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Impact of Podcasts on Listening Skills:

Case of Second Year Students of English and Teachers of Oral Expression at the Department of English, Mohammed Seddik Ben Yahia University, Jijel

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DEDICATION

With the deep profound love, this work is dedicated to:

❖ My beloved *parents* and my *family* for their patience, understanding, prayers, support

and encouragement.

❖ My lovely sister *"Amel".*

❖ My dear nephew *"Ahmed Badis".*

❖ My *friends*, *classmates,* and *teachers*.

Wafia

I dedicate this work:

To the memory of my brother, may Allah forgive and have mercy upon him.

To my beloved mother for her unconditional love and non-stop prayers and my dear father

for his care and sustained encouragement.

To all my brothers and sisters.

To my lovely niece and nephew.

To my soul mate "Wafia", for being my close friend

To my friends and colleagues for being part of my life

To all the people whom I love.

Karima

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Abstract

Despite the significant role that listening plays in foreign language teaching and learning, it has been found difficult to teach and learn. To address this apparent difficulty, the study in hand aims at investigating the impact of podcasts on listening skills. Based on that, it has been hypothesized that if teaching and learning based on podcasts, an improvement in learners' listening skills will occur. To test this hypothesis, an experimental study has been conducted on 30 Second Year Students of English at Mohammed Seddik Ben Yahia University, Jijel. In addition, two questionnaires are administered to 72 second year students and 10 teachers of Oral Expression to investigate their familiarity, attitudes, and practices in using such a tool in teaching and learning listening skills. The results obtained have shown that the practices of listening skills are relatively inadequate, especially in terms of the amount of time devoted to listening. Even though teachers and students have positive attitudes and acknowledged the importance of podcasts in developing the listening skills, in practice, they have not exploited them to full potential because they rarely used them in their teaching and learning practices. Results from a six-session podcast listening have demonstrated that students have initially average abilities in listening. The experimental group scores have improved significantly after the treatment to above average levels, particularly as far as retention of words is concerned. More listening should be done and recommended to students to help them improve their listening skills that are mainly related to fast rate of speech delivery. According to participants' preferences, this can be done using cellular phones for listening to short podcasts by native speakers about such topics as culture, art, and literature.

    Keywords: Podcasts, Listening Comprehension.

List of abbreviations

BBC: **B**ritish **B**roadcasting **C**orporation

CD-ROM: **C**ompact **D**isk-**R**ead **O**nly **M**emory

CDs: **C**ompact **d**isc**s**

DVDs: **D**igital Video **D**isc**s**

EFL: **E**nglish as a **F**oreign **L**anguage

E-Generation: **E**lectronic **G**eneration

E-Learning: **E**lectronic **L**earning

ELT: **E**nglish **L**anguage **T**eaching

FL   **F**oreign Language

ICTs: **I**nformation and **C**ommunication **T**echnologie**s**

iPod: An Apple Designed Portable Media Player

LMD: **L**icence, **M**aster, **D**octorate

M-Learning: **M**obile **L**earning

Mp3:   **M**edia **P**layer **3**

Mp4:   **M**edia **P**layer **4**

PCs: **P**ersonal **C**omputer**s**

PDAs: **P**ersonal **D**igital **A**ssistant**s**

RSS: **R**eally **S**imple **S**yndication or **R**ich **S**ite **S**ummary

RTHK: **R**adio **T**elevision **H**ong **K**ong

SL   **S**econd **L**anguage

SLA: **S**econd **L**anguage **A**cquisition

List of Figures

List of Tables

CONTENTS

General Introduction

Chapter One: Podcasts in English Language Teaching and Learning

Chapter Three: **Field Work**

General Introduction

Introduction

1. Review of Previous Research

2. Statement of the Problem

3. Hypothesis of the Study

4. Research Questions

5. Purpose of the Study

6. Means of Research

7. Structure of the Dissertation

Introduction

The relatively recent introduction of Information and Communication Technologies (ICTs) in education has resulted in the emergence of many scenarios and environments such as blended learning, online learning, and e-learning. These new approaches are intended to adapt to the learners' needs, provide wider access and update the teaching/learning experiences to make them meaningful and authentic. Delivering courses in which the needs of e-generation are met has become a necessity in modern times. The e-generation refers to a big and growing number of students worldwide relying on the use of different technological tools such as computers, iPads, and cell phones in their daily life, in general, and particularly in learning (Prensky, 2001). Hence, teachers are required to "challenge the traditional teaching and learning methods" by integrating ICTs media into language classes. (Hassen & Hoon, 2013, p.130) Podcast is one of those ICTs which has not been designed primarily for pedagogical purposes but has been lately incorporated into language learning and teaching and can be used as a tool to foster learners' autonomy and evolve their listening comprehension. In this vein, the present work is conducted to investigate the impact of using podcasts on listening skills at Mohammed Seddik Benyahia University, Jijel.

1. Review of Previous Research

Podcasts stand out as one of the most accessible applications of mobile learning (M-learning), because they allow learners to study when, where and how they want. The potential of podcast use by EFL students and in classrooms has been extensively researched. For instance, podcasts have been studied in the field of education (Huntsberger and Stavitsky, 2007; Fernandez, Simo and Sallon, 2009), in language learning and teaching (Bartos, 2008) and in connection with teaching and learning listening comprehension (Shahid and Ali, 2007; Lonn, Stephanie and Teasley, 2009; Kavaliauskiené and Anusiené, 2009; Audery Shih and Chiyang, 2011; AL Qasim and AL Fada, 2013; Syofianis, Marhamah, and Oktasari, 2015).

Huntsberger and Stavitsky (2007), investigated the use of podcasting in Journalism Education at Oregon University, USA, through administering a survey to 209 undergraduate students. Their findings revealed that students, who used it for the first time, found podcasting informative, accessible, and added value to their class experience; additionally, it was noticed that 40% of the students used podcasts as a substitute to the textbook, not as an additional material to supplement it. Another study conducted by Fernandez, Simo, and Sallan in 2009 at Politènica de Catalunya University (Spain) aimed at exploring the impact of podcasting use to facilitate good practice in higher education. An empirical study was carried out on an undergraduate degree course in Information Systems Management, and 13 podcasts were distributed over four months to ninety students. In this research, a permanent forum of discussion, emails, interviews and questionnaires were implemented in order to measure the students' feelings, perceptions, and reactions towards this technological tool. The results demonstrated that podcasting is a powerful tool which complements the traditional resources in a course, rather than substituting them. In addition, podcasting increased the interaction between students and their teachers as well as students' motivation. Finally, the implementation of podcasting in the learning process was found to allow for a diverse range of students skills and learning methods to arise.

Most of the investigations conducted on podcasting pedagogy found that podcast, as a novel technological tool, facilitates language teaching and learning. That is to say, both teachers and learners can achieve their goals if podcasting is incorporated into language teaching and learning. A study done by Bartos (2008) at Masaryk University (Czech Republic), aimed at introducing podcasting both from positive and negative viewpoints and outlining its significant uses in English language learning. Thereby, a questionnaire was administered to check the popularity of listening practice and awareness of podcasting among

EFL students. The results revealed that students were aware of the fact that listening is vital for language learning, but were unfamiliar with the podcasting tool.

The effects of using podcasts on the students' listening comprehension were studied by different researchers; six among these are reviewed here. First, Syofianis, Marhamah, and Oktasari (2015) carried out an experimental study to investigate such effects at the Islamic University of RIAU, in Indonesia. The results obtained demonstrated a positive effect of the use of podcasts on listening comprehension as well as a positive reaction holding among university students towards using them. Second, Lonn, Stephanie, and Teasley (2009) carried out a study on the use of podcasting and their implication for teaching and learning to explore the use, attitudes, and perceptions of podcasting as reported by both teachers and learners at American Wide Western University. Results revealed that teachers and learners agreed upon the usefulness of podcasting in making them fully attentive and more focused on listening and improving teaching and learning practices, compared to using the traditional instruments such as tape recorders, CD-ROMs and other conventional devices. The third study by Audery Shih and Chiyang (2011) investigated how podcasts facilitate English listening comprehension at the National Central University, in Taiwan. An experimental design was followed, added to a questionnaire and an interview to explore the efficiency of using podcasts in language learning. Their findings proved that podcast supports language learning, particularly, listening development. Fourth, an experimental study was conducted by Shahid and Ali (2007) to explore the effects of a special type of podcasts, namely, video-podcasts on listening comprehension. 120 English undergraduate males were selected for this study from a university of Saudi Arabia. The results revealed that the group who received the treatment achieved better results in the post-test than the group who did not receive it. It was concluded that video-podcasts are useful tools for enhancing EFL learners' listening comprehension. Fifth, another experimental study was implemented by AL Qasim and AL Fada (2013),

aimed at examining the influence of podcasts on the listening comprehension of 46 female of Saudi EFL students in higher education, followed by a questionnaire handed to the experimental group participants to measure motivation and students' attitudes towards the use of podcasts on their learning. As the findings indicated, the implementation of podcasts positively affects listening comprehension abilities of EFL higher education students. Students were highly motivated, besides, a positive attitude was noticeably held among them towards the implementation of podcasts on learning listening. The sixth and last study reviewed here was carried out by Kavaliauskiené and Anusiené (2009) to explore the learners' perceptions of listening to podcasts, the difficulties that they encounter when listening to different authentic English podcasts and to analyze their self-evaluation of various techniques in improving listening skills. The participants selected were students of different specializations who study English for specific purposes at the faculty of social policy, Mykolas Romeris University, Lithuania. The findings indicated that 76% of the participants showed positive attitudes towards podcasting implementation in developing learners listening' skills. By implementing podcasting, language awareness can increase, and learners can develop their listening skill through listening to podcasts outside classrooms. Finally, self-assessing one's achievements and publishing a self-evaluation report in individual weblogs was found to encourage learners to keep improving.

2. Statement of the Problem

Despite the high demand for adopting the technological device of podcast, its use is still limited in some EFL contexts (Celik, 2013). This may well be true in the university context where this study is conducted. Moreover, the materials and devices used in listening skills by teachers and students need to be updated so as to keep abreast of the developments in the modern world, and hopefully, derive maximum benefits from ICTs by exploring the most efficient ways of their use.

Teaching listening skills for Second Year Students of English is restricted to the time of two sessions a week at best, meaning scarce opportunities for students to develop their listening skills. Given the importance of teaching listening in providing input, which is fine-tuned to the students' level, in learning English and listening skills, it is necessary to search for more ways to provide more meaningful exposure to listening.

3. Hypothesis of the Study

It has been hypothesized that if teaching and learning based on podcasts, an improvement in learners' listening skills will occur.

4. Research Questions

Within the context of the department of English, and targeting Second Year LMD students of English and teachers of oral expression, the overall focus of this study is to answer the following questions:

- ❖ How much time is devoted to teach and learn listening at the department of English?
- ❖ What are students' and teachers' attitudes and practices in using podcasts for listening skills?
- ❖ Are podcasts appropriately used by students for listening skills?
- ❖ What is the impact of podcasts on listening skills?
- ❖ How should podcasts be implemented to accommodate both teachers and students?

5. Aims of the Study

The ultimate goal of the study in hand is to put under the lens the importance of developing the listening skill as well as the potential of podcasts in doing so. Additionally, we attempt to sensitize EFL students and teachers to use innovative and creative methods and strategies and up-to-date technological tools in teaching and learning listening. Through this study both teachers and learners' attitudes will be investigated towards using podcasts in language teaching and learning.

6. Means of Research

For the sake of investigating the impact of podcasts on listening skills, an experimental design has been conducted on 30 second year students at Mohammed Seddik Benyahia University, chosen purposively from 72 students as the whole population, to measure their listening comprehension performance before and after the treatment. Additionally, two questionnaires have been administered to 72 second year students from the department of English and 10 teachers of oral expression from the previously mentioned institution. The two research instruments are intended to explore their attitudes and practices of using podcasts in in teaching and learning listening.

7. Structure of the Dissertation

The current study is divided into two parts, a theoretical and a practical part. The first comprises two chapters. The first chapter "Podcasts in language teaching and learning" focuses on an overview of podcast as being an innovative tool to be integrated into the educational field. It sheds light on defining podcast, and the possible ways in which it could be utilized, with an intention to concentrate on the crucial role that podcast plays in language teaching and learning, its different types, advantages, and disadvantages. The second chapter provides an overview about the essence of developing listening comprehension, starting with

listening definitions as stated by a number of scholars and researchers, then identifying its various types, and strategies that students conform to, when listening to a spoken text, and stages of listening, and most importantly its significant in improving the other language skills. Finally, a practical part is included to describe the methodology followed, describing the research instruments, analyzing and discussing the results obtained respectively.

Chapter One: Podcasts in English Language Teaching and Learning

Introduction

1.1. Overview of Podcasts

    1.1.1. Definition of Podcast

    1.1.2. History of Podcasts

    1.1.3. What is an RSS Feed?

    1.1.4. Streaming vs Podcasts

    1.1.5. Types of Podcasts.

    1.1.6. Characteristics of Podcasts

1.2. Pedagogical Uses of Podcasts

    1.2.1. Podcasts for Innovative Education

    1.2.2. Podcasts for Innovative Language Teaching and Learning

    1.2.3. Podcasts for Listening Comprehension

1.3. Background Learning Theories for Podcasting

1.4. Criteria of Pedagogic Podcast Selection

1.5. Advantages of Integrating Podcasts in Language Teaching and Learning

1.6. Disadvantages and Challenges of Podcasts Use in Language Teaching and Learning

Conclusion

Chapter One: Podcasts in English Language Teaching and Learning

Introduction

In the last few decades, Information and Communication Technologies (ICTs) have brought us new devices that transformed our experiences in various fields of our daily life. Accordingly, the coming of new tools such as smartboards, laptops, smartphones, tablets, iPods, and wireless technologies has redefined our educational experiences, in general, and the practices of English language teaching and learning, in particular. A technological tool, podcast, has contributed much to the area of English language teaching, particularly in developing the listening skill. In this chapter, we are going to present the technology of podcast and show its pedagogic value and uses in English language teaching and learning contexts by discussing the most important theories related to the podcast tool as well as its advantages and disadvantages.

1.1. Overview of Podcasts

Podcasting is a relatively new technology that has been defined by numerous researchers, in a number of ways. It is based on what is commonly known as the RSS feed, and should not be confused with the more recent broadcasting service of streaming.

1.1.1. definition of podcasts.

Rosell-Aguilar (2007) points out that podcast is a portmanteau word, a melting pot of the words iPod and broadcast (p. 472). More specifically, Evans explains that the term 'podcast' is the combination of the popular brand name of ('iPod') and 'broadcast' (cited in Farshi and Mohammadi, 2013). It is now a general term that refers to audio or video recordings posted online or downloaded to a computer or mobile device (Kennedy, Hart &Kellems, 2011).

The process of podcasting then involves broadcasting content that can be accessed using iPods. However, the term 'podcast' itself is mildly controversial, since it privileges the Apple

iPod, and to some people, implies that one must have an iPod to listen to a podcast. But

podcasting is not restricted to the iPod or even to MP3s or portable music players. In some

respects, podcasting is not even new: both streaming and downloadable audio are as old as

the World Wide Web and the Rich Site Summary (RSS) specification that enable podcasting

have been around for several years. What is new about podcasting is the ease of publication,

ease of subscription and ease of use across multiple environments. (Campbell's, 2005; p. 34)

This is summarized in The New Oxford American Dictionary as "a digital recording of a

radio broadcast or similar program, made available on the Internet for downloading to a

personal audio player." (Cited in Allen, 2012, p. 2)

In attempting to be thorough, Meng (2005) defined the word podcasting as the process

of capturing an audio event, song, speech, or mix of sounds to be posted on a website or

'blog' in the RSS feed that allows these files to be automatically downloaded into an audio

management program on a user's personal computer like iTunes or Windows Media Player.

Therefore, the RSS feed will alert the user each time a new episode is uploaded or sent to be

listened to at the time and location most convenient for the user. (p.1)

Sze (2006) adds the element of regular update to specify podcasts as audio (sometimes

video) programs made available on the Web which are usually updated at regular intervals.

New episodes can be listened to on the computer, or downloaded to an MP3 player or iPod

for later listening. Although audio programs have existed on the Web for a few years already,

what makes podcasting unique is its capacity for "subscription": through an RSS (also known

as Really Simple Syndication) feed, listeners can "subscribe" to their favourite podcasts.

Podcatcher software programs, such as iTunes, will even download the latest episodes

automatically once the program is opened. In other words, instead of having to visit

individual Websites regularly for updated episodes, listeners can now have the latest episodes

of their favourite programs delivered to their computer. (pp. 117-118)

Other definitions for podcasts focus on one or two of their services or functions. For example, Dale and Pymm reiterated the possibility of subscription or access to customized podcasts, referring to one's preferable audio and/or video files that can be downloaded. Authoring podcasts, i.e., creating content, programs and databases for computer applications such as multimedia products is also possible. (Cited in Pignato, 2010, pp. 3-4) As cited in Chadha et al.,(2012), Haygood pointed out that podcasts are essentially digital files containing audio and/or video content that allow users to "time-shift and place-shift their listening and viewing habits through the downloading of content onto a personal computer or a portable media player for immediate or future viewing." (p. 389)

In a nutshell, the word podcast is a store or container of recorded audio and video files to be downloaded, listened to, or watched at will, made available and accessible on the internet, covering a range of topics, and appearing in a variety of formats, most commonly in MP3 format.
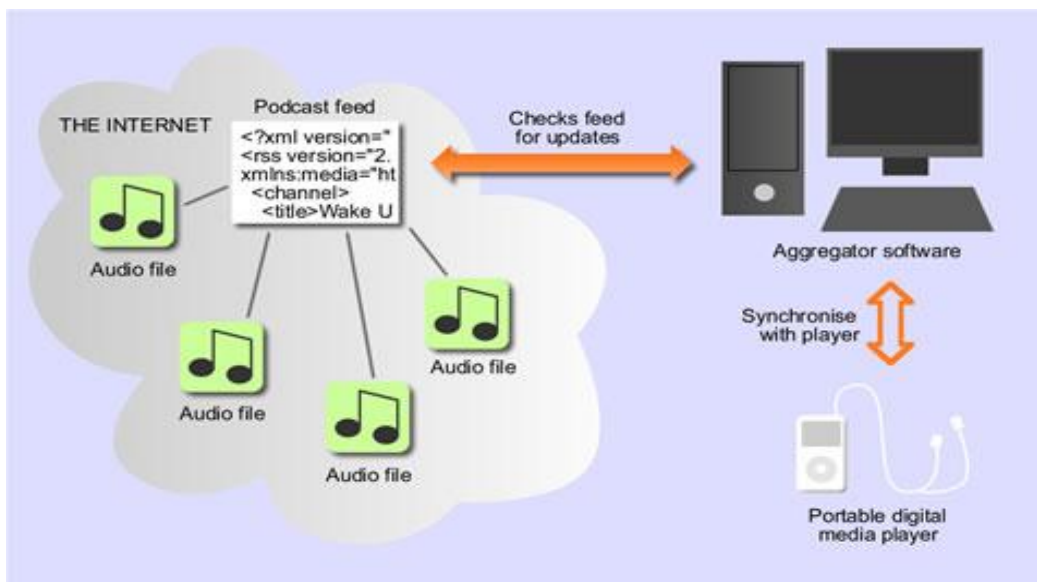
Figure 1.1 What are Podcasts? (Retrieved from google pictures)

The figure above illustrates a mutual relationship between the computer and the internet. To this figure, we can add smart phones which are being increasingly used as alternatives to computers. During the normal activities on the internet, the computer is

constantly uploading and downloading data. When it comes to the transfer of podcasts, this

can be either downloading podcasts, which is when the computer receives files from the

internet, or through uploading podcasts, which refers to the act of sending files from the

computer to the internet (Kazmeyer). After downloading the audio files from the internet,

they can be transferred to a portable device such as an iPod or an MP3 player. (Cited in

Djebbari, 2016) The process can, as mentioned above, be made simpler by accessing files

using a smart phone and reading it directly using the integrated iTunes applications of the

device.

1.1.2. history of podcasts.

"The Sony Walkman was probably the first device designed for personal and portable

audio listening; however, the iPod and its associated iTunes software, was the first small

personal portable device provided for downloading and playing podcasts." (Salmon, Mobbs,

Edirisingha& Dennett, 2008, p. 21)

Podcast origins go back to the 1980s which was early known as "Audioblogging"

(Wikipedia, 2018). Adam Curry, in collaboration with Dave Winer – co-author of

the RSS specification – is credited with coming up with the idea to automate the delivery and

syncing of textual content to portable audio players. The availability of new web-based

technologies which facilitate the process of delivering and accessing audio files contributed

to the rapidly evolvement of podcasts. In 2004, the term podcast was first introduced, as an

identification to the practice of portable listening to audio blogs on the commonly used audio

player iPod by Ben-Hammersly in a UK newspaper article named the Guardian. (Salmon,

Mobbs, Edirisingha& Dennett, 2008, p. 21) He wrote:

> 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? GuerillaMedia."(Hammersly, 2004)

The podcast technology was introduced for the first time by the Duke University in the US into the field of education, in October 2004, when it offered its new students iPods, and encouraged exploring learning and teaching applications of podcasting. (Belanger & Menzies, 2005) As claimed by Ramsden, the New Oxford Dictionary declared podcast as the word of the year in 2005. By 2006, the informal mobile podcasting and learning adoption (IMPALA), was the first funded research project, to address podcasting for pedagogical purposes. Later, in (2007), podcasting was widely known as "low-threshold" technology and started to be explored as a learning technology. (Cited in Salmon, Mobbs, Edirisingha& Dennett, 2008, p. 21)

1.1.3. Definition of RSS feed

RSS stands for Really Simple Syndication **and Rich Site Summary**, that can be defined as a web file on a web page, that classifies information by themes, to be sent to subscribers requiring a piece of software called "reader' software", that is responsible for checking the feeds and informing subscribers of any uploaded episodes or information. (Salmon, Mobbs, Edirisingha& Dennett, 2008)

1.1.4. streaming vs podcasts.

Generally speaking, both podcasts and streaming are audio or video files that require internet connection in order for their content to be delivered. Podcasting is the automatic mechanism by which multimedia files are downloaded, requiring subscription to an online broadcast via podcatcher. (Wikipedia, 2018) To put it in another way, it is the method of distributing multimedia files (audio or video files) over the internet using syndication feeds for playback on mobile devices and PCs (personal computers). On the other hand, streaming

denotes listening directly to audio files without necessarily downloading these files to a user's device. What differentiates streaming from podcasting is the fact that the file is not downloaded to the person's computers, there is no file to be saved, copied, edited or redistributed (Shetron, 2016), rather it is streamed directly to a user's device. Additionally, the streamed media files are not automatically downloaded, but must be accessed by clicking on a link in a web-site, and "what makes an MP3 file a podcast, is the availability and the functionality of RSS feed that enables users to subscribe to a podcast series." (Oslen, & Ralph, 2007, p. 270) To put it simply, in order for a streamed media file to be listened to, the user simply has to click on the file; however, podcasts must be downloaded to be listened to and each time an up- to- date episode is uploaded, the user will be alerted. As asserted by McLoughlin and Lee (2007), streaming is the media played as it downloads; however, podcasts are downloaded entirely before they are played. (As mentioned in Hew; 2009, p. 334)

1.1.5. types of podcasts

Podcasts have been classified into various types depending on the perspectives taken in their classification. Based on the type of media file contained in them, podcasts are classified into three categories: audio podcasts, video podcasts and enhanced podcasts. (Salmon and Edirisingha, 2008) Furthermore, radio podcasts are distinguished from independent podcasts by Sze (2006) to allow differentiation between the sources of the podcast.

1.1.5.1. *audio podcasts vs video podcasts vs enhanced podcasts.*

Audio podcasts, as the most common type of podcasts, comprise only sounds. They are viewed as the easiest ones to create compared to the other types, requiring only a microphone, recording and possibly editing software.

Of the three types, audio podcasts take up a small space for storage to be downloaded on a portable or static device. There are a wide range of formats audio podcasts can be available in (Koenen). The MP3 format is the commonest and the most accessible one.

Video podcasts are those podcasts containing sound and video materials, known as vodcasts and vodcasting (De Waard et al.). The kind of devices video podcasts are required to be played on are generally large size devices such as PCs. Video podcasts are more complicated, time-consuming, and therefore a quite more expensive to create. For doing so, one might require the following equipment: digital video cameras available in various formats, prices and output qualities, and one for recording videos. MP4 is the video format podcasts are often available in. (Salmon & Edirisingha, 2008, p. 23)

Enhanced podcasts are newer podcast formats that have more affordances as they can be divided into chapters that allow you to skip to the section you want. They can be accompanied by lyrics or transcripts, and embed more than one image, used for illustrating the point being made in the audio track. It is worth mentioning that enhanced podcasts can only be played on personal media players with video capabilities or on a computer with iTunes (Rosell-Aguilar, 2007, p. 483).

