Mohamed Khider University of Biskra
Faculty of Letters and Languages
Department of Foreign Languages

# MASTER THESIS

Letters and Foreign Languages
English Language
Science of the Language

---

Submitted and Defended by:
**Nabila CHERIFI**

On : Tuesday, 18 June 2019

## Investigating the Impact of Podcasts in Improving EFL Learners' Lecture Comprehension in the Module of Linguistics The Case of First Year Students at the Section of English in the University of Biskra

---

**Board of Examiners :**

| | | | | |
|---|---|---|---|---|
| **Dr.** | Assassi Tarek | MCB | University of Biskra | **Chairperson** |
| **Dr.** | Merghmi Kenza | MAB | University of Biskra | **Supervisor** |
| **Miss.** | Houadjli Ahmed Chaouki | MCA | University of Biskra | **Examiner** |

Academic Year : **2018/2019**

Mohamed Khider University of Biskra
Faculty of Letters and Languages
Department of Foreign Languages

# MASTER THESIS

Letters and Foreign Languages
English Language
Science of the Language

---

Submitted and Defended by:
**Nabila CHERIFI**

On : Tuesday, 18 June 2019

## Investigating the Impact of Podcasts in Improving EFL Learners' Lecture Comprehension in the Module of Linguistics The Case of First Year Students at the Section of English in the University of Biskra

---

**Board of Examiners :**

| | | | | |
|---|---|---|---|---|
| **Dr.** | Assassi Tarek | Grade | University of Biskra | **President** |
| **Dr.** | Houadjli Ahmed Chaouki | Grade | University of Biskra | **Examiner** |
| **Miss.** | Merghmi Kenza | Grade | University of Biskra | **Supervisor** |

Academic Year : **2018/2019**

# Declaration

I, Nabila CHERIFI, do hereby declare that the work that I presented in this dissertation is my own, and has not been submitted before for any academic institution or a university for a degree.

This work was conducted and completed at Mohamed Kheider University of Biskra, Algeria.

Certified:

Miss Nabila CHERIFI

Master student, division of English.

# Dedications

***I dedicate this modest work to my precious treasure in life, my dearest parents who were always valuing my education and supported me to succeed:***

***To the soul of my father, may he rest in peace*** *MOSTEFA CHERIFI*

***To my beloved mother*** *FAHIMA CHARIDI*

***To my brothers:***

*Adel, Djamel, Mohammed, Amir, and Ayoub*

***To my sisters:***

*Souad, Hinda, Rabiaa, and Messaouda*

***To all my sisters in law and my brothers in law***

***To all my nieces and nephews***

***To all my lovely friends whom I really love and respect especially:***

*Nivine, Anfal, Mouna and Racha*

***To everyone who helped me to accomplish this work***

***Thank you all***

## Acknowledgements

I make grateful acknowledgments to all people who helped me to accomplish this dissertation.

I would like to express my deepest gratitude to my supervisor **Miss. Merghmi Kenza** for being extremely helpful, patient, and kind with me throughout the accomplishment of this thesis. Thanks for your endless support and valuable advice.

At the same time, I would like also to show special gratitude to the board of examiners, including **Dr. HOADJLI Ahmed Chaouki** and **Dr. Assassi Tarek** whose insightful remarks during the viva will certainly enrich this work.

Special thanks to **Dr. Mehiri Ramdan**, **Dr. Temagoult Sliman**, **Dr Rabhi Salima** and **Mr. Benmoussa Yasser** for their valuable pieces of advice, guidance, support and help for the accomplishment of this work

My special thanks also go to **Miss. Bourdji Mouna**, **Mr. Douida Brahim**, and **Mr. Benkhedim Ismail** for giving me hand to finish this thesis.

I would like also to thank my brother in law **Mr. Mefgouda Mohamed Tahar** for his guidance and encouragement during the whole five years at university, especially, throughout my graduate studies.

Finally, I would like to thank first year English students at Mohamed Kheider University of Biskra, who were very cooperative and played an essential role to the accomplishment of this work.

# Abstract

It has been noticed that most first year EFL students at Mohamed Kheider university of Biskra encounter many difficulties in comprehending their linguistics lectures. Therefore, this study aims at investigating the role of podcasting technology in improving EFL learners' lecture comprehension in the module of linguistics. Moreover, it seeks to explore students' and teachers' perceptions and attitudes towards the use of podcasts as a supportive tool to enhance learners' lecture comprehension. Therefore, it is suggested in this study that the use of podcasting technology can ameliorate EFL students' lecture comprehension in the course of linguistics. In order to achieve the intended research objectives, a mixed method research approach was applied in this study through the use of three data collection methods. These are a quasi-experiment, a questionnaire for the target students and an interview with teachers of linguistics at Biskra University. The findings obtained from the analysis of the three data collection tools revealed that podcasts can help students to better understand and retain their linguistics lectures and hence to raise their scores in the module. Moreover, the majority of teachers and students showed a positive attitude regarding the use of this technology. These findings confirmed the validity of the aforementioned hypothesis. Therefore, podcasts can affect first year EFL students' linguistics lecture comprehension positively. Based on the results of this study, some recommendations for the integration of podcasting technology were proposed at the end of this dissertation.



**Key words:** Podcasts, lecture comprehension, module of linguistics.

# List of Abbreviations and Acronyms

**CMS: C**ontent **M**anagement **S**oftware

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

**ELT: E**merging **L**earning **T**echnologies

**Et al: E**t alii (And Others)

**H: H**ypothesis

**Ibid: I**bidem (latin) (the same previous source)

**ICT: I**nformation **C**ommunication **T**echnology

**LMD: L**icense, **M**aster, **D**octorat

**(n.d): N**o **d**ate

**P: P**age

**Q: Q**uestion

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

**SD: S**tandard **D**eviation

**Vs: V**ersus

**WWW: W**orld **W**ide **W**eb

**&:** And

**%:** Percent

# List of Appendices

**Appendix A**: Attendance Sheet

**Appendix B**: Pre-test

**Appendix C**: Podcasting Lectures

**Appendix D**: Post-test

**Appendix E**: Students' Questionnaire

**Appendix F**: Teachers' Interview

# List of Tables

**Table 1. Pre-test and Post-test Students' Scores……... 74**

**Table 2. Pre-test and Post-test Means of Scores……... 74**

**Table 3. Frequency Distribution of Score Values of Pre-test and Post-test……... 76**

**Table 4. Frequency of the Pre-test, the Mean, and the Standard Deviation ……. 78**

**Table 5. Frequency of the Post-test, the Mean, and the Standard Deviation …… 79**

**Table6. Comparison of the Pre-test and Post-test's Mean and Standard Deviation. 80**

**Table 7. The final Obtained Results…… 82**

**Table8. Students' Age Distribution …….. 86**

**Table9. Students' Gender Distribution……. 86**

**Table10. Students' Proficiency Level…… 87**

**Table11. Students' Choice of English ……... 88**

**Table12. Students' Occupations …… 89**

**Table13. Students Opinions Regarding the Course of Linguistics……. 89**

**Table14. Students' Attendance ……. 90**

**Table15. Students' Learning Styles…… 91**

**Table16. Students' Comprehension Level …… 92**

**Table17. Difficulties of Understanding the Linguistics Course……... 92**

**Table18. Students' Methods Used to Learn the Course of Linguistics…….. 93**

**Table19. the Most Effective Ways of Revising Lectures……. 95**

**Table20. Alternative Methods in Case of Losing the Lectures Content…… 95**

**Table21. Students' Use of Technology in Learning English…… 97**

**Table22. Frequent Places of Using Technological Tools in English Learning……... 97**

**Table23. the Use of ICT Devices in Recording Lectures Inside the Classroom……. 98**

**Table24. Kinds of ICT Devices Used By Students…… 99**

**Table25. Teachers Generated Podcasts……. 100**

**Table26. Students Recording Lectures……. 101**

**Table27. Students' Level of Comprehension of Linguistics Lecture After Listening to Podcasts…….. 102**

**Table28. Students' Opinions Regarding the Accessibility of Podcasts ……. 103**

**Table29. Students' Difficulties of listening to podcasts…… 103**

**Table30. Reasons of Difficulties When Listening to Podcasts……. 104**

**Table 31. Teachers' Support of Technology …… 107**

**Table32. Teachers' Opinions Regarding Students' Difficulties in the Course of Linguistics…….. 109**

**Table 33. Teachers' Lecturing Strategies …… 111**

**Table 34. Teachers' Remarks Concerning Students' Use of Recordings…….. 112**

**Table 35. Teachers' Permission to Be Recorded…….. 113**

**Table 36. Teachers' Opinions Regarding the Practice Of Recording …… 115**

**Table 37. Teachers' Point of Views Regarding the Use of Records in the Comprehension of the Linguistics Module…….. 117**

**Table 38. Teachers' Generated Podcasts Perspectives……. 118**

**Table 39. Teachers Attitudes towards the Use of Podcasts in Improving Students' Lecture Comprehension …… 120**

# List of Graphs

**Graph1. Pre-test and Post-test Students' Scores……** 74

**Graph 2. Pre-test and Post-test Means of Scores……** 75

**Graph3. Frequency Score values of Pre-test and Post-test……...** 76

**Graph4. Comparison of the Pre-test and Post-test's Mean and Standard Deviation.** 80

**Graph5. Students' Age Distribution……** 86

**Graph6. Students' Proficiency Level…….** 87

**Graph7. Students' Choice of English …….** 88

**Graph8. Students Opinions Regarding the Course of Linguistics……** 90

**Graph 9. Students' Methods Used to Learn the Course of Linguistics……** 94

**Graph 10 Alternative Methods in Case of Losing the Lectures' Content……** 96

**Graph 11 Frequent Places of Using Technological Tools in English Learning……...** 98

**Graph 12 Kinds of ICT Devices Used By Students……** 99

**Graph 13 Students' Opinions Regarding the Accessibility of Podcasts……..** 103

**Graph 14 Reasons of difficulties when listening to podcasts…….** 104

# List of Figures

**Figure1. What are Podcasts?**

**Figure2. Podcasts Logos**

**Figure3. The Podcasting Process: as a Producer and as a Consumer**

# Table of Contents

**Declaration**…….. I

**Dedications**…….. XI

**Acknowledgements**……... III

**Abstract**……... IV

**List of Abbreviations and Acronyms**……..…….. V

**List of Appendices**…….. VI

**List of Tables**…….. VII

**List of Graphs** …… IX

**List of Figures** …… X

## General Introduction

**Introduction**…….. 2

**1. Statement of the Problem**…… 2

**2. Research Questions**……. 3

**3. Research Hypotheses**……..… 4

**4. Objectives of the Study**..... 4

**5. Research Methodology**…… 4

**5.1. The Choice of the Method**……..…….. 4

**5.2. Population and Sample** ……..…… 5

**5.3. Data Gathering Tools**……..……. 5

**5.3.1. Quasi Experimental Method**……..…….. 5

**5.3.2. Questionnaire**…….…… 6

**5.3.3. Interview**……. 6

**6. Delimitation of the Study**……. 6

**7. Significance of the Study** …… 7

**8. Key Words**…… 7

**8.1. Podcasts**…….. 7

**8.2. Lecture Comprehension……** 7

**8.3. Module of Linguistics……** 8

**9. Structure of the Dissertation……..** 8

## Chapter I: ICT and Podcasting

**Introduction ……..…….** 12

**1. General Overview about ICT …….** 12

**1.1. Definition of ICT……...……** 12

**1.2. The Importance of ICT in Education……..** 13

**1.3. The Role of ICT in English language Teaching/ Learning……..…….** 16

**1.4. Teachers and Students Attitudes Towards The Use of ICT in English Language Teaching/ Learning……..** 18

**1.4.1. Teachers Attitudes……...…….** 18

**1.4.2. Students Attitudes ……..…….** 20

**1.5. Advantages and Disadvantages of ICT ……..** 21

**1.5.1. Advantages of ICT……..…….** 21

**1.5.2. Disadvantages of ICT ……..** 24

**1.5.2.1. Teachers' perspective……..** 24

**1.1.1.1. Students' Perspective……..** 24

**1.1.1.1. Administrative and ICT Infrastructure Perspective……...** 25

**1.6. Types/ Forms of ICT…….** 25

**1.6.1. Informative Tools……..** 25

**1.6.2. Situating Tools ……...……..** 26

**1.6.3. Constructive Tools……..…….** 26

**1.6.4. Communicative Tools……..……** 26

**1.7. Emerging Learning Technologies (ELT)……** 27

**1.7.1. Blogging……** 27

**1.7.2. Integrated Learning Modules……** 27

**1.7.3. A podcast……** 27

**1.8. E-learning ……** 28

**2. General Overview about Podcasting Technology ……** 28

**2.1. Podcasts……** 28

**2.1.1. Definition of Podcasts ……** 28

**2.1.2. History of Podcasts……** 30

**2.1.3. The Podcasting Process……** 31

**2.1.4. Types of Podcasts……** 33

**2.1.5. The Importance of Podcasting in Education ……** 35

**2.1.6. Benefits and Drawbacks of Podcasting……** 35

**2.1.6.1. Benefits ……** 35

**2.1.6.1.1. Increasing Flexibility……** 36

**2.1.6.1.2. Increasing Accessibility……** 36

**2.1.6.1.3. Enhancing Learning……** 36

**2.1.6.2. Drawbacks ……** 37

**2.1.7. Teacher-Generated Podcasts ……** 38

**2.1.8. Student-Generated podcast…….....** 39

**2.2. Podcasts and Lecture recordings ……** 40

**Conclusion ……** 40

## Chapter II Lecture Comprehension

**Introduction ……** 45

**2.1. Lectures ……..…..** 45

**2.1.1. Definition of Lecture……..……....** 45

**2.1.2. The History of Lecture…….....** 46

**2.1.3. Types of Lectures……..** 47

**2.1.4. Advantages and Disadvantages of lectures ……** 48

**2.1.4.1. Advantages……..** 48

**2.1.4.2. Disadvantages……** 49

**2.1.5. Characteristics of Effective Lectures…….……** 50

**2.1.6. Qualities of Effective Lecturers ……..….** 51

**2.1.7. Aspects That Should be Taken into Consideration When Lecturing ……..** 52

**2.1.7.1. Learning Styles……** 52

**2.1.7.2. Learning Environment……...** 53

**2.1.7.3. Teaching Materials ……** 53

**2.1.7.4. The Use of Chalkboard……** 54

**2.1.7.5. The Use of Course Books……..** 54

**2.1.7.6. The Use of Handouts……** 54

**2.1.7.7. The use of Technological Aids……..** 54

**2.1.8. Steps That Should Be Done By Lecturers…….……** 54

**2.1.8.1. Prepare in Advance……** 55

**2.1.8.2. Structure the Lecture Clearly…….……..** 55

**2.1.8.3. Strive to Engage Your Whole Class…….……** 55

**2.1.8.4. Use Effective Presentation Strategies…….….** 56

**2.1.8.5. Use Effective Visual Aids…….….** 56

**2.2. Comprehension ……. 57**

**2.2.1. Definition of Comprehension…….. 57**

**2.2.2. Difference between Comprehension and Understanding……. 58**

**2.2.3. Types of Comprehension ……. 58**

***2.2.3.1.* Reading Comprehension…… 58**

**2.2.3.2. Listening Comprehension ……. 59**

**2.2.3. The Role of Comprehension in Foreign Language learning…… 60**

**2.2.4. Factors Affecting Lecture Comprehension……. 60**

**2.2.4.1. Factors Affecting Listening Comprehension ……... 60**

**2.2.4.1.1. The Listener as a Factor…… 61**

**2.2.4.1.2. The Speaker as a Factor …… 61**

**2.2.4.1.3. Materials and Medium as Factors……. 61**

**2.2.4.2. Factors Affecting Reading Comprehension ……. 62**

**2.2.4.2.1. The Complexity of the Reading Text……. 62**

**2.2.4.2.2. Environmental Influence …….. 62**

**2.2.4.2.3. Reading Comprehension Anxiety…….……..... 63**

**2.2.4.2.4. Interest and Motivation……..... 63**

**2.2.4.2.5. Decoding or Word Recognition Speed……...…… 63**

**2.2.5. Students' Challenges in Comprehending the Linguistics Course……. 63**

**Conclusion…… 64**

## Chapter III : Field Work and Data Analysis

**Introduction…….…….. 68**

**3.1. Rational for Research Approach……..……. 68**

**3.2. The Quasi-Experimental Study……. 69**

**3.2.1. Sample and Population……. 69**

**3.2.2. The Description of the Quasi-experiment…….……...** 69

**3.2.3. The Quasi-Experimental Procedure …….…...** 70

**3.2.3.1. The Construction of the Treatment Stage…….…….** 70

**3.2.3.2. The Pre-Test Stage ……..** 71

**3.2.3.3. The Treatment Stage……** 71

**3.2.3.4. The Post Test Stage……..** 71

**3.2.4. Analysis and Interpretation of the Scores……...** 72

**3.2.4.1. Statistical Consideration……** 72

**3.2.4.2. Students' Scores……** 73

**3.2.4.3. Inferential Statistics……** 81

**3.2.4.3.1. Paired T-test Calculation……** 81

**3.2.4.3.2. Hypothesis Testing and Interpretations……** 82

**3.3. Students' Questionnaire……..** 83

**3.3.1. Aim of the Questionnaire ……** 83

**3.3.2. Description of the Questionnaire ……** 83

**3.3.3. Analysis and Interpretation of the Results……..** 85

**3.4. Teachers' Interview ……** 105

**3.4.1. The sample……..** 105

**3.1.1. Description of the Interview……..** 106

**3.4.2. Analysis and Interpretation of the Results……..……** 106

**3.5. Discussion of the Results…….……** 120

**3.5.1. The Impact of Podcasts on Students Lecture Comprehension……..** 121

**3.5.2. Students' Perceptions Towards Podcasting Technology …….……..** 122

**3.5.3. Teachers Attitudes towards to Use of Podcasts in Teaching…….……** 122

**Conclusion……** 123

**General Conclusion …….** 125

**Limitations…….** 127

**Recommendations…….** 127

**References …….** 129

**Appendices**

**المستخلص**

# GENERAL INTRODUCTION

## Introduction

The inclusion of technology in education has transformed the educational system into a new phase of learning by breaking the walls of traditional teaching methods. It plays an important role in facilitating the teaching/learning process. In foreign language teaching and learning, technology has become an effective tool to facilitate EFL students' learning rapidly and efficiently. Universities are a new environment for freshmen students in which they are often required to adapt themselves to the new demands, especially, on the teaching methods like lectures. First year EFL students find many difficulties to understand the content of their lectures, in which they are supposed to gain deep information about their speciality. Consequently, in order to achieve better results, teachers and students are required to strive to improve the teaching/ learning process. Therefore, teachers should use different teaching materials to pass the maximum information needed taking into consideration their students' differences and needs. Students as well need to take the responsibility to maximise the usefulness of the new techniques provided. A highly recommended technique is podcasting which is an emerging technology that plays a significant role in facilitating learning and improves the efficiency as well as the flexibility of teaching. The purpose of this study is to highlight the usefulness of podcasts as an accessible and flexible source of lecture information, and examining its effects on EFL learners' comprehension of their lectures.

## 1. Statement of the Problem

First year EFL students at Mohamed Kheider University of Biskra face many difficulties in familiarising themselves with the new English conceptions included in their lectures, especially, in linguistics course which contains many theories and ideas. For them, processing the volume of information provided by lecturers during the whole session is challengeable because they may face many obstacles that hinder them from getting the whole content of the lecture. The teacher may explain quickly so students cannot take notes, students

may arrive late so they will miss some parts of the lecture, they may be absent, and also they may sit in the back of the classroom in overcrowded classes so they cannot hear well because of the noise. Consequently, teachers often rely on handouts and notes taking, which are partly effective for students as they can be lost while being away from their homes and university. All these factors may affect their understanding as they may struggle to revise their lectures due to the lack of materials being at hand. Therefore, an urgent need to update the teaching methods is required to improve the way to access and understand the course lectures.

Technology has revolutionised the teaching learning processes and provided many techniques and materials to facilitate them. Amongst the technological teaching materials and strategies is podcasting which is an evolving technology that supports digital recordings to be easily posted to the Internet for downloading to a personal audio player (Bamanger & Alhassan, 2015). Therefore, teachers should update their teaching methods according to the new development in technology and according to learners' differences and styles. To overcome the previous difficulties, it is suggested to use podcasts as a teaching tool for their accessibility and flexibility as a supportive tool of ameliorating students' comprehension of lectures. Therefore, through this study, we attempt to investigate the usefulness of podcasting technology in improving EFL students' comprehension of their lectures in linguistics course.

## 2. Research Questions

This research seeks to answer the following research questions:

**RQ1**: Would the use of podcasting technology ameliorate EFL students' lecture comprehension?

**RQ2**: How students' perceptions would be towards the use of podcasts in learning?

**RQ3**: What are teachers' attitudes towards the use of podcasts in teaching?

## 3. Research Hypotheses

Based on the above research questions, we propose the following research hypotheses:

**RH1**: By using podcasting technology, EFL students' lecture comprehension will be ameliorated.

**RH0**: By using podcasting technology, EFL students' lecture comprehension will not be ameliorated.

## 4. Objectives of the Study

The main objective of the present study is to investigate the impact of using podcasts on improving EFL students' lecture comprehension. This study also aims at examining students' perceptions towards the use of podcasts to improve their lecture comprehension. Finally, this study seeks to explore teachers' attitudes towards the use of podcasts to improve EFL students' lecture comprehension.

## 5. Research Methodology

Research methodology is the scientific way of how a research is conducted; essentially, the procedures of describing, explaining and predicting phenomena about the study (Rajasekar et al., 2013). For this, we have opted for a mixed method approach to accomplish this study.

### 5.1. The Choice of the Method

Due to the nature of this research, a mixed methods research approach was adopted in order to verify the previous research hypotheses. The quantitative method is suitable because we attempt to manipulate the effects of the independent variable (podcasts) on the dependent variable (EFL lecture comprehension) through the use of quasi experimental research.

Moreover, the qualitative method is also adopted in order to describe the teachers' and students' attitudes and perceptions towards using podcasts, through the use of interviews and questionnaire.

### 5.2. Population and Sample

First year LMD students and teachers of English at Mohamed Kheider University of Biskra make up the entire population of our present study. From a total population of 662, 20 students were selected randomly to represent our sample because of the difficulties they face in comprehending linguistics module in addition to their low test scores. Additionally, a number of five (5) linguistics teachers were selected as sample that have more direct contact with students and their needs.

### 5.3. Data Gathering Tools

In this study we opted for triangulation method which is "the process of collecting data from several different sources or in different ways in order to provide a fuller understanding of a phenomenon" (Richards and Schmidt, 2010, pp. 611-612). Three data gathering tools will be used to increase the validity of this work:

#### 5.3.1. Quasi Experimental Method

The one sample T-test research tool was chosen as it saves time and efforts. A pre-test was applied to our sample to assess students' comprehension of the chosen lectures before the treatment (podcasts). Then, that they were exposed to podcasts of the lectures. After students got exposed to podcasts as a treatment, we have applied the post-test to examine their understanding and achievement. Finally, a comparison between the pre and the post tests will be considered as the proof of the effectiveness of the treatment.

#### 5.3.2. Questionnaire

The questionnaire was handed to the same sample of the quasi experiment to collect their perceptions, opinions and reactions about the use of podcasts to improve their lecture comprehension.

#### 5.3.3. Interview

The interview was conducted with five linguistics teachers to collect their attitudes and opinions towards the creation of podcasts as a teaching method.

## 6. Delimitation of the Study

The current research topic was chosen from unlimited number of research topics because it affects most of first year EFL students at Mohamd Kheider University of Biskra, specifically, their lecture comprehension. This research is limited to the study of the role of podcasts as supportive tools to improve lecture comprehension. Although there are many other useful technologies that need investigation, podcasting technology was selected because of its flexible and accessible nature. Additionally, the researcher chose the module of linguistics, particularly, because it is noticed that EFL students face crucial comprehension difficulties in this course, especially, first year EFL students at University of Biskra as they have not been exposed to lectures and to the course of linguistics before. The present research study does not cover more than three objectives as they are regarded as adequate to highlight the effectiveness of podcasts in improving EFL learners lecture comprehension. Furthermore, research questions were limited to three because they lead to achieve the previous research objectives and no other questions are needed. The researcher did not use more than three data collection tools because the chosen tools seems to be the most appropriate in order to achieve accurate results. In addition, no more than twenty (20) students were chosen because higher

number of sample will affect participants' engagement. Eventually, the results of the current study cannot be generalised because the study is limited to a specific number of students, specific context, and it is not dealing with exact sciences.

## 7. Significance of the Study

This study is significant as it draws attention to an ignored, but a very practical strategy which is podcasts and its impact on EFL students' lecture comprehension. Through this study, we attempt to raise students' awareness of the use of podcasts, to highlight the role of podcasts as a teaching material, and to state the difficulties faced by new university EFL learners in comprehending the given lectures. Therefore, we believe that this study is worth carried out as it tries to present podcasting as a flexible, accessible and updated strategy to transmit knowledge for students easily and smoothly. Moreover, the findings of this study may offer solutions for lecture comprehension problems among students. Finally, there is limited number of research studies which dealt with this topic in Algeria, so this study can have contribution to literature.

## 8. Key words

Podcasts, lecture comprehension, module of linguistics

### 8.1. Podcasts

They are audio materials made available online for educational or entertainment purposes such as audio books, documentaries, dialogues, lectures, history episodes, or any other recorded information.

### 8.2. Lecture Comprehension

It is having a good grasp of lectures' meaning and good understanding of their content.

### 8.3. Module of Linguistics

It is the course that scientifically defines and explains concepts related to the study of language including its meaning, form, and the context in which it is used.

## 9. Structure of the Dissertation

The current research study is divided into two main parts; the theoretical part which consists of two chapters, and the practical part which is devoted to the third chapter. The first two chapters are also divided into two other sections where we provided general overviews about the main concepts related to this study. On one hand, chapter one of this dissertation is devoted to ICT and podcasting in which the first section deals with the concept of ICT tackling its main elements; meanwhile, the second section shed light on some main aspects related to podcasting technology. On the other hand, chapter two of this study provides an overview about the concept of lecture comprehension. It is also divided into two sections; the first section deals with the lecture method and its main elements. Moreover, the process of comprehension and the challenges facing EFL students in lecture comprehension are dedicated to the second section. Eventually, the last chapter in this dissertation provides detailed descriptions of the findings obtained through this study, the population and the sample of the study, the data collection methods, and the data analysis procedures.

# CHAPTER ONE:

# ICT AND PODCASTING

## Chapter I: ICT and Podcasting

**Introduction**


1. **General Overview about ICT**
   - 1.1. **Definition of ICT**
   - 1.2. **The Importance of ICT in Education**
   - 1.3. **The Role of ICT in English language Teaching/ Learning**
   - 1.4. **Teachers and Students Attitudes Towards The Use of ICT in English Language Teaching/ Learning**
     - 1.4.1. **Teachers Attitudes**
     - 1.4.2. **Students Attitudes**
   - 1.5. **Advantages and Disadvantages of ICT**
     - 1.5.1. **Advantages of ICT**
     - 1.5.2. **Disadvantages of ICT**
       - 1.5.2.1. **Teachers' perspective**
       - 1.5.2.2. **Students' Perspective**
       - 1.5.2.3. **Administrative and ICT Infrastructure Perspective**
   - 1.6. **Types/ Forms of ICT**
     - 1.6.1. **Informative Tools**
     - 1.6.2. **Situating Tools**
     - 1.6.3. **Constructive Tools**
     - 1.6.4. **Communicative Tools**
   - 1.7. **Emerging Learning Technologies (ELT)**
     - 1.7.1. **Blogging**
     - 1.7.2. **Integrated Learning Modules**
     - 1.7.3. **A podcast**
   - 1.8. **E-learning**
2. **General Overview about Podcasting Technology**

**2.1.Podcasts**

**2.1.1. Definition of Podcasts**

**2.1.2. History of Podcasts**

**2.1.3. The Podcasting Process**

**2.1.4. Types of Podcasts**

**2.1.5. The Importance of Podcasting in Education**

**2.1.6. Benefits and Drawbacks of Podcasting**

**2.1.6.1. Benefits**

**2.1.6.1.1. Increasing Flexibility**

**2.1.6.1.2. Increasing Accessibility**

**2.1.6.1.3. Enhancing Learning**

**2.1.6.2. Drawbacks**

**2.1.7. Teacher-Generated Podcasts**

**2.1.8. Student Generated podcast**

**2.2. Podcasts and Lecture recordings**

**Conclusion**

# Introduction

The current chapter is divided into two sections. The first section is devoted to the general overview about information and communication technology (ICT), including its importance in the teaching /learning process and its relation to electronic learning. In the second section, we try to spot the light on one of the emerging technologies that has a significant role in education, namely podcasting technology. We aim to examine its potential role in facilitating the teaching/learning process. Finally, we aim to spotlight on the relation between podcasts and recording lectures.

# 1. General Overview about ICT

## 1.1. Definition of ICT

The acronym (ICT) stands for Information and Communication Technology. According to Gokhe (n.d.), ICT is the technology that supports activities involving information which include gathering, processing, storing and presenting data that involve collaboration and communication. He further explained that ICT covers any product that will store, retrieve, manipulate, transmit or receive information electronically in a digital form like computers, the Internet, broadcasting technologies (radio and television), and telephones.

The term ICT is used in different fields such as health care, industry, law, education...etc. In education, many researchers defined the term ICT closely; for example, Rodrigues and Wilson (2000) defined ICT as a set of activities which facilitate the processing, transmission and display of information by electronic means. Additionally, according to the UNDP evaluation office (2001), ICT's are tools of handling information by producing, storing, processing, distributing, and exchanging them. These tools are combined to form a

networked world which reaches into every corner of the globe. Moreover, Ogunsola (2005) regarded ICT as an electronic system that transmits, receives, processes and retrieves information which has drastically changed people's way of thinking and living besides the environment in which they live. The main purpose of ICT is to access thorough knowledge and communication between people. As a result, we figure out that ICT is based on a processing, transmission, and reception of information using different technological tools in order to facilitate communication.

In education, ICT is being applied in instruction, learning, and assessment where it made change in the educational reform. Through a number of previous studies, it is proven that ICT can improve the educational quality and learning if it is used appropriately (Lowther, et.al 2008; Weert and Tatnall 2005). Furthermore, Bindu (2016) claimed that the term Information and Communication Technology (ICT) is a broad and comprehensive expression. He argued that ICT is not used only by computers and internet, but also ranges from radio to satellite for communication. Accordingly, ICT's effects are experienced more in education since it has the potential for teachers to transform the teaching methodology to meet individual needs. Moreover, ICT provides substantial opportunities for educational systems because it can help in acquiring and assimilating knowledge (Bindu, 2016).

We deduce from the definitions discussed above, that ICT is a term that covers all technologies which can help people to develop communication and manipulate information. In other words, ICT refers to technologies that provide access to information through telecommunication. In educational, ICT proved its significance in improving the quality of education and facilitating the teaching learning process through its accessibility.

## 1.2. The Importance of ICT in Education

ICT become a commonplace entity in all aspects of life and education is not an exception. It has revolutionised education through the accessibility of modern technological

tools and through the popularity and accessibility of the internet. It has replaced traditional teaching pedagogy; face-to-face interaction in classrooms is replaced by online communication; traditional white or blackboard is replaced by interactive whiteboard; and online resources replaced books or printed resources (Suryani, 2010). As a result, educators became more interested in the use of ICT's to improve students' learning and to facilitate teachers' teaching as well. Therefore, a number of scholars have stated the importance of implementing ICT's in education.

Yusuf (2005) stated that the field of education has been affected by the influence of ICT and consequently, teaching, learning and research quality and quantity have been impacted; in other words, ICT can improve teaching and learning through its dynamic, interactive, and engaging content. Lemke and Coughlin (1998), Davis and Tearle (1999); added that ICT benefit people in terms of helping them to create economic viability for tomorrow's workers; contributing to change schools radically through motivating and engaging students in learning ; and providing opportunities for connecting schools with the real world (cited in Yusuf 2005).

Additionally, Meenakshi (2013) emphasised the importance of ICT in education sincenits uses in education are become widespread and are continually growing worldwide. According to him,

> Technology (internet) in another side can be the most effective way to increase the student‘s knowledge. Being aware of the significant role of ICT (internet) in our life, especially in the educational activities, education authorities should be wise enough in implementing the strategies to empower ICT in supporting the teaching and learning process in the classroom. ICT is not just the bloom of the educational activities, but also it will be the secondary option to improve the effective and meaningful educational process (p.4).

He also mentioned that ICT can enhance education quality in several ways such as by increasing learners' motivation and engagement, by facilitating the acquisition of basic skills, and by enhancing teacher training. ICTs are also transformational tools that if they are used appropriately, they can promote the shift to a learner-centred environment (Meenakshi, 2013).

Gandhar et al. (2011) stated that educational institutions became more productive and meaningful thanks to the ICT various tools such as the assignments, computers and others which may enable self-paced learning. ICT contributes in keeping students updated and enhancing teacher's capacity and ability to foster a live contact between them through e-mail, chat sessions and so forth. This promotes active learning, sharing of ideas, discussion and also provides immediate feedback. As a result, ICT represents one of the current applications of technology that enhance the quality of teaching/ learning processes (Gandhar et al., 2011).

Furthermore, Koro (2012) claimed that education is selected as a means of bridging the gap between technology and society, and it is viewed as a way to move nations into the information age. It is also frequently contended that there is a need to transform education to meet the new challenges facing society. Fisher (2006); Nivala (2009); Ottestad (2010) cited in Koro (2012) stated that "digital technology is often presented as the driving force of the transformation of education and carries positive overtones that information and communication technology (ICT) will contribute to this transformation "for the better" (p.93).

Belo and Ye (n.d.) argued that ICT tends to expand access to education; through ICT, learning can occur anytime and anywhere; for example, online course materials can be accessible 24 hours a day. They also added that teleconferencing classrooms allow both the learner and the teacher to interact simultaneously with ease and convenience. Moreover, due to ICT, learning and teaching no longer depend exclusively on printed materials, and multiple resources are abundant on the Internet, and knowledge can be acquired through video clips,

audio sounds, and visual presentation and so on. ICT, therefore, provides both learners and instructors with more educational affordances and possibilities (Belo &Ye, n.d.).

In conclusion, ICT offers education many ways and tools for facilitating the teaching and learning processes, aiming to enhance the education quality. It proved its significant role in education and researchers supported its use because of its positive impact on both teachers and learners.

## 1.3. The Role of ICT in English language Teaching/ Learning:

ICT integration proved its importance in almost all fields of education including language teaching and learning; particularly, English language which has a great usage and popularity around the globe. People would look for helpful ways to learn it quickly and easily, and also teachers like to teach it with the most accessible and effective ways. Sekai (2011) suggested that ICT and language teaching have walked hand to hand for a long time additionally, it has contributed as a teaching tool in foreign language classrooms and it has intrinsic features that make its use a valuable source of input. We conclude that researchers in the area of English teaching/learning showed the usefulness of ICT's for both teachers and students.

Hartoyo (2010) claimed that the integration of ICT in the field of language learning is inevitable, putting into consideration that ICT and language learning support each other. Ammanni and Aparanjani (2016) stated that

> Because of its interactive and dynamic nature, ICT has the stamina to meet the needs of the individual student by providing opportunities to direct their learning and to pursue information. With the usage of ICT students can learn any subject especially English with ease (p.1).

They also emphasised the essential use of ICT in every day classroom teaching and learning and added that its use gives chance to teachers and students to increase the quality of education and meet the requirements set by the coeval knowledge society.

ICT is a valuable and an innovative teaching tool enhancing EFL learning and its rapid growth has naturally influenced all the aspects of language teaching process. Therefore, Altun (2015) stated that using technology has positive effects on teaching and learning English and technology can be applied to teaching practices to enhance and facilitate foreign language learning. Accordingly, computer, internet, smart boards, cell phones, video games, music players etc. are used in the target language learning process to raise students' motivation and language awareness.

Çakici (2016) believed that with the appearance of the ICT as a new tool in language teaching, EFL teachers and methodologists are expected to adopt a new view of integrating basic ICT skills in EFL classroom appropriately. He added that introducing ICT into language classroom has great implications for curriculum reform, classroom teaching and student learning. Accordingly, he believed that the increase of (ICT) has dramatically reinforced and created powerful learning atmosphere. He further claimed that the implementation of ICT into real language context is more critical today since its growing power and capabilities are triggering a change in language learning environment; therefore, the integration of new ICT tools such as laptop, interactive whiteboard, LCD projector, internet and social networks in education support will help learners to use English in a very natural, real, communicative and stress free language learning environment.

Additionally, ICT makes English language environment more interactive, flexible and innovative. The application of computer technologies in language instruction provides a student-centred learning environment as it enables course administrators and teachers to vary lesson presentation styles, to motivate students of varying interests, to provide learning opportunities outside the classroom, and is perceived to cater more for individual differences, also integrating technology into language instruction reduces teacher-centred understanding and students' language learning anxiety, but encourages them to be risk takers to practice

target language as they are digital natives (Al-Mahrooqi and Troudi, 2014 as cited in Çakici, 2016 ).

We conclude that ICT has a positive effect on foreign language learning and teaching. Its impact depends on the way it is used. The following are the most obvious impacts of using ICT to support foreign language learning and teaching as stated by Houcine (2011)

> The possibility to adapt easily the teaching materials according to circumstances, learner's needs and response; ICT allows to react upon and enables the use of recent/daily news, it offers access to authentic materials on the web; A quick feedback is made possible; Possibility to combine/use alternately (basic) skills (text and images, audio and video clip...); Lectures become more interesting and less ordinary which boosts learners' engagement; ICT enables to focus on one specific aspect of the lesson (p.1.2).

## 1.4. Teachers and Students Attitudes Towards The Use of ICT in English Language Teaching/ Learning

Attitudes are an evaluative reaction to some referent or attitude object, inferred on the basis of the individual's opinions or beliefs about the referent (Gardner, 1985). Attitudes are generally divided into three components: affect, cognition, and behaviour (Zimbardo and Ebbesen 1969). The affective component involves the person's evaluation, liking, or emotional response to some object or person; the cognitive component includes the person's beliefs or factual knowledge; finally, the behavioural component includes the person's overt behaviour directed toward the object or person (Liu, 2009).

### 1.4.1. Teachers Attitudes

ICT equipments were integrated in English classes since they were proven to help students in their learning process. Teachers should be exposed properly to ICT in a way to

become confident and appreciated to use the technology. With the implementation of ICT in English classes, teachers were exposed to those technologies and had some attitudes which have been examined by many researchers in the field.

Mohammed and Almekhlafi (2017) mentioned that the teachers reported positively towards ICT in their understanding of the way it will enhance their teaching and benefit their learners. Moreover, Mumtaz (2000) suggested that teachers' theories about teaching are central in influencing teachers to use ICT in their teaching, and that teachers' educational beliefs can be barriers to ICT integration. A number of researchers have stated that the successful implementation of ICT in education depends largely on teachers' perceptions towards this later (Jimoyiannis & Komis, 2007; Wen & Shih, 2008). On this account, teachers are the ones who determine the usefulness of ICT tools in the learning situations. Kersaint et al. (2003) stated that teachers who have positive attitudes toward ICT feel more comfortable when using it and usually integrate it into their practices. Likewise, Bullock (2004) found that teachers' perceptions play a major positive or negative role in the adoption of technology.

In his study, Albirini (2004) focussed on attitudes of EFL teachers in Syria toward ICT. Through his study, he found that teachers have positive attitudes towards ICT in education. Teachers' attitudes were predicted by computer attributes, cultural perceptions, and computer competence. Moreover, Eugene (2006) studied the way teachers' attitudes, perceptions, and beliefs may affect technology integration in the classroom. Results indicated that teachers' beliefs and perceptions may correlate with their teaching practices and the implementation of technology. Al-Zaidiyeen (2010) further explored teachers' attitudes and levels of technology use in classrooms in Jordan. The findings revealed that despite the fact that teachers had a low level of ICT use for educational purposes, they held positive attitudes towards its use.

Erguvan (2014) claimed that successful implementation of information technology into education relies heavily on teachers' attitudes that ultimately determine how they use that technology in the classroom. According to Almekhlafi and Almeqdadi (2010), the teacher's perception of the Internet is affected by the ability to apply ICT at schools. The ability of teachers to use the hardware and software of information technology in the learning process strongly supports their perceptions of the application of Internet technology. Moreover, Papaioannou & Charalambous (2011) mentioned that the perception of teachers on information technology correlates with their educational background which includes training on the use of the Internet and their experience in using ICT.

In contrast, results of other research studies indicated that a respectable number of teachers hold a negative attitude towards the integration of ICT exhibiting negative reactions to computers ranging from "mild discomfort to extreme avoidance" (Todman, 2000, p. 27).

### 1.4.2. Students Attitudes

Brasell (1987) and Brungardt & Zollman (1995) claimed that one of the advantages commonly attributed to using computers in the classroom is that they generate more positive attitudes among students. Mizanoor et al. (2015) mentioned that the use of computers in the classroom is believed to lead to more positive attitudes, and many students prefer using computers for further learning. Accordingly, the limited available research suggests that computers can lead to more positive attitudes in some groups of students (especially males and younger students).

The use of ICT enables students to improve their learning strategies in order to increase their learning outcomes (James, 2014). In his study Sudiran (2016) concluded that students attitudes towards the use of ICT and the internet as learning English media is positive and the level of their ability to apply ICT is good. However, they may face some problems with the

access to the internet at university, such as weak internet connection and ICT illiteracy. Also, Mallahi and Mohamed (n.d.), in their study claimed that

> With the use of ICT, students enjoy more the class, and the course becomes more interactive and productive. ICT creates an effective and rich learning atmosphere in which teachers and learners are provided with a source of authentic materials, tools for communication and tools for improving language skills (p.3).

In addition, Moore (2005) claimed that ICT has a positive impact on students' learning motivation in which it helps them to stay on-task and drives them to behave better and produce high quality work. Additionally, through ICT, students may learn more autonomously and complete more work at a fast pace. Finally, many studies that tackled this subject proved that students have positive attitudes towards ICT integration in education and specifically, in language learning despite the considerable difficulties facing them to use ICT.

## 1.5. Advantages and Disadvantages of ICT

### 1.5.1. Advantages of ICT

We are going to mention some benefits of ICT as a new technology adopted into schools and educational institutions, then, we specify its advantages in Foreign Language Learning and Teaching. Nowadays, ICT is considered as one of the best teaching and learning tools. Thus, several scholars have talked and written about its advantages.

According to Fu (2013), the use of ICT has been found to:

- **Assist students in accessing digital information efficiently and effectively:** ICT makes knowledge acquisition more accessible, and concepts in learning areas are understood while engaging students in the application of ICT.

- **Support student-centered and self-directed learning:** students are more capable of using information and data from various sources, and critically assessing the quality of the learning materials.
- **Produce a creative learning environment:** ICT involves purpose designed applications that provide innovative ways to meet a variety of learning needs.
- **Promote collaborative learning in a distance-learning environment:** Students not only acquire knowledge together, but also share diverse learning experiences from one another in order to express themselves and reflect on their learning.
- **Offer more opportunities to develop critical (higher-order) thinking skills:** schools are strongly advised to integrate technology across all of the learning areas and among all learning levels. Where this is done, students are able to apply technology to the attainment of higher levels of cognition within specific learning contexts.
- **Improve teaching and learning quality:** With a combination of students' autonomy, capability, and creativity, the use of ICT can improve both teaching and learning quality.
- **Support teaching by facilitating access to course content:** ICT changes the traditional teacher-centered approach, and requires teachers to be more creative in customizing and adapting their own material (p.113-114)

Padurean and Margan (2009) listed the advantages of ICT usage in foreign language teaching as follows:

- **Capacity to control presentation**: computers have the capacity to combine visual with listening materials, text with graphics and pictures unlike books.
- **Novelty and creativity**: teachers' ability to use several materials for each lesson unlike textbooks.

- **Feedback:** Computers provide a fast feedback to students` answers through error correction and suggesting the appropriate answer.
- **Adaptability:** Computer programmes can be adapted by teachers to suit their students` needs and level of language knowledge. Unlike books, which are produced in a single uniform format.

Kumar and Tammelin (2008) added several Benefits of Using ICT in Foreign Language Learning and Teaching in which it provides language learners with the opportunity to use the language that they are learning in meaningful ways in accurate contexts. Moreover, the use of ICT in a language classroom is based on the opportunities it affords for cooperation and collaboration with one's peers. Additionally, in blended language learning classrooms, ICT provide language teachers with opportunities to tutor their learners more effectively. Therefore, language teachers are able to give individual and personalized guidance to learners with the help of ICT-based tools and with the constantly growing number of available educational resources.

In addition to what have been mentioned above about ICT advantages, ICT is characterised by a strong merit which is flexibility. Its flexible nature allows learners to acquire knowledge in any time and in any place. Oliver (2002) stated that "the continued and increased use of ICT in education in years to come, will serve to increase the temporal and geographical opportunities that are currently experienced." (p.5). He added that students are starting to appreciate the capability to undertake education whenever and wherever they want. This flexibility has ameliorated the availability of just-in-time learning and provided learning opportunities for many more learners who have constrained by other commitments (Young, 2002 cited in Oliver 2002).

### 1.5.2. Disadvantages of ICT

Although the advantages of using ICT in education have been demonstrated in previous research, barriers or challenges associated with its use still exist. They can be classified into three main perspectives which are collected by Fu (2012):

#### 1.5.2.1. Teachers' perspective

These are some barriers to effective ICT integration from teachers', students' and administrative perspectives cited in Fu (2012).

- The lack of collaboration, support, and experience among teachers (Ertmer and Otternbreit-Leftwich 2010);
- Insufficient time and skills to master new software or integrate ICT during a class period (Frederick at al., 2006 and Almekhlafi & Almeqdadi 2010);
- The lack of technological competence and conceptualization of what and how students should learn (Goktas, Yildirim & Yildirim, 2009);
- Limited knowledge and experience of ICT in teaching contexts (Honan 2008);
- Excessive focus on teaching technical or operational skills rather than course content(cited from Lim, 2007);
- Technical problems in the classroom (Yildirim, 2007);
- Classroom management with large class sizes (Tezci, 2011) and
- A lack of motivation, and technical and financial support. (Liu & Szabo 2009)

#### 1.5.2.2. Students' Perspective:

- Student special needs, mobility, and anxiety towards standardized results of tests are the major challenges associated with the use of ICT. (Frederick et al., 2006)
- Lack of technical skills that reduce the access to ICT in classroom besides the insufficient number of academic advisors and lack of timely feedback from

instructors; in addition to reduced interaction with peers and instructors. (cited from Whelan, 2008)

#### 1.5.2.3. Administrative and ICT Infrastructure Perspective:

- School inspectors focus more on the quantity of the content of courses and on student test scores than on ICT usage (Yildirim, 2007);
- The lack of appropriate support from administration for the effective use of ICT (cited from Lim, 2007);
- Administrative mandates to increase examination results, which shifts the focus away from using ICT to engage students in higher-order thinking activities (cited from Goktas et al., 2009);
- The lack of appropriate course content and instructional programs (cited from Yildirim, 2007); and
- The lack of appropriate hardware, software, and materials (cited from Yildirim, 2007).

## 1.6. Types/ Forms of ICT

ICT comprises of various tools and systems that can be utilized and exploited by capable and creative teachers to foster the quality of teaching and learning situations. According to Chen et al., (2000), ICT tools can be classified into four forms:

### 1.6.1. Informative Tools

They are applications that provide vast amounts of information in various formats such as text, sound, graphics or video. Informative tools do not really 'do' anything; rather they are considered as huge, passive repositories of information. Examples of informative tools include multimedia encyclopedias or resources available on the World Wide Web (WWW).

### 1.6.2. Situating Tools

They are systems that situate students in an environment where they may 'experience' the context and situation. Examples of those systems include simulation, games, virtual reality, and CD-ROM which offers hypermedia application for better opportunities to enhance learning environment.

### 1.6.3. Constructive Tools

They are general-purpose tools that can be used for manipulating information, constructing their knowledge or visualizing their understanding. For example, Microsoft Word or PowerPoint is widely used in education. Moreover, web authoring applications allow students to create their own web pages and communicate their ideas to the world.

### 1.6.4. Communicative Tools

They are systems that mediate and facilitate communication between the teacher and students or among students beyond the physical barrier (either by space, time or both) of the classroom. Examples of communicative tools include email, electronic bulletin boards, chat, teleconferencing and electronic whiteboards (cited in Lim & Tay 2003).

The different types of ICT tools can often be used to complement one another to achieve the intended instructional outcomes in teaching and learning. Therefore, the classification of the different types of ICT tools depends not only on their features or characteristics, but also on the way they are used (Lim and Tay 2003).

## 1.7. Emerging Learning Technologies (ELT)

Learning technologies have emerged in recent decades to improve and facilitate learning and teaching processes. Sharma et al. (2011) have presented the following types of ELT:

### 1.7.1. Blogging

A blog (a blend of the term web log) is a type/ part of a website. It is usually conserved by an individual with regular entries of commentary, descriptions of events, or other materials such as graphics or videos. The interactive nature of blogs allows visitors to comment their opinions. Blogs can be textual, art, photographs, videos, music, audio and others.

### 1.7.2. Integrated Learning Modules

Availability of open source software has enabled development of content management system and learning management system such as a Module. It is thematically focused classes, delivered mainly over Internet. The course content is integrated and comprehensive creating a unique perspective on course themes.

### 1.7.3. A podcast

It is a series of media files that can be audio or video. They are released episodically and downloaded through web syndication. The mode of delivery distinguishes podcasting from the other means of accessing media files over the Internet, such as direct download, or streamed web casting. A list of all the audio or video files currently associated with series maintained centrally on the distributor's server as a web feed, and the listener or viewer employs special client applications software known as a pod catcher that can access this web feed, check it for updates, and download any new files in the series.

## 1.8. E-learning

The term E-learning is composed of two parts « E » and learning. « E » stands for electronic and learning means the process of accumulating knowledge. Pavel et al. (2014, p.707) claimed that "E-learning is the use of electronic media, educational technology and information and communication technologies (ICT) in education". Accordingly, they further added that despite the fact that E- learning used in face to face teaching in classroom, it is suited to distance learning and flexible learning. According to Oxford Dictionaries, e-learning is defined as a type of learning conducted via electronic media, typically on the Internet. Moreover, Pavel et al., (2014) claimed that successful e-learning depends on the individuals' self-motivation to study effectively; e-learning is being implemented today through various tools such as emails, wikis, blogs, animation, e-portfolios, audio and video links, specialised software and podcasting. For the later, learners may use studios to podcast their own lectures, personal experiences, and stories (Temam, 2016).

# 2. General Overview about Podcasting Technology

## 2.1. Podcasts

### 2.1.1. Definition of Podcasts

The term "Podcast" was derived from two media player technologies, iPod and Broadcast. iPod is (Apple's MP3 player) and Broadcast traditionally means getting information from radio or television. Borja, (2005) defined the term as the combination of both words created a new technology called Podcast which was initially developed around the year 2005. Accordingly, podcasts are web-based audio (sometimes video) programs that are usually updated by some net users or the owner of those programs at regular intervals. You

can listen to new episodes of these programs on your computer or download them for later listening to an MP3 player or iPod or any digital mobile devices (Borja, 2005).

Many researchers define a podcast as a series of media files that can be downloaded automatically by subscribing to an RSS feed (Really Simple Syndication) (Al Qasim & Al Fadda, 2013 ; Cebeci & Tekdal, 2006 ; Chan et al., 2011 ; O'Brien & Hegelheimer, 2007). Meng (2005) and McGarr (2009) explained that podcasts take many different file types that can be used easily through a variety of digital audio formats and it can be played on almost any MP3 player or portable digital audio device as well as any brand of desktop computer or laptop. They also added that these resources can be downloaded manually from the Internet or distributed to subscribers automatically. Simply put, podcasts are any kind of audio or video format that is composed of records for various purposes.

In this vein, Facer and Abdous (2009) further claimed that Podcasting is a web tool that can be used in a dynamic, collaborative and interactive manner. In fact, the dynamic nature of podcasting associated with any audio / video file that can be downloaded and played on a digital player. Additionally, Baker et al., (2011) defined Podcasts as the technology that enables lectures, music, and other audio or video content to be downloaded and presented. Online users can access both individual and subscription podcasts. Unlike video or audio streaming, podcasting places the file on the device of the user.

To sum up and from the definitions discussed above, we deduce that podcast is a term created through the combination of broadcasting and iPod devices. It is used to describe audio/ video recordings made by podcasters or other net users for downloading in any MP3 player. The accessible and flexible nature of podcasting makes it unique from other technologies.

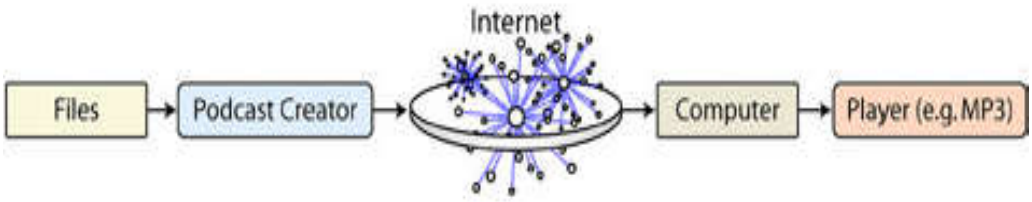



**Figure1. What are Podcasts? (**Trevor, 2007)

The figure 1 explains that Podcasting is the technology of distributing multimedia files for recording on mobile devices and computers, such as audio programs or music videos over the Internet.

**Figure2. Podcasts Logos Retrieved from Google pictures.**

Figure 2 presents the podcasting logos. On one hand, the form on the right side represents the icon which can be found in the toolbar of the navigation browser or other podcasting sites, whether audio or video. On the other hand, the second icon with a headset symbolises only the audio podcasts logo.

### 2.1.2. History of Podcasts

Podcasting has its roots dating back to the 1980s, previously known as "audio blogging." With the advent of broadband internet and portable digital audio playback devices

like the iPod, podcasting began to emerge at the end of 2004 (Wikipedia, 2006). Former MTV VJ Adam Curry and software developer Dave Winer developed podcasting in 2004. Curry wrote an iPodder program that enabled him to download Internet radio transmissions to his iPod automatically. His idea was improved by several developers, and podcasting was officially born **(**Watson, 2005). By 2007, audio podcasts were doing what was accomplished historically through radio broadcasts, which since the 1930s had been the source of radio talk shows and news programs. This shift occurred as a result of web capabilities evolving along with increased consumer access to cheaper audio recording and editing hardware and software (The History of Domain Names, 2004).

Adam Curry launched his Daily Source Code show in August 2004. It was a show focused on chronicling his daily life, providing news and discussions on podcasting development and promoting new and emerging podcasts. Daily Source Code is assumed to be the first consistently produced podcast. Curry published it in an attempt to gain traction in improving what would become known as podcasting and as a way to test the software outside of a laboratory setting (The History of Domain Names, 2004). In June 2005, Apple released iTunes adding formal support for podcasts, negating the need to use a separate program to download and transfer it to a mobile device. While this made access to podcasts more convenient and widespread, independent developers also effectively stopped the advancement of pod-catchers (The History of Domain Names, ibid). Finally, it is quite apparent that the emergence of podcasting technology passed through successive stages starting from discovering RSS file to making episodes to linking the idea to podcaster records.

### 2.1.3. The Podcasting Process

Podcasts are growing so rapidly and becoming popular as they are easy to use and get access to. Therefore, people create their podcasts for different purposes. In this section, we

explain the process of creating an effective podcast for educational purposes. First of all, podcasts need to be established through a number of equipments such as a computer device or smart phone, a microphone, sound editing software and an internet connection with an access to a Web site. In addition to the availability of equipments, the content, the purpose, and the audience of the podcast must be considered by the creator.

In **figure3** below, the podcasting process passes through several stages. For the producer, it starts with thinking about the subject or content of the podcast; second, record it using the equipments needed; after that upload the record on a web site or a blog; after that Subscribe to the content using an "RSS News Reader"; then, download the content into content management software (CMS) and finally play content on download device or synchronize CMS with portable media player and play (Meng, 2005). For the listener of the podcast or in the consumption stage, the consumer can subscribe in the web site and download the podcast in a media player device, then listen to it in any time and place.

