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The Impact of Podcasts on Enhancing Vocabulary Acquisition

Case of First Year Students at Mohamed Seddik Ben Yahia University, Jijel, Algeria

Dissertation submitted in partial fulfillments of the requirements for the degree of Master in didactics of foreign languages

Submitted by   **Supervised by**

- Hadil MEGHRICHE   - Mebarek LAOUAMERI

- Esma DJEZARI

Board of Examiners

- **Chairperson:** Redouane NAYLI,   University of Mohamed Seddik Ben Yahia Jijel

- **Examiner:** Salma BOUHALI,   University of Mohamed Seddik Ben Yahia Jijel

- **Supervisor:** Mebarek LAOUAMERI,   University of Mohamed Seddik Ben Yahia Jijel

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DECLARATION

We hereby declare that the dissertation entitled "The Impact of Podcasts On Enhancing Vocabulary Acquisition" is our own work and all the sources we have used have been acknowledged by means of references. We also certify that we have not copied or plagiarized the work of other students or researchers partially of fully. In case any material is not documented, we shall be responsible for the consequences.

Signature   Date

                                                                                                              13/07/2022

Hadil Meghriche

Esma Djezari

DEDICATION

In the name of Allah, the most graceful, the most merciful.

All praise to Allah for bestowing me with strength, health, and patience to accomplish this work successfully.

I would like to dedicate this humble work to:

The man who supports me in each step I take in my life, who provides me with everything I want, who is powerful enough to make me laugh even when I'm having a bad day, the man who was, is, and will always be there for me; my superhero, my fabulous **father**, Mr. **Meghriche Djamel,** may Allah bless him and grant him health and endless happiness.

The woman who raised me well, who never cease to advise and guide me in life, who stays up all night by my side each time I get sick, who showers me with her care and unconditional love, the woman who has always been cheering me up; my role model, my gorgeous **mother**, Ms. **Lebsir Atefa** may Allah bless her and grant her health and endless happiness.

To all members and relatives of **Meghriche** and **Lebsir families** who are always proud of me.

To the teacher who made me fall in love with the English language, who always believed that I will go places, who made learning fun and easy; the most competent and passionate English teacher Mr. **Boukherouf Ismail**, may he rest in peace. I would not be where I am today without him. I will always be grateful for the huge impact he made on my life.

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Last but not least, I want to thank me, I want to thank me for believing in me, for doing all this hard work. And as I love to say, after each end comes a new beginning.   **Meghriche Hadil**

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In the name of ALLAH,

the most compassionate,

the most merciful, without whom this

work would have never been possible.

I dedicate this work to

my dear parents Mr. Djezari Abdesalam & Djezari Fatima, sources of happiness and success

in life

to my soulmates sisters: Khadidja & Amina

to my brother: Mohieddine

to my husband Bouzeriba Lakhdar for their unconditional support and his family especially his

mother

to my close friends: Benhouta Zineb, Imane Melouki and Roumaissa Bouzriba with whom I

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to my teachers and classmates

to all members of Djezari &Bouzeriba families

Djezari Esma

iv

Abstract

The present study sought to investigate the possible impact podcasts can have on the vocabulary acquisition by first year students at the University of Mohamed Seddik Ben Yahia, Jijel. Two questionnaires were administered: one for oral expression teachers and another one for first year students to get their feedback concerning podcasts, vocabulary acquisition, and modern and traditional techniques of teaching. Moreover, an experiment was conducted with two intact groups consisting of 32 students, following a post-test only design. After a four sessions treatment, the data collected revealed that oral expression teachers have acknowledged the positive results of implementing podcasts and first year students confirmed as well that they largely benefit from the use of podcasts inside and outside the classroom.

Keywords: **Podcasts, Vocabulary Acquisition, Oral Expression**

List of Abbreviations, Acronyms, and Symbols

1- **AT**: **A**daptable **T**echniques

2- **DDI**: **D**uke **D**igital **I**nitiative

3- **DT**: **D**econtextualizing **T**echniques

4- **FCT**: **F**ully **C**ontextualizing **T**echniques

5- **ICTs**: **I**nformation and **C**ommunication **T**echnologies

6- **IMPALA**: **I**nformal **M**obile **P**odcasting and **L**earning **A**daptation

7- **VL:** **V**ocabulary **L**earning

8- **Mac OS**: **M**acintosh **O**perating **S**ystem

9- **MP$_3$**: **M**edia **P**layer

10- **MP$_4$a**: **A**udio **F**ile **F**ormat

11- **MP$_4$b**: **M**PEG-4 **A**udio **L**ayer **B**ookmarkable **D**ata

12- **MS**: **W**indows: **M**icrosoft **W**indows

13- **MTV**: **M**usic **T**elevision

14- **N**: **N**umber

15- **N.D.**: **N**o **D**ate

16- **OE**: **O**ral **E**xpression

17- **PCs**: **P**ersonal **C**ommunications **S**ervices

18- **RSS**: **R**eally **S**imple **S**yndication

19- **SCT**: **S**emi-**C**ontextualizing **T**echniques

20- **TV**: **T**elevision

21- **US**: **U**nited **S**tates

22- **VJ**: **V**ideo **J**ockey

List of Tables

List of Figures

CONTENTS

General Introduction

Chapter One : Literature Review

Section One: Podcasts in English Language Teaching and Learning

Chapter Two: Field work

General Conclusion

Chapter One: Literature Review

Introduction

Section One: Podcasts in English Teaching and Learning

1. Definition

2. Background and History of Podcasts

3. Podcasts Vs Radio

4. Types of Podcasts

    4.1. Audio Podcasts

    4.2. Video Podcasts

    4.3. Enhanced Podcasts

5. Features of Podcasts

6. Strengths and Weaknesses of Podcasts

    6.1. Strengths of Podcasts

    6.2. Weaknesses of Podcasts

7. Podcasts in the Educational System

8. The Implementation of Podcasts

    8.1. Motivation and Confidence

    8.2. Collaborative Learning

    8.3. Language Production Skills

9. The IMPALA Project

10. Advantages and Drawbacks of Implementing Podcasts in Education

    10.1. Advantages of Implementing Podcasts in Education

    10.2. Drawbacks of Implementing Podcasts in Education

Section Two: Vocabulary Acquisition in English Foreign Language Teaching and Learning

Introduction

1. Definition of Language Acquisition

2. Types of Language Acquisition

3. Importance of Language Acquisition

4. Conclusion

5. Definition of Vocabulary

6. Types of Vocabulary

7. Vocabulary Instruction Techniques

8. Importance of Vocabulary

9. Conclusion

Introduction

Nowadays, technology has become an integral part of our lives. Podcasts are among the various ICTs available and accessible for unlimited use in different fields and aspects. In the educational system, podcasts have been implemented as learning and teaching tools in different institutions almost all over the world and that is for the massive success it has had since its inception.

The learning process cannot be successful without its four language pillars; speaking, listening, reading, and writing. Vocabulary represents the common element shared among these language aspects. To develop adequate vocabulary knowledge, both educators and learners always seek to try new techniques. Podcasts are among the techniques that help to expand students' language knowledge and enrich and enlarge students' vocabulary. The following section will delve into the experiments and findings some researchers have made and gathered on podcasts and their impact on vocabulary.

1. Review of Previous Research

Regarding the novelty of podcasts and the crucial value of vocabulary in learning, many researchers were curious to explore the potentials of using them together. In order to test the impact of podcasts on knowledge of science-specific vocabulary, Putman and Kingsley (2009) have decided to conduct an experiment with fifth-grade students. The number of participants was 58 and they were randomly chosen. Half of them have indicated that they have access to podcasts while the others received classroom instruction only (p. 102). As a start, a pre-test was carried out to get an overview of the students' knowledge of 22 scientific terms (p. 103). The pattern followed by the researchers was to create and publish podcasts every week for a period of seven weeks. Each podcast starts with an engaging introduction to capture students' attention, followed by questions about previously taught terms. Right after,

the students were asked to recall the definitions of the terms and that is, to test their retention. In order to avoid passive learning, podcasts were paused at certain times and the students were given some kind of short activities such as completing sentences with missing vocabulary terms. A last review of definitions was made each time to end the experiments. Finally, a post-test was administered in addition to a survey. The data collected showed that the group that had access to podcasts scored better results than the classroom-instruction only group. Additionally, students declared that they were satisfied learning scientific vocabulary through podcasts. Overall, all of the students described the experience positively and the majority of them noted that the podcasts helped them review material that was previously covered in the class. For instance, a student stated, "I listen to things that I may have missed, and repeat it to get things in my head" (Putman & Kingsley, pp. 103-105, 2009).

Similarly, in Iran, a research study took place under the title of "Use of Podcasts in Effective Teaching of Vocabulary: Learners' Attitudes, Motivations and Limitations. The participants were 30 female students from the University of Isfahan with an age rank of 22-27. The methods used in this experiment were a questionnaire of seventeen questions and the provision of four free, downloadable podcasts that covered various topics. The researchers Farshi and Mohammadi (2013) have observed that all the 30 students agreed with the usefulness, effectiveness and attractiveness of the given podcasts. Moreover, 20 students have reported that they have learnt new vocabulary from the podcasts and they described them as helpful and easy to use. Finally, 26 students have expressed their motivation to learn from podcasts (p. 1384). As mentioned earlier, this study proved that podcasts are an effective tool for teaching vocabulary and increasing students' motivation to learn.

For the sake of investigation, a study was conducted in the United States in 2009. The leader of that study was Laurel Borgia, Professor of Curriculum and Instruction at Western Illinois

University. The aim of the study was to explore the effect of using podcasts for vocabulary instruction on two groups of students with the help of two fifth grade teachers. The first teacher teaches a total number of 277 students and the second teaches 377 students. The two teachers wanted to introduce several novels through the use of podcasts which involve the presentation of the vocabulary highlighted in the novels. As a method of assessment, students were asked to do vocabulary-related activities as pre-tests and post-tests. The findings represented an evolution of students' vocabulary. Borgia (2009) stated:

> The data gathered in both classrooms showed primary student growth on the novel
>
> vocabulary that was reinforced during podcast activities. The pre-service teachers
>
> received feedback on the effectiveness of their podcasts for student learning and
>
> an important link was developed between theory and classroom practice (p. 263).

Kargozari and Zarinkamar (2014) also investigated the role of podcasts in vocabulary instruction. They conducted an experiment on 32 students majoring in TEFL belonging to two classes. The first group, the experimental group, was exposed to podcasts while the control group was taught using traditional methods. A total number of 150 words were taught to the first group through podcasts. Concerning the second, lists of words were chosen for the teaching of vocabulary. To measure the results, a pre-test and a post-test were administered to both groups. Unveiling the results, "participants in experimental group who were exposed to podcasts outperformed the participants of control group in vocabulary learning. Using podcasts as instructional devices in vocabulary learning was significantly more efficient than using traditional techniques (Kargozari & Zarinkamar, p. 842). Overall, the results of this study are a proof that podcasts can successfully replace traditional teaching techniques.

In a nutshell, regardless of the insufficient researches available on vocabulary acquisition and podcasts, we have managed to cover four different experiments. All the mentioned results

manifested the positiveness of implementing podcasts for vocabulary instruction in different countries and for different educational levels.

2. Statement of the Problem

Generally, teachers in oral expression class focus on pronunciation, spelling and speaking skills. They tend to neglect vocabulary. For this reason, we have conducted this research as an attempt to make oral expression teachers reconsider giving more importance to vocabulary instruction.

3. Hypothesis of the Study

Podcasts enhance the vocabulary acquisition of 1st year student.

4. Research Questions

➢ Do oral expression teachers use podcasts?

➢ Do podcasts help students to enhance their vocabulary acquisition?

➢ Do first year students like (prefer) to use traditional technique of acquiring vocabulary or modern technique?

➢ Are students familiar with the use of podcasts?

5. Aims of the Study

The main purpose of the study in hands is to shed light on the importance of vocabulary and the benefits of implementing podcasts as a vocabulary teaching technique.

6. Research Methodology and Sampling

We have used the following instruments:

➢ Questionnaires (for both oral expression teachers and 1st year students)

➤ Experiment design (two groups), 1st group (no podcasts involved in teaching),

2nd group (podcasts involved).

7. Significance of the Study

The current research could be significant for EFL learners and teachers especially oral

expression teachers. On the one hand, the teachers are always ready to discover new

techniques, and this could facilitate the learning and teaching experiences. On the other hand,

EFL learners tend flatter all new technological tools. Moreover, they do largely prefer the use

of multimedia in vocabulary instruction. Thus, when implemented properly, podcasts can be

highly convenient in teaching and learning vocabulary.

8. Organization of the Dissertation:

The present research paper is organized around two chapters. The initial chapter is devoted for

the theoretical discussion of the research variables. It is divided into two sections. The first section is

entitled "Podcasts in English Language Teaching and Learning". The elements of this section discuss

the notion of podcasts in general and its implementation in teaching more specifically. The second

section, "Vocabulary Acquisition in EFL Teaching and Learning ", sheds light on vocabulary

acquisition.