1.1.5.2. *radio podcasts vs. independent podcasts.*

Sze (2006) proposed two types of podcasts, radio podcasts and independent podcasts. The first type refers to available radio programs converted into podcasts. BBC (British Broadcasting Corporation) and RTHK (Radio Television Hong Kong) are two examples of this kind of podcasts. While the second type refers to web-based podcasts produced by individuals or organizations. These are more adequate for English language teaching (ELT) and could be created by students since they meet learners' needs, in that students could choose any content or types of genre they prefer, to be covered in the podcasts they may produce.

1.1.6. characteristics of podcasts.

Hew (2008) and Rosell-Aguilar (2015) listed several features of podcasts that distinguish them from other ICTs which are:

a) **Download**: the use of file-based downloads at variance with streaming. The latter refers to playing the media as it downloads, whereas podcast files are downloaded. entirely before they are played (McLoughlin & Lee)

b) **Syndication**: podcasts can be syndicated and used with the RSS and Atom technology allowing their contents to be automatically downloaded or pushed to the user. (Dixon and Greeson & Maag) Although subscribing to a feed such as RSS is the most convenient way to receive podcast, many podcasts can also be downloaded manually from the Internet if the user chooses to. (Copley & Van Orden)

c) **Outlets**: the podcast content is consumed on the user's personal computers or portable devices that could be dedicated MP3 players such as iPods, mobile phones, and personal digital assistants (PDAs) that have MP3 playback capabilities. (McLaughlin & Lee)

Additionally, Rosell-Aguilar (2015) pointed out that the critical features of a podcast are content choice in that podcasts are available on a plenty of topics; one may think of portability, which is the ability to make learning available anytime and anywhere, and time shifting opportunities since these support personalized and mobile learning. Moreover, the audio can be slowed down, chunked and repeated at will.
Kukulska-Hulme also proposed other noteworthy characteristics that podcast shares with the field of mobile learning in that "can be spontaneous, personal, informal, contextual, portable, ubiquitous, and pervasive. (As cited in Rosell-Aguilar, 2007, p. 478)

1.2. Pedagogical Uses of Podcasts

Originally, podcasting was created for conveying information and personal entertainment. However, it has lately gained the interest of educators, who realized its potential for promoting teaching and learning. (Adams, 2006; Warlick, 2005 as found in Sze, 2006, pp. 115-116) A number of researchers have asserted that this novel technological tool can be utilized in a variety of ways in the field of education, in general, and language learning and teaching and listening comprehension, in particular.

1.2.1. podcasts for innovative education.

Scutter, Stupans, Sawyar and King (2010) asserted that podcasts could be utilized for the provision of (a) complete lectures, (2) short or additional explanations of difficult concepts, (3) explanation of what an assessment requires to be accomplished, and (4) feedback on assessment tasks. (pp. 180-181) Moreover, according to Copley (2007), podcasts could be incorporated to deliver course lectures to supplement traditional courses. This innovative technology has another creative use that could be of students' creation, for sharing learning experiences with others, and in so doing, students can develop various needed skills like researching, writing, speaking, problem solving, time management, attention grabbing, and vocabulary improvement.

As cited in Sze (2006), there are some other possible ways of using podcasts in educational areas, as proposed by the office of Information Technology (2006); these include news updates, guest lectures, student-produced podcasts, and language lessons that help students develop listening and speaking skills. (p. 116)

Other uses of podcasting in education given by Walls et al. (cited in Rahimi & Asadollahi, 2010, p.198) consist in:

- Enrichment of distance learning.

- Facilitation of self-paced learning.

- Remediation for slower learners.

- Enrichment for advanced and or highly motivated learners.

- Assistance for students with reading and other disabilities.

- Auditory support for multi-lingual education.

Ramli (2017) claimed that podcasts pave the way for learners to study on their own and can be easily downloaded, shared, and even edited, granting learners more control and ownership of their learning. (p. 190)

Copley (as cited in Bamanger and Alhassan, 2015) claimed that podcasting technology could be viewed as a new way of teaching and empowering the interest of a variety teachers and researchers. By utilizing podcasting technology, teachers can effectively provide their students with valuable instructions as well as enhance the learning process. (p. 65)

1.2.2. podcasts for innovative language teaching and learning.

The implementation of podcasts is becoming increasingly common in language teaching and learning, and as one technology among many emerging web 2.0, or World Wide Web websites that allow users to interact and collaborate with each other in a social media dialogue (Wikipedia, 2018), and other technologies; it is an increasingly important aspect of the learning experience at institutional levels. (Lee & Tynan, 2006) Consequently, a number of scholars have argued that podcasts can be considered as effective language learning and teaching tools.

Accordingly, Dudeney and Hockly (2008) claimed that podcast can be utilized in two possible ways by language teachers and instructors: (p. 99)

1- Podcasts to be listened to, can be ready made by others, to be then used by language learners.

2- Podcasts could be of their own creation or production in that, teachers can record their lectures to be offered to their students for downloading and listening to at will.

A third way suggested by Newnham and Miller describes the use of podcasts to discuss key concepts, indicated in lectures, that students may use for revision and exam preparation. (Cited in Salmon and Nie, 2008, p. 6)

As for Read, students may review their lectures at their free time while listening to those recorded lectures and which can especially beneficial for non-native speakers. Stanley mentioned that "podcasts could also be used as a supplement to textbook materials, a source for authentic listening materials, a way for students to gain information on specific aspects of the language such as idiomatic expressions or grammatical constructions" (as cited in O'Bryan & Hegelheimer, 2007, p. 165), and with student-produced podcasts, as a way for students to communicate with each other in other countries.

Kaplan-Leiserson pointed out that podcasting can contribute to the learning process in assisting auditory learners, who depends on hearing and speaking as a main way of learning, and non-native speakers, providing feedback to learners and supplementary content, plus enabling instructors to review training or lectures. (as cited in Rosell-Aguilar, 2007, p. 481) Moreover, podcasts enable students to concentrate on course material better than they normally would in face-to-face lectures. (Yunus et al., 2006)

Aguiar et al. (2009) proposed that podcasts could be created for the pedagogical purposes of vocabulary revision, listening exercises, interviews with native speakers, summaries of lectures, describing homework assignments, giving feedback or guidelines, reducing the effects of isolation, and providing guidance.

The following figure explains two possible ways of using podcasting, that podcasts could be of one's creation (creating) or could be ready-made using available resources. The first category could be of two types: teacher-produced or student-produced. Available language learning podcast resources, as another way of utilizing podcasts, is divided into two principal groups: the authentic content provided by native speakers of the target language

designed for them (such as, news feeds and radio programming) and language courses or

teaching content, particularized for language learning practices. This content, in turn, can be

classified into whole stand-alone courses, to be operated as virtual classrooms, or add-on

activities to traditional face-to-face teaching or distance education. Additionally, resources

are of two kinds: resources that aim to offer whole stand-alone course and those that provide

supporting material. A whole stand-alone course could be reviewed with two examples of

podcast-led course material provision; whereas, the supporting material resources are divided

into two subgroups: materials provided by teachers or institutions for their students' needs,

offering additional material to support their classroom-based tuition to support the course

syllabus and even considered as custom-made by teachers; and the second subgroup refers to

supporting materials created for independent learners and delivered as public broadcast

(Rosell-Aguilar, 2007).
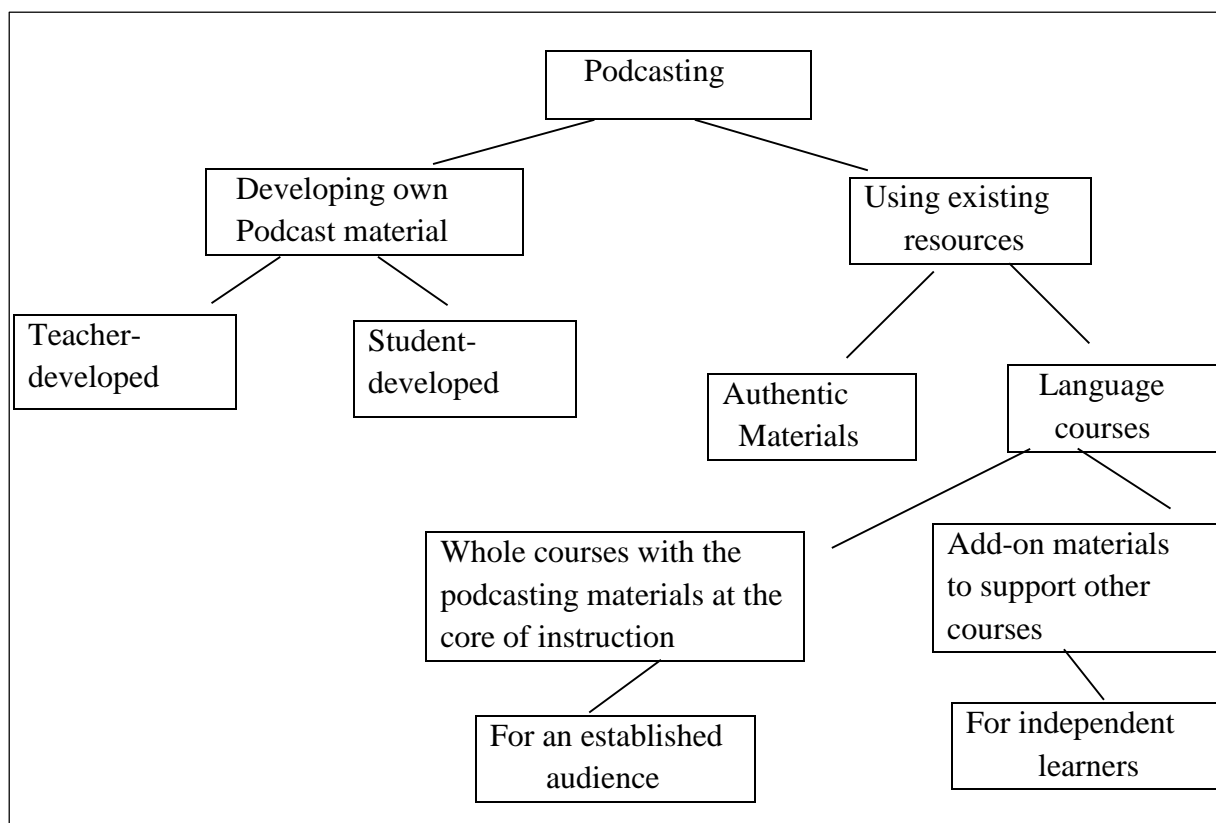
Figure 1.2 Taxonomy of Uses of Podcasting for Language Learning (Rosell-Agiular, 2007, p.

476).

1.2.3. podcasts for listening comprehension.

By implementing podcasts as a medium for learning, new opportunities have been offered in the language learning context. As explained by Panday (2009), research shows that compared to the text, audio content facilities memory retention three times. A message could be directly conveyed to the listener's heart and brain through the auditory dimension of podcasting such as intonation or vocal expression. Furthermore, a personal touch which may include emotions, feelings, tone variations could be added to a message through audio in a way that cannot be reached with a textual message (p. 256). Similarly, Stanley (2006) stated that podcasts provide language teachers and students with a wide range of possibilities for extra listening both inside and outside of the classroom. He further claimed that at more advanced levels, students can be encouraged to download and listen to entire episodes of podcasts chosen for accomplishing assigned homework. It is proposed that podcasting has an important role in English learning; it opens up opportunities for learners to get access to 'authentic listening sources' about almost any subject of their interests. Moreover, podcasts could be taken by teachers as a basis for listening comprehension exercises, as a means of generating conversation based on students' reactions to podcasts, and also as a way of providing each student diverse listening materials. (Kavaliauskienė, 2009)

1.3. Background Learning Theories for Podcasting

As asserted by Rosell-Aguilar (2007), podcast-based language learning can be supported by many theories.

Podcasting is concordant with how constructivism views the learning process, where an individual constructs his/her representation of knowledge through active exploration, observation, processing and interpretation. (Cooper, 1993) Hence, learners using podcasts in their learning process are actively involved in that process, choosing what they like to listen to, at any time they want and in any place.

In the same line of thought, podcasting provides accessibility to authentic materials and the potential for learning about different aspects such as: the history, culture, and politics of the areas where the target language is spoken, providing opportunities to notice vocabulary and grammatical structures because authentic materials become great valuable sources of information the usage of language (Ryan,1997), with a potential to draw the learner into the communicative world of the target language community. (Little, 1997)

As it is assumed by Informal and Lifelong Learning theories, learning can happen all the time, and depending on the learner's intent …. This view of learning which "takes it outside the classroom and, by default, embeds learning in everyday life" (Naismith, Lonsdale, Vavoula, & Sharples), is harmonious with podcasting because users may come across content more by accident than design, but also consciously look for it. Thus, learning totally differs from the habitual learning environment through its accessibility anytime and anywhere. Furthermore, Informal Learning could be intentional, through intensive, significant, and deliberate learning "projects" (Tough), or may be accidental by acquiring information through conversations, TV and newspapers, observing the world ,or even by experiencing an accident (Scan, Jones & Waycott). (As cited in Rosell-Aguilar, 2007)

As a second language learning material, podcasting can be considered as the provision of learning objects, meaning "any digital resource that can be reused to support learning"

Podcasting creates a borderless classroom, by extending classroom, making it mobile. (Cited in Rosell-Aguilar, 2007) Podcasting connectivity to the field of mobile learning is clearly seen in the prominent characteristics they shared; both "can be spontaneous, personal, informal, contextual, portable, ubiquitous and pervasive" (Kukulska-Hulme). This kind of learning has been defined by Tynan and Golbarn as "a different form of e-learning, as it takes the learner away from a fixed point and respect that a user would like to interact with

educational resources whilst away from a normal place of learning-classroom or computer."
(As cited in (McMinn, 2008, p. 213)

Lomika and Lord (2010) claimed that podcasts have several theoretical underpinnings in SLA research, particularly in the areas of input, output, and motivation. The first two elements are among the most important of the theories of learning.

O'Bryan and Hegelheimer (2007) asserted that podcasting represents a rich source of input through audio and video content that can reinforce classroom instruction, by offering an additional or alternative mode. And by having students create authentic content for a real audience, they will be highly motivated (Stanley, 2006); in the same line of thought, Dervin (2006) assumed that students' podcasts afford valuable opportunities for autonomous learning and motivation, when students take a part in asking a question interacting, and communicating with podcasters. Concerning the areas of output, recommending students to produce their own podcasts to be listened to, edited, and revised when needed, sounds useful in podcasting. (Swain & Lapkim, cited in Lomicka & Lord, 2011, p. 2)

1.4. Criteria of Pedagogic Podcast Selection

The availability of audio recordings on the internet covering any topic we may think of makes it incumbent on teachers to choose, create or adapt the most suitable podcasts for their learners. In doing so, there are some criteria to be respected, issues and details to be taken into consideration.

According to Rosell-Aguilar (2007), podcasts to be adopted in language learning should expose learners to the language with its characteristics as well as provide exposure to the culture of the areas, where the target language is used or spoken. Additionally, teachers should be aware of the medium to be utilized such as portability and screen size; they are also asked to utilize podcasts that create lively interactive and highly motivating learning environments where learners engage or take part in communicative acts with their mates.

Third, podcasts must be accompanied with transcripts, explained grammar points, glossaries, exercises or activities to be then practised after listening to audio or video content.

Another conceptualisation of the criteria and strategies for good educational podcasts in language classrooms came from Rajic (2013) who suggested that the content of podcasts should be of interest to their students. Additionally, podcasts, to be listened to, should have a clear structure, starting with an introduction that outlines the content. Finally, while listening to audio recordings, the instructors should make use of "thinking pauses", meaning that, it's better to stop students from time to time to think about specific points; this enables them to reflect on the subject matter being broadcast. (p. 93)

Other issues to account for when using podcasts have been suggested by Cebeci and Tekdal (2006), arguing that before implementing podcasts, one must ensure that, they are reusable, accessible, and reachable audio learning object repositories. Moreover, podcasts to be used should be designed to suit learner's pedagogical needs, and their individual learning style. The content of podcasts should be attractive to students, and must adhere to the functionalities of learning objects such as reusability (could be used or reused at any time) and interoperability (as an instructional component developed in one location with one set of tools). (p. 49)

1.5. Advantages of Integrating Podcasts in Language Teaching and Learning

"New technology always has a heavy impact on education, and podcasting is no different". (Gray, 2017, para. 1) Accordingly, the adoption of this relatively novel tool has resulted in a number of pedagogically sound benefits.

- Podcasts are portable, attractive, motivating, easy to access, and public tools. Further, podcasts can provide access to a large amount of authentic input, as well as to a varying quality of teaching materials that have different approaches to language learning behind them. In addition to, they can support language learning with a

variety of learning styles, explained grammar points, repeated new expressions, and vocabulary items, enabling language learners to practice listening and pronunciation, and exposing them to the various cultures of the target language. (Rosell-Aguilar, 2007, p. 485)

- Podcast as an authentic material provides a source of information about the usage of language. (Rayan, 1997; as cited in Rosell-Aguilar, 2007, p. 477)

- Rost (1991) pointed out that ELT podcasts, particularly fit extensive listening designed for mobilising students' interest and exposing them to native speaker speech. (quoted in Sze, 2006, p. 119)

- Podcasts enable students to learn on demand, according to their learning style, offering them a mechanism that motivates them to actively engage in the course content. In podcasts' lectures, students are offered recorded lectures content to listen to, for multiple times, at any time and in their own pace. Since students will have their lectures, they will participate more than taking notes, thus podcasts are assumed to create interactive classes (Rajic, 2013, p. 92), and bring the course to life. (France & Ribchester, 2008) Such kind of lectures can be easily downloaded, and help students to clarify what they have not previously understood during face- to-face sessions, offering them extra resources, particularly those who cannot attend regular classes. (Scutter et al, 2010, p. 181)

- For Donnelly and Berge (2006); Liu & McCombs (2008), podcasts provide learners with anytime-anywhere-learning opportunities (Supankorn-Davila & Bolliger, 2014, p.390), and can be listened to while doing other tasks. (Rajic, 2013, p. 92)

- Podcasting has a greater potential through fostering a sense of inclusivity and belonging to the learning community, reducing isolation which may induce anxiety or

and contributing to decrease feelings of isolation caused by distance learning. (Lee &

Chan, 2007)

- Khechine, Lakhal, and Pascot (2013) listed cognitive advantages, spatial, and

  temporal advantages of podcasts (Figure 1.3). The so called cognitive advantages are

  related to the intellectual and emotional experience when listening to podcasts. Some

  of the cognitive characteristics are learning, performance, understanding, and anxiety.

  The second category refers to the ability of students to gain time and choose the

  suitable place to follow the course that podcasting affords; and the spatial advantage

  of podcasts lies in the mobility offered by audio recordings and the accessibility of

  podcasts at anytime.
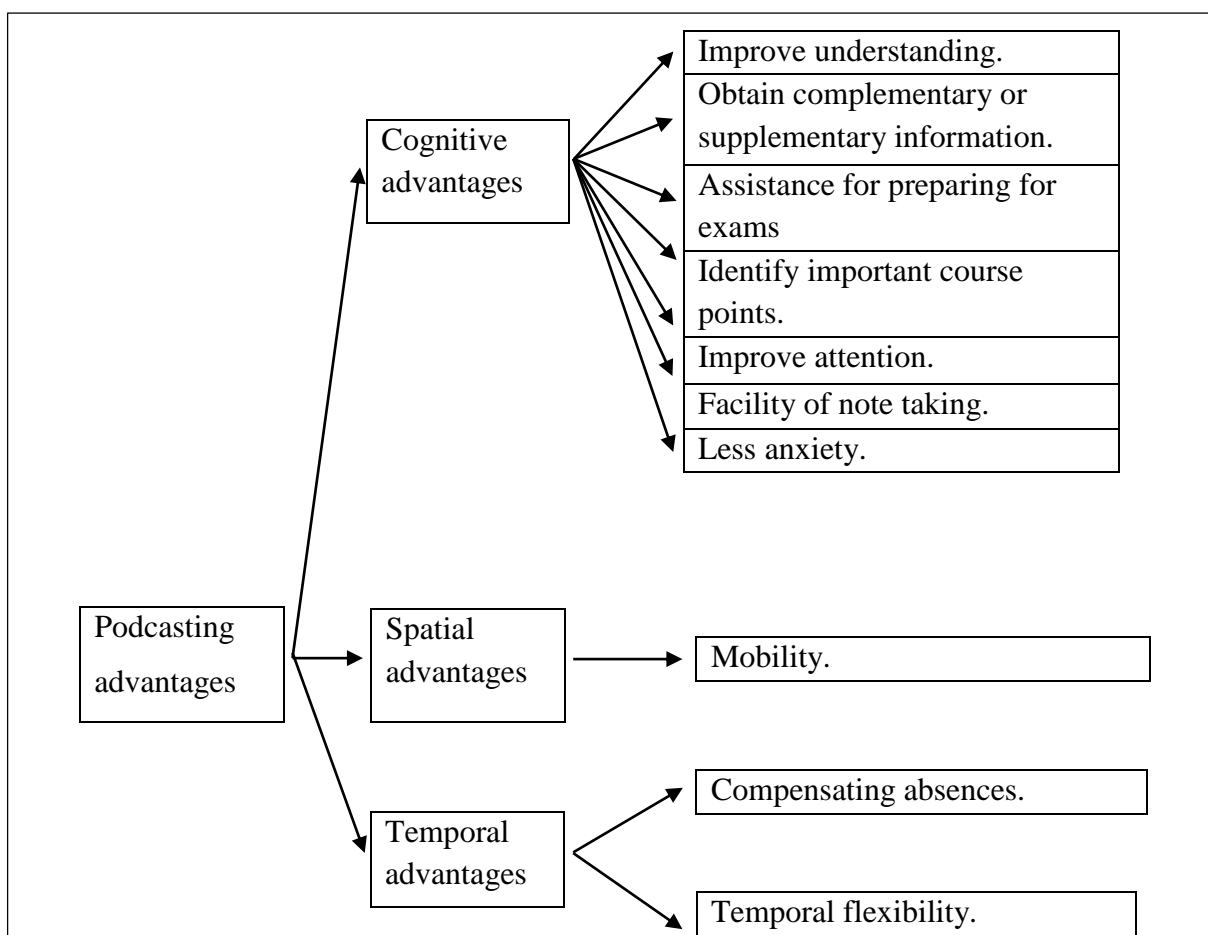
Figure 1.3 Podcasting Advantages (cited in Khechine, Lakhal and Pascot, 2013, p. 141)

- Podcasts give learners control over their listening experience, in that "listeners are enabled to download and store rich audio content to be listened to whenever, and in which ever sequence, they choose. This is, potentially, an empowering process allowing prosumers to program their own listening experience "(Madsen, 2009); additionally, it allows for new types of schedule setting, matching personal life styles, routinized activities, availability of attention, preferred distribution, methodology and consumption technologies "at the listener's end" (Dubber, 2013). (cited in Heise, 2014, p.3)

- Podcasting technology also facilitates 'just in time learning' "where learners can often take advantage of unexpected free time since they often have their devices with them". (Evans, 2008, p. 492)

- Fox (2008) mentioned other pedagogical benefits that could be generated from implementing podcasts in life learning and teaching: (a) they could be used to heighten awareness of authentic speech and how it differs from formal written language; (b) pedagogic podcasts increase intrinsic motivation to use the target language; (c) they offer a valuable opportunity for varying degrees of involvement in interaction and proffer student engagement that promotes effective and deep learning according to currently accepted cognitive theories; (d) the possibility of subscribing to podcasts has the potential to promote life-long learning that engage students in motivating authentic experiences with a global audience; and (e) a final advantage of using podcasts that are not produced explicitly for language learning purposes is the accidental learning which might occur while dealing with various topics, Podcasts might be chosen on the basis of their content.