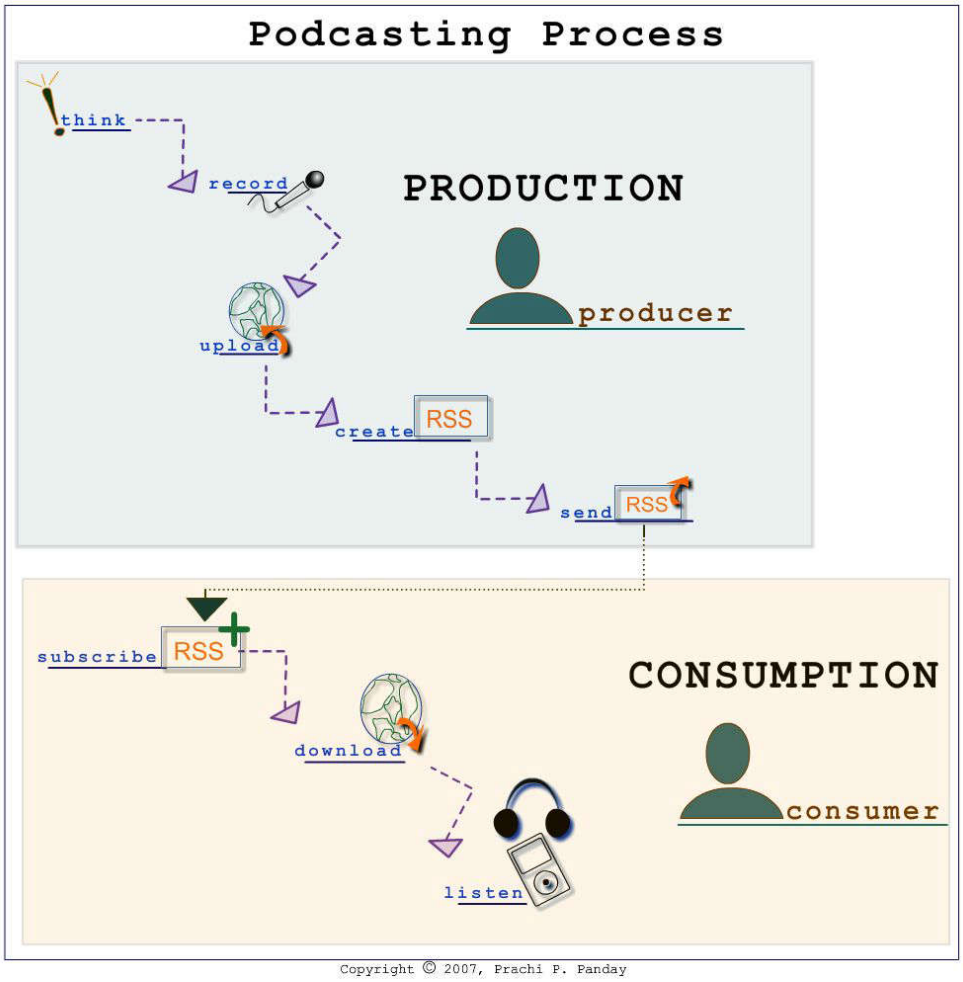



**Figure3. The Podcasting Process: as a Producer and as a Consumer (Panday, 2009)**

## 2.1.4. Types of Podcasts

Several authors have identified different classifications of podcasts. Some of them provided general classifications of podcasts, and some others classified them according to their field of interest. In general, podcasts are classified into audio, video, and audio and images podcasts like PowerPoint presentation with an audio attachment in a small file size. In this section we would focus on the identification of these types of podcasts in the education.

Panday (2009) identified three types of podcasts in general: First, public podcasts which are generic, easy to use and easy to understand; this type is used to disseminate and share

information with everybody. Secondly, personal podcasts, which are made by individuals to share their personal experiences, special occasion records, and video podcasts with their families and friends. The last type is professional podcasts (educational or corporate) which are used in education at different levels, a class podcast where students contribute to share their knowledge via podcasts; instructor podcast in which the teacher creates podcasts to improve students' learning and to incorporate further explanations for them; department podcast where each department can hold a podcast and provide students and faculties with information. In addition, departments may have audio podcasts to convey information such as college news, announcements, updates, advertisements, alumni talks and tips… etc.

Voegele and Card (2006) identified three types of podcasting: the first type is administrative podcasts which are used for distribution of general information, rules, and guidelines. The second type is podcasts for special events that broadcast lessons from guest lecturers, conferences, awards and others; and the last type is class podcasts, defined as involving audio or video podcasts in the classroom during any learning process. The three mentioned types serve to distribute information to individuals with different interests (Voegele & Card, 2006).

Kay (2012) suggested four types of podcasts in the classroom: class-based podcasts, which involve recording entire classes in the course; enhanced podcasts which are created based on PowerPoint with audio explanations included; supplementary podcasts which aim at enhancing students' learning through administrative support, actual demonstrations, class summaries, textbook chapters or any other material allowing students to strengthen their knowledge; and working examples' podcasts, which provide explanations of specific course problems.

Finally, podcasts are available online for all categories of individuals according to their interests, in addition to their various shapes provided in education for teachers, students and administrators.

## 2.1.5. The Importance of Podcasting in Education

The implementation of podcasts in education is growing, and it became a significant source which can be used in language teaching and learning. Since personal devices, such as smart phones, iPods and PC's, are being widely used in a variety of teacher-centered and student-centered teaching-learning contexts. Podcasts created various teaching and learning opportunities out of the classroom. Many researchers believed in the significant role of podcasting in language teaching and learning. Moreover, Facer and Abdous (2011) stated that "The use of Academic Podcasting Technology and Mobile Assisted Language Learning (MALL) is reshaping teaching and learning as it supports, expands, and enhances course content, learning activities, and teacher-learner interactions" (p.9).

Additionally, podcasting is an opportunity for teachers to explore new teaching styles and to transform themselves into Techno-Teachers, and their classrooms into smart rooms (Rajpal, & Devi, 2011). Many educators regard podcasting as an exciting learning paradigm with impressive pedagogical potential for improving lecturers' teaching style and the quality of their lessons (Brittain et al., 2006; Cambell, 2005; Cebeci & Tekdal, 2006 cited in Lazzari, 2009)

## 2.1.6. Benefits and Drawbacks of Podcasting

### 2.1.6.1. Benefits

It seems that when one examines the purpose behind the use of podcasting, it falls into three broad categories: enhancing learning flexibility, increasing learning accessibility (particularly in relation to enabling mobile access) and enhancing the learning experience of

the student (particularly in on-campus courses by having more blended learning experiences). Therefore, much about podcasting refers to its ability to improve convenience, flexibility and learning accessibility (Frydenberg, 2006 ; Nathan & Chan, 2007).

#### 2.1.6.1.1. Increasing Flexibility

For a number of years, the distribution of course material in video and audio formats to make learners more flexible has been a common feature of distance learning programs. Digital technologies have enhanced this process by using digital audio and video recordings that can be distributed directly to the desktops of learners throughout the Internet. More recently, as new material becomes available, students can subscribe to automatic downloads, so the student can access it in any time and place (McGarr 2009).

#### 2.1.6.1.2. Increasing Accessibility

The ability to access this material can allow more mobile access to the material on portable devices such as MP3 players. The growing demands on the time of modern learners mean that they are often forced to study when the opportunity arises, whether on the bus, train or car, at night or weekends or during lunch breaks. These demands entail the need for podcasting technologies that make it possible to access when they can. (Evans, 2008 cited in McGarr, 2009)

#### 2.1.6.1.3. Enhancing Learning

Copley (2007) notes that a number of universities have begun using podcasts to provide additional lecture materials for students on campus. He argues that the most common use of podcasting is to distribute lecture recordings to students for review and revise (cited in McGarr, 2009)

Furthermore, Vyas and Patel (2015) stated that podcasts enable students and teachers to share information with anyone at any time. Also, enable teachers or administrators to

communicate curriculum, assignments, and other information with parents and others. Moreover, allow teachers to record discussions, vocabulary, interviews, and debates and enable students as well to create their own podcasts like recording oral presentation, activities, and other points of interest. Podcasts further enable students to get access to missed lectures by downloading the podcast of the recorded lesson and also access to lectures of experts.

According to Jowitt (2008), the main benefits of podcasting are presented in the portability, flexibility and convenience through the easy access to internet whenever and wherever needed. Also, podcasting fits auditory learners as they can listen anytime and anyplace. This technology further provides various features such as listening repeatedly, controlling speed of playback, providing automatic RSS subscription, and supplying free choice of what to listen to. Finally, it contributes in enhancing distance and online students' services.

#### 2.1.6.2. Drawbacks

Despite the above mentioned benefits, podcasts have several drawbacks that have been discussed by different scholars and authors. Fernandez et al., (2015) in their research, stated some researchers' opinions towards the drawbacks of podcasting as follows:

- Podcasting is not popular enough among students; therefore, they may reject it (Cann, 2007);
- Podcasts based merely on the spread of attendance sessions do not demonstrate a significant utility in the learning process (Deal, 2007);
- The distribution of material through podcasts to part-time students does not affect their learning and that the use of podcasting as learning support tool is therefore pedagogically neutral (Lazzari, 2009);
- The increase in Web classes via podcasting could provoke a massive decline in attendance in face-to-face classes by students (Campbell, 2005 & Fernandez, 2007);

- Students decreased their level of attention due to their perceived certainty that they would be able to experience the benefits of attending class through podcasts ( Traphagan, Kusera, & Kishi, 2010).

### 2.1.7. Teacher-Generated Podcasts

Rajpal, & Devi ( 2011) claimed that teachers' podcast is created to facilitate students learning in the episode forms with the latest and innovative lectures. Each episode is created to keep students creatively engaged in the latest information. The teacher can create his own podcast in different academic disciplines like Literature, Philosophy, History, Science etc. They can also create audio books in their own voice. Teachers can produce podcasts for their students so that they can reach out the teaching objectives out of the classes.

Mohammadzadeh (2010) suggested that teacher recorded podcasts are usually not recorded for learner education purposes, but are authentic in that they exist for information transmission purposes and the language is not simplified. Accordingly, the exposure to such podcasts frequently helps language learners to improve their productive and receptive language skills. Tryhubczak (2009) explains how using podcast can be helpful by stating that:

> Podcasts may be used in all the same ways you use audio or video material. You may ask your student(s) to repeat whole sentences from the podcast or just listen for the gist. If you want, ask the learners specific comprehension questions. Your students may also finish sentences off, copy intonation, reconstruct questions (if you mute them and then the students hear the answer only) or answer the questions in a dialogue which has already been played. I am personally keen on gapfilling exercises and using podcasts as a warm-up and a springboard for a class discussion. If you pause a podcast in the middle, you might want the listeners to predict how the story is going to develop. Additionally, podcasts provide genuinely interesting information, which makes language work more

> motivating and enjoyable. The authenticity of the material is an obvious additional bonus here! (p.8).

Teachers using podcasts can benefit greatly from this technology to improve EFL students teaching and learning. Since it witnessed a great growth in education, and because of its flexible and accessible nature, teachers avail it to transmit knowledge easily and smoothly. Therefore, this technology also gave students the opportunity to download and listen to the lectures given by the professors in their digital media. So, a student will not miss any lecture and they can download the latest lecture according to his convenience at any time and place so that they come prepared in the class (Mohammadzadeh, 2010). Moreover, Teachers may use podcasting to record lessons for absent students due to a long illness and recording important school events for archiving purposes (Selingo, 2006 and Villano, 2008).

### 2.1.8. Student-Generated podcast

Students enjoy creating podcasts on any topic because it enables them to address a real audience that encourages them to create meaningful activities. Recording and publishing a podcast motivates learners to know that they have the whole world as their audience and that their work is not just something that their teacher can enhance (Selingo, 2006). Additionally, Villano (2008) stated that assigning students to create podcasts can increase learning opportunities and assist them in carrying out additional research to master the content area in the process. These types of activities mainly require students to work in groups to help them communicate with each other. Furthermore, he believed that students will learn, among other things, through group activities, to deliver their ideas efficiently and forcefully. Finally, these activities can help students take responsibility for their own learning and connect them to real-world contexts (Villano, 2008).

Podcast is a kind of digital lecture that gives students a new dimension to their subjects and branch. It enables their process of thinking to develop their own podcast in their own

voice from different perspectives. Since voice is important to create a podcast, students can improve their vocabulary, public speaking skills, and oral presentation skills through audio books, podcast novels and self-development lectures. (Rajpal, & Devi, 2011).

## 2.2. Podcasts and Lecture recordings

Recording a lecture is a common approach to make it more accessible and effective for students. Williams and Fardon (2005) suggested that recording lectures practice helps revision and understanding by allowing students to return to the content of the lecture for review after the lecture has been given. Students can view the content and materials of the lecture at their own pace by accessing lecture recordings, pausing and rewinding as necessary. This resource is of great benefit to many students, including those with disabilities and commitments to work or family. It also helps students with language barriers and helps manage scheduled clashes (Williams & Fardon, 2005)

McGarr (2009) claimed that podcasting is mostly used to provide recordings of past lectures to students for the purposes of review and revision. Those recordings provide additional material, often in the form of study guides and summary notes, to broaden and deepen students' understanding. Similarly, Williams and Fardon (2005) argued that the opportunity to replay and review past lectures through podcasting aids revision and comprehension. McKinney et al., (2009) further claimed that re-listening to lectures allows students to go through concrete moments, take more extensive notes and this supports exam performance.

**Conclusion**

Language learning has extensively been affected by using technology. Consequently, the adoption of ICT is not a new concept or practice for EFL teachers and learners. Accordingly, ICT is mainly utilised to provide emerging learning technologies such as podcasting technology. Therefore, this chapter was an attempt to review the basic notions

related to ICT including its role in language teaching and learning, in addition to its role in facilitating e-learning through the use of podcasts. Thus, this technology can support the EFL learners in their learning of their lectures. Furthermore, the current chapter tackled various benefits and challenges of podcasts. Finally, the chapter highlighted the relation between podcasts and recorded lectures.

# CHAPTER TWO :

# LECTURE COMPREHENSION

## Chapter II Lecture Comprehension

**Introduction**

**2.1. Lectures**

**2.1.1. Definition of Lecture**

**2.1.2. The History of Lecture**

**2.1.3. Types of Lectures**

**2.1.4. Advantages and Disadvantages of lectures**

**2.1.4.1. Advantages**

**2.1.4.2. Disadvantages**

**2.1.5. Characteristics of Effective Lectures**

**2.1.6. Qualities of Effective Lecturers**

**2.1.7. Aspects that Should Be Taken into Consideration when Lecturing**

**2.1.7.1. Learning Styles**

**2.1.7.2. Learning Environment**

**2.1.7.3. Teaching Materials**

**2.1.7.3.1. The Use of Chalkboard**

**2.1.7.3.2. The Use of Course Books**

**2.1.7.3.3. The Use of Handouts**

**2.1.7.3.4. The use of Technological Aids**

**2.1.8. Steps That Should Be Done By Lecturers**

**2.1.8.1. Prepare in Advance**

**2.1.8.2. Structure the Lecture Clearly**

**2.1.8.3. Strive to Engage Your Whole Class**

**2.1.8.4. Use Effective Presentation Strategies**

**2.1.8.5. Use Effective Visual Aids**

**2.2. Comprehension**

**2.2.1. Definition of Comprehension**

**2.2.2. Difference between Comprehension and Understanding**

**2.2.3. Types of Comprehension**

**2.2.3.1. Reading Comprehension**

**2.2.3.2. Listening Comprehension**

**2.2.3. The Role of Comprehension in Foreign Language learning**

**2.2.4. Factors Affecting Lecture Comprehension**

**2.2.4.1. Factors Affecting Listening Comprehension**

**2.2.4.1.1. The Listener as a Factor**

**2.2.4.1.2. The Speaker as a Factor**

**2.2.4.1.3. Materials and Medium as Factors**

**2.2.4.2. Factors Affecting Reading Comprehension**

**2.2.4.2.1. The Complexity of the Reading Text**

**2.2.4.2.2. Environmental Influence**

**2.2.4.2.3. Reading Comprehension Anxiety**

**2.2.4.2.4. Interest and Motivation**

**2.2.4.2.5. Decoding or Word Recognition Speed**

**2.2.5. Students' Challenges in Comprehending the Linguistics Course**

**Conclusion**

## Introduction

Higher education is a phase of learning where students are required to be more autonomous than how they were in the previous stages. Freshmen students at university pass through a serious stage in which they are required to adapt new teaching methods for them such as lecturing, and new modules which need a thorough comprehension like linguistics course. Therefore, through this chapter, it is attempted to provide a literature review about lecture comprehension in which we are going to divide the chapter into two main sections. In the first section, the researcher will cast some light on lecturing and will highlight some vital elements concerning this method such as its definition, characteristics of effective lectures, qualities of effective lecturers and factors that affect lecture comprehension. Moreover, the gist of the second section turns around the concept of comprehension aiming to explain its definitions, types, and its role in foreign language learning. Eventually, we conclude this section with highlighting some difficulties encountered by EFL learners in comprehending linguistics lectures.

## 2.1. Lectures

### 2.1.1. Definition of Lecture

In the modem university, teaching is heavily oriented toward lecturing as it is the most formal teaching method used. Lecture is a teacher centred method where the teacher plays a significant role by presenting knowledge to a number of students. Thus, several authors have defined the lecture closely such as Good and Merkel (1959) who proposed that lecture is a teaching method that is presented orally by instructors in which they give facts or concepts to learners who usually being responsible for taking notes. Moreover, Monroe (1991) considers lecture as the formal disclosure of presentation of knowledge to students (cited in Kaur 2011).

Sutherland (1976) argued that the lecture is a continuing oral presentation of information and ideas by the professor. Generally, the lecture is the teachers' synthesis of their own readings, research, and experiences which are interpreted from their own insights.

### 2.1.2. The History of Lecture

The lecture is deeply rooted in history. Sutherland (1976) claimed that it is reasonable to suppose that as soon as man developed language, he began to pass on his knowledge to the young by telling. Accordingly, in classical societies, the lecture was formally established as the art of rhetoric and oratory among such great people as Aristotle and Cicero, who gave us the idea that the perfect orator is the perfect man.

Moreover, Exley and Dennick (2005) stated that he term lecture was derived from the Latin word 'lectare' which means 'to read out loud'. It is a standard method of academic teaching presented to a big number of students. The technique goes back many hundreds of years to the monasteries of Europe before the use of printed books. Monks or priests use to read out loud their books and scholars were copying them down word for word in the scriptorium (a room in the church used to copy or write the original typed version of book). Nowadays the activity of copying down the lectures' notes is still one of the main functions of lecturing in higher education.

Race (2007), similarly, claimed that lecturing was traced back to the ancient periods in which the lecturer is the source of the lecture that is written or copied by hand, this is because the availability of books at that time was challengeable to be handled. Additionally, Exley and Dennick (2005) described lectures as 'didactic' which refers to 'intending to instruct', they claimed that lecturing is often considered as a model of passive learning where the use of discussions, questioning, and problem solving are neglected. Therefore, active learning has introduced to education where it focussed on teaching small groups rather that lecturing which

focus on large groups. However, as the number of students began to increase in higher education, many universities have retained to lecturing method as it fits large group teaching.

### 2.1.3. Types of Lectures

Lowman (1987) proposed six major types of lectures cited in Kaur, (2011). These are:

- **Formal Oral Essay**: in this type, lecturers review and select theories, research studies and arguments from large body of knowledge to support their conclusions.
- **Expository Lecture**: in this type, lecturers make the most of talking with only occasional questions from the students.
- **Provocative Lecture**: in this type, lecturers challenge students' existing knowledge and values to help them in constructing more complex and integrated perspectives.
- **Lecture Discussion**: in this type, lecturers support students to comment or express their concerns instead of raising questions. This type of lectures provides discussions in which students are required to most of talking.
- **Lecture Recitation**: in this type, students are requested to read their prepared materials out loud and teachers ask questions.
- **Lecture Laboratory**: this type is concerned with students' observations, experiments, and other independent works during their lectures.

As it can be seen, types of lectures are varied according to lecturers' style of delivering the knowledge and students' reception of that knowledge.

## 2.1.4. Advantages and Disadvantages of lectures

### 2.1.4.1. Advantages

Lectures have several educational advantages, especially if they are seen as more than a method of providing information. Dolnicar (2005) claimed that effective lectures can stimulate academic discovery through presenting challenging and provocative ideas. Furthermore, she added that lectures enable students to practice the studied theories in their real life experiences. Additionally, Laing (1968) pointed out that lectures help students to figure out new subjects through a wide range of complex knowledge and to provide the most up to date knowledge in a particular domain. Moore et al. (2008) stated that lectures:

> […] provide important signposts to students, that explain the rules of engagement that many of them find it otherwise difficult to learn, and that help them to understand the areas and tasks that they need to focus on most in order to navigate their learning experiences more successfully (p. 17).

Many educators and scholars stressed the importance of lectures as a teaching method. Sampath et al., (1987) suggested that lectures can foster the dissemination of new ideas that are not available in print, fit auditory people who prefer listening to lecturers in audience, and increase students' motivation to learn better than using printed materials cited in Kaur (2011). Moreover, lectures provide a cost-effective and efficient method for delivering vast amounts of information to large numbers of students; it creates essential structures or detailed analysis for further learning like reading assignments and discussions; it offers updated information from different sources; and it generates interest in a topic as lecturers convey enthusiasm for their discipline (The lecture method, 2014).

Additionally, Kaur (2011) added other advantages such as the lecture can introduce a set of facts that represent different topics as well as promote interdisciplinary approach to issues. Accordingly, the spoken language used in lectures may be appropriate for all audience

members because words are more powerful than the muted appeal in books. He further added that through lectures many facts can be impressively presented in a short time. Finally, he believed that topics discussed in lectures can be addressed with the correct perspective and orientation and the overall outline of the subject's scope can be highlighted.

#### 2.1.4.2. Disadvantages

Despite the fact that lectures have many benefits, they have some other drawbacks which are proposed by Kaur (2011). He claimed that the lecture process does not involve cooperation and interaction between the teacher and the pupil which makes learners more passive in class. He added that if the lecture is very fast and given in a style that is not easily understood, the pupil will be unable to take notes easily and will have no written record of the highlighted points. Consequently, the lecture purpose will not be achieved by pupils. Moreover, the author further stated that "the problem solving attitudes of pupils may disappear in the lecture method" (p.13). Finally, he argued that repeating issues already presented in books seems to be a time consuming and also making the lecture more impressive leads the teacher to be more concerned about manner and style rather than matter and content.

Other drawbacks of lectures are proposed from different perspective such as the lack of individual feedback from teachers to students; the difficulty of adapting individual learning differences; and the decrease of active learning because teaching strategies like questioning and problem solving are not integrated into the lecture (no author, 2011). Furthermore, Geoff (1989) believed that lectures might make the students more passive tan active in which they copy down the lecturers' notes without attempting to make any effort to think or process the information. Similarly, Black (2005) believed that the role of the teacher during the lecture can affect students' comprehension in which it may isolate them from the lecture which discourages their critical thinking and analysis of the content.

Dolnicar (2005) further viewed the lecture as a process of transferring information from the part of the teacher into students. However, Gibbs et al. (1987) noted that there is a remarkable shift in lecturing through moving from a teacher centred to learner centred approach, thus this trend depend on limited amounts of resources. They also added that lectures induce a passive and reproductive mental set in students.

### 2.1.5. Characteristics of Effective Lectures

Teachers always attempt to present effective lectures to their students which need to achieve certain characteristics. Thus, Thomas (1976) suggested that the effective lecture should be brief, interesting, and relevant in which it should be presented in simple and well organized manner. Similarly, Habib (2015) claimed that lecture can be effective like other methods of teaching if it is delivered with clarity, interest and persuasion in conveying and explaining information.

Moreover, Sullivan and McIntosh (1996) proposed several characteristics of an effective lecture. First, teachers should involve students by means of a highly interactive and collaborative approach using a wide range of teaching methods. Second, students should be engaged and connected with the teacher through questions and discussions. Last, effective lecture according to them should include active learning through sharing responsibility between both teachers and students, creating small groups for problems solving included in lectures, and implementing a variety of supportive media to facilitate students' note taking.

Fisher et al. (1998) identified some characteristics that should be undertaken in order to make a good lecture. They highlighted that the used materials should be presented carefully in an interesting way; the way of organizing lectures should be introduced in detailed explanations; the simplification of ideas should be presented in inclusive examples relevant to

students; the language used should be presented in a highly fluent manner; and the research used should be up to date. Lectures are also believed to have the following characteristics:

> Lectures can be used to give broad contextual information, to highlight the important or interesting aspects of a topic, to demonstrate problem solving techniques, or to show the relative strengths of two sides of an academic controversy. They should not, however, be used to transmit information that the students can acquire (perhaps more effectively) from reading their textbook. Lectures which are based around a set text should be used to clarify, expand, or explain the content of the text rather than merely to repeat it. It should also not be assumed that transmission by the lecturer implies reception and learning by students. Students learn more effectively when lectures include activities which engage their thoughts and motivation (Effective Lectures, 2018, no page)

### 2.1.6. Qualities of Effective Lecturers

Successful lectures depend much more on the lecturer way of presenting the subject matter. Therefore, the lecturer should have some qualities that enable him/ her to well deliver the lecture. Several researchers have identified the different skills and qualities required in this role. For example, Gilkes (2018) claimed that teachers are required to create a positive environment that allows students to feel more comfortable during the learning context. He further added that lecturers should help learners to attain their objectives in the learning process.

Hei (2015) suggested a number of qualities that determine the good lecturer such as lecturers should be aware of the ways of delivering the subject matter in a comprehensive, simple and logical manner that makes the lecture more meaningful; they should cover and tackle the topics thoroughly; they should be skilful in terms of constructing and criticising; they should support their presented theories with examples from real life experiences; and

they should be concise and show enthusiasm to the topics. Additionally, According to Noddings (2005) a good teacher is the one who is able to control the lecture by attracting of students' attention through using different techniques methods that fit each student learning style individually in the same lecture.

## 2.1.7. Aspects that Should Be Taken into Consideration when Lecturing

Delivering an effective lecture requires effective lecturing process. This process depends highly on certain aspects that should be considered by lecturers in order to provide their course materials effectively so that students will understand it better. Lecturers should take into account their students learning styles, learning environment, and their teaching materials.

### 2.1.7.1. Learning Styles

Learning styles are defined as "the complex manner in which, and conditions under which, learners most effectively perceive, process, store, and recall what they are attempting to learn" (James & Gardner, 1995, p. 20). Additionally, Brown (2000) claimed that learning styles are the ways that individuals perceive and understand information in class. Willing (1988) claimed that learning styles are a set of methodologies and techniques that learners opt for in order to enhance their satisfaction and attainment. He further proposed the learners styles in four Cs such as the Convergers learners who prefer to learn individually instead of learning in groups because they believe they have high ability to learn independently; Conformists learners whose aim is to learn about the language rather that to use it, they seem perfect in working on non communicative classes; Concrete learners whose main aim is to learn how to use language as communication rather than as a system, they are the type of learners who prefer to learn in groups through interaction with each other; and

Communicative learners who prefer to learn the language through listening to music and watching TV. They seem more confident outside classes (Sárosdy, 2006).

Dunn (1983) and Reinert (1976) carried out a study on learning styles in which they pointed out four basic perceptual learning channels. First, visual learners who tend to learn using reading and studying charts, auditory learners who learn through listening and audio tapes, and kinasethic learners which is concerned with experiential learning that is the total physical engagement in learning contexts (cited in Reid, 1987).

Hence, lecturers should deliver their lectures according to their students' learning styles because students acquire knowledge differently. Thus, lecturers are required to be aware of how to deal with each student depending on his/ her learning style.

#### 2.1.7.2. Learning Environment

Learning environment is defined as the physical settings, situations, and cultures where students intend to learn. (The Glossary of Educational Reform, 2014). The learning environment should be taken into account by lecturers to guarantee a successful delivery of lectures because a good learning environment affects the students' learning outcomes. Thus, Teachers' role is to provide learners with a comfortable learning environment which makes them feel motivated and interested to learn; this consequently contributes in enhancing their understanding of the studied materials (Learning Environment, n.d.).

#### 2.1.7.3. Teaching Materials

Teaching materials should be considered by teachers when they deliver their lectures in order to assure an effective lecturing. Therefore, teachers tend to use various instruments and tools to promote their lecturing process. According to Jinapala (1981), there are three main teaching instruments used by the majority of teachers which are the chalkboard, the course book and handouts.

#### 2.1.7.3.1. The Use of Chalkboard

It is a supportive material that is used by the teacher to write certain illustrations or fundamentals that support the lesson. Janpala (1981) claimed that the use of chalkboard in the class fits visual learners. Thus, the teacher should adapt his/ her way of teaching according to visual vocabulary of the learner.

#### 2.1.7.3.2. The Use of Course Books

It is considered as the most common used material among EFL learners for pedagogical reasons. According to Brain (1988) argues that most course books include guidelines or alternative tasks which categorized as "group work" or "class activities."

#### 2.1.7.3.3. The Use of Handouts

They are beneficial tool that supports teachers' explanation. They are considered as principal instruments that students follow during the lecture. "Smart use of handouts can compensate for the lack of preparedness without spoon-feeding, stunting intellectual growth or substituting for attendance at the lecture". Kuang Ching Hei (2015, p. 19).

#### 2.1.7.3.4. The use of Technological Aids

Teaching has shifted from traditional teaching tools and aids to modern technological devices and aids. Therefore, the use of these technological aids like audio/ visual materials (computers, mobile phones, PowerPoint slides and others) in the classroom have positively affected the teaching process as it facilitates the teaching tasks (Kumar and Durga,2018).

## 2.1.8. Steps That Should Be Done By Lecturers

Lecturers should consider the following steps in order to deliver effective lectures:

#### 2.1.8.1. Prepare in Advance

The lecturer should be prepared in advance in terms of specifying how the main ideas will be introduced, explained, and summarized; preparing workable notes such as a detailed outline, a list of major points, key definitions…etc; and practicing the lecture by ensuring the adequate materials to be used when lecturing in addition to make predictions of students' questions (Lecturing Effectively, n.d.).

#### 2.1.8.2. Structure the Lecture Clearly

Lecturers have to structure their lectures in a clear way by assuming that students are not aware of the pedagogical objectives of the lecture; relating their previous knowledge to what they are going to learn; starting the lecture with previous review class and end it with next subject class by making explicit transitions between points; covering the lecture points in sufficient time; managing comprehensive readings including examples and tasks; and being flexible to check the degree of interest and confusion among students in order to adapt the lecture accordingly (Lecturing Effectively, n.d.).

#### 2.1.8.3. Strive to Engage Your Whole Class

Here the lecturer must work hard to catch his/ her students' interest about what he/ she is presenting through asking questions rather than telling them information. For instance, instead of telling them the study findings, he / she ask them to deduce what the study found based on what they have known so far. Additionally, the lecturer should encourage students to act comfortably in the class through interaction between each other and taking breaks to enable them to recapitulate what have been mentioned during the lecture. Moreover, he /she would connect the content of the lecture to the interests, knowledge, and experiences of

students and their future discipline occupations. Furthermore, lecturers are required to allow students to express their feedback in written form concerning the discussed topics. Finally, lecturers might provide opportunity for students get access to the studied lectures through making audio or video of their lectures and posting them online in order to help foreign language learners (Lecturing Effectively, n.d.).

#### 2.1.8.4. Use Effective Presentation Strategies

In this criterion, the lecturer is required to make eye contact with students to create connections between them and to decrease the distraction of class noise; to speak up in a clear and simple tone; to use conversational gestures such as smiling and facial expressions; to ask students periodically to check comprehension; to interact with students before the lecture and after in order to create a positive atmosphere in the class through addressing them by their names and chat with them (Lecturing Effectively, n.d.).

#### 2.1.8.5. Use Effective Visual Aids

With the rapid growth of technology, lecturers are exposed to the use of visual aids in their teaching. Thus, they should vary their methods of delivering lectures using multimedia aids that use sound, colour, and/or animations that can help to catch up students' attention, especially in large classes where the impersonal situation makes students feel less involved. Additionally, visual aids should support teachers' lecture not the focus of it. Moreover, lecturers' are supposed not to write everything they say on their slides. Also while presenting with PowerPoint teachers should be aware of speeding through the slides and/or overloading students with content. Moreover, teachers should introduce information gradually rather than introducing them once, consider providing handouts that include outline of the lecture material (Lecturing Effectively, n.d.).

## 2.2. Comprehension

### 2.2.1. Definition of Comprehension

Comprehension is a concept that refers to a mental process of understanding speech, writing, gestures and others. Language comprehension is the process of grasping a correct interpretation of words, phrases, texts and others. In other words, Clark and Clark (1977) stated that the term comprehension refers to the mental process by which the listener receives and uses the sounds expressed by the speaker to interpret what the speaker intends to transmit.

Comprehension according to Richards and Schmidt (2010) is:

> The identification of the intended meaning of written or spoken communication. Contemporary theories of comprehension emphasize that it is an active process drawing both on information contained in the message (bottom-up processing) as well as background knowledge, information from the context and from the listener's and speaker's purposes or intentions (top-down processing) (p. 108).

Hatzidaki (2007) stated that it is worth distinguishing between two concepts closely related to meaning before presenting the main issues relevant to the comprehension of meaning; that is, the word's denotation and the word's connotation. The former refers to a word's actual meaning (which is usually given in a dictionary); whereas, the latter refers to associations made by individuals on the basis of cultural or other personal factors (ideological, emotional, etc.).

Language comprehension involves a variety of capacities, skills, processes, knowledge and arrangements that are used to derive meaning from the language spoken, written, and signed. In this broad sense, language comprehension includes reading comprehension, which was addressed in a separate tutorial, as well as comprehension of sign language (Ylvisake, 2008). He also added that deriving meaning from spoken language involves more knowledge

of the words meaning and understanding what is intended when the words are combined together in a certain way. To comprehend what other person said, certain categories should be put into consideration such as capacity, knowledge, skill, and dispositions.

## 2.2.2. Difference between Comprehension and Understanding

The word comprehension and understanding are synonymous, but there is slight difference between them. Understanding has a connotation of a deeper, fuller realization of a matter while comprehension is less deep and less full; in addition, understanding is used in everyday language, but comprehension is generally used in the formal academic context (Salama, 2018). According to kintsch (2003, p.1) “In the case of their use in the scientific context, it is imperative to distinguish between them and give each one its right meaning”. In this study both terms are used interchangeably.

## 2.2.3. Types of Comprehension

Comprehension is a complex process that contributes in enhancing students’ level of learning. It involves both reading and listening comprehension which are two important learning skills. Reading comprehension is the process to which readers understand the written materials; whereas, listening comprehension is the process of interpreting the spoken utterances appropriately. Therefore, we distinguish two types of comprehension:

### 2.2.3.1. Reading Comprehension

Reading comprehension is the cognitive process to which readers aim to understand and recognise what is written. Moyle (1972) believed that "reading comprehension is the skill to extract knowledge or reading with understanding" (as cited in Tennent, 2015, p. 22). Additionally, reading comprehension is not related to the understanding of individual words

instead it is concerned with the overall understanding. In this respect, Cain (2010) argued that reading comprehension depends mainly on understanding individual words combining with sentence clauses and paragraphs. On the other hand, Harris and Hodges (1995) claimed that comprehension occurs from the interaction between two elements, namely the reader and the text. They stated that "reading comprehension is the construction of meaning of written text through a reciprocal interchange of idea between the reader and the message in a particular text" (as cited in Tennent, 2015, p. 23).

#### 2.2.3.2. Listening Comprehension

Listening is considered as one of the most important receptive skills that requires a complete comprehension in order to interpret the spoken utterance appropriately. Listening comprehension is the different understanding processes of the spoken language made through knowing speech sounds, comprehending the meaning of individual words, and understanding the syntax of sentences (Nadig, 2013 as cited in Ahmadi, 2016). Additionally, Hamouda (2013) claimed that listening comprehension refers to the listener understanding of what was heard. Similarly, O'Malley, Chamot, and Kupper (1989) said that "listening comprehension is an active process in which the listener constructs meaning through using cues from contextual information and from existing knowledge, while relying upon numerous strategic resources to perform the task requirement." (cited in Ahmadi, 2016, p. 8). According to Hellekjær (2017) listening comprehension is a reactive process that incorporates both buttom up and top down processes. He explained that listeners construct meaning in bottom-up processing by incorporating information from characteristics at the phoneme, word, and discourse level; Whereas, in top-down processing listeners use context and prior knowledge of the topic for building, checking or repairing understanding.

## 2.2.3. The Role of Comprehension in Foreign Language learning

Comprehension is a mental process of grasping knowledge. It has an important role in language teaching and learning as it is the main aim of teachers and students. Teachers seek not only to transmit knowledge to their students, but also to make them understand and grasp what is taught. Students further are required not only to learn the language but also to comprehend the different aspects and theories about the language. Therefore, Krashen (1980) proposed a theory which illustrated the role of comprehension in foreign language learning which is called the comprehensible input. This theory according to him refers to learners' ability of understanding the essence of the spoken utterances. Moreover, Krashen's theory emphasises the idea that learners need to be exposed to an understandable message in order to acquire the language easily. On the other hand, according to More (2016) comprehension is regarded as an essential skill for the high achievement of a person's fluency, success, and development of learning.

## 2.2.4. Factors Affecting Lecture Comprehension

Understanding lectures is a hard task which requires the mastery of reading and listening skills. Thus, there are factors affecting lecture comprehension and subsequently affecting listening and reading comprehension.

### 2.2.4.1. Factors Affecting Listening Comprehension

Listening is a crucial process as it provides students with a comprehensible input. There are many factors that affect students listening comprehension; thus, Boyle (1984) suggested three main factors that influence listening comprehension which are:

#### 2.2.4.1.1. The Listener as a Factor

- **Age:** As children learn faster than adults, age is considered an essential factor;
- **Good Environment:** learners lack concentration and understanding when they learn in noisy classes; instead, quiet classes are more appropriate to promote listening comprehension;
- **Linguistic competence:** learners need to master the linguistic competence in order to understand easily the spoken language;
- **Motivating and interesting topics:** this kind of topics attracts students' attention.
- **Learners' background knowledge:** Learner's knowledge of the subject will increase the process of understanding.

#### 2.2.4.1.2. The Speaker as a Factor

- Comprehension could be influenced by the speaker's pronunciation and accent.
- The way of presenting the lecture in terms of speed might cause difficulties in learners' understanding; consequently, this indicates that speaker delivery has an effect on learners' comprehension;
- The fluency and accuracy of the speaker can motivate learners to focus on what the speaker is saying and understand it.

#### 2.2.4.1.3. Materials and Medium as Factors

- The content provided by the material should be simple and attractive in a way that listeners can easily understand;
- Lengthy listening activities may cause the listener to feel bored and break down the understanding;

- Listening with high technical concepts and poorly organized equipments will not help students to develop their listening comprehension;
- Teachers should encourage learners to learn through body language and visual aids in order to enhance their listening comprehension;
- Teachers should carefully choose the used materials that suit the learners' levels;
- Teachers should highlight the phonological features of the listening material;
- Stress and intonation in the material should be easily mastered by learners.

#### 2.2.4.2. Factors Affecting Reading Comprehension

Reading comprehension is a complicated process that identifies and interprets meanings behind written symbols. Therefore, Dennis (2008) suggested that there are several factors that affect reading comprehension which are: the complexity of the reading text, environmental influence, anxiety during reading comprehension, interest and motivation, decoding or word recognition speed. She explained them as follows:

##### 2.2.4.2.1. The Complexity of the Reading Text

Readers' competency in performing and producing language is highly affected by the complexity of the reading text (dennis, 2008). However, Gardner (1987) stated that text knowledge, which refers to the readers' prior knowledge about the test, is necessary in the comprehension of any text (as cited in McCormack & Pasquarelli, 2010 p. 114).

##### 2.2.4.2.2. Environmental Influence

Dennis (2008) believed that there are types of learners whose understanding is related to the physical settings where they practice reading activities. Accordingly, this type of learners may encounter difficulties and may not concentrate in unorganized environment and noisy places; instead, their level understanding will be higher in more comfortable places.

#### 2.2.4.2.3. Reading Comprehension Anxiety

Dennis (2008) claimed that learners' anxiety from examinations, homework, and activities may increase pressure on them so that they could not concentrate with the reading text and consequently they could not understand it.

#### 2.2.4.2.4. Interest and Motivation

According to Dennis (2008), readers can easily understand texts which are interested and motivated for them which mean that tedious and unpleasant texts decrease their reading comprehension.

#### 2.2.4.2.5. Decoding or Word Recognition Speed

This type of readers whose reading comprehension is affected by the slow way of reading and the lack of vocabulary knowledge have difficulties in decoding unfamiliar words which leads to low understanding ( Dennis 2008).

### 2.2.5. Students' Challenges in Comprehending the Linguistics Course

According to a study conducted by Salama (2018) about the challenges facing EFL learners in comprehending linguistics lectures, the results reveal that the major challenges encountered by EFL students in comprehending the course of linguistics are related highly to the large classes, the teaching method, and the nature of the linguistics course itself. Initially, the delivery of the linguistics lectures in large class groups affects the comprehension of this module. Consequently, teachers cannot cover the entire lecture because of the huge number of students; thus, they will not be able to meet all their students' needs concerning the course as well as to check their comprehension. Large classes discourage classroom interaction and discussion between teachers and students; therefore, students become passive learners. Moreover, in overcrowded classes, noise can affect students' concentration. On the other hand,

she added that the teaching method can highly influence students lecture comprehension as teachers use different teaching strategies to deliver their lectures. Some of them use methods that lack updated ICT tools, visual aids, microphones, online courses…etc.

since some of the teachers still depend on traditional materials like books, handouts, and chalkboards in their teaching, this may demotivate learners and consequently their understanding may be lessened. Accordingly, she further explained the nature of the course linguistics as an abstract and difficult especially for freshmen students (Salama, 2018). To sum up, many EFL learners face difficulties in comprehending the linguistics courses due to overcrowded classes and teachers' way of delivering the lectures.

## Conclusion

As a conclusion to this chapter, one can say that lecture comprehension is a significant process in foreign language learning. Therefore, a well designed delivery of lectures contributes in developing students' comprehension. This chapter was an attempt to review the basic notions related to lecture comprehension. Initially, the first section tried to provide a historical background of lecture and its different definitions according to different scholars. It also tackled lecture related concepts such as benefits and drawback, characteristics, and steps that lecturers should follow in their delivery of lectures. On the other hand, the second section was devoted to a general overview about comprehension in which the researcher provided distinctive definitions of the term, and other related notions such as its types, its role in foreign language learning and the main factors that affect lecture comprehension. Finally, the chapter had provided some challenges EFL learners face in comprehending their linguistics lectures.

# CHAPTER THREE:
# FIELD WORK AND DATA ANALYSIS

# Chapter III : Field Work and Data Analysis

**Introduction**

**3.1. Rational for Research Approach**

**3.2. The Quasi-Experimental Study**

**3.2.1. Sample and Population**

**3.2.2. The Description of the Quasi-experiment**

**3.2.3. The Quasi-Experimental Procedure**

**3.2.3.1. The Construction of the Treatment Stage**

**3.2.3.2. The Pre-Test Stage**

**3.2.3.3. The Treatment Stage**

**3.2.3.4. The Post Test Stage**

**3.2.4. Analysis and Interpretation of the Scores**

**3.2.4.1. Statistical Consideration**

**3.2.4.2. Students' Scores**

**3.2.4.3. Inferential Statistics**

**3.2.4.3.1. Paired T-test Calculation**

**3.2.4.3.2. Hypothesis Testing and Interpretations**

**3.3. Students' Questionnaire**

**3.3.1. Aim of the Questionnaire**

**3.3.2. Description of the Questionnaire**

**3.3.3. Analysis and Interpretation of the Results**

**3.4. Teachers' Interview**

**3.4.1. The sample**

**3.4.2. Description of the interview**

**3.4.3. Analysis and Interpretation of the Results**

**3.5. Discussion of the Results**

**3.5.1. The Impact of Podcasts on Students Lecture Comprehension**

**3.5.2. Students' Perceptions Towards Podcasting Technology**

**3.5.3. Teachers Attitudes towards to Use of Podcasts in Teaching**

**Conclusion**

## Introduction

The present study aims at investigating the use of podcasts to improve EFL learners' lecture comprehension in the course of linguistics. Basically, the current chapter is devoted to the practical part of this research. Initially, through this chapter we aim to provide a description of the rational of each data collection method used in this study. Moreover, we attempt to describe each data collection method and data analysis, and to interpret the results in addition to provide the statistical procedures. Finally, this chapter provides a thorough discussion of the findings in order to answer the research questions, and to test the hypotheses suggested in the general introduction of this study.

## 3.1. Rational for Research Approach

This study was carried out using a mixed methods research approach. The quantitative method is implemented through the use of quasi experimental research that aims at assessing the usefulness of podcasting technology and to answer the first research question which stated "Would the use of podcasting technology ameliorate EFL students' lecture comprehension?". Moreover, a students' questionnaire was designed and distributed in order to collect both numerical and descriptive data about students' perceptions as an attempt to answer the second research question which stated "what are the perceptions of students towards the use of podcasts in learning?". Finally, the qualitative method is implemented using face to face interview with teachers which was conducted to examine teachers' attitudes towards the role of podcasts in improving lecture comprehension, and to answer the last research question which is "what are the attitudes of teachers towards the use of podcasts in teaching?" .

## 3.2. The Quasi-Experimental Study

The quasi experimental study was used to investigate the impact of listening to podcasts on students' lecture comprehension, particularly, in linguistics module. Methods and procedures used in this quasi-experiment are described in this chapter, including the selection of the sample, the description of the quasi-experiment, the description of the different stages of the quasi-experimental procedures, the data analysis procedures, and the description of the findings.

### 3.2.1. Sample and Population

First year LMD students of English at Mohamed Kheider University of Biskra make up the entire population of the present study. From a total population of six hundred sixty two (662), twenty (20) students were selected based on a simple random sampling technique to represent our population because of the difficulties they face with the comprehension of lectures in the module of linguistics in addition to their low test scores. Furthermore, another reason behind the selection of this sample was simply that they have poor background knowledge about linguistics since it is a new course for them and they need new techniques to improve their understanding of the module. The experimental group consisted of six (06) males and fourteen females (14) as participants of first year LMD students (freshmen students).

### 3.2.2. The Description of the Quasi-experiment

This quasi-experimental method was conducted with participants to investigate the usefulness of podcasts in improving EFL students lecture comprehension of the linguistics course. In fact, in this study we opted for the quasi-experimental design which is more

appropriate to the nature of this study rather than the true experimental design which does not suit the social sciences field.

We opted for quasi-experiment based on one group pre-test and post-test design because it is usually used to ensure maximum validity and reliability to the research (Nunan 1999). The one-group pretest-posttest design consisted of a pre-test, treatment, and a post-test, aimed at gathering the necessary data on the experimental group before and after the treatment where the pretest-posttest scores aim at presenting information about the sample's learner comprehension of the studied linguistics lectures.

### 3.2.3. The Quasi-Experimental Procedure

The following is a detailed description of the different stages of the quasi- experiment which was carried out in six weeks on four stages: The construction of the treatment, the pre-test, the quasi- experimental treatment and the post-test.

#### 3.2.3.1. The Construction of the Treatment Stage

In this stage the researcher has attended three linguistics sessions with first year students and has recorded the teacher while delivering her lectures during three weeks (from 27 January to 10 February 2019 ). This stage took three sessions i.e. one session per week. The researcher has edited the records by deleting the irrelevant parts in order to create effective podcasts about the given lectures. Moreover, on 20 February 2019, the researcher has put the recorded lectures (podcasts) online on YouTube web site considering it as a constant and accessible source to which students can download the podcasts easily.

#### 3.2.3.2. The Pre-Test Stage

When students studied their lectures in the traditional way, the researcher asked the participants to sit for the pre-test in order to examine their understanding of the studied lectures before exposing them to the treatment. The pre-test included questions of comprehension related to the studied lectures. The pre-test is composed of four main activities. Each activity examines different concepts included in the lectures that they have studied in the course of linguistics during the three weeks. The questions were mainly asked to test their comprehension (see appendix **B**). The pre-test took place on the 17th of February at CEIL room at the University of Mohamed Kheider for one hour and half.

#### 3.2.3.3. The Treatment Stage

In this stage, the researcher asked the participants to download and listen to the constructed podcasts from YouTube during one week whenever and wherever they want. The podcasts were short audio files of the lectures which they have already studied in the construction of the treatment stage. The audio files and the written copy of the podcasts will be handed in this study (See appendix **C**).

#### 3.2.3.4. The Post Test Stage

In this stage, the researcher have asked the participants to sit again for a post-test in order to check their comprehension after their exposure to the treatment which was listening to podcasts for a week anytime and anyplace they want. The post test was divided into three activities; each activity was divided into two parts. The questions aimed to examine students' comprehension of the lectures studies and posted online in a form of podcasts (see appendix **D**). The post test took place on the third of March 2019 during one hour and half at CEIL room at the University of Mohamed Kheirder.

Finally, the researcher has corrected the tests papers with the help of one linguistics teacher who has more experience in the construction and correction of tests.

### 3.2.4. Analysis and Interpretation of the Scores

Descriptive and inferential statistics were presented in this chapter. At the end of the treatment, participants' scores in both tests (pre-test and post-test) were collected, interpreted and analysed statistically and represented graphically using the experimental research conventional quantitative descriptions, namely the frequency distribution of scores in both tests, the mean, standard deviation, T-test and hypothesis testing. Hence, the results of scores were collected in order to compare students' performance before and after the exposure to podcasts.

#### 3.2.4.1. Statistical Consideration

In order to examine the difference between the pre-test and post-test results statistically, we need to compute the mean, the variance, and the standard deviation using the frequency distribution of scores.

**The Mean:** The mean is the average of the scores. It is symbolized as $\bar{X}$, it is calculated by using the sum of scores divided by the number of scores (sample) as represented in the formula below: $\bar{X} = \frac{\Sigma Fx}{N}$

$\bar{X}$: Mean: $Fx$: Score Frequency, N: Number of scores, $\Sigma$: The sum

**The Standard Deviation (SD):** is used to calculate to what extent a set of scores varies in relation to the mean. The formula of SD is as follows: $SD = \sqrt{\frac{\Sigma x^2 - \bar{x}^2}{N}}$

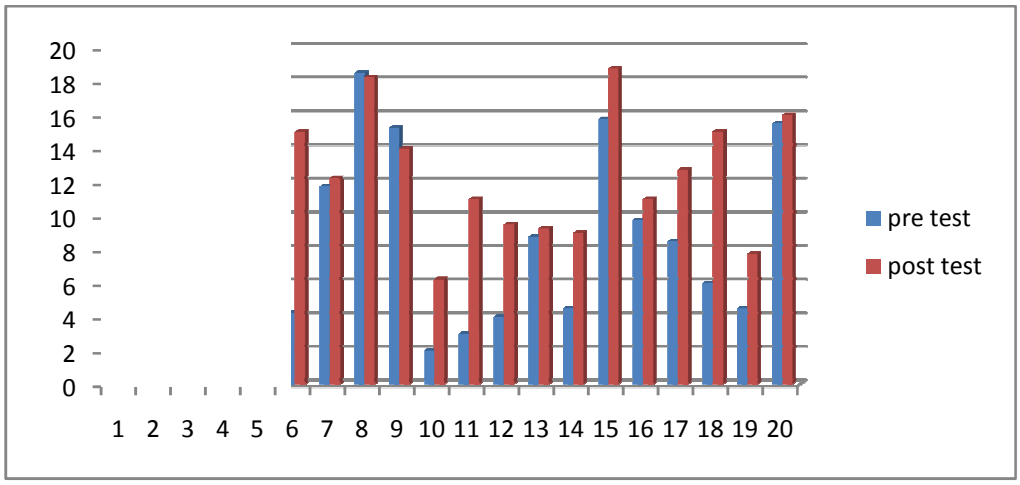
#### 3.2.4.2. Students' Scores

The table below shows the pre-test and post-test scores obtained respectively. We considered the initials of students' names that are ordered alphabetically as pseudo names.

| Participants' Numbers | Group Number | Students' Names | Pre-test | Post test |
|---|---|---|---|---|
| 01 | G10 | A. M. Z | 10.50 | 11.25 |
| 02 | G03 | B. S | 15 | 14 |
| 03 | G08 | Ch. M | 6.25 | 12.75 |
| 04 | G06 | D. I | 10.50 | 13 |
| 05 | G06 | D. M | 14 | 18.75 |
| 06 | G05 | H. R | 4.25 | 15 |
| 07 | G05 | H. R | 11.75 | 12.25 |
| 08 | G04 | H. I | 18.50 | 18.25 |
| 09 | G06 | K. D | 15.25 | 14 |
| 10 | G14 | O. H | 2 | 6.25 |
| 11 | G07 | R. M | 3 | 11 |
| 12 | G08 | S. L. D | 4 | 9.50 |
| 13 | G08 | S. R | 8.75 | 9.25 |
| 14 | G08 | F. S | 4.50 | 9 |
| 15 | G08 | S. A | 15.75 | 18.75 |
| 16 | G08 | S. S. M | 9.75 | 11 |
| 17 | G08 | S. Ch. M | 8.50 | 12.75 |
| 18 | G03 | Y. M. T | 6 | 15 |
| 19 | G07 | Z. M | 4.50 | 7.75 |
| 20 | G07 | Z. H | 15.50 | 16 |

| | | |
|---|---|---|
| **Sum of scores $\Sigma x$** | 188.25 | 248.5 |
| **Mean of scores ($\bar{x}$)** | 9.41 | 12.77 |

**Table1. Pre-test and Post-test Students' Scores**



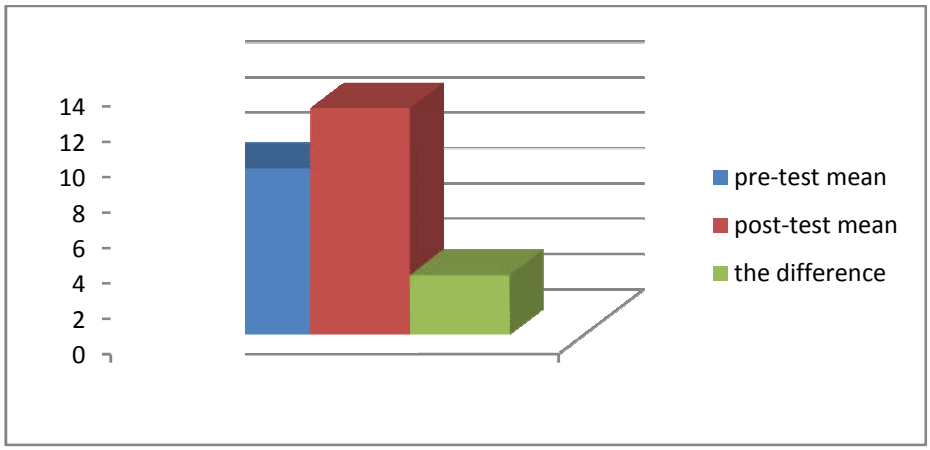

**Graph1. Pre-test and Post-test Students' Scores**

Table 1 and graph 1 demonstrate that there is a remarkable progress in participants' scores from the pre-test to the post-test. Consequently, the sum of the scores (188.25 vs. 248.5) and the mean of the scores (9.41 vs. 12.77) indicate the difference between the pre-test and post-test and the progress in the post-test. Consequently, one can say that this progress is due to the proposed treatment.

| **Tests** | **Pre-test** | **Post-test** | **The difference in the means** |
|---|---|---|---|
| **Means** | 9.41 | 12.77 | 3.36 |

**Table2. Pre-test and Post-test Means of Scores**

The table 2 above represents the difference in means of the pre-test and the post-test scores of participants.




**Graph 2. Pre-test and Post-test Means of Scores**

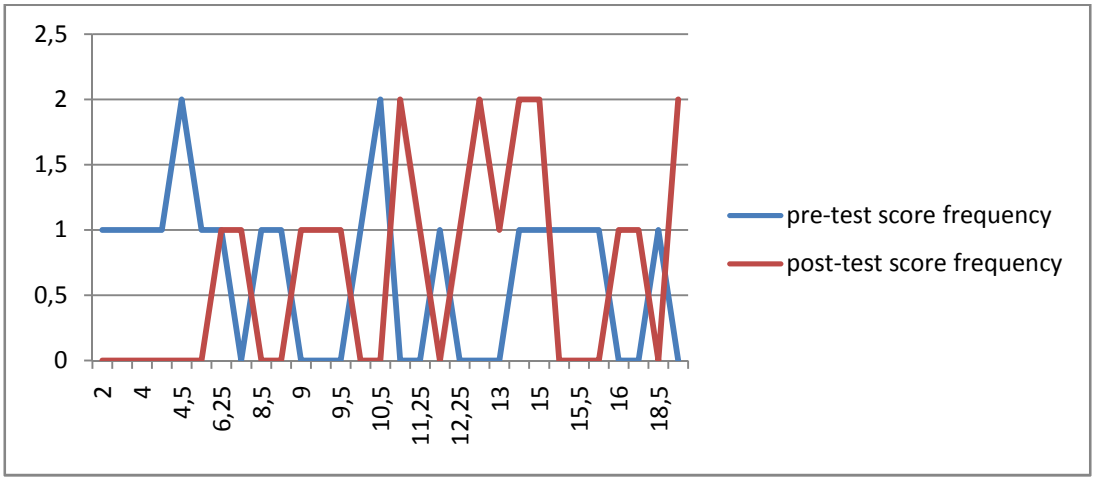
The results from the table 2 and the graph2 above show the distinction between the pre-test and post-test participants' scores that is demonstrated by the mean of the scores (3.36) which consequently indicates the progress of the participants' test performance. As a result, we can deduce that this progress in the post-test scores is due to the treatment that participants have exposed to in this quasi experiment.

Frequency distribution of the pre-test and post-test is shown in the table 3

| Pre-test | | Post-test | |
|---|---|---|---|
| Score "$X_{pre}$" | Frequency "F" | Score "$X_{post}$" | Frequency "F" |
| 2,00 | 1 | 6,25 | 1 |
| 3,00 | 1 | 7,75 | 1 |
| 4,00 | 1 | 9,00 | 1 |
| 4,25 | 1 | 9,25 | 1 |
| 4,50 | 2 | 9,50 | 1 |
| 6,00 | 1 | 11,00 | 2 |
| 6,25 | 1 | 11,25 | 1 |

| | | | |
|---|---|---|---|
| 8,50 | 1 | 12,25 | 1 |
| 8,75 | 1 | 12,75 | 2 |
| 9,75 | 1 | 13,00 | 1 |
| 10,50 | 2 | 14,00 | 2 |
| 11,75 | 1 | 15,00 | 2 |
| 14,00 | 1 | 16,00 | 1 |
| 15,00 | 1 | 18,25 | 1 |
| 15,25 | 1 | 18,75 | 2 |
| 15,50 | 1 | Total | 20 |
| 15,75 | 1 | | |
| 18,50 | 1 | | |
| Sum of "F" | 20 | | |

**Table3. Frequency Distribution of Score Values of Pre-test and Post-test**




**Graph3. Frequency Score values of Pre-test and Post-test**

The table3 and the graph3 above represent the frequency distribution of score values gained by the participants in both pres-test and post-test.

