings that confirms the research hypotheses, all the mentioned chapters are related to one another to serve the research aim.

The findings show that the most of teachers asserted that the major reasons that hinder them from using audio podcast in oral classes is lack of ICT training and competence and lack of the availability of audio podcast tools and resources.

The findings revealed a positive attitude regarding the use of audio podcast in EFL teaching and learning. More precisely, it is found that audio podcast is a helpful tool in language learning during it enriches the learners’ English language skills chiefly listening. As for as the teachers’ views are concerned they supported the use of such tool in EFL teaching, in which it presents new way of teaching, simplify the teaching process, and breaks the routine for both teachers and learners.

Certainly, the current work has shed some on the use of audio podcast in promoting students' oral skills; it covers most important aspects of the topic.

Thus, the obtained findings might be sustained by further researchers in the domain for teaching and learning progression.

Recommendations

For the sake of integrating audio podcast in EFL teaching and learning at “Saida University”, the following recommendations need to be regarded.

- Merge the electronic tools within the curriculum.
- Teachers need training regarding the use of auditory tools, especially podcasts.
- EFL learners should experience listening courses at laboratory.
- Producing original audio podcast of the “English Department of Saida University” during which learners can download and benefit from them. Additionally, it is possible to enlarge their extension through sharing them with other universities in all over the world.

References

Aliotta, M., Bates, S., Brunton, K., & Stevens, S. (2008). *Podcasts and lectures*. In G. Salmon & P. Edirisingha (Eds.), *Podcasting for learning in universities*. (pp. 34-42).

Aldrich, D., Bell, B., & Batzel, T. (2006). *Auto-mated podcasting solution expands the bound-aries of the classroom*. *Proceedings of the 34th Annual ACM SIGUCCS Conference on User Services*, Edmonton, Alberta, Canada. Retrieved April 4, 2007, from <http://doi.acm.org/10.1145/1181216.1181217>

Berkshire, England: *Open University Press* Downard, S., Livingstone, D., Lynch, K., & Mount, N. (2008). *Podcasts and locations*. In G. Salmon & P. Edirisingha (Eds.), *Podcasting for learning in universities*. (pp. 57-69) Berkshire, England: *Open University Press*.

Belehbib, I. (2015). “*Difficulties Encountered by Students in Learning the Productive Skills in EFL Classroom and the Relationship between Speaking and Writing: Case of First Year LMD Students at Abou Bekr-Belkaid*”. Retrieved in February 2018 from <http://dspace.univ-tlemcen.dz/>

Borja, R.R. (2005). Georgia 4-H technology up-date: *Podcasting craze comes to K-12*. Retrieved January 12, 2006, from <http://ga4htech.blogspot.com/2005/12/podcasting-craze-comes-to-k-12-schools.html>

Bharti, P. (2014). *Why and How Should Teachers Use Podcasts?*. Retrieved 29 January, 2016, from: <http://edtechreview.in/trends-insights/insights/1332-why-and-how-should-teachers-use-podcasts> *Communicative Classroom*. Cambridge England New York: Cambridge University Press.

References

- Brinton and Gaskill, 19780. *Authentic Visuals in Teaching and Learning English. Humanising Language Teaching*, 12 (4). Retrieved from www.hlomag.co.uk/aug10/sart02.rtf (Wilson, 2008). *The Effect of Authentic Video on Communicative Competence. The Modern Language Journal*, 83(3), 339-3.
- Brown, H. D. (2001). *Teaching by Principles: An Interactive Approach to Language Pedagogy*. Second Edition. New York: Pearson Education.
- Conaway, M. (1982). Listening: *Learning tool and retention agent*. In A, S, Algier & K, W. Algier (Eds.), *Improving reading and study skills* (pp. 51-63). San Francisco: Jossey Bass
- Conaway, M. (1982). Listening: *Learning tool and retention agent*. In A, S, Algier & K, W. Algier (Eds.), *Improving reading and study skills* (pp. 51-63). San Francisco: Jossey Bass
- Constantine, P. (2007). Podcasts: *Another source for listening input. The Internet TESL Journal*. Retrieved 30 January, 2016 from: <http://iteslj.org/Techniques/Constantine-PodcastListening.html>
- Cohen, L. et al. (2005). *Research methods in education* (6th ed.). New York: Routledge(2007). *Research methods in education* (6th ed.). New York: Routledge.
- Chan, W. M., Chi, S. W., & Lin, C. Y. (2011). *Students' Perceptions of and Attitudes towards Podcast-Based Learning – A Comparison of Two Language Podcast Projects. Electronic Journal of Foreign Language Teaching*, 8(1), 312-335.
- Marshall, J. M. (2002). *Learning with technology: Evidence that technology can, and does, support learning*. California: Cable in the Classroom.