The second chapter represents the fieldwork. It explains the design of the study and the adapted

methodology. In addition, it is mainly devoted for the discussion and interpretation of the data

collected through the use of questionnaires and an experiment. Finally, the general conclusion, the

limitations of the study, and the recommendations are mentioned.
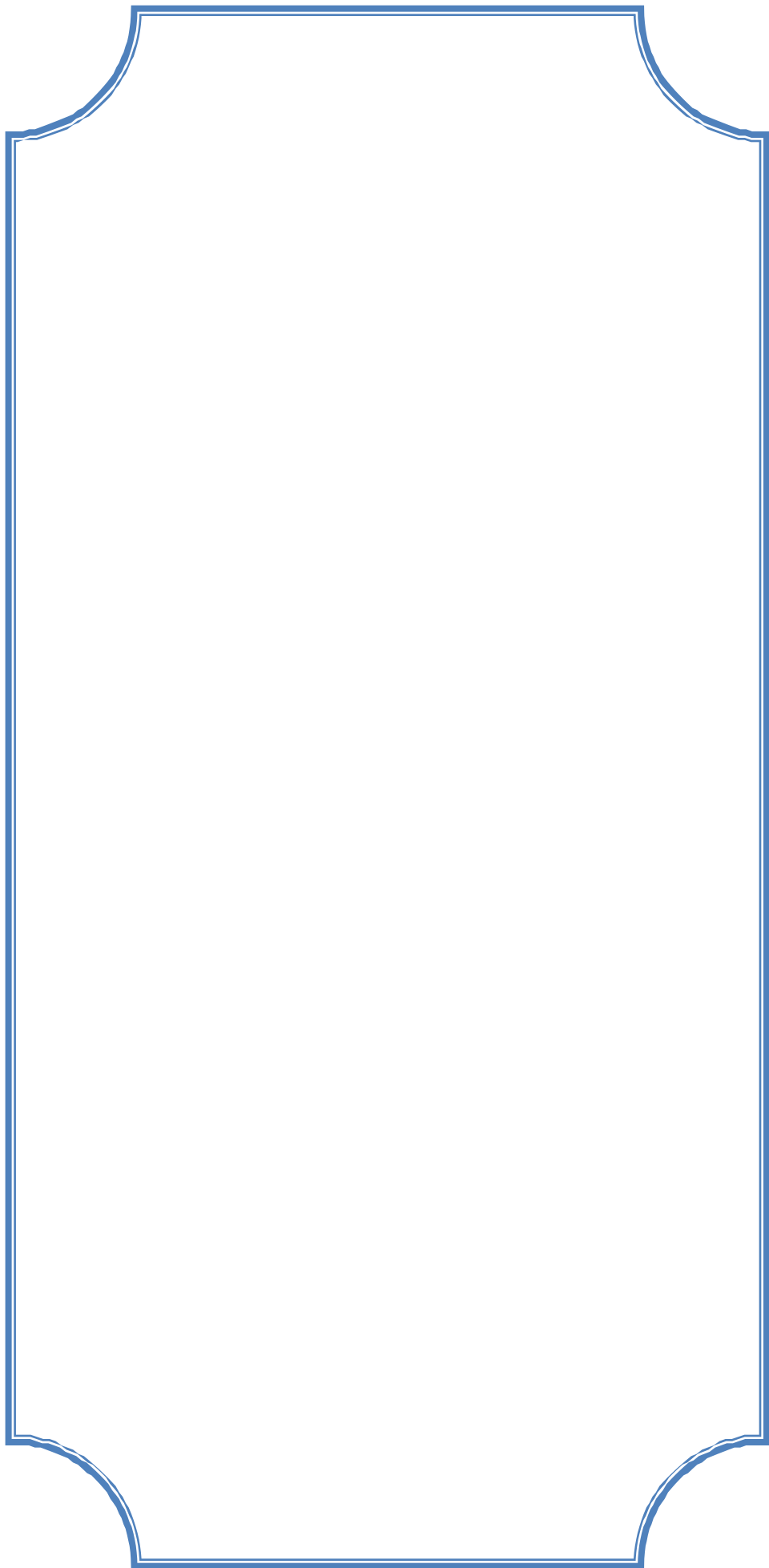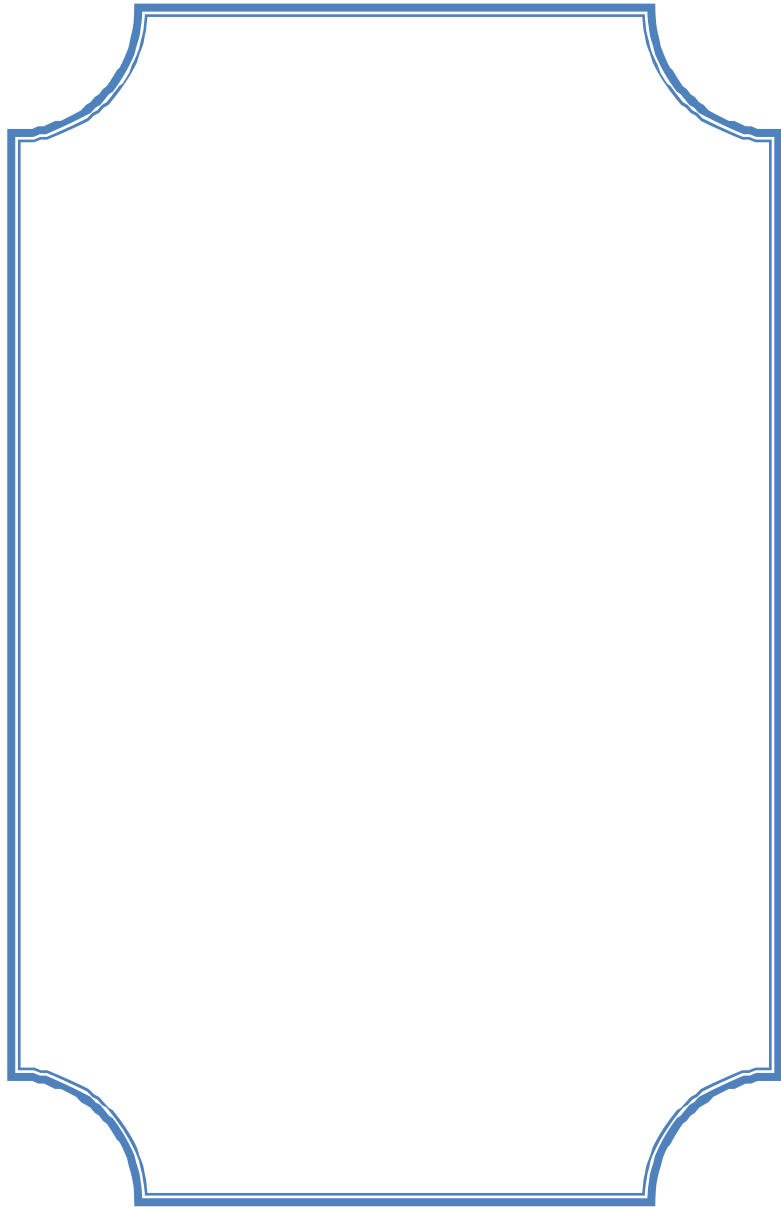
Section One: Podcasts in English Language Teaching and Learning

Introduction

Technology has somehow set forth norms and rules and opened doors for new changes and improvement in the field of education. Although Information and Communication Technologies (ICTs), specifically podcasts, available nowadays for educational use, were not initially designed for educational purposes, their tremendous success has prompted many educators to think of the potential improvement they can bring to education. The implementation of podcasts in education has gone through gradual stages, but this decade can be considered as the boom period for podcasting. Today's students are digital natives; they are accustomed to listening to audio files and watching online videos. Thus, podcasts are a medium that facilitates student-teacher interaction. A large number of schools and universities are adapting podcasts and this will definitely increase over the next few years. The definition, history, types, pros and cons, effects of podcasting on education, and more will be discussed in the first section.

1. Definition:

Before defining the term podcast, it is important to know the meaning of RSS feed first. RSS Feed stands for "Really Simple Syndication". According to Wikipedia, RSS "is a type of web feed which allows users to access updates to online content in a standardized, computer-readable format" ("RSS," n.d.). In short, it is a file that contains all the information about a particular podcast program and each episode of the program. This file is updated every time a new podcast is published. What relates podcasts with RSS feed is that podcasts depend on RSS feed to push content." Podcasting is part of the so called Web 2.0 that depends on push technologies to deliver content." (Morales & Moses, 2006, para. 1).

Oxford English Dictionary defined, "A podcast is a digital audio file of speech, music,

broadcast material, etc., made available on the internet for downloading to a computer or portable media player; a series of such files, new installments of which can be received by subscribers automatically". ("Podcast," n.d.). In his definition of the term, Evans (2008) stated that podcast is a form of m-learning. "Podcasting is a form of m-learning in which a device is used to listen to or watch an audio or video broadcast". He also emphasized that "the term ''podcast'' originates from the combination of the brand name of the currently most popular player (IPod) with ''broadcast'' (Evans, 2008, p. 492). Podcasts can be in the form of audio or video files. "Podcasting is an automated way of delivering audio and video media over the internet to consumers" (Leigh, 2005, p. 2). Podcasts ensure freedom of use. "Podcasting is a method of publishing audio (and sometimes video) files via the internet in a format that enables the user to download and listen to at their own convenience (usually via MP3 player)" (Wilson, Petticrew, & Booth, 2009, p. 69).
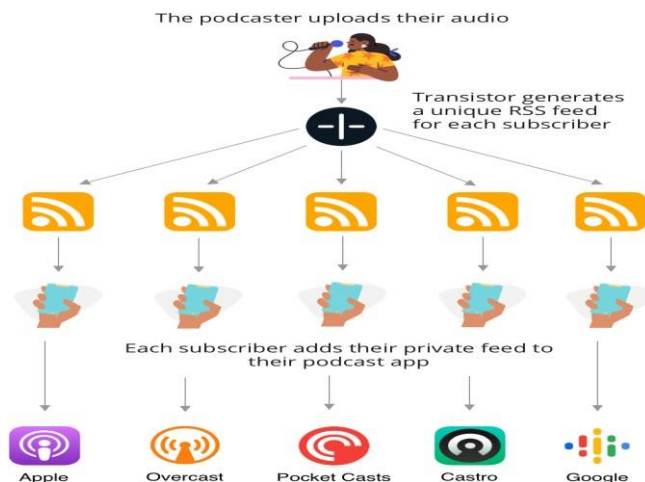
Figure 1. The Relation of Real Simple Syndication Feed and Podcasts

2. Background and History of Podcast:

Podcasting is not a relatively new technology. It has existed since 1980 and was known as "Audio blogs". As Feingold (2005) holds, "Podcasting does not utilize any new technology.

It combines a lot of pre-existing technologies (blogs, RSS feeds, media files) and uses them in a single, unique package" (Feinglos, 2005, as cited in Allen, 2012, p. 7). The number of people who showed interest in radio and audio files increased rapidly. In the year 2000, the American author Tristan Lewis believed that audio and video files can be attached through RSS feed and delivered to people. Not much time later, Dave Winer, an internet developer and RSS creator, and Adam Curry, a broadcaster and former MTV VJ, noticed people's curiosity and saw possible potential of this technology. Both men had the idea of distributing information through audio files instead of texts but could not proceed forward due to the lack of equipment.

In October 2001, the Apple Company launched its first "IPod" portable music player. This new medium took over and was sold in droves. The success of this medium paved the way for Dave and Adam to finally bring their ideas to life. In 2004, they developed a program called "Ipodder". Its main goal is to facilitate downloading radio and audio files directly to the IPod so that people can access their favorite radio programs at any time. Ben Hammersley is credited with coining the term "Podcast". The journalist wrote an article in for the Guardian and thought about possible terms for the new revolutionary medium. He argued that:

> With the benefit of hindsight, it all seems quite obvious. MP3 players, like Apple's iPod, in many pockets, audio production software cheap or free, and weblogging an established part of the internet; all the ingredients are there for a new boom in amateur radio. But what to call it? Audioblogging? Podcasting? Guerilla Media? (Hammersley, 2004, para. 1).

Hammersley did not really give a specific term for the booming medium. On this matter, Sterne reports, "Hammersley offered no answer to his query and never again referred to these

terms, but in this moment he unwittingly coined a name for the practice of circulating and listening to serialized audio online" (Sterne, Morris, Baker, & Freire, 2008, para. 4). In August 2004 an interview was carried out with the former MTV host Adam Curry who expressed his encouraging thoughts about the new technology. That interview was hugely successful and after that the term podcast became widely known and was declared word of the year by The American Oxford Dictionary in 2005 .2005, a fresh flourishing start for the era of podcasts.

Figure 2. Pre-Face Page of Podcasts on ITunes

3. Podcast Vs Radio

When a new medium emerges it is necessary to evaluate it and consider the similarities and differences it has next to familiar existing mediums. Radio has been around for decades and has gone through four phases of innovation. According to Menduni, the first phase was in 1990s and consisted mainly of streaming music. The second phase began in the second half of 1990's and its main event was the introduction of internet radio stations in the US, followed by other countries later. The third phase was file sharing and it coincided with the development of MP3 players. The last phase is podcasting, "a means of broadcasting

listenership and increasing listeners' involvement" (Menduni, 2007, pp. 2-9). With the emergence of podcasts, the distinction between podcasts and radio began. Young (2020) highlighted the key differences as follows:

Table 01: Podcast Versus. Radio, the Important Differences (from Young, 2020)

Element of Difference	Podcast	Radio
Target Audience	Appeal to niche audience.	Appeal to broad audience.
Recording and Schedule	Pre – recorded (can be edited before uploading)	Recorded live (no chance for editing)
Time and Access Constraints	-Does not follow a timeslot. -Always available. -Listener can pause and go back to previous points whenever desired. -Freedom of the host.	-Follow a timeslot -Available for a limited period of time. -Listener cannot neither pause nor get back to previous points. -No freedom for the host .
Advertising and Engagement	-Less advertisements. -More engaging audience.	-Several advertisements. -Less engaging audience.

4. Types of Podcasts:

Podcasts have been divided into different types according to the point of view taken when classifying them, focusing on the type of media file they contain. Thus, the main common forms for podcasting according to Salmon and Edirisingha (2008, pp. 20-33) are divided into three categories which are audio podcasts, video podcasts and enhanced podcasts.

4.1. Audio Podcasts

Audio podcasts, like radio, also called basic podcasts, are the most common and the easiest to use. compared to the other types, they are considered as the type that takes small space for storage when downloading it in phones or other devices, they have format of MP_3 and they are available to use and hear everywhere and every time.

4.2. Video Podcasts (Vodcasts)

They can be created to use both digital camcorder and video like TV, they are edited software such as IMovie and take large size file. This is why when creating a video podcast one has to be careful with compression technologies or devices needed. If one chooses the wrong format, it can result in the file being unavailable on both PCs and Macs. Vodcasts are much more time consuming compared to the other types.

4.3. Enhanced Podcasts

Also named, audio and still image, enhanced podcasts are divided into chapters that give the opportunity to the audience to move directly to the slide they want to view in the podcasts. This type takes a much smaller file size than the video podcasts. Enhanced podcasts have the format of MP_4a and MP_4b.

Figure 3. Types of Podcasts (retrieved from Google pictures)

5. Features of Podcasts:

According to researchers the main features of podcasts are: style, length, media, technology and materials.