In the pre-test, we observe that:

- The scores values in pre-test range from 2 to 18.5 with the supremacy of the score (4.5 and 10.5).
- 10 scores less than the average 10 and 8 scores more than the average 10.
- The score values 4.5 and 10.5 are being the highest scores frequency.

For the post-test, we notice the following points:

- The score values in post-test range from 6.25 to 18.75 with supremacy of the score (11, 12.75, 14, 15, and 18.75).
- 5 scores are below the average 10 and 10 scores are above the average 10.
- The scores 11, 12.75, 14, 15, and 18.75 are being the highest score frequency.

As a result, it can be observed that eight (8) participants' scores are above the average and (10) participants' scores are less than the average 10 in the pre-test; this indicates that the level of comprehension was low among participants. However, in the post-test, (10) participants' scores are above the average10 and only five (5) participants got below the average10. Consequently, this means that the effects of the treatment were positive and students' level of lecture comprehension has decreased through listening to podcasts.

| **Pre-test** | | | |
|---|---|---|---|
| **Score "Xpre"** | **Frequency "F"** | **Frequency Score Fx** | **Square of Frequency Score Fx²** |
| 2,00 | 1 | 2.00 | 4 |
| 3,00 | 1 | 3 | 9 |
| 4,00 | 1 | 4.00 | 16 |
| 4,25 | 1 | 4.25 | 18.06 |

| | | | |
|---|---|---|---|
| 4,50 | 2 | 9.00 | 81 |
| 6,00 | 1 | 6.00 | 36 |
| 6,25 | 1 | 6.25 | 39.06 |
| 8,50 | 1 | 8.50 | 72.25 |
| 8,75 | 1 | 8.75 | 76.56 |
| 9,75 | 1 | 9.75 | 95.06 |
| 10,50 | 2 | 21.00 | 441 |
| 11,75 | 1 | 11.75 | 138.06 |
| 14,00 | 1 | 14.00 | 196 |
| 15,00 | 1 | 15.00 | 225 |
| 15,25 | 1 | 15.25 | 232.56 |
| 15,50 | 1 | 15.50 | 240.25 |
| 15,75 | 1 | 15.75 | 248.06 |
| 18,50 | 1 | 18.50 | 342.25 |
| **Sum of "F"** | **N=20** | **ΣFx= 188.25** | **ΣFx2= 2510.17** |

**Table 4. Frequency of the Pre-test, the Mean, and the Standard Deviation**

**Mean** $\bar{X}$ pre = $\bar{x} = \frac{\Sigma Fx}{N} = \frac{188.25}{20} = 9.41$ **$\bar{X}$ pre = 9.41**

**Standard Deviation** SD pre = $\sqrt{\frac{\sum x^2 - \bar{x}^2}{N}} = \sqrt{\frac{2510.17 - 88.54}{20}} = \sqrt{106.08} = 10.29$ **SDpre = 10.29**

| Post-test | | | |
|---|---|---|---|
| Score "Xpost" | Frequency "F" | Frequency Score Fx | Square of Frequency Score $Fx^2$ |
| 6,25 | 1 | 6.25 | 39.06 |
| 7,75 | 1 | 7.75 | 60.06 |
| 9,00 | 1 | 9 | 81 |
| 9,25 | 1 | 9.25 | 85.56 |
| 9,50 | 1 | 9.50 | 90.25 |
| 11,00 | 2 | 22 | 484 |
| 11,25 | 1 | 11.25 | 126.56 |
| 12,25 | 1 | 12.25 | 150.06 |
| 12,75 | 2 | 25.5 | 650.25 |
| 13,00 | 1 | 13 | 169 |
| 14,00 | 2 | 28 | 784 |
| 15,00 | 2 | 30 | 900 |
| 16,00 | 1 | 16 | 256 |
| 18,25 | 1 | 18.25 | 333.06 |
| 18,75 | 2 | 37.5 | 1406.25 |
| **Sum of "F"** | **N=20** | **$\Sigma Fx$= 255.5** | **$\Sigma Fx^2$= 5615.11** |

**Table 5 Frequency of the Post-test, the Mean, the Standard Deviation**

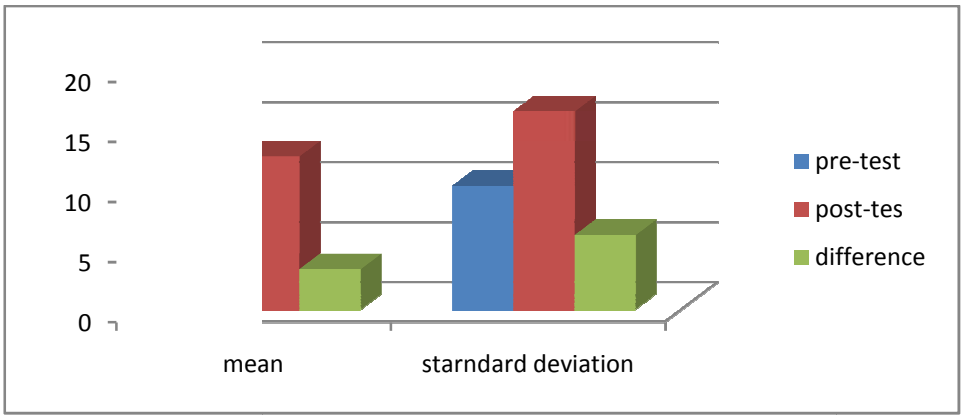
**Mean** $\bar{X}$ post $= \bar{x} = \frac{\Sigma Fx}{N} = \frac{255.5}{20} = 12{,}77$ $\bar{\mathbf{X}}$ **post = 12.77**

**Standard Deviation** SD post $= \sqrt{\frac{\sum x^2 - \bar{x}^2}{N}} = \sqrt{\frac{5615.11 - 163.58}{20}} = \sqrt{272.57} = 16.50$ **SD post =16.50**

Comparison between two tests descriptive statistics demonstrates the difference between pre-test and post-test Mean and Standard Deviation as it is shown in the table below:

| Descriptive statistics | Pre-test | Post-test | The difference |
|---|---|---|---|
| **Mean** | 9,41 | 12,77 | **3.36** |
| **Standard deviation** | 10.29 | 16.50 | **6.21** |

**Table 6. Comparison of the Pre-test and Post-test's Mean and Standard Deviation.**




**Graph4. Comparison of the Pre-test and Post-test's Mean and Standard Deviation.**

The Results in the tables 4 and 5 indicate that there was an improvement in participants' performance in their scores. This may indicate that listening to recorded lectures in the form of podcasts, applied in the treatment stage has contributed in improving students lecture comprehension. The mean and standard deviation difference in graph 3 and table 6 show remarkable enhancements in participants' performance, which means that the instruction has impacted participants' better scoring which is expressed in the remarkable progress of the

majority of the students' scores. Therefore, to prove the difference between two tests is compulsory to calculate the t-test value.

#### 3.2.4.3. Inferential Statistics

##### 3.2.4.3.1. Paired T-test Calculation

To find the difference between the means and the standard deviations of two tests, it is necessary to calculate the t-test. According to Cohen, et.al (2007, p.543, as cited in Meddour, 2014), the t value formula is as the following:

$$t = \frac{sample(or\ test) one\ mean - sample\ (or\ test) two\ mean}{standard\ error\ of\ the\ difference\ in\ means\ (SE)}$$

To calculate the Standard Error (SE), the following formula needs to be applied:

$\mathbf{SE} = \frac{SD}{\sqrt{N}}$ **SD:** Standard Deviation **N:** The number of the sample, which is N=20

Also, we need to consider these statistics:

| | N | Mean | Std. Deviation |
|---|---|---|---|
| Pre_test | 20 | 9,41 | 10.29 |
| Post_test | 20 | 12,77 | 16.50 |

$\mathbf{SE} = \frac{SD}{\sqrt{N}} = \frac{16.50-10.29}{\sqrt{20}} = \frac{6.21}{4.47} = 1.38$ **SE= 1.38**

Standard Error of the difference in means is **1.38**

With applying the above t-test formula, we obtain the following:

$t - test = \frac{\bar{x}\ post - \bar{x}pre}{SE} = \frac{12.77-9.41}{1.38} = \frac{3.36}{1.38} = \mathbf{2.43}$ **t= 2.43**

### 3.2.4.3.2. Hypothesis Testing and Interpretations

The null hypothesis **H0** means that there is no statistically significant difference between the means of the group in the pre-test and post-test. However, the alternative hypothesis **H1** means that there is statistically significant difference between the means in the pre-test and post-test.

***H0*** = By using podcasting technology, EFL students' lecture comprehension will not be ameliorated.

***H1*** = By using podcasting technology, EFL students' lecture comprehension will be ameliorated.

Statistical Hypothesis: **H0**: $\bar{x}$ **post** = $\bar{x}$ **pre**

***H1*** : $\bar{x}$ **post** > $\bar{x}$ **pre**

- **P- Value** or α = 0.05 one tailed (directional) decision.
- **Degree of freedom** = *df* = N-1 / *df* = 20 – 1 = 19 / ***df= 19***
- **Critical Statistics t** crit = **1.72**
- **Observed Statistics t** obs = **2.43**

The following table with the graph conclude the final obtained results:

| N | Tests | Mean | Std deviation | P-value | Critical value | T-test value |
|---|---|---|---|---|---|---|
| 20 | **Pre-test** | 9,41 | 10.29 | 0.05 | 1.72 | 2.43 |
| | **Post-test** | 12,77 | 16.50 | | | |
| | **Difference** | 3.36 | 6.21 | | | |

**Table 7. the Final Obtained Results**

As the observed value of t (2,43) is higher than the critical value(1.72) for nineteen degrees of freedom we accept the alternative hypothesis **H1** and reject the null hypothesis **H0**. This means that there is only 05% probability that observed mean difference: $\bar{x}post > \bar{x}pre$ (12.77 >9.41) appeared by chance, and 95% probability that are because of the treatment. Therefore, the null hypothesis is rejected which means that we are 95% sure that the relationship between the dependent variable (D) (the post-test scores) and the independent variable (ID) (the podcasting treatment) did not occur by chance. Hence, we support the alternative hypothesis **H1** which claims that "By using podcasting technology, EFL students' lecture comprehension will be ameliorated". Eventually, the treatment realized through the listening to podcast lectures of linguistics module can contribute in enhancing first year EFL students' lecture comprehension in the course of linguistics.

## 3.3. Students' Questionnaire

This questionnaire is designed for First year English students at Mohamed Kheider University of Biskra in the academic year: 2019-2020.

### 3.3.1. Aim of the Questionnaire

Students' questionnaire aims at gathering the necessary data for the sake of exploring the impact of using podcasts technology to improve EFL learners' lecture comprehension in the module of linguistics. This questionnaire's main aim is to test and evaluate students' attitudes and perceptions towards listening to podcasts and their opinions regarding this technology.

### 3.3.2. Description of the Questionnaire

This questionnaire has been administered to the same sample of the quasi experiment to obtain the participants' perceptions towards the use of podcasts as a supportive technology in comprehending the linguistics lectures. The distribution of the questionnaire took place after

two months of the post test session because of students' strikes manifested during the period from February to April 2019.

The students' questionnaire (see appendix **E**) consists of three parts and it includes twenty three questions organized in gradation from general to specific questions. The questionnaire is a semi-structured questionnaire which is a combination of close ended questions requiring from the students to pick up the appropriate answer, from a number of choices, or to choose 'yes' or 'no' answers and open ended questions followed by brief justifications whenever necessary.

The questionnaire is described as follows:

**Part One: General Information**

This part is devoted to collect general information about the participants. It contained five questions (from Q1 to Q5) where the participants were requested to identify their age range (Q1), gender (Q2), and their English level (Q3). Also they were asked to select the reason behind choosing English as a subject of study (Q4). Finally, the participants were asked to identify whether they are only students or they have other occupations (Q5).

**Part Two: Student's Feedback Regarding Lecture Comprehension**

This section was allocated to collect students' opinions regarding the comprehension of their linguistics lectures. It has included nine questions (from Q6 to Q14) where the participants were asked to identify their level in linguistics, the extent to which they attend this course and the type of learners they are. Moreover, in this part other questions aimed to explore the level of comprehension of the course among the participants, the type of difficulties they face in comprehension and the type of methods they use to overcome those difficulties. Additionally, in this section we have tested if students are accustomed with the

use of recordings. Finally, we have asked them about the method they rely on when they lose the content of their lectures.

**Part Three: ICT and Podcasting**

The final part was devoted to collect data regarding the use of ICT in learning English and specifically aimed at highlighting their opinions concerning podcasting technology. This part includes nine other questions (from Q15 to Q23) centred on the kind of ICT tools used by participants to learn English, the place of using such tools and if they use them to record lectures or not. Moreover, as for podcasting, the participants were asked if their teachers use this technology and if their level of comprehension has improved after listening to podcasts. Finally, the last three questions were asked to investigate their perceptions towards the use of podcasts. The participants were asked about podcasts accessibility, difficulties they face while listening to podcasts and whether this technology is interesting and motivating for them.

### 3.3.3. Analysis and Interpretation of the Results

Students were requested to answer this questionnaire by putting an (×) in the circle that corresponds to their opinions. The results are reported as follows:

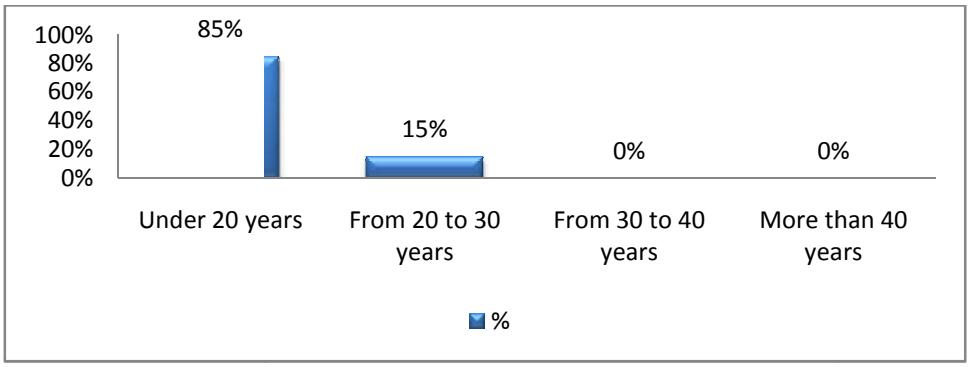
## Part One: General Information

**Q1.** Would you please identify your age?

| Option | Number | Percentage % |
|---|---|---|
| Under 20 years | 17 | 85% |
| From 20 to 30 years | 3 | 15% |
| From 30 to 40 years | 0 | 0% |

| | | |
|---|---|---|
| More than 40 years | 0 | 0% |
| **Total** | **20** | **100%** |

**Table8. Students' Age Distribution**




**Graph5. Students' Age Distribution**

In this question, we have proposed four age ranges. According to the table 8 and the graph 7, the results show that from a total number of twenty (20) participants, most of participants' ages are under twenty (20) years old (85%) except three (3) participants whose ages are from twenty (20) to thirty (30) years old(15%). The results show that the majority of first year students' ages are fewer than twenty which is the normal age for them.

**Q2**. Would you please identify your gender?

| **Option** | **Number** | **%** |
|---|---|---|
| Male | 8 | 40% |
| Female | 12 | 60% |
| **Total** | **20** | **100%** |

**Table9. Students' Gender Distribution**

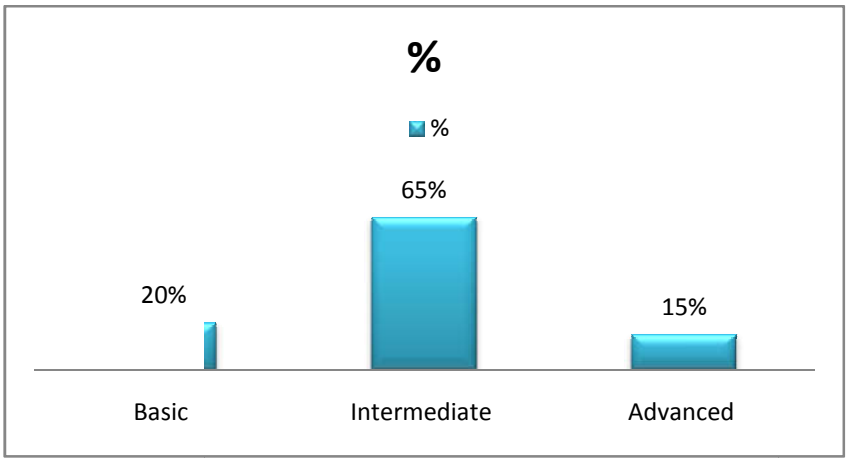
The table 9 above represent students' gender distribution. It is remarkable that female students' number is more than male students' number. Out of twenty participants, twelve students (60%) are females and eight are males (40%). This result shows that the difference

between the numbers of both genders is slight (20%) which means that even males are becoming interested in studying English language.

**Q3.** How can you evaluate your level in English?

| **Option** | **Number** | **%** |
|---|---|---|
| Basic | 4 | 20% |
| Intermediate | 13 | 65% |
| Advanced | 3 | 15% |
| **Total** | **20** | **100%** |

**Table10. Students' Proficiency Level**



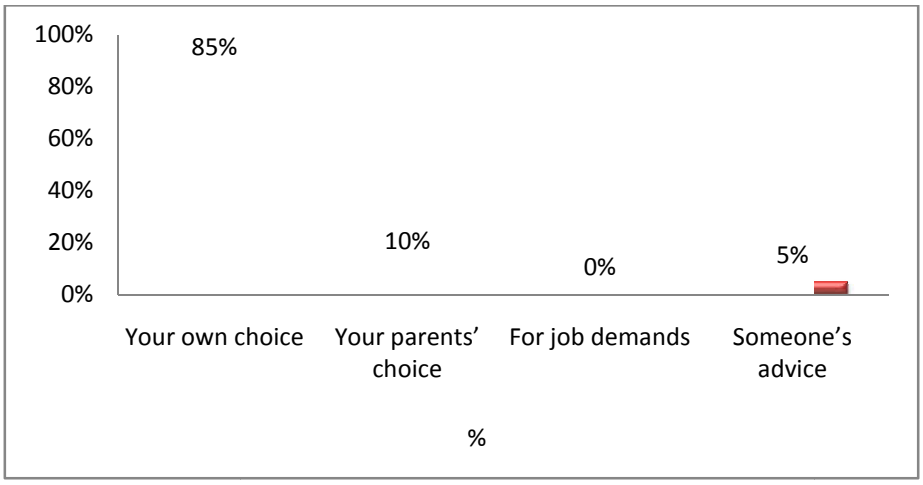

**Graph6. Students' Proficiency Level**

The table 10 and the graph 8 above indicate that the majority of participants (65%) evaluate their level in English as intermediate which means that their learning experiences are similar. However, only 20% of participants which have evaluated their level in English as basic. This indicates that some students come to university with poor background about English. Finally, the lowest percentage 15% is advocated to the advanced category which means that students who have a good background in English are few.

**Q4.** Choosing English as a subject of study at university was your:

| Option | Number | % |
|---|---|---|
| Your own choice | 17 | 85% |
| Your parents' choice | 2 | 10% |
| For job demands | 0 | 0% |
| Someone's advice | 1 | 5% |
| **Total** | **20** | **100%** |

**Table11. Students' Choice of English**




**Graph7. Students' Choice of English**

The table11 and the graph 9 show that the vast majority of students (85%) choose to study English depending on personal choice. However, only 10% whose parents asked them to choose it. Moreover, only one participant which represents 5% of the sample has chosen that the reason behind his/ her choice of English as a subject of study was someone's advice. Finally, no one has chosen English for job demands. The results indicate that first year students are decision makers since they choose their specialities by themselves.

**Q5**. Are you:

| Option | Number | % |
|---|---|---|
| A student | 18 | 90% |
| A student worker | 2 | 10% |
| **Total** | **20** | **100%** |

**Table12. Students' Occupations**

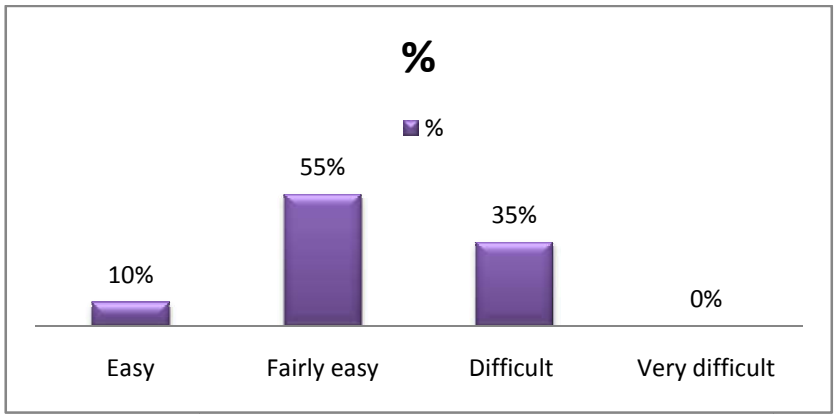
As it can be seen in the table 12, all the participants (90%) are only students except two of them who are student workers (10%). This question was asked to examine if other occupations affect students learning of the language. Thus, these results show that most of students focus only on one domain which is study.

**Part Two: Student's Feedback Regarding Lecture Comprehension**

**Q6.** How do you find the course of linguistics?

| Option | Number | % |
|---|---|---|
| Easy | 2 | 10% |
| Fairly easy | 11 | 55% |
| Difficult | 7 | 35% |
| Very difficult | 0 | 0% |
| **Total** | **20** | **100%** |

**Table13. Students Opinions Regarding the Course of Linguistics**




**Graph8. Students Opinions Regarding the Course of Linguistics**

This question attempts to check students' point of view about linguistics module. It is remarkable form the table 13 and figure above that 55% of the sample regards linguistics course as fairly easy and only 10 % of them consider it as an easy course; however, 35% of them consider it as difficult. This means that the course of linguistics is a challengeable course for some and easy for others.

**Q7**. How often do you attend the lecture of linguistics?

| **Option** | **Number** | **%** |
|---|---|---|
| Always | 19 | 95% |
| Sometimes | 0 | 0% |
| Rarely | 1 | 5% |
| Never | 0 | 0% |
| **Total** | **20** | **100%** |

**Table14. Students' Attendance**

This question was asked to know whether students appreciate to attend their linguistics lectures or not. It is remarkable that all the participants (95%) always attend the linguistics

lectures except one participant (5%) who rarely attend. This result is due to the fact that teachers mark the absentees in each session.

**Q8.** What type of learners you are?

| Option | Number | % |
|---|---|---|
| **a-** Visual (prefer learning by pictures, videos...) | 4 | 20% |
| **b-** Auditory (prefer learning by listening) | 2 | 10% |
| **c-** Read and write ( prefer learning by reading handouts and writing notes..) | 3 | 15% |
| **d-** Kinaesthetic ( prefer learning by demonstrations, presentation and cooperative activities) | 0 | 0% |
| a+b | 1 | 5% |
| a+c | 6 | 30% |
| b+c | 4 | 20% |
| **Grand Total** | **20** | 100% |

**Table15. Students' Learning Styles**

This question was asked to figure out the different learning styles of students. The table 15 shows that four participants (20%) are visual learners, two participants (10%) are auditory learners, three participants (15%) are learners who prefer to learn by reading and writing, only one participant (5%) who is a visual and auditory learner, other four participants (20%) are auditory and read and write learners, finally, six participants (30%) take the vast percentage who are visual and read and write learners. Eventually, we deduce that the number of students who prefer to learn by reading and writing is more than the number of other styles.

**Q9**. How do you evaluate your level of comprehension of the course?

| Option | Number | % |
|---|---|---|
| Excellent | 0 | 0% |
| Good | 3 | 15% |
| Average | 13 | 65% |
| Poor | 4 | 20% |
| **Total** | **20** | **100%** |

**Table16. Students' Comprehension Level**

By this question we attempt to explore students' comprehension level of the course of linguistics. The results have been obtained from the table 16 above show that the majority of participants (65%) evaluate their level of comprehension as average; moreover, four students (20%) evaluate their level as poor. Finally, the fewest number (three participants) (15%) consider their level as good. Consequently, we deduce that first year students do not comprehend the linguistics lectures thoroughly because it is a new module for them.

**Q10**. Do you face difficulties in understanding the course of linguistics?

| Option | Number | % |
|---|---|---|
| Yes | 15 | 75% |
| No | 5 | 25% |
| **Total** | **20** | **100%** |

**Table17. Difficulties of Understanding the Linguistics Course**

The aim of this question is to spot the light on the difficulties faced students in linguistics module. It is remarkable that the large majority of participants (75%) did face some difficulties in comprehending this module. However, only five participants (25%) did not face

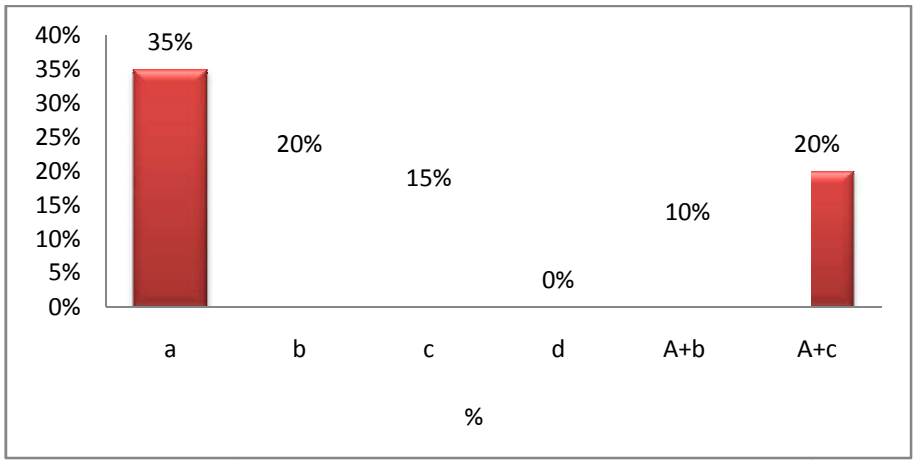
any difficulties. The results obtained show that first year students encounter difficulties in comprehending the linguistics lectures.

Out of 15 participants who answered with "yes", six students related their difficulties to the linguistics terminology expressing it in different ways such as the module includes difficult vocabulary, words, terms, jargon…etc. Other three participants claimed that they did not understand it because of the abstract theories, ideas, concepts included. Moreover, two participants argued that the difficulty of the course is related to the learning circumstances such as the overcrowded classes which present an obstacle for them. Two participants said that they do not like the teacher's method of delivering the lectures claiming that teachers focus only with students who sit in the front. The remained participants answered by just difficult and boring. The mentioned difficulties are obvious because the sample have poor background knowledge about the module since they did not deal with such kind of courses in previous learning career.

**Q11.** If you do not understand some concepts in the course, what do you usually do?

| Option | Number | % |
|---|---|---|
| a- Ask the lecturer for more clarifications | 7 | 35% |
| b- Ask your peers | 4 | 20% |
| c- Rely on videos and podcasts from the internet | 3 | 15% |
| d- Use alternative methods | 0 | 0% |
| A+b | 2 | 10% |
| A+c | 4 | 20% |
| **Total** | **20** | **100%** |

**Table18. Students' Methods Used to Learn the Course of Linguistics**




**Graph 9. Students' Methods Used to Learn the Course of Linguistics**

This question seeks to investigate the most common used strategies by first year EFL students when they do not understand their lectures. From the results mentioned above in the table 18 and the graph 11, Out of 20 participants, seven students (35%) ask the teacher for more clarifications, four students (20%) prefer to ask their peers, three students (15%) rely on videos and podcasts online, only two students (10%) prefer to ask both teachers and peers, finally, four students (20%) like to rely on both the teacher and videos and podcasts from internet. Consequently, we deduce that students have different methods to rely on depending on their learning different styles.

**Q12.** What is your most effective way of revising lectures?

| Option | Number | % |
|---|---|---|
| a- Refer to your notes | 4 | 20% |
| b- Refer to your handouts | 5 | 25% |
| c- Refer to the recorded lectures | 1 | 5% |
| d- Refer to other sources | 0 | 0% |
| a+b | 5 | 25% |
| a+c | 3 | 15% |
| a+b+c | 2 | 10% |

| | | |
|---|---|---|
| **Total** | **20** | **100%** |

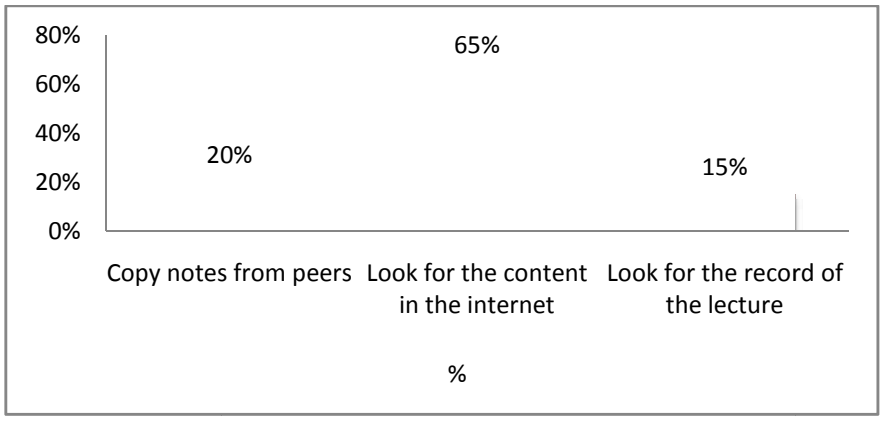
**Table19. the Most Effective Ways of Revising Lectures**

This question attempts to explore what kind of strategies first year EFL students use when revising their lectures. As it is remarkable in the table 19 above students vary their strategies of revision. 20% of students refer only to their notes and this is not surprising because it is a common method for them from high school. 25% of the participants refer only to handouts because it is common strategy among first year students as it is the most available source for them. Only 5% of the participants refer only to recording while revising and this is because of their unawareness of such strategy as they are not accustomed with in previous learning stages. However, there are other percentages of participants who vary their strategies using whether notes and handouts (25%), notes and recordings (15%) and all of above (10%). As a result, it is quite clear that students prefer most of the time to refer to their notes as they are used to this strategy throughout their learning experiences.

**Q13**. In case you lose the content of lectures, what method you rely on?

| **Option** | **Number** | **%** |
|---|---|---|
| Copy notes from peers | 4 | 20% |
| Look for the content in the internet | 13 | 65% |
| Look for the record of the lecture | 3 | 15% |
| **Total** | **20** | **100%** |

**Table 20. Alternative Methods in Case of Losing the Lectures Content**




**Graph 10. Alternative Methods in Case of Losing the Lectures' Content**

This question mainly was asked to see whether students are aware of the importance of technology to overcome some of their learning problems or not. The results from the table 20 and the graph 12 reveal that when students lose the content of their lectures they use different methods. From a total number of twenty students, four students copy notes from peers (20%), thirteen students look for the content in the internet (65 %) and only three students (15%) who look for the record of the lecture to use them later in their revision. This results consequently denotes that students are more accustomed in searching via internet rather that copying from peers and looking for records.

**Q14.** Students' opinions regarding lecture recording?

This question tends to explore first year EFL students' point of views regarding recording lectures. Out of twenty participants, eleven students claimed that recording lectures is a great method that is effective and helpful in their revision. Two participants added that recording lectures help them to get more clarifications and to understand their lectures better because of the repetition many times. Moreover, two other participants claimed that this method is effective for them when they are absent or they miss some ideas during the lecture since they can refer to the whole lecture in details. However, one participant claimed that this method is beneficial only for auditory learners. Additionally, three participants stated that this

method is useful because we can listen to the recordings whenever and wherever we want. Finally, only one participant did not answer this question.

**Part Three: ICT and Podcasting**

**Q 15.** Do you use technological tools to learn English?

| Option | Number | % |
|---|---|---|
| Yes | 19 | 95% |
| No | 1 | 5% |
| **Total** | **20** | **100%** |

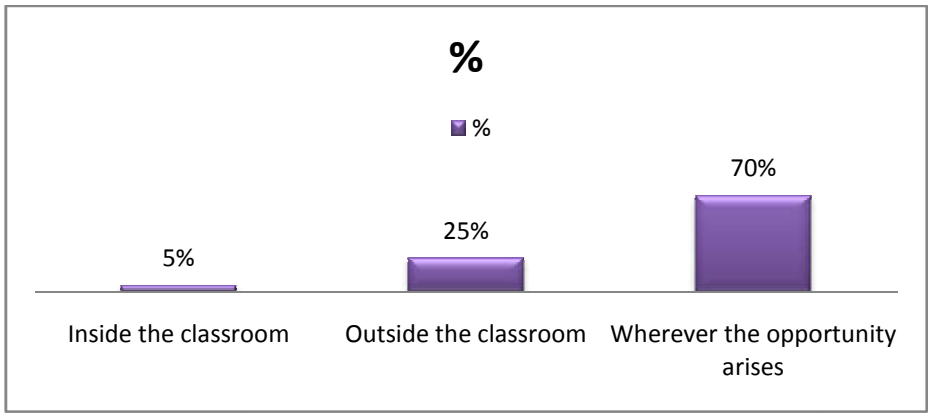
**Table21. Students' Use of Technology in Learning English**

This table (21) shows that all the participants (95%) reported that they use technology in learning English language except one student (5%) who did not use it. Consequently, the results proved that using technology in English learning is common among first year EFL learners.

If yes, where do you often use them?

| Option | Number | % |
|---|---|---|
| Inside the classroom | 1 | 5% |
| Outside the classroom | 5 | 25% |
| Wherever the opportunity arises | 14 | 70% |
| **Total** | **20** | **100%** |

**Table22. Frequent Places of Using Technological Tools in English Learning**




**Graph 11. Frequent Places of Using Technological Tools in English Learning**

The table and the figure above indicate that out of twenty participants, only one student (5%) use technological tools inside the classroom; meanwhile, five students (25%) reported that they use technological tools outside the classroom. Finally, the majority of participants (70%) use their technological tool whenever the opportunity arises. The results reveal that the majority of the participants use technology in informal settings and in unplanned way and in no specific location.

**Q 16.** Do you use ICT devices to record lectures inside the classroom?

| Option | Number | % |
|---|---|---|
| Yes | 13 | 65% |
| No | 7 | 35% |
| **Total** | **20** | **100%** |

**Table23. the Use of ICT Devices in Recording Lectures Inside the Classroom**

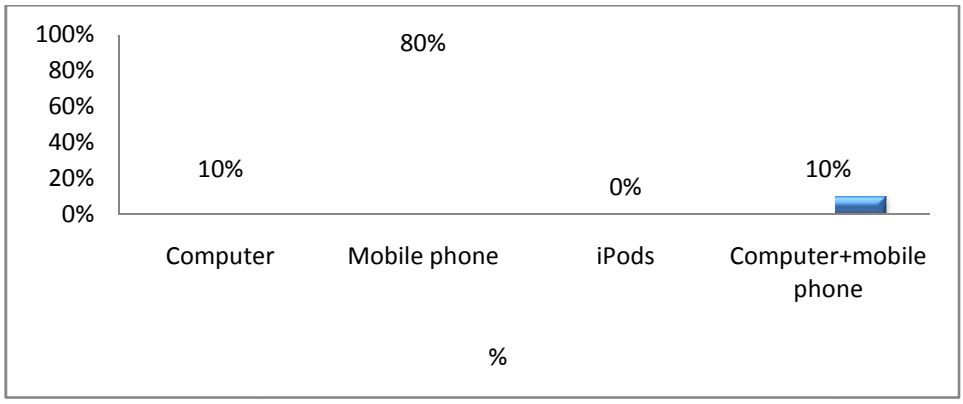
This question was asked to examine the relation between using ICT devices and recording lectures by first year EFL learners. As it is remarkable in the table 23 above, the number of students who reported that they do record lectures using ICT device is thirteen which is more than the half (65%) of the sample. On the other hand, seven students (35%)

have reported that they do not use such ICT devices to record lectures inside the classroom. The findings show that the majority of students are aware of the method of recording lectures and they practice it using their ICT devices inside classrooms which mean that this practice is common among first year EFL students.

If yes, what kind of ICT devices do you use?

| Option | Number | % |
|---|---|---|
| Computer | 2 | 10% |
| Mobile phone | 16 | 80% |
| iPods | 0 | 0% |
| Computer+ mobile phone | 2 | 10% |
| **Total** | **20** | **100%** |

**Table24. Kinds of ICT Devices Used By Students**




**Graph 12. Kinds of ICT Devices Used By Students**

This question aims at exploring the most common devices used by students. The table 14 and the graph 14 demonstrate that the most used device among first year EFL students is the mobile phone as sixteen students (80%) have reported this choice. In addition, only two students (10%) who claimed that they use computer devices, and other two students (10%) claimed that they use both mobile phones and computers. Through these results, we figure out

that the majority of students are familiarised with the use of mobile phones for their accessibility and flexibility being at hand.

**Q17.** What do you think of listening to recorded lectures in a form of a podcast?

This question aims at exploring first year EFL learners' attitudes towards listening to recorded lectures online in a form of podcasts. The results from students' answers reveal that out of twenty participants, only eighteen students answered this question. From the eighteen reporters, four students, who said that they do really use records to revise their lessons, claimed that this method is effective as it enhances their understanding of the lectures. Furthermore, other four students claimed that it is a useful method for them because it helps them catch up the missed ideas and points in addition to covering all the content of the lecture. Moreover, two students stated that it is a very helpful method as they are auditory learners and three students reported that it is very helpful while revising. Additionally, one student suggested that listening to podcasts will be effective if it is recorded with special tools. Finally, the remained four students answered with just good or helpful. The results reveal that students' answers are similar to their answers regarding recording lectures since they are not really aware of the difference between the recorded lectures and podcasts.

**Q18.** Does your teacher of linguistics create podcasts of his/her lectures?

| **Option** | **Number** | **%** |
|---|---|---|
| Yes | 1 | 5% |
| No | 19 | 95% |
| **Total** | **20** | **100%** |

**Table25. Teachers Generated Podcasts**

This question was asked to examine whether teachers are creating podcasts of their lectures or not. The table 25 above shows that all students (95%) of the sample replied that their teachers do not create such kinds of podcasts except one participant (5%) who replied to this question by yes which means there are few teachers who do so. From these results we deduce that podcasts are not a common method used by teachers.

If no, do you record your teacher when presenting his/her lectures?

| Option | Number | % |
|---|---|---|
| Yes | 11 | 55% |
| No | 9 | 45% |
| **Total** | **20** | **100%** |

**Table26. Students Recording Lectures**

From the results mentioned in the table 26 above, eleven students (55%) from twenty reported that they do record their teachers while presenting the lectures. However, nine students (45%) reported the opposite. Out of twenty participants, the eleven students who answered with 'Yes' claimed that they record their teachers' lectures because sometimes they sit in the back so they cannot hear the teacher well, they refer to the records when they are at home for revision, they may miss some points while note taking, they may miss the handouts or the notes, they can refer to the records in any place and any time, and they can repeat listening to the records for better comprehension of the lectures. On other hand, students who answered with 'No' argued that they are not auditory learners, they do not have mobile phones to record, they do not have the appropriate tools to get a clear sound of the records, they rely on in-class understanding, and others think that it is unethical to record the teacher without permission.

**Q19**. After experiencing listening to linguistic lectures through online podcasts outside the classroom, is there an improvement in your understanding of the given lectures?

| Option | Number | % |
|---|---|---|
| Yes | 18 | 90% |
| No | 2 | 10% |
| **Total** | **20** | **100%** |

**Table27. Students' Level of Comprehension of Linguistics Lecture after Listening to Podcasts**

The table 27 demonstrates that the majority of participants (90%) reported their positive perceptions towards listening to podcasts by stating that their level of comprehension of the given lectures has improved after listening to online podcasts. Meanwhile, the remained participants (10%) reported that their level has not improved.

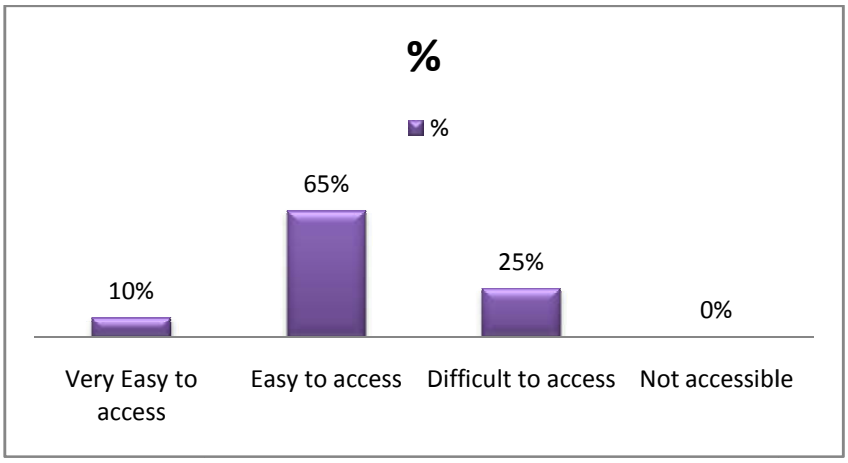
According to the participants' justifications, most of them highlighted the flexible and accessible nature of podcasts as they can listen to them easily and whenever and wherever they want. Moreover, they have spotlight the repetition feature of podcasts which helps them to better comprehend their linguistics lectures. Finally, they focussed on the idea that with podcasts they can get access to the whole lecture without missing any part, and considering podcasts as a remained source to which they can refer whenever they need.

**Q20**. To which extent do you think Podcasts are accessible?

| Option | Number | % |
|---|---|---|
| Very Easy to access | 2 | 10% |
| Easy to access | 13 | 65% |
| Difficult to access | 5 | 25% |

| | | |
|---|---|---|
| Not accessible | 0 | 0% |
| **Total** | **20** | **100%** |

**Table28. Students' Opinions Regarding the Accessibility of Podcasts**




**Graph 13. Students' Opinions Regarding the Accessibility of Podcasts**

As it can be seen in both the table 28 and the graph 15, out of twenty participants, two students (10%) picked up that podcasts are very easy to access. Additionally, the majority of students (65%) claimed that podcasts are easy to access. However, five students (25%) believe that podcasts are difficult to access. The results show that podcasts are accessible technology for first year EFL learners.

**Q 21**.Have you faced difficulties while listening to podcasts?

| Option | Number | % |
|---|---|---|
| Yes | 15 | 75% |
| No | 5 | 25% |
| **Total** | **20** | **100%** |

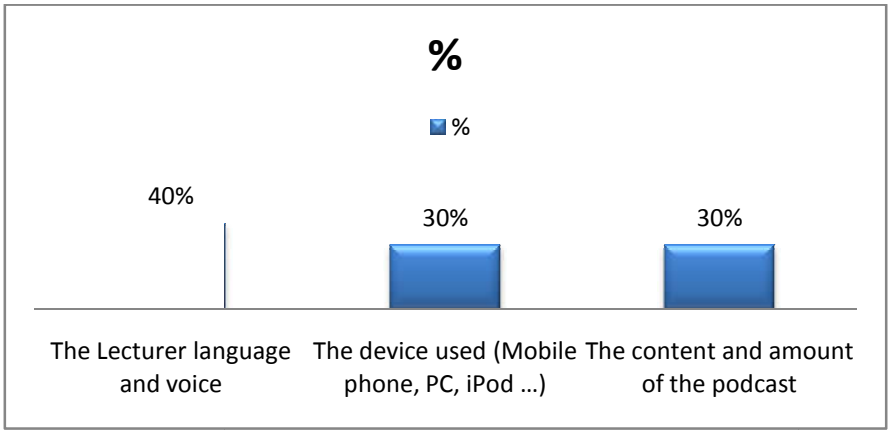
**Table29. Students' Difficulties of Listening to Podcasts**

The table 29 shows that the majority of students (75%) have faced difficulties when listening to podcasts. However, only five students (25%) have not faced any difficulty in listening to podcasts.

If "Yes", are they related to:

| Option | Number | % |
|---|---|---|
| The Lecturer language and voice | 8 | 40% |
| The device used (Mobile phone, PC, iPod …) | 6 | 30% |
| The content and amount of the podcast | 6 | 30% |
| **Total** | **20** | **100%** |

**Table30. Reasons of Difficulties When Listening to Podcasts**




**Graph 14. Reasons of Difficulties When Listening to Podcasts**

As it is remarkable in the table 30 and the graph 16 above, the majority of participants (40%) picked up that the difficulty in listening to podcasts is related to the lecturer language and voice; furthermore, six students (30%) reported that their difficulties were related to the device used. However, other six students (30%) have chosen that their difficulties in listening to podcasts are related to the content and amount of the podcast itself. The results reveal that several factors affect the quality of podcasts that is why students find difficulties in listening to them.

**Q 22.** After your experience in listening to podcasts, have you found it interesting and motivating? Please explain

This question attempts to explore participants' attitudes towards listening to podcasts after their experience in the quasi experiments. The majority of participants reported their positive perceptions by stating that podcasts are interesting and motivating. They have explained that podcasts help them to improve their listening skill, to memorise the content of the lecture, to recapitulate what they missed during the lectures sessions, to refer to them whenever needed, to improve their understanding, to facilitate revision, to solve overcrowded classrooms problems, to save time as it can be downloaded through ICT tools, to access to the lectures in case of excuses of absentees, and to get access to the lectures for students workers who have no time to attend the lectures sessions. However, three participants expressed their refusal towards this technology claiming that they do not like to listen to long passages especially lectures as they are visual learners. Finally, the remained two participants stated that podcasts are interesting and motivating without explaining their opinions.

## 3.4. Teachers' Interview

The third data collection tool is the teachers' interview which was chosen to collect teachers' various attitudes towards the use of podcasting technology to improve EFL learners lecture comprehension.

### 3.4.1. The Sample

Face to face interviews were conducted with five (05) teachers of linguistics course that teach first year LMD students at Mohamed Kheider university of Biskra in order to pursue in depth information around the topic of this research. These teachers were selected as sample that has more direct contact with freshmen students and their needs. The teachers' responses

are considered to be significant for the aim of this research. The chosen sample were all PhD doctors in field of applied linguistics who can provide us with more accurate information about the target sample to better reach more valid results.

### 3.4.2. Description of the Interview

A semi structured interview was held with our sample in which the same open-ended questions were asked to all interviewees ( see appendix F). The interview was conducted face to face with our sample to provide more accurate and genuine feedback for the sake of answering the third research question of the present study. The interview includes nine (9) open ended questions where some questions aimed to discover if EFL teachers at Biskra University are aware of the difficulties faced by first year EFL students in the module of linguistics as well as to explore teachers' opinions towards the effectiveness of recording lectures by both teachers and students. Moreover, some questions aimed to explore their opinions regarding their readiness to introduce podcasts as a supportive teaching strategy in lecturing. The teachers' identity is intentionally kept anonymous for the feasibility of the research; therefore, we have referred to each interviewee with a letter, such as "A", "B", "C", "D", and "E" as it is reported in the discussion below.

### 3.4.3. Analysis and Interpretation of the Results

**Question01: Do you support the use of technology in language teaching?**

The question aims at exploring whether EFL teachers are aware about the use of technology in teaching or not.

| Teachers | Responses |
|---|---|
| **Teacher A** | Of course, I definitely do. Because it helps students to reach more purposes and to better understand the course to be taught. |
| **Teacher B** | Yes, because I think that the use of technology is a must today in teaching and |

| | |
|---|---|
| | learning. |
| **Teacher C** | Yes, I highly support that because teaching has always being supported by teaching aids such as technology which helps to gain time and it is very basic to be used, especially what is called as ICT which is of great importance. Personally, I teach oral expression through Youtube. |
| **Teacher D** | I do support what we call the ICT's in language teaching. |
| **Teacher E** | Yes I do, if the means and the right environment are available why not. |

**Table 31. Teachers' Support of Technology**

It is remarkable that all the interviewees do support the use of technology in language teaching. The interviewees answered the yes/no question with additional explanation includes the reason behind their support. One of them claimed that technology improve students' comprehension of their courses. Moreover, two teachers agreed that they support ICT in language teaching. Except one teacher who supported the use of technology only if the means and the right environment are available. Eventually, we deduce that the use of technology in language teaching is of great importance for teachers.

**Question2: as a teacher of linguistics who teaches first year students, do you think that they encounter difficulties in comprehending the module? If yes, could you please tell me what kind of problem they face?**

This question seeks to discover EFL teachers of linguistics awareness about the difficulties faced by first year EFL learners.

| **Teachers** | **Responses** |
|---|---|
| | Of course, students usually encounter so many problems with linguistics because of the nature of this module and as freshman students they do not have a |

| | |
|---|---|
| **Teacher A** | background about linguistics and even about lecturing itself. The kind of problems they face:<br>• With the module itself because it is new<br>• With the language itself where dealing with new terminology.<br>• With the nature of linguistics where it needs more analysis, evaluation... and our students are not accustomed with these techniques and means of evaluation, they just learn by heart…etc. |
| **Teacher B** | I taught first year students in previous years and I ensure that they have difficulty in well grasping what is taught because of the nature of the module "linguistics" itself; dealing with abstract things, so I think that the course of linguistics is one of the most difficult courses EFL students in general and first year students in particular in our context. The main problem is due to the type of learning strategy of a learner. Generally students do not have that ability to understand abstract things/ ideas. The way they learn in university is an accumulation of past experiences; they went through different learning experiences from primary to secondary school where the strategies of learning are different from the university level. Such as some learning habits which are related mainly to memorisation. This is the big problem and then when comes to learning some new modules at the university level where they have to think, solve problems, analyse, use critical thinking…they do face difficulties. |
| **Teacher C** | Well, the first session when I met them I remember I asked them the first question: have you ever heard about the word "linguistics"? and a big majority of students said: No. so since they have never heard about the word previously, they do not have any background knowledge about the module and is it clear that they encounter many difficulties in comprehending the module. The problems they |

| | |
|---|---|
| | face are due to their background knowledge. Students come with very poor knowledge about linguistics. |
| **Teacher D** | Out of my modest experience I can tell you that most of first year students find difficulties in understanding the course of linguistics. The major problem that they face according to what I have experienced with the first year is the question of concepts and those deep ideas of the course, let me say theories, terminology, that are related directly with the course. It's not easy for them to conceptualise them. |
| **Teacher E** | Of course they do, and the results of exams are the proof, but this is not only the problem, I always notice that the number of students who attend the session are less than the half and students who attend they do not face such kind of difficulties in understanding the course because at the level of first year it is just an introduction, they see some notions and concepts that we deal with them and we don't go deeply because at the next levels they will see more about them. I think that the difficulties of understanding the course are related to their lack of seriousness attending the session whatever the level is (good, average or weak). |

**Table32. Teachers' Opinions Regarding Students' Difficulties in the Course of Linguistics**

As it can be seen, all the five teachers agreed that first year EFL students face many difficulties in comprehending the module of linguistics except one teacher who claimed that students who attend lectures could not face such difficulties. The majority of teachers asserted that the main difficulties faced by first year EFL learners are related to the nature of the module itself (it needs kind of analysis and evaluation…), the terminology used (the language used), and the newness of the module (poor background knowledge about the module).

However, one teacher claimed that the difficulties of comprehension appear only if students do not attend their lectures.

**Question03: Could you please tell me what kind of strategies you use to deliver your lectures taking into consideration your students' learning styles?**

By this question we aim to identify the different strategies teachers use to deliver their lectures taking into consideration students learning styles.

| Teachers | Responses |
|---|---|
| **Teacher A** | The first thing I do is to distribute handouts. Second, usually I provide my students with references to make them attentive through questions/answers discussions, writing on the table, illustrations, using my mapping to explain for them and repetitions to help them better understand the course. |
| **Teacher B** | When teaching the first thing that we have to consider is to look for all the different abilities/ levels of our students. (Weak, average, excellent students) so we have to cover all these levels.<br>One technique I use while lecturing is to move from simple to complex, from easy to difficult. You go through gradations in delivering the lesson.<br>I try to be monotonous in my teaching; I usually try to vary the techniques. Sometimes I explain orally; I write on the board; I ask for feedback…etc.<br>Based on those techniques I target to make my students well grasp what I teach them. |
| **Teacher C** | Students' learning styles should be taken into consideration because students in the class are heterogeneous; they have not got the same background. Some students like to learn through listening, others through writing, reading, watching…etc. |

| | |
|---|---|
| | The teacher should fulfil all his students' needs through using a variety of strategies such as writing on the board, explaining orally…and since it is linguistics, we have to target the objective of the lecture paying attention to the terminology for first year students is highly basic. |
| **Teacher D** | The best strategy; as far as I am concerned both as a teacher of linguistics and applied linguistics, is to vary the way I give my lectures as well as to vary the way I prepare the activities and exams, because when you vary you give more opportunity to students to work and to understand if you mean exactly the course of linguistics. Using some styles of teaching. I sometimes write on the board, hanging pictures, making students listen to records of linguists talking about some important concepts in the field…etc. |
| **Teacher E** | I have already given that course using the data show with power point slides but the conditions we are working in doesn't really give you the opportunity to work in such a manner.<br>I generally start explaining orally first to attract their attention, I give them an idea about the notions and concepts to be discussed so that they can follow with me and I prefer to get what they have as background knowledge about those concepts and then I provide them with the handouts as a consolidating material. |

**Table 33 Teachers' Lecturing Strategies**

Through the answers presented above, two teachers said that they prefer to use of discussions while delivering their lectures. Moreover, the oral explanation, handouts and writing on the board strategies seem to be common among all interviewees. However, only one teacher mentioned the gradation technique in delivering lectures (moving from simple to complex). As a result, it is remarkable that the majority of teachers use different strategies to

deliver their lectures that suits their way of teaching in order to make students better understand the course.

**Question 4: Have you noticed that your students use their mobile phones to record lectures?**

This question was asked to examine whether recording lectures by students is a common technique among them or not.

| Teachers | Responses |
|---|---|
| **Teacher A** | Yes a lot. |
| **Teacher B** | Yes, this is a new and recent practice among our students. Since two/ three academic years I have started telling them that they can record the lectures but just they ask for permission. |
| **Teacher C** | Yes, not only in the module of linguistics. Most of students love using their mobiles to record my lectures and even outside the classroom. |
| **Teacher D** | I do notice with the other levels, but at the level of first year I don't think that they are really used to using the mobile to understand what the teacher is saying in his course. But they could do so depending on their learning styles. |
| **Teacher E** | Frankly, some of them they ask for permission to record and maybe some others they do so without asking. I cannot check everyone. |

**Table 34. Teachers' Remarks Concerning Students' Use of Recordings**

The five teachers have noticed that their students record them when lecturing. On one hand, some teachers emphasised the ask for permission before recording. On the other hand, only one teacher who claimed that this practice (recording) is common among students of the other levels rather than first year students claiming that they are not aware about it. He also

added that this depends on their learning styles. The results show that recording lectures by students is a common practice.

**Question5: Do you allow them to record?**

The aim behind asking such question is to explore teachers' impressions regarding this practice, particularly to explore their reactions when they are recorded by their students during a lecture.

| Teachers | Responses |
|---|---|
| **Teacher A** | Of course, they are free. I do not have problem because I usually do not go out of the topic while lecturing and I keep on the lesson. |
| **Teacher B** | Yes, I have no problem because I think that many of them they listen to teacher in the class and they record also. When they go home these recordings may help them in coming back to what they have encountered. |
| **Teacher C** | Yes no problem, especially if it is linked to something serious and scientific they take the opportunity and listen to that whenever they need it. |
| **Teacher D** | Of course, I don't have any problem with them using their mobiles to understand me more. |
| **Teacher E** | Yes I do if they ask for my permission. |

**Table 35. Teachers' Permission to Be Recorded**

As it can be seen, all the interviewees agreed on allowing their students to record them during a lecture. Teacher "A" argued that he does not go out of the topic of the lecture that's why he has no problem to be recorded. Furthermore, two teachers claimed that they have no problem to be recorded because this practice helps students to listen again to the lecture whenever they need. Consequently, we deduce that teachers' impressions towards recording are positive.

**Question6: In your opinion, what is the reason behind this practice "recording"?**

It is significant to identify the reasons behind the recording practice done by some students. That is why through this question we seek to specify those reasons from the teachers' point of view.

| Teachers | Responses |
|---|---|
| **Teacher A** | I think that the main reason is that students are not accustomed with "note taking" and its strategies. That is why they don't know what to take and what not to take.<br>There are other reasons such as students do not have background about the module so they don't know what to take and what to not so they are deemed to take everything. |
| **Teacher B** | I think the reason is that they want not to leave things left behind them. Maybe sometimes when they are in the lecture they cannot hear the teacher well, some students sitting in the back of the classroom, others they do not listen well, others may miss some ideas/ explanations. They take notes but they do not take everything; so, when recording the lecture this gives them the opportunity to access to the whole lecture. Also when they have the records in hand they may listen more than one time to the lecture and every time they listen, this gives them better understanding of what they have been taught. |
| **Teacher C** | I think it is a form of a summary of the lecture and it is a better than having a handout and reading it because instead of reading, they are listening; and students they do this because it is their favourite form of learning. We encourage students do this but after asking for permission. |

| | |
|---|---|
| **Teacher D** | As a teacher, when I see in my class or amphitheatre that some students are recording this may give me the idea that they cannot get me while I'm explaining, or because there is too much noise in the class or amphitheatre, or there are other things which may get on their way to understand so they use the mobile to facilitate for themselves the understanding of concepts, theories, ideas… it refers to many different intentions and It depends on the nature or the type of the learner which you have in your class because if the learner is aware of his type i.e. he knows that he is that kind of learner who may understand better when he/she gets backs home s/he uses the mobile and listen and repeat to understand. |
| **Teacher E** | Maybe because they lack concentration while following the teacher.<br>Maybe sometimes even if they concentrate, they want to record to go back to those examples given in explanations in class.<br>Maybe they cannot write notes about some sorts of explanations but they cannot follow every single element/ word said by the teacher that is why they prefer to have such recordings so that once they are at home or while revising, if they lack something they may go back to those recordings, this is the major objective of recording the lectures. Also it is related to the learners' learning styles that they prefer. |

**Table 36. Teachers' Opinions Regarding the Practice of Recording**

The five teachers reported different reasons behind the recording practice. The reasons are summarised as follows:

- Students are not accustomed with "note taking" strategy;
- Students may sit in the back, so they do not hear well;
- Students may miss some points while taking notes;

- Students repeat the lecture whenever they want to better their understanding;
- Students who learn by listening find it beneficial rather than reading handouts (i.e. it depends on their learning styles);
- Students may have different intentions by doing this practice;
- Students may lack concentration while following the teacher; and
- Students may want to record to go back to examples given in explanations in class.