1.6. Disadvantages and Challenges of Podcasts Use in Language Teaching and Learning

Despite the benefits that podcasting may bring to the field of education, it has also undeniable disadvantages. The most frequently cited criticism of podcasting relates to the issue of absenteeism (Bongey et al., cited in Hew, 2009, p. 335); Blaisdell (2005) suggested that if the lectures are going to be available for downloading, then students will no longer attend their classes; hence, the availability of podcasts may lead to change the nature of the relationship between teachers and students. Since podcasts provide lectures ready to download, learners are no longer obliged to attend their classes; however, learners may feel that they have less interaction compared to traditional teaching. (Gnaur & Huttel, 2016, p. 21) Palmer& Devitt (2007) pointed out that podcasting has been found to result in passive learning with a focus on the audio facility instead of actively engaging with the lecture. (Scutter et al, 2010, p. 182)

The utilization of podcasting may prove challenging for both teachers and students. The lack of searchability of files and the potential of information overload are some of the possibly encountered obstacles as proposed by Belanger and Menzies (2005). Rosell-Aguilar (2007), claimed that the greatest issue to arise from the utilization of podcasting in language learning, is the fact that content has been mostly delivered through audio, in that it cannot be skimmed (Jennings, 2004), for checking the content and whether it suits the predefined purposes, which in turn, can be frustrating or time consuming, after downloading a resource from a repository. (As cited in Rosell-Aguilar, 2007, p. 480)

Based on a thorough review of literature, Hew (2009) grouped a number of challenges for podcast use under two categories; student-encountered and instructor-encountered. The former include unfamiliarity with podcasts, technical problems in accessing and downloading podcasts, and unawareness of the relevance of podcasts for their learning. The latter relate to

unfamiliarity with podcasts, not seeing the relevance of podcasts for their subject areas, and lack of time to prepare them. (p. 341)

For Hew (2009), Technological limitations are also a barrier to podcasting use. Fichter (2006) suggested that the use of podcasts demands adequate material and software infrastructure to create, publish, download, and listen to audio recordings. Maag (2006) mentioned other possible challenges including, technical support, maintenance, availability of servers, and bandwidth. (Cited in Khechine et al., 2013, p. 138)

Figure 1.5 below presents the disadvantages that could be generated from adopting podcasts which can be divided into four categories as proposed by Khechine, et al (2013): demotivating factors, absence of social and personal interactions, technological factors and classroom session proceeding. (p. 138)

The first one refers to the demotivating factors, including absenteeism, distraction, excess of flexibility, and lack of motivation. Absenteeism was reported to be the leading barrier that hinders the use of podcasting in educational contexts. Excess of flexibility may result in not listening to the recordings or podcasts since they have a control over their learning and the choice to listen or not, they may interrupt their listening or skip parts of the audio recordings. Distraction as another demotivating factor in that students' attention could be decreased via different sources of distraction such as; telephone ringing, people interrupting, seduction to do other activities. The last factor relates to the fact that listening to podcasts could be demotivating and may result in feeling of isolation, particularly for those who were used to study in an environment where learning is reinforced by the presence of other people who shared the same experience.

Personal and social interaction, as a second category of podcasts disadvantages, includes the absence of visual support, the absence of interactions or interventions with the teacher and other students, and the lack of sociability. For some students, learning could be

reinforced by visual context with the teacher; the absence of this contact may decrease their concentration and lessen their comprehension.

The third factor is the technological factors, referring to the technical problems that may be confronted while implementing podcasts, during creating or downloading the audio recordings.

The three categories of disadvantages pertain to the fourth category 'the classroom session proceeding'; the podcast content loses track of the professor's discourse in relation to the presented slides, the length of podcasts that should not exceed more than twenty minutes, and the repetition of the subject matter, may cause boredom; accordingly, students may not listen to the whole recordings.

The temporal factor is the last category of podcasts disadvantages, in which podcast use and creation could take time.
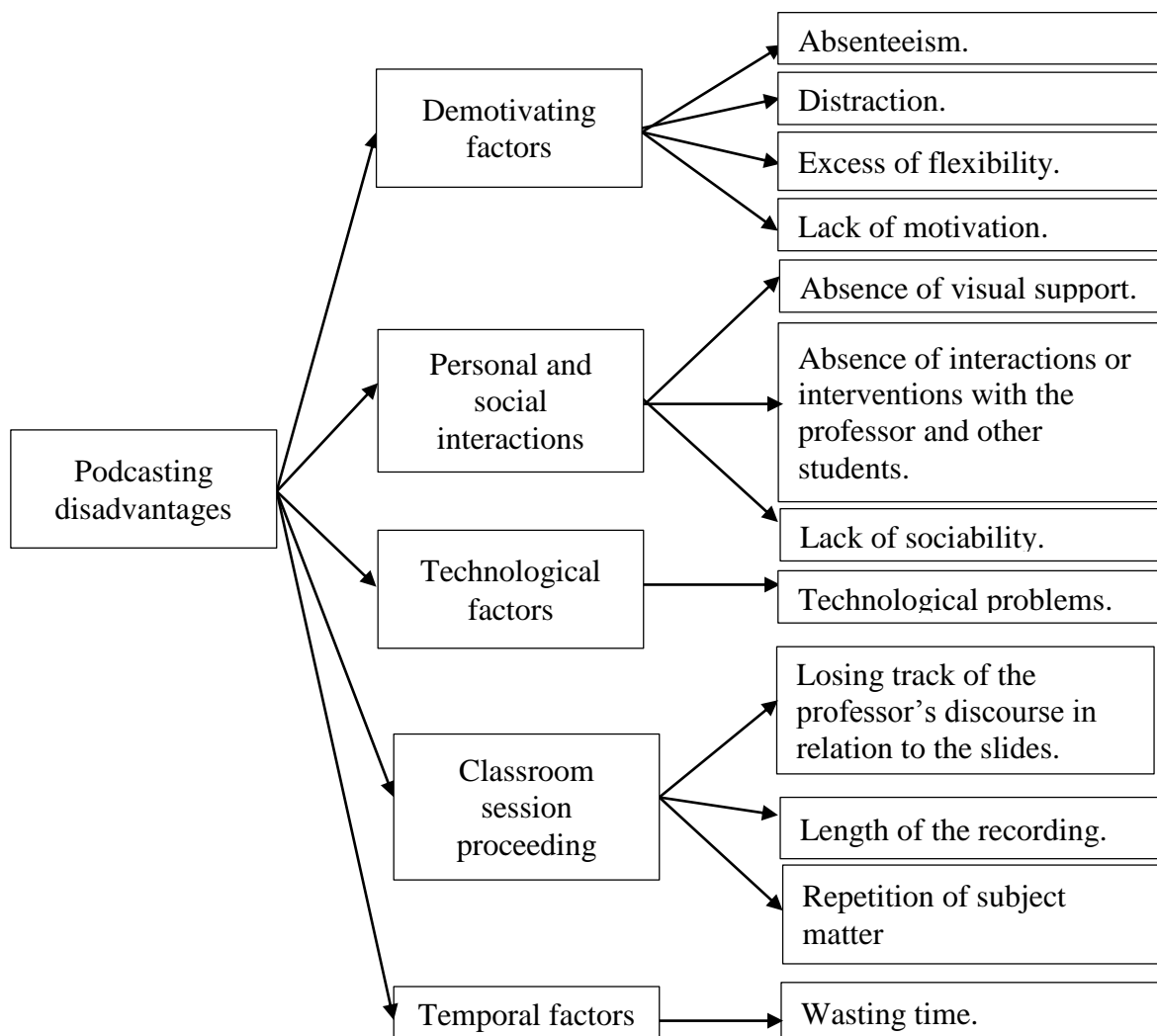
Figure 1.4 Podcasting Disadvantages (cited in Khechine, Lakhal, and Pascot, 2013, p.145)

Conclusion

To sum up, podcasting as new emerging technology is viewed as a significant source which can be used in teaching and learning. Thanks to this alternative way of learning, learners are able to learn when and where they want, and find rich sources of authentic input. Thus, in the present chapter the light was cast on podcast, its different audio, video, and enhanced types along with the possible ways in which it could be used. It reviewed the potential benefits of such a tool in creating enjoyable learning environments, fostering autonomous learning, motivating EFL learners to learn on their own, and most significantly, enhancing their listening comprehension skills. By the end, podcast disadvantages and eventual constraints are discussed when used either by teachers or learners, in which technical problems related to podcast or the unfamiliarity with it were found to be the commonly anticipated problems.

Chapter Two: Listening Comprehension

Introduction

2.1. Definition of Listening

2.2. Listening vs. Hearing

2.3. Listening Comprehension Models

    2.3.1. Listening Comprehension Levels

    2.3.2. Types of Listening Processing

    2.3.3. Prerequisite Knowledge for Listening Comprehension

    2.3.4. Components of Listening Comprehension

2.4. Types of Listening

    2.4.1. Essential Listening Skills

    2.4.2. Other Major Types of Listening

2.5. Listening comprehension in Language Teaching

    2.5.1. Stages in Listening Activities

    2.5.2. Dimensions of Listening

    2.5.3. Teacher's Role in a Listening Comprehension Lesson

2.6. Listening Comprehension in Language Learning

    2.6.1. Listening Strategies

    2.6.2. Characteristics of a Good Listener

    2.6.3. Listening Comprehension Problems

    2.6.4. Significance of Listening Comprehension in Language Learning

Conclusion

Chapter Two: Listening Comprehension

Introduction

Listening has long been considered "the Cinderella skill in second language learning" (Nunan, 1997, p. 47), and wrongly viewed as a passive skill, despite the crucial role it plays in our daily communication and in language learning. A second belief about listening held that, along with speaking, it can be mastered automatically by learners. (Saha & Talukdar, 2008) Recently, however, listening has gained some attention from instructors and researchers, and procured a pivotal status in the area of education.This chapter aims at presenting the definitions given to the listening skill from distinct perspectives, its different components and types as well as processes involved in it. After covering the basic meanings related to listening, the chapter moves to discuss approaches to teaching listening and the stages they typically go through. It also casts light on the importance of such a skill in language teaching and learning, the strategies adopted by a good listener, some assumptions and principles in teaching listening, and the possible anticipated problems learners encounter or that hinder listening comprehension,

2.1. Definitions of Listening

The notion of listening has been defined distinctly by a number or researchers and scholars. To begin with, the word listening is one that is we use and hear every day, but without giving it much thought, as Rost admitted and specifically defined it as an active mental ability that enables us to comprehend the surrounding world, as it is one of the necessary parts in making successful communication. Rost (As cited in Ahmadi, 2016, p. 7) claimed that listening is a conscious, cognitive effort which primarily involves the sense of hearing and leads to interpretation and understanding. Nunan asserted that listening includes an active process of decoding and constructing meaning from both verbal and non-verbal messages. (As mentioned in Gilakjani and Ahmadi 2011, p. 977) It requires "paying attention

to the words that are being spoken with the intention of understanding the other person."
(Karen, 2015)

Given that listening is characterized as a receptive skill along with reading, Saha and Talukdar (2008) classified language skills into two groups "one-way reception" and "interactive reception, in which, reading and writing are viewed as one-way skills; however, speaking and listening are considered as "interactive reception" skills.

Although listening might be seen as a passive process, Vandergrift (1999) argued that listening is a complex and active process of interpretation of what listeners hear and what they already know; Vandergrift (2002) defined it as "an interactive process of recognition, perception, and understanding of the oral input" as asserted by Flowerdew (1994), It has been viewed as a difficult skill due to the features inherent in oral input such as phonological and lexical features. (As cited in Rahimi & Soleymani, 2015, p. 152) It is worth mentioning that listening is of great importance in language classrooms, due to the fact that what students listen to, i.e., input available in classrooms should be at the right level to be understood, without which any learning cannot begin.(Rost, as cited in Saha & Talukdar,2008) Wipf (1984) claimed that listening was earlier seen as the mastery of discrete skills or micro skills, which formed the focus of teaching and testing and what is evolved in listening, is discriminating sounds in words (especially phonemic contrasts), deducing the meaning of unfamiliar words, predicting content, differentiating between fact and opinion, and noting contradictions, inadequate information and ambiguities. Listeners were viewed as actively involved in constructing meaning based on expectations, inferences, intentions, prior knowledge, and selective processing of the input. Richard pointed out that listening came to be viewed as an interpretive process based on expectations, inferences, intentions, prior knowledge, and selective processing of the input. (As cited in Wipf, 1984)

Purdy (1997) asserted that listening is "the active and dynamic process of attending, perceiving, interpreting, remembering, and responding to the expressed (verbal and nonverbal), needs, concerns, and information offered by other human beings." (p. 8) The listening skill is "the process that allows the listener to understand a determinate message, to identify the parts that contains the speech and also it allows the listener to be an active participant in the society he/she is involved." (Potosí, Loaiza, Garcia, & Catalina, 2009, p. 10)

2.2. Listening vs. Hearing

Hearing and listening are two distinct processes. To begin with, hearing is a physical measurement of the sound waves transmitted to our ears before reaching our brain where they are processed into audible information; whereas listening goes far beyond the natural hearing process. (Hellesving-Gaskell, 2017)

Even though listening and hearing are related, Saha explained, listening involves an active process, which requires an analysis of sounds, in contrast to hearing that only perceives sounds in a passive way. (As cited in Potosi, Loaiza, Garcia & Catalina, 2009. p. 9) More specifically, Saha and Talukdar (2008) pointed out that listening occupies an active and immediate analysis of the steams of sounds, meaning that it entails not only hearing, but also understanding what we hear at the same time.

In the same vain, Tarigan and Sutari argued that hearing is a process of receiving words or sentences accidentally, and listening requires full attention, comprehension, appreciation, interpretation to get the information, the message, or the communicative meaning that has been expressed by the speaker. Richard and Rubin pointed out that listening is not a mere process of comprehending the speakers' utterances, but also understanding the visual aspect in activities of listening comprehension. (As cited in Arono, 2014, p. 64) In other terms,

listening involves a more sophisticated mental process than hearing, "it is (a) taking in information from speakers, other people, or ourselves". (Burley-Allen 1995, p. 3)

Surbhi (2016) classified the main differences between listening and hearing, in terms of their distinct nature, what they involve, their meaning, level, act, process, use of senses, reason, and concentration as noticed in the following table.

Table 2.1

Difference between Hearing and Listening (Surbhi, 2016)

BASIS FOR COMPARISON	HEARING	LISTENING
Meaning	Hearing refers to one's ability to perceive sounds, by receiving vibrations through ears.	Listening is something done consciously, that involves the analysis and understanding of the sounds you hear.
What is it?	An ability	A skill
Nature	Primary and continuous	Secondary and temporary
Act	Physiological	Psychological
Involves	Receipt of message through ears.	Interpretation of the message received by ears.
Process	Passive bodily process	Active mental process
Occurs at	Subconscious level	Conscious level
Use of senses	Only one	More than one
Reason	We are neither aware nor we have any control over the sounds we hear.	We listen to acquire knowledge and receive information.
Concentration	Not required	Required

*Note. (*Retrieved from https://keydifferences.com/difference-between-hearing-and-listening.html.)

2.3. Listening Comprehension Models

Several models identifying levels of listening comprehension or understanding abound in the literature. These generally fall within three major processing models:

2.3.1. listening comprehension levels.

Listening comprehension represents a complex problem solving skill. (Wipf, 1984) According to O'Malley, Chamotand Kupper, "listening comprehension is an active and conscious process in which the listener constructs meaning by using cues from contextual information and from existing knowledge. (As cited in Gilakjani& Ahmadi, 2011, p. 19) Vandergrift (1999) described listening comprehension as a complex, active process requiring the listener to discriminate between sounds, understand vocabulary and grammatical structures, interpret stress and intonation, retain, and then interpret these elements within the immediate, and the larger socio-cultural context of the utterance. To put it another way, listening consists of auditory discrimination, aural grammar, choosing necessary information, remembering it, and connecting it to the process between sound and form of meaning.

Kaspar (1984) argued that comprehension as the speech perception at different levels (syntactic, lexical, pragmatic, and discourse) involves these four distinct steps:

a) Establishing the context, because real language happens within a communicative framework that the listener should know to recreate the speaker's message.

b) Activating related background knowledge, required for predicting the ideas carried in the message.

c) Anticipating the general content of the message or predicting what is coming, as to check the received material. (As cited in Ahmadi, 2016, p. 8)

As argued by, Anderson & Lynch (1988) the listener has a key role to play in this process, "by activating various types of knowledge, and by applying what he knows to what he hears and trying to understand what the speaker means." (As cited in Gilakjani & Ahmadi, 2011, p.

978) According to Gilakjani and Ahmadi (2001), listening comprehension is "the active process in which individuals concentrate on selected aspects of aural input, form meaning from passages, and associate what they hear with existing knowledge".

According to the 'new model of understanding' proposed by Demyankov (1983), as cited in Rost (1990, p. 6), language comprehension consists of these stages:

(1) Acquisition of the linguistic framework of the language in question;

(2) Construction and verification of hypothetical interpretations of what is heard;

(3) Discernment of the speaker's intentions;

(4) Assimilation of the spoken message;

(5) Coordination of the speaker's and listener's motivation for participation in the conversation;

(6) Discernment of the tone of the message

Byrnes (1984) distinguishes between three approaches to listening comprehension as follows:

1. Linguistic approach: that aims at specifying how the hearer arrives at structural description of the utterance based on the phonological, lexical, syntactic, and semantic aspects of language.

2. Conceptual approach: focuses on how the hearer makes use of a conceptual structure to the linguistic input, to put it simply; this approach centres on mapping a non-linguistic structure on-to a linguistic structure.

3. Communicative approach: this approach considers comprehension as the product of an interaction between the speaker and the hearer, in that comprehension could be possibly arrived at or achieved, if the hearer perceives what the speaker's utterance is intended to communicate.

2.3.2. types of listening processing.

Different theories are supplied as to how listeners may go about in processing auditory materials. These paths are often known as: bottom-up processing, top-down processing and interactive processing.

2.3.2.1. *bottom-up processing.*

It was the first model of listening to be developed in the 1940s and 1950s. Following this view, listening comprehension begins with the smallest units of the acoustic message: individual sounds, or phonemes, combined into words, making up phrases, clauses, and sentences, which, in turn, are combined to create ideas and concepts. The sender encodes a message that is passed through the communication channel in the form of a signal then decoded by the receiver. Communication can take place without any reference to the speaker, hearer, or wider context. (Flowerdew& Miller, 2005, p. 24)

Similarly, Nunan (2002) describes this explanation of how listening takes place as a linear process of decoding the sounds we hear, in which meaning is derived as the last step in the process. The sounds are decoded from the smallest meaningful units (phonemes) to complete texts, and phonemic units are decoded and linked together to form words, and words are linked to form phrases, phrases are linked together to form utterances, and utterances are linked together to form complete, meaningful texts. (p. 239) However, Field (2008), Lunch and Mendelsohn (2010) and Rost(2011),related bottom-up processing to the way a listener makes sense of the continues stream of connected speech, including sounds, word boundaries, linked elements, reduced forms, and patterns of stress and intonation. (As cited in Burns &Siegelted,2018, p. 4)

2.3.2.2. *top-down processing.*

Top-down processing is described as a construction process, meaning that the listener actively constructs, or reconstructs, the original meaning of the speaker through the use of

prior knowledge of the context or situation (such as knowledge of the topic at hand, the speaker or speakers, and their relationship to the situation, as well as to each other and prior events) within which the listening takes place, or using incoming sounds as clues.

Buck (2001) argues that listening comprehension based on the top-down process is an inferential process, performed through extracting the gist of the exchange that learners listen to. This process "refers to global or contextual knowledge and to previous experiences that enable a listener to infer the overall messages and meanings of incoming speech, as well as familiarity with the way language is structured in different genres of discourse". (Burns & Siegelted, 2018, p. 4) Furthermore, Newton (2008) stated that "the listeners use what they know of the context of communication to predict what the message will contain, and use parts of the message to confirm, correct or add to this." (p. 40). The listener, in top-down processing, starts from the top (general meaning), relying on his/her schemata, and proceeds to the interpretation of the details. Hence, this operation involves making predictions and setting expectations. (Hasan, 2014, p. 78)

2.3.2.2. *interactive processing.*

Interactive processing combines both bottom-up and top-down processing to overcome the disadvantages of each and to explain listening comprehension. Complex and simultaneous processing of background knowledge information, contextual information and linguistic information make comprehension and interpretation become easy. When the content of the material is familiar to the listener, he/she will employ his/her background knowledge at the same time to make predictions which will be proved by the new input. (As cited in Gilakji & Ahmadi, 2011)

2.3.3. prerequisite knowledge for listening comprehension.

Flowerdew and Miller (2005) argued that there are a number of knowledge types required for comprehending a spoken message; these are phonological knowledge (the sound system), syntactic knowledge (how words are arranged); semantic knowledge (word and propositional knowledge); pragmatic knowledge (the meaning of utterances in specific situations), and kinesics knowledge (which conveyed by the facial and bodily movement of the speaker).

2.3.3.1. *phonological knowledge.*

Phonological knowledge is described as a prerequisite type of knowledge in listening comprehension, to segment the message into its component phonemes, identify stress, tone groups, assimilation and elision.

Phonemes are the smallest units of sound that can distinguish two words. For example, the words *big* and *pig* differ only in their initial sounds, called phonemes.

Stress can be defined as an application of greater force to a syllable and occurs at both of the word and sentence levels. It is essential in speech perception at the word level, and in some cases it is the only feature that distinguishes between two words, such as import (noun) versus import (verb).

Tone groups are the basic units of information conveyed by the speaker. Each tone group has one more heavily stressed syllable along with a pitch movement, known as the tonic syllable, creating intonation. Intonation patterns created through such stress and pitch movement give a significant meaning over the meaning contained in the words of an utterance. The tonic signals provide important information, while the rest of the tone group contains information that is less prominent because it can be retrieved from context.

Assimilation occurs in authentic spoken language that is simplified (from the speaker's point of view) so that sounds run into one another or, in the case of elision, may be reduced or left out (elision).

2.3.3.2. syntactic knowledge.

Given that syntax has to do with the arrangement of words to form sentences, language is a generative system that uses a limited set of rules for creating an infinite number of possible grammatically correct sentences. When we process incoming messages or speech, the brain applies its knowledge of syntactic rules to parse sentences and make sense of them.

2.3.3.3. semantic knowledge.

Semantic knowledge refers to knowledge of the meaning of the words and the meaning of the relations between the words in a sentence. It also refers to the relations between the meanings of the individual sentences making up a discourse. When we process a simple sentence, semantic considerations tend to dominate comprehension, in that what is significant is not the rules that arrange words and sentences, but the meaning a message holds in these words and sentences.

2.3.3.4. *pragmatic knowledge.*

Pragmatics has to do with the meaning and use of language in specific situations. The unit of analysis in pragmatics is the utterance, as the specific linguistic realization, rather than the sentence. Broadly speaking, pragmatics concerns itself with analysing the language in a context.

2.3.3.5. kinesic knowledge.

Kinesics refer to knowledge about the meaning of nonverbal means of communication, that support verbal means of communication such as facial expression, eye contact, body movement, and positioning. Kinesic meanings vary from one culture and language to another. For example, in some cultures, a shake of the head means "no," while in some other cultures it means "yes".

2.3.4. components of listening comprehension.

Chastain (1988), asserted that listening comprehension has four major components:

a- The ability to differentiate all sounds, intonation patterns, and voice qualities in the second language and to distinguish between them and the same sounds in the native language.

b- The comprehension of the whole message uttered by a speaker, which is the speech reception at the syntactic, lexical, pragmatic, and discourse levels, and depends on understanding semantic meaning, moving from what is comprehended in the sound sequence with respect to the knowledge of syntax only when the meaning is not understandable.

c- The ability to hold the spoken message in one's auditory memory until it can be processed. Learners' auditory memory can be developed through exposing them to language (input) as much as possible.

d- Specifying the important meaning carrying components of the material. Listeners should expend more energy to understand material about unfamiliar topics relying more on linguistic clues to overcome their lack of background knowledge, then using these samples to confirm or reject the previously made anticipation (as cited in Ahmadi, 2016).

Rost (1991) suggested somewhat similar component skills of listening: reorganizing words, identifying grammatical groups of words, expressions, and set of utterances that act to create meaning, connecting linguistic cues to non-linguistic and paralinguistic cues(as intonation), and using background knowledge to predict, confirm meaning, and recall important words and ideas. (As cited in Saha & Talukdar, 2008)

In turn Wipf (1984) explained listening comprehension components in terms of sound discrimination, grammatical Structures, context, vocabulary, retention, stress and intonation

2.4. Types of Listening

Listening is reported by a number of researchers and scholars to be of distinct types. The most central of these can be roughly arranged into four categories: listening for gist, listening for specific information, listening for detail and inferential listening. Other major types identified in the literature include extensive listening, intensive listening, narrow listening, interactive listening, (non-/semi-) reciprocal listening, content listening and strategic listening (Harmer, 2009; Harmer, 2007; Fadwa& Al-Jawi, year as cited in Benmadani, 2013; Harmer, 2007 as mentioned in Djouad, 2015; Vandergrift, 1999;Graham & Santos, 2015; Nunan, 2007; Saha and Talukdar, 2008; Jin, 2014; & Field, 2002)

2.4.1. essential listening skills.

Harmer in (2009.p.10) argued that listening falls into four categories: listening for gist, listening for specific information, listening in detail, and inferential listening.

2.4.1.1. *listening for gist.*

In the first type of listening, it is aimed at deriving the general idea of what is being said, who is the speaker, to whom, why, and how successful they are in communicating their point.

2.4.1.2. *listening for specific information.*

The second type refers to the occasions where we listen selectively for specific information, rather than grasping all of what has been said.

2.4.1.3. *listening for detail.*

The third type, listening in detail, represents a type of listening when we cannot afford to ignore any thing or information, simply because we cannot determine exactly what information will be needed for getting our task done.

2.4.1.4. *inferential listening.*

Fourth, the aim of inferential listening is to discover or detect the speaker's feelings that may involve inferring. As defined by Harmer (2009, p. 84) "It is a thinking skill in which we make decisions by going beyond what is stated") meaning that we go beyond the surface meaning or what is said, to discover what is meant.

2.4.2. other major types of listening.