Style is generally related to the degree of formality that is used and adopted to create a podcast. Carvalho et al. (2008, pp. 3625-3633) proposed that the best duration to make podcasts should be no longer than 30 minutes, even when it comes to conveying details and facts, because long podcasts can lead to lack of concentration and subsequent decrease in understanding. Media relates to the three types of podcasts which are audio podcasts, video podcasts and enhanced podcasts because the audiences have different interests. In a study conducted by Conner et al. (1996) the authors affirmed that there are four types of students which are auditory learners, visual learners, tactile learners and kinesthetic learners. T h u s , it became clear that there was a need to create podcasts depending on the objective of the podcaster and the needs of the audience. The last feature is the technology and materials needed to create a good podcast such as the system used to edit for each operating system (MS Windows, Mac OS X and Linux) (McLaughlin & Lee). Also, the podcaster should not take other people's material like images, music… etc. It means that the podcast is syndicated and used with RSS and Atom technology. In this case, the podcaster should take the permission to use those materials or to decide if all those materials utilized should be accessible and available. (Copley & Orden, 2007, p. 387-399).

6. Strengths and Weaknesses of Podcasts:

The literature review on this topic is too limited but there has been some discussion about podcasting, which like other platforms has strengths and weaknesses, pros and cons.

Strengths of Podcasts:

The podcast is available and beneficial for all ages and genders. The biggest benefit the listener can get is that downloading is sometimes easy and free (Moody, 2006). Moreover, the file can be taken and listened to or watched anywhere and anytime (Blaisdell, Clark & Walsh, 2006). Also, it offers options and much functionality such as pause, forward, skip, allowing the user or the listener to control the pace (Sloan, 2005). Several studies have noted that podcasts are attractive and motivating (Stanley, 2006): "in terms of design, marketing and consumer appeal, are hard to beat". This means that listeners are attracted by the new format, which motivates them and leads them to engage with the new materials.

Weaknesses of Podcasts:

Podcasts, like all other platforms, come with certain challenges such as loss of control, lack of administrative and technical support, and lack of knowledge on how to make a good podcast and how to edit and design it. However, the biggest challenge is related to the copyright issue as podcasts are easy to share using others' materials and ideas. Another big challenge of creating podcasts is reaching audiences that don't have internet access; especially files that consume a lot of space, making access difficult for anyone who has a slow internet connection.

7. Podcasts in the Educational System

Due to the large use of technology in the world we live in, the use of technology in teaching and learning is essential if we are to have a lasting impact on the way students learn.

"Now, with the onset of the Common Core Standards and their emphasis on technology, the use of technology will become an even bigger priority in schools" (Cristen, 2009, as cited in Costley, 2014). Technology has successfully reversed the educational norms for more than a decade. IPOD, as defined in Lexico dictionary, is "A small electronic device for playing and storing digital audio and video files" ("IPOD," n.d.). The device is one of the technological tools that have had a huge impact on the educational system after being used in an experiment conducted by Duke University in August 2004.

1650 free IPods with a storage of 20 GB were given to freshmen of the university. The 20 GB iPods were full of information on orientation schedule, academic calendar, introductions from Duke administrators, advice from current Duke students, athletics schedules, and lyrics to the school fight song, and more. Moreover, the iPods were used academically for 16 courses during the fall semester and approximately 33 courses during the spring semester. (Flanagan & Calandra, 2005, p. 20). For a first experience of a kind it was crowned with success. Professors reported improvement in the quality of students' work and students confirmed that IPods improved their academic experience.

The following year Duke university upgraded its goals and moved towards a new goal; Duke Digital Initiative (DDI). The new perspective was about establishing IPODS to support education, enhance curriculum enrollment, and develop technological infrastructure, and share knowledge about technology and digital content. "Duke saw the iPod not only as a music player, but also as a tool to disseminate course content, a recording device for classroom and field use, a study support tool, and a file storage and transfer medium" (Belanger, 2005, as cited in Brookshire, 2007).

The success of these experiments experiences prompted other universities to start implementing IPODS as a teaching tool. The fruit of these experiences is the use of Podcasts

as an educational tool. "Apple developed a product, iTunes U, to allow universities to easily distribute content for iPods" (iTunes U, 2007; Young, 2006). The Best of all, the New Oxford American Dictionary chose "podcast" as its 2005 word of the year.

Regardless of the fact that the implementation of podcasts in teaching made some educators worried that students will skip lectures, podcasts have retained their success and expanded in scope over the years. Podcasting has been used successfully in teaching and learning in many different student groups to produce content, to capture live classroom material, and improve study skills. It has also been used as an orientation to courses content and structure including the touring of buildings (Salmon & Edirisingha, 2008, as cited in Gray, Smyth, Campbell, McLeod, & Strickland, 2010). "Podcasting is a powerful web tool that allows communication and distribution of educational content. The innumerable possibilities of podcast make it a tool of great interest and curiosity for cybernetics and very especially for the educational context" (Cruz & Carvalho, 2007, p. 313).

Many scholars and researchers believe that podcasts have a positive impact on the educational system. Cruz and Carvalho (2007) stated,

> We believe that today's pupils are more motivated by the new technologies
> and less excited by the traditional methods of education that confine them to
> the role of passive listeners. To fulfill the teacher mission to engage the
> pupils, the teacher has to adapt her/himself to the new methods of education
> and to integrate the new technologies in her/his lessons (p. 314).

8. The Implementation of Podcasts:

The potential of podcasts in education can be divided into two uses (Rosell-Aguilar, 2007, p. 473)

A. Creating podcasts.

B. Using available podcasts resources.

a. Both teachers and students can create podcasts. Dudeney and Hockly (2007) stated, "There are two main uses of podcasts in teaching. Firstly, learners can listen to podcasts made by others and, secondly, they can produce their own podcasts" (p. 99). Many researchers have proved that creating a podcast has a positive impact on students. Phillips (2017) stated some benefits (pp. 4-6):

8.1. Motivation and Confidence

➢ Podcasting gives students the opportunity to be innovative through learner-centered educational activities and thus they become more motivated to learn.

➢ Podcasts increase intrinsic motivation; students are curious to explore new materials and podcasts are considered as a good stimulus.

➢ Since podcasting is still novel to students, once they get engaged into its creation and control its features their level of confidence will be boosted.

➢ Knowing that a large audience other than teachers can listen to their podcasts will make students eager to express themselves and create more and more podcasts.

8.2. Collaborative Learning

➢ Podcasts increase interaction among students; consequently, they will be encouraged to work cooperatively to reach a shared goal.

➢ Salmon and Nie (2008) expressed that student-generated podcasts "encourage students to reflect on their own learning, improve their performance during content creation as well as reconsider and modify their ideas" (p. 9).

8.3. Language Production Skills

➢ In language learning, learners will develop two language skills; receptive and productive. L2 learners have higher receptive skills yet they cannot easily develop productive skills easily

due to certain classroom limitations. In contrast, when technology is integrated into the learning process and the latter is learner- centered, there will be plenty of opportunities will for self-paced learning.

➢ When producing a podcast, learners go through different processes. In order to be satisfied with their work, learners must rehearse the script several times. Through repetition, they will get to identify their mistakes and correct them. As a result, learners will become more fluent.

9. The IMPALA Project:

The IMPALA Project has proven the success of podcasts created by teachers "profcasts".

The term IMPALA is an abbreviation for Informal Mobile Podcasting and Learning Adaptation. The purpose of this study, which took place at the University of Leicester in 2006, was to testify and convey a pedagogical model of podcasting for student learning in higher education. The study lasted twelve weeks in an undergraduate Electrical Engineering module called Optical Fiber Communication Systems, with thirty students participating in the online course using blackboards (Edirisingha, Salmon, & Fothergill, 2006, p. 128). In order to obtain a feedback from the students, a questionnaire and an interview were conducted. The results demonstrate that "Students' responses show that podcasts were helpful in supporting many organizational and affective aspects of learning" (Edirisingha et al., 2006, p. 130). One of the students highlighted his friend's experience: It was really helpful to him because … the stuff that he couldn't understand he got off the podcast before he went back to his notes to study them.

b. Rosell-Aguilar (2007) has identified two groups of language learning podcast Resources (pp. 474-475):

Authentic content: it is presented by native speakers of the target language and directed to be used in radio programs or news and more.

Teaching content (language courses): this content is made for learning purposes and can be classified into whole stand-alone courses that strive to operate as virtual classrooms or add-on activities.

10. Advantages and Drawbacks of Implementing Podcasts in Education

10.1.Advantages of Implementing Podcasts in Education

There are a large number of theories and studies from researchers and educators that support the idea of using podcasts in education due to their benefits. Brittain et al., (2006) asserted that podcasts are the best tool for course content review (pp. 24-31). Evans (2008) found that students are more receptive to modern materials than traditional materials such as textbooks (pp .491-498). The combination of different types of teaching materials (auditory, visual and kinesthetic materials) allows the students to develop and improve their learning process (Fernandez et al., 2009, pp. 385-392).

The use of podcasts is most beneficial when students are involved in their creation (Smith et al., 2005, p. 87-101), which can improve the final results of the students' project. Additionally, Brown and Green (2007) pointed out that students do mainly listen or watch podcasts through their own devices such as phones ,computers…etc (pp. 3-17). This offers to students the option of learning when they have the time and ability to do it (Stoten, 2007, pp. 56-57). A podcast can help students to download it immediately before examination rather than doing it so periodically (Fernandez, 2007, p.27).

In the table below some reports outline the potential uses of podcasting for learning among uses, a study done by Sloan and Kaplan-Leiserson (2005).

Table 2: Opinions of Sloan and Kaplan-Leiserson (2005)

Sloan listed	Kaplan-Leiserson listsed
• It is like online learning for distance learning. • It offers a richer learning environment. • It permits to the podcaster or speaker to present once to many classes and sections. • It provides the possibility to the learners or educators to features guest speakers from remote locations. • It helps the students to develop their skills in reading or other learning disabilities. • It allows to the faculties to offer advanced or highly motivated learners extra content. • It facilitates the self-paced learning.	• It aids auditory learners. • It provides another technique for material review. • It can replace full classroom or online session when the content is available. • It enables to the teachers and instructors to review the courses and the lectures. • The availability to provide supplemental content or be a part of blended solution. • It helps non-native speakers to improve their abilities. • It provides a feedback to the listener and the learner.

Drawbacks of Implementing Podcasts in Education:

It is of no doubt that podcasts have a major positive impact on education. However, some researchers and teachers have highlighted its drawbacks. The most persistent drawback pointed out by researchers and teachers was Absenteeism. "The most cited demotivating factor in publications was absenteeism" (khechine, Lakhal, & Pascot, 2013, p. 138). Teachers were afraid that learners will skip classes. Deal (2007) claimed, "Primary among the objections to lecture podcasting is that the widespread availability of easily accessible lecture

recordings justify and excuses non-attendance at lectures" (p. 7). Meng (2005) also wondered, "If all lectures are available via video and audio, do students need to go to class?

How often? Why? How do we keep them in class?" (p. 9). In response to these assumptions the survey conducted by Lane (2006) has conducted showed that "An overwhelming majority 77%, indicated that the availability of podcasts had no impact on their attendance.13% even reported that the podcasts made them more likely to attend class, compared to 10% who said the opposite" (p. 3). Even though a lot of results have shown that podcasts do not influence learners' attendance, teachers' opinions remain the same. Many learners encountered difficulties regarding the technological use of podcasts and time managemen. Phillips (2017) did an experiment to perceive students' digital knowledge and competence and to know how they plan to produce podcasts. As a first assignment, students were asked to create a podcast. The results of this assignment contradict the adage that digital native students know how to use podcast technology. "None of the students in this study had ever created a podcast before and many of them needed continuing guidance throughout the process" (p. 164). Under these circumstances, feelings of insecurity and anxiety among students arose: 'When I first heard that we had to produce a podcast I was shocked and a bit overwhelmed. The task seemed too big to handle at the beginning'.

65.8% Students complained about time consumption. Some of them reacted (p. 165):

I like the podcasts but they were too time consuming and I spent a lot of time on them. I prefer traditional homework assignments to podcast-productions because I don't like the group interviews; a benefit was our chosen topic and that we had much fun producing it, although it took a lot of time.

"In general, they are a good idea but they take a long time to produce and also technical knowledge".

Not to mention, the factor of the limited social and personal interactions. As cited in Khechine et al., (2013), "With regard to social and personal interactions, previous studies reported that podcasting offered unidirectional communication, as interactions with the professor and other students were limited or even absent (Fitcher, 2006; Hew, 2009)" (p. 138) Classroom session proceeding is regarded as a final drawback. The advocates of this claim, Shim, Shropshire, Park, Harris, and Campbell (2006) stated that podcasts recordings should contain more class material. (As cited in Khechine et al., 2013, p. 138).
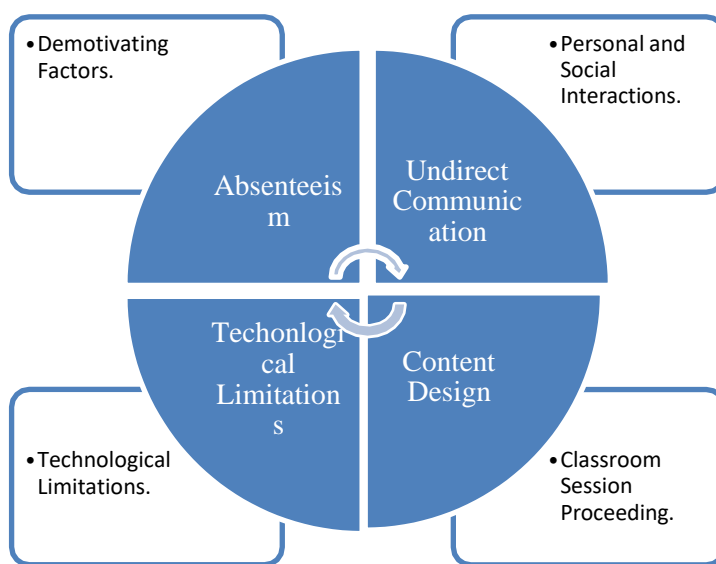
Figure 3. Podcasts' Drawbacks (from Khechine et al., 2013)

The above figure resumes podcasts' drawbacks.

Section Two: Vocabulary Acquisition in EFL and Learning.