The findings reveal that there are various reasons why some students record their teachers during lectures. As it is remarkable, teachers have different opinions concerning this practice. All the five teachers explained the reasons with the belief that this practice solves some problems students suffer from in their lectures.

**Question7: in your point of view, do you think that those recordings can help students to better understand your lectures since the student is repeating them and listen to them whenever s/he wants?**

This question was asked aiming at exploring teachers' attitudes regarding the use of recordings to improve students' understanding of their lectures.

| Teachers | Responses |
|---|---|
| **Teacher A** | For me I think that those recordings help them just to get good marks because most of the students are not interested in understanding and learning a specific module as linguistics. For example, if I tell students the next lecture is not included in the exam, I guarantee that most students will not attend the lecture. Generally it is up to the student, some prefer recordings to better understand, and others prefer doing readings, and so on. |

| | |
|---|---|
| **Teacher B** | I think recordings can stand as a good technique to learning, especially in terms of support. It is a supportive material that may also help students to consolidate what has been learned and of course it makes them understand better. |
| **Teacher C** | Learners do not learn from one source. Well I think the student whenever he is experiencing and improving himself. Any mean you find that it enhance your understanding you use it; it is up to the student to select which mean that make him understand. Those recordings are an opportunity which other students previously didn't have. This is the positive aspect of technology. |
| **Teacher D** | Yes they do, because students find time and feel at ease when they are at home. Listening again to what they have recorded in the course/ lesson. It is related to understanding because when you listen at your speed of understanding you understand better. |
| **Teacher E** | If those recordings are done for positive purposes, just to clarify more and to come back to those notes whenever they need, yes they can help them if they do efforts. It depends on students' seriousness and interesting to the lectures. |

**Table 37. Teachers' Point of Views Regarding the Use of Records in the Comprehension of the Linguistics Module**

The five teachers have had different opinions regarding this question. Some agree that listening to records may help students understand better; for example, teachers "C" and "E" agreed that if the student makes such recording for the sake of repeating them to understand, this will improve his/her understanding i.e. it depends on students' intentions. Accordingly, teacher "D" has greatly agreed that those recordings will help students to understand claiming that when one's listen at his/ her ease will certainly understand better. However, only one teacher who had a negative opinion towards recordings claiming that students listen to records only to get better marks and not better understanding. He argued that it depends on the

learners' objective in the first place. Eventually, the findings of this question show that the recording practice acts as a supportive material to helps students for better understanding of lectures.

**Question8: If you have given the opportunity to record your lectures and make them accessible online for your students (which is known as podcasts), would you do so? If no. why?**

We have suggested for teachers to record their lectures and put them online in a form of podcasts, the teachers were asked if they accept to do this act or not aiming at exploring to which extent they support the use of podcasts at a supportive teaching material.

| Teachers | Responses |
|---|---|
| **Teacher A** | Of course I do with pleasure. |
| **Teacher B** | Yes, this is my challenge in the coming time. I'm thinking since months to do this practice. Not only to audio record as podcast but also to film my lectures as vodcasts and put them on Youtube to be available for everybody. |
| **Teacher C** | Yes I will do, we are not teachers for specific students, and we are teachers for all who wants to understand because science is for everybody. |
| **Teacher D** | Yes I would do it but I can tell you that it takes time and efforts to do so. But if I find someone helping me in this vein I can do it. I agree on doing that. |
| **Teacher E** | Yes, I did not think about the idea before, but if I have the opportunity to do so I would do it. |

**Table 38. Teachers' Generated Podcasts Perspectives**

It is quite clear that all the interviewees accept to record their lectures and put them online in a form of podcasts. Some teachers claimed that they already think to create their own podcasts in the future; others claimed that they will do so if they find people to help them in this process.

**Question9: By providing podcasts to students that allow them to access to the recorded lectures online whenever they need, do you think it is useful to help them understand their lectures in a better way?**

This question was asked to confirm teachers' attitudes towards the usefulness of podcasts as a supportive tool to improve students' lecture comprehension.

| Teachers | Responses |
|---|---|
| **Teacher A** | I think it is very useful because they will have more opportunities to get in touch with linguistics courses. For example, if they missed the lecture because of an excuse and they do not have the record, it is missed. But imagine if they have the podcast online, they will have the opportunity to catch up and maybe this will help them for better understanding the course of linguistics.<br>Generally that is related to students' strategies and styles of learning. |
| **Teacher B** | Yes of course, this will consolidate what has been said in the lectures, they will be exposed to the lectures easily online, and by listening to the podcasts this will consolidate, reinforce, collaborate what they have been taught before. |
| **Teacher C** | Well, it is up to students, some of them they do not understand anything, others they can get profit from it. But generally, podcasts can help in understanding because they are easy to use since they can be downloaded on mobiles and other technological tools and students prefer to use easy devices to learn. |
| **Teacher D** | I cannot ensure that they will grasp as it should be but it is a way to help them to learn and to understand. It is not easy to understand the course of linguistics using only podcasts, what I suggest is to use any means that may help them to understand. |
| | Yes of course if they go to listen to those podcasts for the sake of understanding, |

| | |
|---|---|
| **Teacher E** | but your need to make them aware of the existence of the podcasts online and provide them with the web site to facilitate the access for them.<br>The problem is with their awareness of the importance of such techniques. Maybe if they start hearing the classmates saying that X teacher is applying this and they have put such lecture online and we have gained information, and we have understood such notions better from the podcasts, if it spread they will get benefit, but if they keep working on traditional way and they keep unaware of the podcasts of course it will not be useful. |

**Table 39. Teachers Attitudes towards the Use of Podcasts in Improving Students' Lecture Comprehension**

As it can be seen, the five interviewees have had various opinions concerning this question. Some teachers have agreed that podcasts may help students to better understand their lectures of linguistics highlighting its flexible and accessible nature. However, one teacher claimed that podcasts are not enough to help students comprehend their linguistics lectures and they need to use any means that is available. Furthermore, one other teacher added that this technology should be known and famous among students in order to raise their awareness of its usefulness. As a result, the majority of teachers suppose that this technology can raise students understanding of the linguistics lectures for its unique characteristics such as the accessibility online, the flexibility of use, and the ability to listen in any time and place.

## 3.5. Discussion of the Results

To review, the current study aimed at investigating the impact of podcasting technology on EFL learners' lecture comprehension in the module of linguistics. Thus, it tended to suggest a supportive technology that helps EFL learners to better understand their linguistics lectures, especially, for first year EFL learners who face many difficulties in understanding

the linguistics concepts. Therefore, the podcasting technology was introduced and applied in the current study as a supportive tool to enhance students lecture comprehension.

After the data have been gathered and analyzed through the use of triangulation (three data collection methods) and statistics, the three research questions have been answered and the two hypotheses have been verified. The findings of this study which have been drawn from the analysis of the three data gathering tools were positive in many aspects. These findings are discussed in the form of answers to the research questions of this study.

### 3.5.1. The Impact of Podcasts on Students Lecture Comprehension

The quasi experiment research tool was used in this study to answer the first research question stated "Would the use of podcasting technology ameliorate EFL students' lecture comprehension?". First, the quasi-experimental study showed a significant difference between the learners' pre-test and the post-test performance. Thus, a remarkable progress has been noticed and confirmed statistically in the post-test scores of learners by accepting the alternative hypothesis and rejecting the null hypothesis because the T- test value (2,43) is higher than the critical value (1.72). As a result, this proves the considerable impact of podcasts in enhancing learners' comprehension of linguistics lectures.

The podcasting technology made a positive difference for first year EFL students because it provided constant access to lectures and enabled students to revise anytime and anywhere. It is understood that better lecture comprehension was achieved thanks to podcasting technology as it offers the possibility to refer to the missed lectures and the missed information included in lectures. Moreover, having all lectures in one place plays a major role in accessing, analysing, and revising the needed information for students.

### 3.5.2. Students' Perceptions towards Podcasting Technology

The second data collection method is students' questionnaire which portrayed substantial perceptions from the analysis of students' answers. From the results presented previously, most first year EFL students have faced many difficulties in comprehending the linguistics lectures. That is why they use different strategies to overcome those problems such as recording teachers through the use of their ICT devices. Therefore, their attitudes towards the recorded lectures in form of podcasts were positive as they claimed that it is an accessible and flexible source that facilitates their comprehension of the linguistics lectures.

### 3.5.3. Teachers Attitudes towards to Use of Podcasts in Teaching

Finally, the teachers' interview was used to answer the third research question stated "What are the attitudes of teachers towards the use of podcasts in teaching?". The analysis of teachers' interview provided with positive attitudes and valuable feedback towards the use of podcasting technology in improving EFL learners' linguistics lecture comprehension. The findings revealed teachers' awareness of the use of technology in language teaching. Moreover, teachers agreed that there are some students who record them during their lectures and as they think that students use such practice for better comprehension, they permit them to record. Also teachers advocated in favour of the use of podcasting technology and claimed that they would like to generate podcasts of their lectures if the required tools and environment are available. Finally, the interviewees' teachers had agreed that podcasts can be an assistant tool to help EFL learners to improve their lecture comprehension in the course of linguistics to some extent.

At the end of the discussion, the study findings revealed that podcasting technology can help EFL learners' to improve their comprehension of linguistics lectures. Thus, this study

proved the impact of listening to podcasts on lecture comprehension in addition to the positive attitudes and perceptions of both teachers and students regarding this technology.

## Conclusion

In this chapter, we have provided thorough analysis and interpretations of the three data gathering tools used in the stages of this research. Namely, the quasi- experiments, students' questionnaire and teachers' interview. Initially, the quasi experiment was carefully analysed and interpreted both statistically and descriptively in tables and graphs using conventional formulas to get accurate results. Moreover, the students' questionnaire was analysed and interpreted using tables and graphs of the obtained data, and detailed interpretations of the findings. Finally, the teachers' face to face interview data were interpreted and analysed descriptively. To answer the research questions and to verify the hypotheses, an in depth discussion and interpretation was provided at the end of this chapter.

# GENERAL CONCLUSION, LIMITATIONS, AND RECOMMENDATIONS

## General Conclusion

To reiterate, the present dissertation has explored the impact of podcasts in improving EFL students' lecture comprehension in the module of linguistics. In addition, it was an attempt to discover students' and teachers' attitudes at Mohamed khider university of Biskra towards this technology. Therefore, the ultimate aim of this research study was to try to investigate the research hypotheses and to answer the research questions of the study. What urged us to investigate such as study is our five years of experience in as student at the university of Mohamed khider at Biskra. During this period, we observed a considerable number of students record teachers when presenting their lectures, and then they listen to the records to catch more understanding in case some obstacles hinder them to do so during the lecture. Therefore we have suggested through this study podcasts as a new technology to facilitate the access to lectures online. Through this study, we examined the way podcasting technology may contribute in improving students' comprehension and, therefore, their achievement in the target module.

First of all, the current study provided a review of the related literature presented in the first two chapters. Through the first chapter, we attempted to highlight the most important elements related to the concept of ICT and one of its emerging technologies which is the study's suggested technology; namely, podcasts. The second chapter dealt with the concept of lecture comprehension through providing a general overview about the lecture method and the basic elements to deliver it effectively. Then, the focus was shifted to the concept of comprehension for which we attempted to provide the most important elements related to comprehension in addition to the difficulties faced by learners in comprehending their lectures.

The third chapter of this study is devoted to the field work which represents the practical part of our study in which we attempted to analyze and interpret the data collected through the use of three data collection methods; namely, quasi-experiment, students'

questionnaire, and teachers' interview in addition to a thorough discussion of the findings. The quasi-experiment was conducted as an intervention to implement the podcasting technology as a teaching technique that promotes students' understanding of their lectures. The findings revealed a remarkable improvement in students' performance before and after their exposure to podcasts in which they were able to listen to them in anyplace and anytime. Thus, the alternative hypothesis was accepted and the null hypothesis was rejected as the result of the T-test value.

Moreover, a semi-structured students' questionnaire aimed at collecting further data about the use of podcasts to improve learners' comprehension and to measure students' perceptions regarding this technology. The majority of students reported their positive perceptions towards the use of podcasts in improving their lecture comprehension. Furthermore, teachers' attitudes were explored through a semi-structured interview in which the majority of teachers reported their positive attitudes. Also, all the teachers expressed their efficient agreements about creating their own podcasts in order to motivate learners to understand their lectures better. Therefore, the collected findings answered the three research questions asked in this study.

Finally, this research contributes in examining the usefulness of podcasting technology to improve first year EFL students to comprehend their linguistics lectures, in exploring whether students prefer to use this technology in their lessons revisions, and whether teachers advocate in favour of its use by generating their own podcasting lectures. The podcasting technology is worth investigating as it is a pedagogical supportive tool that needs much interest from the part of students to access to it whenever needed; teachers to provide records of their explanations; and administrators as well to facilitate the process of editing and posting podcasts online on university blogs or web sites. Eventually, this study requires more investigation from the part of other researchers.

## Limitations of the Study

It was predicted that it might be difficult to get accurate data from the part of all learners and teachers. Therefore, the researcher has worked with a representative sample because of limitations of time and equipments. During the conduction of the current study, the researcher faced some obstacles concerning the short time allocated for undertaking the research and the political situation of the country that affected the university students who made strikes for months, that is why we could not record more than three lectures for the treatment. Moreover, the lack of references; especially, references concerned with lecture comprehension was an obstacle.

## Recommendations

Based on the results of this study, the following recommendations have been drawn and directed to teachers, students, and administrators:

**For Teachers:**

- Teachers should be aware of the vital role that podcasting technology plays in education.
- Teachers should attempt to make their students aware of the significance of podcasting lectures to ameliorate their comprehension.
- Teachers should present their lectures with clear voice and slow utterances putting into consideration that there are students who use the recording technique.
- Teachers should be aware of the factors that prevent their students from comprehending their lectures.
- Linguistics teachers should attempt to simplify as much as they can the courses, especially, for first year students.

- Teachers should try to record their lectures and post them online in form of podcasts to provide a constant source of lectures to their students.

**For students**

- Students should use their ICT devices in their learning of English
- Students should be aware of the existence of educational podcasts and their significant role in learning
- Students who make use of recordings should share the audio recordings with their colleague to raise the popularity of this technology.

**For administrators**

- Administrators should help teachers to create podcasting lectures by providing the required equipments.

Administrators should post teachers' podcasts online on university web sites and blogs to facilitate the access for students.

# References

Ahmadi, S. M. (2016). The importance of listening comprehension in language learning. *International Journal of Research in English Education*, *1*(1), 7-10. Retrieved from www.ijreeonline.com

Albion, P. R., & Ertmer, P. A. (2002). Beyond the foundations: The role of vision and belief in teachers' preparation for integration of technology. *TechTrends*, *46*(5), 34-38. Retrieved from https://doi.org/10.1007/BF02818306

Almekhlaf, A. G., & Almeqdadi, F. A. (2010). Teachers' perceptions of technology integration in the United Arab Emirates school classrooms. *Educational Technology & Society*, *13*(1), 165–175. Retrieved from https://pdfs.semanticscholar.org/2aa5/7798d6027df494c780db6f27196eb3ec5550.pdf

Altun, M. (2015). integration of technology into foreign language teaching. *InternationalJournal on New Trends in Edıcation and Their Implications*, *6*(1), 22-27. Retrieved from http://www.ijonte.org/FileUpload/ks63207/File/03a.altun.pdf

Ammanni, S., & Aparanjani, U. (2016). The role of ICT in English language teaching and learning. *International Journal of Scientific & Engineering Research*, *7*(7). Retrieved from http://www.ijser.org

Baker, R., Harrison, J., Thornton, B., & Yates, R. (2011). An analysis of the effectiveness of podcasting as a supplemental instructional tool: A pilot study. *College Teaching Methods & Styles Journal (CTMS)*, *4*(3), 49-54. doi:10.19030/ctms.v4i3.5535

Bamanger, E. M., & Alhassan, R. A. (2015). Exploring podcasting in English as a foreign anguage learners' writing performance. *Journal of Education and Practice*, *6*(11), 63-75. Retrieved from https://pdfs.semanticscholar.org/3dfb/d3b572437f0a447018c902e484745225b93e.pdf

Belo, F. A., & Ye, Y. (n.d.). A study of ICT facility readiness and teachers' use of ICT facilities in the Escola Técnica profissional Becora Dili and the Técnica profissional Dom Bosco Fatumaca Baucau, Dili Timor-Leste. *assumption journl*, *7*(2), 107-121. Retrieved from www.assumptionjournal.au.edu/index.php/Scholar/article/.../1303

Bindu, C. N. (2016). Impact of ICT on teaching and learning: A literature review. *International Journal of Management and Commerce Innovations*, *4*(1), 24-31. Retrieved from www.researchpublish.com

Black, L. (2005). Dialogue in the lecture hall: Teacher-student communication and students' perceptions of their learning. *Qualitative Research Reports in Communication*, *6*(1), 31-40. Retrieved from https://doi.org/10.1080/17459430500262125

Borja, R. R. (2005). Podcasting craze comes to K-12 Schools. *Education Week*, *25*(14), 8. Retrieved from https://www.edweek.org/ew/articles/2005/12/07/14podcast.h25.html

Boyle, J. P. (1984). Factors affecting listening comprehension. *ELT Journal*, *38*(1), 34-38. Retrieved from https://wenku.baidu.com/view/053235fd0242a8956bece421pdf

Brasell, H. (1987). The effect of real-time laboratory graphing on learning graphic representations of distance and velocity. *Journal of Research in Science Teaching*, *24*(4), 385-395. Retrieved from http://dx.doi.org/10.1002/tea.3660240409

Brown, D. H. (2000). *Principles of language learning & teaching* (4th ed.). New York: Longman.

Brown, D., & Warschauer, M. (2016). From the university to the Elementary classroom: Students' experiences in learning to integrate technology in instruction. *Journal of Technology and Teacher Education*, *14*(3), 599-621. Retrieved from http://education.uci.edu/uploads/7/2/7/6/72769947/integrate.pdf

Brungardt, J. B., & Zollman, D. (1995). Influence of interactive videodisc instruction using simultaneoustime analysis on kinematics graphing skills of high school physics

students. *Journal of Research in Science Teaching*, *32*(8), 855–869. Retrieved from DOI:10.1002/tea.3660320808

Bullock, D. (2004). Moving from theory to practice: An examination of the factors that preservice teachers encounter as the attempt to gain experience teaching with technology during field placement experiences. *Journal of Technology and Teacher Education*, *12*(2), 211-237. Retrieved from https://www.learntechlib.org/primary/p/12783/

Cain, K. (2010). *Reading development and difficulties* (1st ed.). Retrieved from https://www.unige.ch/fapse/logopedie/files/5414/1285/1083/cain-resume1.pdf

Cebeci, Z., & Tekdal, M. (2006). Using podcasts as audio learning objects. *Interdisciplinary Journal of Knowledge and Learning Objects*, *2*(1), 47-57. Retrieved from https://www.learntechlib.org/p/44813/

Chan, W. M., Chi, S. W., Chin, K. N., & Lin, C. Y. (2011). Students' perceptions of and attitudes towards podcast-based learning – A comparison of two language podcast projects. *Electronic Journal of Foreign Language Teaching*, *8*(1), 312–335. Retrieved from http://e-flt.nus.edu.sg/v8s12011/chan.pdf

Clark, H. H., & Clark, E. V. (1977). *Psychology and language: an introduction to psycholinguistics. Retrieved from* (1st ed.). Retrieved from https://www.goodreads.com/book/show/255870.Psychology_and_Language

Dennis, D. V. (2008). Are assessment data really driving middle school reading instruction? What we can learn from one student's experience. *Journal of Adolescent and Adult Literacy*, *51*, 578-587.

Dolnicar, S. (2005). Should we still lecture or just post examination questions on the web? The nature of the shift towards pragmatism in undergraduate lecture attendance.

*Quality in Higher Education*, *11*(3), 103-115. Retrieved from http://ro.uow.edu.au/commpapers/299

Effective lectures. (2018, February 6). Retrieved from https://www.uts.edu.au/research-and-teaching/learning-and-teaching/enhancing/effective-lectures

Erguvan, D. (2014). Instructors' perceptions towards the use of an online instructional tool in an academic English setting in Kuwait. *The Turkish Online Journal of Educational Technology*, *13*(1), 115-130. Retrieved from http://www.tojet.net/volumes/v15i2.pdf

Evaluation Office. (2001). Information communications technology for development. *ESSENTIALS UNDP*, (5), 1-31. Retrieved from http://web.undp.org/evaluation/documents/essentials_5.pdf

Exley, K., & Dennick, R. (2005). *Giving a lecture: From presenting to teaching* (2nd ed.). London, England: Routledge.

Facer, B. R., Abdous, M., & Camarena, M. M. (2009). *The impact of podcasting on students learning outcomes*. Retrieved from http://biblio.uabcs.mx/html/libros/pdf/12/21.pdf

Facer, B. R., & Abdous, M. (2011). *Academic podcasting and mobile assisted language learning: applications and outcomes: applications and outcomes*. Hershey, PA: IGI Global.

Fernandez, V., Sallan, J. M., & Simo, P. (2015). Past, present, and future of podcasting in higher education. In *innovative assessment and collaborative learning using problem-based learning: learning through construction a different medium in which to excel?* [Exploring Learning & Teaching in Higher Education,New Frontiers of Educational Research] (pp. 305-330). Retrieved from DOI 10.1007/978-3-642-55352-3_14

Fisher, A. T., Alder, J. G., & Avasalu, M. W. (1998). Lecturing Performance Appraisal Criteria: Staff and Student Differences. *Australian Journal of Education*, *42*(2), 153-168. Retrieved from https://doi.org/10.1177/000494419804200203

Friesen, N. (2009). *Re-thinking e-learning research: Foundations, methods, and practices* (NY: Peter Langth ed.). Retrieved from Google Books

Frydenberg, M. (2006). Principles and pedagogy: The two P's of podcasting in the information technology classroom. *Proceedings of the Information Systems Education Conference*, *23* . Retrieved from http://proc.isecon.org/2006/3354/ISECON.2006.Frydenberg.pdf

Fu, J. S. (2013). ICT in Education: A critical literature review and its implications. *International Journal of Education and Development using Information and Communication Technology (IJEDICT)*, *9*(1), 112-125. Retrieved from https://files.eric.ed.gov/fulltext/EJ1182651.pdf

Gardner, R. C. (1985). Social psychology and second language learning: the role of attitudes and motivation. *Studies in Second Language Acquisition*, *10*(3). Retrieved from DOI: https://doi.org/10.1017/S0272263100007634

Geoff, I. (1989). Lecture note-taking, learning and recall. *Medical Teache*, *11*(3), 295-302.

Gibbs, G., Habeshaw, S., & Habeshaw, T. (1987). Improving student learning during lectures. *Medical Teacher*, *9*(1), 11-20. Retrieved from https://doi.org/10.3109/01421598709028976

Gilkes, M. (2018, July 4). What makes a good lecturer? Retrieved May 5, 2019, from https://www.ausmedcorporate.com/what-makes-a-good-lecturer/

The Glossary of Educational Reform. (2014, August 29). Learning environment. Retrieved from https://opentextbc.ca/teachinginadigitalage/chapter/5-2-what-is-a-learning-environment/

Gokhe, M. (n.d.). Concept of ICT. *Information and Communication Technology*, *4*(1), 1-68. Retrieved from

http://www.tscermumbai.in/resources%20_paper_%204/IV.1_information_and_communication_technology.pdf

Good, C. V., & Merkel, W. R. (1959). *Dictionary of education* (2nd ed.). Retrieved from https://trove.nla.gov.au/version/12320113

Habib, M. A. (2015). Effective lecturing. *JAFMC Bangladesh*, *11*(1), 1-2. Retrieved from https://www.banglajol.info/index.php/JAFMC/article/view/.../20594

Hamouda, A. (2013). An investigation of listening comprehension problems encountered by Saudi students in the EL listening classroom. *International Journal of Academic Research in Progressive Education and Development*, *2*(2), 113-155. Retrieved from hrmars.com/admin/pics/1882.pdf

Hartoyo. (2008). *Individual Differences in Computer Assisted Language Learning (CALL): Pelita Insani Semarang*.

Hatzidaki, A. (2007). The process of comprehension from a psycholinguistic approach-implications for translation. *meta*, *52*(1), 13–21. Retrieved from https://doi.org/10.7202/014715arCopiedAn error has occurred

Hei, K. C. (2015). Student centered learning module. *TPNL TRAINING SESSION*, 1-38. Retrieved from https://umexpert.um.edu.my/file/publication/00004545_124604.pdf

Hellekjær, G. O. (2017). Lecture comprehension in English-medium higher education. *Journal of Language and Communication Studies*, *23*(45), 11-34. Retrieved from DOI: 10.7146/hjlcb.v23i45.97343

The History of Domain Names. (2004). Podcast. Retrieved from http://www.historyofdomainnames.com/podcast/#top

History of podcasting. (2006, April 25). Retrieved from https://en.wikipedia.org/wiki/History_of_podcasting

Houcine, S. (2011). The effects of ICT on learning/teaching in a foreign language. In *ICT for language learning*. Retrieved from https://conference.pixel-online.net/conferences/ICT4LL2011/common/download/Paper_pdf/IBL69-437-FP-Houcine-ICT4LL2011.pdf

James, L. (2014). The integration of a computer-based early reading program to increase English language learners' literacy skills. *Teaching English with Technology*, *14*(1), 9-22. Retrieved from http://www.tewtjournal.org

James, W. B., & Gardner, D. L. (1995). Learning Styles: Implications for Distance Learning. *New Directions for Adult and Continuing Education*, (67), 19-32. Retrieved from https://doi.org/10.1002/ace.36719956705

Jimoyiannis, A., & Komis, V. (2007). Examining teachers' beliefs about ICT in education: Implications of a teacher preparation programme. *Teacher Development*, *11*(2), 149-173. Retrieved from DOI: 10.1080/13664530701414779

Jinapala, A. (1981). The Chalkboard: a link between the teacher and the learner; a training document. *Department of Education: UNRWA-Unesco*. Retrieved from http://unesdoc.unesco.org/images/0004/000455/045569EB.pdf

Jowitt, A. (2008). Perceptions and usage of library instructional podcasts by staff and students at New Zealand's Universal College of Learning (UCOL). *Reference Services Review*, *36*(3), 312–336. Retrieved from https://doi.org/10.1108/00907320810895396

Kaur, G. (2011). Study and analysis of lecture model of teaching. *International Journal of Educational Planning & Administration*, *1*(1), 9-13. Retrieved from https://www.ripublication.com/ijepa/ijepav1n1_001.pdf

Kay, R. H. (2012). Exploring the use of video podcasts in education: A comprehensive review of the literature. *Computers in Human Behavior*, *28*(2012), 820–831. doi:10.1016/j.chb.2012.01.011

Kersaint, G., Horton, B., Stohl, H., & Garofalo, J. (2003). Technology beliefs and practices of mathematics education faculty. *Journal of Technology and Teacher Education*, *11*(4), 549-577. Retrieved from https://www.learntechlib.org/primary/p/2222/

Kintsch, W. (2003). *Comprehension: A Paradigm for Cognition* (1st ed.). Retrieved from https://books.google.dz

Koro, C. P. (2012). Factors influencing teachers' use of ICT in education. *Journal Education Inquiry*, *3*(1), 93-108. Retrieved from https://doi.org/10.3402/edui.v3i1.22015

Krashen, S. D. (2002). *Second Language Acquisition and Second Language Learning*. Retrieved from http://www.sdkrashen.com/content/books/sl_acquisition_and_learning.pdf Original work published 1981

Kumar, P., & Durga, S. S. (2018). The use of technological aids and tools in teaching/ learning English. *journal for research scholars and professionals of English language*, *5*(2), 1-5. Retrieved from http://www.jrspelt.com

Kumar, S., & Tammelin, M. (2008). introduction. In *Integrating ICT into Language Learning and Teaching. A Guide for European Institutions* (p. 5). Retrieved from https://www.academia.edu/235896/Kumar_S._and_Tammelin_M._2008_._Integrating_ICT_into_Language_Learning_and_Teaching_-_A_Guide_for_European_Institutions._Linz_Austria_Johannes_Kepler_Universit%C3%A4t

Laing, A. (1968). *The art of lecturing, University teaching in transition*. D. Layto, UK: Robert Cunningham and Sons.

Lazzari, M. (2009). Creative use of podcasting in higher education and its effect on competitive agency. *Computers & Education*, *52*(1), 1-13. doi:10.1016/j.compedu.2008.06.002

Learning Environment. (n.d.). Retrieved May 10, 2019, from https://www2.education.uiowa.edu/html/eportfolio/tep/07e190-191folder/LearningEnvironment/learning_environment.htm

The lecture method (/teaching/lecture-method). (2014). *center for instructional development & distance education CIDDE*, 1-7. Retrieved from https://www.cidde.pitt.edu/teaching/lecture-method

Lecturing effectively. (n.d.). Retrieved from https://uwaterloo.ca/centre-for-teaching-excellence/teaching-resources/teaching-tips/lecturing-and-presenting/delivery/lecturing-effectively-university

Lim, C. P., & Tay, L. Y. (2003). Information and communication technologies (ICT) in an elementary school: Engagementin higher order thinking. *Journal of Educational Multimedia and Hypermedia*, *12*(4), 425-451.

Liu, J. (2009). A survey of EFL learners' attitudes toward information and communication technologies. *English Language Teaching*, *2*(4), 101-106. Retrieved from https://files.eric.ed.gov/fulltext/EJ1083729.pdf

Lowther, D. L., Inan, F. A., Strah, J. D., & Ross, S. M. (2008). Does technology integration "work" when key barriers are removed? *Educational Media International*, *45*(3), 195-213. Retrieved from https://pdfs.semanticscholar.org/3922/ee35944366cc451024f23efbcd9d1596fc16.pdf

Mallahi, H., & Mohamed, L. (n.d.). Students' attitudes towards ICT and their achievement in English. In *International conference . ICT for language learning*. Retrieved from https://conference.pixel-online.net/ICT4LL/files/ict4ll/ed0009/FP/3063-ICL1942-FP-ICT4LL9.pdf

McCormack, R. L., & Pasquarelli, S. L. (2010). *Teaching reading: Strategies and resources for grades k-6*. Retrieved from https://books.google.dz/books

McGarr, O. (2009). A review of podcasting in higher education: Its influence on the traditional lecture. *australasien journal of educational technology*, *25*(3), 309-321. Retrieved from https://doi.org/10.14742/ajet.1136

McKinney, D., Dyck, J. L., & Luber, E. (2009). iTunes University and the classroom: Can podcasts replace professors? , 52, 617-623. *Computers & Education*, *52*(3), 617-623. Retrieved from https://doi.org/10.1016/j.compedu.2008.11.004

Meddour, M. (2014). *Integrating web-based teaching in ESP: a case study of computer science students at Biskra University* (Unpublished doctoral dissertation). Biskra, Algeria.

Meenakshi. (2013). Importance of ICT in education. *Journal of Research & Method in Education*, *1*(4), 3-8. Retrieved from http://www.iosrjournals.org/iosr-jrme/papers/Vol-1%20Issue-4/B0140308.pdf

Meng, P. (2005). Podcasting & vodcasting. A white paper. Retrieved from http://www.tfaoi.com/cm/3cm/3cm310.pdf

Mizanoor, R., Prithvi, S., & Iftekhar, K. (2015). An investigation of students' attitudes to the ICT-based ELT classroom. *Proceedings of the 1th D4—Learning international Conference Innovations in Digital Learning for Inclusion (D4Learning, 2015)*, 160–165.. Retrieved from http://vbn.aau.dk/files/222220391/D4Learning_Proce..

Mohammadzadeh, B. (2010). Podcasts: Teacher and student friendly technology in language teaching and learning. *International Conference on New Trends in Education and Their Implications*, 1193-1198. Retrieved from http://www.iconte.org/FileUpload/ks59689/File/behbood.pdf

Mohammed, A. H., & Almekhlafi, A. G. (2017). English language teachers' perceptions of using ICT in teaching in cycle three in the United Arab Emirates. *US-China Foreign Language*, *15*(6), 349-366. doi:10.17265/1539-8080/2017.06.001

Moore, A. (2016, November 15). The importance of comprehension skills in learning. Retrieved March 10, 2019, from http://blog.agradeahead.com

Moore, C. D. (2005). Is ICT being used to its potential to improve teaching and learning across the curriculum. *CPD4484*, 1-30. Retrieved from http://www.teacherresearch.net/tr_ma_4484_cdmoore.pdf

Moore, S. (2008). Lecture absenteeism among students in higher education: a valuable route to understanding student motivation. *Journal of Higher Education Policy and Management*, *30*(1), 15-25. Retrieved from https://doi.org/10.1080/13600800701457848

Moyle, D. (n.d.). *The teaching of reading* (3rd ed.). Retrieved from https://www.abebooks.com/servlet/SearchResults?cm_sp=plpafe-_-coll-_-first&an=donald+moyle&ds=5&fe=on&n=100121503&sortby=1&tn=teaching+reading

Mumtaz, S. (2000). Factors effecting teachers' use of information and communications technology: A review of the literature. *Journal of Information Technology for Teacher Education*, *9*(3), 319-341. Retrieved from DOI: 10.1080/14759390000200096

Nathan, P., & Chan, A. (2007). Engaging undergraduates with podcasting in a business subject. *In ICT: Providing choices for learners and learning. Proceedings ascilite Singapore 2007*. Retrieved from http://www.ascilite.org.au/conferences/singapore07/procs/nathan.pdf

Noddings, N. (2005). The Challenge to Care in Schools. *An alternative approach to education*. Retrieved from http://www.mste.uiuc.edu/courses/ci430fa01/students/jkeller/Analysis%20of%20Nel%20Noddings.doc

Nunan, D. (1999). *Research methods in language learning*. Cambridge: Cambridge University Press.

Ogunsola, L. A. (2000). Information communication technologies and the effects of globalization: twenty-first century "digital slavery" for developing countries myth or reality? *Journal of Academic and Special Librarianship*, *6*(1-2), 1-10.

Oliver, R. (2002). The role of ICT in higher education for the 21st century: ICT as a change agent for education.

O'brien, A., & Hegelheimer, V. (2007). Integrating CALL into the classroom: the role of podcasting in an ESL listening strategies course. *European Association for Computer Assisted Language Learning*, *19*(2), 162-180. Retrieved from DOI: 10.1017/S0958344007000523

Padurean, A., & Margan, M. (2009). Foreign language teaching via ICT. *Informatică Socială*, *7*(12), 97-101. Retrieved from https://www.researchgate.net/publication/242555379_Foreign_Language_Teaching_Via_ICT/

Panday, P. P. (2009). Simplifying podcasting. *International Journal of Teaching and Learning in Higher Education*, *20*(2), 251-261. Retrieved from http://www.isetl.org/ijtlhe/

Papaioannou, P., & Charalambous, K. (2011). Principals' attitudes towards ICT and their perceptions about the factors that facilitate or inhibit ICT integration in primary schools of cyprus. *Journal of Information Technology Education*, *10*, 349-368. Retrieved from http://jite.org/documents/Vol10/JITEv10p349-369Papaioannou958.pdf

Pavel, A. P., Fruth, A., & Neacsu, M. N. (2014). ICT and e-learning – Catalysts for innovation and quality in higher education. *Procedia Economics and Finance*, *23*(2015), 704 – 711. Retrieved from www.sciencedirect.com

Qasim, N., & Fadda, H. (2013). From call to mall: The effectiveness of podcast on EFL higher education students' listening comprehension. *English Language Teaching*, *6*(9), 30-41. doi:10.5539/elt.v6n9p30

Race, P. (2007). *The Lecturer's Toolkit: A Practical Guide to Assessment, Learning and Teaching* (3rd ed.). London, England: Routledge.

Rajasekar, S., Philominathan, P., & Chinnathamb, V. (2013). Research methodology. Retrieved from https://arxiv.org/pdf/physics/0601009.pdf

Rajpal, S., & Devi, A. (2011). Podcasting to enhance listening and speaking skills. *Language in India. Strength for Today and Bright Hope for Tomorrow*, *11*, 259-265. Retrieved from podcastsonalifinal.pdf

REID, J. M. (1987). The Learning Style Preferences of ESL Students. *TESOL QUARTERLY,*, *21*(1), 87-110. Retrieved from http://old.fltrp.com/download/06071807.pdf

Richards, J. C., & Schmidt, R. W. (2013). *Longman dictionary of language teaching and applied linguistics* (4th ed.). London, England: Routledge.

Rodríguez, F., & Wilson, E. J. (2000). Are poor countries losing the information revolution? *INFODEV WORKING PAPER*.

Sekai, K. C. (2011, December 5). The importance of ICT in language teaching. Retrieved May 10, 2019, from http://pekokuromon.wordpress.com/2011/12/05/the-importance-of-ict-in-language-teaching/

Selingo, J. (2006, January 25). Students and Teachers, From K to 12, Hit the Podcasts. *the new york times* [New York]. Retrieved from http://www.nytimes.com/2006/01/25/technology/techspecial2/25podcast.html?_r=2&oref=slogin

Sharma, A., Gandhar, K., Sharma, S., & Seema. (2011). Role of ICT in the process of teaching and earning. *Journal of Education and Practice*, *2*(5), 1-6. Retrieved from www.iiste.org

Slama, R. (2018). *The challenges facing EFL learners in comprehending linguistics lectures* (Unpublished master's thesis). Mohamed Kheider University, Biskra, Algeria.

Sudiran. (2016). Students' attitude and their level of the ICT use as learning English media. *Sino-US English Teaching*, *13*(5), 315-323. doi:10.17265/1539-8072/2016.05.001

Sullivan, R. L., & McIntosh, N. (1996). Delivering effective lectures. *JHPIEGO Strategy Paper*, (5), 1-14. Retrieved from doi=10.1.1.168.184&rep=rep1&type=pdf

Suryani, A. (2010). ICT in education: Its benefits, difficulties, and organizational development issues. *jsh Jurnal Sosial Humaniora*, *3*(1), 106-123. Retrieved from https://www.researchgate.net/publication/316924509_ICT_IN_EDUCATION_ITS_BENEFITS_DIFFICULTIES_AND_ORGANIZATIONAL_DEVELOPMENT_ISSUES/download

Sutherland, T. M. (1976). The lecture method. *NACTA Journal*, *20*(3), 29-33. Retrieved from https://www.nactateachers.org/attachments/article/1514/Sutherland_NACTA_Journal_September_1976-8.pdf

Sárosdy, J., Bencze, T. F., Poór, Z., & Vadnay, M. (2006). Learner types. In *Applied linguistics for BA students in english*.

Temam, A. G. (2016). *The Impact of Using Podcasts on Developing EFL Students Pronunciation* (Unpublished master's thesis). Mohamed Kheider , Biskra, Algeria.

Tennent, W. (2014). *Understanding Reading Comprehension: Processes and Practices* (1st ed.). Thousand Oaks, CA: SAGE Publications.

Todman, J. (2000). Gender differences in computer anxiety among university entrants since 1992. *Computers & Education*, *34*(1), 27-35. Retrieved from https://doi.org/10.1016/S0360-1315(99)00036-6

Trevor, B. (n.d.). *Podcasting academic tips sheet*. Retrieved from https://intranet.ecu.edu.au/__data/assets/pdf_file/0015/20625/podcasting.pdf

Tryhubczak, P. (2009). Teacher friendly technology. *the teacher*, *4*(68), 8. Retrieved from http://www.teacher.pl/img/okladki/the_teacher/2009_(68)_4.pdf

Villano, M. (2008). Building a better podcast. *T.H.E. Journal*. Retrieved from http://www.thejournal.com/articles/21814

Vogele, C., & Card, E. T. (2006). Podcasting for corporations and universities: Look before you leap. *Journal of Internet Law*, *10*(4), 3–13. Retrieved from https://ssrn.com/abstract=995059

Vyas, M. A., & Patel, Y. L. (2015). *Teaching English as a second language: A new pedagogy for a new century* (2nd ed.). Retrieved from Google books

Watson, S. (2005, March 26). How Podcasting Works. Retrieved May 11, 2019, from https://computer.howstuffworks.com/internet/basics/podcasting1.htm

Weert, T. V., & Tatnall, A. (2005). Information and communication technologies and real-life learning. *New Education for the New Knowledge Society, Springer, New York*.

Wen, J. R., & Shih, W. L. (2006). Exploring the information literacy competence standards for elementary and high school teachers. *Computers & Education* , *50*(2008), 787–806. doi:10.1016/j.compedu.2006.08.011

Williams, J., & Fardon, M. (2005). On-demand internet-transmitted lecture recordings: attempting to enhance and support the lecture experience. *Proceedings of Alt-C 2005*, 153-161.

Willing, K. (1988). *Learning styles in adult migrant education* (1st ed.). Adelaide: National Curriculum Resource Centre for the Adult Migrant Education Program.

Ylvisaker, M. (2008). Language comprehension. Retrieved May 10, 2019, from http://www.projectlearnet.org/tutorials/language_comprehension.html

Yusuf, M. O. (2005). Information and communication education: Analyzing the Nigerian national policy for information technology. *International Education Journal*, *6*(3), 316-321. Retrieved from https://files.eric.ed.gov/fulltext/EJ854985.pdf

Zimbardo, P. G., & Ebbesen, E. B. (1969). Influencing attitudes and changing behavior. *A Basic Introduction to Relevant Methodology, Theory, and Applica tions*, *22*(2), 247-248. Retrieved from https://doi.org/10.1177/002248717102200221

ÇAKICI, D. (2016). The use of ICT in teaching English as a foreign language. *Participatory Educational Research (PER)*, 73-77. Retrieved from http://www.partedres.com

# APPENDICES

# Appendix A: Attendance Sheet

Investigating the usefulness of Podcasts to improve EFL Learners' Lecture Comprehension in the linguistics module

**Attendance sheet**

| Students' Names | Group number | Pre-test | Podcast 01 | Podcast 02 | Podcast 03 | Podcast 04 | Podcast 05 | Podcast 06 | Post test |
|---|---|---|---|---|---|---|---|---|---|
| Athmani Mohammed Zakaria | G10 | | | | | | | | |
| Benlagha Selsabil | G03 | | | | | | | | |
| Charrouf Maria | G08 | | | | | | | | |
| Dabbakh Iness | G06 | | | | | | | | |
| Dridi Moiiz | G06 | | | | | | | | |
| Hachani Ramzi | G05 | | | | | | | | |
| Hamrit Romaisa | G05 | | | | | | | | |
| Ilyes Hamdi | G04 | | | | | | | | |
| Khanet Douaa | G06 | | | | | | | | |
| Ouamane Hind | G14 | | | | | | | | |
| Rekiin Manel | G07 | | | | | | | | |
| Saoudi Lina Djoumana | G08 | | | | | | | | |
| Saoudi Raihana | G08 | | | | | | | | |
| Sénou Fanta | G08 | | | | | | | | |
| Slimani Ahmed | G08 | | | | | | | | |
| Slimani Sara Meriem | G08 | | | | | | | | |
| Smida Chiraz Melissa | G08 | | | | | | | | |
| Youbi Mohammed Taha | G03 | | | | | | | | |
| Zaghez Maroua | G07 | | | | | | | | |
| Zerouali Hiba | G07 | | | | | | | | |

# Appendix B: Pre-test

**Activity One:**

Answer the following questions using your own words **(04.00 points)**

1. In few words explain the difference between phonetics and phonology?

……

……

2. Explain briefly the so called 'material aspects of speech sounds'

……

……..

3. How can we make difference between vowels and consonants?

……

……..

4. What is the international phonetic alphabet and why it is invented?

……

……

**Activity Two:**

**A)** Explain the following sentences in your own style **(05.00 points)**

1. What is the difference between an allophone and a phoneme? Give an example.

……

…..……..

……..

2. How does acoustic phonetics differ from auditory phonetics?

……

……

…..……

**Activity Three: (6.00 points)**

Identify the aspects of connected speech in the transcribed words below (**elision**, or **assimilation**. i.e., give the precise term and explain the process of connected speech. **(06. 00 points).**

- /nju:**s**peipə/ …….
- /ˈlɪz ˈsmaɪl ˈʤentlɪ/ ……...
- /ðə lɑ:s pəʊst/ ……
- /fai**f**pəns/ ...……
- /hæ**f** tu/ …….
- /ju:**st** tu/ ….....
- /gu:**z**bəri/ .....
- /ˈgəʊ_ˈweɪ .....

Explanation: .....
.....
.....

**<u>Activity Four:</u> (5.00 points)**

1. What is the difference between free variation and complementary distribution? Give one example for each.

   ……
   ……
   ……
   ……..
2. In your own words explain briefly what are syllables and clusters?

   ……
   ……
3. Explain briefly the respective division of the syllables. Then divide the following words:

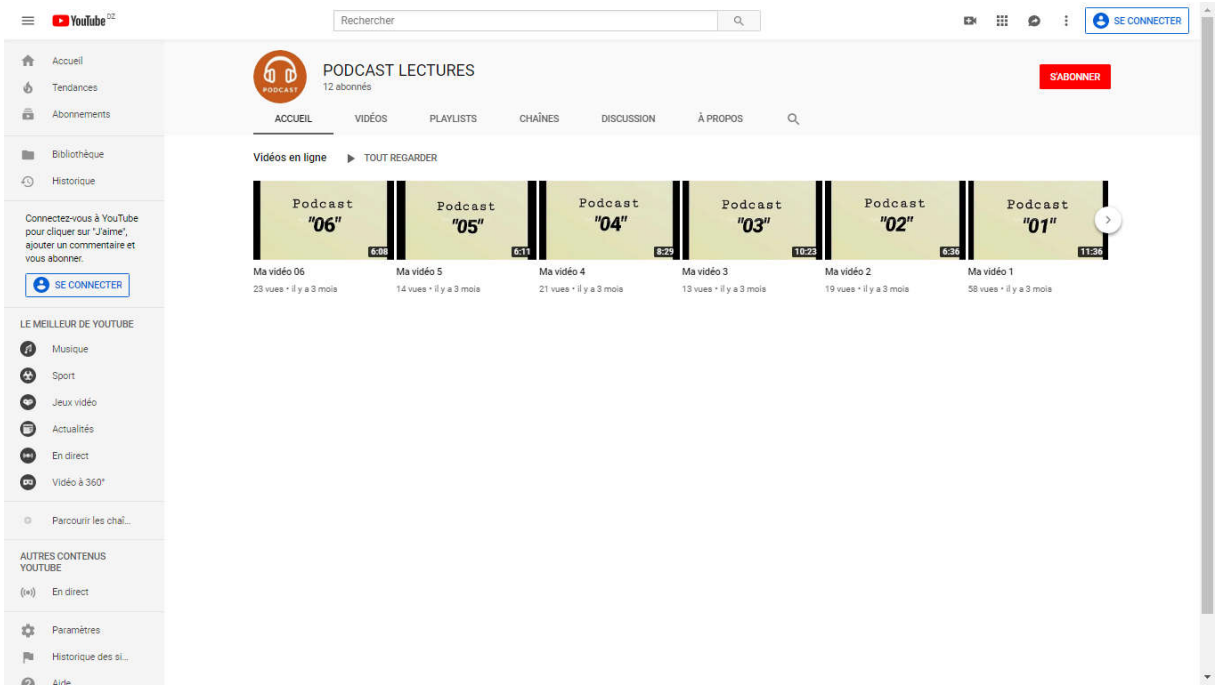
   ……
   ……..

   1. cat
   2. spot
   3. cost
   4. alarm
   5. release
   6. construct
   7. continents
   8. previous

***Thank you***

# Appendix C: Podcasting Lectures

https://www.youtube.com/channel/UCKv6dUBC-D0WRTo-jSILt7A




## Podcast 01

https://www.youtube.com/watch?v=6aVoIoXglCM&feature=youtu.be&fbclid=IwAR0HV6B-BpSXjyQ8FoZr2JwbKXCVeyNKDlMPjNeMucdVBzLMgZ0P2jduADA

Good afternoon everybody, welcome to your second semester sessions.

As far as your official syllabus is concerned, we have two main items left to second semester.

The first one is domains of linguistics in which we group phonetics with phonology, morphology with syntax and semantics with pragmatics.

Then we move to the relationship between linguistics and other human sciences/ disciplines as psychology, sociology and anthropology. ( all that depending on the time left)

So let us start with the first part of this domain: phonetics

Phonetics is first a branch of linguistics that is devoted to the study of speech sounds. In what way we study those sounds? We study their production/ articulation, transmission and perception.

What do we mean by these? "They are called the material aspects of speech sounds"; if we don't know where each sound is located in terms of production, it means what are the parts that contribute in its production/ articulation. How can we succeed to produce it appropriately? If we don't know how or from where the sound moves/ goes. Of course me as a speaker once I send you a message; of course with the help of these speech sounds, so my message or those speech sounds are transmitted from my mouth to your ears and at the level of your ears directly to the brain. Once I hear something, my brain starts automatically "decoding". What does this mean? What I want to say? I may say something but I would like the "Duaa" ( student's name) to understand something else. I may send you a message between the lines okay? So the first thing is that you receive my message through your ears this the "Chanel" of transmission: from mouth to ear and the brain decodes automatically what is heard and what is the meaning of this speech sound. Then once it is received, what happens at the level of the brain is the "perception": the process of decoding the message /decoding what these speech sounds may mean.

Recapitulation of what phonetics means: first it is a branch of linguistics that studies the material aspects of speech sounds which are: production/ physical articulation, transmission, and perception.

People who are interested to study phonetics are called: phoneticians ( key term)

The second point we need to discuss: those speech sounds, how can we make difference between them? ( We as users of the language). Abdarrahman (student's name) said that the speech sounds can be represented via the alphabet letters. Means speech sounds = alphabet letters, but between the alphabet letters we have categories such as vowels and consonants. Now, how can we make difference between vowels and consonants? Once you produce the vowels the release of air is free, if you say /o/ nothing that stops you, only the difference that makes the "o" different from the /u:/ sound, diffrent from the /a/ from the /ei/ is the shape of lips or mouth. What contribute and what helps us to be able to produce all those sounds is our "organs of speech" none of the creators in the earth process complex and sophisticated system and parts. Those organs of speech enable us to play as if we play with sounds. Once we control the shape of mouth, the release of air via the mouth as via the nose... here all those parts contribute and helps us to produce a variety of sounds whether vowels or consonants; of course the number of vowels is less than the number of consonants, and the consonants as well are produced with the help of those organs but the release of air is stopped at some point with the lips or any other organ so that to produce such or such consonants.

Recapitulation: speech sounds are divided into two categories: vowels and consonants, both are produced thanks to the organs of speech. The difference between them is with the release of air, with vowels no stops (the release of air is free), with consonants there are stops at some points according to the consonant we are producing.

Now, we shift to talk about different kinds of alphabet that is called the modern alphabet. What is the modern alphabet? I ask you a question then we get what is meant by the modern alphabet. If we go to your phonetic transcription, do we opt for the same characters we use in your written form? Of course no, we rely on other characters or let's call them "symbols". I give you a question and I wait for your answer: Do we have for each speech sound only one symbol and vice versa? No; for example, the realisation of /K/ sound has three written forms/ spellings, it can be:

"K" like in Kangaroo

"Ch" like in character

"C" like in car

When it is a sound we produce it like /k/ , /f/ not as letter.

The /f/ sound is realised with

“F” as a letter

“PH” like in phrase

“GH” like in enough

You see here the invention of the modern alphabet thanks to the international phonetic association, they create this alphabet simply because the alphabet we know and we learn is unable to be the equivalent of the produced sounds on one to one basis. The examples we have stated they show that, they prove this evidence that the /K/ sound doesn’t equal only the “k”, so all the three other letters goes with this. This reality led to the invention of the modern alphabet, so that we can get an equivalent symbol to each speech sound. And these examples you keep them in mind so that once you’re asked about the modern alphabet, you know why it was invented. Simply because the alphabet letters can’t represent all those we can produce to transmit our messages, because phonetics deals with the spoken form of the language.

## Podcast 02

https://www.youtube.com/watch?v=S132iVTlp5Y

Another point linked to phonetics, those people specialised to the field try to go to every single detail linked to speech sounds. But how can you imagine the mission of those phoneticians, how they can follow the process of producing speech sounds, what tools they may need because once they study the sounds they'd like to know the pitch, the length, the frequency of the sound, how it is produced …etc

Those people studying speech sounds look for details, we as non specialists we know the difference and we can feel who is satisfied from who's not, sad, happy, and so on and so forth from the words you use, the way you express yourself, you facial expressions and so on. But they are not only interested on those uttered words but they'd like even those uttered words why and what makes them produced in that way. They go deeply and in details. Under this level we have three types of phonetics:

1 **Articulatory phonetics:** it can help those people to know how human beings are able to produce certain speech sound thanks to those organs of speech and to locate exactly the place and the way/ manner to articulate such and such. I'd like you to give me examples of sounds and their categories according to their place and manner of articulation.

Here if I give you an example: the /d/ and /t/ sounds are called dental sounds because once you produce them, you do it with the help of the teeth that is way they are called dental. Bilabial ( with help of lips), nasal ( the release of air through the nose )…etc. means you call them as if you classify them according to the place of articulation. ( the organs of speech that contribute in their production)

2 **Accoustic phonetics:** phoneticians at this level, what do they study? The length of the speech sound, the frequency ( how often you produce such speech sound) and your pitch ( the volume of you voice/ tone and even the intonation) what do you express, surprise, happiness, you're at ease, you're sue …etc. all those things may appear within the production of your speech sounds, but to measure all that they need special equipments.

3 **Auditory phonetics:** here we go directly to the perception between what happens from ear to the brain, how those speech sounds are decoded at the level of the brain to understand the message already send. They would like to study what happens at the level of the brain once the ear receives those speech sounds and they try to study how people are able to differentiate between sounds.

Through the whole discussion we are talking about normal people, those people who suffer from any handicap ( no problem at the level of their ears, brains, no language disorder ..etc)

Once they suffer from something, the phoneticians spot light on those people's weaknesses ( inability to differentiate between sounds). Here phoneticians study the ability of people to differentiate between speech sounds, whether this ability will develop through time ( once they're adult they get rid of that problem, or if it's a serious problem it is by nature ( something they're born with) it will lasts forever. Who decide that is people who are specialised in the field at this level.

## Podcast 03

https://www.youtube.com/watch?v=JItVgr1rsFA

Recapitulation

If we talk about the definition of phonetics, what can we say?

It the branch of linguistics that studies the material aspects of speech sounds (this is at first)

Those material aspects include: production, articulation, and perception

The individuals interested to study this level are known as **phoneticians.**

Second point we dealt with was about vowels and consonants, before we move to the difference between those two categories we have said that the production of speech sounds is thanks to the organs of speech. Thanks to the power we have from our Langs, lips, mouth, nose..etc, we are able to produce a variety of sounds.

Those speech sounds are classified into two categories Vowels and Consonants

The only difference between the two is in the passage of the flow of air (with vowels is free; no stops; but with consonants there are stops or some obstacles to produce different sounds)

Then we moved to speak about those symbols we use phonetically to transcribe the varity of speech sounds we produce and we have indicated two key concepts:

- The modern alphabet ( the one we use to transcribe sounds, but unable to transcribe all sounds on one to one basis because we have different realisations) eg (th , th , chva )
- The international phonetic association ( looks for a solution, they invent another alphabet. We have stated the example of the /k/ sound that is realised in spelling through three different forms either the C/K/CH/CK, four different realisations of the same speech sound. So here we need the help of another kind of alphabet so that we'll be able to transcribe all those speech sounds)

This is about the production and how the modern alphabet failed to transcribe all sounds on one to one basis.

Then we moved to branches of phonetics

- Articulatory phonetics: people here are interested to know the place of articulation of different speech sounds. We have the location and the manner.
- Accoustic phonetics: the mission of phoneticians is to measure length the frequency the pitch, every single detail of the speech sounds . under this level we have mentioned the example of your tone, intonation and pitch which shift from one type to another depending on your state of mind /mood. Once you are okay and feel at ease you will speak at ease and your tone is normal. But once you're angry or stressed or under pressure… you may speech in different tone. Your speech sounds are affected according to whom you are addressing or speaking ( if you are speaking to a friend is different from speaking to parents, relatives , teacher…) people studying acoustic phonetics look for those details,

because these parts convey certain message, once they understand those details they can classify what people say and how people differentiate between things.