Different authors have proposed other types of listening which are presented in the following table.

Table 2.2

Types of Listening from Different Perspectives

Types of Listening	Explanation	Authors
Extensive Listening.	Extensive listening refers to the listening students often undertake away from the classroom, either for pleasure or for any other reason. The audio materials they are likely to use could be CDs in their cars or devices, DVDs, videos, audios uploaded on MP3 players, or available on the internet. This means that listeners are free to choose what is interesting to them, of any degree of difficulty, length of the listening materials. They can stop or repeat listening a piece at any time or the way they want, since they are expected to have a general understanding, and enjoy the listening event.	Harmer (2007, p. 134)
Intensive listening	Intensive listening is also known as "live listening". It differs from extensive listening in that students listen for specific reasons, either to improve their listening skills or to study the way in which English is spoken. This kind of listening usually takes place in the classroom setting or language laboratories, under the teacher guidance, where students are directed to areas of interest by the teacher, rather than given to choose what they may like to listen to.	Fadwa & Al-Jawi (as cited in Benmadani, 2013, p. 24); Harmer, (2007, p.134)
	Intensive listening provides a valuable opportunity for the students "to hear a clear spoken version of written text.	Harmer, 2001. (as cited in Djouad, 2015, p.8)

	Intensive listening refers to listening to a text closely, with the intention to decode the input for purposes of analysis	Rost (2002, p. 184)
Transactional Listening	Transactional listening represents a kind of listening where learners listen to aural texts for the sake of obtaining information and completing a comprehension task.	Vandergrift (1999, p. 171)
Reciprocal vs. non-Reciprocal listening vs. Semi-Reciprocal Listening.	Reciprocal listening, or two-way listening, actively involves the listener in the exchange of information. It represents whether the listener is requested to be actively involved in an interaction. Non-reciprocal, or one-way listening, occurs when listeners are not actively taking part in the exchange of a message. Also known as non-interactive listening, it is a kind of listening to a monologue, either live or via the media. Semi-reciprocal listening describes a sort of listening, in which students are expected to respond while checking their understanding through question-answer tasks or discussion and clarification in written or oral form.	Batros, (2008, p. 10-11) & Nunan (2002) p. 239-240.
	Reciprocal or interactive listening requires listeners to be involved in the interaction where more chances for asking for clarification, repetition or slower speech from conversation partner are offered, and thereby they listen and speak alternately. Non-reciprocal or non-interactive listening requires an active involvement on the part of the listeners in non-interactive listening situations, such as listening to the radio, CDs, TV, films, lectures, etc., where they usually have no chance to ask for clarification, slower speech or repetition.	Saha and Talukdar (2008)
Content Listening	Content listening is concerned merely with understanding what the speaker is saying. In this process, the listener usually remains silent, then involved in few interactions, asks short questions or comments, and ultimately identifies the key points of the message.	Jin (2014).
Narrow Listening	Narrow listening is a technique proposed by Stephen Krashen in which learners are exposed repeatedly to different sources of oral input around a topic of their choice, previously selected by learners themselves, who are expected to be interested in the topic. Thus, repetition and lack of pressure will provide listeners with language that can be understood without the help of other people.	Graham and Santos (2015, p. 11)

2.5. Listening comprehension in language Teaching

Since listening is an essential skill to be developed, language teachers have a number of roles to fully play, as it could be adequately taught through undertaking different kinds of activities, before, during, and after listening to a spoken text.

2.5.1. stages in listening activities.

Listening activities fall into three essential parts as asserted by (Saha and Talukdar, 2008)

2.5.1.1. *pre-listening stage.*

Pre-listening is a pre-requisite stage of listening instruction. As pointed out by Rost and Wilson (2013), "comprehension is possible only when a degree of expectation is present before listening" (p. 8), that is to say that listening comprehension cannot take place without the pre-listening stage.

The teacher can fulfil this step using certain activities like presenting key words and concepts related to the main idea of input so students can link the groups of words into categories. The teacher can also provide them with visual materials (pictures) or written materials (short texts), or even ask the learners to search on their own to get involved in the process. These activities serve as preparation or warm-up for listening, and function as 'reference' and 'framework' by giving prior knowledge of listening activities. Some of the techniques that may be used in pre-listening include:

a) Introducing the topic and assessing students' background knowledge of the topic through commenting on a picture or photograph.

b) Activating students' existing knowledge through discussion, reading through comprehension questions in advance, working out their own different viewpoints on a topic, or predicting content from the title, etc.

c) Clarifying any contextual information and vocabulary required for comprehending the text, e.g. through showing pictures, maps or graphs.

d) Informing students of the type of text, and what they have to do, their role, and purposes of the listening. (Saha and Talukdar, 2008, p. 6)

2.5.1.2. *while-listening stage.*

In this stage, activities must be designed to fit or accommodate the learners' specific needs, learners' proficiency level, instructional goal, and listening purposes that should be done during or immediately after listening. In designing while-listening activities, some particular aspects must be considered; these are:

a) Listeners should be given a chance to listen to the text more than once, before asking them to give written information on what they have listened to. This enables them to concentrate while listening with specific purposes.

b) Writing activities should be to a minimum. As comprehension is the prime target, writing would make the listening more demanding.

c) A kind of listening for the gist or global activities should take place in this stage as getting the main idea, topic, setting, or summary that focus on the content and forms of the text so that listeners are guided through the text.

d) Focus student's attention on the crucial elements and plenty of questions should be set up in this stage to assist them comprehend the text. Following the route on a map or searching for specific clues to meaning, or identifying description of the given pictures might be appropriate here.

e) Before listening some predicting activities must be set up like listening with visuals, to enable students monitor their comprehension as they listen.

a) Checking off items in a list, distinguishing between formal and informal registers conducted by teacher are some examples of immediate feedback that should be given to enable students examine or check their responses. (Saha & Talukdar, 2008, p. 6)

2.5.1.3. *post-listening stage.*

The post listening stage is the final stage where the learners link what they heard with their prior knowledge and check the other points of view with their teacher and their classmates. (Davis & Pearce, 2013) Additionally, the learner will be able to practice other skills during this stage like speaking, and more practice of listening by interacting with his/her classmates and teacher. (Renandya & Widodo, 2016, p. 119) Writing a summary, reading a related text, doing a role play, writing on the same theme, studying new grammatical structures, practicing pronunciation, discussion group, and craft project are some post-listening activities that can be used to check comprehension and evaluate listening skills. The use of listening strategies and the knowledge gained to other contexts are defined as 'follow-up works'. These activities have some specific features:

b) They relate to pre-listening activities, such a predicting.

c) They may create an authentic situation where students might be asked to use knowledge gained through listening.

d) They may extend (widen) the topic and help students remember new vocabulary. (Saha & Talukdar, 2008, p. 6)

2.5.2. dimensions of listening.

Flowerdew and Miller (2005) explained several dimensions of listening that should be taken into account when teaching listening comprehension. These relate to individual variation, cross-culturality, affect, strategies, intertextuality and critical interpretation. (pp. 86-95)

2.5.2.1. *individual variation.*

Given that individualized teaching has been promoted since the 1970s, the interactive model allows for the possibility of individual variation at different stages of proficiency to

take place, as it opens up the possibility of a model that is sensitive to both individual

learning styles, and the needs of particular groups.

2.5.2.2. *cross-cultural.*

The variation in cultures that people belong to, including dissimilarity in gender, age,

social and professional position, attitudes, values, beliefs, and general world knowledge,

results in different schemata and consequently different expectations and interpretations of a

given (spoken or written) text. (Saha & Talukdar, 2008, p. 6)

2.5.2.3. *affect.*

Affective variables influence not only language acquisition, but also listening, in that

comprehension can only take place if individuals are motivated to listen. As claimed by

Mathewson (1985), there are four affective factors that may lead to a decision to read/listen

including, attitudes, motivation (Belongingness, love, curiosity, competence, achievement,

esteem, desires), affect (refers to feelings that may contribute to a decision to listen), and

physical feelings (including moods, sentiment, and emotion) in addition to the physical

presence of the speaker.

2.5.2.4. *strategies.*

Another specific feature of the second language listening process that must be directed

toward instructing or teaching learners to identify their own strategies, directing attention to

the prominence of learning strategies, language awareness, and learning to learn.

2.5.2.5. *intertextuality.*

The inter-textual nature of language is concerned with the way in which utterances

reflect the past linguistic experience of the speaker and hearer, and which listeners need to be

able to recognize. The contextualized view of listening has to do with conceptual knowledge

and how the spoken message we hear is related to other texts. Simply speaking, the inter-

textual dimension is an aspect of comprehension that demands a high level of familiarity with the target culture and knowledge of the basic language system.

2.5.2.6. *critical interpretation.*

The critical dimension encourages listeners to analyse the context of listening. By means of it, listeners create and deconstruct what they hear to reveal the inequalities of power that the text reproduces. For example, if texts are social in nature, they can be said to represent society, which in turn, is made up of spoken texts. This type of dimension concerns with interpreting language critically in the light of the unequal distribution of power within societies, in which the powerful members of a community tend to control the setting, participants, topics, style, rhetorical patterning, and interaction in which discourse is created**.** What is distinctive about the critical dimension of listening is that it introduces a level of sophistication to language learning, in addition to the opportunity of preparing learners for responsible citizenship that language teaching offers. (Fairclough & Wodak, 1997)

2.5.3. teacher's role in a listening comprehension lesson.

Wilson (2008) compared the teacher's role during a listening comprehension lesson to eight jobs at once a tailor, a stand-up comedian, a sleuth, an engineer, a spy, a doctor, a firefighter and a tour guide.

A. *a tailor.* In this role, the teacher looks like a tailor, that is to say; when the teacher chooses a listening text, he/she must make sure it suits students' needs and levels, just as a suit or a dress must fit its wearer.

B. *a stand-up comedian or a storyteller.* The teacher is often the best source of input, and his/ her role here is to control his/ her students and be competent in doing so.

C. *a sleuth.* The teacher is compared to a detective, in which, he/she ought to be able to analyse the language in a recording before presenting it to his/ her class through asking himself/herself the following types of questions: Will my students understand this idiom?

Can they deal with the variety of verb tenses here? Will they be able to decode all the contractions in this passage? Do they need to? Will they get the joke?

D. *an engineer.* The teacher should be competent enough in using the equipment to be implemented in class. For instance, when using a recording, the teacher must recognize the way it works, and the way it sometimes does not work.

E. *a spy.* The teacher should watch their students' hands and their faces when they are listening to a typical piece of listening to ensure whether they write their answers or not, whether they look confused or to find out why students, if any, look at the wrong page.

F. *a doctor.* The teachers is required to be an expert at diagnosis; that is to say, he/ she must be conscious of the reasons behind the students' misunderstanding of what is said, whether it is the speed of delivery of the speaker, the unfamiliar vocabulary, the accent, the topic or something else.

G. *a firefighter.* The teacher should get his/ her students out of trouble if everything goes wrong such as when the listening passage is very difficult just like a firefighter might lead the way to safety.

H. *a tour guide.* The teacher can identify what is interesting and avoid what is not, just as a good tour guide does, he/ she must confirm that everyone is on board with his/ her before leaving.

2.6. Listening Comprehension in Language Learning

Listening skill is of great importance in building the other language skills; thereby, the effective strategies that can be invested in listening, the ones identified with good language learners, the potential and common listening comprehension problems, and the significance of listening in language learning are discussed in this section.

2.6.1. listening strategies.

O'Malley and Chamot (1990) described three types of language learning strategies to be used in the listening process: meta-cognitive strategies, cognitive strategies and socio-affective strategies. In turn, each strategy corresponds to one stage in the language processing model suggested, namely: the perceptual processing stage, the parsing stage and the utilization stage.

2.6.1.1. *meta-cognitive strategies.*

Meta-cognitive strategies are a sort of self-regulated learning, including attempts to plan, check, monitor, select, revise, and evaluate, etc. Wilson (2011) referred to these strategies as learners' reactions towards the problems that face them during their learning process. Meta-cognitive strategies are of different forms of actions used by the learner to develop his/her ability as a listener in a "long term" objective. For instance, a learner may listen to audio podcasts everyday in order to enhance pronunciation. However, without developing appropriate cognitive strategies, when listening to a text, the potential of these meta-cognitive strategies is reduced. (p. 34)

2.6.1.2. *cognitive strategies.*

Cognitive strategies relate to comprehending and storing input in the working memory (which is a brain system that provides temporary storage and manipulation of the information necessary for complex cognitive tasks such as language comprehension, learning and reasoning. Baddeley, 1992) or long-term memory for later retrieval, including manipulating the material to be learnt or applying a specific technique to the learning task. Wilson (2011) described these strategies as a kind of mental activities done by the learner to complete an "immediate' task, which help them process, comprehend, store and recall the input.

2.6.1.3. *socio-affective strategies.*

Socio-affective strategies are non-academic in nature and involve stimulating learning through establishing a level of empathy between the instructor and students. (Habte-Gabr, 2006) These strategies describe the learning that takes place, when language learners co-operate with their classmates, ask for clarification, or apply particular techniques to reduce anxiety, while doing a listening task or any other kind of task. To put it another way, they are the techniques used by listeners to collaborate with others, check their understanding or reduce anxiety (Vandergrift, 2003), and to overcome learners' lack of the required linguistic resources to express an intended meaning. (cited in Ellis, 1985, p. 181) From Wilson's (2011) perspective, by using such strategies, the learner gets knowledge through active interaction with others. For example, the learner may listen to different oral presentations and s/he rehearses them to feel less anxious when s/he presents in the classroom. (p. 34)

The three stages, that the previously mentioned listening strategies are based on, are the (1) the perceptual processing stage, in which the subjects select their attention;(2) the parsing stage, in which they infer the meaning of the text; and (3) the utilization stage, in which the subjects or the learners make use of their background knowledge to grasp the intended meaning of the text or the speaker.

2.6.2. characteristics of a good listener.

People spend most of their time listening to different sources to get information for learning, work, or entertainment. Surprisingly, most of them are not good listeners as supposed by Williams of Wright University, "people only listen to about 25 percent of what they hear" (Silver, 2018, para. 1). Like the rest of people, language learners are rarely good listeners the whole time. The following are some characteristics of a good listener which are proposed by Wilson in his 2008 work:

1. Motivation. Not all the foreign language learners have the same needs and interests, each one is motivated by a specific topic, and this can affect his or her listening skills, i.e., listeners can be considered as better listeners when they are motivated and vice versa. For instance, a student may be good when listening to a football commentary in a foreign language, but poor when listening to a recording of John and Mary discussing the weather. So, those who have an interest in what is being said are more likely to listen effectively.

2. Students who think ahead, predicting and grappling with the meaning of the whole text are more likely to be good listeners. When a student finds the listening passage unclear, he or she tries to think and make a prediction about its meaning rather than fretting about unfamiliar words.

3. A good listener is the one who is engaged and see himself or herself as a participant in an interaction instead of just being a passive receiver.

4. Students who take ownership of what they hear; rather than just answering comprehension questions or completing a given task are considered as good listeners, they create their own agenda in accordance with their goals.

5. Good listeners are those who are able to concentrate only on the relevant information required for achieving their goals (whether set by themselves or an outside party like the teacher or the course book) and neglect the irrelevant ones. This can decrease the load on their short-term memory.

6. Good listeners also listen to different things in different ways, adapting their strategies to the text.

7. Listeners who realize that ambiguity is sometimes unavoidable are also good listeners. Instead of being frustrated by this, they bear with it until ambiguous issues are eventually resolved.

8. This is the payback for perseverance. Good listeners persevere, realizing that the hypotheses they make (about the meaning of what they hear) can be checked later. In short, they are prepared to make a calculated guess, hold it in their memory and suspend judgment i.e., good listeners do not jump directly to draw conclusions about what the speaker is saying, rather hear the speaker out entirely and try to understand his or her thoughts and arguments.

9. Good listeners become experts at self-monitoring. While listening, they are constantly aware of whether they achieve the task or not. They are alert to inconsistencies in their interpretations of events, and they try to resolve the issues by collaborating with their interlocutor or revising their interpretations.

10. A good listener when he/she gets confused during listening he/she tends to say "I didn't understand the bit where she said…", rather than "switching off" and saying "I don't understand". To put it in a different way, he/she identifies specific problem areas. Sometimes he/she is able to make a phonetic approximation of the words they didn't understand: 'I didn't understand this word, but it sounded like XXX.'(pp. 40-41)

2.6.3. listening comprehension problems.

As stated by AzmiBingol, Celik, Yildiz, and Tugul Mart (2014), students may face many problems that could take place before or during listening. The following are some of the most common ones.

2.6.3.1. *quality of recorded materials.*

Despite the rapid evolvements that have been witnessed in the 21st century, there are still some classes that do not have computers, smart boards, multimedia systems, and so forth. The use of some recorded materials that have low quality may impact the understanding of the piece of listening.

2.6.3.2. *cultural differences.*

When learners are not familiar with the cultural knowledge of the language, their understanding of the listening task will be affected. In other words, students can have critical problems in comprehending a particular topic if it contains completely different cultural materials than theirs. In this case, their teacher should explain background knowledge about the topic before listening.

2.6.3.3. *accent.*

According to Munro and Derwing (1998), the various genres of accented speech may lead to a significant reduction in comprehending the input. As indicated by Fan (1993), most ESL/EFL listeners are familiar only with "their teacher's accent or to the standard variety of British or American English". Accordingly, it is the teachers' responsibility to familiarize students with different accents that are spoken by native speakers of English.

2.6.3.4. *unfamiliar vocabulary.*

As claimed by Hung (1998), even though learners are not familiar with a listening task theme, they can easily comprehend it when it includes familiar words. Knowing the meaning of the words in a listening passage may increase students learning curiosity and can have a positive effect on their listening comprehension abilities. A word with multiple meanings is another problem students may face during listening; they will get confused if it is not used suitably in its appropriate contexts.

2.6.3.5. *length and speed of the listening.*

Students' level has a vital role when they listen to long parts and keep all the information in their minds Caroll (1977). It is so difficult for students who have low levels to listen more than three times for long recordings to accomplish the desired activities. What is suitable for them is the short listening passages, which facilitate listening comprehension, decrease learners' disinterest, and keep their concentration alive (Atkins et al 1995).

Moreover, the delivery speed of the speaker is another cause that makes the listening text difficult i.e., listeners cannot catch the target words easily. As reported by Underwood (1989), listeners are incapable of controlling the speed of the speaker, and this may lead to misunderstanding input. Many researchers argue that slower speech speed helps listeners to comprehend and to acquire the input efficiently and quickly.

2.6.3.6. *physical conditions.*

AzmiBingol, Celik, Yildiz, and Turgul Mart stated that "Sometimes inconvenience of classrooms affects students listening comprehension. In large classrooms, students who are sitting in the back rows may not hear the recording as those who are sitting in front. Students who prefer to stay next to the windows are also affected by the noise that comes from outside." It is not easy for a teacher to manage a large class in a group activity or get feedback from students, and this causes critical problems with listening comprehension. Another factor that makes listening comprehension difficult is the temperature of the class, that is to say; listeners cannot concentrate on a listening task when they feel cold or hot.

2.6.3.7. *lack of concentration.*

Students' motivation is viewed as one of the significant factors that affect listening comprehension. Keeping the concentration alive in an FL classroom is not an easy matter for students. If students are absent-minded during a listening task even for few seconds, their comprehension will remarkably be spoiled. In addition, if the topic students listen to is of their interests, they can understand it without any difficulties. However, even when the topic is interesting to them, they may find listening very tedious because it requires a huge amount of effort to keep track of the meaning. (pp. 3-4)

2.6.4. significance of listening comprehension in language learning.

In spite of the significant role listening plays in language learning, it is one of the most neglected skills in L2 and FL classrooms. However, many researchers have investigated the impact of such skill on developing the language proficiency.

Harmer (2003) expressed that "Students need to be exposed to the English language if they want to learn it, and one of the best ways of doing this is through listening". (cited in Renandya & Jacobs, 2016, p. 97-98) Renukadevi (2014) claimed that:

Listening has an important place in learning as it is one of the four major

skills in language acquisition. Even though the other skills such as reading,

speaking and writing are essential to developing language proficiency,

listening contributes primarily for language experts. (p. 59)

Furthermore, he regarded listening as a significant skill, in that, it helps the language learner to acquire pronunciation, word stress, vocabulary, and syntax. Conversely, the only way to comprehend a message conveyed is through tone of voice, pitch and accent, and this can be done via listening. No improvement in learning can occur if the input is not understood correctly. Moreover, communication could not be achieved with the absence of listening process. (p. 60)

According to Rost (1994) and Ziane (2011), listening comprehension has a significant role in the learning process. That is, the ability to comprehend the input we receive through listening may help us to learn and to acquire new things (cited in Gilakjani & Sabouri, 2016). Doff (1995) and Ziane (2011) claimed that the only way for speaking to be improved is through listening. In other words, the speaking skill could not be developed except if we develop our listening abilities. If the learners' listening abilities are good, they can easily listen to different materials and communicate with foreigners. Hedge (2000) stated that listening plays a crucial role in everyday life "and when people are engaged in

communication, nine percent is spent to writing, 16 percent to reading, 30 percent to speaking, and 45 percent to listening which shows the significance of listening in the communication process". (cited in Gilakjani & Sabouri, 2016, p. 1672-1673

As supposed by Nunan (1997), listening is the fundamental skill in language learning. Learners can never learn to communicate adequately except if they are good listeners. Actually "over 50% of the time that students spend functioning in a foreign language will be devoted to listening" (p. 10).Rost indicated that listening is an essential skill in language classes due to the input it provides to the learner, and that learning cannot take place if the input has not been understood in the right way. (Cited in Nunan, 1997, p.01)

Conclusion

Listening comprehension has been noticeably ignored, poorly taught, and regarded as a passive skill to be automatically acquired. In that language teachers' focus was merely on directing students on how to read and write, there for; this chapter intends to throw light on the importance of giving primacy to learning and teaching listening over the other language skills, sensitizing both teachers and learners to the fact that enhancing EFL learners' listening comprehension is prerequisite for developing other language skills, due to the input it provides learners with, as it helps them acquiring (new things) or different aspects of language: grammar, vocabulary, syntax, and pronunciation. Then presenting this skill as an active and complex skill to be given much attention, and that differs from simply hearing the words uttered by a speaker. Rather comprehending what he/she intends to convey, which requires the listener to employ various types of strategies and knowledge, namely; phonological, syntactic, semantic, pragmatic, and kinesics knowledge.

Chapter Three: Field Work

Introduction

3.1. Data Collection Procedures

3.2. Population and Sampling

3.3. The Students Questionnaire

    3.3.1. Description and Administration of Students Questionnaire

    3.3.2. Analysis of Students Questionnaire

    3.3.3. Interpretation and Discussion of Students Questionnaire Results

3.4. The Teachers Questionnaire

    3.4.1. Description and Administration of Teachers Questionnaire

    3.4.2. Analysis of Teachers Questionnaire

    3.4.3. Interpretation and Discussion of Teachers Questionnaire Results

3.5. Listening Comprehension Test

    3 5.1. Description of the Test

    3.5.2. Analysis of Test Scores

    3.5.3. Discussion of the Experiment' Results

3.6. Overall Analysis of the Results

Conclusion

Chapter Three: Field Work

Introduction

The chapter in hand presents the practical part of the study. It covers the methodological approach followed starting with a thorough description of the sample, the questionnaires administered to the subjects, and the experiment conducted at the University of Mohammed Seddik Ben Yahia, for the sake of testing whether use of podcasts has an impact on second year students' listening skills followed by analysis of the results. Finally, an overall analysis and discussion of these results is supplied in an attempt to answer the research questions posed in the initial phase of the study.

3.1. Data Collection Procedures

The questionnaire, as the first research tool, was administered to samples of students and teachers to elicit practices of and opinions about using podcasts for learning English. The students' questionnaire was handed to 78 second year students, of which 72 students returned the forms; furthermore, a teacher questionnaire was submitted to 12 teachers of oral expression, with a return rate of 83.33%.

On the other hand, for the sake of investigating the differential impact of podcasts on teaching and learning listening, an experimental design was adopted with purposively selected participants to an experimental group, and randomly selected participants to a control group. That is to say, the experimental group was selected on the basis of access of participants to portable digital devices for listening to six chosen podcasts, and undertaking some different listening activities for a two-week period. This procedure represents the treatment, and is preceded and followed by evaluative assessment. Whereas the control group, which was selected randomly from the same classes, did not receive any treatment, rather followed the usual syllabus.

In conducting the experiment, we made sure to pilot the test first, then went through three stages process for collecting data. In the first stage, the whole sample consisting of 72 students were concerned with a pre-test before assigning them to an experimental and a control group, because their teacher insisted on doing so, and informed them that the test will be counted in their evaluation, to make it seems official. The pre-test was intended to evaluate listening abilities of those students assigned to an experimental group before the treatment. In the second stage the participants in the experimental group were given the treatment through listening to six podcasts episodes available in 6minuteEnglish and one stop English applications selected intentionally. These specific podcasts were selected on the basis of the criteria of preference identified by both teachers and students in the questionnaires. The podcasts are presented by native speakers, where both British and American accents are available to expose students to different language varieties.