Introduction:

The last few years have given rise to an enormous work of research in neuroscience on the acquisition of language and its definition. Acquisition itself is the act of acquiring something. According to Stephen Krashen "Acquisition requires meaningful interactions in the target language - natural communication - in which speakers are concerned not with the

forms of their utterances but with the messages they are conveying and understanding". In this section, language acquisition, its types and their importance will be discussed. It will also introduce the definition of vocabulary, its types, vocabulary teaching techniques and the importance of vocabulary.

1. Definition of Language Acquisition

From many studies done on language acquisition, the majority of researchers have agreed that it is the process by which humans acquire the ability to be aware and to perceive and understand a language. Language acquisition does not require extensive use of conscious grammatical rules and does not require tedious drill. It is one of essential human traits. Usually it refers to first language acquisition, which is one of the types of second language acquisition.

2. Types of Language Acquisition

According to researchers there are two main types of language acquisition which are first language acquisition and second language acquisition. The first refers to how children learn their mother tongue language and how they acquire it. It can also refer to BFLA which means an infant's simultaneous acquisition of two native languages. The second also called sequential language acquisition which means learning the second language after the first language like an additional language

3. Importance of Language Acquisition

The importance of language acquisition can be summarized as follows:

➢ Learning new languages provides lot of benefits for the learner including academic achievements.

➢ Learning new languages implies a positive attitude towards other languages and cultures.

➢ It helps students or learners in their daily life.

➢ It helps teachers tailor instruction to meet the needs of the learners.

➤ It involves structures rules and representation.

4.   Conclusion

To sum up, this review paper showed the definition of language acquisition which is the process of understanding a language. It reviewed the two main types of language acquisition which are the acquisition of a first language and the acquisition of a second language. Finally, it included the importance of language acquisition for learners.

5. Definition of Vocabulary

Vocabulary is one of the major pillars of language learning. Without an adequate vocabulary knowledge, people cannot express themselves and their communication process will be impeded. Scholars have provided several definitions for the term vocabulary. The most common definitions will be mentioned below.

Merriam-Webster online Dictionary defines vocabulary as "A list or collection of words or of words and phrases usually alphabetically arranged and explained or defined: LEXICON".

Here is another definition provided by Cambridge online Dictionary, "all the words used by a particular person, or all the words that exist in a particular language or subject".

Among researchers, Richards and Renandya (2002) stated that, "Vocabulary is a core component of language proficiency and provides much of the basis for how well learners speak, listen, read, and write" (p. 255). Ur (1996) advanced, "Vocabulary can be defined, roughly, as the words we teach in the foreign language". He continued by emphasizing an important element, "However, a new item of vocabulary may be more than a single word: for

example, post office and mother-in-law, which are made up of two or three words but express a single idea" (p. 60).

Overall, we can deduce that the term vocabulary refers to words that carry meaning and through which people express ideas and communicate with one another.

6. Types of Vocabulary

Researchers such as Nation, Webb (1990, 2013) and many others have declared that vocabulary knowledge can be broken down into two types; receptive (passive) and productive (active) (Nation, 1990, pp. 31-32).

➢ Receptive Vocabulary: it involves words that are easy to recognize when seen or heard but difficult to be used in speaking and writing.

➢ Productive Vocabulary: words that are difficult to recognize but are easy to speak and write.

In short, Webb (2012) summarized, "Receptive or passive knowledge is what is required to understand words when they are encountered in listening and reading. Productive or active knowledge is the knowledge necessary to use a word in speech and writing" (p. 2).

7. Vocabulary Instruction Techniques

When it comes to vocabulary instruction, teachers tend to use different techniques to ensure that they cover the needs of all types of their students. In this concern, Oxford and Crook all (1990) have presented some techniques and classified them into four groups; decontextualizing, semi-contextualizing, fully contextualizing, and adaptable (p. 9). The table below include more details about the mentioned techniques.

Table3. Techniques of Vocabulary Instruction (from Oxford & Crookall, 1990, pp. 9-24).

DT	SCT	FCT	AT
To not expose learners the words to be taught in a communicative context using word lists, flash cards ,and dictionary.	To put the words to be taught into a meaningful context to the learner while avoiding naturalistic communication using word grouping, word/concept association, visual/aural imagery …etc.	To embed new words into a more/less normal communicative context using reading , speaking , writing , and listening practices	Technique adapts to other techniques and can be used as reinforcement

8. The Importance of Vocabulary

The importance of vocabulary can be clearly seen in Wilkins (1972) words, "Without grammar very little can be conveyed; without vocabulary nothing can be conveyed" (pp. 11-12). Several researchers have shed light on the major importance vocabulary has in both teaching and learning. McCarthy (1990) linked vocabulary mastery to communication success. He confirmed that: "No matter how well the student learns grammar, no matter how successfully the sounds of L2 are mastered, without words to express a wide range of meanings, communication in an L2 just cannot happen in any meaningful way" (p. iii). Pikulski and Templeton (2004) explained in more detail:

"Perhaps the greatest tools we can give students for succeeding, not only in their education but more generally in life, is a large, rich vocabulary and the skills for using those words. Our ability to function in today's complex social and economic worlds is mightily affected by our language skills and word knowledge" (p. 1).

9. Conclusion

As it was presented and clarified above, a good amount of researchers has acknowledged the major importance of vocabulary in learning. They have confirmed that it is a core component of language learning, thus its mastery is crucial to develop a proficient language level.

Chapter Two: Fieldwork

Introduction

1. Data Collection Procedures

2. Population and Sampling

   2.1. Students

   2.2. Teachers

3. Description of the Questionnaire for Teachers

4. Analysis and Discussion of the Questionnaire for Teachers

5. Description of the Questionnaire for Students

6. Analysis and Discussion of the Questionnaire for Students

7. Description of the Experiment

8. Analysis and Discussion of the Experiment

9. Conclusion

Introduction

The current study seeks to investigate the perceptions of first year students and oral expression teachers regarding implementing podcasts in education, its impact on vocabulary acquisition, and their preferences regarding modern techniques and traditional techniques of teaching. In the following elements, the method, sample, and results will be discussed.

1. Data Collection Procedures

In order to get insights about the attitudes that both teachers and students have with regard to the impact of podcasts on enhancing vocabulary acquisition, the research instruments that we relied on to collect the most reliable data were a questionnaire administered to first year students and oral expression teachers. Plus, we conducted an experiments with two groups of first year students at the department of English, Jijel.

2. Population and sampling

This study targets first year English students at Mohammed Seddik Ben Yahia University, Jijel. It was conducted in the second semester of the academic year 2021/2022 in an oral expression session. Given the novelty of our research we thought it appropriate to investigate the opinions of first year students, as they tend to be interested in these new ways of learning.

2.1.Students: This year there are 12 groups of first year English students at Mohamed Seddik Ben Yahia University, Jijel. Due to time constraints, it was impossible to know the opinions of all the students, so we decided to reach half the number of groups (6). The total number of students who responded to the questionnaire was 110 students. As for the experiment we randomly chose two groups; a focus group and a control group. The enrollmentof the experiment took us four Sessions. The focus group was exposed to podcasts for three

sessions as pre-tests, and the last session was the final test for both groups.

    2.2.Teachers: Normally, podcasts are implemented in oral expression classes. For this reason, we targeted oral expression teachers who currently teach first year students or used to teach them in the previous years. We asked oral expression teachers to answer the questionnaire and the checklist. The total number of teachers was eight (8).

3. Description of the Questionnaire for Teachers

    The questionnaire consists of ten (10) closed-ended questions. The initial five questions are about vocabulary and the last five questions are about podcasts. The number of choices for each question varies and the questions are interrelatedQ1 it seeks to investigate which language aspects oral expression teachers attach more importance to. Q2 is about the time allocated to teach vocabulary. Q3 discusses the method of teaching vocabulary and Q4 is about the engagement of the students. The last question of the first section Q5 is about the rating of students' vocabulary level according to OE teachers' experience.

    The second section deals with podcasts. It starts from Q6 to Q9. Q6 investigates whether or not OE teachers use podcasts as a teaching technique. Q7 is related to the previous one, whether the results of implementing podcasts were positive or negative. Q8 is about how often OE teachers use podcasts in teaching. Q9 asks teachers whether or not they encourage the use of podcasts outside the classroom. The last question Q10 investigates the third element of our research, traditional techniques versus modern techniques of teaching and the teachers' preferences. For best results, we added a checklist which consists of 27 statements. For each statements OE teachers have to choose from the following options: agree, strongly agree, disagree, strongly disagree, and neutral.

4. Analysis and Discussion of the Questionnaire for Teachers

Q1- As a teacher of Oral Expression, which of the following aspects of language do you attach the most importance to?

Table 4: The Importance of Language Aspects

Options	N	%
1- Pronunciation	7	87,5
2- Vocabulary	7	87,5
3- Grammar	3	37,5
4- Listening skills	8	100
5- Others	2	25
Total	27	337,5

The aim of this question is to show the importance OE teachers give to each of the elements mentioned above. As expected, all OE teachers (8) agreed on the importance of the listening skill (100%). According to the findings, we noticed that OE teachers give equal importance to both vocabulary and pronunciation (87, 50%). The least language aspect chosen by oral expression teachers is grammar (37, 50%). Other options given by OE teachers were speaking and communication skills.

Q2-How often do you teach vocabulary?

Table 5: Time Allocated for Teaching Vocabulary

Options	N	%
1- Always	3	37,5
2- Often	3	37,5
3- Sometimes	1	12,5
4 – Rarely	1	12,5
Total	8	100

Among six (6) OE teachers, three (3) of them indicated that they always teach vocabulary while the other three (3) often teach vocabulary. The remaining two (2) teachers do not seem to care much about teaching vocabulary. One of them teaches it sometimes and the other rarely.

Q3- What method do you use to teach vocabulary?

Table 6: Vocabulary Teaching Methods

Options	N	%
1- Pictures	1	12,5
2- Audio/Visual aids	7	87,5
3- Story telling	3	37,5
4- Conversations	6	75
5- Others	3	37,5
Total	20	250

Methods of teaching vocabulary vary from a teacher to teacher. The majority of OE teachers (87, 50%) prefer to use audio/ visual aids, and this is due to the availability of materials in the

educational institutions. Approximately at the previous percentage, 75% of OE teachers use

conversations. In the third place, 37, 50% of OE teachers chose to involve story telling. Three

(3) OE teachers opted for other teaching methods such as podcasts, communicative games,

and teacher and students' feedback. Lastly, only a teacher (1) is contented by using pictures.

Q4- When teaching vocabulary, how do you view student engagement?

Table: Students' Engagement in Vocabulary Class

Options	N	%
1- Good	4	50
2-　Not bad	4	50
3- Fair	0	0
4- Poor	0	0
Total	8	100

When it comes to students' engagement in vocabulary class, OE teachers have mixed

opinions. Four (4) OE teachers described it as good (50%) while the rest (4) said it was not

bad (50%). Over all, teachers are satisfied with their students' engagement in vocabulary class.

Q5- As a teacher of oral expression, how do you rate the vocabulary level of your

students?

Table7: Teachers Rating of Students' Vocabulary Level.

Options	N	%
1- Good	1	12,5
2- Need more practice	6	75
3- Bad	1	12,5
Total	8	100

As seen in the table above, (75%) of OE teachers expressed that students needed more

practice to get adequate vocabulary. Only an OE teacher (1) was satisfied with the VL of his/ her students and described it as good. The last teacher was not at all satisfied, and claimed that the students' VL was bad. It is clear that teachers complain the level of vocabulary of their students.

Q6- As a teacher of Oral Expression, do you use podcasts as a teaching technique?

Table8: Teachers' Use of Podcasts.

Options	N	%
1- Yes	7	87,5
2- No	1	12,5
Total	**8**	**100**

When we asked OE teachers whether or not they use podcast, a large proportion (87%) said yes. In contrast, (12, 50%) of OE teachers said they do not. We asked the teachers for additional justification in order to obtain better information.

Teacher 1 said:

"Using podcast is an appropriate means to teach and enhance students' engagement in order to enlarge their lexicon and vocabulary.1st year English students seem more familiar with this type of activities."

Teacher 2 said:

"Podcasts are considered as a useful material to develop several skills at the same time because they provide a community for learners where they can develop each of their listening skill besides enlarging and enriching their vocabulary. Furthermore, they are easy to access, they tackle interesting topics. In addition, they include multi-tasks to test the students' understanding and acquisition."

Teachers 1 and 2 praised the role of podcasts in expanding and enriching students' vocabulary.

Teacher 3 reported:

"I often use podcasts because they are authentic: they offer real conversations and speech rather than made-up language. Podcasts are also convenient and interesting."

Teacher 4 claimed:

"They are authentic materials that present diversified and rich input. Teachers 3 and 4 offered a common description for podcasts; they are authentic material.

Teacher 5 indicated:

"Podcasts help in improving students' vocabulary and pronunciation. It also helps to improve their speaking and listening skills."

Teacher 6 commented:

"I simply find them extremely beneficial to help students develop their listening as well as speaking and vocabulary"

Teacher 5 and 6 both demonstrated that podcasts comprehend all language aspects.

Teacher 7 proposed:

"I use what fits my students and what they need."

Teacher 7 who said no for using podcasts justified his/ her claim by saying that it does not fit his/ her students' needs.

Q7- If yes, are the results:

Table 9: Results of Implementing Podcasts

Options	N	%
1- Positive	7	87,5
2- Negative	0	0
Total	7	87,5

All teachers stressed the positive impact of using podcasts, while one teacher preferred to be neutral.

Q8- How often do you use podcasts in teaching?

Table10: How Often Teachers Use Podcasts

Options	N	%
1- **Always**	**0**	**0**
2- **Often**	**1**	**12,5**
3- **Sometimes**	**5**	**62,5**
4- **Rarely**	**1**	**12,5**
5- **Never**	**1**	**12,5**
Total	**8**	**100**

(62,50%) of OE teachers informed that they sometimes use podcasts in teaching. All the remaining portions (37, 50%) reveal that OE teachers use podcasts either often, rarely, or never. Fortunately, the majority of OE teachers tend to use podcasts in teaching.

Q9- Do you encourage your students to listen to/ watch podcasts outside the classroom?

Table11: Do Teachers Encourage the Use of Podcasts?