References

- Downs, L. (2008). *Listening Skills Training*. United States: ASTD Press.
- Dornyei, Z. (2007). *Research methods in applied linguistics*. Oxford: Oxford University Press.
- Mohammadzadeh, B. (2010). Podcasts: *Teacher and Student Friendly, Technology in Language Teaching and Learning, New Trends in Education and Their Implications*, 1193-1198.
- Ellis and Johnson (1996: 57) *Using Music and Songs*. Retrieved from <https://www.teachingenglish.org.uk/article/using-music-songs>.
- Field, J. (2008). *Listening in the Language Classroom*. Cambridge: Cambridge University Press.
- Fillmore, C., Kempler, D. and Wang, W. (1979). *Individual differences in language ,ability and language behavior*. New York: Academic Press. Retrieved in December 2017 from: <https://www.elsevier.com/books/individual-differences-in-language-ability- and-language-behavior/fillmore/978-0-12-255950-1>
- Florez, M .A .C. (1999, June). *Improving Adult English Language Learners ' Speaking Skills*. US:National Center for ESL Literacy Education, p.1.
- Gebhard, (1996) *Audiovisual news, cartoons, and films as sources of authentic language input and language proficiency enhancement*. The Turkish Online(Cakir, 1999; Gebhard, 1996) Thesaurus, Cambridge University Press. Retrieved from: <http://dictionary.cambridge.org/dictionary/english/authentic>
- Gilmore, A. (2007). *Authentic materials and authenticity in foreign language learning*. *Language Teaching*, 40(2), 97-118.

References

Gaálova,k,2014. *Teaching Teenagers Speaking: Developing Communicative Skills*. [Diploma Thesis]. Brno : Masaryk University, Faculty of Education, Department of Education. p.89

Goh, C. C. M. (2007). “*Teaching speaking in the language classroom*”. Singapore: *SEAMEO Regional Language Centre*. Retrieved in December 2016 from: <https://www.asian-efl-journal.com/teaching-speaking-in-the-language-classroom/>

Gray, C. (2013). *Podcasting in Education: What Are the Benefits?*. Retrieved 28 January 2016, from <https://www.thepodcasthost.com/blog/podcasting-in-education/>

Harmer, J., 1998. *How to Teach English: An Introduction to the Practice of English Language Teaching*. Harlow : Longman.

Hedge, T. (2000). *Teaching and Learning in the Language Classroom*. Oxford: Oxford University Press. Retrieved in September 2017 from http://www.oup.hu/THedge_TeachingandLearning.pdf

Hogan, T., Adlof ,S., Alonzo, C. (2014). *On the importance of listening comprehension. International Journal of Speech-Language Pathology* June 16 (3):199-207. Retrieved 6 February, 2016, from https://s3.amazonaws.com/Listen_Current_Research/IJSLP_H_A_A_2014.pdf

Kaplan-Leiserson, E. (2005). *Podcasting in academic and corporate learning*. Retrieved from: http://www.astd.org/LC/2005/0605_kaplan.html

Kelly, R. (2014). *Asynchronous Learning and Trends in Higher Education*. Retrieved 26 January, 2016, from <http://www.facultyfocus.com/topic/articles/asynchronous-learning-and-trends/page/4/>

References

Kothari, C.R. (2004). *Research methodology: methods and techniques* (2nd ed.). New age international publishers.

Larsen, F. D. (2001). *The Cambridge Guide to Teaching English to Speakers of Other Languages*. Cambridge: Cambridge University Press. Retrieved in December 2016 from: <https://www.amazon.com/Cambridge-Teaching-English-Speakers-Languages/dp/0521805163>

Ling, (2009). *Materials evaluation and design for language teaching*. Edinburgh Edinburgh University Press.