Due to time constraints and lack of laboratories, we opted for creating a facebook group, where the participants were instructed about what to listen to, then given some listening comprehension tasks to accomplish. The last stage concerned with administering the post-test to both groups again, one day right after the treatment, so that the impact of listening to podcasts on students' listening abilities will be measured.

3.2. Population and Sampling

As far as the present study is concerned with investigating the impact of podcasts on listening skills, it was conducted in the second semester of the academic year 2017/2018, within the Algerian EFL context, precisely at the University of Mohammed Seddik Ben Yahia, Jijel. Addressing both second year students and teachers of oral expression module, in the department of English language. As stated above, seventy eight (78) students and 10 ten teachers of oral expression were opted for as the subjects of the study.

Teachers: To begin with, the teachers targeted by this study are those of oral expression, working at the previously mentioned institution, in that 10 teachers were asked to answer a questionnaire.

Students: 78 students out of 265 students as the whole population were distributed over three second year pedagogical groups from the department of English, and asked to fill in a questionnaire, as an attempt to probe into the problem under study. Given that "sampling involves selecting a group of people, events, behaviors or other elements with which to conduct a study" (Pilot, 2001, p. 234), thirty (30) second-year students, from three groups enrolled in the department of English were divided into two equal-size groups, a control group consisting of 15 fifteen student chosen randomly, and because it was not possible to select the experimental group randomly, the other 15 fifteen students were selected by using purposive sampling, as a technique of selecting samples based on specific criteria. The criterion of the selection was the ownership of Android smart phones, in order to be offered six podcasts to be listened to. Concerning the choice of second year students to be the subjects of our research, it is justified by the fact that, we found only one teacher who devoted the second semester for teaching listening comprehension.

As an initial point for testing, and due to the great importance of testing and revising the materials to be used before accomplishing them, the present work resorted to a pilot study or "the specific pre-testing of a particular research instrument" (Van Teijlingen & Hundley, 2001, p. 33), in the design of the pre-test prior to the treatment. In so doing, we attempted to identify potential problem areas, deficiencies in the research instrument implemented, and to test how the audio works and make any required modifications with regard to the test design and the time allocated before the administration of the test.

After conducting the pilot study, some questions in the test had to be modified or clearly specified, and some activities were found to demand additional amounts of time to be done.

3.3. The Students Questionnaire

3.3.1. description and administration of students' questionnaire.

The students questionnaire is made up of twenty questions, arranged in two sections; section one is entitled "Listening in an EFL Context", while "Listening to Podcasts" is the second section.

The first section aims at getting clear insights about the role of listening in EFL learning process. It is a combination of eleven questions **(Q1 to Q11)**. **(Q1)** seeks to show whether listening is an active or a passive skill according to students' views, while **(Q2, Q3, Q4, Q5, Q6, Q7, and Q8)** aim at getting insights about whether students practise listening outside the classroom or not. In **Q2** and **Q3**, students are asked about the frequency of listening to English materials and the reason behind listening to them. **Q4** and **Q5** explore students' preferences with regard to listening to native speakers or to non- native speakers. In **Q6** students are asked about their views concerning the effect of listening to English speakers in developing their language proficiency, while **Q7** and **Q8** are designed to check how students evaluate their listening abilities and how much content they usually comprehend from a typical piece of listening. **Q9** allows students to talk about the obstacles they encounter during a listening task. **Q10** and **Q11** are about the frequency of being taught listening comprehension and the way teachers present a listening comprehension lesson.

The section two seeks to collect data about students' beliefs regarding the significance of podcasts on improving listening skills by exploring their practices and preferences. It includes nine questions **(Q12- Q21)**. **Q12** and **Q 13** are set to determine how often students use ICTs in their learning and their attitudes towards the usefulness of ICTs in assisting their learning process. **Q14** intends to check students' familiarity with podcasts, and **Q15** is about

the frequency of listening to podcasts. Through **Q16** and **Q17**, we seek to identify the amount

of time students spend when listening to podcasts and the usual length of single podcast

episodes they listen to. **Q18** is designed to find out whether students consider podcasts as

useful tools for enhancing their listening abilities or not. On the other hand, **Q19** is intended

to discover students' preference regarding the topics and genres of podcasts. In the last

Question, (**Q21**), students are asked whether they prefer the podcasts content to be vocal or

musical.

3.3.2. analysis of the students questionnaire.

Section One: Listening in an EFL Context

1. Do you consider listening as a/an:
   a) Active skill?
   b) Passive skill?
   c) Not sure whether active or passive?
   ● Please, justify your choice.
   ....

Table 3.1

Active and Passive Views about Listening

Option	N	%
a.	54	75
b.	7	9.72
c.	11	15.28
Total	**72**	**100**

The majority of respondents considered listening as an active skill (75%). The

justifications of students who said that listening is an active skill differed from one student to

another, but the most responses centre on the idea that listening helps them in building the

other skills like speaking, improve pronunciation, enrich vocabulary skill, and so forth. On

the other hand, students who viewed listening as a passive skill (9.72%) justified their

answers in this way: "…when practising listening, we do not produce anything, we do not

make any effort, and we just receive the input."

2. How often do you listen to materials in English (audio or video) outside the classroom?
   a) Always   b) Often   c) Sometimes   d) Rarely   e) Never

Table 3.2

Frequency of Individual Extra-Curricular Listening to Materials in English

Option	N	%
a.	16	22.22
b.	15	20.83
c.	34	47.24
d.	6	08.33
e.	1	1.38
Total	72	100

As presented in the Table 3.2, 47.24% of students claimed that they "sometimes" listen to materials in English outside the classroom, while almost equal groups of students said that they "always" or "often" listen to those English materials, 16 (22.22%) and 15 (20.83%) respectively. A minority of students stated that they "rarely" or "never" do so. These findings showing that the majority of students who listen to materials in English reflect their consciousness of the importance of listening in English language learning.

3. When you listen to such materials in English, do you listen for: (+)?
   a) Pleasure?
   b) Gathering information about specific topics?
   c) Acquiring the target language?
   d) All the above

Table 3.3

Reasons for Listening to Materials in English

Option	N	%
a.	9	12.5
b.	15	20.84
c.	17	23.62
d.	20	27.77
a. + b.	2	2.77
b. + c.	5	6.95
a. + c.	4	5.55
Total	72	100

The above table demonstrates that 36.11% of students are listening to materials in English to acquire the target language [c=26: (c: 17) + (b+c: 5) + (a+c: 4)]; 36.11%].

Whereas the 'gathering information about specific topics' option is chosen by 30.55% of students [b=22: (**b**: 15) + (a+**b**: 2) + (**b**+c: 5); 30.55%]. Pleasure as a reason behind listening to materials in English is chosen by 20.83% of students [a= 15: (**a**: 9)+ (**a**+b: 2)+ (**a**+c: 4); 20.83%)]. Other students who selected two options at once constitute together a minimal percentage, 15.28%. The results obtained point out that students have varied reasons for listening.

4. Would you favour to listen to:
   a) Native speaker?
   b) Non-native speaker?
   c) Both of the above?

Table 3.4

Students' Preferences between Listening to Native Speakers or Non-Native Speakers

Option	**N**	**%**
a.	44	61.11
b.	5	6.94
c.	23	31.95
Total	**72**	**100**

The majority of students from the sample prefer to listen to native speakers (61.11%) Next, 31.95% of them prefer to listen to both native and non-native speakers. While 6.94%, is the percentage of students who prefer to listen to non-native speakers.

5. When you listen to materials in English, what kind of media players do you usually use? (+)
   a) A cell Phone
   b) A PC
   c) An iPod
   d) An Mp3 player
   e) Others, please specify:
      …………………………………………………………………

Table 3.5

Media Players Used by Students in Listening

Option	N	%
a.	33	45.85
b.	11	15.29
c.	2	2.77
d.	6	8.33
a. + b.	14	19.45
b. + e.	1	1.38
a+ b+ c+ d	1	1.38
a. + b. + c.	1	1.38
a. + b. + e.	3	4.17
Total	**72**	**100**

Cell phones constitute the most used device by students for listening to materials in

English, with 72.22% opting for them [a=52: (**a**: 33)+ (**a**+b: 14)+ (**a**+b+c+d: 1)+ (**a**+b+c: 1)+

(**a**+b+e: 3); 72.22%]. PCs come next with 43.05% [b=31: (**b**: 11)+ (a+**b**: 14)+ (**b**+e: 1)+

(a+**b**+c+d: 1)+ (a+**b**+c:01)+ (a+**b**+e: 3); 43.05%]. Mp3 players are chosen by 9.72% other of

students [d=07: (**d**: 6)+ (a+b+c+**d**: 1)] and iPod players by 5.55% [c=4: (**c**:2)+ (a+b+**c**+d: 1)+

(a+b+**c**: 1)]. Similarly, 5.55% of students listen through TV [e=4: (b+**e**: 1)+ (a+b+**e**: 3)].

6. As an EFL student, do you think that listening to speakers of English helps you in
developing your language proficiency?
   a) Yes
   b) No
   c) Not sure

Table 3.6

Students Beliefs about the Role of Listening in Developing Language Proficiency

Option	N	%
a.	67	93.06
b.	2	2.78
c.	3	4.16
Total	**72**	**100**

Almost all students (67 out of 72) agreed upon the role that listening to speakers of

English plays in enhancing their language proficiency. Thus, it could be said that students are

aware of the importance of listening to English speakers in improving the language learning

process. The remaining 5 students are either not sure or disagreeing with the central role of

listening in language learning.

7. How do you evaluate your English listening abilities?
a) Very good   b) good   c) Average   d) Poor

Table 3.7

Students Self-Evaluation of their English Listening Abilities

Option	N	%
a.	4	5.56
b.	23	31.94
c.	41	56.94
d.	4	5.56
Total	**72**	**100**

The findings presented indicate that 56.94% of students claimed that their listening skills

are "average", and 31.94% of them consider themselves as "good" listeners. An equal and low

percentage, 5.56%, is found on the extremes, for students considering their listening abilities

as "very good", or "poor".

8. How much content do you usually comprehend from a typical piece of listening?
a) All of it   b) Most of it   c) Some parts of it   d) A little of it   e) None of it

Table 3.8

The Amount of Content Usually Comprehended by Students while Listening

Option	N	%
a.	1	1.38
b.	29	40.3
c.	37	51.39
d.	4	5.55
e.	1	1.38
Total	**72**	**100**

About half of the students (51.39%) said that they usually comprehend only some of a

piece of listening, 40.30% of them claimed that they comprehend most of it, while 5.55% of

them said that they comprehend solely a little of it. Only one student (1.38%) said that he/she

comprehends the entire piece of listening he/she usually listens to, and another student

(1.38%) stated that he/she doesn't comprehend anything from the piece of listening he/she

usually listens to.

9. What problems do you encounter during listening? **(+)**
    a) Speed of delivery of the speaker
    b) Colloquial expressions
    c) Pronunciation
    d) Attention and memory
    e) All of the above
    f) No problems at all
    g) Others, please specify…………………………………………………………..

Table 3.9

Problems Encountered by Students during Listening

Option	%
a.	58.33
b.	16.66
c.	29.16
d.	18.25
e.	8.34
Total	**130.74**

It should be noted that the results came in more, and very lengthy, details than established

in the table above, and are presented in condensed form following the same way adopted in

analysing the students' answers in the 3rd and 5th questions, whereby the total of the

percentage is over 100% because each option is counted as it is selected alone and in

combination with other options.

Among the aspects suggested for the problems that students face during listening, speed

of delivery of the speaker is cited as the main difficulty by 58.33% of students. Next,

pronunciation is identified by 29.16% of students, and 18.25% of them referred to difficulties

in keeping track of the content in terms of attention and memorization. Fourth in difficulty

are colloquial expressions, selected by 16.66%. The possibility that all previously mentioned

factors impede comprehension is identified by 8.34% of the students.

10. How often does your teacher present a listening comprehension lesson?
   a) Twice a week
   b) Once a week
   c) More than once a month
   d) Once a month

Table 3.10

Frequency of Attending Listening Comprehension Lessons

Option	N	%
a.	10	13.88
b.	39	54.16
c.	7	9.73
d.	16	22.23
Total	**72**	**100**

The findings indicate that most of respondents (54.16%) said that their teacher presents a listening comprehension lesson once a week, while 22.23% of respondents said that their teacher does so once a month. 13.88% claimed that they practise listening inside the classroom twice a week and more than once a month is the answer provided by 9.73% of students. While these views may reflect teacher practices, they are also different among students attending the same class, which suggests that students may not regularly attend all lessons.

11. How does your teacher present the listening comprehension lesson? **(+)**
   a) Introduces the topic, tells you to listen, then asking questions.
   b) Tells you to listen directly then asks questions.
   c) Instructs you to listen only.
   d) Others, please specify: …………………………………………………….

Table 3.11

Students' Accounts of Listening Comprehension Lessons Proceedings

Option	N	%
a.	14	19.45
b.	50	69.44
c.	6	8.35
a. + b.	1	1.38
a. + c.	1	1.38
Total	**72**	**100**

The aim of this question is twofold: to discover the prevalent procedures in teaching

listening comprehension and test students' familiarity with them. The answers tabulated

above show that the majority of the students (70.83%) said that the way their teacher presents

a listening comprehension lesson is by ordering them to listen directly then asking questions

[b=51: (b: 50)+ (a+b+d:1)], whereas, 22.22% stated that their teacher introduces the topic

first, tells them to listen, then asks questions [a=16: (a:14)+ (a+b+d:1)+ (a+c:1)]. Only 9.72%

of students claimed that their teacher instructs them to listen only [c= 7: (c: 6)+ (a+c: 1)],

revealing that they may well not be really familiar with the lesson procedures.

Section Two: Listening to Podcasts

12. How often do you use ICTs in your learning of English?
a) Always   b) Often   c) Sometimes   d) Rarely   e) Never

Table 3.12

Frequency of Students' Use of ICTs in Learning English

Option	N	%
a.	12	16.66
b.	20	27.78
c.	35	48.63
d.	3	4.16
e.	2	2.77
Total	**72**	**100**

Generally speaking, most students rely on the use of ICTs in their learning of English

with 32 students reporting very frequent use of ICTs (44.44%) and 35 (48.63%) reporting

regular use. Only 5 students rarely or never use this technological tool for learning.

13. How much do you think that ICTs are helping in your learning process?

a) Very much   b) Somehow   c) A little   d) Not at all

Table 3.13

Students Beliefs about the Contribution of ICTs to the Learning Process

Option	N	%
a.	56	77.78
b.	11	15.28
c.	3	4.16
d.	02	02.78
Total	**72**	**100**

Most students questioned (77.78%) qualify ICTs as very useful tools in their learning

process, and 15.28% of them claimed that they are somehow helpful. Only 4.16% of them

said that they are a little useful, and two students (2.78%) consider them as not helpful at all.

Hence, Second Year students are aware of the importance of ICTs in enhancing the learning

process.

14. Do you know about podcasts?
        a) Yes   b) No   c) Not sure

Table 3.14

Students' Familiarity with Podcasts

Option	N	%
a.	38	52.77
b.	19	26.38
c.	15	20.85
Total	**72**	**100**

As the table above indicates, 38% of students are familiar with podcasts, whereas 19%

of students are not familiar with them. The findings also show that 15% of the students are

not sure are not sure about what podcasts are.

15. How often do you listen to podcasts?
a) Every day
b) More than once a week
c) Once a week
d) Rarely
e) Never

Table 3.15

Frequency of Listening to Podcasts

Option	N	%
a.	7	9.72
b.	17	23.62
c.	12	16.66
d.	23	31.95
e.	13	18.05
Total	**72**	**100**

Equal results are obtained for frequent and infrequent uses of podcasts for listening to

materials in English. 50% of students do listen regularly to podcasts either every day, more

than once a week or once a week. The other half of students rarely or never listen to podcasts.

On the whole, it could be reasoned that students do not listen much to the podcasts.

16. How much time do you spend listening to podcasts, if at all?
a)   …………… hour (s)
b)   …………… minute (s)

Table 3.16

Time that Students Spend when Listening to Podcasts

Option	N	%
a. 01h- 02h	33	45.84
b. 10m- 15m	26	36.11
No answer	13	18.05
Total	**72**	**100**

As it is seen in table 16, the percentage of students who spend an hour to 2 hours

listening to podcasts is 45.84%; whereas 36.11% of them spend 10 minutes to 15 minutes

listening to them. 18.05% of students do not give their answers. These results explain and

support the results obtained in the previous question demonstrating rather low uses of

podcasts.

17. What is the usual length of single podcast episodes that you listen to?
a)   …………… hour (s)
b)   …………… minute (s)

Table 3.17

Length of Podcast Episodes Students Usually Listen to

Option	N	%
a. 01h- 02h	11	15.28
b. 06m- 10m	48	66.67
No answer	13	18.05
Total	72	100

It is clear from the above table that the majority of students (66.67%) listen to podcast episodes that last about 6 minutes to 10 minutes while only 15.28% of them listen to those that last an hour to two hours. 18.05% is the percentage of those who do not give their answers.

18. Do you think that podcasts are useful tools for enhancing your listening skills?
a) Strongly agree   b) Agree   c) Neutral   d) Disagree   e) Strongly disagree
   - Whatever your opinion, please explain how:
....

Table 3.18

Students' Opinions about Strength of Impact of Podcasts on Enhancing Listening Skills

Option	N	%
a.	17	23.62
b.	36	50
c.	11	15.27
d.	1	1.38
e.	1	1.38
No answer	6	8.35
Total	72	100

This questions checks students' awareness of the role of listening to podcasts in developing their listening comprehension abilities. Most students (73.62%) either strongly agreed or agreed that podcasts are crucial for enhancing their listening skills. 15.27% of them are neutral to the suggestion, and 09.73% did not attribute podcasts a central role in improving their listening skill.

Students who agreed and strongly agreed with the aforementioned idea; explained their choices as follow:

- Listening to podcasts helps us to enrich our vocabulary and to improve our pronunciation.

- Everyday listening to podcasts makes the ears familiar with the utterance. So, our listening

abilities will become better.

- Through listening to podcasts, we can recognize different accents. Then, it is a good source

for practising listening.

- Through listening to podcasts, we can overcome the difficulties that we usually encounter

during listening.

Concerning those who did not answer the question and those whose opinions were

neutral, their explanations centre around the idea that they do not have any idea whether

podcasts are useful for developing our listening skills or not.

19. Which topics do you listen to so often? **(+)**

      a) Sport   b) Politics   c) Literature   d) Science

      e) Art   f) Culture   g) Health   h) Do-it-yourself

i) Others, please specify:

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

Table 3.19

Students' Preferred Podcasts Topics

Option	%
a.	19.44
b.	15.27
c.	18.05
d.	8.33
e.	34.72
f.	38.88
g.	36.11
h.	18.05
i.	2.77
No answer	6.95
Total	**198.57**

In the first position came culture podcasts, with 38.88% of the respondents preferring

them, followed by podcasts about health (36.11%) then, art topics (34.72%). Other topics

such sport, literature and do-it-yourself are selected at lesser degrees, with a little less than

20% for each. The least preferred topics are related to science (08.33%) and varieties such as

series and comedy (2.77%).

    20. How would you prefer the content to be?
        a) Vocal   b) Musical   c) No difference

Table 3.20

Students Preferences of Vocal vs. Musical Podcasts

Option	N	%
a.	14	19.44
b.	21	29.16
c.	33	45.83
No answer	04	05.55
Total	**72**	**100**

    The question at hand is in need of the of students' answers of whether they prefer

podcast content to be vocal or musical. According to 45.83% of students, both vocal and

musical content are preferred. 29.16% of them, however, preferred the content to be musical

more than those who preferred it to be only vocal (19.44%).

3.3.3. interpretation and discussion of questionnaire results.

    The analysis of students' questionnaire, provided us with answers to the previously stated

research questions, and proved that most of them are aware of the importance of listening

skill and are familiar with the notion of podcasts, but still their listening practices are

relatively modest in their language learning process.

    To begin with, Q1 demonstrated that most students consider listening as an active skill;

thereby, it could be said the second year students are aware of the importance of listening as

one of the four language skills. Q2 revealed that listening to materials in English, as part of

listening comprehension at our department, is not carried out very frequently. Q14 and Q15

revealed that students are familiar with podcasts, but unfortunately, they rarely listen to them.

    Concerning the second research question that relates to exploring students attitudes

towards the use of podcasts in language learning, it was deduced that students held positive

attitudes towards their use in their learning process and welcomed listening to this ICT device as a way to enhance their listening skills, as affirmed by their answers to question 18, in particular.

3.4. Teachers' Questionnaire

3.4.1. description and administration of the teachers' questionnaire.

As another research instrument that resembles students questionnaire, the teachers questionnaires, was addressed to twelve teachers of the Oral Expression module working at the department of English at Mohammed Seddik Ben Yahia university; it is designed for getting insights about teachers' attitudes towards and the status of teaching the listening skill and the use of podcasts in teaching listening comprehension.

The sample questioned consists in six male teachers and six female teachers. The questionnaire was distributed to the chosen teachers in the second semester of the academic year 2017-2018; ten of the teachers returned the forms with a rate of 83.33 %.

The questionnaire is made up of twenty two (22) questions divided into two sections. In the same spirit of the students questionnaire. The first section deals with "The Listening Skill" to obtain information from teachers regarding the importance of the listening skill, frequency of teaching it, and the commonly anticipated students' problems during listening comprehension tasks. The second one deals with "Podcasts in Teaching and Learning Listening Comprehension", and explores the frequency of using podcasts for teaching listening comprehension, teachers' attitudes towards using such technological tool, the criteria relied on when choosing podcasts for teaching, their preference concerning the type and the content of podcast recommended for students to be listened to.

Section One: The Listening Skill (**Q1-Q7**). Q1 elicits the aim of teaching listening comprehension in terms of main skill to be developed in second year students. Q2 concerns the status of listening compared to other language skills. In Q3, teachers are asked about the

amount of time devoted for teaching listening is their oral expression courses. Q4 is about teachers' agreement to a quote concerning the perceived neglect of teaching the listening skill. Q5 attempts to explore how teachers evaluate their students' English listening abilities with regard to the common European framework of reference. In Q6, we seek to know the most common difficulties that hinder students' listening comprehension during a listening task. Q7 aims at exploring teachers' opinions concerning the adequacy of classroom listening activities in fostering the target listening objectives for second year students.

Section Two: Podcasts in Teaching and Learning Listening Comprehension (Q8-Q22). Starting with Q8, teachers are asked about the frequency of teaching listening comprehension via podcasts, and their attitudes with regard to the efficiency of podcasts in teaching and developing listening comprehension in Q9 and Q10. Q11 to Q14 are set to determine whether teachers encourage their students to listen to podcasts, provide them with podcast to listen as a part of the course or as supplementary materials, or even invite them to present or discuss podcast-related materials. Reasons for the practices in these questions are elicited in Q15 and Q16. Q17 asks about the criteria that impact teachers' potential or actual choice of podcasts. The genres and topics of podcasts that teachers recommend or would recommend students to listen to are elicited by Q18. In Q19, teachers are asked to state whether they prefer the content of podcasts to be vocal, musical or both, and Q20 teachers recommend best techniques for listening comprehension using podcasts. Q21 and Q22 require teachers to self-produce their preferences vis-à-vis the time length of a typical or potential teaching podcast and the amount of listening to podcasts students should undertake to meet second-year syllabus requirements.

3.4.2. analysis of teachers questionnaire.

Section One: The Listening Skill

Q1. What are the main listening skills to be developed for second year students?
a) Listening for gist
b) Listening for specific information
c) Listening for detailed understanding
Others, please specify:
……………………………………………………………………………………………

Table 3.21

Teachers' Definitions of Second-Year Listening Goals

Option	N	%
a.	_	_
b.	3	30
c.	2	20
a + b	2	20
a +b +c.	3	30
Total	**10**	**100**

Teachers' views concerning the main listening skills to be developed for second year students are varied; however, the majority (80%) set listening for specific information as the main goal [b=8: (**b**: 3)+(a+**b** :2)+(a+**b**+c: 3), 80%]. Listening for the gist and listening for detailed understanding are each chosen by half the respondents [a=5: (**a**+b: 2)+ (**a**+b+c: 3); 50%] and [c=5: (**c**: 2)+(a+b+**c**: 3); 50%].