Options	N	%
1- **Yes**	*6*	75
2- **No**	**2**	25
Total	**8**	**100**

Based on the data collected, we noted that six (6) OE teachers support their students to use podcasts outside the classroom. On the other side, only two (2) OE teachers discourage its use. For further investigation, teachers were asked to supplement their answers.

Teachers 1:

"Podcasts play an effective role in enhancing the students' capacity to talk and discuss various topics, to learn and acquire a wide range of vocabulary, and to develop a good accent. Therefore, the students will develop their self-confidence, and have the motivation to communicate and debate various topics easily."

Teacher 2:

"They allow students to acquire the language. Extensive listening makes students familiar with English develop a feel for it and learn/ acquire in an anxiety-free environment."

Teacher 3:

"They are helpful to them and are effective tools to develop their English language"

Teacher 4:

"So they develop their listening and vocabulary"

Teacher 5:

"They have to do more practice to get used, and just two sessions (2 hours) a week is insufficient for them to achieve good results. They have to listen as much as they can to native speakers." All above teachers conceded that podcasts help students in developing language skills, thus they encourage them to extend listening time to podcasts outside the classroom.

Teacher 6:

"I often encourage my students to listen to/ watch podcasts outside the classroom because the time allotted for the session is not sufficient to deal with such material. This will allow the students to use the podcasts at their own pace."

Teacher 7:

"Time is not enough to teach everything; students have to work outside the classroom to improve their level."

Both teachers 6 and 7 mentioned the inconvenience of lacking time to fully benefit from using the material.

Q10-As a teacher of oral expression, do you prefer:

Table 12: OE Teachers Preferences

Options	N	%
1- Traditional TOF	*0*	0
2- Modern TOF	8	100
Total	8	100

According to the results, all teachers advanced that they prefer modern techniques of teachings. Justifications:

Teacher 1:
"Most of the students are not readers. We are in a globalization era and technology becomes an essential in our lives. New techniques have been invented and peoples' needs and interests changed, so we have to change as well but it does not mean getting rid of traditional teaching, there should be a balance and students need to be guided."

Teacher 2:
"We teach in an advanced era so we have to use ICTs in our classes." The two OE teachers admired modern techniques of teaching and reflected that we have to keep pace with technology. However, they remarked that we should not get rid of traditional techniques of teaching.

Teacher 3:
"I prefer modern techniques such as audio-visuals because they are authentic, reflecting real language as it is used in natural context. They are diverse and accessible. They present a broad array of subject matter, which may help the learners expand their vocabulary and improve their speaking and listening skills. Also, modern techniques are more interesting, motivating,

and engaging for the learners."

Teacher 4:
"Modern methods provide new powerful and useful techniques to teach English vocabulary which students nowadays prefer the most."

Both teachers 3 and 4 confirmed the positive characteristics of modern techniques, they agreed on the major impacts it has on VL.

Teacher 5:

"Because modern techniques of teaching are learner-centered, the learner is at the center or is the focal point in both teaching and the learning process."

Teacher 5 praised the fact that modern techniques are learner-centered.

Teacher 6:

"They are more accessible, motivating, rich and sophisticated"

Teacher 7:

"They motivate students more than the traditional methods, leading to better results" Motivation is stated by both above teachers; they linked the motivation of students with the use of ICTs.

Summing up, we are delighted that OE teachers are open to using modern teaching techniques.

Table 13: 27 Statements about Vocabulary and Podcasts

Statements	Agree	Strongly agree	Disagree	Strongly disagree	Neutral
1	5	3	0	0	0
2	3	3	1	0	1
3	3	4	0	0	1
4	3	5	0	0	0
5	4	1	1	0	1
6	4	1	1	0	2
7	6	1	0	0	1
8	5	3	0	0	0
9	3	2	1	0	2
10	1	3	0	0	4
11	0	1	2	1	4
12	1	0	4	1	2
13	0	0	4	1	3
14	3	0	1	0	4
15	3	3	0	0	2
16	1	0	3	1	3
17	1	3	3	1	0
18	3	5	0	0	0
19	1	0	3	1	3
20	4	4	0	0	0
21	4	4	0	0	0

22	0	0	2	2	4
23	5	3	0	0	0
24	3	1	1	0	3
25	1	1	2	0	4
26	1	1	0	1	5
27	0	7	0	0	1
Total	**28**	**59**	**29**	**9**	**50**

Regarding the analyzed data collected, we admired that OE teachers did approve, agree, and even strongly agreed to most all the statements (n=87). We also observed that (n=50) answers indicated that OE teachers preferred to remain neutral. A minority of answers (n=38) reveal that OE teachers were skeptical of some mentioned statements. Hence, they expressed their disagreement and even amplified it sometimes.

5. Description of the Questionnaire for Students:

This questionnaire is made up of two sections. The first section consists of 10 closed-ended questions about vocabulary. Concerning the second section, 8 questions were about podcasts and the last two questions explored the use of modern Vs traditional techniques of teaching. The aim behind conducting this questionnaire is to investigate students' perceptions towards the possible use of podcasts to improve vocabulary acquisition.

Q1- As an EFL student, do you usually focus more on:
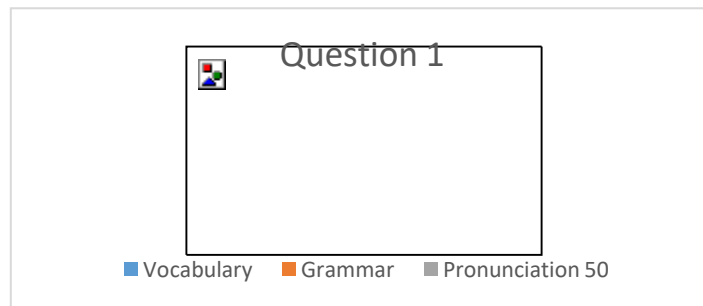
Figure5: Students' Initial Focus

As indicated in the figure above, a portion of (53, 63%) of participants admitted that vocabulary takes all their focus and attention. Pronunciation comes in the second position with (50%). The least language skill participants focus on is grammar (16,36%). The findings confirm that vocabulary and pronunciation are the prior focus of 1st year EFL students

Q2- How much importance do you give to vocabulary learning?
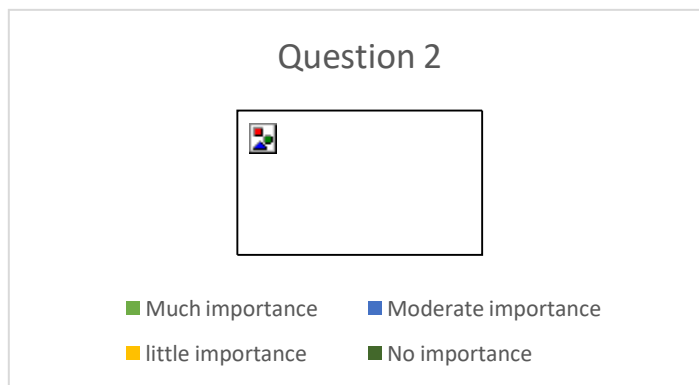
Figure6: The Importance of Vocabulary Learning

The figure shows to which level vocabulary is important to participants. A highest percentage of (65,45%) of participants guaranteed that they grant much importance to vocabulary learning. Then, (28,18%) of them reported that vocabulary is of a moderate importance to them. A minority of (9,09%) considers little importance to vocabulary.

Q3- How much time do you spend learning vocabulary?

Question 3

■ Minutes/ hours   ■ Once a week
■ Weekend   ■ Whenever possible
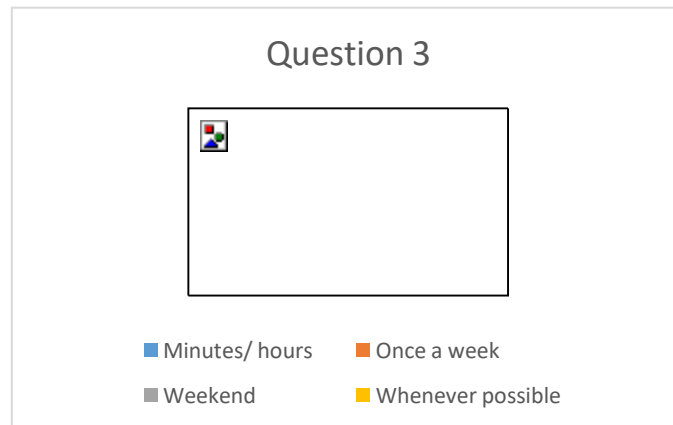
Figure7: Time Spent in Vocabulary Learning

The results in figure present a percentage of (34, 54%) of participants who declared that they learn vocabulary whenever they get the chance to. (24, 54%) of participants like to learn vocabulary on weekends. Approximate percentages of (22, 72%) and (21, 81%) of participants said that they spend minutes or hours learning vocabulary.

Q4- You learn vocabulary primarily:

Question 4

■ From dictionary ■ From books ■ From movies ■ From songs ■ Others
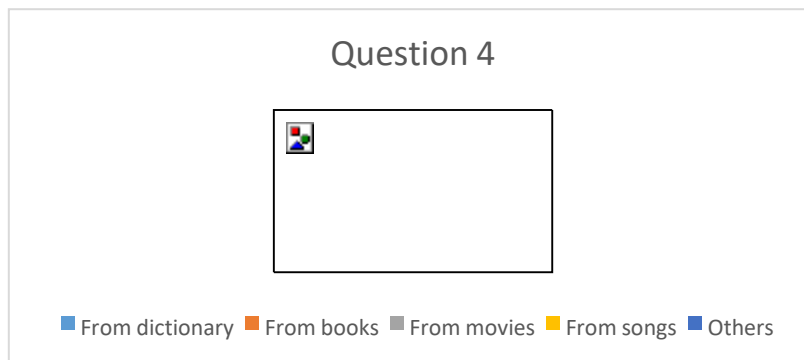
Figure8: Resources of Vocabulary Learning

We asked the students about their primer source of learning vocabulary. Movies came in the first position with a percentage of (60%).In the second position, (42, and 72%) of participants chose songs. Thirdly, (36, 36%) of participants manifested their use of books. In the last position, only (22, 72%) mentioned that they learn vocabulary through the dictionary.

A minority of students (6, 36%) indicated that they learn vocabulary through other resources such as documentaries, TV shows, and interviews.

Q5- How would you rate your vocabulary?
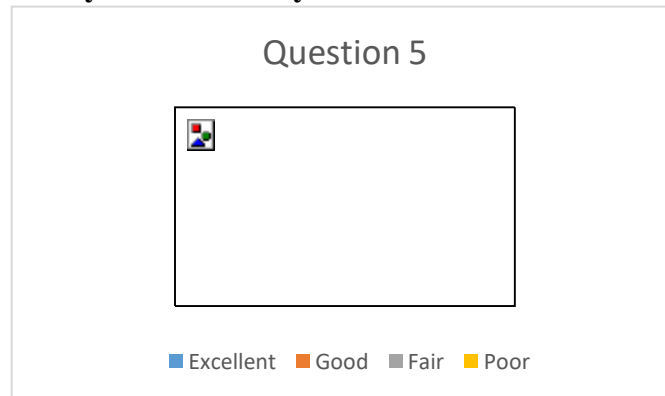

Figure9: Rating of Vocabulary.

According to the above finding, (56,36%) of students rated their vocabulary level as good. Others (33,63%) stated that they have a fair level. Some students (10,9%) believed that they are excellent while (8,18%) students admitted they are poor at vocabulary.

Q6- How often does your Oral Expression teacher teach you vocabulary?

Figure10: The Frequency of Teaching Vocabulary.

Through the figure, 1st year students admired that a high percentage of (45, 45%) of OE teachers always teach them vocabulary. Other OE teachers (29, 09%) sometimes teach vocabulary while a smaller of percentage (25, 45%) often teach vocabulary.

42

Q7- What technique does your Oral Expression teacher use in vocabulary class?
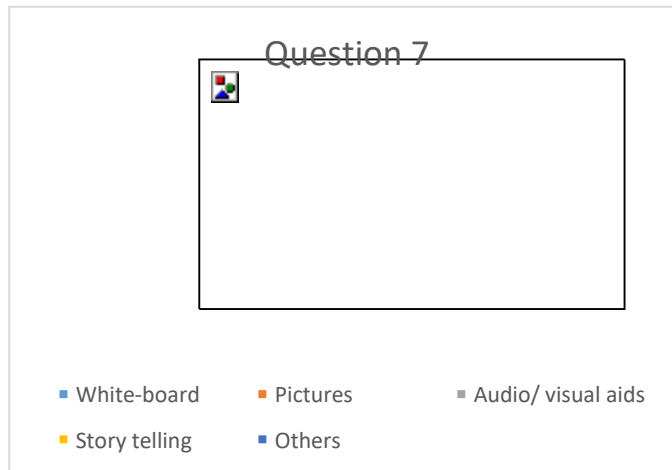
Figure11: Techniques Used in Teaching Vocabulary.

As mentioned in the figure above, (80, and 90%) of OE teachers extensively use audio\visual aids in vocabulary class. An equal percentage of (17, 27%) of OE teachers use either the white board or pictures. A smaller percentage of (12, 72%) prefer to use story telling. (5, 45%) of students said that their OE teachers use other techniques such as conversations and dialogues, videos and documentaries, and peer and group discussions.

Q8- In your opinion, is the time allocated to learning vocabulary in class sufficient?
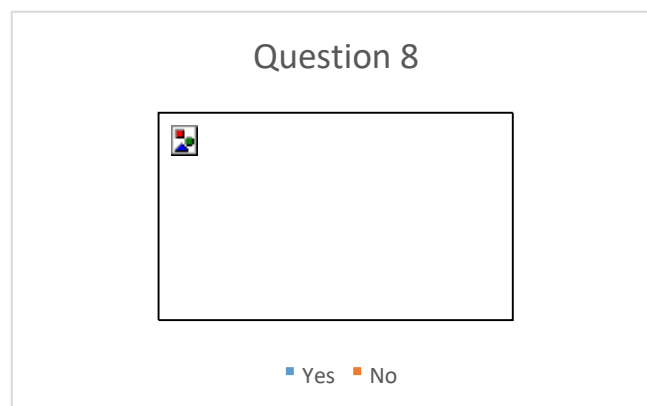
Figure12: The Sufficiency/ Insufficiency of Vocabulary Learning

A high percentage of (54, 54%) of students declared that the time allocated for VL in class is

not Sufficient while (36, 36%) showed their contentment.