- Auditory phonetics: phoneticians here speak about the perception of speech sounds at the level of the brain. The sound is already produced and received by the air, now the brain starts its work to decode, if it succeeded to decode the right message from the beginning it's okay because the message was clearly transmitted, if there is something wrong with the message, here the brain needs more time and energy to guess, because now you start wondering whether what you've heard is this or that. No one can say what you are guessing is right unless you address another question to your sender so that you stop wondering. If the sender of the message is not there, you keep wondering till you reach the closest option that may work with what you've heard. This is with normal people ( have no handicaps). But with people who suffer from serious problems at the level of their organs of speech or whatever, here those people once they study those details they may classify people. The example stated was with small kids once they start speaking, they fail to produce the sounds appropriately as they should do but they correct themselves through time, but some other cases they keep doing things wrong till they reach adult age because they suffer from serious problem et the level of their organs of speech.

All what we have seen in phonetics deals typically with what is **concrete** deals with speech sounds once they are uttered/ produced in a spoken or verbal communication. But phonology next time on the other hand deals with the sound system of language as an **abstract** system not on its realisation.

Phonetics and phonology are grouped together because the interest of both is the study of sounds. How each one studies the sounds this is the difference.

# Podcast 04

https://www.youtube.com/watch?v=cEyjLgwKwiU

Now once we shift to phonology, keep in mind one main point is that you are shifting from all what has relation with sounds as concrete entities; it means as material aspects, to what is abstract; what can be only at the level of the mind. That's why here when we introduce those concepts of phonemes, morphemes, allophones… we need concentration to classify them step by step so that you won't mix up things once we move to morphology and syntax because even with morphology we have morphs, morphemes and allomorphs. So try to put each concept in its right place.

We have already introduced that phonetics deals with material aspects and phonology deals with all what abstract concerning the sound system of the language. On one hand, people interested in phonetics are called phoneticians; here they are called phonologists. Now what's important to discuss is the last 5 words starting from "phonetics focuses on the actual sounds as they are spoken by specific individuals during particular speech events" here by specific individual means phoneticians, once they analyse speech sounds used by people whether they are natives or non natives (speakers), sometimes we opt for the same terms but you produce them in one way that is different from my own way of producing them, so here what's the difference? The difference is in the accent, the voice, the pitch, the intonation… once

phoneticians analyse this, they will detect who is who, and here we may go back to language use, we have said in the beginning that there are many factors affecting the language, among those factors we have said: who you are? And whom you are addressing? Examples: once you speak to your oldest brother, it's different from the way you address your mother… here if I'm a phonetician and I'm just listening to an audio conversation; I have no background knowledge about who's speaking, at the end of my analysis I can reach the result to decide who were speaking, either a son with his father, two neighbours, a teacher with his responsible at work, two colleagues and maybe I can even detect their occupations maybe they are doctors, teachers… simply from the language being used and the intonation… they belong to phonetics so that I may decide that who was speaking was nervous, at ease, angry, sad, happy…because all of these are related to the qualities of speech sounds.

Simply we go to conclusion of this idea that we as different individuals we speak differently.

Now we're going to move deeply in phonology detecting some key terms: phone, phonemes and allophones.

We have already spoken about the realisation of the same phoneme through different letter combinations; we have said that the /k/ sound can be realised either through the C, the K, the Q, the CH and the CK, the last two are called "letter combination" but on the other hand in the transcription that /k/ sound that is the result of that letter combination is the 'Phoneme'.

The difference between the /p/ and /b/ phonemes, the appearance of one phoneme rather than the other leads you as a language learner to gain new vocabulary item which totally different in meaning and spelling even if the difference is one consonant taking the same position which is initial position. So here phonemes can't replace each other, they can't substitute each other because phonemes contribute in the creation of a new word with new meaning.

Keep in mind one main point the phoneme makes difference between words at the level of meaning.

Phones are phonetic units and once you write them conventionally they put them between square brackets.

The phoneme appear between slashes//, we opt for slashes when we transcribe words.

# Podcast 05

https://www.youtube.com/watch?v=OOx14O5rubo

Now what's coming, we have two different concepts: the free variation and the complimentary distribution. One of them is typically linked to the difference in pronunciation and the other is different in the spelling and the position that sound takes.

Free variation: it is different versions of the same phoneme and it is related typically to pronunciation, it is question of accent, you see that the example given is in two different accents: the American and the British accents. The result of free variation is that there is no change in meaning. The word 'dance' here and there means the same thing, but the way British people produce it and American people do, this is the difference and this is what is called 'free variation' but the new concept introduced here is the allophone, the production of the /a/ in British or American accents, the two versions of that sound are called 'allophone' they are the representation of the same phoneme differently without change in the word's meaning.

What about the complementary distribution: here it is not a question of pronunciation or accent; it is question of position of the phoneme. Two different pronunciation of the same

phoneme are called ‘allophones’ here the example is about the aspirated and unaspirated /p/, the initial consonant as in: Pill, Paper…you produce the /p/ with certain push of air that’s why we call it aspirated. The consonant after S in the word Sprint is unaspirated, once just preceded by one consonant it lost that characteristic of being aspirated. The respective transcription would be $P^{h}$ill with that small ‘h’ that stands for the aspiration and ‘Sprint’ without that ‘h’. we have said that the aspirated and unaspirated /p/ are two allophones of the same phoneme which is /p/, two different pronunciations. All the time whenever the /p/ takes initial position it is aspirated, and whenever it takes another position ( mid or final) it is unaspirated and you get another realisation of the same phoneme. Did you get the point here? It is not the question of accent, here we not talking about accent as with free variation. Here it is an example the /p/ sound and we may find another examples, but here it is a clear distinction between the two.

Now syllables and clusters: what you need to keep in mind in this is that you have two different concepts: syllables and clusters. The word syllable is not something new for you because we all the time have been asked to divide words into syllables and the rule says we should rely on the appearance of vowels. The vowel is a must in each syllable, we have monosyllabic words: those words that contain only one vowel and they are produced at once like: stop, big… and we have words that are composed of more than two syllables and so on, so here the problem is with how we divide and how the syllable is composed. They say it is composed of two main parts: the onset and the rhyme. The onset is the beginning of the syllable, it is the consonant either one consonant or few consonants which are called cluster consonants; once we have two or three consonants at the beginning of the word we call them ‘cluster consonants’ ( it is a combination of consonants ).

Now the beginning is called the onset, what’s coming is called the rhyme; the rhyme is divided into two other parts which are the nucleus which is the vowel and the coda; the coda is not all the time present. In our cases with: ’he’ and ‘to’ there is no coda there is only onset and nucleus. It means that the rhyme is composed only of one part which is the nucleus (vowel); if it will be followed by any other consonant, it is called the coda if not there is no coda. Now the existence of cluster as combination of consonants is not in all languages. Some languages have consonant cluster as one of their phonotactic rules (one of their components) and some other languages are not. English has consonant clusters but Japanese as an example on the other hand they don’t have consonants clusters.

# Podcast 06

https://www.youtube.com/watch?v=MARGBxB8xTM

You should keep in mind that once you divide your words:

1. it is good if you have the transcription in hand so that it guides toward the right decision you may make. Instead of doubting whether you have two, three, more or less the transcription leads you to the right division.
2. If you don't have the transcription in hand you just try t produce the word once/ twice and you see the logical pronunciation where it leads you.
3. Keep in mind as well the silent letters that may appear at the end of your words; it mean they are not counted. If we take the word 'life', like, love… all of these words are monosyllabic even if the 'e' is written, once you spell it out there is an 'e' but once you produce it, you stop at the level of 'f' in the word 'life' for instance. So 'life' it is one syllable composed of 'l' as the onset, 'I' the diphthong as the nucleus, and the 'f' as the coda. We don't talk about the 'e'.

More than one syllable we divide; for instance, the word 'previous' in its transcription it is divided into three /pre/v/ious/ even the 'es' in last in not 'u' is just /ə +s/. The first syllable/ pre/is composed of an onset which is consonant cluster /pr/ + the short /e/ or even the /e/ in the spelling which is the nucleus. Here that syllables doesn't contain a coda. So here the first

division you take is onset and rhyme at first. The rhyme starts from the vowel and so on. If your rhyme is composed of two parts ( the nucleus and the coda) you put them, if it is composed only of the vowel which is the must, you say rhyme first then just one arrow and you put nucleus and you write that vowel means even the coda it's not a must that should appear in your syllables. Divide the syllables first and then divide them into the appropriate parts, the ones that are available, so you have different words, different examples, different divisions and different possibilities.

Read co-articulation effects then we discuss their content together. Here they talk first about two different processes: assimilation and elision. In assimilation we have some sounds affecting each other and one of the sounds takes the characteristics of the other one. If we take the example: I have to go. If we produce them word by word( i/ have/ to/ go) means here (have) should be transcribed with the /v/ sound but with assimilation the /v/ sound is affected by /t/ sound so you produce it as if it is /f/ (I'f to go), you see the transcription. The /v/ and /f/ in phonetics you see that those sounds are grouped together; you have the fricative, the affricates, the voiced, the voiceless sounds. Here if the sound is once voiced, if it is affected by something next to it will be voiceless. Did you get the point of assimilation? It is one sound affected by the other and it will take its characteristics from being voiced to voiceless for instance.

Then with elision, with the name itself indicates what happens. The sound is deleted, is absent from your pronunciation, and elision helps make people more fluent. But here it doesn't mean that we swallow sounds as we wish of course there are rules. Native speakers opt for that process naturally, it is their mother tongue; but we as EFL learners once we get used to listen to natives, of course we may learn. If they say (you n me) we understand that they mean (you and me) but that /d/ is swallowed.

Then they give you just hints about terminology between the two terms phonetics and phonology:

Take note of the fact that Americans use the term phonology to refer to both phonetics and phonology.

They refer to what we call phonetics also as phonetics but refer to what Europeans call phonology as phonemics. If you find the phonemics you understand that it is American and it stands for phonology.

# Appendix D: Post-test

**Activity One: (05.00 points)**

A) Write **TRUE** or **FALSE** next to each of the following sentences, then justify

1. Phonology is the study of speech sounds of individual languages ……

   ……

2. Acoustic phonetics is concerned with how the sound is produced by the vocal organs …….

   ……

3. A phoneme is an abstract element in the sound system of a language …….

   ……

4. Allophones are variants of a single phone ……

   ……

5. The sounds that are in the complimentary distribution are allophones of the same phoneme ……

   ……

6. The syllable /in/ consists of an onset and a coda ……..

   ……

B) Identify the **onset**, **nucleus**, and **coda** in the syllables below. Put a slash (/) in case one of the aforementioned parts is missing.

| **syllable** | **Onset** | **Nucleus** | **Coda** |
|---|---|---|---|
| /æt/ | | | |
| /ntə/ | | | |
| /weɪ/ | | | |
| /ju:**st/** | | | |

**Activity Two: (10) points**

**A) Complete the following sentences by inserting the right words or phrases.**

1. /kæt/ is the …….transcription of the word cat.
2. In …….., researchers could deal with individual cases of pronunciation.

3. A cluster is a sequence of successive……..
4. In American terminology of linguistics, ……... stands for phonology in British terminology.
5. People who are interested to study phonetics are called……

**B) State the difference between each of the following concepts.**

1. Phonetics Vs Phonology.

……

……..

2. Articulatory phonetics Vs Acoustic phonetics.

……

……..

3. Vowels Vs Consonants.

……

……..

4. Phones Vs Phonemes.

……

……..…….

5. Elision Vs Assimilation.

……

……

6. Complimentary distribution Vs Free variation.

……

……

7. Syllables Vs Clusters.

……

……

8. Perception Vs Production.

……

……..

**<u>Activity Three:</u> (5.00 points)**

1. **Put the correspondent phrase than identify whether it is an assimilation or elision.**

| | | |
|---|---|---|
| /waɪp 'pepə/ | | |
| /ɑn nə 'haʊs/ | | |
| 'reɪʒ ʒɔ: 'glɑ:s/ | | |
| /himəsbi/ | | |
| /wiæstsəm/ | | |
| /hænbæg/ | | |

2. **What is the aspirated sound?**

……

3. **Divide the following words then identify which of them is aspirated.**

kill

pool

skill,

spool

stop

top

***Thank you***

## Appendix E: Students' Questionnaire

**Mohamed Kheider University of Biskra**

**Faculty of Letters and Languages**

**Department of Foreign Languages**

**English Devision**

## Students' Questionnaire

**Dear students,**

**You are kindly requested to answer the following questionnaire which aims at investigating "the usefulness of Podcasts in improving EFL Learners' Lecture Comprehension in the linguistics module". Please answer the questions carefully and put (×) in the column that applies.**

**Your feedback is valuable for planning future instructions, and it will provide a great help for us.**

### Part One: General Information

**Q1.** Would you please identify your age?

**a-** Under 20 ◯ **b-** From 20 to 30 ◯

**c-** From 30 to 40 ◯ **d-** Over 40 ◯

**Q2.** Would you please identify your gender?

**a-** Female ◯ **b-** Male ◯

**Q3.** How can you evaluate your level in English?

**a-** Basic ◯

**b-** Intermediate ◯

**c-** Advanced ◯

**Q4.** Choosing English as a subject of study at university was your:

**a-** Personal choice ◯ **b-** Parents choice ◯

**c-** Job demands ◯ **d-** Someone's advice ◯

**Q5.** Are you?

**a-** A student ◯ **b-** A student worker ◯

## Part Two: Student's Feedback Regarding Lecture Comprehension

**Q6.** How do you find the course of linguistics?

**a-** Easy ◯ **b-** Fairly easy ◯

**c-** Difficult ◯ **c-** Very difficult ◯

**Q7.** How often do you attend the lecture of linguistics?

**a-** Always ◯ **b-** Sometimes ◯

**c -** Rarely ◯ **d-** Never ◯

**Q8.** What type of learners you are?

a- Visual (prefer learning by pictures, videos..) ◯

b- Auditory (prefer learning by listening) ◯

c- Read and write ( prefer learning by reading handouts and writing notes..) ◯

d- Kinaesthetic( prefer learning by demonstrations, presentation and cooperative activities) ◯

e- Others ……..

**Q9.** How do you evaluate your level of comprehension of the course?

**a-** Excellent ◯ **b-** Good ◯

**c-** Average ◯ **d-** Bad ◯

**Q10.** Do you face difficulties in understanding the course of linguistics?

**a-** Yes ◯ b- No ◯

If yes, state them please

……
……
……
……

**Q11.** If you do not understand some concepts in the course, what do you usually do?

**a-** Ask the lecturer for more clarifications ◯

**b-** Ask your peers ◯

**c-** Rely on videos and podcasts from the internet. ◯

**d-** Use alternative methods ◯

If you use alternative methods state them please

……
……

**Q12.** What is your most effective way of revising lectures?

**a-** Refer to your notes ◯

**b-** Refer to your handouts ◯

**c-** Refer to the recorded lectures ◯

**d-** Refer to other sources ……

**Q13.** In case you lose the content of lectures, what method you rely on?

**a-** Copy notes from peers ◯

**b-** Look for the content in the internet ◯

**c-** Look for the record of the lecture ◯

**d-** Use other alternatives

……

……

**Q14.** What do you think of recording lectures?

**a-** Effective ◯ **b-** Not effective ◯

Please justify your choice

……

……

……

## Part Three: ICT and Podcasting

**ICT:** Information and communication Technology

**Q15.** Do you use technological tools to learn English?

**a-** Yes ◯ **b-** No ◯

If yes, where do you often use them?

**a-** Inside the classroom ◯

**b-** Outside the classroom ◯

**c-** Wherever the opportunity arises ◯

**Q16.** Do you use ICT devises to record lectures inside the classroom?

**a-** Yes ◯ **b-** No ◯

If yes, what kind of ICT devices do you use to learn English?

**a-** Computer ◯

**b-** Mobile phone ◯

**c-** iPods ◯

**d-** Computer+ mobile phone ◯

**Q17.** What do you think of listening to recorded lectures in a form of a podcast?

……

……

……

……..

**Q18.** Does your teacher of linguistics create podcasts of his/her lectures?

**a-** Yes ◯ **b-** No ◯

If no, do you record your teacher when presenting his/her lectures?

**a-** Yes ◯ **b-** No

**Q19**. After experiencing listening to linguistic lectures through online podcasts outside the classroom, is there an improvement in your understanding of the given lectures?

**a-** Yes ◯ **b-** No ◯

**Please justify your choice**

……

……

……

……

**Q20**. To which extent do you think Podcasts are accessible?

**a-** Very Easy to access ◯ **b-** easy to access ◯

**c-** Difficult to access ◯ **d-** Not accessible ◯

**Q21**. Have you faced difficulties while listening to podcasts?

**a-** Yes ◯ **b-** No ◯

If "yes", are they related to:

a- The Lecturer language and voice ◯

b- The device used (Mobile phone, PC, iPod …) ◯

c- The content and amount of the podcast ◯

d- Other difficulties

……

……

**Q22.** After your experience in listening to podcasts, have you found it interesting and motivating? Please explain

……

……

……

……

***Thank you for your collaboration***

# Appendix F: Teachers' Interview

1. Do you support the use of technology in language teaching?
2. As a teacher of linguistics who teaches first year students, do you think that they encounter difficulties in comprehending the module? If yes, could you please tell me what kind of problem they face?
3. Could you please tell me what kind of strategies you use to deliver your lectures taking into consideration your students' learning styles?
4. Have you noticed that your students use their mobile phones to record lectures?
5. Do you allow them to record?
6. In your opinion, what is the reason behind this practice "recording"?
7. In your point of view, do you think that those recordings can help students to better understand your lectures since the student is repeating them and listen to them whenever s/he wants?
8. If you have given the opportunity to record your lectures and make them accessible online for your students (which is known as podcasts), would you do so? If no. why?
9. By providing podcasts to students that allow them to access to the recorded lectures online whenever they need, do you think it is useful to help them understand their lectures in a better way?

***Thank you***

**المستخلص**

لقد لوحظ أن معظم طلاب اللغة الإنجليزية كلغة أجنبية في جامعة محمد خيضر في بسكرة يواجهون العديد من الصعوبات في فهم محاضرات مادة اللغويات. لذلك، تهدف هذه الدراسة إلى بحث دور تقنية التدوين الصوتي في تحسين فهم طلبة اللغة الإنجليزية كلغة أجنبية في مادة اللغويات للمحاضرات في مادة اللغويات. علاوة على ذلك، تسعى هذه الدراسة إلى كشف تصورات الطلاب والمدرسين ومواقفهم اتجاه استخدام التدوين الصوتي كأداة داعمة لتعزيز فهم الطلاب للمحاضرات. لذلك ، يُقترح في هذه الدراسة أن استخدام تقنية التدوين الصوتي يمكن أن يحسن من فهم محاضرات طلاب اللغة الإنجليزية كلغة أجنبية في مادة اللغويات .من أجل تحقيق تحقيق أهداف هذا البحث، تم تطبيق نهج البحث المختلط في هذه الدراسة من خلال استخدام ثلاث طرق لجمع البيانات. و هي شبه تجربة، استبيان للطلاب المستهدفين ومقابلة مع أساتذة علوم اللغة الانجليزية في جامعة بسكرة. كشفت النتائج التي تم الحصول عليها من تحليل أدوات جمع البيانات الثلاث أن التدوينات الصوتية يمكن أن تساعد الطلاب على فهم محاضراتهم اللغوية والاحتفاظ بها وبالتالي تحسين علاماتهم في المقررات .بالاضافة الى ذلك، أبدى غالبية الأساتذة والطلاب موقفا إيجابيا فيما يتعلق باستخدام هذه التكنولوجيا لذا فقد أكدت هذه النتائج صحة الفرضية المذكورة أعلاه. نستنتج أن أن التدوينات الصوتية تؤثر بشكل إيجابي على فهم طلاب اللغة الإنجليزية كلغة أجنبية للمحاضرات. في ختام هذه الرسالة، تم اقتراح ، تم اقتراح بعض التوصيات لدمج تقنية التدوين الصوتي في ختام هذه الرسالة و ذلك بناء على نتائج هذه الدراسة.

# Declaration

I, Nabila CHERIFI, do hereby declare that the work that I presented in this dissertation is my own, and has not been submitted before for any academic institution or a university for a degree.

This work was conducted and completed at Mohamed Kheider University of Biskra, Algeria.

Certified:

Miss Nabila CHERIFI

Master student, division of English.

# Dedications

***I dedicate this modest work to my precious treasure in life, my dearest parents who were always valuing my education and supported me to succeed:***

***To the soul of my father, may he rest in peace*** *MOSTEFA CHERIFI*

***To my beloved mother*** *FAHIMA CHARIDI*

***To my brothers:***

*Adel, Djamel, Mohammed, Amir, and Ayoub*

***To my sisters:***

*Souad, Hinda, Rabiaa, and Messaouda*

***To all my sisters in law and my brothers in law***

***To all my nieces and nephews***

***To all my lovely friends whom I really love and respect especially:***

*Nivine, Anfal, Mouna and Racha*

***To everyone who helped me to accomplish this work***

***Thank you all***

## Acknowledgements

I make grateful acknowledgments to all people who helped me to accomplish this dissertation.

I would like to express my deepest gratitude to my supervisor **Miss. Merghmi Kenza** for being extremely helpful, patient, and kind with me throughout the accomplishment of this thesis. Thanks for your endless support and valuable advice.

At the same time, I would like also to show special gratitude to the board of examiners, including **Dr. HOADJLI Ahmed Chaouki** and **Dr. Assassi Tarek** whose insightful remarks during the viva will certainly enrich this work.

Special thanks to **Dr. Mehiri Ramdan**, **Dr. Temagoult Sliman**, **Dr Rabhi Salima** and **Mr. Benmoussa Yasser** for their valuable pieces of advice, guidance, support and help for the accomplishment of this work

My special thanks also go to **Miss. Bourdji Mouna**, **Mr. Douida Brahim**, and **Mr. Benkhedim Ismail** for giving me hand to finish this thesis.

I would like also to thank my brother in law **Mr. Mefgouda Mohamed Tahar** for his guidance and encouragement during the whole five years at university, especially, throughout my graduate studies.

Finally, I would like to thank first year English students at Mohamed Kheider University of Biskra, who were very cooperative and played an essential role to the accomplishment of this work.

# Abstract

It has been noticed that most first year EFL students at Mohamed Kheider university of Biskra encounter many difficulties in comprehending their linguistics lectures. Therefore, this study aims at investigating the role of podcasting technology in improving EFL learners' lecture comprehension in the module of linguistics. Moreover, it seeks to explore students' and teachers' perceptions and attitudes towards the use of podcasts as a supportive tool to enhance learners' lecture comprehension. Therefore, it is suggested in this study that the use of podcasting technology can ameliorate EFL students' lecture comprehension in the course of linguistics. In order to achieve the intended research objectives, a mixed method research approach was applied in this study through the use of three data collection methods. These are a quasi-experiment, a questionnaire for the target students and an interview with teachers of linguistics at Biskra University. The findings obtained from the analysis of the three data collection tools revealed that podcasts can help students to better understand and retain their linguistics lectures and hence to raise their scores in the module. Moreover, the majority of teachers and students showed a positive attitude regarding the use of this technology. These findings confirmed the validity of the aforementioned hypothesis. Therefore, podcasts can affect first year EFL students' linguistics lecture comprehension positively. Based on the results of this study, some recommendations for the integration of podcasting technology were proposed at the end of this dissertation.



**Key words:** Podcasts, lecture comprehension, module of linguistics.

# List of Abbreviations and Acronyms

**CMS: C**ontent **M**anagement **S**oftware

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

**ELT: E**merging **L**earning **T**echnologies

**Et al: E**t alii (And Others)

**H: H**ypothesis

**Ibid: I**bidem (latin) (the same previous source)

**ICT: I**nformation **C**ommunication **T**echnology

**LMD: L**icense, **M**aster, **D**octorat

**(n.d): N**o **d**ate

**P: P**age

**Q: Q**uestion

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

**SD: S**tandard **D**eviation

**Vs: V**ersus

**WWW: W**orld **W**ide **W**eb

**&:** And

**%:** Percent

# List of Appendices

**Appendix A**: Attendance Sheet

**Appendix B**: Pre-test

**Appendix C**: Podcasting Lectures

**Appendix D**: Post-test

**Appendix E**: Students' Questionnaire

**Appendix F**: Teachers' Interview

# List of Tables

**Table 1. Pre-test and Post-test Students' Scores……... 74**

**Table 2. Pre-test and Post-test Means of Scores……... 74**

**Table 3. Frequency Distribution of Score Values of Pre-test and Post-test……... 76**

**Table 4. Frequency of the Pre-test, the Mean, and the Standard Deviation ……. 78**

**Table 5. Frequency of the Post-test, the Mean, and the Standard Deviation …… 79**

**Table6. Comparison of the Pre-test and Post-test's Mean and Standard Deviation. 80**

**Table 7. The final Obtained Results…… 82**

**Table8. Students' Age Distribution …….. 86**

**Table9. Students' Gender Distribution……. 86**

**Table10. Students' Proficiency Level…… 87**

**Table11. Students' Choice of English ……... 88**

**Table12. Students' Occupations …… 89**

**Table13. Students Opinions Regarding the Course of Linguistics……. 89**

**Table14. Students' Attendance ……. 90**

**Table15. Students' Learning Styles…… 91**

**Table16. Students' Comprehension Level …… 92**

**Table17. Difficulties of Understanding the Linguistics Course……... 92**

**Table18. Students' Methods Used to Learn the Course of Linguistics…….. 93**

**Table19. the Most Effective Ways of Revising Lectures……. 95**

**Table20. Alternative Methods in Case of Losing the Lectures Content…… 95**

**Table21. Students' Use of Technology in Learning English…… 97**

**Table22. Frequent Places of Using Technological Tools in English Learning……... 97**

**Table23. the Use of ICT Devices in Recording Lectures Inside the Classroom……. 98**

**Table24. Kinds of ICT Devices Used By Students…… 99**

**Table25. Teachers Generated Podcasts……. 100**

**Table26. Students Recording Lectures……. 101**

**Table27. Students' Level of Comprehension of Linguistics Lecture After Listening to Podcasts…….. 102**

**Table28. Students' Opinions Regarding the Accessibility of Podcasts ……. 103**

**Table29. Students' Difficulties of listening to podcasts…… 103**

**Table30. Reasons of Difficulties When Listening to Podcasts……. 104**

**Table 31. Teachers' Support of Technology …… 107**

**Table32. Teachers' Opinions Regarding Students' Difficulties in the Course of Linguistics…….. 109**

**Table 33. Teachers' Lecturing Strategies …… 111**

**Table 34. Teachers' Remarks Concerning Students' Use of Recordings…….. 112**

**Table 35. Teachers' Permission to Be Recorded…….. 113**

**Table 36. Teachers' Opinions Regarding the Practice Of Recording …… 115**

**Table 37. Teachers' Point of Views Regarding the Use of Records in the Comprehension of the Linguistics Module…….. 117**

**Table 38. Teachers' Generated Podcasts Perspectives……. 118**

**Table 39. Teachers Attitudes towards the Use of Podcasts in Improving Students' Lecture Comprehension …… 120**

# List of Graphs

**Graph1. Pre-test and Post-test Students' Scores……** 74

**Graph 2. Pre-test and Post-test Means of Scores……** 75

**Graph3. Frequency Score values of Pre-test and Post-test……...** 76

**Graph4. Comparison of the Pre-test and Post-test's Mean and Standard Deviation.** 80

**Graph5. Students' Age Distribution……** 86

**Graph6. Students' Proficiency Level…….** 87

**Graph7. Students' Choice of English …….** 88

**Graph8. Students Opinions Regarding the Course of Linguistics……** 90

**Graph 9. Students' Methods Used to Learn the Course of Linguistics……** 94

**Graph 10 Alternative Methods in Case of Losing the Lectures' Content……** 96

**Graph 11 Frequent Places of Using Technological Tools in English Learning……...** 98

**Graph 12 Kinds of ICT Devices Used By Students……** 99

**Graph 13 Students' Opinions Regarding the Accessibility of Podcasts……..** 103

**Graph 14 Reasons of difficulties when listening to podcasts…….** 104

# List of Figures

**Figure1. What are Podcasts?**

**Figure2. Podcasts Logos**

**Figure3. The Podcasting Process: as a Producer and as a Consumer**

# Table of Contents

**Declaration**…….. I

**Dedications**…….. XI

**Acknowledgements**……... III

**Abstract**……... IV

**List of Abbreviations and Acronyms**……..…….. V

**List of Appendices**…….. VI

**List of Tables**…….. VII

**List of Graphs** …… IX

**List of Figures** …… X

## General Introduction

**Introduction**…….. 2

**1. Statement of the Problem**…… 2

**2. Research Questions**……. 3

**3. Research Hypotheses**……..… 4

**4. Objectives of the Study**..... 4

**5. Research Methodology**…… 4

**5.1. The Choice of the Method**……..…….. 4

**5.2. Population and Sample** ……..…… 5

**5.3. Data Gathering Tools**……..……. 5

**5.3.1. Quasi Experimental Method**……..…….. 5

**5.3.2. Questionnaire**…….…… 6

**5.3.3. Interview**……. 6

**6. Delimitation of the Study**……. 6

**7. Significance of the Study** …… 7

**8. Key Words**…… 7

**8.1. Podcasts**…….. 7

**8.2. Lecture Comprehension……** 7

**8.3. Module of Linguistics……** 8

**9. Structure of the Dissertation……..** 8

## Chapter I: ICT and Podcasting

**Introduction ……..……** 12

**1. General Overview about ICT ……** 12

**1.1. Definition of ICT……...……** 12

**1.2. The Importance of ICT in Education…….** 13

**1.3. The Role of ICT in English language Teaching/ Learning……..……** 16

**1.4. Teachers and Students Attitudes Towards The Use of ICT in English Language Teaching/ Learning…….** 18

**1.4.1. Teachers Attitudes……...……** 18

**1.4.2. Students Attitudes ……..……** 20

**1.5. Advantages and Disadvantages of ICT ……..** 21

**1.5.1. Advantages of ICT……..…….** 21

**1.5.2. Disadvantages of ICT ……..** 24

**1.5.2.1. Teachers' perspective……..** 24

**1.5.2.2. Students' Perspective……..** 24

**1.5.2.3. Administrative and ICT Infrastructure Perspective……...** 25

**1.6. Types/ Forms of ICT……** 25

**1.6.1. Informative Tools……..** 25

**1.6.2. Situating Tools ……...……..** 26

**1.6.3. Constructive Tools……..…….** 26

**1.6.4. Communicative Tools……..……** 26

**1.7. Emerging Learning Technologies (ELT)……** 27

**1.7.1. Blogging……** 27

**1.7.2. Integrated Learning Modules……** 27

**1.7.3. A podcast……** 27

**1.8. E-learning ……** 28

**2. General Overview about Podcasting Technology ……** 28

**2.1. Podcasts……** 28

**2.1.1. Definition of Podcasts ……** 28

**2.1.2. History of Podcasts……** 30

**2.1.3. The Podcasting Process……** 31

**2.1.4. Types of Podcasts……** 33

**2.1.5. The Importance of Podcasting in Education ……** 35

**2.1.6. Benefits and Drawbacks of Podcasting……** 35

**2.1.6.1. Benefits ……** 35

**2.1.6.1.1. Increasing Flexibility……** 36

**2.1.6.1.2. Increasing Accessibility……** 36

**2.1.6.1.3. Enhancing Learning……** 36

**2.1.6.2. Drawbacks ……** 37

**2.1.7. Teacher-Generated Podcasts ……** 38

**2.1.8. Student-Generated podcast…….....** 39

**2.2. Podcasts and Lecture recordings ……** 40

**Conclusion ……** 40

## Chapter II Lecture Comprehension

**Introduction ……** 45

**2.1. Lectures ……..…..** 45

**2.1.1. Definition of Lecture……..……....** 45

**2.1.2. The History of Lecture…….....** 46

**2.1.3. Types of Lectures……..** 47

**2.1.4. Advantages and Disadvantages of lectures ……** 48

**2.1.4.1. Advantages……..** 48

**2.1.4.2. Disadvantages…….** 49

**2.1.5. Characteristics of Effective Lectures…….…….** 50

**2.1.6. Qualities of Effective Lecturers ……..….** 51

**2.1.7. Aspects That Should be Taken into Consideration When Lecturing ……..** 52

**2.1.7.1. Learning Styles……** 52

**2.1.7.2. Learning Environment……...** 53

**2.1.7.3. Teaching Materials ……** 53

**2.1.7.4. The Use of Chalkboard…….** 54

**2.1.7.5. The Use of Course Books……..** 54

**2.1.7.6. The Use of Handouts…….** 54

**2.1.7.7. The use of Technological Aids……..** 54

**2.1.8. Steps That Should Be Done By Lecturers…….…….** 54

**2.1.8.1. Prepare in Advance……** 55

**2.1.8.2. Structure the Lecture Clearly…….……..** 55

**2.1.8.3. Strive to Engage Your Whole Class…….……** 55

**2.1.8.4. Use Effective Presentation Strategies…….….** 56

**2.1.8.5. Use Effective Visual Aids…….….** 56

**2.2. Comprehension ……. 57**

**2.2.1. Definition of Comprehension…….. 57**

**2.2.2. Difference between Comprehension and Understanding……. 58**

**2.2.3. Types of Comprehension ……. 58**

**2.2.3.1. Reading Comprehension…… 58**

**2.2.3.2. Listening Comprehension ……. 59**

**2.2.3. The Role of Comprehension in Foreign Language learning…… 60**

**2.2.4. Factors Affecting Lecture Comprehension……. 60**

**2.2.4.1. Factors Affecting Listening Comprehension ……... 60**

**2.2.4.1.1. The Listener as a Factor…… 61**

**2.2.4.1.2. The Speaker as a Factor …… 61**

**2.2.4.1.3. Materials and Medium as Factors……. 61**

**2.2.4.2. Factors Affecting Reading Comprehension ……. 62**

**2.2.4.2.1. The Complexity of the Reading Text……. 62**

**2.2.4.2.2. Environmental Influence …….. 62**

**2.2.4.2.3. Reading Comprehension Anxiety…….……..... 63**

**2.2.4.2.4. Interest and Motivation……..... 63**

**2.2.4.2.5. Decoding or Word Recognition Speed……...…… 63**

**2.2.5. Students' Challenges in Comprehending the Linguistics Course……. 63**

**Conclusion…… 64**

## Chapter III : Field Work and Data Analysis

**Introduction…….…….. 68**

**3.1. Rational for Research Approach……..……. 68**

**3.2. The Quasi-Experimental Study……. 69**

**3.2.1. Sample and Population……. 69**

**3.2.2. The Description of the Quasi-experiment…….……...** 69

**3.2.3. The Quasi-Experimental Procedure …….…...** 70

**3.2.3.1. The Construction of the Treatment Stage…….……** 70

**3.2.3.2. The Pre-Test Stage ……..** 71

**3.2.3.3. The Treatment Stage……** 71

**3.2.3.4. The Post Test Stage……..** 71

**3.2.4. Analysis and Interpretation of the Scores……...** 72

**3.2.4.1. Statistical Consideration……** 72

**3.2.4.2. Students' Scores……** 73

**3.2.4.3. Inferential Statistics……** 81

**3.2.4.3.1. Paired T-test Calculation……** 81

**3.2.4.3.2. Hypothesis Testing and Interpretations……** 82

**3.3. Students' Questionnaire……..** 83

**3.3.1. Aim of the Questionnaire ……** 83

**3.3.2. Description of the Questionnaire ……** 83

**3.3.3. Analysis and Interpretation of the Results……..** 85

**3.4. Teachers' Interview ……** 105

**3.4.1. The sample……..** 105

**3.1.1. Description of the Interview……..** 106

**3.4.2. Analysis and Interpretation of the Results……..……** 106

**3.5. Discussion of the Results…….……** 120

**3.5.1. The Impact of Podcasts on Students Lecture Comprehension……..** 121

**3.5.2. Students' Perceptions Towards Podcasting Technology …….……..** 122

**3.5.3. Teachers Attitudes towards to Use of Podcasts in Teaching…….……** 122

**Conclusion……** 123

**General Conclusion …….** 125

**Limitations…….** 127

**Recommendations…….** 127

**References …….** 129

**Appendices**

**المستخلص**

## Introduction

Language represents the vehicle that makes human beings interact. Since people belong to different societies and have different backgrounds, they speak different languages which make them in need of being able to understand themselves by setting a new discipline concerned with expressing words in another language which is mostly known as translation. This activity covers every aspect of language. Thus, English language is one of the most popular languages around the globe. Moreover, since idioms are important items of the English language, translating idioms is not an easy task; especially, when translation occurs between two distinctive languages like English and Arabic, which are linguistically and culturally different.

Therefore, EFL learners must possess a decent amount of knowledge in both languages and deep insight of cultures. Due to the fact that idioms are culturally bound expressions, their comprehension and translation represent a real challenge to EFL students. Many students seem to face difficulties in learning and translating English idioms. Thus, In order to achieve accurate translation students should use helpful tools and techniques such as dictionaries. Therefore, within the context of learning English as a foreign language (LEFL), the dictionaries that have been used are evolved through a trail from printed dictionaries to electronic ones.

Furthermore, with the development of the artificial intelligence and the digital tools, electronic dictionaries have varied according to each specific field that students are dealing with and those kinds of dictionaries are labeled as specialized electronic dictionaries (SEDs). Hence, since English idiomatic expressions are included in some of English courses, it becomes necessary to provide the specialized electronic dictionary (SED) for EFL students to help them in the translation. The SED is digital dictionary that includes detailed explanation concerning specific items or expressions which are related to particular field illustrated with

simple examples. In this case, SED is considered as an assistant tool that facilitates the understanding of the idioms in order to improve learners' ability of translating idioms. Therefore, the present work intends to investigate the role of SED in facilitating students' ability of translating English idioms.

## 1. Statement of the Problem

Idioms are indeed considered as one of the most important elements of English language. Many EFL learners in Mohamed Kheider University of Biskra face some difficulties in understanding and translating these idiomatic expressions. These difficulties can be due to several reasons such as: the lack of exposure to the English culture, the wrong use of strategies needed for translating idioms, unawareness of the pragmatic, formal and semantic characteristics of idiomatic expressions, and the misuse of dictionaries. This may prevent learners from making a proper translation of English idiomatic expressions.

The digital world has expanded rapidly recently and it has provided EFL learners with sufficient educational tools, which facilitate the learning process. Among all types of educational instruments**,** the specialized electronic dictionary (SED) is always prominent and very common to EFL learners. It becomes available to many learners. The purpose of using such electronic application is to enhance learning outcomes in general, and particularly (in this study) to help EFL learners to better understand idioms in order to translate them correctly. Therefore, it is worthy to investigate the role of specialized electronic dictionary in facilitating the process of translating idioms and to examine how this electronic device provides a comprehensible explanation of idioms to pave the way for EFL learners to develop their idiomatic competence.

## 2. Research Questions

This study seeks to answer the following three questions

Q1: Would the use of the specialized electronic dictionary facilitate EFL students' translation of idioms?

Q2: What would be the learners' perceptions towards the use of the SED in translating English idioms?

Q3: What are the English teachers' attitudes towards the use of the SED in translating English idioms?

## 3. Research Hypotheses

In this study, we propose the following hypotheses:

**$H_1$**: If EFL students use SED in translating idioms, their ability of translation will be improved.

**$H_0$**: The use of SED in translating English idioms will not have any significant effect on EFL students' ability of translating English idioms.

## 4. Research Objectives

Certain purposes will be undertaken through this research. The main objective of the study is to investigate the role of the specialized electronic dictionary in facilitating the process of translating idioms by third year English students. Moreover, this research aims at unveiling students' perceptions towards the use of SED in translating idioms. Finally, this study seeks to explore teachers' attitudes towards the use of SED in translating English idioms.

# 5. Research Methodology

## 5.1 The Research Approach

The research method that has been used in this study is the mixed method approach, which seems to be the more appropriate for our research and for the subject we are dealing with. In order to test our hypotheses and to achieve the purposes of this study, quantitative and qualitative approaches will be applied as an attempt to examine the role of the SED in facilitating learners' translation of English idioms.

## 5.2 Population and Sample

Third year LMD students of English at Mohamed Kheider University Biskra have been selected because they are dealing with the course of theme and version (Translation) and they are expected to have a good command of English language and considerable knowledge about the English idioms. From a total population of four hundred 400 students, fifteen (15) students are chosen randomly to represent our sample. Moreover, a number of five (05) teachers from the same setting will be selected in accordance to the modules they teach which have a relationship with translation and idioms in order to give their opinions about the subject which is the of SED in translating English idioms.

## 5.3 Data Collection Tools

In order to collect data and test hypotheses, the researcher used three main data collection methods. For the needs of the present study, a quasi- experimental design has been carried out to investigate the role of SED in facilitating the process of translating idioms. The participants were tested before and after the treatment. One group pre-test and post-test design was implemented which is considered as one of the effective types of a quasi- experiment. A pre-test and a post-test were conducted, then the results of the two tests were compared to test the formulated hypotheses. The second tool was a students' questionnaire which has been

handed to the sample of the study to collect their opinions, attitudes and reactions about the treatment. Finally, an interview has been conducted with some teachers of English (of different modules) to gather their opinions and attitudes about the use of the SED. Their answers had been recorded, analyzed and interpreted.

## 6. Delimitations

This study is limited to examining the role of SED in facilitating the process of translating English idiomatic expressions. The researcher chose translation course, in particular, because it is considered as an important task for EFL learners. The translation of idioms, particularly, has been proved to be problematic issue to many EFL students who are enrolled in master studies. However, the researcher did not carry out this study with master students, although they are exposed more to idioms rather than third year students, because third year students are dealing with the course of translation and this meets the research requirements of this study. From a wide range of learning tools, the researcher limited the scope to one learning tool which is SED as it is flexible and easy to access. The researcher did not conduct this study through a descriptive method because it will not cover the intended objectives of the current research. The researcher did not opt for other data gathering tools because this may make the study too vague. Moreover, the research questions were not more than three because they have to be related to the research objectives. Additionally, the number of the selective sample was limited to fifteen (15) participants because this number is regarded to be appropriate to fulfill the requirements of the present study. Eventually, the results of this study cannot be generalized because of the delimitations mentioned above.

## 7. Significance of the Study

This study is an attempt to show the role of using specialized electronic dictionary in facilitating translation of idiomatic expressions in particular, i.e., having idiomatic competence. Moreover, it can be beneficial to the selective population, because it will give

them general overview about the interpretation of idioms, since they are supposed to deal with idiomatic expressions in their next academic year (master one) in two modules: discourse analysis and mastery of the language. Finally, as the domain of translating idioms needs more research in Algeria, this current work may motivate other researchers to carry out further studies on the same subject.

## 8. Definition of Key Terms

**8.1 Translation**: is a process that includes understanding then transferring the SL text to its equivalent TL text with keeping the intended meaning.

**8.2 Idioms:** are figurative expressions whose meaning cannot be inferred from its structure.

**8.3 Specialized electronic dictionary**: it is an electronic device that covers specialized aspects of language. It contains a short explanation of terms that are related to a specific field. Additionally, it provides the reader with some examples.

## 9. Structure of the Dissertation

This dissertation is divided into three chapters. The first chapter is divided into two sections. The first section is about the process of translation; while, the second section includes a general overview of English idioms as well as some challenges that EFL students may encounter while translating idioms. The second chapter is devoted to the discussion of using ICT in EFL classes in general and the implementation of SED in particular. Chapter Three was dedicated to the research methodology which details the population and the sample of the study, the instruments used as well as the data gathering and the analysis procedures.

# GENERAL INTRODUCTION

## Introduction

The inclusion of technology in education has transformed the educational system into a new phase of learning by breaking the walls of traditional teaching methods. It plays an important role in facilitating the teaching/learning process. In foreign language teaching and learning, technology has become an effective tool to facilitate EFL students' learning rapidly and efficiently. Universities are a new environment for freshmen students in which they are often required to adapt themselves to the new demands, especially, on the teaching methods like lectures. First year EFL students find many difficulties to understand the content of their lectures, in which they are supposed to gain deep information about their speciality. Consequently, in order to achieve better results, teachers and students are required to strive to improve the teaching/ learning process. Therefore, teachers should use different teaching materials to pass the maximum information needed taking into consideration their students' differences and needs. Students as well need to take the responsibility to maximise the usefulness of the new techniques provided. A highly recommended technique is podcasting which is an emerging technology that plays a significant role in facilitating learning and improves the efficiency as well as the flexibility of teaching. The purpose of this study is to highlight the usefulness of podcasts as an accessible and flexible source of lecture information, and examining its effects on EFL learners' comprehension of their lectures.

## 1. Statement of the Problem

First year EFL students at Mohamed Kheider University of Biskra face many difficulties in familiarising themselves with the new English conceptions included in their lectures, especially, in linguistics course which contains many theories and ideas. For them, processing the volume of information provided by lecturers during the whole session is challengeable because they may face many obstacles that hinder them from getting the whole content of the lecture. The teacher may explain quickly so students cannot take notes, students

may arrive late so they will miss some parts of the lecture, they may be absent, and also they may sit in the back of the classroom in overcrowded classes so they cannot hear well because of the noise. Consequently, teachers often rely on handouts and notes taking, which are partly effective for students as they can be lost while being away from their homes and university. All these factors may affect their understanding as they may struggle to revise their lectures due to the lack of materials being at hand. Therefore, an urgent need to update the teaching methods is required to improve the way to access and understand the course lectures.

Technology has revolutionised the teaching learning processes and provided many techniques and materials to facilitate them. Amongst the technological teaching materials and strategies is podcasting which is an evolving technology that supports digital recordings to be easily posted to the Internet for downloading to a personal audio player (Bamanger & Alhassan, 2015). Therefore, teachers should update their teaching methods according to the new development in technology and according to learners' differences and styles. To overcome the previous difficulties, it is suggested to use podcasts as a teaching tool for their accessibility and flexibility as a supportive tool of ameliorating students' comprehension of lectures. Therefore, through this study, we attempt to investigate the usefulness of podcasting technology in improving EFL students' comprehension of their lectures in linguistics course.

## 2. Research Questions

This research seeks to answer the following research questions:

**RQ1**: Would the use of podcasting technology ameliorate EFL students' lecture comprehension?

**RQ2**: How students' perceptions would be towards the use of podcasts in learning?

**RQ3**: What are teachers' attitudes towards the use of podcasts in teaching?

## 3. Research Hypotheses

Based on the above research questions, we propose the following research hypotheses:

**RH1**: By using podcasting technology, EFL students' lecture comprehension will be ameliorated.

**RH0**: By using podcasting technology, EFL students' lecture comprehension will not be ameliorated.

## 4. Objectives of the Study

The main objective of the present study is to investigate the impact of using podcasts on improving EFL students' lecture comprehension. This study also aims at examining students' perceptions towards the use of podcasts to improve their lecture comprehension. Finally, this study seeks to explore teachers' attitudes towards the use of podcasts to improve EFL students' lecture comprehension.

## 5. Research Methodology

Research methodology is the scientific way of how a research is conducted; essentially, the procedures of describing, explaining and predicting phenomena about the study (Rajasekar et al., 2013). For this, we have opted for a mixed method approach to accomplish this study.

### 5.1. The Choice of the Method

Due to the nature of this research, a mixed methods research approach was adopted in order to verify the previous research hypotheses. The quantitative method is suitable because we attempt to manipulate the effects of the independent variable (podcasts) on the dependent variable (EFL lecture comprehension) through the use of quasi experimental research.

Moreover, the qualitative method is also adopted in order to describe the teachers' and students' attitudes and perceptions towards using podcasts, through the use of interviews and questionnaire.

### 5.2. Population and Sample

First year LMD students and teachers of English at Mohamed Kheider University of Biskra make up the entire population of our present study. From a total population of 662, 20 students were selected randomly to represent our sample because of the difficulties they face in comprehending linguistics module in addition to their low test scores. Additionally, a number of five (5) linguistics teachers were selected as sample that have more direct contact with students and their needs.

### 5.3. Data Gathering Tools

In this study we opted for triangulation method which is "the process of collecting data from several different sources or in different ways in order to provide a fuller understanding of a phenomenon" (Richards and Schmidt, 2010, pp. 611-612). Three data gathering tools will be used to increase the validity of this work:

#### 5.3.1. Quasi Experimental Method

The one sample T-test research tool was chosen as it saves time and efforts. A pre-test was applied to our sample to assess students' comprehension of the chosen lectures before the treatment (podcasts). Then, that they were exposed to podcasts of the lectures. After students got exposed to podcasts as a treatment, we have applied the post-test to examine their understanding and achievement. Finally, a comparison between the pre and the post tests will be considered as the proof of the effectiveness of the treatment.

#### 5.3.2. Questionnaire

The questionnaire was handed to the same sample of the quasi experiment to collect their perceptions, opinions and reactions about the use of podcasts to improve their lecture comprehension.

#### 5.3.3. Interview

The interview was conducted with five linguistics teachers to collect their attitudes and opinions towards the creation of podcasts as a teaching method.

## 6. Delimitation of the Study

The current research topic was chosen from unlimited number of research topics because it affects most of first year EFL students at Mohamd Kheider University of Biskra, specifically, their lecture comprehension. This research is limited to the study of the role of podcasts as supportive tools to improve lecture comprehension. Although there are many other useful technologies that need investigation, podcasting technology was selected because of its flexible and accessible nature. Additionally, the researcher chose the module of linguistics, particularly, because it is noticed that EFL students face crucial comprehension difficulties in this course, especially, first year EFL students at University of Biskra as they have not been exposed to lectures and to the course of linguistics before. The present research study does not cover more than three objectives as they are regarded as adequate to highlight the effectiveness of podcasts in improving EFL learners lecture comprehension. Furthermore, research questions were limited to three because they lead to achieve the previous research objectives and no other questions are needed. The researcher did not use more than three data collection tools because the chosen tools seems to be the most appropriate in order to achieve accurate results. In addition, no more than twenty (20) students were chosen because higher

number of sample will affect participants' engagement. Eventually, the results of the current study cannot be generalised because the study is limited to a specific number of students, specific context, and it is not dealing with exact sciences.

## 7. Significance of the Study

This study is significant as it draws attention to an ignored, but a very practical strategy which is podcasts and its impact on EFL students' lecture comprehension. Through this study, we attempt to raise students' awareness of the use of podcasts, to highlight the role of podcasts as a teaching material, and to state the difficulties faced by new university EFL learners in comprehending the given lectures. Therefore, we believe that this study is worth carried out as it tries to present podcasting as a flexible, accessible and updated strategy to transmit knowledge for students easily and smoothly. Moreover, the findings of this study may offer solutions for lecture comprehension problems among students. Finally, there is limited number of research studies which dealt with this topic in Algeria, so this study can have contribution to literature.

## 8. Key words

Podcasts, lecture comprehension, module of linguistics

### 8.1. Podcasts

They are audio materials made available online for educational or entertainment purposes such as audio books, documentaries, dialogues, lectures, history episodes, or any other recorded information.

### 8.2. Lecture Comprehension

It is having a good grasp of lectures' meaning and good understanding of their content.

### 8.3. Module of Linguistics

It is the course that scientifically defines and explains concepts related to the study of language including its meaning, form, and the context in which it is used.

## 9. Structure of the Dissertation

The current research study is divided into two main parts; the theoretical part which consists of two chapters, and the practical part which is devoted to the third chapter. The first two chapters are also divided into two other sections where we provided general overviews about the main concepts related to this study. On one hand, chapter one of this dissertation is devoted to ICT and podcasting in which the first section deals with the concept of ICT tackling its main elements; meanwhile, the second section shed light on some main aspects related to podcasting technology. On the other hand, chapter two of this study provides an overview about the concept of lecture comprehension. It is also divided into two sections; the first section deals with the lecture method and its main elements. Moreover, the process of comprehension and the challenges facing EFL students in lecture comprehension are dedicated to the second section. Eventually, the last chapter in this dissertation provides detailed descriptions of the findings obtained through this study, the population and the sample of the study, the data collection methods, and the data analysis procedures.

# CHAPTER ONE:

# ICT AND PODCASTING

## Chapter I: ICT and Podcasting

**Introduction**


1. **General Overview about ICT**
   - 1.1. **Definition of ICT**
   - 1.2. **The Importance of ICT in Education**
   - 1.3. **The Role of ICT in English language Teaching/ Learning**
   - 1.4. **Teachers and Students Attitudes Towards The Use of ICT in English Language Teaching/ Learning**
     - 1.4.1. **Teachers Attitudes**
     - 1.4.2. **Students Attitudes**
   - 1.5. **Advantages and Disadvantages of ICT**
     - 1.5.1. **Advantages of ICT**
     - 1.5.2. **Disadvantages of ICT**
       - 1.5.2.1. **Teachers' perspective**
       - 1.5.2.2. **Students' Perspective**
       - 1.5.2.3. **Administrative and ICT Infrastructure Perspective**
   - 1.6. **Types/ Forms of ICT**
     - 1.6.1. **Informative Tools**
     - 1.6.2. **Situating Tools**
     - 1.6.3. **Constructive Tools**
     - 1.6.4. **Communicative Tools**
   - 1.7. **Emerging Learning Technologies (ELT)**
     - 1.7.1. **Blogging**
     - 1.7.2. **Integrated Learning Modules**
     - 1.7.3. **A podcast**
   - 1.8. **E-learning**

2. General Overview about Podcasting Technology

2.1.Podcasts

2.1.1. Definition of Podcasts

2.1.2. History of Podcasts

2.1.3. The Podcasting Process

2.1.4. Types of Podcasts

2.1.5. The Importance of Podcasting in Education

2.1.6. Benefits and Drawbacks of Podcasting

2.1.6.1. Benefits

2.1.6.1.1. Increasing Flexibility

2.1.6.1.2. Increasing Accessibility

2.1.6.1.3. Enhancing Learning

2.1.6.2. Drawbacks

2.1.7. Teacher-Generated Podcasts

2.1.8. Student- Generated podcast

2.2. Podcasts and Lecture recordings

Conclusion

## Introduction

The current chapter is divided into two sections. The first section is devoted to the general overview about information and communication technology (ICT), including its importance in the teaching /learning process and its relation to electronic learning. In the second section, we try to spot the light on one of the emerging technologies that has a significant role in education, namely podcasting technology. We aim to examine its potential role in facilitating the teaching/learning process. Finally, we aim to spotlight on the relation between podcasts and recording lectures.

## 1. General Overview about ICT

### 1.1. Definition of ICT

The acronym (ICT) stands for Information and Communication Technology. According to Gokhe (n.d.), ICT is the technology that supports activities involving information which include gathering, processing, storing and presenting data that involve collaboration and communication. He further explained that ICT covers any product that will store, retrieve, manipulate, transmit or receive information electronically in a digital form like computers, the Internet, broadcasting technologies (radio and television), and telephones.

The term ICT is used in different fields such as health care, industry, law, education...etc. In education, many researchers defined the term ICT closely; for example, Rodrigues and Wilson (2000) defined ICT as a set of activities which facilitate the processing, transmission and display of information by electronic means. Additionally, according to the UNDP evaluation office (2001), ICT's are tools of handling information by producing, storing, processing, distributing, and exchanging them. These tools are combined to form a

networked world which reaches into every corner of the globe. Moreover, Ogunsola (2005) regarded ICT as an electronic system that transmits, receives, processes and retrieves information which has drastically changed people's way of thinking and living besides the environment in which they live. The main purpose of ICT is to access thorough knowledge and communication between people. As a result, we figure out that ICT is based on a processing, transmission, and reception of information using different technological tools in order to facilitate communication.

In education, ICT is being applied in instruction, learning, and assessment where it made change in the educational reform. Through a number of previous studies, it is proven that ICT can improve the educational quality and learning if it is used appropriately (Lowther, et.al 2008; Weert and Tatnall 2005). Furthermore, Bindu (2016) claimed that the term Information and Communication Technology (ICT) is a broad and comprehensive expression. He argued that ICT is not used only by computers and internet, but also ranges from radio to satellite for communication. Accordingly, ICT's effects are experienced more in education since it has the potential for teachers to transform the teaching methodology to meet individual needs. Moreover, ICT provides substantial opportunities for educational systems because it can help in acquiring and assimilating knowledge (Bindu, 2016).

We deduce from the definitions discussed above, that ICT is a term that covers all technologies which can help people to develop communication and manipulate information. In other words, ICT refers to technologies that provide access to information through telecommunication. In educational, ICT proved its significance in improving the quality of education and facilitating the teaching learning process through its accessibility.

## 1.2. The Importance of ICT in Education

ICT become a commonplace entity in all aspects of life and education is not an exception. It has revolutionised education through the accessibility of modern technological

tools and through the popularity and accessibility of the internet. It has replaced traditional teaching pedagogy; face-to-face interaction in classrooms is replaced by online communication; traditional white or blackboard is replaced by interactive whiteboard; and online resources replaced books or printed resources (Suryani, 2010). As a result, educators became more interested in the use of ICT's to improve students' learning and to facilitate teachers' teaching as well. Therefore, a number of scholars have stated the importance of implementing ICT's in education.

Yusuf (2005) stated that the field of education has been affected by the influence of ICT and consequently, teaching, learning and research quality and quantity have been impacted; in other words, ICT can improve teaching and learning through its dynamic, interactive, and engaging content. Lemke and Coughlin (1998), Davis and Tearle (1999); added that ICT benefit people in terms of helping them to create economic viability for tomorrow's workers; contributing to change schools radically through motivating and engaging students in learning ; and providing opportunities for connecting schools with the real world (cited in Yusuf 2005).

Additionally, Meenakshi (2013) emphasised the importance of ICT in education sincenits uses in education are become widespread and are continually growing worldwide. According to him,

> Technology (internet) in another side can be the most effective way to increase the student‘s knowledge. Being aware of the significant role of ICT (internet) in our life, especially in the educational activities, education authorities should be wise enough in implementing the strategies to empower ICT in supporting the teaching and learning process in the classroom. ICT is not just the bloom of the educational activities, but also it will be the secondary option to improve the effective and meaningful educational process (p.4).