Q2. Do you think that the listening skill for second year students is:

a) more primary than the skill of speaking? Yes ☐ No ☐ No Difference ☐ Not sure ☐
b) more primary than the skill of reading? Yes ☐ No ☐ No Difference ☐ Not sure ☐
c) more primary than the skill of writing? Yes ☐ No☐ No Difference ☐ Not sure ☐

Table 3.22

Teachers' Views about the Status of Listening among Other Language Skills

	Yes		No		No difference		Not sure		**Total**	
Options	**N**	**%**	**N**	**%**	**N**	**%**	**N**	**%**	**N**	**%**
a.	1	10	5	50	4	40	-	-	10	100
b.	2	20	4	40	2	20	2	20	10	100
c.	3	30	3	30	2	20	2	20	10	100
Total	**6**	**20**	**12**	**40**	**8**	**26.67**	**4**	**13.33**	**30**	**100**

The most frequently chosen option is disagreement with the fact that speaking is more primary skill than speaking, reading and writing (40%), followed by the belief that there is no difference between the skills (26.67%), which in some ways is a similar opinion to that stating uncertainty of relative importance, (i.e., "Not sure", representing 13.33%). Only 20% of the teachers considered listening as more primary than either of speaking, reading and writing. Hence, it can be said that though some teachers stress the importance of listening, most teachers considers all the language skills as equally important.

Q3. How often do you teach listening in your course of Oral Expression?
a) Twice a week   ☐
b) Once a week   ☐
c) More than once a month ☐
d) Once a month   ☐

Table 3.23

Frequency of Teaching Listening in Courses of Oral Expression

Option	**N**	**%**
a.	4	40
b.	4	40
c.	1	10
d.	1	10
Total	**10**	**100**

Listening comprehension is an integral part of the module of Oral Expression. It is taught twice a week by 40% of teachers, once a week by 40% of them. The remaining two teachers seldom teach listening, either in more than or one session a month.

Q4. Do you agree with the following saying **"Listening is a fundamental language skill, but it is often ignored by foreign and second language teachers"** (**Oxford, 1993**)?

a) Strongly agree ☐   b) Agree ☐   c) Neutral ☐   d) Disagree ☐   e) Strongly disagree ☐

Please, justify your choice:

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

Table 3.24

Teachers Agreement with the Saying that Listening is Fundamental but Ignored in Teaching

Option	N	%
a.	3	30
b.	6	60
c.	-	-
d.	1	10
e.	-	-
Total	**10**	**100**

Most of teachers (90%) strongly agreed and agreed with Oxford's saying, meaning that they agree upon the fact that listening is marginalized by them despite its prominence. One of the teachers who agreed with the statement justified "because most of teachers focus on speaking more than listening"; another said, "because a good listener is a good speaker". Among those who strongly agreed with the claim, a teacher said "because listening is a receptive skill and students cannot produce a language without receiving input from authentic materials". Only one teacher disagreed with the previously indicated quote saying, "...EFL teachers give priority to speaking skill, to develop the communicative skills of their learners". These findings allow us to deduce that teachers are aware of the importance of listening skill, but they still neglect it.

Q5. How do you evaluate your students' English listening abilities in reference to the Common European Framework of Reference (2001)?

Common Reference Levels: self-assessment grid for Listening Comprehension	All students	Most students	Few students
A1: can recognise familiar words and very basic phrases concerning … immediate concrete surroundings when people speak slowly and clearly.			

A2: can understand phrases and the highest frequency vocabulary … can catch the main point in short, clear, simple messages and announcements.			
B1: can understand the main points of clear standard speech on familiar matters …radio or TV programmes on current affairs … when the delivery is relatively slow and clear.			
B2:can understand extended speech and lectures and follow even complex lines of argument provided the topic is reasonably familiar … in standard dialect			
C1: can understand extended speech even when it is not clearly structured and when relationships are only implied … without too much effort.			
C2: no difficulty in understanding any kind of spoken language, whether live or broadcast, even when delivered at fast native speed, provided … familiar with the accent.			

Table 3.25

Teachers' Evaluation of Students Listening Abilities in Reference to the Common European Framework of Reference 2001

Reference level	All students		Most Students		Few Students		Total	
	N	**%**	**N**	**%**	**N**	**%**	**N**	**%**
A1.	10	100	-	-	-	-	10	100
A2.	1	10	9	90	-	-	10	100
B1.	1	10	9	90	-	-	10	100
B2.	-	-	6	60	4	40	10	100
C1.	-	-	2	20	8	80	10	100
C2.	-	-	1	10	9	90	10	100

When evaluating students listening abilities with regard to the common reference levels, all teachers claimed that all student attained **A1** level, however; the second level **A2** as seen in the table, is claimed to be the level of most students, by the vast majority of teachers and only one teacher pointed out that all students have **A2** level. **B1** level is confirmed to be attained by most students as claimed by 90% of respondents; on the other hand, only one teacher has asserted that this level is attained by all students. Concerning **B2** level, the overwhelming majority of teachers claimed that most students' have a B2 level, and only 4 teachers said that few students attained this level. **C1** is regarded to be the level of few students as asserted by 80% of teachers, whereas only 20% of them said that this level is

attained by most students. With regard to **C2** level most teachers said that this level is

attained by few students, and only one teacher considered it to be the level of most students.

Q6. What are the most common difficulties that your students encounter during listening
comprehension activities?
a. Speed of delivery of the speaker
b. Colloquial expressions
c. Pronunciation (dialect or accent)
d. Attention and memory
e. Others, please specify...

Table 3.26

The Most Common Difficulties Encountered by Second Year Students in Listening Activities

Option	N	%
a.	–	–
b.	–	–
c.	–	–
d.	1	10
a. +b.	2	20
a.+ c.	1	10
a.+ b. +c.	2	20
a.+ c. +d.	1	10
a.+ b.+ c.+ d.	3	30
Total	**10**	**100**

Teachers' responses were varied concerning the most common difficulties that students

encounter during a listening task. The majority (90%) of teachers selected speed of delivery

of the speaker as the commonest encountered difficulty [a= 9: (**a**+b: 2) + (**a**+c:1)+(**a**+b+c:

2)+(**a**+c+d: 1)+(**a**+b+c+d: 3); 90%]. While colloquial expressions and pronunciation

constitute each 70% of the most commonly confronted difficulties [b= 7: (a+**b**: 2)+(a+**b**+c:

2)+(a+**b**+c+d: 3); 70%] and [c= 7: (a+**c**: 1)+(a+b+**c**: 2)+(a+**c**+d: 1)+(a+b+**c**+d: 3); 70%] .

Half the respondents said difficulties arise from attention and memory in listening

comprehension activity [d= 5: (**d**: 1)+(a+c+**d**: 1)+(a+b+c+**d**: 3); 50%].

Q7. Do you think that classroom listening activities are sufficient for developing the target
listening objectives for second year students?
a) Yes   b) No   c) Not sure

Table 3.27

Teacher's Judgement of the Adequacy of Classroom Listening Activities in Developing Target Listening Objectives

Option	N	%
a.	-	-
b.	7	70
c.	3	30
Total	**10**	**100**

The majority of respondents (70%) affirmed that classroom listening activities are not sufficient for developing the target listening objectives for second year students, while 30 % of them were not sure whether these activities are adequate for developing the target listening objectives for second year students. This entails that students need more listening activities to enhance their listening abilities.

Section Two: Podcasts in Teaching and Learning Listening Comprehension

Q8. How often do you teach listening comprehension through podcasts?
a) Always ☐   b) Often ☐   c) Sometimes ☐   d) Rarely ☐   e) Never ☐

Table 3.28

Frequency of Implementing Podcasts in Teaching Listening Comprehension

Option	N	%
a.	1	10
b.	2	20
c.	-	-
d.	3	30
e.	4	40
Total	**10**	**100**

Only one teacher (10%) said that he/ she always uses podcasts in teaching listening comprehension, two teachers (20%) claimed that they often implement them and three (30%) rarely do so. 40% of the informant reported never having used podcasts before. This indicates that teachers have not yet explored the potential of podcasts in teaching listening comprehension.

Q9. How useful do you think podcasts are in teaching listening comprehension?
a) Very useful ☐   b) Moderately useful ☐   c) Not very useful ☐

Table 3.29

Teachers' Attitudes the Usefulness of Podcasts in Teaching Listening Comprehension

Option	N	%
a.	7	70
b.	3	30
c.	-	-
Total	**10**	**100**

The majority of respondents (70%) pointed out that podcasts are very useful in teaching

listening comprehension whereas 30% of them considered podcasts as moderately useful in

teaching listening comprehension despite the fact that majority of teachers do not integrate

podcasts in teaching listening comprehension.

Q10. How much do you think podcasts can help learners on enhancing their listening
abilities?
a) Very much ☐   b) Somehow ☐   c) A little ☐

Table 3.30

Teachers' Beliefs about the Role of Podcasts on Enhancing Learners' Listening Abilities

Option	N	%
a.	8	80
b.	2	20
c.	-	-
Total	**10**	**100**

The vast majority of respondents pointed out that podcasts are very useful for learners to

improve their listening abilities. 20% of them argued that podcasts gave a moderate role for

podcasts in enhancing learners' listening abilities. Thus, all teachers agree on the usefulness

of podcasts in improving listening comprehension for students.

Q11. Do you encourage your students' to listen to podcasts?   a) Yes   ☐   b) No   ☐

Table 3.31

Teachers' Encouragement of Podcasts Use

Option	N	%
a.	5	50
b.	5	50
Total	10	10

Half of the respondents claimed that they encourage their students to listen to podcasts.

Equally, 50% of them demonstrated that they actually do not encourage their students to

listen to such technological tool.

Q12. Do you supply students with podcasts to listen to as part of the course? a) Yes ☐ b) No ☐

Table 3.32

Podcasts Supplementation by Teachers as a Part of the Course

Option	N	%
a.	3	30
b.	7	70
Total	10	100

Three teachers (30%) claimed that they supply students with podcasts to be listened to in

their courses. Most teachers (70%), however, do not offer podcasts to their students to be

used as part of the course.

Q13. Do you supply students with supplementary podcasts to listen to?   a) Yes ☐ b) No ☐

Table 3.33

Podcasts Supplementation by Teachers for Extra-Curricular Listening

Option	N	%
a.	2	20
b.	8	80
Total	10	100

 The results point out that most teachers, 80%, do not supply students with

supplementary podcasts for listening outside the classroom. Two teachers claimed that they

do usually equip their students with additional podcasts to listen to.

Q14. Do you invite students to present or discuss podcast-related materials? a) Yes ☐ b) No ☐

Table 3.34

Frequency of Using Podcast-Related Presentations or Discussions by Students

Option	N	%
a.	3	30
b.	7	70
Total	**10**	**100**

A significant number of respondents representing 70% of them have never invited their students to present or even discuss podcast-related materials. On the other hand, 30% of them stated that they have done so before.

Q15. If "Yes" in 12, 13, 14 and/or 15, is it because:
a) Podcasts expose students to real language? ☐
b) Motivate students? ☐
c) Others, please specify:
…………………………………………………………………….......

Table 3.35

Teachers' Reasons for Podcasts Use

Option	N	%
a.	1	10
b.	-	-
a. +b.	2	20
No answer	7	70
Total	**10**	**100**

Most teachers (70%) did not identify reasons for podcasts use. 30 % of them claimed that the reason behind podcasts adoption lies in the fact that podcasts expose students to real language, [a=3: (**a**: 1)+(**a**+b): 2); 30%]. The motivation brought about by podcasts being the reason for using podcast is identified by two teachers of respondents [b=2: (a+**b**): 2); 20%].

Q16. If "No" in 12, 13, 14and/or 15, is it because:
a) Podcasts are time consuming? ☐
b) Podcasts seldom meet syllabus objectives? ☐
c) It is difficult to adapt suitable materials for students? ☐
d) Others, please specify: ……………………………………………………………..

Table 3.36

Teachers' Reasons for not Using Podcasts

Option	N	%
a.	3	30
b.	-	-
c.	2	20
a.+ c.	1	10
a. +b. +c.	1	10
No answer	3	30
Total	10	100

The main reason for not using podcasts consume the time allocated for lessons as stated

by half the respondents (50%) [a=5: (**a**: 3)+(**a**+c:1)+(**a**+b+c:1)]. Two teachers [c=2:

(a+**c**:1)+(a+ b+**c**:1)= 2; 20%] claimed it is difficult to adapt suitable materials for students on

the basis of podcasts, and one teacher said that podcasts rarely meet syllabus objectives.

Q17. Which of the criteria below, if any, impact on your (potential) choice of podcasts?
a) Responding to students' needs and interests
b) Language demands of the listening material
c) Bringing variety and change to the course
d) Meeting course objectives
e) Others, please specify: ………………………………………………...……………

Table 3.37

Criteria for (Potential) Choice of Podcasts

Option	N	%
a.	–	–
b.	1	10
c.	1	10
d.	–	–
a. + b. +d.	1	10
b.+ d.	1	10
b.+ c. +d.	3	30
a. + c.	1	10
a.+ b. +c. +d.	2	20
Total	10	100

Various criteria are applied by teachers for potential or actual choice of podcasts. The

most relevant ones are language demands of the listening material (80%) [b=8:

(**b**:1)+(a+**b**+d: 1)+(**b**+d: 1)+(**b**+ c+d: 3)+(a+**b**+c+d: 2); 80%], meeting courses objectives

(70%) [d=7: (a+b+**d**: 1)+(b+**d**: 1)+(b+ c+**d**: 3)+(a+b+c+**d**: 2); 70%] and bringing variety and

change to the course (60%) [c=6: (**c**: 1)+ (b+**c**+d: 3)+(a+b+**c**+d: 2); 60%]. The next relatively

relevant factor, chosen by 40% of the teachers, is responding to student's needs and interests

is [a=4: (**a**+b+d: 1)+(**a**+c: 1)+(**a**+b+c+d: 2); 40%].

Q18. Which topics do/would you recommend students to listen to?

a) Sport ☐ b) Politics ☐ c) Literature ☐ d) Science ☐

e) Art ☐ f) Culture ☐ g) Health ☐ h) Do-it-yourself ☐

i) Others, please specify:

……………………………………………………………………………….

Table 3.38

Teachers' Podcasts Genres Recommendations for Students

Option	N	%
f.	1	10
f. + h.	1	10
a. +b. +f. + g.	1	10
b. +c. +e.+ f.	1	10
b. +c. +d.+ f.	1	10
a.+ c. +f. +g. +h.	1	10
a. + c. + d+ f. + g.	1	10
a. + b. +c. + e. +f. + h.	1	10
a. + b. + c. + d. + e. + f. + g. + h.	2	20
Total	**10**	**100**

Concerning the topics or genres that teachers prefer to exhort students to listen to, all

teachers stressed that culture is the type of podcast preferred to be recommended for students

to do so.[f=10: (f:1)+ (f + h:1)+(a+b+f+g:1)+(b+c+e+f:1)+(b+c+d+f:1)+(a+c+f +g +h:1)+(

a+ c+ d+ f+ g:1)+(a+ b+c+ e+f+ h:1)+(a+ b+ c+ d+ e+ f+ g+ h:2);100%]. 70% of them

preferred podcasts to be about literature, [c=7: (b +c +e+ f:1)+(b+c+d+ f:1)+(a+ c +f

+g+h:1+(a+ c+ d+ f+ g:1)+(a+ b+c+ e+f+ h:1)+(a+ b+ c+ d+ e+ f+ g+ h:2),70%].

However; concerning sport podcast it was preferred by 50% of teachers, to be recommended

for students to listen to. A 50% percentage represents those who recommend students to

listen to podcasts about health or do-it-yourself. Each of politics, [g=4: (a+b+$\underline{f}$+g:1)+ a+

c+f+$\underline{g}$+h:1)+(a + c + d+ f + $\underline{g}$:1)+ (a+ b+ c+ d+ e+ f+ $\underline{g}$+ h:2);50%]. Whereas, science and

art podcasts constitute 30% of teachers' selections.

Q19. How would you prefer the content of podcasts to be?

a) Vocal ☐   b) Musical ☐   No difference ☐

Table 3.39

Teachers' Preferences of Vocal vs. Musical Podcasts

Option	N	%
a.	5	50
b.	1	10
c.	3	30
a.+ b.	1	10
Total	**10**	**100**

The results obtained revealed that 60% of respondents preferred the content of podcasts

to be vocal only [a=6: ($\underline{a}$: 5)+($\underline{a}$+b) :1)], and 20% of them the musical type of content [b=2:

($\underline{b}$: 2)+(a+$\underline{b}$: 1)], while 30% represents those who argued that there is no difference between

voice-only and musical podcasts.

Q20. Which listening techniques would you recommend for students in using podcasts?
a) One-time listening for each piece.
b) Replay each piece more than once.   ☐
c) Use available listening scripts.   ☐
d) Use subtitled videos   ☐
e) Others, please specify: …………………………………………...……………

Table 3.40

Listening Techniques Recommended for Students in Using Podcast

Option	N	%
a.	–	-
b.	8	80
c.	1	10
d.	–	-
b.+ c.	1	10
Total	**10**	**100**

Most informants (90%) opted for the 'replaying each piece more than once' technique, [b=9: (**b**: 8) +(**b**+c: 1); 90%]. While few of them (20%) recommended students to use available listening scripts, and no one chose one-time listening for each piece or using subtitled videos.

Q21. What is time length of a typical/ potential teaching podcast piece?
…………… minute (s)

Table 3.41

Time Length of a Typical or Potential Teaching Podcast

Answers	N	%
4 to 6 minutes	5	50
10 to 15 minutes	2	10
20 to 30 minutes	1	10
No answer	2	20
Total	**10**	**100**

It is clear from the table above that 50% of the teachers pointed out that the time duration of a typical podcast for language teaching should be between 4 to 6 minutes. 20% of them preferred podcasts that last for 10 to 15 minutes. Only one teacher put the suggestion of 20 to 30 minutes, while two others did not answer this question for one reason or another.

Q22. How much podcast listening should students do in order to meet first year listening requirements?
…………….…………………………………………………………………………

Table 3.42

Amount of Listening to Podcasts Recommended for Second-Year Students

Answers	N	%
Extensive listening	2	10
Daily	1	10
Twice a month	1	10
One session per a week	1	10
No answer	5	50
Total	**10**	**100**

It is clearly noticed from the obtained results that each of the five teachers who responded to this question had his /her own opinion concerning the frequency of podcast listening that could meet second-year listening requirement. These suggestions range between extensive listening, listening twice a month and listening on a daily basis or weekly.

3.4.3. interpretation and discussion of teacher questionnaire.

The results obtained from teacher's questionnaire affirmed that, English language teachers are aware of the importance of fostering students' listening skills. This assumption had been proved by teachers answers to the fourth question, in that in Q4 they tend to agree with Oxford's saying , according to which; "listening is a fundamental language skill, but it is often ignored by foreign and second language teachers" Additionally, they agreed up on giving primacy to listening over the other language skill as revealed by their answers to Q2, similarly, the first question revealed that vast majority of teachers considered listening for gist to be the main listening skill, second year students need to develop whereas; they teach listening comprehension only once or twice a week. But, Q7 revealed that classroom listening activities are not fairly enough in developing the target listening objectives.

The analysis of the second part of the questionnaire, demonstrates that the vast majority of teachers at the department of English had never used podcasts as a teaching material, and only few of them claimed that they teach listening comprehension through using podcasts. Despite this fact, Q9 and 10 demonstrated that teachers held positive attitudes towards implementing podcasts in teaching listening comprehension. There for it could be said that teachers are aware of the effectiveness of podcasts in assisting listening comprehension development, even if they do not use it either as a part of their courses or as a supplementary material or even encourage their students to present podcast-related materials as confirmed by Q11- 12. To sum up, from the results obtained from teachers' questionnaire, the inadequacy of classroom listening activities could be justified to the non- use of affective ICT's, in language teaching.

3.5. Listening Comprehension Test

3.5.1. description of the test.

The materials used in pre-test and post-test (audio and exercises) were the same. The audio offered to them was entitled "film adaptation" retrieved from speak out audio files (Eales & Oakes, 2011), discussing the process of adapting films from books; it lasts for nearly three minutes. The four exercises designed of the test aimed at measuring student's abilities in listening for gist, for detailed understanding, and for retaining words. By the end, the effectiveness of podcast use can be deduced through comparing and calculating students' scores in the two tests.

The test is made up of four exercises that emphasize the previously mentioned listening skills. The first and second exercises had to do with listening for gist, intentionally designed to examine how well students are in catching the general idea of the spoken piece. The third exercise was concerned with listening for detailed understanding, consisting of six sentences, accompanied with two choices, then students were asked to underline the correct alternative based on what they have listened to. In the last exercise, students were asked to complete eight sentences with the exact words and phrases from the recording, to test student's competency in listening for retaining words.

3.5.2. analysis of test scores.

The analysis proceeds by first comparing each group's performance on the three activities that make up the pre-test and post-test. Second, the scores obtained by both the control and the experimental groups in the pre-test are compared to each other to check if there is a difference between the performance of the two groups before receiving the treatment (podcast). Third, a comparison between the scores attained by the control group in pre and post-test is done, to find out the differences in performance. Similarly, a comparison of the experimental group' performance in the pre and post-test is carried out to see if the

students' listening abilities were developed after the treatment. At the end of the analysis, the

control and the experimental groups' scores in the post-test are compared to each other to

check if there is a significant difference between the group which received the treatment and

the group which did not receive it.

3.5.2.1. *control group performance on the three activities of the test.*

Table 3.43

Control Group Scores in the Pre-Test and the Post-Test Activities

	Listening Skills					
Students	Listening for gist (/10)		Listening for detail (/6)		Retention of words (/4)	
	Pre	**Post**	**Pre**	**Post**	**Pre**	**Post**
1	8.5	9	6	6	0.5	0.5
2	3.5	3.5	5	5	0.5	0.5
3	2	1.5	5	4	0	0
4	8	8	5	5	1.25	2.75
5	8.5	8	4	5	0.5	1
6	7	6	5	5	0.75	0
7	5	7	6	4	1.5	1
8	4	4	6	6	0.5	0.5
9	6.5	6	4	5	0.25	0
10	5	5.5	5	5	1.5	1.25
11	3.5	4	5	5	0.5	0
12	5.5	5.5	6	6	0	0
13	5	5	5	5	1.75	1.5
14	5	5	3	3	0	0
15	7	5.5	4	4	0.5	1
Total	84	83.5	74	73	10	10
Mean	**5.6**	**5.56**	**4.93**	**4.86**	**0.66**	**0.66**
%	**56**	**55.60**	**82.16**	**81**	**16.5**	**16.5**

The table above represents the control group listening abilities in the three listening

skills. As far as listening for gist is concerned, the percentage of means is 56% in in the pre-

test 55.6% in the post-test, demonstrate almost equal average performance of the control

group. Second, listening for detailed understanding skill, students demonstrated very good

abilities, scoring 82.16% of the total score in the pre-test and slightly lower than that (81%) in

the post-test. Concerning the retention of words activity, performance was very poor as

students score only 16.5% of the total score on both occasions

3.5.2.2. *experimental group performance on the three activities of the test.*

Table 3.44

Experimental Group Scores in the Pre-Test and the Post-Test Activities

	Listening Skills					
Students	Listening for gist (/10)		Listening for detail (/6)		Retention of words (/4)	
	Pre	**Post**	**Pre**	**Post**	**Pre**	**Post**
1	7	5	4	5	0.5	0.5
2	7.5	8	5	5	0.5	0.5
3	8	8	5	5	0.5	1.25
4	4.5	4.5	5	5	0	0.5
5	5.5	7	5	5	0.5	0.5
6	6	7.5	5	5	0.5	2.25
7	3.5	3.5	4	4	0	1.5
8	7	7.5	5	6	0.5	1.5
9	8.5	9	5	5	1.75	2
10	6.5	7	2	5	0.5	1.5
11	8	8.5	5	5	1	1.25
12	8	8	6	5	1.5	2.5
13	8.5	6.5	5	5	1	1.5
14	5.5	5.5	5	5	0.5	0.5
15	8.5	8.5	5	5	1	1.25
Total	102.5	104	71	75	10.25	19
Mean	**6.83**	**6.93**	**4.73**	**5**	**0.68**	**1.26**
%	**68.3**	**69.3**	**78.83**	**83.33**	**17**	**31.5**

Similar to the previous table, the table and figure above illustrate the experimental

group' performance on the three activities (listening for gist, listening for detailed

understanding, and retention of words). For 'listening for gist' activity, students' performance

in the post-test (69.3% of the total score) was better than the pre-test (68.3%). For 'listening

for detailed understanding', the percentage mean score of the post-test increased compared to

that of the pre-test (83.33%> 78.83%). Students' 'retention of words' abilities noticeably

increased in the post-test: 31.5% in the post-test against 17% in the pre-test. Based on these

findings, it is inferred that the experimental group listening skills enhanced and increased in

the post-test, especially for 'retention of words" listening skills.