Q9- As an EFL student:
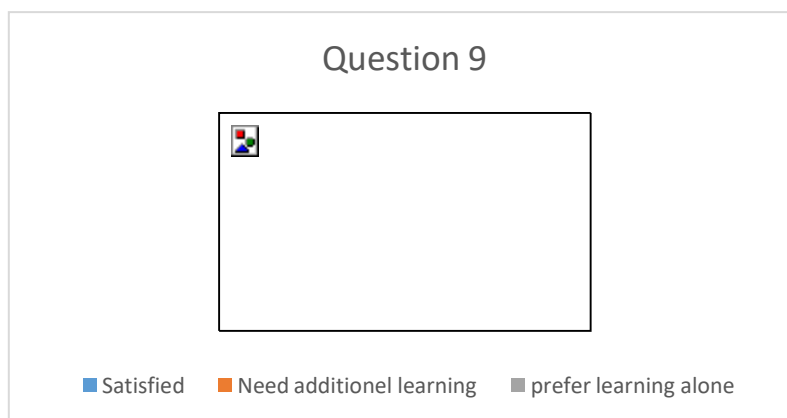
Figure13: Students' Opinions Regarding Vocabulary Learning.

When it comes to students' satisfaction, (54,54%) of them advanced that they need extra vocabulary learning outside educational institution. Other students (33, 63%) preferred to rely on their selves in learning new vocabulary. The rest of students (16, 36%) were quite satisfied with the vocabulary taught to them in class.

Q10- As an EFL student:
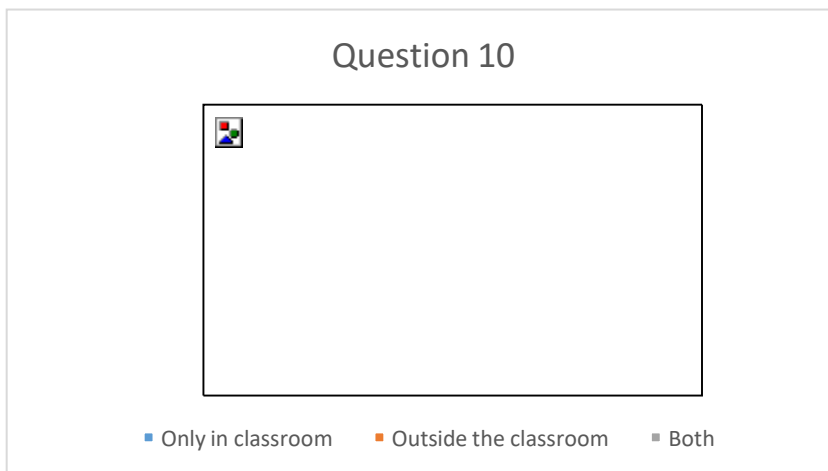
Figure14: Students' Vocabulary Learning Use

Students were asked about their practice of vocabulary. (61, 81%) of them answered that they practice it inside and outside classroom. Others (20%) informed that they use the taught

vocabulary only outside the classroom. The rest of students (14, 54%) declared that they use vocabulary only inside the classroom.

Q11- Do you know about podcasts?
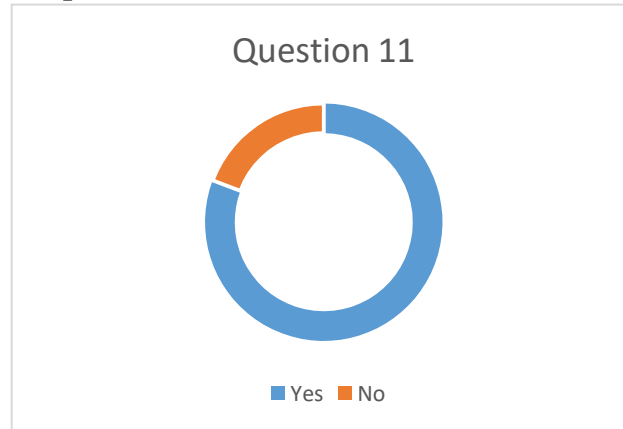
Question 11

Figure15: Students Knowledge about Podcasts.

This question explores if students have a background about podcasts, the majority of them (80%) know it. However, (19, 09%) of students don't.

Q12- Do you think that you can learn from podcasts?

Question 12
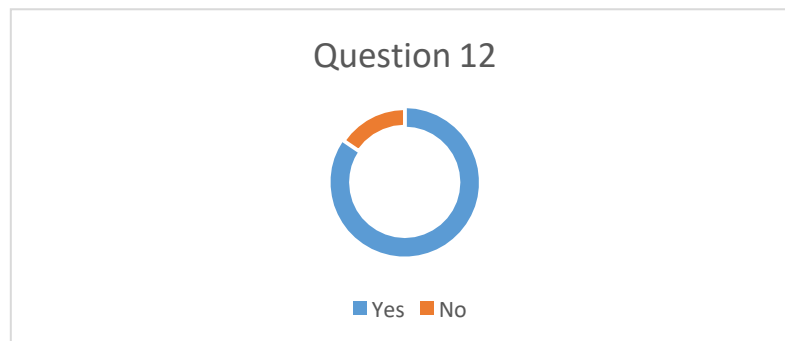
Figure16: The Possibility of Learning from Podcasts

When we asked students if they can learn from podcasts or not, the results showed that (79%) of them think that they can learn from it, they justified their answers by saying that podcasts are an effective technique to learn vocabulary and develop their listening skills. On the other side, students who indicated that they can't learn from podcasts (14, 50%) justified their answers in this way: "I'm not an auditory learner".

There are other justifications but we chose to put only the ones there are recurrent.

Q13- What type of podcasts are you most interested in learning?

Figure17: Types of Podcasts

Through this question, we seek to see which type of podcasts interests the students, (41, 81%) declared that they prefer conversational podcasts. In the second place come educational podcasts (32, 72%) followed by weird/ new concepts podcasts (29, 09%). As for the last place were scientific podcasts (26, 36%). There are some students who opted for other types of podcasts which are religious podcasts, motivational podcasts, life style podcasts, and podcasts about books.

Q14- In what area/ aspect do you think podcasts will help you develop better?
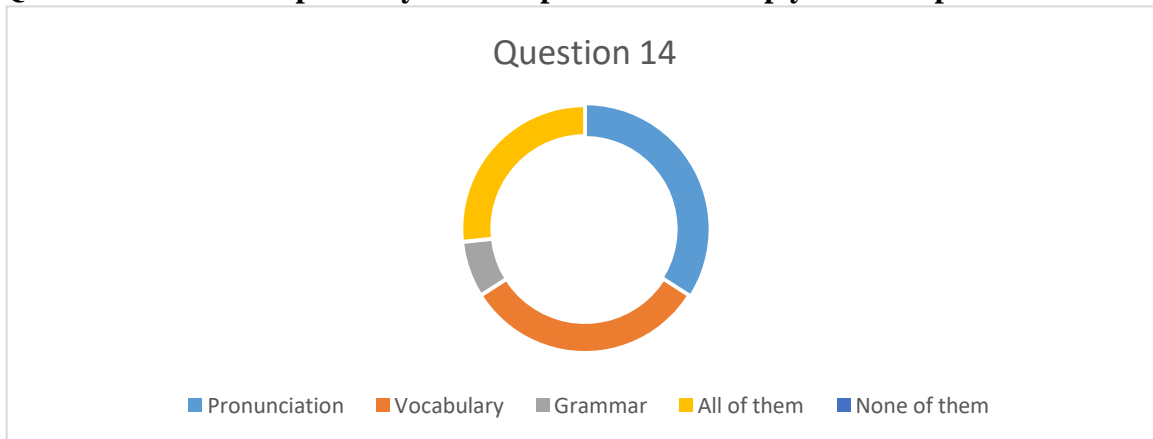
Figure18: Areas of Development

As it is presented in the data results, which seek to discover what area/ aspect podcasts will

help the learner better. (46, 36%) assumed that pronunciation is the best area to learn from it, nearly to it (43,63%) of students chose vocabulary. In the third position, (36, 36%) of them stated all the option mentioned are likely better to be learnt from podcasts.

Q15-How often do you listen to/ watch podcasts?
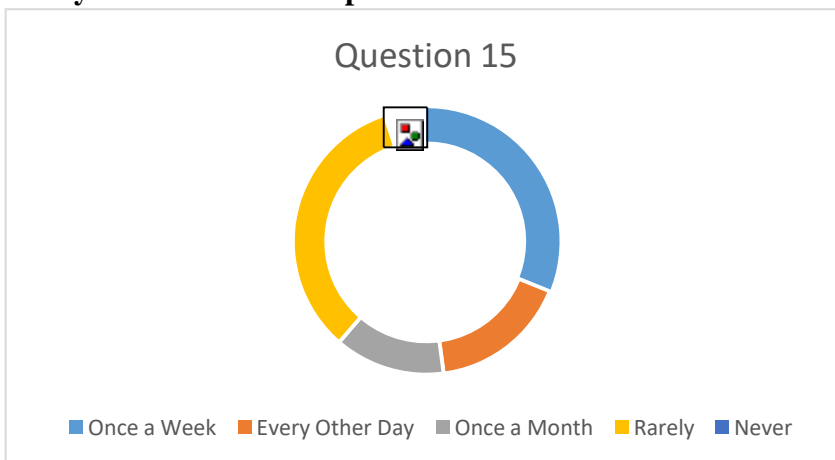
Figure19: Frequency of Using Podcasts.

This question aims are to discover the frequency of listening or watching podcasts, (36, 36%) declared that they rarely listen or/ watch it and (18, 18%) of students use podcasts every other day, only (14, 54%) listen/watch podcasts once a month. The remaining portion (5, 45%) is the students who never listen / watch podcasts. From the results we noticed that students are aware of the usefulness and the importance of Podcasts.

Q16- Does your Oral Expression teacher use podcasts in the teaching process?
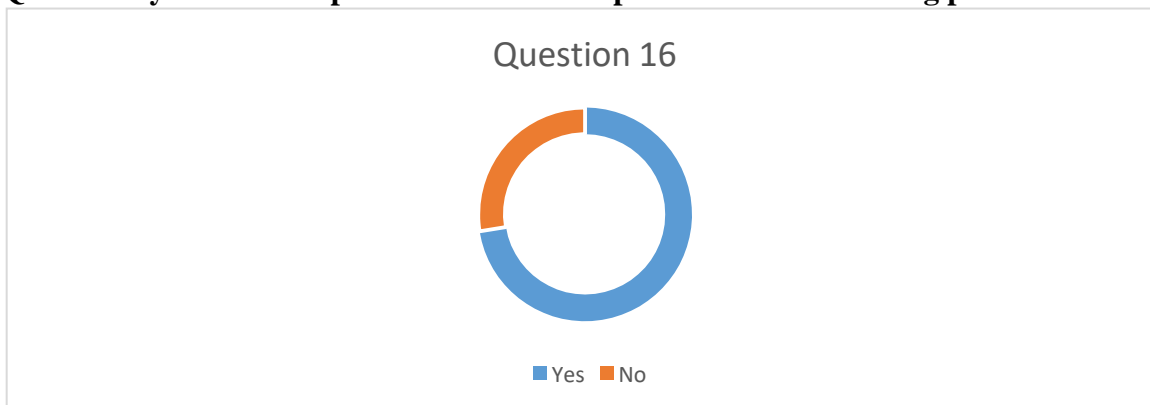
Figure20: The Use of Podcasts by Oral Expression Teachers.

When we asked the students if OE teachers use podcasts in the teaching process, almost all students agreed (64, 54%). About (24, 54%) of students said no.

Q17- Does your Oral Expression teacher advise you to listen to/ watch podcasts outside the classroom?

Question 17

Yes   No
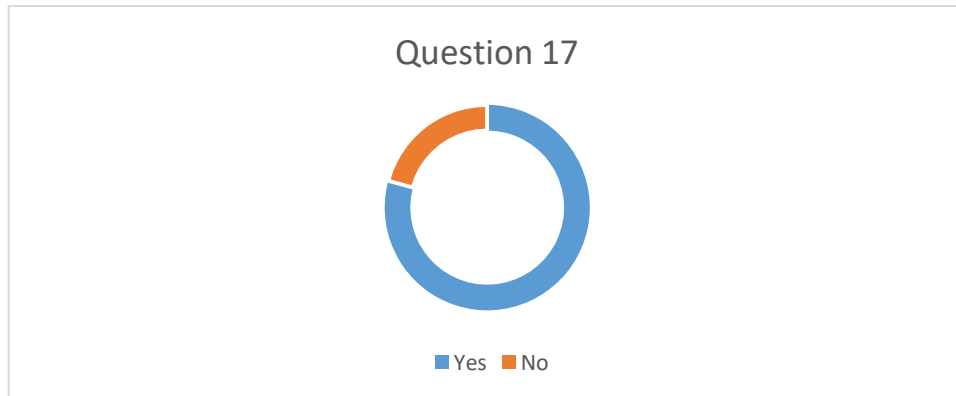
Figure21: Teachers Advice for Using Podcasts.

According to the findings, more than half of the students (72, 72%) reported that OE teachers advise them to listen /watch podcasts outside the classroom. While (19, 09%) said no.

Q18- Do you think that podcasts influence your vocabulary acquisition?

Question 18

Positively   Negatively
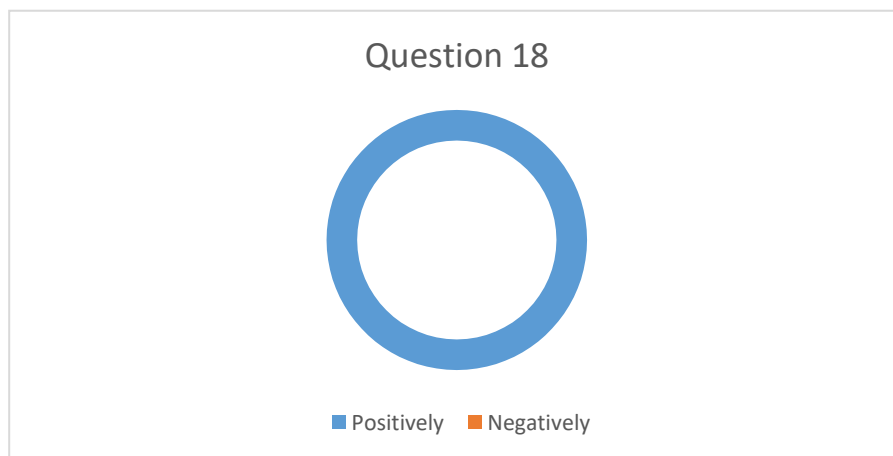
Figure22: The Influence of Podcasts on Vocabulary Learning

From this question, we seek to investigate the influence of podcasts on vocabulary acquisition of students. The data collected assume that the majority of the students have a

positive effect (82, 72%) justified their answers in this way: we enrich our vocabulary quickly and efficiently. If you listen to podcasts you will surely acquire new words, ideas and expressions even if you can't predict the meaning you can check it. A lot of students agreed that podcasts are a good technique to gain knowledge, develop their language learning, pronunciation, and gain new words.