He also mentioned that ICT can enhance education quality in several ways such as by increasing learners' motivation and engagement, by facilitating the acquisition of basic skills, and by enhancing teacher training. ICTs are also transformational tools that if they are used appropriately, they can promote the shift to a learner-centred environment (Meenakshi, 2013).

Gandhar et al. (2011) stated that educational institutions became more productive and meaningful thanks to the ICT various tools such as the assignments, computers and others which may enable self-paced learning. ICT contributes in keeping students updated and enhancing teacher's capacity and ability to foster a live contact between them through e-mail, chat sessions and so forth. This promotes active learning, sharing of ideas, discussion and also provides immediate feedback. As a result, ICT represents one of the current applications of technology that enhance the quality of teaching/ learning processes (Gandhar et al., 2011).

Furthermore, Koro (2012) claimed that education is selected as a means of bridging the gap between technology and society, and it is viewed as a way to move nations into the information age. It is also frequently contended that there is a need to transform education to meet the new challenges facing society. Fisher (2006); Nivala (2009); Ottestad (2010) cited in Koro (2012) stated that "digital technology is often presented as the driving force of the transformation of education and carries positive overtones that information and communication technology (ICT) will contribute to this transformation "for the better" (p.93).

Belo and Ye (n.d.) argued that ICT tends to expand access to education; through ICT, learning can occur anytime and anywhere; for example, online course materials can be accessible 24 hours a day. They also added that teleconferencing classrooms allow both the learner and the teacher to interact simultaneously with ease and convenience. Moreover, due to ICT, learning and teaching no longer depend exclusively on printed materials, and multiple resources are abundant on the Internet, and knowledge can be acquired through video clips,

audio sounds, and visual presentation and so on. ICT, therefore, provides both learners and instructors with more educational affordances and possibilities (Belo &Ye, n.d.).

In conclusion, ICT offers education many ways and tools for facilitating the teaching and learning processes, aiming to enhance the education quality. It proved its significant role in education and researchers supported its use because of its positive impact on both teachers and learners.

## 1.3. The Role of ICT in English language Teaching/ Learning:

ICT integration proved its importance in almost all fields of education including language teaching and learning; particularly, English language which has a great usage and popularity around the globe. People would look for helpful ways to learn it quickly and easily, and also teachers like to teach it with the most accessible and effective ways. Sekai (2011) suggested that ICT and language teaching have walked hand to hand for a long time additionally, it has contributed as a teaching tool in foreign language classrooms and it has intrinsic features that make its use a valuable source of input. We conclude that researchers in the area of English teaching/learning showed the usefulness of ICT's for both teachers and students.

Hartoyo (2010) claimed that the integration of ICT in the field of language learning is inevitable, putting into consideration that ICT and language learning support each other. Ammanni and Aparanjani (2016) stated that

> Because of its interactive and dynamic nature, ICT has the stamina to meet the needs of the individual student by providing opportunities to direct their learning and to pursue information. With the usage of ICT students can learn any subject especially English with ease (p.1).

They also emphasised the essential use of ICT in every day classroom teaching and learning and added that its use gives chance to teachers and students to increase the quality of education and meet the requirements set by the coeval knowledge society.

ICT is a valuable and an innovative teaching tool enhancing EFL learning and its rapid growth has naturally influenced all the aspects of language teaching process. Therefore, Altun (2015) stated that using technology has positive effects on teaching and learning English and technology can be applied to teaching practices to enhance and facilitate foreign language learning. Accordingly, computer, internet, smart boards, cell phones, video games, music players etc. are used in the target language learning process to raise students' motivation and language awareness.

Çakici (2016) believed that with the appearance of the ICT as a new tool in language teaching, EFL teachers and methodologists are expected to adopt a new view of integrating basic ICT skills in EFL classroom appropriately. He added that introducing ICT into language classroom has great implications for curriculum reform, classroom teaching and student learning. Accordingly, he believed that the increase of (ICT) has dramatically reinforced and created powerful learning atmosphere. He further claimed that the implementation of ICT into real language context is more critical today since its growing power and capabilities are triggering a change in language learning environment; therefore, the integration of new ICT tools such as laptop, interactive whiteboard, LCD projector, internet and social networks in education support will help learners to use English in a very natural, real, communicative and stress free language learning environment.

Additionally, ICT makes English language environment more interactive, flexible and innovative. The application of computer technologies in language instruction provides a student-centred learning environment as it enables course administrators and teachers to vary lesson presentation styles, to motivate students of varying interests, to provide learning opportunities outside the classroom, and is perceived to cater more for individual differences, also integrating technology into language instruction reduces teacher-centred understanding and students' language learning anxiety, but encourages them to be risk takers to practice

target language as they are digital natives (Al-Mahrooqi and Troudi, 2014 as cited in Çakici, 2016 ).

We conclude that ICT has a positive effect on foreign language learning and teaching. Its impact depends on the way it is used. The following are the most obvious impacts of using ICT to support foreign language learning and teaching as stated by Houcine (2011)

> The possibility to adapt easily the teaching materials according to circumstances, learner's needs and response; ICT allows to react upon and enables the use of recent/daily news, it offers access to authentic materials on the web; A quick feedback is made possible; Possibility to combine/use alternately (basic) skills (text and images, audio and video clip...); Lectures become more interesting and less ordinary which boosts learners' engagement; ICT enables to focus on one specific aspect of the lesson (p.1.2).

## 1.4. Teachers and Students Attitudes Towards The Use of ICT in English Language Teaching/ Learning

Attitudes are an evaluative reaction to some referent or attitude object, inferred on the basis of the individual's opinions or beliefs about the referent (Gardner, 1985). Attitudes are generally divided into three components: affect, cognition, and behaviour (Zimbardo and Ebbesen 1969). The affective component involves the person's evaluation, liking, or emotional response to some object or person; the cognitive component includes the person's beliefs or factual knowledge; finally, the behavioural component includes the person's overt behaviour directed toward the object or person (Liu, 2009).

### 1.4.1. Teachers Attitudes

ICT equipments were integrated in English classes since they were proven to help students in their learning process. Teachers should be exposed properly to ICT in a way to

become confident and appreciated to use the technology. With the implementation of ICT in English classes, teachers were exposed to those technologies and had some attitudes which have been examined by many researchers in the field.

Mohammed and Almekhlafi (2017) mentioned that the teachers reported positively towards ICT in their understanding of the way it will enhance their teaching and benefit their learners. Moreover, Mumtaz (2000) suggested that teachers' theories about teaching are central in influencing teachers to use ICT in their teaching, and that teachers' educational beliefs can be barriers to ICT integration. A number of researchers have stated that the successful implementation of ICT in education depends largely on teachers' perceptions towards this later (Jimoyiannis & Komis, 2007; Wen & Shih, 2008). On this account, teachers are the ones who determine the usefulness of ICT tools in the learning situations. Kersaint et al. (2003) stated that teachers who have positive attitudes toward ICT feel more comfortable when using it and usually integrate it into their practices. Likewise, Bullock (2004) found that teachers' perceptions play a major positive or negative role in the adoption of technology.

In his study, Albirini (2004) focussed on attitudes of EFL teachers in Syria toward ICT. Through his study, he found that teachers have positive attitudes towards ICT in education. Teachers' attitudes were predicted by computer attributes, cultural perceptions, and computer competence. Moreover, Eugene (2006) studied the way teachers' attitudes, perceptions, and beliefs may affect technology integration in the classroom. Results indicated that teachers' beliefs and perceptions may correlate with their teaching practices and the implementation of technology. Al-Zaidiyeen (2010) further explored teachers' attitudes and levels of technology use in classrooms in Jordan. The findings revealed that despite the fact that teachers had a low level of ICT use for educational purposes, they held positive attitudes towards its use.

Erguvan (2014) claimed that successful implementation of information technology into education relies heavily on teachers' attitudes that ultimately determine how they use that technology in the classroom. According to Almekhlafi and Almeqdadi (2010), the teacher's perception of the Internet is affected by the ability to apply ICT at schools. The ability of teachers to use the hardware and software of information technology in the learning process strongly supports their perceptions of the application of Internet technology. Moreover, Papaioannou & Charalambous (2011) mentioned that the perception of teachers on information technology correlates with their educational background which includes training on the use of the Internet and their experience in using ICT.

In contrast, results of other research studies indicated that a respectable number of teachers hold a negative attitude towards the integration of ICT exhibiting negative reactions to computers ranging from "mild discomfort to extreme avoidance" (Todman, 2000, p. 27).

### 1.4.2. Students Attitudes

Brasell (1987) and Brungardt & Zollman (1995) claimed that one of the advantages commonly attributed to using computers in the classroom is that they generate more positive attitudes among students. Mizanoor et al. (2015) mentioned that the use of computers in the classroom is believed to lead to more positive attitudes, and many students prefer using computers for further learning. Accordingly, the limited available research suggests that computers can lead to more positive attitudes in some groups of students (especially males and younger students).

The use of ICT enables students to improve their learning strategies in order to increase their learning outcomes (James, 2014). In his study Sudiran (2016) concluded that students attitudes towards the use of ICT and the internet as learning English media is positive and the level of their ability to apply ICT is good. However, they may face some problems with the

access to the internet at university, such as weak internet connection and ICT illiteracy. Also, Mallahi and Mohamed (n.d.), in their study claimed that

> With the use of ICT, students enjoy more the class, and the course becomes more interactive and productive. ICT creates an effective and rich learning atmosphere in which teachers and learners are provided with a source of authentic materials, tools for communication and tools for improving language skills (p.3).

In addition, Moore (2005) claimed that ICT has a positive impact on students' learning motivation in which it helps them to stay on-task and drives them to behave better and produce high quality work. Additionally, through ICT, students may learn more autonomously and complete more work at a fast pace. Finally, many studies that tackled this subject proved that students have positive attitudes towards ICT integration in education and specifically, in language learning despite the considerable difficulties facing them to use ICT.

## 1.5. Advantages and Disadvantages of ICT

### 1.5.1. Advantages of ICT

We are going to mention some benefits of ICT as a new technology adopted into schools and educational institutions, then, we specify its advantages in Foreign Language Learning and Teaching. Nowadays, ICT is considered as one of the best teaching and learning tools. Thus, several scholars have talked and written about its advantages.

According to Fu (2013), the use of ICT has been found to:

- **Assist students in accessing digital information efficiently and effectively:** ICT makes knowledge acquisition more accessible, and concepts in learning areas are understood while engaging students in the application of ICT.

- **Support student-centered and self-directed learning:** students are more capable of using information and data from various sources, and critically assessing the quality of the learning materials.
- **Produce a creative learning environment:** ICT involves purpose designed applications that provide innovative ways to meet a variety of learning needs.
- **Promote collaborative learning in a distance-learning environment:** Students not only acquire knowledge together, but also share diverse learning experiences from one another in order to express themselves and reflect on their learning.
- **Offer more opportunities to develop critical (higher-order) thinking skills:** schools are strongly advised to integrate technology across all of the learning areas and among all learning levels. Where this is done, students are able to apply technology to the attainment of higher levels of cognition within specific learning contexts.
- **Improve teaching and learning quality:** With a combination of students' autonomy, capability, and creativity, the use of ICT can improve both teaching and learning quality.
- **Support teaching by facilitating access to course content:** ICT changes the traditional teacher-centered approach, and requires teachers to be more creative in customizing and adapting their own material (p.113-114)

Padurean and Margan (2009) listed the advantages of ICT usage in foreign language teaching as follows:

- **Capacity to control presentation**: computers have the capacity to combine visual with listening materials, text with graphics and pictures unlike books.
- **Novelty and creativity**: teachers' ability to use several materials for each lesson unlike textbooks.

- **Feedback:** Computers provide a fast feedback to students` answers through error correction and suggesting the appropriate answer.
- **Adaptability:** Computer programmes can be adapted by teachers to suit their students` needs and level of language knowledge. Unlike books, which are produced in a single uniform format.

Kumar and Tammelin (2008) added several Benefits of Using ICT in Foreign Language Learning and Teaching in which it provides language learners with the opportunity to use the language that they are learning in meaningful ways in accurate contexts. Moreover, the use of ICT in a language classroom is based on the opportunities it affords for cooperation and collaboration with one's peers. Additionally, in blended language learning classrooms, ICT provide language teachers with opportunities to tutor their learners more effectively. Therefore, language teachers are able to give individual and personalized guidance to learners with the help of ICT-based tools and with the constantly growing number of available educational resources.

In addition to what have been mentioned above about ICT advantages, ICT is characterised by a strong merit which is flexibility. Its flexible nature allows learners to acquire knowledge in any time and in any place. Oliver (2002) stated that "the continued and increased use of ICT in education in years to come, will serve to increase the temporal and geographical opportunities that are currently experienced." (p.5). He added that students are starting to appreciate the capability to undertake education whenever and wherever they want. This flexibility has ameliorated the availability of just-in-time learning and provided learning opportunities for many more learners who have constrained by other commitments (Young, 2002 cited in Oliver 2002).

### 1.5.2. Disadvantages of ICT

Although the advantages of using ICT in education have been demonstrated in previous research, barriers or challenges associated with its use still exist. They can be classified into three main perspectives which are collected by Fu (2012):

#### 1.5.2.1. Teachers' perspective

These are some barriers to effective ICT integration from teachers', students' and administrative perspectives cited in Fu (2012).

- The lack of collaboration, support, and experience among teachers (Ertmer and Otternbreit-Leftwich 2010);
- Insufficient time and skills to master new software or integrate ICT during a class period (Frederick at al., 2006 and Almekhlafi & Almeqdadi 2010);
- The lack of technological competence and conceptualization of what and how students should learn (Goktas, Yildirim & Yildirim, 2009);
- Limited knowledge and experience of ICT in teaching contexts (Honan 2008);
- Excessive focus on teaching technical or operational skills rather than course content(cited from Lim, 2007);
- Technical problems in the classroom (Yildirim, 2007);
- Classroom management with large class sizes (Tezci, 2011) and
- A lack of motivation, and technical and financial support. (Liu & Szabo 2009)

#### 1.5.2.2. Students' Perspective:

- Student special needs, mobility, and anxiety towards standardized results of tests are the major challenges associated with the use of ICT. (Frederick et al., 2006)
- Lack of technical skills that reduce the access to ICT in classroom besides the insufficient number of academic advisors and lack of timely feedback from

instructors; in addition to reduced interaction with peers and instructors. (cited from Whelan, 2008)

#### 1.5.2.3. Administrative and ICT Infrastructure Perspective:

- School inspectors focus more on the quantity of the content of courses and on student test scores than on ICT usage (Yildirim, 2007);
- The lack of appropriate support from administration for the effective use of ICT (cited from Lim, 2007);
- Administrative mandates to increase examination results, which shifts the focus away from using ICT to engage students in higher-order thinking activities (cited from Goktas et al., 2009);
- The lack of appropriate course content and instructional programs (cited from Yildirim, 2007); and
- The lack of appropriate hardware, software, and materials (cited from Yildirim, 2007).

## 1.6. Types/ Forms of ICT

ICT comprises of various tools and systems that can be utilized and exploited by capable and creative teachers to foster the quality of teaching and learning situations. According to Chen et al., (2000), ICT tools can be classified into four forms:

### 1.6.1. Informative Tools

They are applications that provide vast amounts of information in various formats such as text, sound, graphics or video. Informative tools do not really 'do' anything; rather they are considered as huge, passive repositories of information. Examples of informative tools include multimedia encyclopedias or resources available on the World Wide Web (WWW).

### 1.6.2. Situating Tools

They are systems that situate students in an environment where they may 'experience' the context and situation. Examples of those systems include simulation, games, virtual reality, and CD-ROM which offers hypermedia application for better opportunities to enhance learning environment.

### 1.6.3. Constructive Tools

They are general-purpose tools that can be used for manipulating information, constructing their knowledge or visualizing their understanding. For example, Microsoft Word or PowerPoint is widely used in education. Moreover, web authoring applications allow students to create their own web pages and communicate their ideas to the world.

### 1.6.4. Communicative Tools

They are systems that mediate and facilitate communication between the teacher and students or among students beyond the physical barrier (either by space, time or both) of the classroom. Examples of communicative tools include email, electronic bulletin boards, chat, teleconferencing and electronic whiteboards (cited in Lim & Tay 2003).

The different types of ICT tools can often be used to complement one another to achieve the intended instructional outcomes in teaching and learning. Therefore, the classification of the different types of ICT tools depends not only on their features or characteristics, but also on the way they are used (Lim and Tay 2003).

## 1.7. Emerging Learning Technologies (ELT)

Learning technologies have emerged in recent decades to improve and facilitate learning and teaching processes. Sharma et al. (2011) have presented the following types of ELT:

### 1.7.1. Blogging

A blog (a blend of the term web log) is a type/ part of a website. It is usually conserved by an individual with regular entries of commentary, descriptions of events, or other materials such as graphics or videos. The interactive nature of blogs allows visitors to comment their opinions. Blogs can be textual, art, photographs, videos, music, audio and others.

### 1.7.2. Integrated Learning Modules

Availability of open source software has enabled development of content management system and learning management system such as a Module. It is thematically focused classes, delivered mainly over Internet. The course content is integrated and comprehensive creating a unique perspective on course themes.

### 1.7.3. A podcast

It is a series of media files that can be audio or video. They are released episodically and downloaded through web syndication. The mode of delivery distinguishes podcasting from the other means of accessing media files over the Internet, such as direct download, or streamed web casting. A list of all the audio or video files currently associated with series maintained centrally on the distributor's server as a web feed, and the listener or viewer employs special client applications software known as a pod catcher that can access this web feed, check it for updates, and download any new files in the series.

## 1.8. E-learning

The term E-learning is composed of two parts « E » and learning. « E » stands for electronic and learning means the process of accumulating knowledge. Pavel et al. (2014, p.707) claimed that "E-learning is the use of electronic media, educational technology and information and communication technologies (ICT) in education". Accordingly, they further added that despite the fact that E- learning used in face to face teaching in classroom, it is suited to distance learning and flexible learning. According to Oxford Dictionaries, e-learning is defined as a type of learning conducted via electronic media, typically on the Internet. Moreover, Pavel et al., (2014) claimed that successful e-learning depends on the individuals' self-motivation to study effectively; e-learning is being implemented today through various tools such as emails, wikis, blogs, animation, e-portfolios, audio and video links, specialised software and podcasting. For the later, learners may use studios to podcast their own lectures, personal experiences, and stories (Temam, 2016).

# 2. General Overview about Podcasting Technology

## 2.1. Podcasts

### 2.1.1. Definition of Podcasts

The term "Podcast" was derived from two media player technologies, iPod and Broadcast. iPod is (Apple's MP3 player) and Broadcast traditionally means getting information from radio or television. Borja, (2005) defined the term as the combination of both words created a new technology called Podcast which was initially developed around the year 2005. Accordingly, podcasts are web-based audio (sometimes video) programs that are usually updated by some net users or the owner of those programs at regular intervals. You

can listen to new episodes of these programs on your computer or download them for later listening to an MP3 player or iPod or any digital mobile devices (Borja, 2005).

Many researchers define a podcast as a series of media files that can be downloaded automatically by subscribing to an RSS feed (Really Simple Syndication) (Al Qasim & Al Fadda, 2013 ; Cebeci & Tekdal, 2006 ; Chan et al., 2011 ; O'Brien & Hegelheimer, 2007). Meng (2005) and McGarr (2009) explained that podcasts take many different file types that can be used easily through a variety of digital audio formats and it can be played on almost any MP3 player or portable digital audio device as well as any brand of desktop computer or laptop. They also added that these resources can be downloaded manually from the Internet or distributed to subscribers automatically. Simply put, podcasts are any kind of audio or video format that is composed of records for various purposes.

In this vein, Facer and Abdous (2009) further claimed that Podcasting is a web tool that can be used in a dynamic, collaborative and interactive manner. In fact, the dynamic nature of podcasting associated with any audio / video file that can be downloaded and played on a digital player. Additionally, Baker et al., (2011) defined Podcasts as the technology that enables lectures, music, and other audio or video content to be downloaded and presented. Online users can access both individual and subscription podcasts. Unlike video or audio streaming, podcasting places the file on the device of the user.

To sum up and from the definitions discussed above, we deduce that podcast is a term created through the combination of broadcasting and iPod devices. It is used to describe audio/ video recordings made by podcasters or other net users for downloading in any MP3 player. The accessible and flexible nature of podcasting makes it unique from other technologies.

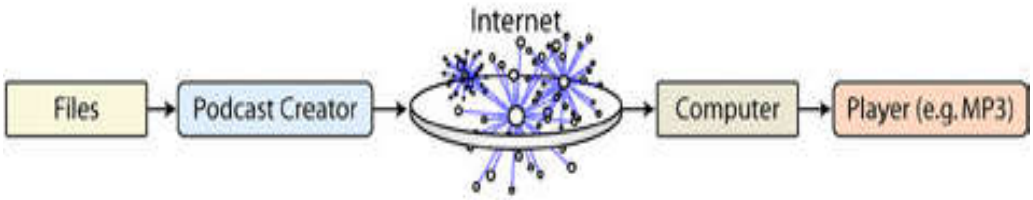



**Figure1. What are Podcasts? (**Trevor, 2007)

The figure 1 explains that Podcasting is the technology of distributing multimedia files for recording on mobile devices and computers, such as audio programs or music videos over the Internet.

**Figure2. Podcasts Logos Retrieved from Google pictures.**

Figure 2 presents the podcasting logos. On one hand, the form on the right side represents the icon which can be found in the toolbar of the navigation browser or other podcasting sites, whether audio or video. On the other hand, the second icon with a headset symbolises only the audio podcasts logo.

### 2.1.2. History of Podcasts

Podcasting has its roots dating back to the 1980s, previously known as "audio blogging." With the advent of broadband internet and portable digital audio playback devices

like the iPod, podcasting began to emerge at the end of 2004 (Wikipedia, 2006). Former MTV VJ Adam Curry and software developer Dave Winer developed podcasting in 2004. Curry wrote an iPodder program that enabled him to download Internet radio transmissions to his iPod automatically. His idea was improved by several developers, and podcasting was officially born **(**Watson, 2005). By 2007, audio podcasts were doing what was accomplished historically through radio broadcasts, which since the 1930s had been the source of radio talk shows and news programs. This shift occurred as a result of web capabilities evolving along with increased consumer access to cheaper audio recording and editing hardware and software (The History of Domain Names, 2004).

Adam Curry launched his Daily Source Code show in August 2004. It was a show focused on chronicling his daily life, providing news and discussions on podcasting development and promoting new and emerging podcasts. Daily Source Code is assumed to be the first consistently produced podcast. Curry published it in an attempt to gain traction in improving what would become known as podcasting and as a way to test the software outside of a laboratory setting (The History of Domain Names, 2004). In June 2005, Apple released iTunes adding formal support for podcasts, negating the need to use a separate program to download and transfer it to a mobile device. While this made access to podcasts more convenient and widespread, independent developers also effectively stopped the advancement of pod-catchers (The History of Domain Names, ibid). Finally, it is quite apparent that the emergence of podcasting technology passed through successive stages starting from discovering RSS file to making episodes to linking the idea to podcaster records.

### 2.1.3. The Podcasting Process

Podcasts are growing so rapidly and becoming popular as they are easy to use and get access to. Therefore, people create their podcasts for different purposes. In this section, we

explain the process of creating an effective podcast for educational purposes. First of all, podcasts need to be established through a number of equipments such as a computer device or smart phone, a microphone, sound editing software and an internet connection with an access to a Web site. In addition to the availability of equipments, the content, the purpose, and the audience of the podcast must be considered by the creator.

In **figure3** below, the podcasting process passes through several stages. For the producer, it starts with thinking about the subject or content of the podcast; second, record it using the equipments needed; after that upload the record on a web site or a blog; after that Subscribe to the content using an "RSS News Reader"; then, download the content into content management software (CMS) and finally play content on download device or synchronize CMS with portable media player and play (Meng, 2005). For the listener of the podcast or in the consumption stage, the consumer can subscribe in the web site and download the podcast in a media player device, then listen to it in any time and place.

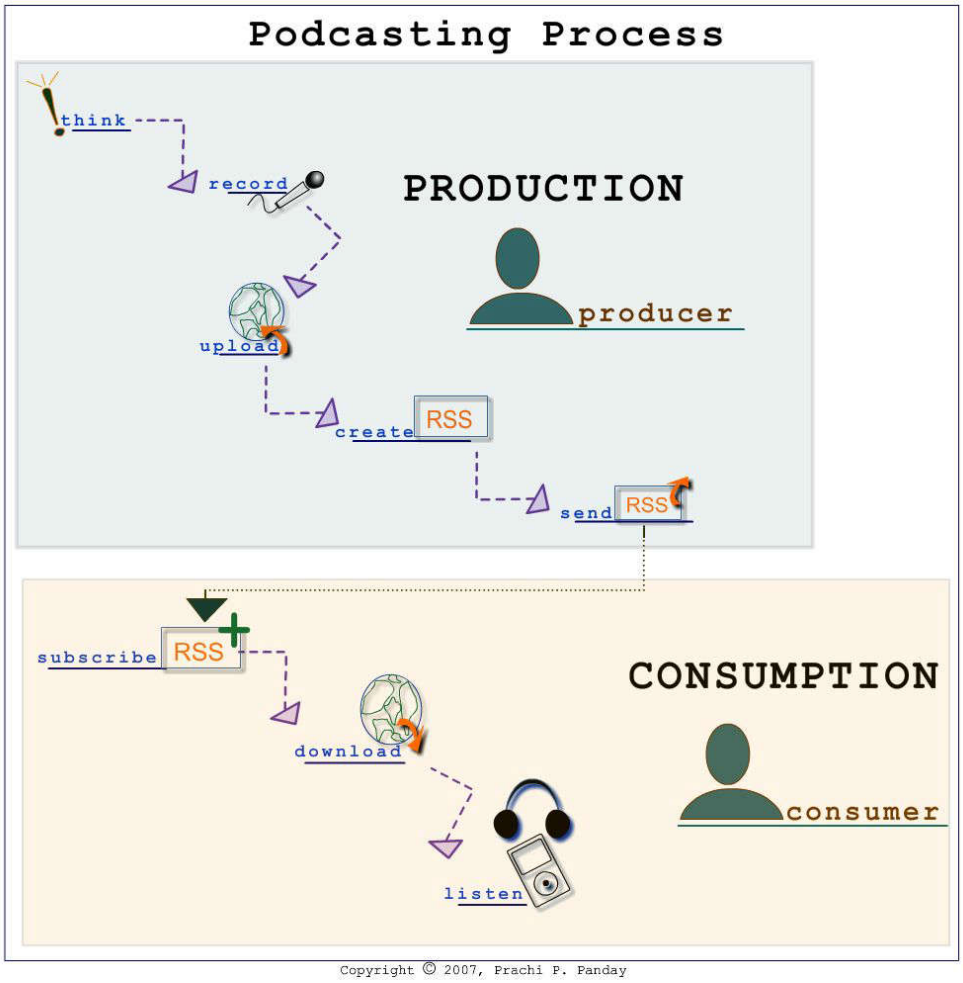



**Figure3. The Podcasting Process: as a Producer and as a Consumer (Panday, 2009)**

## 2.1.4. Types of Podcasts

Several authors have identified different classifications of podcasts. Some of them provided general classifications of podcasts, and some others classified them according to their field of interest. In general, podcasts are classified into audio, video, and audio and images podcasts like PowerPoint presentation with an audio attachment in a small file size. In this section we would focus on the identification of these types of podcasts in the education.

Panday (2009) identified three types of podcasts in general: First, public podcasts which are generic, easy to use and easy to understand; this type is used to disseminate and share

information with everybody. Secondly, personal podcasts, which are made by individuals to share their personal experiences, special occasion records, and video podcasts with their families and friends. The last type is professional podcasts (educational or corporate) which are used in education at different levels, a class podcast where students contribute to share their knowledge via podcasts; instructor podcast in which the teacher creates podcasts to improve students' learning and to incorporate further explanations for them; department podcast where each department can hold a podcast and provide students and faculties with information. In addition, departments may have audio podcasts to convey information such as college news, announcements, updates, advertisements, alumni talks and tips… etc.

Voegele and Card (2006) identified three types of podcasting: the first type is administrative podcasts which are used for distribution of general information, rules, and guidelines. The second type is podcasts for special events that broadcast lessons from guest lecturers, conferences, awards and others; and the last type is class podcasts, defined as involving audio or video podcasts in the classroom during any learning process. The three mentioned types serve to distribute information to individuals with different interests (Voegele & Card, 2006).

Kay (2012) suggested four types of podcasts in the classroom: class-based podcasts, which involve recording entire classes in the course; enhanced podcasts which are created based on PowerPoint with audio explanations included; supplementary podcasts which aim at enhancing students' learning through administrative support, actual demonstrations, class summaries, textbook chapters or any other material allowing students to strengthen their knowledge; and working examples' podcasts, which provide explanations of specific course problems.

Finally, podcasts are available online for all categories of individuals according to their interests, in addition to their various shapes provided in education for teachers, students and administrators.

## 2.1.5. The Importance of Podcasting in Education

The implementation of podcasts in education is growing, and it became a significant source which can be used in language teaching and learning. Since personal devices, such as smart phones, iPods and PC's, are being widely used in a variety of teacher-centered and student-centered teaching-learning contexts. Podcasts created various teaching and learning opportunities out of the classroom. Many researchers believed in the significant role of podcasting in language teaching and learning. Moreover, Facer and Abdous (2011) stated that "The use of Academic Podcasting Technology and Mobile Assisted Language Learning (MALL) is reshaping teaching and learning as it supports, expands, and enhances course content, learning activities, and teacher-learner interactions" (p.9).

Additionally, podcasting is an opportunity for teachers to explore new teaching styles and to transform themselves into Techno-Teachers, and their classrooms into smart rooms (Rajpal, & Devi, 2011). Many educators regard podcasting as an exciting learning paradigm with impressive pedagogical potential for improving lecturers' teaching style and the quality of their lessons (Brittain et al., 2006; Cambell, 2005; Cebeci & Tekdal, 2006 cited in Lazzari, 2009)

## 2.1.6. Benefits and Drawbacks of Podcasting

### 2.1.6.1. Benefits

It seems that when one examines the purpose behind the use of podcasting, it falls into three broad categories: enhancing learning flexibility, increasing learning accessibility (particularly in relation to enabling mobile access) and enhancing the learning experience of

the student (particularly in on-campus courses by having more blended learning experiences). Therefore, much about podcasting refers to its ability to improve convenience, flexibility and learning accessibility (Frydenberg, 2006 ; Nathan & Chan, 2007).

#### 2.1.6.1.1. Increasing Flexibility

For a number of years, the distribution of course material in video and audio formats to make learners more flexible has been a common feature of distance learning programs. Digital technologies have enhanced this process by using digital audio and video recordings that can be distributed directly to the desktops of learners throughout the Internet. More recently, as new material becomes available, students can subscribe to automatic downloads, so the student can access it in any time and place (McGarr 2009).

#### 2.1.6.1.2. Increasing Accessibility

The ability to access this material can allow more mobile access to the material on portable devices such as MP3 players. The growing demands on the time of modern learners mean that they are often forced to study when the opportunity arises, whether on the bus, train or car, at night or weekends or during lunch breaks. These demands entail the need for podcasting technologies that make it possible to access when they can. (Evans, 2008 cited in McGarr, 2009)

#### 2.1.6.1.3. Enhancing Learning

Copley (2007) notes that a number of universities have begun using podcasts to provide additional lecture materials for students on campus. He argues that the most common use of podcasting is to distribute lecture recordings to students for review and revise (cited in McGarr, 2009)

Furthermore, Vyas and Patel (2015) stated that podcasts enable students and teachers to share information with anyone at any time. Also, enable teachers or administrators to

communicate curriculum, assignments, and other information with parents and others. Moreover, allow teachers to record discussions, vocabulary, interviews, and debates and enable students as well to create their own podcasts like recording oral presentation, activities, and other points of interest. Podcasts further enable students to get access to missed lectures by downloading the podcast of the recorded lesson and also access to lectures of experts.

According to Jowitt (2008), the main benefits of podcasting are presented in the portability, flexibility and convenience through the easy access to internet whenever and wherever needed. Also, podcasting fits auditory learners as they can listen anytime and anyplace. This technology further provides various features such as listening repeatedly, controlling speed of playback, providing automatic RSS subscription, and supplying free choice of what to listen to. Finally, it contributes in enhancing distance and online students' services.

#### 2.1.6.2. Drawbacks

Despite the above mentioned benefits, podcasts have several drawbacks that have been discussed by different scholars and authors. Fernandez et al., (2015) in their research, stated some researchers' opinions towards the drawbacks of podcasting as follows:

- Podcasting is not popular enough among students; therefore, they may reject it (Cann, 2007);
- Podcasts based merely on the spread of attendance sessions do not demonstrate a significant utility in the learning process (Deal, 2007);
- The distribution of material through podcasts to part-time students does not affect their learning and that the use of podcasting as learning support tool is therefore pedagogically neutral (Lazzari, 2009);
- The increase in Web classes via podcasting could provoke a massive decline in attendance in face-to-face classes by students (Campbell, 2005 & Fernandez, 2007);

- Students decreased their level of attention due to their perceived certainty that they would be able to experience the benefits of attending class through podcasts ( Traphagan, Kusera, & Kishi, 2010).

### 2.1.7. Teacher-Generated Podcasts

Rajpal, & Devi ( 2011) claimed that teachers' podcast is created to facilitate students learning in the episode forms with the latest and innovative lectures. Each episode is created to keep students creatively engaged in the latest information. The teacher can create his own podcast in different academic disciplines like Literature, Philosophy, History, Science etc. They can also create audio books in their own voice. Teachers can produce podcasts for their students so that they can reach out the teaching objectives out of the classes.

Mohammadzadeh (2010) suggested that teacher recorded podcasts are usually not recorded for learner education purposes, but are authentic in that they exist for information transmission purposes and the language is not simplified. Accordingly, the exposure to such podcasts frequently helps language learners to improve their productive and receptive language skills. Tryhubczak (2009) explains how using podcast can be helpful by stating that:

> Podcasts may be used in all the same ways you use audio or video material. You may ask your student(s) to repeat whole sentences from the podcast or just listen for the gist. If you want, ask the learners specific comprehension questions. Your students may also finish sentences off, copy intonation, reconstruct questions (if you mute them and then the students hear the answer only) or answer the questions in a dialogue which has already been played. I am personally keen on gapfilling exercises and using podcasts as a warm-up and a springboard for a class discussion. If you pause a podcast in the middle, you might want the listeners to predict how the story is going to develop. Additionally, podcasts provide genuinely interesting information, which makes language work more

> motivating and enjoyable. The authenticity of the material is an obvious additional bonus here! (p.8).

Teachers using podcasts can benefit greatly from this technology to improve EFL students teaching and learning. Since it witnessed a great growth in education, and because of its flexible and accessible nature, teachers avail it to transmit knowledge easily and smoothly. Therefore, this technology also gave students the opportunity to download and listen to the lectures given by the professors in their digital media. So, a student will not miss any lecture and they can download the latest lecture according to his convenience at any time and place so that they come prepared in the class (Mohammadzadeh, 2010). Moreover, Teachers may use podcasting to record lessons for absent students due to a long illness and recording important school events for archiving purposes (Selingo, 2006 and Villano, 2008).

### 2.1.8. Student-Generated podcast

Students enjoy creating podcasts on any topic because it enables them to address a real audience that encourages them to create meaningful activities. Recording and publishing a podcast motivates learners to know that they have the whole world as their audience and that their work is not just something that their teacher can enhance (Selingo, 2006). Additionally, Villano (2008) stated that assigning students to create podcasts can increase learning opportunities and assist them in carrying out additional research to master the content area in the process. These types of activities mainly require students to work in groups to help them communicate with each other. Furthermore, he believed that students will learn, among other things, through group activities, to deliver their ideas efficiently and forcefully. Finally, these activities can help students take responsibility for their own learning and connect them to real-world contexts (Villano, 2008).

Podcast is a kind of digital lecture that gives students a new dimension to their subjects and branch. It enables their process of thinking to develop their own podcast in their own

voice from different perspectives. Since voice is important to create a podcast, students can improve their vocabulary, public speaking skills, and oral presentation skills through audio books, podcast novels and self-development lectures. (Rajpal, & Devi, 2011).

## 2.2. Podcasts and Lecture recordings

Recording a lecture is a common approach to make it more accessible and effective for students. Williams and Fardon (2005) suggested that recording lectures practice helps revision and understanding by allowing students to return to the content of the lecture for review after the lecture has been given. Students can view the content and materials of the lecture at their own pace by accessing lecture recordings, pausing and rewinding as necessary. This resource is of great benefit to many students, including those with disabilities and commitments to work or family. It also helps students with language barriers and helps manage scheduled clashes (Williams & Fardon, 2005)

McGarr (2009) claimed that podcasting is mostly used to provide recordings of past lectures to students for the purposes of review and revision. Those recordings provide additional material, often in the form of study guides and summary notes, to broaden and deepen students' understanding. Similarly, Williams and Fardon (2005) argued that the opportunity to replay and review past lectures through podcasting aids revision and comprehension. McKinney et al., (2009) further claimed that re-listening to lectures allows students to go through concrete moments, take more extensive notes and this supports exam performance.

**Conclusion**

Language learning has extensively been affected by using technology. Consequently, the adoption of ICT is not a new concept or practice for EFL teachers and learners. Accordingly, ICT is mainly utilised to provide emerging learning technologies such as podcasting technology. Therefore, this chapter was an attempt to review the basic notions

related to ICT including its role in language teaching and learning, in addition to its role in facilitating e-learning through the use of podcasts. Thus, this technology can support the EFL learners in their learning of their lectures. Furthermore, the current chapter tackled various benefits and challenges of podcasts. Finally, the chapter highlighted the relation between podcasts and recorded lectures.

# CHAPTER TWO :

# LECTURE COMPREHENSION

## Chapter II Lecture Comprehension

**Introduction**

**2.1. Lectures**

**2.1.1. Definition of Lecture**

**2.1.2. The History of Lecture**

**2.1.3. Types of Lectures**

**2.1.4. Advantages and Disadvantages of lectures**

**2.1.4.1. Advantages**

**2.1.4.2. Disadvantages**

**2.1.5. Characteristics of Effective Lectures**

**2.1.6. Qualities of Effective Lecturers**

**2.1.7. Aspects that Should Be Taken into Consideration when Lecturing**

**2.1.7.1. Learning Styles**

**2.1.7.2. Learning Environment**

**2.1.7.3. Teaching Materials**

**2.1.7.3.1. The Use of Chalkboard**

**2.1.7.3.2. The Use of Course Books**

**2.1.7.3.3. The Use of Handouts**

**2.1.7.3.4. The use of Technological Aids**

**2.1.8. Steps That Should Be Done By Lecturers**

**2.1.8.1. Prepare in Advance**

**2.1.8.2. Structure the Lecture Clearly**

**2.1.8.3. Strive to Engage Your Whole Class**

**2.1.8.4. Use Effective Presentation Strategies**

**2.1.8.5. Use Effective Visual Aids**

**2.2. Comprehension**

**2.2.1. Definition of Comprehension**

**2.2.2. Difference between Comprehension and Understanding**

**2.2.3. Types of Comprehension**

**2.2.3.1. Reading Comprehension**

**2.2.3.2. Listening Comprehension**

**2.2.3. The Role of Comprehension in Foreign Language learning**

**2.2.4. Factors Affecting Lecture Comprehension**

**2.2.4.1. Factors Affecting Listening Comprehension**

**2.2.4.1.1. The Listener as a Factor**

**2.2.4.1.2. The Speaker as a Factor**

**2.2.4.1.3. Materials and Medium as Factors**

**2.2.4.2. Factors Affecting Reading Comprehension**

**2.2.4.2.1. The Complexity of the Reading Text**

**2.2.4.2.2. Environmental Influence**

**2.2.4.2.3. Reading Comprehension Anxiety**

**2.2.4.2.4. Interest and Motivation**

**2.2.4.2.5. Decoding or Word Recognition Speed**

**2.2.5. Students' Challenges in Comprehending the Linguistics Course**

**Conclusion**

## Introduction

Higher education is a phase of learning where students are required to be more autonomous than how they were in the previous stages. Freshmen students at university pass through a serious stage in which they are required to adapt new teaching methods for them such as lecturing, and new modules which need a thorough comprehension like linguistics course. Therefore, through this chapter, it is attempted to provide a literature review about lecture comprehension in which we are going to divide the chapter into two main sections. In the first section, the researcher will cast some light on lecturing and will highlight some vital elements concerning this method such as its definition, characteristics of effective lectures, qualities of effective lecturers and factors that affect lecture comprehension. Moreover, the gist of the second section turns around the concept of comprehension aiming to explain its definitions, types, and its role in foreign language learning. Eventually, we conclude this section with highlighting some difficulties encountered by EFL learners in comprehending linguistics lectures.

## 2.1. Lectures

### 2.1.1. Definition of Lecture

In the modem university, teaching is heavily oriented toward lecturing as it is the most formal teaching method used. Lecture is a teacher centred method where the teacher plays a significant role by presenting knowledge to a number of students. Thus, several authors have defined the lecture closely such as Good and Merkel (1959) who proposed that lecture is a teaching method that is presented orally by instructors in which they give facts or concepts to learners who usually being responsible for taking notes. Moreover, Monroe (1991) considers lecture as the formal disclosure of presentation of knowledge to students (cited in Kaur 2011).

Sutherland (1976) argued that the lecture is a continuing oral presentation of information and ideas by the professor. Generally, the lecture is the teachers' synthesis of their own readings, research, and experiences which are interpreted from their own insights.

### 2.1.2. The History of Lecture

The lecture is deeply rooted in history. Sutherland (1976) claimed that it is reasonable to suppose that as soon as man developed language, he began to pass on his knowledge to the young by telling. Accordingly, in classical societies, the lecture was formally established as the art of rhetoric and oratory among such great people as Aristotle and Cicero, who gave us the idea that the perfect orator is the perfect man.

Moreover, Exley and Dennick (2005) stated that he term lecture was derived from the Latin word 'lectare' which means 'to read out loud'. It is a standard method of academic teaching presented to a big number of students. The technique goes back many hundreds of years to the monasteries of Europe before the use of printed books. Monks or priests use to read out loud their books and scholars were copying them down word for word in the scriptorium (a room in the church used to copy or write the original typed version of book). Nowadays the activity of copying down the lectures' notes is still one of the main functions of lecturing in higher education.

Race (2007), similarly, claimed that lecturing was traced back to the ancient periods in which the lecturer is the source of the lecture that is written or copied by hand, this is because the availability of books at that time was challengeable to be handled. Additionally, Exley and Dennick (2005) described lectures as 'didactic' which refers to 'intending to instruct', they claimed that lecturing is often considered as a model of passive learning where the use of discussions, questioning, and problem solving are neglected. Therefore, active learning has introduced to education where it focussed on teaching small groups rather that lecturing which

focus on large groups. However, as the number of students began to increase in higher education, many universities have retained to lecturing method as it fits large group teaching.

### 2.1.3. Types of Lectures

Lowman (1987) proposed six major types of lectures cited in Kaur, (2011). These are:

- **Formal Oral Essay**: in this type, lecturers review and select theories, research studies and arguments from large body of knowledge to support their conclusions.
- **Expository Lecture**: in this type, lecturers make the most of talking with only occasional questions from the students.
- **Provocative Lecture**: in this type, lecturers challenge students' existing knowledge and values to help them in constructing more complex and integrated perspectives.
- **Lecture Discussion**: in this type, lecturers support students to comment or express their concerns instead of raising questions. This type of lectures provides discussions in which students are required to most of talking.
- **Lecture Recitation**: in this type, students are requested to read their prepared materials out loud and teachers ask questions.
- **Lecture Laboratory**: this type is concerned with students' observations, experiments, and other independent works during their lectures.

As it can be seen, types of lectures are varied according to lecturers' style of delivering the knowledge and students' reception of that knowledge.

## 2.1.4. Advantages and Disadvantages of lectures

### 2.1.4.1. Advantages

Lectures have several educational advantages, especially if they are seen as more than a method of providing information. Dolnicar (2005) claimed that effective lectures can stimulate academic discovery through presenting challenging and provocative ideas. Furthermore, she added that lectures enable students to practice the studied theories in their real life experiences. Additionally, Laing (1968) pointed out that lectures help students to figure out new subjects through a wide range of complex knowledge and to provide the most up to date knowledge in a particular domain. Moore et al. (2008) stated that lectures:

> […] provide important signposts to students, that explain the rules of engagement that many of them find it otherwise difficult to learn, and that help them to understand the areas and tasks that they need to focus on most in order to navigate their learning experiences more successfully (p. 17).

Many educators and scholars stressed the importance of lectures as a teaching method. Sampath et al., (1987) suggested that lectures can foster the dissemination of new ideas that are not available in print, fit auditory people who prefer listening to lecturers in audience, and increase students' motivation to learn better than using printed materials cited in Kaur (2011). Moreover, lectures provide a cost-effective and efficient method for delivering vast amounts of information to large numbers of students; it creates essential structures or detailed analysis for further learning like reading assignments and discussions; it offers updated information from different sources; and it generates interest in a topic as lecturers convey enthusiasm for their discipline (The lecture method, 2014).

Additionally, Kaur (2011) added other advantages such as the lecture can introduce a set of facts that represent different topics as well as promote interdisciplinary approach to issues. Accordingly, the spoken language used in lectures may be appropriate for all audience

members because words are more powerful than the muted appeal in books. He further added that through lectures many facts can be impressively presented in a short time. Finally, he believed that topics discussed in lectures can be addressed with the correct perspective and orientation and the overall outline of the subject's scope can be highlighted.

#### 2.1.4.2. Disadvantages

Despite the fact that lectures have many benefits, they have some other drawbacks which are proposed by Kaur (2011). He claimed that the lecture process does not involve cooperation and interaction between the teacher and the pupil which makes learners more passive in class. He added that if the lecture is very fast and given in a style that is not easily understood, the pupil will be unable to take notes easily and will have no written record of the highlighted points. Consequently, the lecture purpose will not be achieved by pupils. Moreover, the author further stated that "the problem solving attitudes of pupils may disappear in the lecture method" (p.13). Finally, he argued that repeating issues already presented in books seems to be a time consuming and also making the lecture more impressive leads the teacher to be more concerned about manner and style rather than matter and content.

Other drawbacks of lectures are proposed from different perspective such as the lack of individual feedback from teachers to students; the difficulty of adapting individual learning differences; and the decrease of active learning because teaching strategies like questioning and problem solving are not integrated into the lecture (no author, 2011). Furthermore, Geoff (1989) believed that lectures might make the students more passive tan active in which they copy down the lecturers' notes without attempting to make any effort to think or process the information. Similarly, Black (2005) believed that the role of the teacher during the lecture can affect students' comprehension in which it may isolate them from the lecture which discourages their critical thinking and analysis of the content.

Dolnicar (2005) further viewed the lecture as a process of transferring information from the part of the teacher into students. However, Gibbs et al. (1987) noted that there is a remarkable shift in lecturing through moving from a teacher centred to learner centred approach, thus this trend depend on limited amounts of resources. They also added that lectures induce a passive and reproductive mental set in students.

### 2.1.5. Characteristics of Effective Lectures

Teachers always attempt to present effective lectures to their students which need to achieve certain characteristics. Thus, Thomas (1976) suggested that the effective lecture should be brief, interesting, and relevant in which it should be presented in simple and well organized manner. Similarly, Habib (2015) claimed that lecture can be effective like other methods of teaching if it is delivered with clarity, interest and persuasion in conveying and explaining information.

Moreover, Sullivan and McIntosh (1996) proposed several characteristics of an effective lecture. First, teachers should involve students by means of a highly interactive and collaborative approach using a wide range of teaching methods. Second, students should be engaged and connected with the teacher through questions and discussions. Last, effective lecture according to them should include active learning through sharing responsibility between both teachers and students, creating small groups for problems solving included in lectures, and implementing a variety of supportive media to facilitate students' note taking.

Fisher et al. (1998) identified some characteristics that should be undertaken in order to make a good lecture. They highlighted that the used materials should be presented carefully in an interesting way; the way of organizing lectures should be introduced in detailed explanations; the simplification of ideas should be presented in inclusive examples relevant to

students; the language used should be presented in a highly fluent manner; and the research used should be up to date. Lectures are also believed to have the following characteristics:

> Lectures can be used to give broad contextual information, to highlight the important or interesting aspects of a topic, to demonstrate problem solving techniques, or to show the relative strengths of two sides of an academic controversy. They should not, however, be used to transmit information that the students can acquire (perhaps more effectively) from reading their textbook. Lectures which are based around a set text should be used to clarify, expand, or explain the content of the text rather than merely to repeat it. It should also not be assumed that transmission by the lecturer implies reception and learning by students. Students learn more effectively when lectures include activities which engage their thoughts and motivation (Effective Lectures, 2018, no page)

### 2.1.6. Qualities of Effective Lecturers

Successful lectures depend much more on the lecturer way of presenting the subject matter. Therefore, the lecturer should have some qualities that enable him/ her to well deliver the lecture. Several researchers have identified the different skills and qualities required in this role. For example, Gilkes (2018) claimed that teachers are required to create a positive environment that allows students to feel more comfortable during the learning context. He further added that lecturers should help learners to attain their objectives in the learning process.

Hei (2015) suggested a number of qualities that determine the good lecturer such as lecturers should be aware of the ways of delivering the subject matter in a comprehensive, simple and logical manner that makes the lecture more meaningful; they should cover and tackle the topics thoroughly; they should be skilful in terms of constructing and criticising; they should support their presented theories with examples from real life experiences; and

they should be concise and show enthusiasm to the topics. Additionally, According to Noddings (2005) a good teacher is the one who is able to control the lecture by attracting of students' attention through using different techniques methods that fit each student learning style individually in the same lecture.

## 2.1.7. Aspects that Should Be Taken into Consideration when Lecturing

Delivering an effective lecture requires effective lecturing process. This process depends highly on certain aspects that should be considered by lecturers in order to provide their course materials effectively so that students will understand it better. Lecturers should take into account their students learning styles, learning environment, and their teaching materials.

### 2.1.7.1. Learning Styles

Learning styles are defined as "the complex manner in which, and conditions under which, learners most effectively perceive, process, store, and recall what they are attempting to learn" (James & Gardner, 1995, p. 20). Additionally, Brown (2000) claimed that learning styles are the ways that individuals perceive and understand information in class. Willing (1988) claimed that learning styles are a set of methodologies and techniques that learners opt for in order to enhance their satisfaction and attainment. He further proposed the learners styles in four Cs such as the Convergers learners who prefer to learn individually instead of learning in groups because they believe they have high ability to learn independently; Conformists learners whose aim is to learn about the language rather that to use it, they seem perfect in working on non communicative classes; Concrete learners whose main aim is to learn how to use language as communication rather than as a system, they are the type of learners who prefer to learn in groups through interaction with each other; and

Communicative learners who prefer to learn the language through listening to music and watching TV. They seem more confident outside classes (Sárosdy, 2006).

Dunn (1983) and Reinert (1976) carried out a study on learning styles in which they pointed out four basic perceptual learning channels. First, visual learners who tend to learn using reading and studying charts, auditory learners who learn through listening and audio tapes, and kinasethic learners which is concerned with experiential learning that is the total physical engagement in learning contexts (cited in Reid, 1987).

Hence, lecturers should deliver their lectures according to their students' learning styles because students acquire knowledge differently. Thus, lecturers are required to be aware of how to deal with each student depending on his/ her learning style.

#### 2.1.7.2. Learning Environment

Learning environment is defined as the physical settings, situations, and cultures where students intend to learn. (The Glossary of Educational Reform, 2014). The learning environment should be taken into account by lecturers to guarantee a successful delivery of lectures because a good learning environment affects the students' learning outcomes. Thus, Teachers' role is to provide learners with a comfortable learning environment which makes them feel motivated and interested to learn; this consequently contributes in enhancing their understanding of the studied materials (Learning Environment, n.d.).

#### 2.1.7.3. Teaching Materials

Teaching materials should be considered by teachers when they deliver their lectures in order to assure an effective lecturing. Therefore, teachers tend to use various instruments and tools to promote their lecturing process. According to Jinapala (1981), there are three main teaching instruments used by the majority of teachers which are the chalkboard, the course book and handouts.

#### 2.1.7.3.1. The Use of Chalkboard

It is a supportive material that is used by the teacher to write certain illustrations or fundamentals that support the lesson. Janpala (1981) claimed that the use of chalkboard in the class fits visual learners. Thus, the teacher should adapt his/ her way of teaching according to visual vocabulary of the learner.

#### 2.1.7.3.2. The Use of Course Books

It is considered as the most common used material among EFL learners for pedagogical reasons. According to Brain (1988) argues that most course books include guidelines or alternative tasks which categorized as "group work" or "class activities."

#### 2.1.7.3.3. The Use of Handouts

They are beneficial tool that supports teachers' explanation. They are considered as principal instruments that students follow during the lecture. "Smart use of handouts can compensate for the lack of preparedness without spoon-feeding, stunting intellectual growth or substituting for attendance at the lecture". Kuang Ching Hei (2015, p. 19).

#### 2.1.7.3.4. The use of Technological Aids

Teaching has shifted from traditional teaching tools and aids to modern technological devices and aids. Therefore, the use of these technological aids like audio/ visual materials (computers, mobile phones, PowerPoint slides and others) in the classroom have positively affected the teaching process as it facilitates the teaching tasks (Kumar and Durga,2018).

## 2.1.8. Steps That Should Be Done By Lecturers

Lecturers should consider the following steps in order to deliver effective lectures:

#### 2.1.8.1. Prepare in Advance

The lecturer should be prepared in advance in terms of specifying how the main ideas will be introduced, explained, and summarized; preparing workable notes such as a detailed outline, a list of major points, key definitions…etc; and practicing the lecture by ensuring the adequate materials to be used when lecturing in addition to make predictions of students' questions (Lecturing Effectively, n.d.).

#### 2.1.8.2. Structure the Lecture Clearly

Lecturers have to structure their lectures in a clear way by assuming that students are not aware of the pedagogical objectives of the lecture; relating their previous knowledge to what they are going to learn; starting the lecture with previous review class and end it with next subject class by making explicit transitions between points; covering the lecture points in sufficient time; managing comprehensive readings including examples and tasks; and being flexible to check the degree of interest and confusion among students in order to adapt the lecture accordingly (Lecturing Effectively, n.d.).

#### 2.1.8.3. Strive to Engage Your Whole Class

Here the lecturer must work hard to catch his/ her students' interest about what he/ she is presenting through asking questions rather than telling them information. For instance, instead of telling them the study findings, he / she ask them to deduce what the study found based on what they have known so far. Additionally, the lecturer should encourage students to act comfortably in the class through interaction between each other and taking breaks to enable them to recapitulate what have been mentioned during the lecture. Moreover, he /she would connect the content of the lecture to the interests, knowledge, and experiences of

students and their future discipline occupations. Furthermore, lecturers are required to allow students to express their feedback in written form concerning the discussed topics. Finally, lecturers might provide opportunity for students get access to the studied lectures through making audio or video of their lectures and posting them online in order to help foreign language learners (Lecturing Effectively, n.d.).

#### 2.1.8.4. Use Effective Presentation Strategies

In this criterion, the lecturer is required to make eye contact with students to create connections between them and to decrease the distraction of class noise; to speak up in a clear and simple tone; to use conversational gestures such as smiling and facial expressions; to ask students periodically to check comprehension; to interact with students before the lecture and after in order to create a positive atmosphere in the class through addressing them by their names and chat with them (Lecturing Effectively, n.d.).

#### 2.1.8.5. Use Effective Visual Aids

With the rapid growth of technology, lecturers are exposed to the use of visual aids in their teaching. Thus, they should vary their methods of delivering lectures using multimedia aids that use sound, colour, and/or animations that can help to catch up students' attention, especially in large classes where the impersonal situation makes students feel less involved. Additionally, visual aids should support teachers' lecture not the focus of it. Moreover, lecturers' are supposed not to write everything they say on their slides. Also while presenting with PowerPoint teachers should be aware of speeding through the slides and/or overloading students with content. Moreover, teachers should introduce information gradually rather than introducing them once, consider providing handouts that include outline of the lecture material (Lecturing Effectively, n.d.).

## 2.2. Comprehension

### 2.2.1. Definition of Comprehension

Comprehension is a concept that refers to a mental process of understanding speech, writing, gestures and others. Language comprehension is the process of grasping a correct interpretation of words, phrases, texts and others. In other words, Clark and Clark (1977) stated that the term comprehension refers to the mental process by which the listener receives and uses the sounds expressed by the speaker to interpret what the speaker intends to transmit.

Comprehension according to Richards and Schmidt (2010) is:

> The identification of the intended meaning of written or spoken communication. Contemporary theories of comprehension emphasize that it is an active process drawing both on information contained in the message (bottom-up processing) as well as background knowledge, information from the context and from the listener's and speaker's purposes or intentions (top-down processing) (p. 108).

Hatzidaki (2007) stated that it is worth distinguishing between two concepts closely related to meaning before presenting the main issues relevant to the comprehension of meaning; that is, the word's denotation and the word's connotation. The former refers to a word's actual meaning (which is usually given in a dictionary); whereas, the latter refers to associations made by individuals on the basis of cultural or other personal factors (ideological, emotional, etc.).

Language comprehension involves a variety of capacities, skills, processes, knowledge and arrangements that are used to derive meaning from the language spoken, written, and signed. In this broad sense, language comprehension includes reading comprehension, which was addressed in a separate tutorial, as well as comprehension of sign language (Ylvisake, 2008). He also added that deriving meaning from spoken language involves more knowledge

of the words meaning and understanding what is intended when the words are combined together in a certain way. To comprehend what other person said, certain categories should be put into consideration such as capacity, knowledge, skill, and dispositions.