3.5.2.3. *comparison of total scores in the pre-test.*

Table 3.45

Control Group and Experimental Group
Pre-test Total Scores

Control Group	Scores (/20)	Experimental Group	Scores (/20)
C1	15	Ex1	11.5
C2	9	Ex2	13
C3	7	Ex3	13.5
C4	14.25	Ex4	9.5
C5	13	Ex5	11
C6	12.75	Ex6	11.5
C7	12.5	Ex7	07.5
C8	10.5	Ex8	12.5
C9	10.75	Ex9	15.25
C10	11.5	Ex10	9
C11	9	Ex11	14
C12	11.5	Ex12	15.5
C13	11.75	Ex13	14.5
C14	8	Ex14	11
C15	11.5	Ex15	14.5
Mean	$\overline{x}_1$ =11.2		$\overline{x}_2$=12.25
%	56		61.25

($t_{obtained}$=1.24) < (t_{28}=2.05) not significant at p=.05
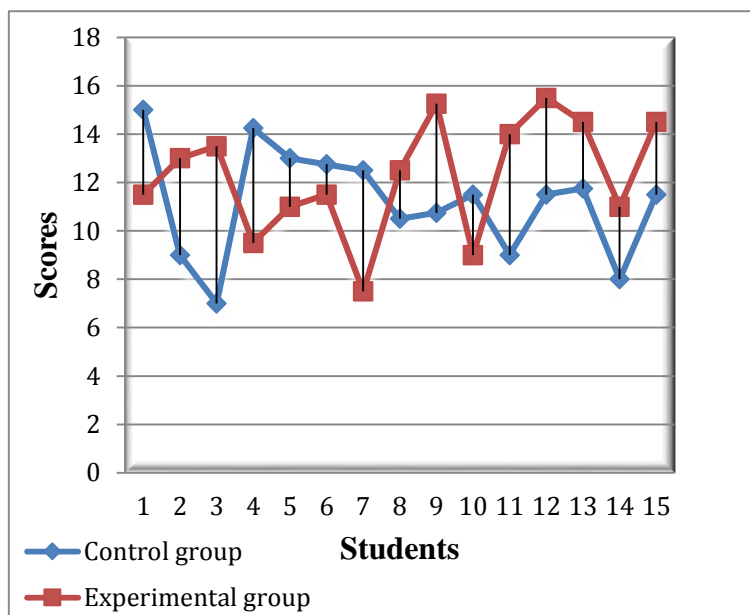
Figure3.1 Pre-test Total Scores

The results displayed in the table and figure above show that the experimental group

scores are greater than those of the control group in the pre-test: $\overline{x}_2$= 12.25> $\overline{x}_1$ = 11.2. Both

groups above average of the total score: 61.25% and 56%. In the control group, four students

obtained scores less than 10 while three students got that score in the experimental group.

Nevertheless, the best mark obtained is 15.5 in the experimental group and 15 in the control

group. It is deduced that the experimental group scores are better than those of the control

group in the pre-test. An unpaired t-test is calculated to see if the difference between the two

groups is statistically significant. The results obtained indicated that the t-calculated value

obtained **"-1.24"** is lower than the t-tabulated **"2.05"** at .05 level of significance (calculation

is available in Appendix V). This means that the difference between the control and

experimental groups' performance in the pre-test is not significant. To put it differently, both

groups had the same level before the treatment was received.

3.5.2.4. *comparison of the control group's pre-test and post-test results.*

Table 3.46

Control Group' Results

Students	Pre-test scores (/20)	Post-test scores (/20)	Difference
C1	15	15.5	+0.5
C2	9	9	0
C3	7	5.5	-1.5
C4	14.25	15.75	+1.5
C5	13	14	+1
C6	12.75	11	-1.75
C7	12.5	12	-0.5
C8	10.5	10.5	0
C9	10.75	11	+0.25
C10	11.5	11.75	+0.25
C11	9	9	0
C12	11.5	11.5	0
C13	11.75	11.5	-0.25
C14	8	8	0
C15	11.5	10.5	-1
Total	168	166.5	-1.5
Means	$\bar{x}_1$ =11.20	$\bar{x}_1$ =11.10	$\bar{d}_1$ = -0.1
%	56	55.50	0.50

$(t_{obtained}= 0.50) < (t_{14} =2.15)$ not significant at .05
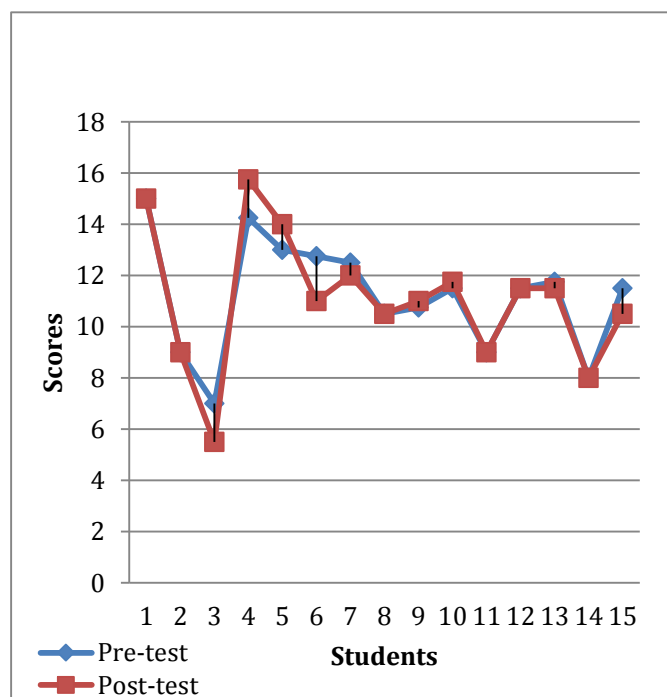
Figure3.2 Control Group Pre-Test and Post-Test Results

The table and figure above present scores obtained by students in the control group in

both pre-test and post-test. The means attained in the post-test differ slightly from those

attained in the pre-test with a mean difference of $\bar{d}_1$= **- 0.10.** A third of students got higher

scores in the post-test than in the pre-test, a third got the same scores as in the pre-test while,

yet another third of them got lower marks than the pre-test. For testing the obtained results, it

would be preferable to implement a paired t-test. The calculated t-value of the control group

–0.50 is lower than the tabulated t-value **2.15** at .05 level of significance (calculation is

available in Appendix 5). It is deduced that there is no difference in performance of the

control group between the pre-test and the post-test. In other words, students did not succeed

in achieving any improvement in their listening skill and that they have average listening

comprehension abilities.

3.5.2.5. *comparison of the experimental group's pre-test and post-test results.*

Table 3.47

Experimental Group' Results

Students	Pre-test scores (/20)	Post-test scores (/20)	Difference
Ex1	11.5	10.5	-1
Ex2	13	13.5	+0.5
Ex3	13.5	14.25	+0.75
Ex4	9.5	10	+0.5
Ex5	11	12.5	+1.5
Ex6	11.5	14.75	+3.25
Ex7	7.5	9	+1.5
Ex8	12.5	15	+2.5
Ex9	15.25	16	+0.75
Ex10	09	13.50	+4.5
Ex11	14	14.75	+0.75
Ex12	15.5	15.5	0
Ex13	14.5	13	-1.5
Ex14	11	11	0
Ex15	14.5	14.75	+0.25
Total	183.75	198	14.25
Means	$\overline{x}_2 = 12.25$	$\overline{x}_2 = 13.20$	$\overline{d_2} = 0.95$
%	**61.25**	**66**	**04.75**

$(t_{obtained}=2.50) > (t_{14}=2.15)$ *significant at .05*
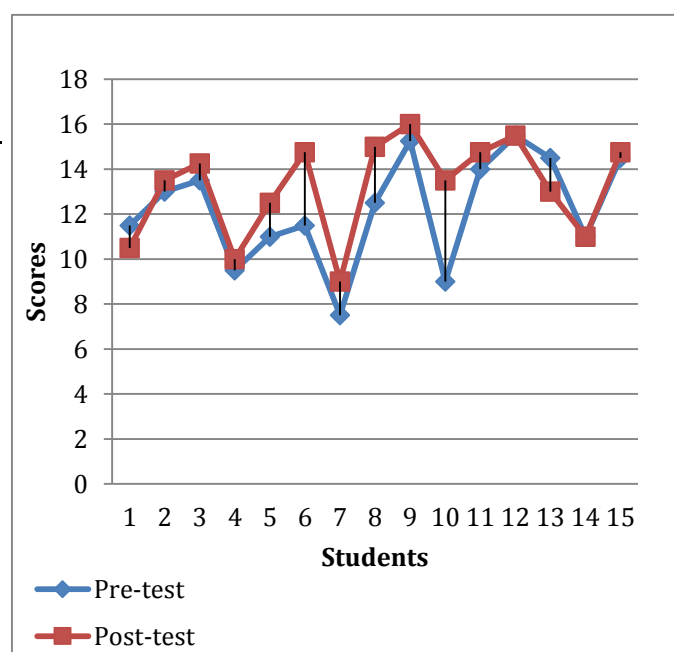
Figure3.3 Experimental Group Pre-Test and Post-Test Results

The experimental group mean of scores in the post-test is greater than the mean of score

they obtained in the pre-test with a difference of $\overline{d_2} = \mathbf{0.95}$. 11 out 15 students (73.33%) got

higher scores in the post-test, 2 students' scores remained static and 2 other students' scores

decreased in the post-test compared. To test the significance of these results, a paired t-test is

calculated. The **"calculated t value"** must be compared to the **"tabulated t value".**

Consulting a t table at 14 degrees of freedom (df), we noticed that the value **"2.50"** exceeds

the tabulated t value **"2.15"** at a .05 level of significant. Accordingly, the difference between

the pre and post-test means is statistically significant, meaning that there is only **5%**

possibility that the observed mean difference (**13.2>11, 1**) occurred by chance. This, in turn,

means that the treatment was effective in improving students' listening comprehension,

particularly; in the retention of words listening skill (see calculation in Appendix 5)

3.5.2.6. *comparison of total scores in the post-test.*

Table 3.48

Control and Experimental Groups' Scores in the Post-Test

Control Group	Posttest Scores (/20)	Experimental Group	Posttest Scores (/20)
C1	15.5	Ex1	10.5
C2	9	Ex2	13.5
C3	5.5	Ex3	14.25
C4	15.75	Ex4	10
C5	14	Ex5	12.5
C6	11	Ex6	14.75
C7	12	Ex7	9
C8	10.5	Ex8	15
C9	11	Ex9	16
C10	11.75	Ex10	13.5
C11	9	Ex11	14.75
C12	11.5	Ex12	15.5
C13	11.5	Ex13	13
C14	8	Ex14	11
C15	10.5	Ex15	14.75
Mean	$\overline{x}_1$= **11.10**		$\overline{x}_2$ = **13.20**

$(t_{obtained}=2.35)<t_{28}=2.05)$ significant at .05
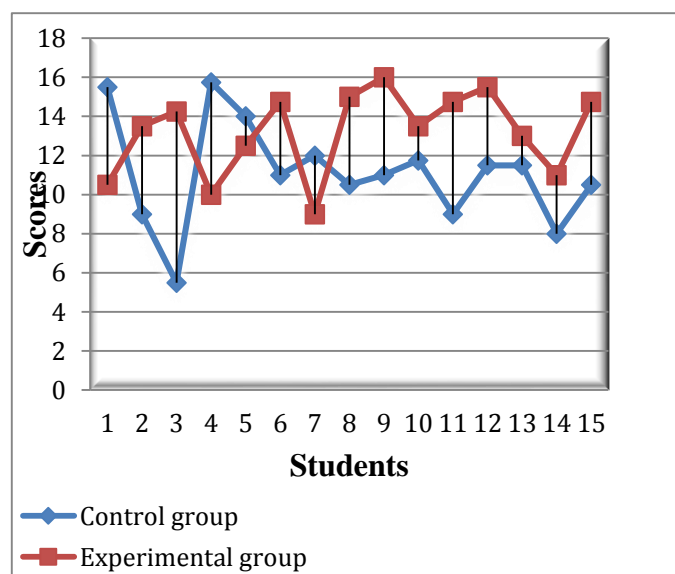
Figure 3.4 Control Group and Experimental Group Scores in the Post-test

The Table 3.50 portrays that the mean the experimental group got in the post-test is

greater than that of the control group. These results must be supported by a t-test, in this case,

we resorted to use an unpaired sample t-test. It is necessary to repeat that the level of

significant of this study is $\alpha = 0. 05.$ The degree of freedom suitable for this test is (df =

N1+N2-2) = (15+15-2= 28). At 28 degrees of freedom and .05 level of significance, the

critical value of t recorded in the table is 2.05. The calculated t value 2.35 is greater than the

tabulated value 2.05 (2.35>2.05) (calculation is available in Appendix 5). This means that the

difference between the two means is statistically significant. There is only 5% possibility that

the observed mean differences (13.20>11.10) occurred by chance. In other words, the dependent variable (podcast) has a positive impact on the independent variable (listening comprehension).

3.5.3. discussion of the experiment results.

Based on the statistical findings, we can say that the null hypothesis to this study, and which states that the implementation of podcast-based teaching will not improve students' listening comprehension, is refuted. Hence, the alternative hypothesis is maintained, meaning that experimental group scores in the post-test being higher than those of the control group, are related to the treatment they received.

The control group scores in the post-test did not show any improvement; rather a slight, yet insignificant decrease ($\overline{d_1}$ = **-0.10**) was observed, as the t-test showed. Conversely, the experimental group showed a significant improvement in their listening comprehension abilities as demonstrated by the significant increase of scores by ($\overline{d_2}$ = **0.95**). Another t test was used to compare the post-test results of the two groups, and it revealed that the difference between them is statistically significant.

3.6. Overall Analysis of the Results

The overall focus of the analysis is on exploring both teachers and student's views about the role of listening skill, their familiarity with regard to podcast use, their attitudes and practices in using podcasts for teaching or learning listening comprehension, through administering two questionnaires and comparing students' achievement in a pre-test and a post-test to measure the effects of implementing podcasts for teaching listening comprehension. Accordingly, we arrived at to these questions posed at the initial phase of the study.

3.7.1. The Extent of Listening Comprehension Learning and Teaching

Based on the data accumulated from teachers and students' questionnaires, the teaching and learning listening practices at the department of English can be said to be relatively inadequate for ameliorating students' listening skills. This is because only one sessions per a week is devoted for teaching listening comprehension at our department, as revealed in teachers' responses; similarly, students demonstrated that they do not practice listening adequately inside their classrooms. In spite that, the majority of them pointed out that they practice listening outside the classroom to some extent.

3.7.2. Attitudes towards and Practices of Using Podcasts for Listening

After analysing the two questionnaires, it was deduced that both teachers and students at the department of English, Jijel University, held positive attitudes towards using podcast in teaching and learning listening skills. In that the majority of students agreed up on the effectiveness of podcast implementation in developing their listening abilities. However, they are unaware of the full potential of podcasts in language teaching and learning because they rarely use them.

3.7.3. Judging the Appropriateness of Podcasts Use by Students for Listening Comprehension

On the basis of what students' questionnaire revealed, it was concluded that podcasts seem to be used appropriately: in which podcasts were claimed to be used not only for pleasure but also for a number of reasons including, gathering information about the topics they want, and most importantly for acquiring the target language

3.7.4. The impact of Podcasts on Listening Skills

The impact of implementing podcasts on students' listening skills on a sample of second year students is shown by the experiment carried out as part of this study. It was found that the scores of students who listened to podcasts were significantly greater than the control

group's scores in the post-test. Therefore, the hypothesis was maintained, meaning that listening to podcasts has a great potential of improving students' listening skills.

3.6.5. the optimal manner for podcasts implementation.

As revealed by the obtained results of the two questionnaires, in order to accommodate both teachers and learners, selection of podcasts for teaching should consider criteria of content, genres, topics and length. Students prefer listening to native speakers' podcasts, topics related mainly to art, culture, health, and sport, content which is both vocal and musical content and podcasts lasting for about 6 minutes to 10 minutes.

Similarly, teachers were found to have the same preference with regard to content, topics and approximately length of podcasts (that last from 4 to 6 minutes) to be implemented in language teaching or to be recommended for their students to listen to.

Conclusion

This chapter represents the practical part of the study investigating the practices and impact of using podcasts on language teaching and learning on students' listening skills. The results from the three research instruments used, two questionnaires and a treatment, lend credence to the assumptions that both teachers and students welcome the use of this tool and that their use noticeably impacts students' listening skills.

General Conclusion

1. Putting it altogether

2. Pedagogical Recommendations

3. Limitations of the Study

4. Suggestions for Further Research

1. Putting it altogether

The present study aimed at exploring the impact of podcasts use in language teaching and learning on students' listening skills. This study is made up of two parts: a theoretical and a practical part. The theoretical part is in turn divided into two chapters.

As an initial point, the first chapter is devoted to getting a closer look at the essence of podcast as being a set of audio and video files to be available on the internet. Different types and possible pedagogical uses of podcasts are presented. Podcast is shown to play a pivotal role in assisting language teaching and learning, regardless of its disadvantages associated with challenges in practice, which should be considered along with its advantages. The likely encountered problems in using podcasts are related with both teachers' and learners' unfamiliarity with podcast, as being a new tool.

While, the second chapter casts light on listening as an essential language skill to be developed due to the vital role it plays in promoting other areas and language skills and the type of knowledge involved in the process of listening comprehension, including phonological, syntactic, semantic, pragmatic, and kinesic knowledge, explaining how listeners process a listening material, namely bottom-up processing, top-down processing, and interactive processing. The various components and the different types of listening are discussed with emphasis on the distinct approaches, the cognitive, meta- cognitive, and socio-effective strategies of listening. Then concluded with the factors that may affect the listening process, in that vocabulary, the length and speed of the speech, and lack of concentration, cultural differences, and different accents, were found to be the commonly encountered problems.

The second section of the study concerns with the practical part, the procedures and instruments implemented for collecting data, for tackling the problem under study, adopting an experimental design for testing our hypothesis, in addition to two questionnaires handed to

explore teachers and students' attitudes towards using podcasts and their practices. Analysing, discussing, and interpreting the data obtained from the research instruments employed. To conclude with, the findings we arrived at after collecting and analysing data, lend credence to the usefulness of podcasts use on learners' listening skills, and both teachers and second year students held positive attitudes towards using such tool, despite their scarce practices in using it.

2. Pedagogical Recommendations

Based on the reported findings, a number of pedagogical recommendations are suggested with regard to equipment, time allocation for listening, curriculum design, materials, and the equipment used for teaching listening comprehension.

a) We initially propose providing more equipped language laboratories so that learners can practice listening as much as possible.

b) Teachers should integrate up-to-date technological tools to adapt with the time, and allow more time to teach listening as a crucial skill for developing other language skills.

c) Teachers are advised to rethink the materials they use for presenting their lessons to expose learners to rich sources of authentic language. New methods and techniques in teaching or assessing listening comprehension could be meaningfully adopted.

d) Given that the accessibility to a range of audio and video programs, which are proved effective in enhancing EFL learners listening comprehension, it is of great benefit to integrate podcasts into language teaching, particularly teaching listening comprehension, to create enjoyable learning environments and creative classes.

e) Teachers should encourage or recommend using podcasts not only inside the classroom, but also beyond its boundaries.

    f) Teachers should supply students with podcasts of their own creation or choice, either as a part of the course or to supplement it, so that students can listen to them at any time.

3. Limitations of the Study

It goes without saying that this study has limitations to be acknowledged, at least for guiding any future research, these limitations are as follow:

    a- This study was confined by the time limit for conducting an in-depth investigation or a more and richer treatment. EFL learners are still in need of extensive listening to podcasts to greatly develop their listening comprehension.

    b- Teachers of Oral Expression tended to give primacy to enhancing the speaking skill and devote inadequate amounts of time for teaching listening. At best, two sessions per week are devoted to teaching listening comprehension. We found only one teacher who usually devotes some second semester sessions to deal with listening comprehension. This shortcoming led us to create a facebook group (a virtual class) for teaching students as part of our treatment.

    c- Some teachers of oral expressions were not collaborative in filling out the questionnaire and even in conducting our experiment, only one teacher was ready to offer help.

    d- Due to the limited time, we could not explore the participants' attitudes and impressions after receiving the treatment.

    e- Most importantly we encountered some problems during the test administration, it was pretty hard to find an empty laboratory, in addition to some technical problems with devastated laboratory devices, and where some students did not find empty places to undertake the test.

4. Suggestions for Further Research

A closer insights at the present work may hopefully pave the way for further research in that an awareness of the importance of integrating any kind of ICTs in educational settings may arise.

To begin with, it is suggested that researchers have to extend their sample, vary the materials used, devote more time for treatments and, if possible, explore other settings to significantly measure the differences between groups studied and, consequently, make the obtained results   more valid.

In the same line of thought, teaching through innovative tools would be preferable to test students' listening skills via the use of recently emerging technological devices too. Moreover, it would be insightful to investigate the effectiveness of podcasts implementation on other language skills or areas, such as speaking, writing, vocabulary acquisition, grammar, pronunciation, etc.

Teachers are suggested to create their own podcasts to be used in a variety of ways, either for delivering the content of their lessons, to convey instructional or additional explanation that could not be covered during in-class time or even for providing feedback. Similarly, teachers could recommend their students create podcasts, which encourages active participation and autonomy, in that students could record themselves when doing a homework assignment, or share their learning experiences or additional information with their classmates.

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APPENDIX I

Students Questionnaire

Dear students,

Your willingness to fill in this questionnaire will furnish us with the necessary data to bring our master's dissertation to an end. This questionnaire aims at raising awareness towards the importance of podcasts and investigating their role in improving listening comprehension.

May we thank you in advance for your cooperation and for the time devoted to answer the questionnaire. Please tick the appropriate answer or write full statement answers where necessary. Questions tagged by the symbol (+) admit more than one choice.

Key definitions:

1- A podcast … is an episodic series of digital audio or video files which a user can download and listen to. It is often available for subscription, so that new episodes are automatically downloaded via web syndication to the user's own local computer, mobile application, or portable media player (Wikipedia, 2018; edited on 20 April 2018, at 18:07.).

2- Information and Communication Technology (**ICT**): … stresses the role of unified communications and the integration of telecommunications (telephone lines and wireless signals), computers … software,… audio-visual systems, which enable users to access, store, transmit, and manipulate information.

Prepared by:

BOUTAS Karima

DESDOUS Wafia

Section One: Listening in an EFL Context

1. Do you consider listening as a/an:

   a) Active skill? ☐
   b) Passive skill? ☐
   c) Not sure whether active or passive? ☐
   - Please,   justify   your   choice.

   ....

2. How often do you listen to English materials (audio or video) outside the classroom?

   a) Always ☐   b) Often ☐   c) Sometimes ☐   d) Rarely ☐   e) Never ☐

3. When you listen to such English materials, do you listen for :(+)**?**

   a) Pleasure? ☐

   b) Gathering information about specific topics? ☐

   c) Acquiring the target language? ☐

   d) All the above ☐

4. Would you favour to listen to:

   a) Native speaker? ☐

   b) Non-native speaker? ☐

   c) Both of the above? ☐

5. When you listen to materials in English, what players do you usually use? **(+)**

   a) A cell Phone ☐

   b) A PC ☐

   c) An iPod ☐

   d) An Mp3 player ☐

   e) Others, please specify: ……………………………………………………………

6. As an EFL student, do you think that listening to speakers of English helps you in developing your language proficiency?

   a) Yes ☐

   b) No ☐

   c) Not sure ☐

7. How do you evaluate your English listening abilities?

a) Very good ☐   b) good ☐   c) Average ☐   d) Poor ☐

8. How much content do you usually comprehend from a typical piece of listening?

a) All of it ☐   b) Most of it ☐   c) Some parts of it ☐   d) A little of it ☐   e) None of it ☐

9. What problems do you encounter during listening?**(+)**

  a) Speed of delivery of the speaker ☐

  b) Colloquial expressions ☐

  c) Pronunciation ☐

  d) Attention and memory ☐

  e) All of the above ☐

  f) No problems at all ☐

  g) Others, please specify………………………………………………………...

10. How often does your teacher present a listening comprehension lesson?

  a) Twice a week ☐

  b) Once a week ☐

  c) More than once a month ☐

  d) Less than once a month ☐

11. How does your teacher present the listening comprehension lesson? **(+)**

  a) Introduces the topic, tells you to listen, then asking question ☐

  b) Tells you to listen directly then asks questions. ☐

  c) Instructs you to listen only. ☐

  d) Others, please specify: ………………………………………………………….

Section Two: Listening to Podcasts

12. How often do you use ICTs in your learning of English?

a) Always ☐   b) Often ☐   c) Sometimes ☐   d) Rarely ☐   e) Never ☐

13. How much do you think that ICTs are helping in your learning process?

a) Very much ☐ Somehow ☐   c) A little ☐   d) Not at all ☐

14. Do you know about podcasts?

  a) Yes ☐   b) No ☐   c) Not sure ☐

15. How often do you listen to podcasts?

a) Every day ☐

b) More than once a week ☐

c) Once a week ☐

d) Rarely ☐

e) Never ☐

16. How much time do you spend listening to podcasts, if at all?

a) …………… hour (s)

b) …………… minute (s)

17. What is the usual length of single podcast episodes that you listen to?

a) …………… hour (s)

b) …………… minute (s)

18. Do you think that podcasts are useful tools for enhancing your listening skills?

a) Strongly agree ☐   b) Agree ☐   c) Neutral ☐   d) Disagree ☐   e) Strongly disagree ☐

- Whatever your opinion, please explain how: ....