Q19- Do you prefer to learn vocabulary through?
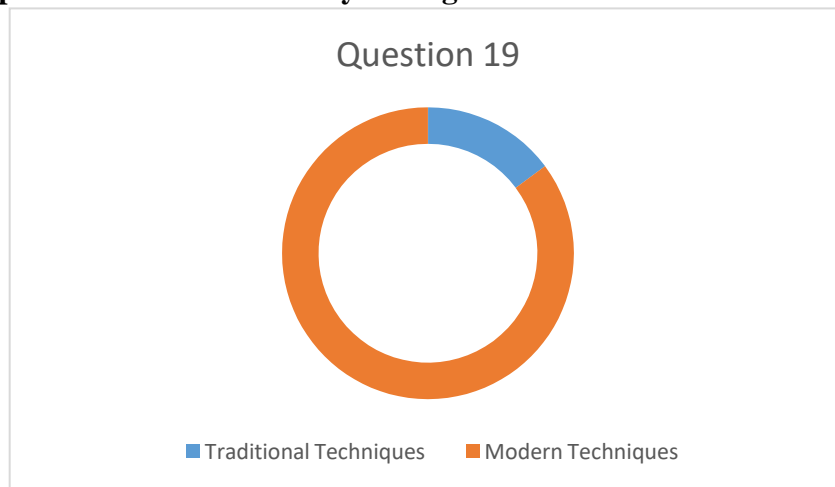
Figure23: The Preferences of Vocabulary Learning.

Through this question, we intend to know which technique students prefer to use to learn vocabulary. (83, 63%) of students prefer modern techniques. While only (14, 54%) prefer traditional techniques. they justified their answers by agreeing that modern techniques are easy, helpful, interesting, and enjoyable. One of the students said: "Modern problems require modern solutions".

The students who said no they agreed that traditional techniques of teaching are understandable and are easy to use.

Q20- Do you think that modern techniques of teaching can replace the traditional ones?
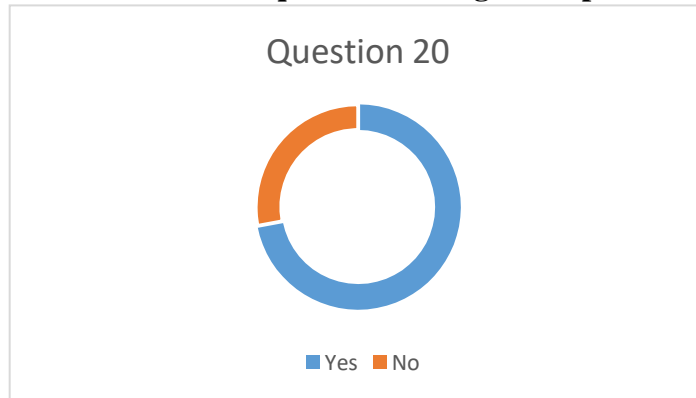
Figure24: Modern Techniques Versus Traditional Techniques

In the last question, we asked students if modern techniques of teaching can replace the traditional ones, more than half of them said yes (60,90%), and only (23,63%) said no

7. Description of the Experiment

The thesis research questions require conducting a type of experiments to confirm the hypothesis. A quasi-experiment took place at the University of Mohamed Seddik Ben Yahia, Jijel during the second semester of 2021/2022. The sample was two intact groups of first year students. The tests, activities, treatment, and post-test lasted for two weeks during four (4) sessions of oral expression class. Students from the first group, group nine (9), were the experimental group, they were exposed to podcasts for three (3) sessions and the last session was the post-test. On the other side, the second group, group seven (7), had only the post test.

In the first session, students listened to a podcast that discussed natural disasters. The total number of the students was 22. They listened to the podcast twice. The terms mentioned in the podcast were hurricane, volcano, tornado, accident, flood, waterspout, earthquake, and typhoon. The podcaster chose a simple and convenient method to deliver information. He started by describing each natural disaster using interesting words to capture the listeners' attention. After that, the podcaster paused for a few seconds after each description to let the

listener think and guess the right terms. The same method was followed, students listened to the podcast and when the podcaster paused they were asked which term they thought is the appropriate one. The majority of students guessed the right terms but they were not fully sure about other terms such as waterspout and typhoon. Once the podcast ended, students were given an activity to test their understanding. The activity consisted of eight sentences to which students have to pick the right definition for. No time limitation was determined and that is to make students feel comfortable in answering. The results revealed that the total number of the right answers was 128. On the other side, 39 answers were wrong. To sum up, it was observed that the students did not find any difficulty in answering. Plus, they confirmed that they enjoyed listening to the podcast and they learnt new words. Also, they were glad that they are now able to distinguish the differences between a hurricane and a tornado.

In the second session, students listened to a podcast about words related to motivation. A total number of seventeen (17) students attended the session. The podcast was different from the last one, it is a lot simpler, it provided direct and short definitions for each term, and it was shorter. The terms covered were motivation , ambition , courage , determination , inspiration , patience , gratitude , envision , and zeal . Students were supposed to listen to the podcast twice but they listened only once. They declared that the podcaster was straightforward and that made them understand quicker. After listening, students were given an activity. It consisted of matching terms to their appropriate definitions. Students had ten minutes to finish answering. The findings indicated that 114 of answers were right, while only 27 were wrong. So, it resulted that students were capable of understanding most of the terms. They expressed that they were familiar with some terms such as courage, inspiration, and patience. Plus, they were curious about the term zeal and all of them said that it is the term that caught their

attention the most. In a nutshell, students declared that they preferred the direct type of podcasts. They confirmed that they had a better understanding of terms through that podcast. Lastly, they assured that they will use the terms more often.

In the third session, students encountered idiomatic expressions for the first time. The concept of idioms is new to first year students, thus, podcasts seemed as an adequate tool to introduce it. The podcast was about idiomatic expressions which focus on the terms hard and easy. The number of participants was 15. They listened just once to the podcast. Concerning the activity, it consisted of two parts. In the first part, students have to choose the appropriate terms to complete the ten sentences. The time of answering was limited to 10 minutes. The data collected showed that the majority of answers were right (102), while less than half of the answers were wrong (42). As a remark, the participants were confused between the two terms take it easy and easy does it because they seem to convey the same meaning. As for the second question, all the participants answered, and most of the answers were correct and coherent.

In the final session, students were put to a final test. An equal number of fourteen participants from both controlled and experimental groups took the test. The podcast was about phrasal verbs. They were as follows : to beef up, to bounce an idea off, to bristle at, to clam up, to crow about, to fawn over, to size up, to plod along, to wipe out, and to mull over. The participants listened only once to the podcast. After they finished listening, they were given an activity consisting of three questions. The first question is made up of ten sentences to which the participants have to fill in with missing phrasal verbs .The next two questions were about asking which phrasal verb each participant thought is more interesting. The last question was about putting the chosen phrasal verb into a coherent sentence. The time limit for answering was ten minutes. The final results revealed that the experimental group scored 139

right answers and only 49 answers were wrong. On the other, the controlled group scored 86 right answers and 46 wrong answers. After submitting the papers, the participants expressed that the activity was interesting yet it required much attention and focus thus they could not finish answering all questions. To sum up, the findings showed that students did not face any difficulties with podcasts and it was easy to incorporate podcasts into oral expression class.

Post-Test

Q01- Fill in the gaps with the following phrasal verbs; to beef up, to bounce an idea off, to bristle at, to clam up, to crow about, to fawn over, to size up, to plod along, to wipe out, to mull over.

Q02- which phrasal verb (s) did you find most interesting?

Q3- Put the phrasal verb you chose into a coherent simple sentence.
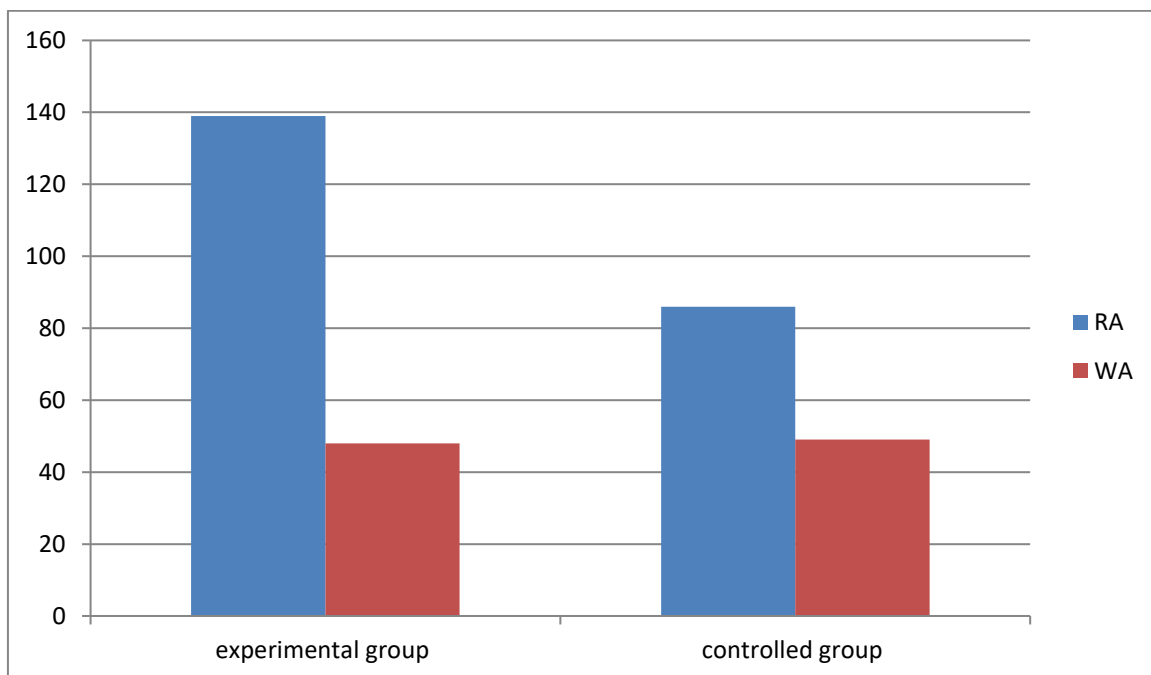
*Figure 25* : Post-Test Results

Conclusion

In this chapter, we administered a questionnaire, some activities, and a post test to 1st year students of groups 7 and 9. For the OE teachers we worked with eight (8) teachers, we asked them to answer a questionnaire and to tick the checklist boxes.

General Conclusion

1- Putting it Altogether

2- Limitation of the Study

3- Pedagogical
   Recommendation

Putting it Altogether:

Our dissertation entitled The Impact of Podcasts on Enhancing Vocabulary Acquisition consists of two chapters. The first chapter is the theoretical part and the second is the practical part. The theoretical part is divided into two sections. The first one is entitled "Podcasts in English language Teaching and Learning". In this section, the aim was to dig deep into podcasts through giving a general background of the medium, highlighting the history of podcasts, introducing its major characteristics, and much more. The main focus was on how podcasts started to gain popularity and paved its path into the educational system. More information were mentioned through indicating the different results found of implementing podcasts in educational institutions in several countries and by different researchers. The second section is "Vocabulary acquisition in EFL teaching and learning". The goal was to discuss the importance of vocabulary in teaching and learning, to mention the different methods of acquiring vocabulary , and most importantly to investigate the possible impact of using podcasts to enhance vocabulary acquisition. Shortly, each section has a number of elements that are precisely and concisely discussed. The second chapter was devoted for the presentation , discussion , and interpretation of the major findings of the research. The tools used in the research were a questionnaires and a checklist for oral expression teachers . As for the students , they were also given a questionnaire and some activities in addition to a post-test. All questions administered to oral expression teachers and first year students were mentioned with detailed results in tables and graphics. After , the different activities given to 1st year students were discussed and its results were interpreted . The data collected in the research confirmed the hypothesis: podcasts have a positive impact on vocabulary acquisition for 1st year students. In addition, most of oral expression teachers do use podcasts in the teaching process and they recognized the positive results of implementing podcasts. Finally , both oral expression teachers and 1st year students

agreed that they preferred modern techniques of teaching over traditional ones. To sum up , the research in hand was established to shed light on the benefits of podcasts , to show how this medium can be of a great aid to the educational system if used properly , to make oral expression teachers reconsider the importance of teaching vocabulary in their class , and to keep up pace with technological innovations and encourage using more modern methods in teaching in the near future.

Limitation of the Study:

To begin with, we did not find enough resources of certain elements that we discussed in the theoretical part such as the elements of strengths and weaknesses of podcasts. Regarding the practical part, we initially wanted to extend the duration of pre-tests by one month. Unfortunately, because of the time restriction all the tests were done in two weeks. In addition, not all students have returned the paper questionnaire, and one oral expression teacher didn't fully answer all the questions. It was not easy to find an OE teacher who would let us do the tests in his/ her teaching sessions.

Pedagogical Recommendation:

After finishing our humble experience, we found it is necessary to highlight the following recommendations for students who wish to conduct future research:

- They must first establish an outline with specific elements

- They must be sure of the availability and diversity of resources.

- They must manage their time thoughtfully in order to give each element of the research the

  importance it deserves

- If their research is to be experimental, they must find teachers and students who will help them.

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Students' questionnaire:

1st year student's opinions about vocabulary acquisition and podcasts

Hello dear students! this questionnaire is made to get to know your thoughts about vocabulary acquisition and podcasts. It consists of twenty -20- simple questions divided into two main sections; the first section is about vocabulary and the second section is about podcasts. For each question you will find multiple answers. Feel free to choose answers that suit your personal ideas. Thank you for taking your time to answer.