## 2.2.2. Difference between Comprehension and Understanding

The word comprehension and understanding are synonymous, but there is slight difference between them. Understanding has a connotation of a deeper, fuller realization of a matter while comprehension is less deep and less full; in addition, understanding is used in everyday language, but comprehension is generally used in the formal academic context (Salama, 2018). According to kintsch (2003, p.1) “In the case of their use in the scientific context, it is imperative to distinguish between them and give each one its right meaning”. In this study both terms are used interchangeably.

## 2.2.3. Types of Comprehension

Comprehension is a complex process that contributes in enhancing students’ level of learning. It involves both reading and listening comprehension which are two important learning skills. Reading comprehension is the process to which readers understand the written materials; whereas, listening comprehension is the process of interpreting the spoken utterances appropriately. Therefore, we distinguish two types of comprehension:

### 2.2.3.1. Reading Comprehension

Reading comprehension is the cognitive process to which readers aim to understand and recognise what is written. Moyle (1972) believed that "reading comprehension is the skill to extract knowledge or reading with understanding" (as cited in Tennent, 2015, p. 22). Additionally, reading comprehension is not related to the understanding of individual words

instead it is concerned with the overall understanding. In this respect, Cain (2010) argued that reading comprehension depends mainly on understanding individual words combining with sentence clauses and paragraphs. On the other hand, Harris and Hodges (1995) claimed that comprehension occurs from the interaction between two elements, namely the reader and the text. They stated that "reading comprehension is the construction of meaning of written text through a reciprocal interchange of idea between the reader and the message in a particular text" (as cited in Tennent, 2015, p. 23).

#### 2.2.3.2. Listening Comprehension

Listening is considered as one of the most important receptive skills that requires a complete comprehension in order to interpret the spoken utterance appropriately. Listening comprehension is the different understanding processes of the spoken language made through knowing speech sounds, comprehending the meaning of individual words, and understanding the syntax of sentences (Nadig, 2013 as cited in Ahmadi, 2016). Additionally, Hamouda (2013) claimed that listening comprehension refers to the listener understanding of what was heard. Similarly, O'Malley, Chamot, and Kupper (1989) said that "listening comprehension is an active process in which the listener constructs meaning through using cues from contextual information and from existing knowledge, while relying upon numerous strategic resources to perform the task requirement." (cited in Ahmadi, 2016, p. 8). According to Hellekjær (2017) listening comprehension is a reactive process that incorporates both buttom up and top down processes. He explained that listeners construct meaning in bottom-up processing by incorporating information from characteristics at the phoneme, word, and discourse level; Whereas, in top-down processing listeners use context and prior knowledge of the topic for building, checking or repairing understanding.

## 2.2.3. The Role of Comprehension in Foreign Language learning

Comprehension is a mental process of grasping knowledge. It has an important role in language teaching and learning as it is the main aim of teachers and students. Teachers seek not only to transmit knowledge to their students, but also to make them understand and grasp what is taught. Students further are required not only to learn the language but also to comprehend the different aspects and theories about the language. Therefore, Krashen (1980) proposed a theory which illustrated the role of comprehension in foreign language learning which is called the comprehensible input. This theory according to him refers to learners' ability of understanding the essence of the spoken utterances. Moreover, Krashen's theory emphasises the idea that learners need to be exposed to an understandable message in order to acquire the language easily. On the other hand, according to More (2016) comprehension is regarded as an essential skill for the high achievement of a person's fluency, success, and development of learning.

## 2.2.4. Factors Affecting Lecture Comprehension

Understanding lectures is a hard task which requires the mastery of reading and listening skills. Thus, there are factors affecting lecture comprehension and subsequently affecting listening and reading comprehension.

### 2.2.4.1. Factors Affecting Listening Comprehension

Listening is a crucial process as it provides students with a comprehensible input. There are many factors that affect students listening comprehension; thus, Boyle (1984) suggested three main factors that influence listening comprehension which are:

#### 2.2.4.1.1. The Listener as a Factor

- **Age:** As children learn faster than adults, age is considered an essential factor;
- **Good Environment:** learners lack concentration and understanding when they learn in noisy classes; instead, quiet classes are more appropriate to promote listening comprehension;
- **Linguistic competence:** learners need to master the linguistic competence in order to understand easily the spoken language;
- **Motivating and interesting topics:** this kind of topics attracts students' attention.
- **Learners' background knowledge:** Learner's knowledge of the subject will increase the process of understanding.

#### 2.2.4.1.2. The Speaker as a Factor

- Comprehension could be influenced by the speaker's pronunciation and accent.
- The way of presenting the lecture in terms of speed might cause difficulties in learners' understanding; consequently, this indicates that speaker delivery has an effect on learners' comprehension;
- The fluency and accuracy of the speaker can motivate learners to focus on what the speaker is saying and understand it.

#### 2.2.4.1.3. Materials and Medium as Factors

- The content provided by the material should be simple and attractive in a way that listeners can easily understand;
- Lengthy listening activities may cause the listener to feel bored and break down the understanding;

- Listening with high technical concepts and poorly organized equipments will not help students to develop their listening comprehension;
- Teachers should encourage learners to learn through body language and visual aids in order to enhance their listening comprehension;
- Teachers should carefully choose the used materials that suit the learners' levels;
- Teachers should highlight the phonological features of the listening material;
- Stress and intonation in the material should be easily mastered by learners.

#### 2.2.4.2. Factors Affecting Reading Comprehension

Reading comprehension is a complicated process that identifies and interprets meanings behind written symbols. Therefore, Dennis (2008) suggested that there are several factors that affect reading comprehension which are: the complexity of the reading text, environmental influence, anxiety during reading comprehension, interest and motivation, decoding or word recognition speed. She explained them as follows:

##### 2.2.4.2.1. The Complexity of the Reading Text

Readers' competency in performing and producing language is highly affected by the complexity of the reading text (dennis, 2008). However, Gardner (1987) stated that text knowledge, which refers to the readers' prior knowledge about the test, is necessary in the comprehension of any text (as cited in McCormack & Pasquarelli, 2010 p. 114).

##### 2.2.4.2.2. Environmental Influence

Dennis (2008) believed that there are types of learners whose understanding is related to the physical settings where they practice reading activities. Accordingly, this type of learners may encounter difficulties and may not concentrate in unorganized environment and noisy places; instead, their level understanding will be higher in more comfortable places.

#### 2.2.4.2.3. Reading Comprehension Anxiety

Dennis (2008) claimed that learners' anxiety from examinations, homework, and activities may increase pressure on them so that they could not concentrate with the reading text and consequently they could not understand it.

#### 2.2.4.2.4. Interest and Motivation

According to Dennis (2008), readers can easily understand texts which are interested and motivated for them which mean that tedious and unpleasant texts decrease their reading comprehension.

#### 2.2.4.2.5. Decoding or Word Recognition Speed

This type of readers whose reading comprehension is affected by the slow way of reading and the lack of vocabulary knowledge have difficulties in decoding unfamiliar words which leads to low understanding ( Dennis 2008).

### 2.2.5. Students' Challenges in Comprehending the Linguistics Course

According to a study conducted by Salama (2018) about the challenges facing EFL learners in comprehending linguistics lectures, the results reveal that the major challenges encountered by EFL students in comprehending the course of linguistics are related highly to the large classes, the teaching method, and the nature of the linguistics course itself. Initially, the delivery of the linguistics lectures in large class groups affects the comprehension of this module. Consequently, teachers cannot cover the entire lecture because of the huge number of students; thus, they will not be able to meet all their students' needs concerning the course as well as to check their comprehension. Large classes discourage classroom interaction and discussion between teachers and students; therefore, students become passive learners. Moreover, in overcrowded classes, noise can affect students' concentration. On the other hand,

she added that the teaching method can highly influence students lecture comprehension as teachers use different teaching strategies to deliver their lectures. Some of them use methods that lack updated ICT tools, visual aids, microphones, online courses…etc.

since some of the teachers still depend on traditional materials like books, handouts, and chalkboards in their teaching, this may demotivate learners and consequently their understanding may be lessened. Accordingly, she further explained the nature of the course linguistics as an abstract and difficult especially for freshmen students (Salama, 2018). To sum up, many EFL learners face difficulties in comprehending the linguistics courses due to overcrowded classes and teachers' way of delivering the lectures.

## Conclusion

As a conclusion to this chapter, one can say that lecture comprehension is a significant process in foreign language learning. Therefore, a well designed delivery of lectures contributes in developing students' comprehension. This chapter was an attempt to review the basic notions related to lecture comprehension. Initially, the first section tried to provide a historical background of lecture and its different definitions according to different scholars. It also tackled lecture related concepts such as benefits and drawback, characteristics, and steps that lecturers should follow in their delivery of lectures. On the other hand, the second section was devoted to a general overview about comprehension in which the researcher provided distinctive definitions of the term, and other related notions such as its types, its role in foreign language learning and the main factors that affect lecture comprehension. Finally, the chapter had provided some challenges EFL learners face in comprehending their linguistics lectures.

# CHAPTER THREE:
# FIELD WORK AND DATA ANALYSIS

# Chapter III : Field Work and Data Analysis

**Introduction**

**3.1. Rational for Research Approach**

**3.2. The Quasi-Experimental Study**

**3.2.1. Sample and Population**

**3.2.2. The Description of the Quasi-experiment**

**3.2.3. The Quasi-Experimental Procedure**

**3.2.3.1. The Construction of the Treatment Stage**

**3.2.3.2. The Pre-Test Stage**

**3.2.3.3. The Treatment Stage**

**3.2.3.4. The Post Test Stage**

**3.2.4. Analysis and Interpretation of the Scores**

**3.2.4.1. Statistical Consideration**

**3.2.4.2. Students' Scores**

**3.2.4.3. Inferential Statistics**

**3.2.4.3.1. Paired T-test Calculation**

**3.2.4.3.2. Hypothesis Testing and Interpretations**

**3.3. Students' Questionnaire**

**3.3.1. Aim of the Questionnaire**

**3.3.2. Description of the Questionnaire**

**3.3.3. Analysis and Interpretation of the Results**

**3.4. Teachers' Interview**

**3.4.1. The sample**

**3.4.2. Description of the interview**

**3.4.3. Analysis and Interpretation of the Results**

**3.5. Discussion of the Results**

**3.5.1. The Impact of Podcasts on Students Lecture Comprehension**

**3.5.2. Students' Perceptions Towards Podcasting Technology**

**3.5.3. Teachers Attitudes towards to Use of Podcasts in Teaching**

**Conclusion**

## Introduction

The present study aims at investigating the use of podcasts to improve EFL learners' lecture comprehension in the course of linguistics. Basically, the current chapter is devoted to the practical part of this research. Initially, through this chapter we aim to provide a description of the rational of each data collection method used in this study. Moreover, we attempt to describe each data collection method and data analysis, and to interpret the results in addition to provide the statistical procedures. Finally, this chapter provides a thorough discussion of the findings in order to answer the research questions, and to test the hypotheses suggested in the general introduction of this study.

## 3.1. Rational for Research Approach

This study was carried out using a mixed methods research approach. The quantitative method is implemented through the use of quasi experimental research that aims at assessing the usefulness of podcasting technology and to answer the first research question which stated "Would the use of podcasting technology ameliorate EFL students' lecture comprehension?". Moreover, a students' questionnaire was designed and distributed in order to collect both numerical and descriptive data about students' perceptions as an attempt to answer the second research question which stated "what are the perceptions of students towards the use of podcasts in learning?". Finally, the qualitative method is implemented using face to face interview with teachers which was conducted to examine teachers' attitudes towards the role of podcasts in improving lecture comprehension, and to answer the last research question which is "what are the attitudes of teachers towards the use of podcasts in teaching?" .

## 3.2. The Quasi-Experimental Study

The quasi experimental study was used to investigate the impact of listening to podcasts on students' lecture comprehension, particularly, in linguistics module. Methods and procedures used in this quasi-experiment are described in this chapter, including the selection of the sample, the description of the quasi-experiment, the description of the different stages of the quasi-experimental procedures, the data analysis procedures, and the description of the findings.

### 3.2.1. Sample and Population

First year LMD students of English at Mohamed Kheider University of Biskra make up the entire population of the present study. From a total population of six hundred sixty two (662), twenty (20) students were selected based on a simple random sampling technique to represent our population because of the difficulties they face with the comprehension of lectures in the module of linguistics in addition to their low test scores. Furthermore, another reason behind the selection of this sample was simply that they have poor background knowledge about linguistics since it is a new course for them and they need new techniques to improve their understanding of the module. The experimental group consisted of six (06) males and fourteen females (14) as participants of first year LMD students (freshmen students).

### 3.2.2. The Description of the Quasi-experiment

This quasi-experimental method was conducted with participants to investigate the usefulness of podcasts in improving EFL students lecture comprehension of the linguistics course. In fact, in this study we opted for the quasi-experimental design which is more

appropriate to the nature of this study rather than the true experimental design which does not suit the social sciences field.

We opted for quasi-experiment based on one group pre-test and post-test design because it is usually used to ensure maximum validity and reliability to the research (Nunan 1999). The one-group pretest-posttest design consisted of a pre-test, treatment, and a post-test, aimed at gathering the necessary data on the experimental group before and after the treatment where the pretest-posttest scores aim at presenting information about the sample's learner comprehension of the studied linguistics lectures.

### 3.2.3. The Quasi-Experimental Procedure

The following is a detailed description of the different stages of the quasi- experiment which was carried out in six weeks on four stages: The construction of the treatment, the pre-test, the quasi- experimental treatment and the post-test.

#### 3.2.3.1. The Construction of the Treatment Stage

In this stage the researcher has attended three linguistics sessions with first year students and has recorded the teacher while delivering her lectures during three weeks (from 27 January to 10 February 2019 ). This stage took three sessions i.e. one session per week. The researcher has edited the records by deleting the irrelevant parts in order to create effective podcasts about the given lectures. Moreover, on 20 February 2019, the researcher has put the recorded lectures (podcasts) online on YouTube web site considering it as a constant and accessible source to which students can download the podcasts easily.

#### 3.2.3.2. The Pre-Test Stage

When students studied their lectures in the traditional way, the researcher asked the participants to sit for the pre-test in order to examine their understanding of the studied lectures before exposing them to the treatment. The pre-test included questions of comprehension related to the studied lectures. The pre-test is composed of four main activities. Each activity examines different concepts included in the lectures that they have studied in the course of linguistics during the three weeks. The questions were mainly asked to test their comprehension (see appendix **B**). The pre-test took place on the 17th of February at CEIL room at the University of Mohamed Kheider for one hour and half.

#### 3.2.3.3. The Treatment Stage

In this stage, the researcher asked the participants to download and listen to the constructed podcasts from YouTube during one week whenever and wherever they want. The podcasts were short audio files of the lectures which they have already studied in the construction of the treatment stage. The audio files and the written copy of the podcasts will be handed in this study (See appendix **C**).

#### 3.2.3.4. The Post Test Stage

In this stage, the researcher have asked the participants to sit again for a post-test in order to check their comprehension after their exposure to the treatment which was listening to podcasts for a week anytime and anyplace they want. The post test was divided into three activities; each activity was divided into two parts. The questions aimed to examine students' comprehension of the lectures studies and posted online in a form of podcasts (see appendix **D**). The post test took place on the third of March 2019 during one hour and half at CEIL room at the University of Mohamed Kheirder.

Finally, the researcher has corrected the tests papers with the help of one linguistics teacher who has more experience in the construction and correction of tests.

### 3.2.4. Analysis and Interpretation of the Scores

Descriptive and inferential statistics were presented in this chapter. At the end of the treatment, participants' scores in both tests (pre-test and post-test) were collected, interpreted and analysed statistically and represented graphically using the experimental research conventional quantitative descriptions, namely the frequency distribution of scores in both tests, the mean, standard deviation, T-test and hypothesis testing. Hence, the results of scores were collected in order to compare students' performance before and after the exposure to podcasts.

#### 3.2.4.1. Statistical Consideration

In order to examine the difference between the pre-test and post-test results statistically, we need to compute the mean, the variance, and the standard deviation using the frequency distribution of scores.

**The Mean:** The mean is the average of the scores. It is symbolized as $\bar{X}$, it is calculated by using the sum of scores divided by the number of scores (sample) as represented in the formula below: $\bar{X} = \frac{\Sigma Fx}{N}$

$\bar{X}$: Mean: $Fx$: Score Frequency, N: Number of scores, $\Sigma$: The sum

**The Standard Deviation (SD):** is used to calculate to what extent a set of scores varies in relation to the mean. The formula of SD is as follows: $SD = \sqrt{\frac{\Sigma x^2 - \bar{x}^2}{N}}$

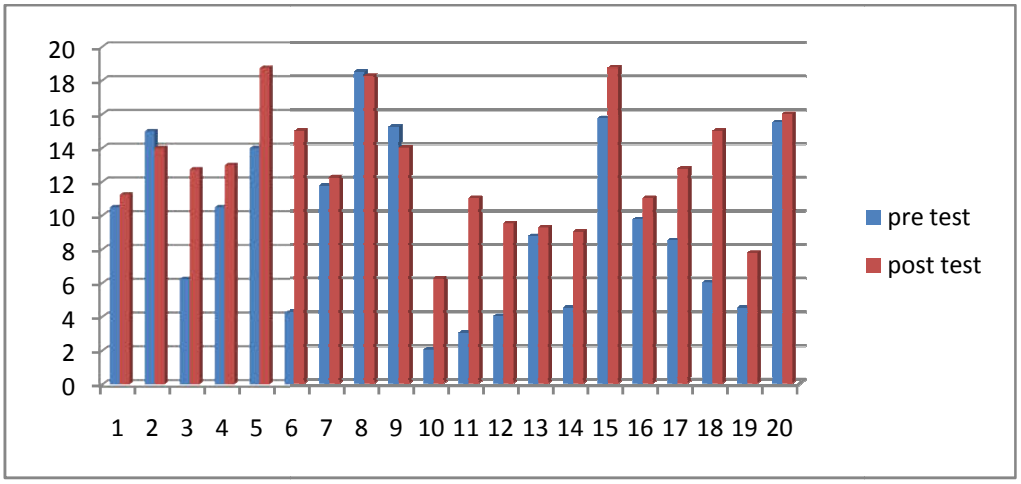
#### 3.2.4.2. Students' Scores

The table below shows the pre-test and post-test scores obtained respectively. We considered the initials of students' names that are ordered alphabetically as pseudo names.

| Participants' Numbers | Group Number | Students' Names | Pre-test | Post test |
|---|---|---|---|---|
| 01 | G10 | A. M. Z | 10.50 | 11.25 |
| 02 | G03 | B. S | 15 | 14 |
| 03 | G08 | Ch. M | 6.25 | 12.75 |
| 04 | G06 | D. I | 10.50 | 13 |
| 05 | G06 | D. M | 14 | 18.75 |
| 06 | G05 | H. R | 4.25 | 15 |
| 07 | G05 | H. R | 11.75 | 12.25 |
| 08 | G04 | H. I | 18.50 | 18.25 |
| 09 | G06 | K. D | 15.25 | 14 |
| 10 | G14 | O. H | 2 | 6.25 |
| 11 | G07 | R. M | 3 | 11 |
| 12 | G08 | S. L. D | 4 | 9.50 |
| 13 | G08 | S. R | 8.75 | 9.25 |
| 14 | G08 | F. S | 4.50 | 9 |
| 15 | G08 | S. A | 15.75 | 18.75 |
| 16 | G08 | S. S. M | 9.75 | 11 |
| 17 | G08 | S. Ch. M | 8.50 | 12.75 |
| 18 | G03 | Y. M. T | 6 | 15 |
| 19 | G07 | Z. M | 4.50 | 7.75 |
| 20 | G07 | Z. H | 15.50 | 16 |

| | | |
|---|---|---|
| **Sum of scores $\Sigma x$** | 188.25 | 248.5 |
| **Mean of scores ($\bar{x}$)** | 9.41 | 12.77 |

**Table1. Pre-test and Post-test Students' Scores**



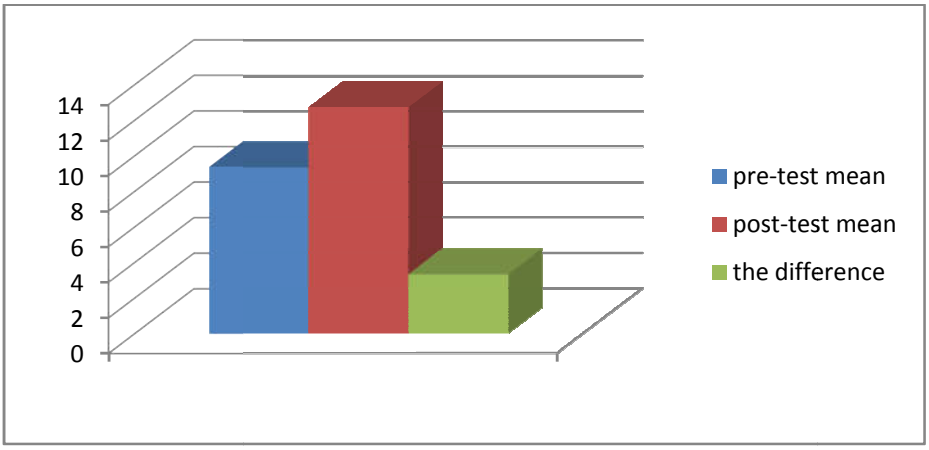

**Graph1. Pre-test and Post-test Students' Scores**

Table 1 and graph 1 demonstrate that there is a remarkable progress in participants' scores from the pre-test to the post-test. Consequently, the sum of the scores (188.25 vs. 248.5) and the mean of the scores (9.41 vs. 12.77) indicate the difference between the pre-test and post-test and the progress in the post-test. Consequently, one can say that this progress is due to the proposed treatment.

| **Tests** | **Pre-test** | **Post-test** | **The difference in the means** |
|---|---|---|---|
| **Means** | 9.41 | 12.77 | 3.36 |

**Table2. Pre-test and Post-test Means of Scores**

The table 2 above represents the difference in means of the pre-test and the post-test scores of participants.




**Graph 2. Pre-test and Post-test Means of Scores**

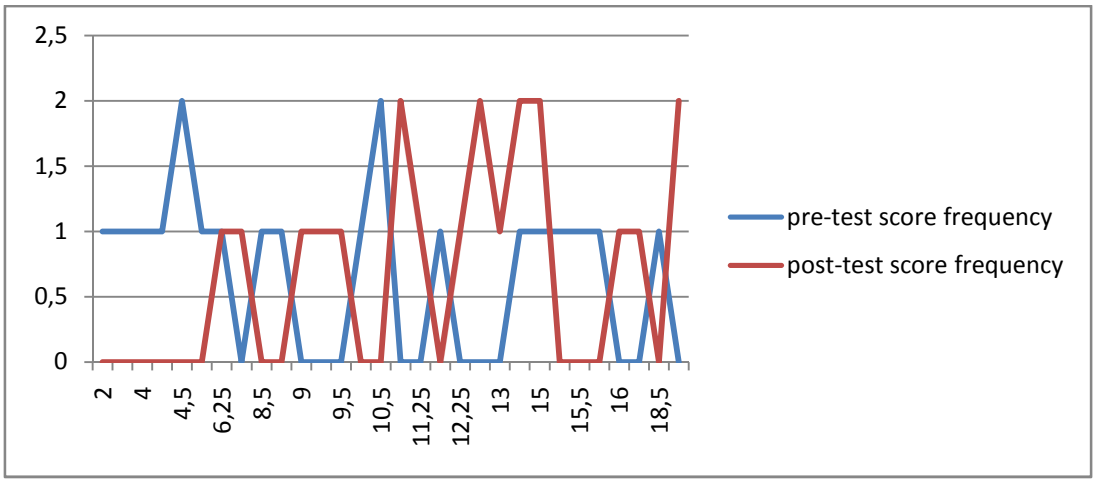
The results from the table 2 and the graph2 above show the distinction between the pre-test and post-test participants' scores that is demonstrated by the mean of the scores (3.36) which consequently indicates the progress of the participants' test performance. As a result, we can deduce that this progress in the post-test scores is due to the treatment that participants have exposed to in this quasi experiment.

Frequency distribution of the pre-test and post-test is shown in the table 3

| Pre-test | | Post-test | |
|---|---|---|---|
| Score "$X_{pre}$" | Frequency "F" | Score "$X_{post}$" | Frequency "F" |
| 2,00 | 1 | 6,25 | 1 |
| 3,00 | 1 | 7,75 | 1 |
| 4,00 | 1 | 9,00 | 1 |
| 4,25 | 1 | 9,25 | 1 |
| 4,50 | 2 | 9,50 | 1 |
| 6,00 | 1 | 11,00 | 2 |
| 6,25 | 1 | 11,25 | 1 |

| | | | |
|---|---|---|---|
| 8,50 | 1 | 12,25 | 1 |
| 8,75 | 1 | 12,75 | 2 |
| 9,75 | 1 | 13,00 | 1 |
| 10,50 | 2 | 14,00 | 2 |
| 11,75 | 1 | 15,00 | 2 |
| 14,00 | 1 | 16,00 | 1 |
| 15,00 | 1 | 18,25 | 1 |
| 15,25 | 1 | 18,75 | 2 |
| 15,50 | 1 | Total | 20 |
| 15,75 | 1 | | |
| 18,50 | 1 | | |
| Sum of "F" | 20 | | |

**Table3. Frequency Distribution of Score Values of Pre-test and Post-test**




**Graph3. Frequency Score values of Pre-test and Post-test**

The table3 and the graph3 above represent the frequency distribution of score values gained by the participants in both pres-test and post-test.

In the pre-test, we observe that:

- The scores values in pre-test range from 2 to 18.5 with the supremacy of the score (4.5 and 10.5).
- 10 scores less than the average 10 and 8 scores more than the average 10.
- The score values 4.5 and 10.5 are being the highest scores frequency.

For the post-test, we notice the following points:

- The score values in post-test range from 6.25 to 18.75 with supremacy of the score (11, 12.75, 14, 15, and 18.75).
- 5 scores are below the average 10 and 10 scores are above the average 10.
- The scores 11, 12.75, 14, 15, and 18.75 are being the highest score frequency.

As a result, it can be observed that eight (8) participants' scores are above the average and (10) participants' scores are less than the average 10 in the pre-test; this indicates that the level of comprehension was low among participants. However, in the post-test, (10) participants' scores are above the average10 and only five (5) participants got below the average10. Consequently, this means that the effects of the treatment were positive and students' level of lecture comprehension has decreased through listening to podcasts.

| **Pre-test** | | | |
|---|---|---|---|
| **Score "Xpre"** | **Frequency "F"** | **Frequency Score Fx** | **Square of Frequency Score Fx²** |
| 2,00 | 1 | 2.00 | 4 |
| 3,00 | 1 | 3 | 9 |
| 4,00 | 1 | 4.00 | 16 |
| 4,25 | 1 | 4.25 | 18.06 |

| | | | |
|---|---|---|---|
| 4,50 | 2 | 9.00 | 81 |
| 6,00 | 1 | 6.00 | 36 |
| 6,25 | 1 | 6.25 | 39.06 |
| 8,50 | 1 | 8.50 | 72.25 |
| 8,75 | 1 | 8.75 | 76.56 |
| 9,75 | 1 | 9.75 | 95.06 |
| 10,50 | 2 | 21.00 | 441 |
| 11,75 | 1 | 11.75 | 138.06 |
| 14,00 | 1 | 14.00 | 196 |
| 15,00 | 1 | 15.00 | 225 |
| 15,25 | 1 | 15.25 | 232.56 |
| 15,50 | 1 | 15.50 | 240.25 |
| 15,75 | 1 | 15.75 | 248.06 |
| 18,50 | 1 | 18.50 | 342.25 |
| **Sum of "F"** | **N=20** | **ΣFx= 188.25** | **ΣFx2= 2510.17** |

**Table 4. Frequency of the Pre-test, the Mean, and the Standard Deviation**

**Mean** $\bar{X}$ pre = $\bar{x} = \frac{\Sigma Fx}{N} = \frac{188.25}{20} = 9.41$ **$\bar{X}$ pre = 9.41**

**Standard Deviation** SD pre = $\sqrt{\frac{\sum x^2 - \bar{x}^2}{N}} = \sqrt{\frac{2510.17 - 88.54}{20}} = \sqrt{106.08} = 10.29$ **SDpre = 10.29**

| Post-test | | | |
|---|---|---|---|
| Score "Xpost" | Frequency "F" | Frequency Score Fx | Square of Frequency Score $Fx^2$ |
| 6,25 | 1 | 6.25 | 39.06 |
| 7,75 | 1 | 7.75 | 60.06 |
| 9,00 | 1 | 9 | 81 |
| 9,25 | 1 | 9.25 | 85.56 |
| 9,50 | 1 | 9.50 | 90.25 |
| 11,00 | 2 | 22 | 484 |
| 11,25 | 1 | 11.25 | 126.56 |
| 12,25 | 1 | 12.25 | 150.06 |
| 12,75 | 2 | 25.5 | 650.25 |
| 13,00 | 1 | 13 | 169 |
| 14,00 | 2 | 28 | 784 |
| 15,00 | 2 | 30 | 900 |
| 16,00 | 1 | 16 | 256 |
| 18,25 | 1 | 18.25 | 333.06 |
| 18,75 | 2 | 37.5 | 1406.25 |
| **Sum of "F"** | **N=20** | **$\Sigma Fx$= 255.5** | **$\Sigma Fx^2$= 5615.11** |

**Table 5 Frequency of the Post-test, the Mean, the Standard Deviation**

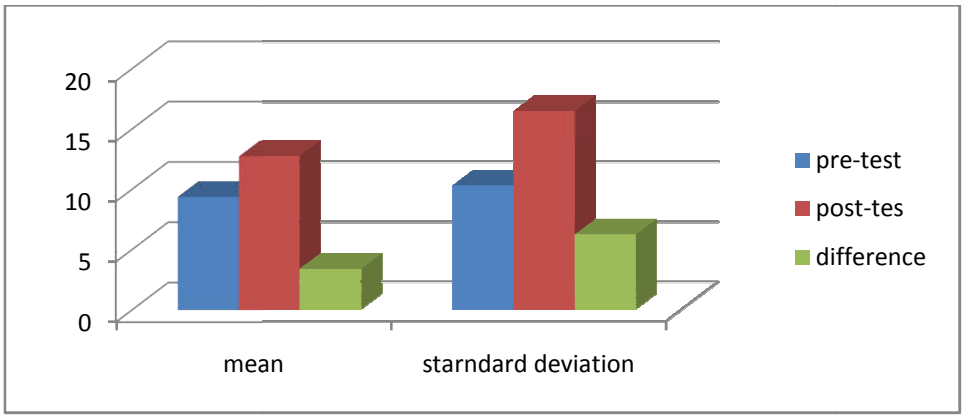
**Mean** $\bar{X}$ post $= \bar{x} = \frac{\Sigma Fx}{N} = \frac{255.5}{20} = 12{,}77$ $\bar{X}$ **post = 12.77**

**Standard Deviation** SD post $= \sqrt{\frac{\sum x^2 - \bar{x}^2}{N}} = \sqrt{\frac{5615.11 - 163.58}{20}} = \sqrt{272.57} = 16.50$ **SD post =16.50**

Comparison between two tests descriptive statistics demonstrates the difference between pre-test and post-test Mean and Standard Deviation as it is shown in the table below:

| Descriptive statistics | Pre-test | Post-test | The difference |
|---|---|---|---|
| **Mean** | 9,41 | 12,77 | **3.36** |
| **Standard deviation** | 10.29 | 16.50 | **6.21** |

**Table 6. Comparison of the Pre-test and Post-test's Mean and Standard Deviation.**




**Graph4. Comparison of the Pre-test and Post-test's Mean and Standard Deviation.**

The Results in the tables 4 and 5 indicate that there was an improvement in participants' performance in their scores. This may indicate that listening to recorded lectures in the form of podcasts, applied in the treatment stage has contributed in improving students lecture comprehension. The mean and standard deviation difference in graph 3 and table 6 show remarkable enhancements in participants' performance, which means that the instruction has impacted participants' better scoring which is expressed in the remarkable progress of the

majority of the students' scores. Therefore, to prove the difference between two tests is compulsory to calculate the t-test value.

### 3.2.4.3. Inferential Statistics

#### 3.2.4.3.1. Paired T-test Calculation

To find the difference between the means and the standard deviations of two tests, it is necessary to calculate the t-test. According to Cohen, et.al (2007, p.543, as cited in Meddour, 2014), the t value formula is as the following:

$$t = \frac{sample(or\ test) one\ mean - sample\ (or\ test) two\ mean}{standard\ error\ of\ the\ difference\ in\ means\ (SE)}$$

To calculate the Standard Error (SE), the following formula needs to be applied:

$\mathbf{SE} = \frac{SD}{\sqrt{N}}$ **SD:** Standard Deviation **N:** The number of the sample, which is N=20

Also, we need to consider these statistics:

| | N | Mean | Std. Deviation |
|---|---|---|---|
| Pre_test | 20 | 9,41 | 10.29 |
| Post_test | 20 | 12,77 | 16.50 |

$\mathbf{SE} = \frac{SD}{\sqrt{N}} = \frac{16.50-10.29}{\sqrt{20}} = \frac{6.21}{4.47} = 1.38$ **SE= 1.38**

Standard Error of the difference in means is **1.38**

With applying the above t-test formula, we obtain the following:

$t - test = \frac{\bar{x}\ post - \bar{x}pre}{SE} = \frac{12.77-9.41}{1.38} = \frac{3.36}{1.38} = \mathbf{2.43}$ **t= 2.43**

### 3.2.4.3.2. Hypothesis Testing and Interpretations

The null hypothesis **H0** means that there is no statistically significant difference between the means of the group in the pre-test and post-test. However, the alternative hypothesis **H1** means that there is statistically significant difference between the means in the pre-test and post-test.

***H0*** = By using podcasting technology, EFL students' lecture comprehension will not be ameliorated.

***H1*** = By using podcasting technology, EFL students' lecture comprehension will be ameliorated.

Statistical Hypothesis: **H0**: $\bar{X}$ **post** = $\bar{X}$ **pre**

***H1*** : $\bar{X}$ **post** > $\bar{X}$ **pre**

- **P- Value** or α = 0.05 one tailed (directional) decision.
- **Degree of freedom** = *df* = N-1 / *df* = 20 – 1 = 19 / ***df= 19***
- **Critical Statistics t** crit = **1.72**
- **Observed Statistics t** obs = **2.43**

The following table with the graph conclude the final obtained results:

| N | Tests | Mean | Std deviation | P-value | Critical value | T-test value |
|---|---|---|---|---|---|---|
| 20 | **Pre-test** | 9,41 | 10.29 | 0.05 | 1.72 | 2.43 |
| | **Post-test** | 12,77 | 16.50 | | | |
| | **Difference** | 3.36 | 6.21 | | | |

**Table 7. the Final Obtained Results**

As the observed value of t (2,43) is higher than the critical value(1.72) for nineteen degrees of freedom we accept the alternative hypothesis **H1** and reject the null hypothesis **H0**. This means that there is only 05% probability that observed mean difference: $\bar{x}post > \bar{x}pre$ (12.77 >9.41) appeared by chance, and 95% probability that are because of the treatment. Therefore, the null hypothesis is rejected which means that we are 95% sure that the relationship between the dependent variable (D) (the post-test scores) and the independent variable (ID) (the podcasting treatment) did not occur by chance. Hence, we support the alternative hypothesis **H1** which claims that "By using podcasting technology, EFL students' lecture comprehension will be ameliorated". Eventually, the treatment realized through the listening to podcast lectures of linguistics module can contribute in enhancing first year EFL students' lecture comprehension in the course of linguistics.

## 3.3. Students' Questionnaire

This questionnaire is designed for First year English students at Mohamed Kheider University of Biskra in the academic year: 2019-2020.

### 3.3.1. Aim of the Questionnaire

Students' questionnaire aims at gathering the necessary data for the sake of exploring the impact of using podcasts technology to improve EFL learners' lecture comprehension in the module of linguistics. This questionnaire's main aim is to test and evaluate students' attitudes and perceptions towards listening to podcasts and their opinions regarding this technology.

### 3.3.2. Description of the Questionnaire

This questionnaire has been administered to the same sample of the quasi experiment to obtain the participants' perceptions towards the use of podcasts as a supportive technology in comprehending the linguistics lectures. The distribution of the questionnaire took place after

two months of the post test session because of students' strikes manifested during the period from February to April 2019.

The students' questionnaire (see appendix **E**) consists of three parts and it includes twenty three questions organized in gradation from general to specific questions. The questionnaire is a semi-structured questionnaire which is a combination of close ended questions requiring from the students to pick up the appropriate answer, from a number of choices, or to choose 'yes' or 'no' answers and open ended questions followed by brief justifications whenever necessary.

The questionnaire is described as follows:

**Part One: General Information**

This part is devoted to collect general information about the participants. It contained five questions (from Q1 to Q5) where the participants were requested to identify their age range (Q1), gender (Q2), and their English level (Q3). Also they were asked to select the reason behind choosing English as a subject of study (Q4). Finally, the participants were asked to identify whether they are only students or they have other occupations (Q5).

**Part Two: Student's Feedback Regarding Lecture Comprehension**

This section was allocated to collect students' opinions regarding the comprehension of their linguistics lectures. It has included nine questions (from Q6 to Q14) where the participants were asked to identify their level in linguistics, the extent to which they attend this course and the type of learners they are. Moreover, in this part other questions aimed to explore the level of comprehension of the course among the participants, the type of difficulties they face in comprehension and the type of methods they use to overcome those difficulties. Additionally, in this section we have tested if students are accustomed with the

use of recordings. Finally, we have asked them about the method they rely on when they lose the content of their lectures.

**Part Three: ICT and Podcasting**

The final part was devoted to collect data regarding the use of ICT in learning English and specifically aimed at highlighting their opinions concerning podcasting technology. This part includes nine other questions (from Q15 to Q23) centred on the kind of ICT tools used by participants to learn English, the place of using such tools and if they use them to record lectures or not. Moreover, as for podcasting, the participants were asked if their teachers use this technology and if their level of comprehension has improved after listening to podcasts. Finally, the last three questions were asked to investigate their perceptions towards the use of podcasts. The participants were asked about podcasts accessibility, difficulties they face while listening to podcasts and whether this technology is interesting and motivating for them.

### 3.3.3. Analysis and Interpretation of the Results

Students were requested to answer this questionnaire by putting an (×) in the circle that corresponds to their opinions. The results are reported as follows:

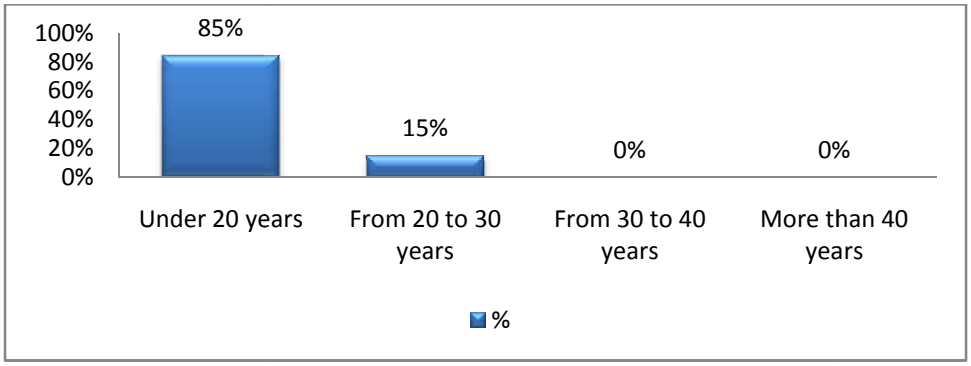
## Part One: General Information

**Q1.** Would you please identify your age?

| Option | Number | Percentage % |
|---|---|---|
| Under 20 years | 17 | 85% |
| From 20 to 30 years | 3 | 15% |
| From 30 to 40 years | 0 | 0% |

| | | |
|---|---|---|
| More than 40 years | 0 | 0% |
| **Total** | **20** | **100%** |

**Table8. Students' Age Distribution**




**Graph5. Students' Age Distribution**

In this question, we have proposed four age ranges. According to the table 8 and the graph 7, the results show that from a total number of twenty (20) participants, most of participants' ages are under twenty (20) years old (85%) except three (3) participants whose ages are from twenty (20) to thirty (30) years old(15%). The results show that the majority of first year students' ages are fewer than twenty which is the normal age for them.

**Q2**. Would you please identify your gender?

| **Option** | **Number** | **%** |
|---|---|---|
| Male | 8 | 40% |
| Female | 12 | 60% |
| **Total** | **20** | **100%** |

**Table9. Students' Gender Distribution**

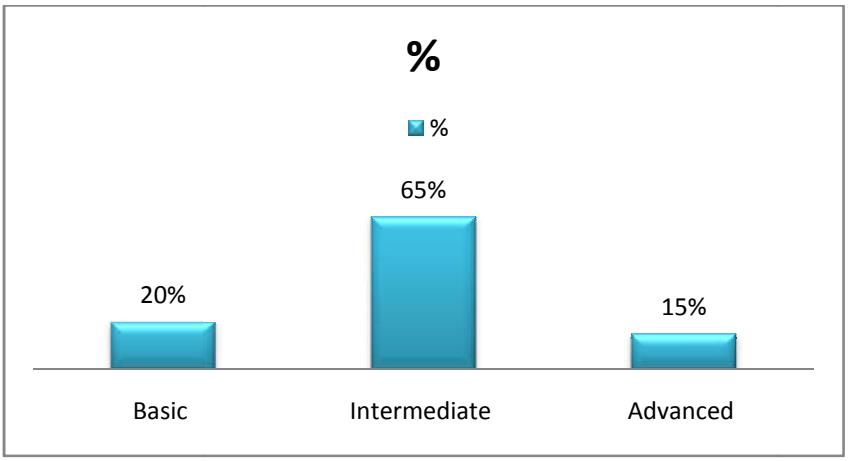
The table 9 above represent students' gender distribution. It is remarkable that female students' number is more than male students' number. Out of twenty participants, twelve students (60%) are females and eight are males (40%). This result shows that the difference

between the numbers of both genders is slight (20%) which means that even males are becoming interested in studying English language.

**Q3.** How can you evaluate your level in English?

| **Option** | **Number** | **%** |
|---|---|---|
| Basic | 4 | 20% |
| Intermediate | 13 | 65% |
| Advanced | 3 | 15% |
| **Total** | **20** | **100%** |

**Table10. Students' Proficiency Level**



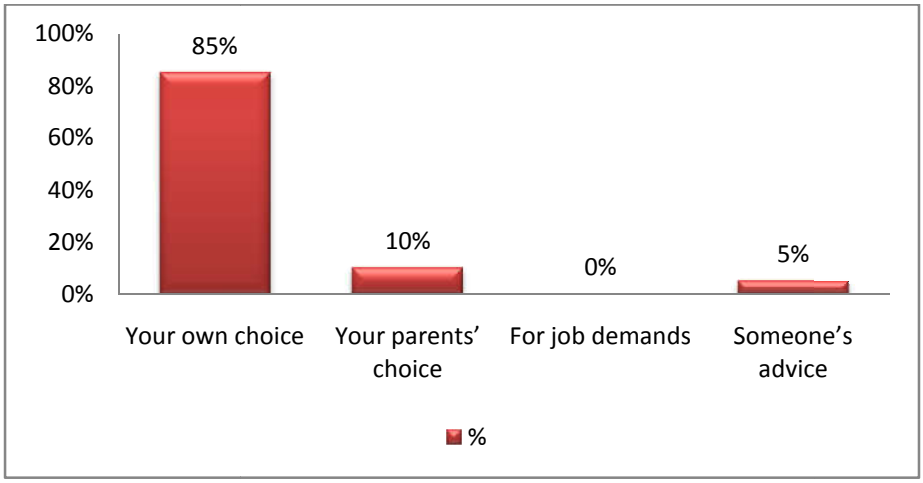

**Graph6. Students' Proficiency Level**

The table 10 and the graph 8 above indicate that the majority of participants (65%) evaluate their level in English as intermediate which means that their learning experiences are similar. However, only 20% of participants which have evaluated their level in English as basic. This indicates that some students come to university with poor background about English. Finally, the lowest percentage 15% is advocated to the advanced category which means that students who have a good background in English are few.

**Q4.** Choosing English as a subject of study at university was your:

| Option | Number | % |
|---|---|---|
| Your own choice | 17 | 85% |
| Your parents' choice | 2 | 10% |
| For job demands | 0 | 0% |
| Someone's advice | 1 | 5% |
| **Total** | **20** | **100%** |

**Table11. Students' Choice of English**




**Graph7. Students' Choice of English**

The table11 and the graph 9 show that the vast majority of students (85%) choose to study English depending on personal choice. However, only 10% whose parents asked them to choose it. Moreover, only one participant which represents 5% of the sample has chosen that the reason behind his/ her choice of English as a subject of study was someone's advice. Finally, no one has chosen English for job demands. The results indicate that first year students are decision makers since they choose their specialities by themselves.

**Q5**. Are you:

| Option | Number | % |
|---|---|---|
| A student | 18 | 90% |
| A student worker | 2 | 10% |
| **Total** | **20** | **100%** |

**Table12. Students' Occupations**

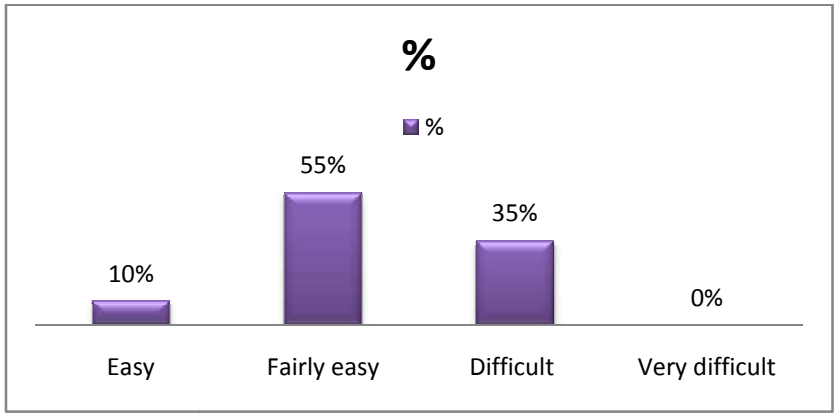
As it can be seen in the table 12, all the participants (90%) are only students except two of them who are student workers (10%). This question was asked to examine if other occupations affect students learning of the language. Thus, these results show that most of students focus only on one domain which is study.

**Part Two: Student's Feedback Regarding Lecture Comprehension**

**Q6.** How do you find the course of linguistics?

| Option | Number | % |
|---|---|---|
| Easy | 2 | 10% |
| Fairly easy | 11 | 55% |
| Difficult | 7 | 35% |
| Very difficult | 0 | 0% |
| **Total** | **20** | **100%** |

**Table13. Students Opinions Regarding the Course of Linguistics**




**Graph8. Students Opinions Regarding the Course of Linguistics**

This question attempts to check students' point of view about linguistics module. It is remarkable form the table 13 and figure above that 55% of the sample regards linguistics course as fairly easy and only 10 % of them consider it as an easy course; however, 35% of them consider it as difficult. This means that the course of linguistics is a challengeable course for some and easy for others.

**Q7**. How often do you attend the lecture of linguistics?

| **Option** | **Number** | **%** |
|---|---|---|
| Always | 19 | 95% |
| Sometimes | 0 | 0% |
| Rarely | 1 | 5% |
| Never | 0 | 0% |
| **Total** | **20** | **100%** |

**Table14. Students' Attendance**

This question was asked to know whether students appreciate to attend their linguistics lectures or not. It is remarkable that all the participants (95%) always attend the linguistics

lectures except one participant (5%) who rarely attend. This result is due to the fact that teachers mark the absentees in each session.

**Q8.** What type of learners you are?

| Option | Number | % |
|---|---|---|
| **a-** Visual (prefer learning by pictures, videos...) | 4 | 20% |
| **b-** Auditory (prefer learning by listening) | 2 | 10% |
| **c-** Read and write ( prefer learning by reading handouts and writing notes..) | 3 | 15% |
| **d-** Kinaesthetic ( prefer learning by demonstrations, presentation and cooperative activities) | 0 | 0% |
| a+b | 1 | 5% |
| a+c | 6 | 30% |
| b+c | 4 | 20% |
| **Grand Total** | **20** | 100% |

**Table15. Students' Learning Styles**

This question was asked to figure out the different learning styles of students. The table 15 shows that four participants (20%) are visual learners, two participants (10%) are auditory learners, three participants (15%) are learners who prefer to learn by reading and writing, only one participant (5%) who is a visual and auditory learner, other four participants (20%) are auditory and read and write learners, finally, six participants (30%) take the vast percentage who are visual and read and write learners. Eventually, we deduce that the number of students who prefer to learn by reading and writing is more than the number of other styles.

**Q9**. How do you evaluate your level of comprehension of the course?

| Option | Number | % |
|---|---|---|
| Excellent | 0 | 0% |
| Good | 3 | 15% |
| Average | 13 | 65% |
| Poor | 4 | 20% |
| **Total** | **20** | **100%** |

**Table16. Students' Comprehension Level**

By this question we attempt to explore students' comprehension level of the course of linguistics. The results have been obtained from the table 16 above show that the majority of participants (65%) evaluate their level of comprehension as average; moreover, four students (20%) evaluate their level as poor. Finally, the fewest number (three participants) (15%) consider their level as good. Consequently, we deduce that first year students do not comprehend the linguistics lectures thoroughly because it is a new module for them.

**Q10**. Do you face difficulties in understanding the course of linguistics?

| Option | Number | % |
|---|---|---|
| Yes | 15 | 75% |
| No | 5 | 25% |
| **Total** | **20** | **100%** |

**Table17. Difficulties of Understanding the Linguistics Course**

The aim of this question is to spot the light on the difficulties faced students in linguistics module. It is remarkable that the large majority of participants (75%) did face some difficulties in comprehending this module. However, only five participants (25%) did not face

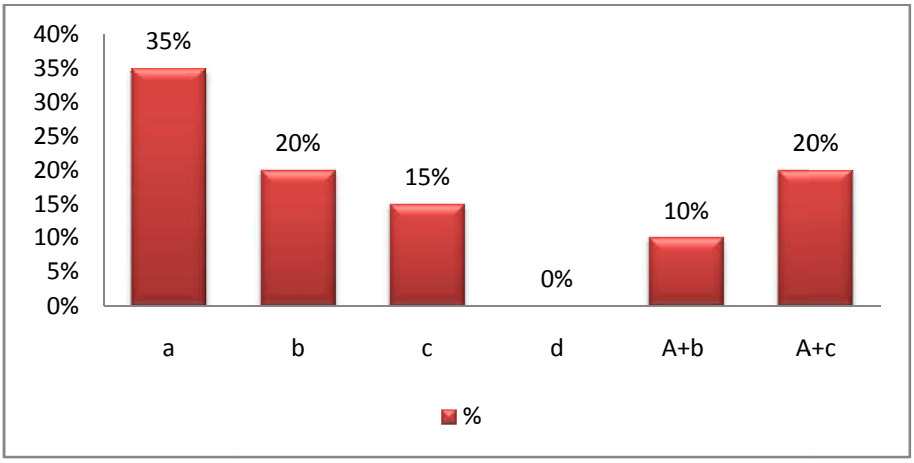
any difficulties. The results obtained show that first year students encounter difficulties in comprehending the linguistics lectures.

Out of 15 participants who answered with "yes", six students related their difficulties to the linguistics terminology expressing it in different ways such as the module includes difficult vocabulary, words, terms, jargon…etc. Other three participants claimed that they did not understand it because of the abstract theories, ideas, concepts included. Moreover, two participants argued that the difficulty of the course is related to the learning circumstances such as the overcrowded classes which present an obstacle for them. Two participants said that they do not like the teacher's method of delivering the lectures claiming that teachers focus only with students who sit in the front. The remained participants answered by just difficult and boring. The mentioned difficulties are obvious because the sample have poor background knowledge about the module since they did not deal with such kind of courses in previous learning career.

**Q11.** If you do not understand some concepts in the course, what do you usually do?

| Option | Number | % |
|---|---|---|
| a- Ask the lecturer for more clarifications | 7 | 35% |
| b- Ask your peers | 4 | 20% |
| c- Rely on videos and podcasts from the internet | 3 | 15% |
| d- Use alternative methods | 0 | 0% |
| A+b | 2 | 10% |
| A+c | 4 | 20% |
| **Total** | **20** | **100%** |

**Table18. Students' Methods Used to Learn the Course of Linguistics**




**Graph 9. Students' Methods Used to Learn the Course of Linguistics**

This question seeks to investigate the most common used strategies by first year EFL students when they do not understand their lectures. From the results mentioned above in the table 18 and the graph 11, Out of 20 participants, seven students (35%) ask the teacher for more clarifications, four students (20%) prefer to ask their peers, three students (15%) rely on videos and podcasts online, only two students (10%) prefer to ask both teachers and peers, finally, four students (20%) like to rely on both the teacher and videos and podcasts from internet. Consequently, we deduce that students have different methods to rely on depending on their learning different styles.

**Q12.** What is your most effective way of revising lectures?

| Option | Number | % |
|---|---|---|
| a- Refer to your notes | 4 | 20% |
| b- Refer to your handouts | 5 | 25% |
| c- Refer to the recorded lectures | 1 | 5% |
| d- Refer to other sources | 0 | 0% |
| a+b | 5 | 25% |
| a+c | 3 | 15% |
| a+b+c | 2 | 10% |

| | | |
|---|---|---|
| **Total** | **20** | **100%** |

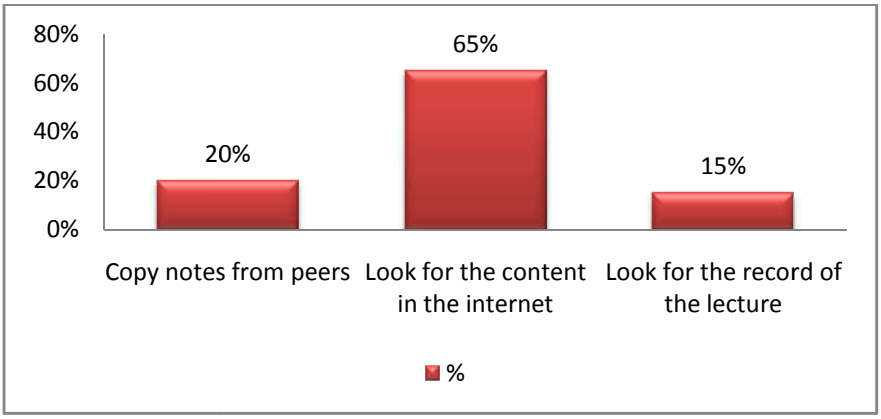
**Table19. the Most Effective Ways of Revising Lectures**

This question attempts to explore what kind of strategies first year EFL students use when revising their lectures. As it is remarkable in the table 19 above students vary their strategies of revision. 20% of students refer only to their notes and this is not surprising because it is a common method for them from high school. 25% of the participants refer only to handouts because it is common strategy among first year students as it is the most available source for them. Only 5% of the participants refer only to recording while revising and this is because of their unawareness of such strategy as they are not accustomed with in previous learning stages. However, there are other percentages of participants who vary their strategies using whether notes and handouts (25%), notes and recordings (15%) and all of above (10%). As a result, it is quite clear that students prefer most of the time to refer to their notes as they are used to this strategy throughout their learning experiences.

**Q13**. In case you lose the content of lectures, what method you rely on?

| **Option** | **Number** | **%** |
|---|---|---|
| Copy notes from peers | 4 | 20% |
| Look for the content in the internet | 13 | 65% |
| Look for the record of the lecture | 3 | 15% |
| **Total** | **20** | **100%** |

**Table 20. Alternative Methods in Case of Losing the Lectures Content**




**Graph 10. Alternative Methods in Case of Losing the Lectures' Content**

This question mainly was asked to see whether students are aware of the importance of technology to overcome some of their learning problems or not. The results from the table 20 and the graph 12 reveal that when students lose the content of their lectures they use different methods. From a total number of twenty students, four students copy notes from peers (20%), thirteen students look for the content in the internet (65 %) and only three students (15%) who look for the record of the lecture to use them later in their revision. This results consequently denotes that students are more accustomed in searching via internet rather that copying from peers and looking for records.

**Q14.** Students' opinions regarding lecture recording?

This question tends to explore first year EFL students' point of views regarding recording lectures. Out of twenty participants, eleven students claimed that recording lectures is a great method that is effective and helpful in their revision. Two participants added that recording lectures help them to get more clarifications and to understand their lectures better because of the repetition many times. Moreover, two other participants claimed that this method is effective for them when they are absent or they miss some ideas during the lecture since they can refer to the whole lecture in details. However, one participant claimed that this method is beneficial only for auditory learners. Additionally, three participants stated that this

method is useful because we can listen to the recordings whenever and wherever we want. Finally, only one participant did not answer this question.

**Part Three: ICT and Podcasting**

**Q 15.** Do you use technological tools to learn English?

| Option | Number | % |
|---|---|---|
| Yes | 19 | 95% |
| No | 1 | 5% |
| **Total** | **20** | **100%** |

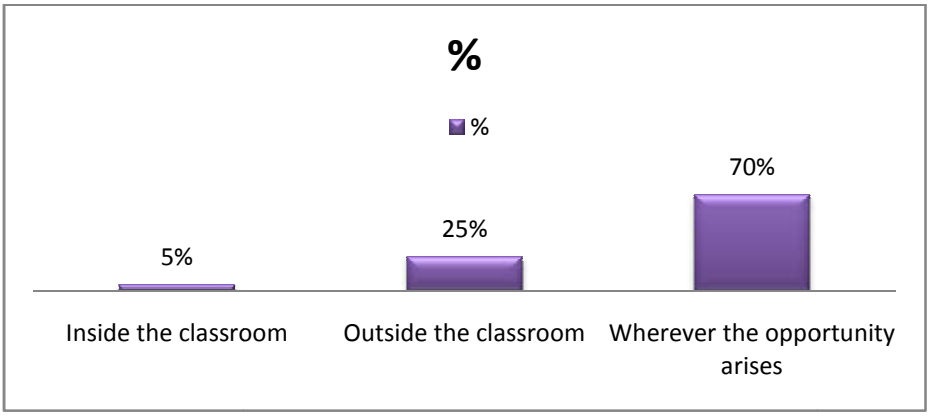
**Table21. Students' Use of Technology in Learning English**

This table (21) shows that all the participants (95%) reported that they use technology in learning English language except one student (5%) who did not use it. Consequently, the results proved that using technology in English learning is common among first year EFL learners.