Lafford, P., & Lafford, B. (2005). *CMC technologies for teaching foreign languages: What's on the horizon*. *CALICO Journal*, 22(3), 679–709.

Lyles, H., Robertson, B., Mangino, M., & Cox, J. (2007). *Audio podcasting in a tablet PC-enhanced biochemistry course*. *Biochemistry & Molecular Biology Education*, 35(6), 456-461. doi:10.1002/bambed.11

Martian, K. (3 October, 2011). *Effective Listening Skills*. Retrieved 2 February, 2016, from <http://www.buzzle.com/articles/effective-listening-skills.html>

Malamah, A. T. (1987). *Classroom Interaction*. Oxford University Press.

McGrath, I. (2002). *Materials evaluation and design for language teaching*. Edinburgh: Edinburgh University Press.

Mackay, I. (1997). *Dinleme Becerisi*. (çev: Aksu Bora ve Onur Can çolak). Ankara: İlknur Kültür ve Sanat Ürünleri Ltd. Şti. Karakuş, İ. (2002). *Türkçe Türk Dili ve Edebiyatı Öğretimi*. Ankara: Anıttepe Yayıncılık.

References

- Mike, S. (August 4, 2013). *The importance of listening comprehension in English*. Retrieved 6 February, 2016, from <http://www.streetsmartlanguagelearning.com/2013/08/the-importance-of-listening.html>
- Mount, N., & Chambers, C. (2008). *Podcasts and practicals*. In G. Salmon, & P. Edirisingha (Eds.), *Podcasting for learning in universities*. (pp. 43-56) Berkshire, England: Open University Press.
- Modi, D. (1991). *Construction & standardization of listening comprehension test*. New Delhi: Mittal Pub.
- Nunan, D. (1989). *Designing Tasks for the Communicative Classroom*. Cambridge England New York: Cambridge University Press
- Oak, M. (2012). *Impact of Technology on Education*. Retrieved 29 January, 2016, from: <http://www.buzzle.com/articles/impact-of-technology-on-education.html>
- Prensky, M. (2001). *Digital natives, digital im-migrants*. *On the Horizon*, 9(5), 1–6.
- Richard, J.C., & Rodger, T.S. *Approach and Methods In Language Teaching*. UK: Cambridge University. 1986.
- Richards, J., & Schmidt, R. (2010). *Longman Dictionary of Language Teaching & Applied Linguistics (4th ed.)*. Edinburgh Gate, Great Britain: Pearson Education Limited.
- Richards, J. C., & Th. S. Rodgers. (2001). *Approaches and methods in language teaching: A description and analysis*. Cambridge: Cambridge University Press.

References

River, W. M. (1981). *Teaching Foreign-Language Skills*. The University of Chicago press.

Richmond, V. P., Wrench, J. S & Gorham, J. (2009). *Communication, Affect, and Learning in the Classroom* (3rded.). United State of America.

Rosell-Aguilar, F. (2015). *Podcasting as a language teaching and learning tool, Case Studies in Good Practice*. 10(3), 31–39.19]

Smith, C., Schneider, G., Kontos, G., Kuzat, H., Janossy, J., & Thurmond, K. (2007, April 1). *Engaging the learner. Annual instructional technology conference* (12th, Murfreesboro, Tennessee, April 1-3, 2007). Online submission. (ERIC Document Reproduction Service No. ED496202). Retrieved from ERIC database.

Stephanie, W. (2005). *How Podcasting Works*. Retrieved 28 January, 2016, from <http://computer.howstuffworks.com/internet/basics/podcasting3.html>

Swetha, B. (2013). *What is a Podcast and How Does it Work?*. Retrieved 28 January, 2016, from <http://www.buzzle.com/articles/what-is-a-podcast-and-how-does-it-work.html>

Tabanlıoğlu, S. (2003). *The Relationship between Learning Styles and Language Learning Strategies of Pre-Intermediate EAP Students*. Graduate School of Social Sciences, Master Thesis, ODTU, Ankara

Tabanlıoğlu, S. (2003). *The Relationship between Learning Styles and Language Learning Strategies of Pre-Intermediate EAP Students*. Graduate School of Social Sciences, Master Thesis, ODTU, Ankara.