....

19.   Which topics do you listen to so often? (+)

a) Sport ☐   b) Politics ☐   c) Literature ☐   d) Science ☐

e) Art ☐   f) Culture ☐   g) Health ☐   h) Do-it-yourself ☐

i) Others, please specify: ……………………………………………………………..

20. How would you prefer the content to be?

a) Vocal ☐   b) Musical ☐   c) No difference ☐

Thank you for your contribution

APPENDIX II

Teachers Questionnaire

Dear teacher,

The following questionnaire is designed for gathering data for a Master dissertation study

entitled **"The Impact of Podcast-Based Teaching and Learning on Students' Listening**

Comprehension". We sincerely appreciate your help and cooperation.

Please tick the appropriate answer and provide comments whenever necessary.

Key Definition:

Podcasts "are audio or video programs on the web which are usually updated at regular

intervals. New episodes can be listened to on the computer or downloaded to an Mp3 player or

iPod for later listening**"** (Sze, 2006).

Section One: The Listening Skill

1. What are the main listening skills to be developed for second year students?

      a) Listening for gist ☐

      b) Listening for specific information ☐

      c) Listening for detailed understanding ☐

      d) Others, please specify: ……………………………………………………………

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

2. Do you think that the listening skill for second year students is:

a) more primary than the skill of speaking? Yes ☐ No ☐ No Difference ☐ Not sure ☐

b) more primary than the skill of reading? Yes ☐ No ☐ No Difference ☐ Not sure ☐

c) more primary than the skill of writing? Yes ☐ No ☐ No Difference ☐ Not sure ☐

3. How often do you teach listening in your course of Oral Expression?

      a) Twice a week ☐

      b) Once a week ☐

      c) More than once a month ☐

      d) Once a month ☐

4. Do you agree with the following saying **"Listening is a fundamental language skill, but it is often ignored by foreign and second language teachers" (Oxford, 1993)**?

a) Strongly agree ☐   b) Agree ☐   c) Neutral ☐   d) Disagree ☐   e) Strongly disagree ☐

- Please, justify your choice: ……………………………..
………………………………..…………………………………………………………

5. How do you evaluate your students' English listening abilities in reference to the Common European Framework of Reference (2001)?

Common Reference Levels: self-assessment grid for Listening Comprehension	All students	Most students	Few Students
A1: can recognize familiar words and very basic phrases concerning … immediate concrete surroundings when people speak slowly and clearly.			
A2: can understand phrases and the highest frequency vocabulary … can catch the main point in short, clear, simple messages and announcements.			
B1: can understand the main points of clear standard speech on familiar matters …radio or TV programmes on current affairs … when the delivery is relatively slow and clear.			
B2: can understand extended speech and lectures and follow even complex lines of argument provided the topic is reasonably familiar … in standard dialect			
C1: can understand extended speech even when it is not clearly structured and when relationships are only implied … without too much effort.			
C2: no difficulty in understanding any kind of spoken language, whether live or broadcast, even when delivered at fast native speed, provided … familiar with the accent.			

6. What are their most common difficulties that your students encounter during listening comprehension activities?

     a. Speed of delivery of the speaker ☐

     b. Colloquial expressions ☐

     c. Pronunciation (dialect or accent) ☐

     d. Attention and memory ☐

     e. Others, please specify: …..……………………….…………………………..

…………………………………..……………………………………………

7. Do you think that classroom listening activities are sufficient for developing the target listening objectives for second year students?   a) Yes ☐   b) No ☐   c) Not sure ☐

Section Two: Podcasts in Teaching and Learning Listening Comprehension

8. How often do you teach listening comprehension through podcasts?

a) Always ☐   b) Often ☐   c) Sometimes ☐   d) Rarely ☐   e) Never ☐

9. How useful do you think podcasts are in teaching listening comprehension?

a) Very useful ☐   b) Moderately useful ☐   c) Not very useful ☐

10. How much do you think podcasts can help learners on enhancing their listening abilities?

a) Very much ☐   b) Somehow ☐   c) A little ☐

11. Do you encourage your students' to listen to podcasts?   a) Yes ☐   b) No ☐

12. Do you supply students with podcasts to listen to as part of the course? a) Yes ☐   b) No ☐

13. Do you supply students with supplementary podcasts to listen to?   a) Yes ☐   b) No ☐

14. Do you invite students to present or discuss podcast-related materials?   a) Yes ☐   b) No ☐

15. If "Yes" in 12, 13, 14 and/or 15, is it because:

    a) Podcasts expose students to real language? ☐

    b) Motivate students?   ☐

    c) Others, please specify: …………………………………………………………………

16. If "No" in 12, 13, 14and/or 15, is it because:

    a) Podcasts are time consuming?   ☐

    b) Podcasts seldom meet syllabus objectives?   ☐

    c) It is difficult to adapt suitable materials for students? ☐

    d) Others, please specify: …………………………………………………………………

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

17. Which of the criteria below, if any, impact on your (potential) choice of podcasts?

    a) Responding to students' needs and interests ☐

    b) Language demands of the listening material ☐

    c) Bringing variety and change to the course   ☐

d) Meeting course objectives ☐

e) Others, please specify: …………………………………………...……………

……………………………………………………………………………...

.

18. Which topics do/would you recommend students to listen to?

a) Sport ☐　　b) Politics ☐　　c) Literature ☐　　d) Science ☐

e) Art ☐　　f) Culture ☐　　g) Health ☐　　h) Do-it-yourself ☐

i) Others, please specify: …………………………………………………..

19. How would you prefer the content of podcasts to be?

a) Vocal ☐　　b) Musical ☐　　No difference ☐

20. Which listening techniques would you recommend for students in using podcasts?

a) One-time listening for each piece. ☐

b) Replay each piece more than once. ☐

c) Use available listening scripts. ☐

d) Use subtitled videos.

e) Others, please specify: …………………………………………...……………

……………………………………………………………………………...

.

21. What is time length of a typical/ potential teaching podcast piece?

…………… minute (s)

22. How much podcast listening should students do in order to meet second year listening requirements?

…………….………………………………………………………………

Thank you for your help

APPENDIX III

1. Timetable Treatment Procedures

Date	Activity
16 /04/2018	Pre-test
From 20/04/2018 to 06/05/2018	Treatment Period
07/05/2018	Post-test

2. Listening Comprehension Test

Faculty of Letters and Languages   NAME……………..................

Department of English   **Group:**

Second Year

Oral Expression Exam

TIME/ 30 minutes

A. Listening for gist: (**10 pts**)

   Exercise 01: Listen to the conversation between Emily and Arthur. What do they discuss in their conversation?

_____

_____

_____

_____

_____

_____

Exercise 02: Which five film genres do Emily and Arthur mention?

_

_

_

_

_

B. Listening for detailed understanding (**6 pts**)

Exercise 03: Listen again and underline the correct alternative.

1. It is normal that book adaptations are popular in the cinema because it is *difficult to write a new story/cheaper to use an established story*.

2. *Blade Runner* is incredible because it is a *mixture of two different genres/very faithful adaptation*.

3. When talking about *The English Patient*, Arthur says that the author *worked closely on the film/ the film doesn't have the complexity of the original novel*.

4. The fact that *Psycho* is based on a novel of the same name is *common knowledge/not well known*.

5. It was the last film *directed/produced* by Walt Disney himself.

6. *The Jungle Book* is much *more/less* serious than the original stories by Kipling.

C. Retention of words: (**4 pts**)

Exercise 04: Complete the following sentences with the exact words and phrases from the recording.

1. The film director had to _____ the original text because it was only a short story.
2. The screenplay is original, the writer invented it _____.
3. That film really _____, I found it very memorable.
4. *The English Patient* is a very _____ film; it's easy to get emotional watching it.
5. *Blade Runner*, like so many science-fiction films, has a very _____ feel to it.
6. A lot of films based on novels are quite _____ and depressing.

7. Many film directors choose stories from books because they can't _____their own stories.

8. Adapting a story for film can be a _____ process because it is hard to fit in all the action.

3. Podcast-Based Teaching and Learning Virtual Class

4. Deadlines for Listening to Podcasts

	DATE	
	Listen to podcast	**Discuss about podcast content**
Podcast 1	Friday 20/04/2018	Saturday 21/04/2018
Podcast 2	Monday 23/04/2018	Tuesday 24/04/2018
Podcast 3	Thursday 26/04/2018	Friday27 /04/2018

Podcast 4	Sunday 29/04/2018	Monday 30/04/2018
Podcast 5	Wednesday 02/05/2018	Thursday 03/05/2018
Podcast 6	Saturday 05/05/2018	Sunday 06/05/2018

5.Table of Materials Used in the Treatment.

Session	Title	Description	Type	Duration
Podcast One	Hello	*The content of this episode is about the history of the word "hello" and for what it was originally used.	Culture	6:18 minutes
Podcast Two	Culture shock	*It talks about how Jackie felt about being in a new place, she experienced culture shock when she went to Cairo.		3:25 minutes
Podcast Three	Jamaica in: part one: meet Mary Yalen	*It is a short story of an orphan girl, who went on a trip to live with her aunt in Jamaica inn, after her mother's death.	Drama	6:15 minutes
Podcast Four (each episode was chosen for one group from the three groups)	**Part1**: Taylor swift breaks Grammy record. **Part2:** Mohammed Ali's funeral. **Part3:** Violence on streets of Hong Kong.	* It is a short news report podcast that talks briefly about Taylor swift, who has won two Grammy awards. *It is contains three summaries about this champion, and three new vocabulary items *It is another short news report that speaks about a fight between protesters and police men in Hong Kong.	News report (Art, Sport, and Politics)	00:30 seconds 00:34 seconds 00:35 seconds

Podcast Five	Would the world stop without clocks?	*It talks about the importance of time and how people traditionally used to know the time, this audio contains 6new items of vocabulary to learn.	Culture	6:17 minutes
Podcast Six	Out of the loop	*It is a new idiomatic expression which means "Not informed up-to-date, or current; not included in a process or discussion.	Lessons and tutorials.	2:52 minutes

APPENDIX V

1. Formula for the Calculation of the Paired and Unpaired t-Test

The Paired t-test	*In order to get the paired t-test value, there are some procedures that must be taken into account: ❖ Calculate the difference between the two tests for each subject. ❖ Calculate the mean difference $\overline{d}$. ❖ Calculate the standard deviation (Sd) of the differences, $$Sd= \sqrt{\frac{\sum d^2}{N} - \overline{d}^2}$$ ❖ Use the obtained standard deviation to calculate the standard error of the mean difference, $SE(\overline{d}.) = \frac{S_d}{\sqrt{N}}$ ❖ Calculate the t statistic given by $T=\frac{\overline{d}}{SE(\overline{d})}$. This statistic follows a t- Distribution of **n-1** degrees of freedom. ❖ Use tables of distribution to compare the value for **t** to the tn-1 distribution (critical value). ❖ Compare the **t value** to the tabulated value at .05 level of significance. If it exceeds it, this means that the hypothesis is confirmed **(P>0)**.
The Unpaired t-test	*The appropriate formula of this test is as follows: $$t_{N1 + N2 - 2} = \frac{(\overline{x}_1 - \overline{x}_2)\sqrt{(N_1+N_2-2)N_1 N_2}}{\sqrt{(N_1 S1^2 + N2 S2^2)(N_1+N_2)}}$$ Where: $\overline{x}_1$: Mean of group 1 $\overline{x}_2$: Mean of group 2 N_1: Number of subjects in sample 1 N_2 : Number of subjects in sample 2 S1: Variance of sample 1 S2: Variance of sample 2

❖ Calculate the post-test means of the two groups (control and experimental group): $\bar{x} = \frac{\sum x}{N}$

❖ Calculate the variance (standard deviation)

1. First, compute the square of the individual score of each participant to get the squared sum ($\sum x^2$) of the two groups.

2. Then, calculate the sample variance of both groups:

$$S^2 = \frac{\sum x^2}{N} - \bar{x}^2$$

❖ Calculate the t statistic given by

$$t_{N1+N2-2} = \frac{(\bar{x}_1 - \bar{x}_2)\sqrt{(N_1+N_2-2)N_1 N_2}}{\sqrt{(N_1 S1^2 + N2 S2^2)(N_1+N_2)}}$$

❖ This statistic follows a t- Distribution of **n1+n2 - 2** degrees of freedom.

❖ Use tables of distribution to compare the value for **t** to the t**n1+n2 - 2** distribution (critical value).

2. The t Value Table

Table 2: t-test

Critical Values for *t*

p	.10	.05	.02	.01	.001
df 1	6.314	12.706	31.821	63.657	636.619
2	2.920	4.303	6.965	9.925	31.598
3	2.353	3.182	4.541	5.841	12.941
4	2.132	2.776	3.747	4.604	8.610
5	2.015	2.571	3.365	4.032	6.859
6	1.943	2.447	3.143	3.707	5.959
7	1.895	2.365	2.998	3.499	5.405
8	1.860	2.306	2.896	3.355	5.041
9	1.833	2.262	2.821	3.250	4.781
10	1.812	2.228	2.764	3.169	4.587
11	1.796	2.201	2.718	3.106	4.437
12	1.782	2.179	2.681	3.055	4.318
13	1.771	2.160	2.650	3.012	4.221
14	1.761	2.145	2.624	2.977	4.140
15	1.753	2.131	2.602	2.947	4.073
16	1.746	2.120	2.583	2.921	4.015
17	1.740	2.110	2.567	2.898	3.965
18	1.734	2.101	2.552	2.878	3.922
19	1.729	2.093	2.539	2.861	3.883
20	1.725	2.086	2.528	2.845	3.850
21	1.721	2.080	2.518	2.831	3.819
22	1.717	2.074	2.508	2.819	3.792
23	1.714	2.069	2.500	2.807	3.767
24	1.711	2.064	2.492	2.797	3.745
25	1.708	2.060	2.485	2.787	3.725
26	1.706	2.056	2.479	2.779	3.707
27	1.703	2.052	2.473	2.771	3.690
28	1.701	2.048	2.467	2.763	3.674
29	1.699	2.045	2.462	2.756	3.659
30	1.697	2.042	2.457	2.750	3.646
40	1.684	2.021	2.423	2.704	3.551
60	1.671	2.000	2.390	2.660	3.460
120	1.658	1.980	2.358	2.617	3.373

Appendix C: Statistical Tables 595

Note. Retrieved from (Hatch & Lazaraton, 1991)

3. Calculation Sheets
3.1. Calculating t value for the Control Group and Experimental Group Pre-Test Results

3.1.1. The Control Group pre-test means is: $\sum x_1 = 168$

$$\overline{x}_1 = \frac{\sum x_1}{N1} = \frac{168}{15}$$

$\overline{x}_1 = \mathbf{11.20}$

3.1.2. The Experimental Group pre-test means is: $\sum x_2 = \mathbf{183.75}$

$$\overline{x}_2 = \frac{\sum x_2}{N2} = \frac{183.75}{15}$$

$\overline{x}_2 = \mathbf{12.25}$

3.1.3. The Variance (Standard Deviation)

3.1.3.1. The Squared sum ($\sum x^2$) of the two groups:

Control Group: $\sum x1^2 = \mathbf{1951.49}$

Experimental group: $\sum x2^2 = \mathbf{2330.81}$

3.1.3.2.

The Sample Variance of the Control Group is: $S_1^2 = \frac{\sum x1^2}{N1} - \overline{x}_1^2$

$$S_1^2 = \frac{1951.49}{15} - (11.20)^2$$

$S_1^2 = \mathbf{4.65}$

The Sample Variance of the Experimental Group is: $S_2^2 = \frac{\sum x2^2}{N2} - \overline{x}_2^2$

$$S_2^2 = \frac{2330.81}{15} - (12.25)^2$$

$S_2^2 = \mathbf{5.32}$

3.1.4. Computation of the t-test: $t_{N1+N2-2} = \frac{(\overline{x}_1 - \overline{x}_2)\sqrt{(N_1+N_2-2)N_1 N_2}}{\sqrt{(N_1 S1^2 + N2 S2^2)(N_1+N_2)}}$

$$t_{28} = \frac{(11.10 - 13.20)\sqrt{(28)(15)(15)}}{\sqrt{(15 \times 6.76 + 15 \times 4.35)(30)}}$$

$t_{28} = \mathbf{-1.24}$

3.2. Calculating t value for the Control Group Pre-Test and Post-Test Results

3.2.1. The Mean Difference is: $\overline{d} = \frac{\sum d}{N}$

$$\overline{d} = \frac{-1.5}{15}$$

$\overline{d} = \mathbf{-0.10}$

3.2.2. The Standard Deviation of the Difference: $S_d = \sqrt{\frac{\sum d^2}{N} - \overline{d}^2}$

$$S_d = \sqrt{\frac{10.24}{15} - 0.01}$$

$$S_d = 0.81$$

3.2.3. The Standard Error of the Mean Difference is as follows: $\mathbf{SE}\ (\overline{d}\ ) = \frac{S_d}{\sqrt{N}}$

$$\text{SE}\ (\overline{d}\ ) = \frac{0.81}{\sqrt{15}}$$

$$\mathbf{SE}\ (\overline{d}\ ) = 0.20$$

3.2.4. The t Value: $t_{\text{n-1}} = \frac{\overline{d}}{SE\ (\overline{d}\ )}$

$$t_{15\text{-}1} = \frac{-0.10}{0.20}$$

$$t_{14} = \mathbf{-0.50}$$

3.3. Calculating t value for the Experimental Group Pre-Test and Post-Test Results

3.3.1. The Mean Difference is: $\overline{d} = \frac{\Sigma d}{N}$

$$\overline{d} = \frac{14.25}{15}$$

$$\overline{d} = 0.95$$

3.3.2. The Standard Deviation of the Difference: $S_d = \sqrt{\frac{\Sigma d^2}{N} - \overline{d}^{\ 2}}$

$$S_d = \sqrt{\frac{47.05}{15} - 0.90}$$

$$S_d = 1.49$$

3.3.3. The Standard Error of the Mean Difference is as follows: $\text{SE}\ (\overline{d}\ ) = \frac{S_d}{\sqrt{N}}$

$$\text{SE}\ (\overline{d}\ ) = \frac{1.49}{\sqrt{15}}$$

$$\mathbf{SE}\ (\overline{d}\ ) = 0.38$$

3.3.4. The t Value: $t_{\text{n-1}} = \frac{\overline{d}}{SE\ (\overline{d}\ )}$

$$t_{15\text{-}1} = \frac{0.95}{0.38}$$

$$t_{14} = 2.50$$

3.4. Calculating t value for the Control Group and Experimental Group Post-Test Results

3.4.1. The Control Group post-test means is: $\sum x_1 = 166.5$

$$\overline{x}_1 = \frac{\sum x_1}{N1} = \frac{166.5}{15}$$

$$\overline{x}_1 = 11.10$$

3.4.2. The Experimental Group post-test means is: $\sum x_2 = 198$

$$\overline{x}_2 = \frac{\sum x_2}{N2} = \frac{198}{15}$$

$$\overline{x}_2 = 13.20$$

3.4.3. The Variance (Standard Deviation)

  3.4.3.1. The Squared sum ($\sum x^2$) of the two groups in the post-test

Control Group: $\sum x1^2 = 1949.62$

Experimental Group: $\sum x2^2 = 2678.99$

  3.4.3.2.

The Sample Variance of the Control Group is: $S_1^2 = \frac{\sum x1^2}{N1} - \overline{x}_1^2$

$$S_1^2 = \frac{1949.62}{15} - (11.10)^2$$

$$\mathbf{S_1^2 = 6.76}$$

The Sample Variance of the Experimental Group is: $S_2^2 = \frac{\sum x2^2}{N2} - \overline{x}_2^2$

$$S_2^2 = \frac{2678.99}{15} - (13.20)^2$$

$$\mathbf{S_2^2 = 4.35}$$

3.4.4. Computation of the t-test: $t_{N1+N2-2} = \frac{(\overline{x}_1 - \overline{x}_2)\sqrt{(N_1+N_2-2)N_1 N_2}}{\sqrt{(N_1 S1^2 + N2 S2^2)(N_1+N_2)}}$

$$t_{28} = \frac{(11.10 - 13.20)\sqrt{(28)(15)(15)}}{\sqrt{(15 \times 6.76 + 15 \times 4.35)(30)}}$$

$$\mathit{t}_{28} = \mathbf{-2.35}$$

Résumé

Malgré le rôle important qui joue l'écoute dans l'enseignement et l'apprentissage des langues étrangères, il a été jugé difficile d'enseigner et d'apprendre. Pour répondre à cette apparente difficulté, l'étude en cours visait à étudier l'impact des podcasts sur les capacités d'écoute. Il a été émis l'hypothèse que si un enseignement et un apprentissage basés sur des podcasts, une amélioration dans les compétences d'écoute des étudiants se produira. Pour tester cette hypothèse, une étude expérimentale a été menée sur 30 étudiants en deuxième année d'anglais à l'Université Mohammed Seddik Ben Yahia, Jijel. En outre, deux questionnaires ont été administrés à 72 étudiants de deuxième année et à 10 enseignants d'expression orale pour étudier leur familiarité, leurs attitudes et leurs pratiques dans l'utilisation d'un tel outil dans l'enseignement et l'apprentissage des compétences d'écoute. Les résultats obtenus ont montré que les pratiques d'écoute sont relativement insuffisantes, notamment en ce qui concerne le temps consacré à l'écoute. Même si les enseignants et les étudiants ont des attitudes positives et reconnaissent l'importance des podcasts dans le développement des capacités d'écoute, dans la pratique, ils ne les exploitent pas pleinement car ils les utilisent rarement dans leur enseignement et leur apprentissage. Les résultats d'une écoute en podcast de six sessions ont démontré que les élèves ont initialement des capacités moyennes d'écoute. Les scores des groupes expérimentaux se sont améliorés significativement après le traitement à des niveaux supérieurs à la moyenne, en particulier en ce qui concerne la rétention des mots. Plus d'écoute devrait être faite et recommandée aux étudiants pour les aider à améliorer leurs compétences d'écoute qui sont principalement liées à la livraison rapide de la parole. Selon les préférences des participants, cela peut être fait en utilisant des téléphones cellulaires pour écouter de courts podcasts par des locuteurs natifs sur des sujets tels que la culture, l'art et la littérature.

Mots-clés: Podcasts, Compréhension à l'audition.

ملخص

على الرغم من الدور الهام الذي تلعبه مهارة الإستماع في تدريس و تعلم اللغة الأجنبية، إلا أنها تعد من أصعب المهارات تعليما و تعلما. فمن أجل تخطي هذه الصعوبة وتحسين فهم الاستماع لدى المتعلمين ، تهدف الدراسة الحالية إلى معرفة مدى تأثير المدونة الصوتية على المهارات السمعية. وعليه افترضنا أنه إذا كان التدريس و التعلم يرتكز على استعمال المدونات الصوتية، سيكون هناك تحسن في مهارة الإستماع. من أجل تأكيد صحة هذه الفرضية، أجريت دراسة تجريبية على ثلاثين طالبا يدرسون سنة ثانية لغة انجليزية بجامعة محمد الصديق بن يحي ، جيجل. مرفقة باستبيانين ، الأول تم توجيهه إلى اثنان و سبعين طالبًا في السنة الثانية ،تخصص لغة انجليزية، و الثاني تم توجيهه إلى عشر أساتذة متخصصون في تدريس التعبير الشفهي بكلية الآداب و اللغات الأجنبية، بهدف استكشاف مدى معرفتهم و استعمالاتهم للمدونة الصوتية في تعلم و تدريس الفهم السمعي، بالإضافة إلى وجهة نظرهم فيما يخص هذه الوسيلة. تشير النتائج المتحصل عليها أن الوقت المخصص لتدريس الإستماع ليس بالكافي، و على الرغم من الموقف الإجابي لكل من الأساتذة و الطلاب فيما يتعلق باستعمال المدونات الصوتية في التدريس و التعلم، و إدراكهم لمدى أهميتها في تحسين مهارات الإستماع، إلا أنهم لم يستغلوا هذه الوسيلة الهامة في عملية التدريس و التعلم الخاصة بهم. من خلال الإستماع إلى ست جلسات بودكاست تم التوصل إلى نتيجة مفادها أن قدرات الطلاب كانت متوسطة في بداية الإستماع لتتحسن نتائج المجموعة التجريبية بشكل ملحوظ بعد هذه الجلسات إلى مستويات أحسن خاصة فيما يتعلق بمهارة حفظ الكلمات. بناءا على ذلك ينبغي القيام بالمزيد من الإستماع ليتخطى الطلبة العراقيل التي من المحتمل مواجهتها اثناء الإستماع إلى نص ما والتي غالبا ما تكون في سرعة تسليم الخطاب. وفقا لرغبات المشاركين، يمكن القيام بذلك من خلال استخدام الهواتف الخلوية للإستماع إلى المدونات الصوتية القصيرة من قبل الناطقين الأصليين حول مواضيع مثل الثقافة، الفن، والأدب.

كلمات البحث: المدونة الصوتية ، والاستماع السمعي .