Q1- As an EFL student, do you usually focus more on:

- ϒ Pronunciation
- ϒ Vocabulary
- ϒ Grammar

Q2- How much importance do you give to vocabulary learning?

- ϒ Much importance
- ϒ Moderate importance
- ϒ Little importance
- ϒ No importance

Q3- How much time do you spend learning vocabulary?

- ϒ Minutes/Hours
- ϒ Once a week
- ϒ Weekends
- ϒ Whenever possible

Q4- You learn vocabulary primarily:

- ϒ From dictionary
- ϒ From books
- ϒ From movies
- ϒ From songs
- ϒ Others:
  ………………………………………………………………………………….

Q5- How would you rate your vocabulary?

- ϒ Excellent
- ϒ Good

ϒ Fair
ϒ Poor

Q6- How often does your Oral Expression teacher teach you vocabulary?

ϒ Always
ϒ Often
ϒ Sometimes
ϒ Rarely

Q7- What technique does your Oral Expression teacher use in vocabulary class?

ϒ White board
ϒ Pictures
ϒ Audio/Visual aids
ϒ Story telling
ϒ Others: ………………………………………………………….

Q8- In your opinion, is the time allocated to learning vocabulary in class sufficient?

ϒ Yes
ϒ No

Q9- As an EFL student:

ϒ You are satisfied with the amount of vocabulary taught to you in classroom
ϒ You need additional vocabulary learning outside the classroom
ϒ You prefer to learn on your on - you do not rely on teacher-

Q10- As an EFL student:

ϒ You use the learnt vocabulary only in classroom
ϒ You use/practice it outside classroom
ϒ Both

Q11- Do you know about podcasts?

ϒ Yes
ϒ No

Definition of Podcast

A digital audio file made available on the internet for downloading to a computer or mobile device, typically available as a series, new installments of which can be received by subscribers automatically.

Q12- Do you think that you can learn from podcasts?

ϒ Yes
ϒ No

Why?

………………………………………………………………………………………….

Q13- What type of podcast are you most interested in learning?

- ɣ Educational podcasts
- ɣ Scientific podcasts
- ɣ Conversational podcasts
- ɣ Weird/New concepts podcasts

Q14- In what area / aspect do you think podcasts will help you develop better?

- ɣ Pronunciation
- ɣ Vocabulary
- ɣ Grammar
- ɣ All of the above mentioned
- ɣ None of the above mentioned

Q15- How often do you listen to/watch podcasts?

- ɣ Once a week
- ɣ Every other day
- ɣ Once a month
- ɣ Rarely
- ɣ Never

Q16- Does your Oral Expression teacher use podcasts in the teaching process?

- ɣ Yes
- ɣ No

Q17- Does your Oral Expression teacher advise you to listen to /watch podcasts outside the classroom?

- ɣ Yes
- ɣ No

Q18- Do you think that podcasts influence your vocabulary acquisition:

- ɣ Positively
- ɣ Negatively

Why?

……………………………………………………………………………………………

Q19- Do you prefer to learn vocabulary through:

- ɣ Traditional techniques - whiteboard, dictionary ...etc.
- ɣ Modern techniques - podcasts, audio/visual aids ...etc.

Why?

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

Q20- Do you think that modern techniques of teaching can replace the traditional ones?

- ϒ Yes
- ϒ No

Teachers' questionnaire:

Oral Expression Teachers Attitudes and Opinions about Vocabulary Acquisition and Podcasts.

1. As an Oral Expression teacher, to which of the following do you give much

importance?

- ϒ Pronunciation
- ϒ Vocabulary
- ϒ Grammar
- ϒ Listening Skills
- ϒ Others: …………………………………………………………….

2. How often do you teach vocabulary?

- ϒ Always
- ϒ Often
- ϒ Sometimes
- ϒ Rarely

3. which technique do you use (follow in teaching vocabulary?
- ϒ Pictures
- ϒ Audio/Visual aids
- ϒ Story telling
- ϒ Conversations
- ϒ Others: ………………………………….
4. When you teach vocabulary, how do you consider student's engagement?

- ϒ Good
- ϒ Not bad
- ϒ Fair
- ϒ Poor

5. As an Oral Expression teacher, how do you evaluate your student's vocabulary level?

- ϒ Good

ϒ   Need more practice

ϒ   Bad

6. As an Oral Expression teacher, do you use podcasts as a teaching technique?

ϒ   Yes

ϒ   No

   Why?

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

7. If yes, are the results:

ϒ   Positive

ϒ   Negative

8. How often do you use podcasts in teaching?

ϒ   Always

ϒ   Often

ϒ   Sometimes

ϒ   Rarely

ϒ   Never

9. Do you encourage your students to listen to / watch podcasts outside classroom?

ϒ   Yes

ϒ   No

   Why?

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

10. As an Oral Expression teacher, do you prefer:

ϒ   Traditional Techniques of teaching
             (whiteboard, dictionary…etc.)

ϒ   Modern Techniques of Teaching
             (podcasts, audio/ visual aids …etc.)

   Why?

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

Dear OE teachers.

This is a table with multiple statements about vocabulary and podcasts. You are kindly requested

to put a check mark in the box that characterizes how you feel about the statements whether you:

   1- Agree 2- Strongly Agree 3- Disagree 4- Strongly Disagree 5- Neutral.

Thank you in advance for helping us with our research. `

STATEMENTS	Strongly Agree	Agree	Strongly Disagree	Disagree	Neutral
Podcasts motivate students to learn English.					
Podcasts meet the needs of learners.					
Podcasts include information that stimulates students' curiosity.					
Podcasts make learning new vocabulary interesting.					
Podcasts help to better understand some concepts of the courses.					
Podcasts add depth to learning.					
Podcasts spur students' engagement in classroom.					
Podcasts help to build and acquire vocabulary.					
Podcasts are helpful and more attractive than English books.					
Video podcasts are more effective than audio podcasts.					
Spelling is necessary in podcasts.					
Podcasts are time consuming.					
Podcasts' use leads to passive learning.					
Vocabulary is implicitly taught in OE classes.					
Acquiring vocabulary needs outsources.					

Students cannot evaluate their vocabulary level.					
There is not enough OE class time to teach vocabulary.					
Students must learn and develop new vocabulary outside classroom.					
Students do not show interest in learning new vocabulary.					
I use different techniques to teach new vocabulary.					
I encourage using modern techniques to teach vocabulary.					
Pronunciation and grammar are more important than vocabulary.					
Acquiring vocabulary is of great knowledge for students.					
Students give importance to their vocabulary.					
Usually students avoid simple vocabulary and use academic language.					
Students memorize vocabulary better through pictures, flash cards, and whiteboard.					
Students prefer modern techniques (podcasts, audio visual aids) rather than traditional techniques (books, dictionary …) to enhance their vocabulary.					

Experiment:

Pre-test 01:

Activity: choose the appropriate noun to each definition from the following words:

Hurricane, Volcano, Tornado, Accident, Flood, Waterspout, Earthquake, Typhoon.

- The earth moves and tremors cause buildings to shake and cracks to open up in the roads

and on the ground.
- A massive storm in Asia.
- A massive powerful windy storm crashes into the coast of America/Europe.
- Small funnel clouds reaching the ground.
- Small funnel clouds over water.
- An overflow of a large amount of water beyond its normal limits.
- An opening in the earth's crust through which lava, volcanic ash, and gases escape.
- It is unpredicted, caused by people, and involves complex machinery going wrong.

Pre-Test 02:

Activity: match each word with the appropriate definition.

-Motivation   - The ability to do something that is difficult or do something that
                                              frightens you.

-Ambition   - Is to have a sudden brilliant or creative idea, also means being
                                              moved to do or feel something.

-Courage   - Means strong interest and enthusiasm that makes someone very
                                              determined to do something.

-Determination   - Is the act of giving someone a reason for doing something.

-Inspiration   - Strong desire to do something.

- Zeal   - Means to imagine something as a future possibility to visualize
                                              Something can happen in the future.

-Patience   - Is a quality that makes a person continue trying to do something
                                              that is difficult.

-Envision   - Means of feeling of appreciation or thinks.

-Gratitude   - The ability to wait for a period of time without getting annoyed,
                                          angry or upset. Or the ability to stay calm when dealing with a
                                          difficult person or difficult situation.

Pre-Test 03:

Activity: 1) Fill in the gaps with the following idiomatic expressions; Take it easy, get off easy, Easy does it, Easier said than done, on easy street, to be hard on someone, between a rock and a hard place, Hard to swallow, Hard pass, No hard feelings.

- His excuse for being absent was...................................., don't you think?

- She is still a teenager, don't ....her.

- John said he will give up smoking, but it is ……………………………

- Phew! I turned my paper in a day late but I ....and lightly with a half a grade markdown because I have attended every class.

- Jim's novel was a success and it put him ………………………

- Thank you John for the invitation but I am not into scary movies so it is a ………………… for me.

- Everyone's rushing around trying to get things done. We all need to slow down and ………………….

- I was relieved there were..................................... between me and my coworker when I got the promotion instead of her.

- I was on the back of John's motorbike and he was going really fast so I said …………………...!

- Our company was caught ....If we made the deal, we would make a monetary loss, and if we didn't we would lose our reputation.

2) Choose one idiomatic expression and try to put it into a coherent sentence.

……………………………………………………………………………………………….

Final-Test:

  Test one:

Full Name: ……………..

Group: ………..

Activity: 1) Fill in the gaps with the following phrasal verbs; To beef up, to bounce an idea off, to bristle at, to clam up, to crow about, to fawn over, to size up, to plod along, to wipe out, to mull over.

- We are getting the easiest stuff first, and we will keep................................. on the rest.

- His bestiality made people ....him with anger.

- Don't be afraid to take your time and.............................the possibilities.

- People will........................ you when you get famous.

- The government is trying to ....drug trafficking.

- A college can............................ its educational level by hiring highly qualified professors.

- Edward is already .... his assured victory.

- It is great having an experienced and neutral person to ....of.

- The conductor saw what was happening and instantly ....the situation.

- He always .... when we ask about his childhood.

  2) Which phrasal verb(s) did you find most interesting?

  ➢ ……………………………………..

  3) Put the phrasal verb you chose into a coherent simple sentence.

  ➢ …………………………………………………………………………................

 Test Two:

Activity1: put a cross (×) next to the appropriate answer.

	Similar to will.	Express prohibition	Express obligation and requirements.
The company shall not discriminate on the basis of race and gender.			
We shall arrive on Friday.			
Workers shall wear protective equipment at all times.			
I shall arrive on Friday.			

Activity 2:

Put 'shall 'in two examples to express prohibition and similar to will

1-……………………………………………………………………………………

2-……………………………………………………………………………………

Resumé

Depuis qu'on a débuté notre carrière en tant qu'd'étudiants EFL à l'université de Mohammed Seddik Ben Yahia à Jijel, nous avons remarqué que les enseignants de l'expression orale mettent l'accent sur la prononciation et les compétences de l'écoute et néglige le vocabulaire. C'est pourquoi nous avons décidé de travailler sur ce sujet. La recherche entre nos mains porte sur l'impact des podcasts dans l'acquisition du vocabulaire pour les classes de 1ere année universitaire filière Anglais à l'université de Mohammed Seddik BenYahia Jijel. Notre mémoire comporte deux chapitres : la théorie et la pratique. Le premier (théorie), est divisée en deux sections ; la première est le podcast dans l'enseignement et l'apprentissage EFL, la deuxième est celle de l'acquisition du vocabulaire dans l'enseignement et l'apprentissage en EFL. Dans le deuxième chapitre (pratique), nous avons procédé par un questionnaire destiné aux enseignants de l'oral et les étudiants de 1 ère année pour donner leurs points de vue concertants les podcasts, l'acquisition du vocabulaire et les moyens traditionnelles et modernes de l'enseignement dans le but d'avoir des résultats plus fiables. L'expérience a durée deux semaines et a impliqué deux groupes d'étudiants : le groupe 09 guidée et le groupe 07 non-guidée. Les résultats

Obtenus ont été positifs, les enseignants ont reconnu la nécessité de l'implication des podcasts dans l'enseignement et les étudiants assurent avoir bénéficié de l'utilisation de ce moyen que ce soit en classe ou en dehors des études.

Mot Clés : Podcasts, L'acquisition du Vocabulaire, L'enseignement et L'apprentissage de l'EFL, Expression Oral

تلخيص

منذ بداية تمدرسنا كطلاب لغة انجليزية في جامعة محمد الصديق بن يحي جيجل لاحظنا أن معظم أساتذة التعبير الشفهي يركزون على مهارة النطق و الاستماع في حين يهملون مهارة اكتساب المفردات. لهذا قررنا مناقشة هذا الموضوع الذي يتمحور حول تأثير المدونات الصوتية في اكتساب المفردات لدى طلبة سنة أولى انجليزية في ذات الجامعة . هذا البحث ينقسم النظري و التطبيقي . الفصل النظري بذاته ينقسم إلى قسمين الأول حول المدونات الصوتية في تعليم اللغة : إلى فصلين الانجليزية كلغة أجنبية و الثاني يتمحور حول اكتساب المفردات في تدريس و تعلم اللغة الانجليزية كلغة أجنبية . أما الفصل التطبيقي بدأنا في توزيع استبيان لكل من أساتذة التعبير الشفهي و طلاب السنة الأولى انجليزية حيث تم التعرف على وجهة نظرهم بخصوص المدونات الصوتية كيفية اكتساب المفردات و استعمال الوسائل التقليدية و الحديثة في التدريس . كما أجريت تجربة في ظرف أسبوعين مع مجموعتين من الطلبة المجموعة 09 أرشدت من قبل أما المجموعة 07 لم ترشد من قبل . أما بخصوص النتائج المتحصل عليها فقد كانت ايجابية حيث أعرب الأساتذة على ضرورة استعمال المدونات الصوتية في التدريس و بدورهم أكد الطلبة على أنهم استفادوا ايجابيا من استعمال هاته الوسائل سواء داخل او خارج الجامعة.

الكلمات المفتاحية اكتساب المفردات التعبير الشفهي المدونات الصوتية