References

- Tapscott, D., & Williams, A. (2006). *Wikinomics: How mass collaboration changes everything*. New York: Portfolio.
- Meng, P. (2006). *Podcasting & vodcasting: A white paper*. Retrieved November 2, 2006, from content/Missouri_Podcasting_White_Paperpd <http://edmarketing.apple.com/adcinstitute/wp>
- Tomlinson, (2012: 162). *The Effect of Authentic and Inauthentic Materials in Cultural Awareness Training on EFL Learners Listening Comprehension Ability*.
- Tomalin (1986). *Learning Foreign Languages from Authentic Texts: Theory and Practice*. Dublin : Authentik.
- Underwood (1989), Authentic Texts in ESP. In Holden, S. (Ed.): *English for Specific Purposes*. London : Modern English Publications, 13-15.
- Vygotsky, L. S. (1978). *Mind in Society*. Cambridge, MA: Harvard University Press.
- (Wallace, 1992: 145). . *Listening in the Language Classroom*. Cambridge: Cambridge University Press.
- Yuan, F. and Ellis, R. (2003). “*The effects of pre-task planning and on-line planning on fluency, complexity and accuracy in L2 monologic oral production*”. *Applied Linguistics*, 24(1), 1-27. Retrieved in December 2017 from: Oxford Learners’ Pocket Dictionary (2008) Oxford University Press. Fourth edition.
- Zhiqin, W. (2013). “*Developing Accuracy and Fluency in Spoken English of Chinese ,EFL Learners*”. *English Language Teaching* Vol. 7, No. 2; 2014. Canadian Center of Science and Education. Retrieved in November 2017 from <https://files.eric.ed.gov/fulltext/EJ1075642.pdf>

Appendices

Appendix A:

Teachers' Questionnaire

This questionnaire is intended to measure teachers' use of audio-podcast in oral classrooms. The following set of questions will help the researcher get a better understanding about your experience in this course. Your cooperation is highly appreciated.

Please, tick (✓) the appropriate answer:

Section One: using technology

1. Do you use technology in your teaching?

a. Yes

b. No

If your answer is no please explain why?

.....
.....

2. What kind of technology tool do you usually use?

a. CD player for listening of conversations or songs.

b. Mp3

c. MP4

d. Radio

e. Laptop projector for recording

If none of the above please explain why?

.....
.....

Section Two: Podcast and Teaching

3. Do you have any previous knowledge about the use of podcast?

a. Yes

b. No

4. Do you think that podcasts are useful tools in language learning?

a. Yes

b. No

Why?

.....
.....

5. Do you prefer to deliver your oral lectures in audio podcast or in traditional method and why?

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

6. Do you use any audio recordings in your classes to enhance students' speaking skill?

a. Yes

b. No

If your answer is no please explain why?

.....
.....

7. Do you think the following suggested barriers hinder the use of audio-podcast in oral classroom teaching?

a. The availability of audio-podcast tools and resources

Strongly Agree Agree Neutral Disagree Strongly Disagree

b. Teachers' attitude towards the use of audio-podcast

Strongly Agree Agree Neutral Disagree Strongly Disagree

c. Teachers' ICT competence and confidence

Strongly Agree Agree Neutral Disagree Strongly Disagree

d. Availability of technical support

Strongly Agree Agree Neutral Disagree Strongly Disagree

Thank you very much for your cooperation.

Appendix B:

Teachers' Interview

This interview is intended to collect information on the use of audio-podcast in oral classrooms. This is purely an academic work conducted in partial fulfillment of Master's Degree. Please note that all answers in this work remain as a confidential, and the audio-tapes will be destroyed at the end of the research.

Question1: In your opinion, what are the benefits of using audio-podcast to enhance students' oral proficiency?

Question2: What are the possible barriers that prevent teachers from using audio-podcast in teaching oral skills?

Question3: In your opinion, in which ways teachers can improve the use of audio-podcast in oral classrooms?

Question4: What are extra linguistic reasons (socio cultural knowledge)?

Question5: What are administrative reasons?

Question6: What are personal reasons?

Thank you very much for your cooperation.