If yes, where do you often use them?

| Option | Number | % |
|---|---|---|
| Inside the classroom | 1 | 5% |
| Outside the classroom | 5 | 25% |
| Wherever the opportunity arises | 14 | 70% |
| **Total** | **20** | **100%** |

**Table22. Frequent Places of Using Technological Tools in English Learning**




**Graph 11. Frequent Places of Using Technological Tools in English Learning**

The table and the figure above indicate that out of twenty participants, only one student (5%) use technological tools inside the classroom; meanwhile, five students (25%) reported that they use technological tools outside the classroom. Finally, the majority of participants (70%) use their technological tool whenever the opportunity arises. The results reveal that the majority of the participants use technology in informal settings and in unplanned way and in no specific location.

**Q 16.** Do you use ICT devices to record lectures inside the classroom?

| Option | Number | % |
|---|---|---|
| Yes | 13 | 65% |
| No | 7 | 35% |
| **Total** | **20** | **100%** |

**Table23. the Use of ICT Devices in Recording Lectures Inside the Classroom**

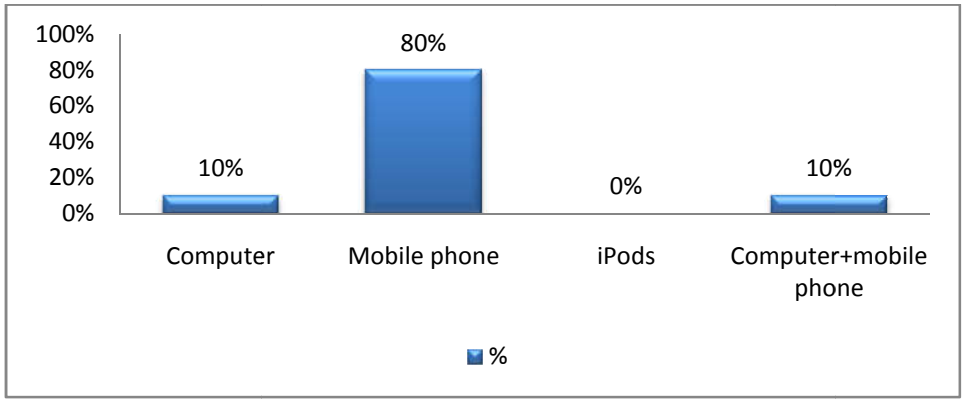
This question was asked to examine the relation between using ICT devices and recording lectures by first year EFL learners. As it is remarkable in the table 23 above, the number of students who reported that they do record lectures using ICT device is thirteen which is more than the half (65%) of the sample. On the other hand, seven students (35%)

have reported that they do not use such ICT devices to record lectures inside the classroom. The findings show that the majority of students are aware of the method of recording lectures and they practice it using their ICT devices inside classrooms which mean that this practice is common among first year EFL students.

If yes, what kind of ICT devices do you use?

| Option | Number | % |
|---|---|---|
| Computer | 2 | 10% |
| Mobile phone | 16 | 80% |
| iPods | 0 | 0% |
| Computer+ mobile phone | 2 | 10% |
| **Total** | **20** | **100%** |

**Table24. Kinds of ICT Devices Used By Students**




**Graph 12. Kinds of ICT Devices Used By Students**

This question aims at exploring the most common devices used by students. The table 14 and the graph 14 demonstrate that the most used device among first year EFL students is the mobile phone as sixteen students (80%) have reported this choice. In addition, only two students (10%) who claimed that they use computer devices, and other two students (10%) claimed that they use both mobile phones and computers. Through these results, we figure out

that the majority of students are familiarised with the use of mobile phones for their accessibility and flexibility being at hand.

**Q17.** What do you think of listening to recorded lectures in a form of a podcast?

This question aims at exploring first year EFL learners' attitudes towards listening to recorded lectures online in a form of podcasts. The results from students' answers reveal that out of twenty participants, only eighteen students answered this question. From the eighteen reporters, four students, who said that they do really use records to revise their lessons, claimed that this method is effective as it enhances their understanding of the lectures. Furthermore, other four students claimed that it is a useful method for them because it helps them catch up the missed ideas and points in addition to covering all the content of the lecture. Moreover, two students stated that it is a very helpful method as they are auditory learners and three students reported that it is very helpful while revising. Additionally, one student suggested that listening to podcasts will be effective if it is recorded with special tools. Finally, the remained four students answered with just good or helpful. The results reveal that students' answers are similar to their answers regarding recording lectures since they are not really aware of the difference between the recorded lectures and podcasts.

**Q18.** Does your teacher of linguistics create podcasts of his/her lectures?

| **Option** | **Number** | **%** |
|---|---|---|
| Yes | 1 | 5% |
| No | 19 | 95% |
| **Total** | **20** | **100%** |

**Table25. Teachers Generated Podcasts**

This question was asked to examine whether teachers are creating podcasts of their lectures or not. The table 25 above shows that all students (95%) of the sample replied that their teachers do not create such kinds of podcasts except one participant (5%) who replied to this question by yes which means there are few teachers who do so. From these results we deduce that podcasts are not a common method used by teachers.

If no, do you record your teacher when presenting his/her lectures?

| Option | Number | % |
|---|---|---|
| Yes | 11 | 55% |
| No | 9 | 45% |
| **Total** | **20** | **100%** |

**Table26. Students Recording Lectures**

From the results mentioned in the table 26 above, eleven students (55%) from twenty reported that they do record their teachers while presenting the lectures. However, nine students (45%) reported the opposite. Out of twenty participants, the eleven students who answered with 'Yes' claimed that they record their teachers' lectures because sometimes they sit in the back so they cannot hear the teacher well, they refer to the records when they are at home for revision, they may miss some points while note taking, they may miss the handouts or the notes, they can refer to the records in any place and any time, and they can repeat listening to the records for better comprehension of the lectures. On other hand, students who answered with 'No' argued that they are not auditory learners, they do not have mobile phones to record, they do not have the appropriate tools to get a clear sound of the records, they rely on in-class understanding, and others think that it is unethical to record the teacher without permission.

**Q19**. After experiencing listening to linguistic lectures through online podcasts outside the classroom, is there an improvement in your understanding of the given lectures?

| Option | Number | % |
|---|---|---|
| Yes | 18 | 90% |
| No | 2 | 10% |
| **Total** | **20** | **100%** |

**Table27. Students' Level of Comprehension of Linguistics Lecture after Listening to Podcasts**

The table 27 demonstrates that the majority of participants (90%) reported their positive perceptions towards listening to podcasts by stating that their level of comprehension of the given lectures has improved after listening to online podcasts. Meanwhile, the remained participants (10%) reported that their level has not improved.

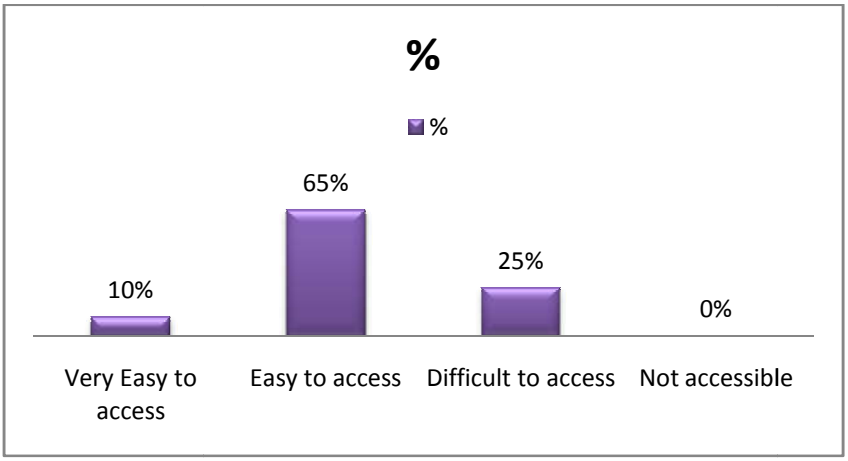
According to the participants' justifications, most of them highlighted the flexible and accessible nature of podcasts as they can listen to them easily and whenever and wherever they want. Moreover, they have spotlight the repetition feature of podcasts which helps them to better comprehend their linguistics lectures. Finally, they focussed on the idea that with podcasts they can get access to the whole lecture without missing any part, and considering podcasts as a remained source to which they can refer whenever they need.

**Q20**. To which extent do you think Podcasts are accessible?

| Option | Number | % |
|---|---|---|
| Very Easy to access | 2 | 10% |
| Easy to access | 13 | 65% |
| Difficult to access | 5 | 25% |

| | | |
|---|---|---|
| Not accessible | 0 | 0% |
| **Total** | **20** | **100%** |

**Table28. Students' Opinions Regarding the Accessibility of Podcasts**




**Graph 13. Students' Opinions Regarding the Accessibility of Podcasts**

As it can be seen in both the table 28 and the graph 15, out of twenty participants, two students (10%) picked up that podcasts are very easy to access. Additionally, the majority of students (65%) claimed that podcasts are easy to access. However, five students (25%) believe that podcasts are difficult to access. The results show that podcasts are accessible technology for first year EFL learners.

**Q 21**.Have you faced difficulties while listening to podcasts?

| Option | Number | % |
|---|---|---|
| Yes | 15 | 75% |
| No | 5 | 25% |
| **Total** | **20** | **100%** |

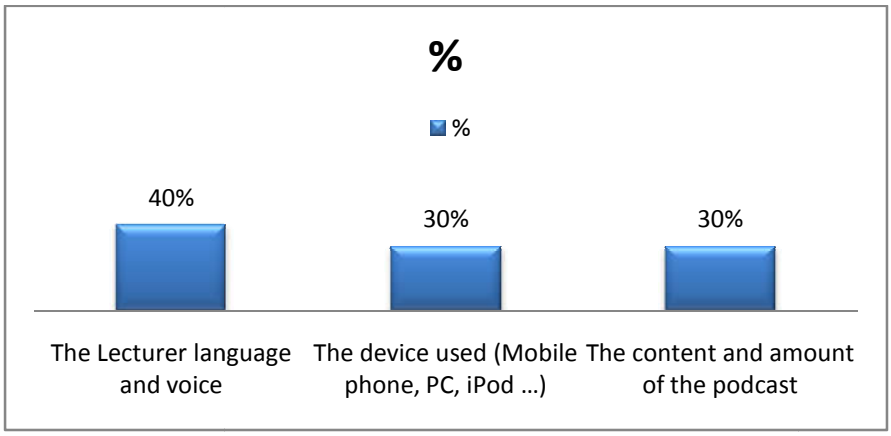
**Table29. Students' Difficulties of Listening to Podcasts**

The table 29 shows that the majority of students (75%) have faced difficulties when listening to podcasts. However, only five students (25%) have not faced any difficulty in listening to podcasts.

If "Yes", are they related to:

| Option | Number | % |
|---|---|---|
| The Lecturer language and voice | 8 | 40% |
| The device used (Mobile phone, PC, iPod …) | 6 | 30% |
| The content and amount of the podcast | 6 | 30% |
| **Total** | **20** | **100%** |

**Table30. Reasons of Difficulties When Listening to Podcasts**




**Graph 14. Reasons of Difficulties When Listening to Podcasts**

As it is remarkable in the table 30 and the graph 16 above, the majority of participants (40%) picked up that the difficulty in listening to podcasts is related to the lecturer language and voice; furthermore, six students (30%) reported that their difficulties were related to the device used. However, other six students (30%) have chosen that their difficulties in listening to podcasts are related to the content and amount of the podcast itself. The results reveal that several factors affect the quality of podcasts that is why students find difficulties in listening to them.

**Q 22.** After your experience in listening to podcasts, have you found it interesting and motivating? Please explain

This question attempts to explore participants' attitudes towards listening to podcasts after their experience in the quasi experiments. The majority of participants reported their positive perceptions by stating that podcasts are interesting and motivating. They have explained that podcasts help them to improve their listening skill, to memorise the content of the lecture, to recapitulate what they missed during the lectures sessions, to refer to them whenever needed, to improve their understanding, to facilitate revision, to solve overcrowded classrooms problems, to save time as it can be downloaded through ICT tools, to access to the lectures in case of excuses of absentees, and to get access to the lectures for students workers who have no time to attend the lectures sessions. However, three participants expressed their refusal towards this technology claiming that they do not like to listen to long passages especially lectures as they are visual learners. Finally, the remained two participants stated that podcasts are interesting and motivating without explaining their opinions.

## 3.4. Teachers' Interview

The third data collection tool is the teachers' interview which was chosen to collect teachers' various attitudes towards the use of podcasting technology to improve EFL learners lecture comprehension.

### 3.4.1. The Sample

Face to face interviews were conducted with five (05) teachers of linguistics course that teach first year LMD students at Mohamed Kheider university of Biskra in order to pursue in depth information around the topic of this research. These teachers were selected as sample that has more direct contact with freshmen students and their needs. The teachers' responses

are considered to be significant for the aim of this research. The chosen sample were all PhD doctors in field of applied linguistics who can provide us with more accurate information about the target sample to better reach more valid results.

### 3.4.2. Description of the Interview

A semi structured interview was held with our sample in which the same open-ended questions were asked to all interviewees ( see appendix F). The interview was conducted face to face with our sample to provide more accurate and genuine feedback for the sake of answering the third research question of the present study. The interview includes nine (9) open ended questions where some questions aimed to discover if EFL teachers at Biskra University are aware of the difficulties faced by first year EFL students in the module of linguistics as well as to explore teachers' opinions towards the effectiveness of recording lectures by both teachers and students. Moreover, some questions aimed to explore their opinions regarding their readiness to introduce podcasts as a supportive teaching strategy in lecturing. The teachers' identity is intentionally kept anonymous for the feasibility of the research; therefore, we have referred to each interviewee with a letter, such as "A", "B", "C", "D", and "E" as it is reported in the discussion below.

### 3.4.3. Analysis and Interpretation of the Results

**Question01: Do you support the use of technology in language teaching?**

The question aims at exploring whether EFL teachers are aware about the use of technology in teaching or not.

| Teachers | Responses |
|---|---|
| **Teacher A** | Of course, I definitely do. Because it helps students to reach more purposes and to better understand the course to be taught. |
| **Teacher B** | Yes, because I think that the use of technology is a must today in teaching and |

| | |
|---|---|
| | learning. |
| **Teacher C** | Yes, I highly support that because teaching has always being supported by teaching aids such as technology which helps to gain time and it is very basic to be used, especially what is called as ICT which is of great importance. Personally, I teach oral expression through Youtube. |
| **Teacher D** | I do support what we call the ICT's in language teaching. |
| **Teacher E** | Yes I do, if the means and the right environment are available why not. |

**Table 31. Teachers' Support of Technology**

It is remarkable that all the interviewees do support the use of technology in language teaching. The interviewees answered the yes/no question with additional explanation includes the reason behind their support. One of them claimed that technology improve students' comprehension of their courses. Moreover, two teachers agreed that they support ICT in language teaching. Except one teacher who supported the use of technology only if the means and the right environment are available. Eventually, we deduce that the use of technology in language teaching is of great importance for teachers.

**Question2: as a teacher of linguistics who teaches first year students, do you think that they encounter difficulties in comprehending the module? If yes, could you please tell me what kind of problem they face?**

This question seeks to discover EFL teachers of linguistics awareness about the difficulties faced by first year EFL learners.

| **Teachers** | **Responses** |
|---|---|
| | Of course, students usually encounter so many problems with linguistics because of the nature of this module and as freshman students they do not have a |

| | |
|---|---|
| **Teacher A** | background about linguistics and even about lecturing itself. The kind of problems they face:<br>• With the module itself because it is new<br>• With the language itself where dealing with new terminology.<br>• With the nature of linguistics where it needs more analysis, evaluation... and our students are not accustomed with these techniques and means of evaluation, they just learn by heart…etc. |
| **Teacher B** | I taught first year students in previous years and I ensure that they have difficulty in well grasping what is taught because of the nature of the module "linguistics" itself; dealing with abstract things, so I think that the course of linguistics is one of the most difficult courses EFL students in general and first year students in particular in our context. The main problem is due to the type of learning strategy of a learner. Generally students do not have that ability to understand abstract things/ ideas. The way they learn in university is an accumulation of past experiences; they went through different learning experiences from primary to secondary school where the strategies of learning are different from the university level. Such as some learning habits which are related mainly to memorisation. This is the big problem and then when comes to learning some new modules at the university level where they have to think, solve problems, analyse, use critical thinking…they do face difficulties. |
| **Teacher C** | Well, the first session when I met them I remember I asked them the first question: have you ever heard about the word "linguistics"? and a big majority of students said: No. so since they have never heard about the word previously, they do not have any background knowledge about the module and is it clear that they encounter many difficulties in comprehending the module. The problems they |

| | |
|---|---|
| | face are due to their background knowledge. Students come with very poor knowledge about linguistics. |
| **Teacher D** | Out of my modest experience I can tell you that most of first year students find difficulties in understanding the course of linguistics. The major problem that they face according to what I have experienced with the first year is the question of concepts and those deep ideas of the course, let me say theories, terminology, that are related directly with the course. It's not easy for them to conceptualise them. |
| **Teacher E** | Of course they do, and the results of exams are the proof, but this is not only the problem, I always notice that the number of students who attend the session are less than the half and students who attend they do not face such kind of difficulties in understanding the course because at the level of first year it is just an introduction, they see some notions and concepts that we deal with them and we don't go deeply because at the next levels they will see more about them. I think that the difficulties of understanding the course are related to their lack of seriousness attending the session whatever the level is (good, average or weak). |

**Table32. Teachers' Opinions Regarding Students' Difficulties in the Course of Linguistics**

As it can be seen, all the five teachers agreed that first year EFL students face many difficulties in comprehending the module of linguistics except one teacher who claimed that students who attend lectures could not face such difficulties. The majority of teachers asserted that the main difficulties faced by first year EFL learners are related to the nature of the module itself (it needs kind of analysis and evaluation…), the terminology used (the language used), and the newness of the module (poor background knowledge about the module).

However, one teacher claimed that the difficulties of comprehension appear only if students do not attend their lectures.

**Question03: Could you please tell me what kind of strategies you use to deliver your lectures taking into consideration your students' learning styles?**

By this question we aim to identify the different strategies teachers use to deliver their lectures taking into consideration students learning styles.

| Teachers | Responses |
|---|---|
| **Teacher A** | The first thing I do is to distribute handouts. Second, usually I provide my students with references to make them attentive through questions/answers discussions, writing on the table, illustrations, using my mapping to explain for them and repetitions to help them better understand the course. |
| **Teacher B** | When teaching the first thing that we have to consider is to look for all the different abilities/ levels of our students. (Weak, average, excellent students) so we have to cover all these levels.<br>One technique I use while lecturing is to move from simple to complex, from easy to difficult. You go through gradations in delivering the lesson.<br>I try to be monotonous in my teaching; I usually try to vary the techniques. Sometimes I explain orally; I write on the board; I ask for feedback…etc.<br>Based on those techniques I target to make my students well grasp what I teach them. |
| **Teacher C** | Students' learning styles should be taken into consideration because students in the class are heterogeneous; they have not got the same background. Some students like to learn through listening, others through writing, reading, watching…etc. |

| | |
|---|---|
| | The teacher should fulfil all his students' needs through using a variety of strategies such as writing on the board, explaining orally…and since it is linguistics, we have to target the objective of the lecture paying attention to the terminology for first year students is highly basic. |
| **Teacher D** | The best strategy; as far as I am concerned both as a teacher of linguistics and applied linguistics, is to vary the way I give my lectures as well as to vary the way I prepare the activities and exams, because when you vary you give more opportunity to students to work and to understand if you mean exactly the course of linguistics. Using some styles of teaching. I sometimes write on the board, hanging pictures, making students listen to records of linguists talking about some important concepts in the field…etc. |
| **Teacher E** | I have already given that course using the data show with power point slides but the conditions we are working in doesn't really give you the opportunity to work in such a manner.<br>I generally start explaining orally first to attract their attention, I give them an idea about the notions and concepts to be discussed so that they can follow with me and I prefer to get what they have as background knowledge about those concepts and then I provide them with the handouts as a consolidating material. |

**Table 33 Teachers' Lecturing Strategies**

Through the answers presented above, two teachers said that they prefer to use of discussions while delivering their lectures. Moreover, the oral explanation, handouts and writing on the board strategies seem to be common among all interviewees. However, only one teacher mentioned the gradation technique in delivering lectures (moving from simple to complex). As a result, it is remarkable that the majority of teachers use different strategies to

deliver their lectures that suits their way of teaching in order to make students better understand the course.

**Question 4: Have you noticed that your students use their mobile phones to record lectures?**

This question was asked to examine whether recording lectures by students is a common technique among them or not.

| Teachers | Responses |
|---|---|
| **Teacher A** | Yes a lot. |
| **Teacher B** | Yes, this is a new and recent practice among our students. Since two/ three academic years I have started telling them that they can record the lectures but just they ask for permission. |
| **Teacher C** | Yes, not only in the module of linguistics. Most of students love using their mobiles to record my lectures and even outside the classroom. |
| **Teacher D** | I do notice with the other levels, but at the level of first year I don't think that they are really used to using the mobile to understand what the teacher is saying in his course. But they could do so depending on their learning styles. |
| **Teacher E** | Frankly, some of them they ask for permission to record and maybe some others they do so without asking. I cannot check everyone. |

**Table 34. Teachers' Remarks Concerning Students' Use of Recordings**

The five teachers have noticed that their students record them when lecturing. On one hand, some teachers emphasised the ask for permission before recording. On the other hand, only one teacher who claimed that this practice (recording) is common among students of the other levels rather than first year students claiming that they are not aware about it. He also

added that this depends on their learning styles. The results show that recording lectures by students is a common practice.

**Question5: Do you allow them to record?**

The aim behind asking such question is to explore teachers' impressions regarding this practice, particularly to explore their reactions when they are recorded by their students during a lecture.

| Teachers | Responses |
|---|---|
| **Teacher A** | Of course, they are free. I do not have problem because I usually do not go out of the topic while lecturing and I keep on the lesson. |
| **Teacher B** | Yes, I have no problem because I think that many of them they listen to teacher in the class and they record also. When they go home these recordings may help them in coming back to what they have encountered. |
| **Teacher C** | Yes no problem, especially if it is linked to something serious and scientific they take the opportunity and listen to that whenever they need it. |
| **Teacher D** | Of course, I don't have any problem with them using their mobiles to understand me more. |
| **Teacher E** | Yes I do if they ask for my permission. |

**Table 35. Teachers' Permission to Be Recorded**

As it can be seen, all the interviewees agreed on allowing their students to record them during a lecture. Teacher "A" argued that he does not go out of the topic of the lecture that's why he has no problem to be recorded. Furthermore, two teachers claimed that they have no problem to be recorded because this practice helps students to listen again to the lecture whenever they need. Consequently, we deduce that teachers' impressions towards recording are positive.

**Question6: In your opinion, what is the reason behind this practice "recording"?**

It is significant to identify the reasons behind the recording practice done by some students. That is why through this question we seek to specify those reasons from the teachers' point of view.

| Teachers | Responses |
|---|---|
| **Teacher A** | I think that the main reason is that students are not accustomed with "note taking" and its strategies. That is why they don't know what to take and what not to take.<br>There are other reasons such as students do not have background about the module so they don't know what to take and what to not so they are deemed to take everything. |
| **Teacher B** | I think the reason is that they want not to leave things left behind them. Maybe sometimes when they are in the lecture they cannot hear the teacher well, some students sitting in the back of the classroom, others they do not listen well, others may miss some ideas/ explanations. They take notes but they do not take everything; so, when recording the lecture this gives them the opportunity to access to the whole lecture. Also when they have the records in hand they may listen more than one time to the lecture and every time they listen, this gives them better understanding of what they have been taught. |
| **Teacher C** | I think it is a form of a summary of the lecture and it is a better than having a handout and reading it because instead of reading, they are listening; and students they do this because it is their favourite form of learning. We encourage students do this but after asking for permission. |

| | |
|---|---|
| **Teacher D** | As a teacher, when I see in my class or amphitheatre that some students are recording this may give me the idea that they cannot get me while I'm explaining, or because there is too much noise in the class or amphitheatre, or there are other things which may get on their way to understand so they use the mobile to facilitate for themselves the understanding of concepts, theories, ideas… it refers to many different intentions and It depends on the nature or the type of the learner which you have in your class because if the learner is aware of his type i.e. he knows that he is that kind of learner who may understand better when he/she gets backs home s/he uses the mobile and listen and repeat to understand. |
| **Teacher E** | Maybe because they lack concentration while following the teacher.<br>Maybe sometimes even if they concentrate, they want to record to go back to those examples given in explanations in class.<br>Maybe they cannot write notes about some sorts of explanations but they cannot follow every single element/ word said by the teacher that is why they prefer to have such recordings so that once they are at home or while revising, if they lack something they may go back to those recordings, this is the major objective of recording the lectures. Also it is related to the learners' learning styles that they prefer. |

**Table 36. Teachers' Opinions Regarding the Practice of Recording**

The five teachers reported different reasons behind the recording practice. The reasons are summarised as follows:

- Students are not accustomed with "note taking" strategy;
- Students may sit in the back, so they do not hear well;
- Students may miss some points while taking notes;

- Students repeat the lecture whenever they want to better their understanding;
- Students who learn by listening find it beneficial rather than reading handouts (i.e. it depends on their learning styles);
- Students may have different intentions by doing this practice;
- Students may lack concentration while following the teacher; and
- Students may want to record to go back to examples given in explanations in class.

The findings reveal that there are various reasons why some students record their teachers during lectures. As it is remarkable, teachers have different opinions concerning this practice. All the five teachers explained the reasons with the belief that this practice solves some problems students suffer from in their lectures.

**Question7: in your point of view, do you think that those recordings can help students to better understand your lectures since the student is repeating them and listen to them whenever s/he wants?**

This question was asked aiming at exploring teachers' attitudes regarding the use of recordings to improve students' understanding of their lectures.

| Teachers | Responses |
|---|---|
| **Teacher A** | For me I think that those recordings help them just to get good marks because most of the students are not interested in understanding and learning a specific module as linguistics. For example, if I tell students the next lecture is not included in the exam, I guarantee that most students will not attend the lecture. Generally it is up to the student, some prefer recordings to better understand, and others prefer doing readings, and so on. |

| | |
|---|---|
| **Teacher B** | I think recordings can stand as a good technique to learning, especially in terms of support. It is a supportive material that may also help students to consolidate what has been learned and of course it makes them understand better. |
| **Teacher C** | Learners do not learn from one source. Well I think the student whenever he is experiencing and improving himself. Any mean you find that it enhance your understanding you use it; it is up to the student to select which mean that make him understand. Those recordings are an opportunity which other students previously didn't have. This is the positive aspect of technology. |
| **Teacher D** | Yes they do, because students find time and feel at ease when they are at home. Listening again to what they have recorded in the course/ lesson. It is related to understanding because when you listen at your speed of understanding you understand better. |
| **Teacher E** | If those recordings are done for positive purposes, just to clarify more and to come back to those notes whenever they need, yes they can help them if they do efforts. It depends on students' seriousness and interesting to the lectures. |

**Table 37. Teachers' Point of Views Regarding the Use of Records in the Comprehension of the Linguistics Module**

The five teachers have had different opinions regarding this question. Some agree that listening to records may help students understand better; for example, teachers "C" and "E" agreed that if the student makes such recording for the sake of repeating them to understand, this will improve his/her understanding i.e. it depends on students' intentions. Accordingly, teacher "D" has greatly agreed that those recordings will help students to understand claiming that when one's listen at his/ her ease will certainly understand better. However, only one teacher who had a negative opinion towards recordings claiming that students listen to records only to get better marks and not better understanding. He argued that it depends on the

learners' objective in the first place. Eventually, the findings of this question show that the recording practice acts as a supportive material to helps students for better understanding of lectures.

**Question8: If you have given the opportunity to record your lectures and make them accessible online for your students (which is known as podcasts), would you do so? If no. why?**

We have suggested for teachers to record their lectures and put them online in a form of podcasts, the teachers were asked if they accept to do this act or not aiming at exploring to which extent they support the use of podcasts at a supportive teaching material.

| Teachers | Responses |
|---|---|
| **Teacher A** | Of course I do with pleasure. |
| **Teacher B** | Yes, this is my challenge in the coming time. I'm thinking since months to do this practice. Not only to audio record as podcast but also to film my lectures as vodcasts and put them on Youtube to be available for everybody. |
| **Teacher C** | Yes I will do, we are not teachers for specific students, and we are teachers for all who wants to understand because science is for everybody. |
| **Teacher D** | Yes I would do it but I can tell you that it takes time and efforts to do so. But if I find someone helping me in this vein I can do it. I agree on doing that. |
| **Teacher E** | Yes, I did not think about the idea before, but if I have the opportunity to do so I would do it. |

**Table 38. Teachers' Generated Podcasts Perspectives**

It is quite clear that all the interviewees accept to record their lectures and put them online in a form of podcasts. Some teachers claimed that they already think to create their own podcasts in the future; others claimed that they will do so if they find people to help them in this process.

**Question9: By providing podcasts to students that allow them to access to the recorded lectures online whenever they need, do you think it is useful to help them understand their lectures in a better way?**

This question was asked to confirm teachers' attitudes towards the usefulness of podcasts as a supportive tool to improve students' lecture comprehension.

| Teachers | Responses |
|---|---|
| **Teacher A** | I think it is very useful because they will have more opportunities to get in touch with linguistics courses. For example, if they missed the lecture because of an excuse and they do not have the record, it is missed. But imagine if they have the podcast online, they will have the opportunity to catch up and maybe this will help them for better understanding the course of linguistics.<br>Generally that is related to students' strategies and styles of learning. |
| **Teacher B** | Yes of course, this will consolidate what has been said in the lectures, they will be exposed to the lectures easily online, and by listening to the podcasts this will consolidate, reinforce, collaborate what they have been taught before. |
| **Teacher C** | Well, it is up to students, some of them they do not understand anything, others they can get profit from it. But generally, podcasts can help in understanding because they are easy to use since they can be downloaded on mobiles and other technological tools and students prefer to use easy devices to learn. |
| **Teacher D** | I cannot ensure that they will grasp as it should be but it is a way to help them to learn and to understand. It is not easy to understand the course of linguistics using only podcasts, what I suggest is to use any means that may help them to understand. |
| | Yes of course if they go to listen to those podcasts for the sake of understanding, |

| | |
|---|---|
| **Teacher E** | but your need to make them aware of the existence of the podcasts online and provide them with the web site to facilitate the access for them.<br>The problem is with their awareness of the importance of such techniques. Maybe if they start hearing the classmates saying that X teacher is applying this and they have put such lecture online and we have gained information, and we have understood such notions better from the podcasts, if it spread they will get benefit, but if they keep working on traditional way and they keep unaware of the podcasts of course it will not be useful. |

**Table 39. Teachers Attitudes towards the Use of Podcasts in Improving Students' Lecture Comprehension**

As it can be seen, the five interviewees have had various opinions concerning this question. Some teachers have agreed that podcasts may help students to better understand their lectures of linguistics highlighting its flexible and accessible nature. However, one teacher claimed that podcasts are not enough to help students comprehend their linguistics lectures and they need to use any means that is available. Furthermore, one other teacher added that this technology should be known and famous among students in order to raise their awareness of its usefulness. As a result, the majority of teachers suppose that this technology can raise students understanding of the linguistics lectures for its unique characteristics such as the accessibility online, the flexibility of use, and the ability to listen in any time and place.

## 3.5. Discussion of the Results

To review, the current study aimed at investigating the impact of podcasting technology on EFL learners' lecture comprehension in the module of linguistics. Thus, it tended to suggest a supportive technology that helps EFL learners to better understand their linguistics lectures, especially, for first year EFL learners who face many difficulties in understanding

the linguistics concepts. Therefore, the podcasting technology was introduced and applied in the current study as a supportive tool to enhance students lecture comprehension.

After the data have been gathered and analyzed through the use of triangulation (three data collection methods) and statistics, the three research questions have been answered and the two hypotheses have been verified. The findings of this study which have been drawn from the analysis of the three data gathering tools were positive in many aspects. These findings are discussed in the form of answers to the research questions of this study.

### 3.5.1. The Impact of Podcasts on Students Lecture Comprehension

The quasi experiment research tool was used in this study to answer the first research question stated "Would the use of podcasting technology ameliorate EFL students' lecture comprehension?". First, the quasi-experimental study showed a significant difference between the learners' pre-test and the post-test performance. Thus, a remarkable progress has been noticed and confirmed statistically in the post-test scores of learners by accepting the alternative hypothesis and rejecting the null hypothesis because the T- test value (2,43) is higher than the critical value (1.72). As a result, this proves the considerable impact of podcasts in enhancing learners' comprehension of linguistics lectures.

The podcasting technology made a positive difference for first year EFL students because it provided constant access to lectures and enabled students to revise anytime and anywhere. It is understood that better lecture comprehension was achieved thanks to podcasting technology as it offers the possibility to refer to the missed lectures and the missed information included in lectures. Moreover, having all lectures in one place plays a major role in accessing, analysing, and revising the needed information for students.

### 3.5.2. Students' Perceptions towards Podcasting Technology

The second data collection method is students' questionnaire which portrayed substantial perceptions from the analysis of students' answers. From the results presented previously, most first year EFL students have faced many difficulties in comprehending the linguistics lectures. That is why they use different strategies to overcome those problems such as recording teachers through the use of their ICT devices. Therefore, their attitudes towards the recorded lectures in form of podcasts were positive as they claimed that it is an accessible and flexible source that facilitates their comprehension of the linguistics lectures.

### 3.5.3. Teachers Attitudes towards to Use of Podcasts in Teaching

Finally, the teachers' interview was used to answer the third research question stated "What are the attitudes of teachers towards the use of podcasts in teaching?". The analysis of teachers' interview provided with positive attitudes and valuable feedback towards the use of podcasting technology in improving EFL learners' linguistics lecture comprehension. The findings revealed teachers' awareness of the use of technology in language teaching. Moreover, teachers agreed that there are some students who record them during their lectures and as they think that students use such practice for better comprehension, they permit them to record. Also teachers advocated in favour of the use of podcasting technology and claimed that they would like to generate podcasts of their lectures if the required tools and environment are available. Finally, the interviewees' teachers had agreed that podcasts can be an assistant tool to help EFL learners to improve their lecture comprehension in the course of linguistics to some extent.

At the end of the discussion, the study findings revealed that podcasting technology can help EFL learners' to improve their comprehension of linguistics lectures. Thus, this study

proved the impact of listening to podcasts on lecture comprehension in addition to the positive attitudes and perceptions of both teachers and students regarding this technology.

## Conclusion

In this chapter, we have provided thorough analysis and interpretations of the three data gathering tools used in the stages of this research. Namely, the quasi- experiments, students' questionnaire and teachers' interview. Initially, the quasi experiment was carefully analysed and interpreted both statistically and descriptively in tables and graphs using conventional formulas to get accurate results. Moreover, the students' questionnaire was analysed and interpreted using tables and graphs of the obtained data, and detailed interpretations of the findings. Finally, the teachers' face to face interview data were interpreted and analysed descriptively. To answer the research questions and to verify the hypotheses, an in depth discussion and interpretation was provided at the end of this chapter.

# GENERAL CONCLUSION, LIMITATIONS, AND RECOMMENDATIONS

## General Conclusion

To reiterate, the present dissertation has explored the impact of podcasts in improving EFL students' lecture comprehension in the module of linguistics. In addition, it was an attempt to discover students' and teachers' attitudes at Mohamed khider university of Biskra towards this technology. Therefore, the ultimate aim of this research study was to try to investigate the research hypotheses and to answer the research questions of the study. What urged us to investigate such as study is our five years of experience in as student at the university of Mohamed khider at Biskra. During this period, we observed a considerable number of students record teachers when presenting their lectures, and then they listen to the records to catch more understanding in case some obstacles hinder them to do so during the lecture. Therefore we have suggested through this study podcasts as a new technology to facilitate the access to lectures online. Through this study, we examined the way podcasting technology may contribute in improving students' comprehension and, therefore, their achievement in the target module.

First of all, the current study provided a review of the related literature presented in the first two chapters. Through the first chapter, we attempted to highlight the most important elements related to the concept of ICT and one of its emerging technologies which is the study's suggested technology; namely, podcasts. The second chapter dealt with the concept of lecture comprehension through providing a general overview about the lecture method and the basic elements to deliver it effectively. Then, the focus was shifted to the concept of comprehension for which we attempted to provide the most important elements related to comprehension in addition to the difficulties faced by learners in comprehending their lectures.

The third chapter of this study is devoted to the field work which represents the practical part of our study in which we attempted to analyze and interpret the data collected through the use of three data collection methods; namely, quasi-experiment, students'

questionnaire, and teachers' interview in addition to a thorough discussion of the findings. The quasi-experiment was conducted as an intervention to implement the podcasting technology as a teaching technique that promotes students' understanding of their lectures. The findings revealed a remarkable improvement in students' performance before and after their exposure to podcasts in which they were able to listen to them in anyplace and anytime. Thus, the alternative hypothesis was accepted and the null hypothesis was rejected as the result of the T-test value.

Moreover, a semi-structured students' questionnaire aimed at collecting further data about the use of podcasts to improve learners' comprehension and to measure students' perceptions regarding this technology. The majority of students reported their positive perceptions towards the use of podcasts in improving their lecture comprehension. Furthermore, teachers' attitudes were explored through a semi-structured interview in which the majority of teachers reported their positive attitudes. Also, all the teachers expressed their efficient agreements about creating their own podcasts in order to motivate learners to understand their lectures better. Therefore, the collected findings answered the three research questions asked in this study.

Finally, this research contributes in examining the usefulness of podcasting technology to improve first year EFL students to comprehend their linguistics lectures, in exploring whether students prefer to use this technology in their lessons revisions, and whether teachers advocate in favour of its use by generating their own podcasting lectures. The podcasting technology is worth investigating as it is a pedagogical supportive tool that needs much interest from the part of students to access to it whenever needed; teachers to provide records of their explanations; and administrators as well to facilitate the process of editing and posting podcasts online on university blogs or web sites. Eventually, this study requires more investigation from the part of other researchers.

## Limitations of the Study

It was predicted that it might be difficult to get accurate data from the part of all learners and teachers. Therefore, the researcher has worked with a representative sample because of limitations of time and equipments. During the conduction of the current study, the researcher faced some obstacles concerning the short time allocated for undertaking the research and the political situation of the country that affected the university students who made strikes for months, that is why we could not record more than three lectures for the treatment. Moreover, the lack of references; especially, references concerned with lecture comprehension was an obstacle.

## Recommendations

Based on the results of this study, the following recommendations have been drawn and directed to teachers, students, and administrators:

**For Teachers:**

- Teachers should be aware of the vital role that podcasting technology plays in education.
- Teachers should attempt to make their students aware of the significance of podcasting lectures to ameliorate their comprehension.
- Teachers should present their lectures with clear voice and slow utterances putting into consideration that there are students who use the recording technique.
- Teachers should be aware of the factors that prevent their students from comprehending their lectures.
- Linguistics teachers should attempt to simplify as much as they can the courses, especially, for first year students.

- Teachers should try to record their lectures and post them online in form of podcasts to provide a constant source of lectures to their students.

**For students**

- Students should use their ICT devices in their learning of English
- Students should be aware of the existence of educational podcasts and their significant role in learning
- Students who make use of recordings should share the audio recordings with their colleague to raise the popularity of this technology.

**For administrators**

- Administrators should help teachers to create podcasting lectures by providing the required equipments.

Administrators should post teachers' podcasts online on university web sites and blogs to facilitate the access for students.

# References

Ahmadi, S. M. (2016). The importance of listening comprehension in language learning. *International Journal of Research in English Education*, *1*(1), 7-10. Retrieved from www.ijreeonline.com

Albion, P. R., & Ertmer, P. A. (2002). Beyond the foundations: The role of vision and belief in teachers' preparation for integration of technology. *TechTrends*, *46*(5), 34-38. Retrieved from https://doi.org/10.1007/BF02818306

Almekhlaf, A. G., & Almeqdadi, F. A. (2010). Teachers' perceptions of technology integration in the United Arab Emirates school classrooms. *Educational Technology & Society*, *13*(1), 165–175. Retrieved from https://pdfs.semanticscholar.org/2aa5/7798d6027df494c780db6f27196eb3ec5550.pdf

Altun, M. (2015). integration of technology into foreign language teaching. *InternationalJournal on New Trends in Edıcation and Their Implications*, *6*(1), 22-27. Retrieved from http://www.ijonte.org/FileUpload/ks63207/File/03a.altun.pdf

Ammanni, S., & Aparanjani, U. (2016). The role of ICT in English language teaching and learning. *International Journal of Scientific & Engineering Research*, *7*(7). Retrieved from http://www.ijser.org

Baker, R., Harrison, J., Thornton, B., & Yates, R. (2011). An analysis of the effectiveness of podcasting as a supplemental instructional tool: A pilot study. *College Teaching Methods & Styles Journal (CTMS)*, *4*(3), 49-54. doi:10.19030/ctms.v4i3.5535

Bamanger, E. M., & Alhassan, R. A. (2015). Exploring podcasting in English as a foreign anguage learners' writing performance. *Journal of Education and Practice*, *6*(11), 63-75. Retrieved from https://pdfs.semanticscholar.org/3dfb/d3b572437f0a447018c902e484745225b93e.pdf

Belo, F. A., & Ye, Y. (n.d.). A study of ICT facility readiness and teachers' use of ICT facilities in the Escola Técnica profissional Becora Dili and the Técnica profissional Dom Bosco Fatumaca Baucau, Dili Timor-Leste. *assumption journl*, *7*(2), 107-121. Retrieved from www.assumptionjournal.au.edu/index.php/Scholar/article/.../1303

Bindu, C. N. (2016). Impact of ICT on teaching and learning: A literature review. *International Journal of Management and Commerce Innovations*, *4*(1), 24-31. Retrieved from www.researchpublish.com

Black, L. (2005). Dialogue in the lecture hall: Teacher-student communication and students' perceptions of their learning. *Qualitative Research Reports in Communication*, *6*(1), 31-40. Retrieved from https://doi.org/10.1080/17459430500262125

Borja, R. R. (2005). Podcasting craze comes to K-12 Schools. *Education Week*, *25*(14), 8. Retrieved from https://www.edweek.org/ew/articles/2005/12/07/14podcast.h25.html

Boyle, J. P. (1984). Factors affecting listening comprehension. *ELT Journal*, *38*(1), 34-38. Retrieved from https://wenku.baidu.com/view/053235fd0242a8956bece421pdf

Brasell, H. (1987). The effect of real-time laboratory graphing on learning graphic representations of distance and velocity. *Journal of Research in Science Teaching*, *24*(4), 385-395. Retrieved from http://dx.doi.org/10.1002/tea.3660240409

Brown, D. H. (2000). *Principles of language learning & teaching* (4th ed.). New York: Longman.

Brown, D., & Warschauer, M. (2016). From the university to the Elementary classroom: Students' experiences in learning to integrate technology in instruction. *Journal of Technology and Teacher Education*, *14*(3), 599-621. Retrieved from http://education.uci.edu/uploads/7/2/7/6/72769947/integrate.pdf

Brungardt, J. B., & Zollman, D. (1995). Influence of interactive videodisc instruction using simultaneoustime analysis on kinematics graphing skills of high school physics

students. *Journal of Research in Science Teaching*, *32*(8), 855–869. Retrieved from DOI:10.1002/tea.3660320808

Bullock, D. (2004). Moving from theory to practice: An examination of the factors that preservice teachers encounter as the attempt to gain experience teaching with technology during field placement experiences. *Journal of Technology and Teacher Education*, *12*(2), 211-237. Retrieved from https://www.learntechlib.org/primary/p/12783/

Cain, K. (2010). *Reading development and difficulties* (1st ed.). Retrieved from https://www.unige.ch/fapse/logopedie/files/5414/1285/1083/cain-resume1.pdf

Cebeci, Z., & Tekdal, M. (2006). Using podcasts as audio learning objects. *Interdisciplinary Journal of Knowledge and Learning Objects*, *2*(1), 47-57. Retrieved from https://www.learntechlib.org/p/44813/

Chan, W. M., Chi, S. W., Chin, K. N., & Lin, C. Y. (2011). Students' perceptions of and attitudes towards podcast-based learning – A comparison of two language podcast projects. *Electronic Journal of Foreign Language Teaching*, *8*(1), 312–335. Retrieved from http://e-flt.nus.edu.sg/v8s12011/chan.pdf

Clark, H. H., & Clark, E. V. (1977). *Psychology and language: an introduction to psycholinguistics. Retrieved from* (1st ed.). Retrieved from https://www.goodreads.com/book/show/255870.Psychology_and_Language

Dennis, D. V. (2008). Are assessment data really driving middle school reading instruction? What we can learn from one student's experience. *Journal of Adolescent and Adult Literacy*, *51*, 578-587.

Dolnicar, S. (2005). Should we still lecture or just post examination questions on the web? The nature of the shift towards pragmatism in undergraduate lecture attendance.

*Quality in Higher Education*, *11*(3), 103-115. Retrieved from http://ro.uow.edu.au/commpapers/299

Effective lectures. (2018, February 6). Retrieved from https://www.uts.edu.au/research-and-teaching/learning-and-teaching/enhancing/effective-lectures

Erguvan, D. (2014). Instructors' perceptions towards the use of an online instructional tool in an academic English setting in Kuwait. *The Turkish Online Journal of Educational Technology*, *13*(1), 115-130. Retrieved from http://www.tojet.net/volumes/v15i2.pdf

Evaluation Office. (2001). Information communications technology for development. *ESSENTIALS UNDP*, (5), 1-31. Retrieved from http://web.undp.org/evaluation/documents/essentials_5.pdf

Exley, K., & Dennick, R. (2005). *Giving a lecture: From presenting to teaching* (2nd ed.). London, England: Routledge.

Facer, B. R., Abdous, M., & Camarena, M. M. (2009). *The impact of podcasting on students learning outcomes*. Retrieved from http://biblio.uabcs.mx/html/libros/pdf/12/21.pdf

Facer, B. R., & Abdous, M. (2011). *Academic podcasting and mobile assisted language learning: applications and outcomes: applications and outcomes*. Hershey, PA: IGI Global.

Fernandez, V., Sallan, J. M., & Simo, P. (2015). Past, present, and future of podcasting in higher education. In *innovative assessment and collaborative learning using problem-based learning: learning through construction a different medium in which to excel?* [Exploring Learning & Teaching in Higher Education,New Frontiers of Educational Research] (pp. 305-330). Retrieved from DOI 10.1007/978-3-642-55352-3_14

Fisher, A. T., Alder, J. G., & Avasalu, M. W. (1998). Lecturing Performance Appraisal Criteria: Staff and Student Differences. *Australian Journal of Education*, *42*(2), 153-168. Retrieved from https://doi.org/10.1177/000494419804200203

Friesen, N. (2009). *Re-thinking e-learning research: Foundations, methods, and practices* (NY: Peter Langth ed.). Retrieved from Google Books

Frydenberg, M. (2006). Principles and pedagogy: The two P's of podcasting in the information technology classroom. *Proceedings of the Information Systems Education Conference*, *23* . Retrieved from http://proc.isecon.org/2006/3354/ISECON.2006.Frydenberg.pdf

Fu, J. S. (2013). ICT in Education: A critical literature review and its implications. *International Journal of Education and Development using Information and Communication Technology (IJEDICT)*, *9*(1), 112-125. Retrieved from https://files.eric.ed.gov/fulltext/EJ1182651.pdf

Gardner, R. C. (1985). Social psychology and second language learning: the role of attitudes and motivation. *Studies in Second Language Acquisition*, *10*(3). Retrieved from DOI: https://doi.org/10.1017/S0272263100007634

Geoff, I. (1989). Lecture note-taking, learning and recall. *Medical Teache*, *11*(3), 295-302.

Gibbs, G., Habeshaw, S., & Habeshaw, T. (1987). Improving student learning during lectures. *Medical Teacher*, *9*(1), 11-20. Retrieved from https://doi.org/10.3109/01421598709028976

Gilkes, M. (2018, July 4). What makes a good lecturer? Retrieved May 5, 2019, from https://www.ausmedcorporate.com/what-makes-a-good-lecturer/

The Glossary of Educational Reform. (2014, August 29). Learning environment. Retrieved from https://opentextbc.ca/teachinginadigitalage/chapter/5-2-what-is-a-learning-environment/

Gokhe, M. (n.d.). Concept of ICT. *Information and Communication Technology*, *4*(1), 1-68. Retrieved from

http://www.tscermumbai.in/resources%20_paper_%204/IV.1_information_and_communication_technology.pdf

Good, C. V., & Merkel, W. R. (1959). *Dictionary of education* (2nd ed.). Retrieved from https://trove.nla.gov.au/version/12320113

Habib, M. A. (2015). Effective lecturing. *JAFMC Bangladesh*, *11*(1), 1-2. Retrieved from https://www.banglajol.info/index.php/JAFMC/article/view/.../20594

Hamouda, A. (2013). An investigation of listening comprehension problems encountered by Saudi students in the EL listening classroom. *International Journal of Academic Research in Progressive Education and Development*, *2*(2), 113-155. Retrieved from hrmars.com/admin/pics/1882.pdf

Hartoyo. (2008). *Individual Differences in Computer Assisted Language Learning (CALL): Pelita Insani Semarang*.

Hatzidaki, A. (2007). The process of comprehension from a psycholinguistic approach-implications for translation. *meta*, *52*(1), 13–21. Retrieved from https://doi.org/10.7202/014715arCopiedAn error has occurred

Hei, K. C. (2015). Student centered learning module. *TPNL TRAINING SESSION*, 1-38. Retrieved from https://umexpert.um.edu.my/file/publication/00004545_124604.pdf

Hellekjær, G. O. (2017). Lecture comprehension in English-medium higher education. *Journal of Language and Communication Studies*, *23*(45), 11-34. Retrieved from DOI: 10.7146/hjlcb.v23i45.97343

The History of Domain Names. (2004). Podcast. Retrieved from http://www.historyofdomainnames.com/podcast/#top

History of podcasting. (2006, April 25). Retrieved from https://en.wikipedia.org/wiki/History_of_podcasting

Houcine, S. (2011). The effects of ICT on learning/teaching in a foreign language. In *ICT for language learning*. Retrieved from https://conference.pixel-online.net/conferences/ICT4LL2011/common/download/Paper_pdf/IBL69-437-FP-Houcine-ICT4LL2011.pdf

James, L. (2014). The integration of a computer-based early reading program to increase English language learners' literacy skills. *Teaching English with Technology*, *14*(1), 9-22. Retrieved from http://www.tewtjournal.org

James, W. B., & Gardner, D. L. (1995). Learning Styles: Implications for Distance Learning. *New Directions for Adult and Continuing Education*, (67), 19-32. Retrieved from https://doi.org/10.1002/ace.36719956705

Jimoyiannis, A., & Komis, V. (2007). Examining teachers' beliefs about ICT in education: Implications of a teacher preparation programme. *Teacher Development*, *11*(2), 149-173. Retrieved from DOI: 10.1080/13664530701414779

Jinapala, A. (1981). The Chalkboard: a link between the teacher and the learner; a training document. *Department of Education: UNRWA-Unesco*. Retrieved from http://unesdoc.unesco.org/images/0004/000455/045569EB.pdf

Jowitt, A. (2008). Perceptions and usage of library instructional podcasts by staff and students at New Zealand's Universal College of Learning (UCOL). *Reference Services Review*, *36*(3), 312–336. Retrieved from https://doi.org/10.1108/00907320810895396

Kaur, G. (2011). Study and analysis of lecture model of teaching. *International Journal of Educational Planning & Administration*, *1*(1), 9-13. Retrieved from https://www.ripublication.com/ijepa/ijepav1n1_001.pdf

Kay, R. H. (2012). Exploring the use of video podcasts in education: A comprehensive review of the literature. *Computers in Human Behavior*, *28*(2012), 820–831. doi:10.1016/j.chb.2012.01.011

Kersaint, G., Horton, B., Stohl, H., & Garofalo, J. (2003). Technology beliefs and practices of mathematics education faculty. *Journal of Technology and Teacher Education*, *11*(4), 549-577. Retrieved from https://www.learntechlib.org/primary/p/2222/

Kintsch, W. (2003). *Comprehension: A Paradigm for Cognition* (1st ed.). Retrieved from https://books.google.dz

Koro, C. P. (2012). Factors influencing teachers' use of ICT in education. *Journal Education Inquiry*, *3*(1), 93-108. Retrieved from https://doi.org/10.3402/edui.v3i1.22015

Krashen, S. D. (2002). *Second Language Acquisition and Second Language Learning*. Retrieved from http://www.sdkrashen.com/content/books/sl_acquisition_and_learning.pdf Original work published 1981

Kumar, P., & Durga, S. S. (2018). The use of technological aids and tools in teaching/ learning English. *journal for research scholars and professionals of English language*, *5*(2), 1-5. Retrieved from http://www.jrspelt.com

Kumar, S., & Tammelin, M. (2008). introduction. In *Integrating ICT into Language Learning and Teaching. A Guide for European Institutions* (p. 5). Retrieved from https://www.academia.edu/235896/Kumar_S._and_Tammelin_M._2008_._Integrating_ICT_into_Language_Learning_and_Teaching_-_A_Guide_for_European_Institutions._Linz_Austria_Johannes_Kepler_Universit%C3%A4t

Laing, A. (1968). *The art of lecturing, University teaching in transition*. D. Layto, UK: Robert Cunningham and Sons.

Lazzari, M. (2009). Creative use of podcasting in higher education and its effect on competitive agency. *Computers & Education*, *52*(1), 1-13. doi:10.1016/j.compedu.2008.06.002

Learning Environment. (n.d.). Retrieved May 10, 2019, from https://www2.education.uiowa.edu/html/eportfolio/tep/07e190-191folder/LearningEnvironment/learning_environment.htm

The lecture method (/teaching/lecture-method). (2014). *center for instructional development & distance education CIDDE*, 1-7. Retrieved from https://www.cidde.pitt.edu/teaching/lecture-method

Lecturing effectively. (n.d.). Retrieved from https://uwaterloo.ca/centre-for-teaching-excellence/teaching-resources/teaching-tips/lecturing-and-presenting/delivery/lecturing-effectively-university

Lim, C. P., & Tay, L. Y. (2003). Information and communication technologies (ICT) in an elementary school: Engagementin higher order thinking. *Journal of Educational Multimedia and Hypermedia*, *12*(4), 425-451.

Liu, J. (2009). A survey of EFL learners' attitudes toward information and communication technologies. *English Language Teaching*, *2*(4), 101-106. Retrieved from https://files.eric.ed.gov/fulltext/EJ1083729.pdf

Lowther, D. L., Inan, F. A., Strah, J. D., & Ross, S. M. (2008). Does technology integration "work" when key barriers are removed? *Educational Media International*, *45*(3), 195-213. Retrieved from https://pdfs.semanticscholar.org/3922/ee35944366cc451024f23efbcd9d1596fc16.pdf

Mallahi, H., & Mohamed, L. (n.d.). Students' attitudes towards ICT and their achievement in English. In *International conference . ICT for language learning*. Retrieved from https://conference.pixel-online.net/ICT4LL/files/ict4ll/ed0009/FP/3063-ICL1942-FP-ICT4LL9.pdf

McCormack, R. L., & Pasquarelli, S. L. (2010). *Teaching reading: Strategies and resources for grades k-6*. Retrieved from https://books.google.dz/books

McGarr, O. (2009). A review of podcasting in higher education: Its influence on the traditional lecture. *australasien journal of educational technology*, *25*(3), 309-321. Retrieved from https://doi.org/10.14742/ajet.1136

McKinney, D., Dyck, J. L., & Luber, E. (2009). iTunes University and the classroom: Can podcasts replace professors? , 52, 617-623. *Computers & Education*, *52*(3), 617-623. Retrieved from https://doi.org/10.1016/j.compedu.2008.11.004

Meddour, M. (2014). *Integrating web-based teaching in ESP: a case study of computer science students at Biskra University* (Unpublished doctoral dissertation). Biskra, Algeria.

Meenakshi. (2013). Importance of ICT in education. *Journal of Research & Method in Education*, *1*(4), 3-8. Retrieved from http://www.iosrjournals.org/iosr-jrme/papers/Vol-1%20Issue-4/B0140308.pdf

Meng, P. (2005). Podcasting & vodcasting. A white paper. Retrieved from http://www.tfaoi.com/cm/3cm/3cm310.pdf

Mizanoor, R., Prithvi, S., & Iftekhar, K. (2015). An investigation of students' attitudes to the ICT-based ELT classroom. *Proceedings of the 1th D4—Learning international Conference Innovations in Digital Learning for Inclusion (D4Learning, 2015)*, 160–165.. Retrieved from http://vbn.aau.dk/files/222220391/D4Learning_Proce..

Mohammadzadeh, B. (2010). Podcasts: Teacher and student friendly technology in language teaching and learning. *International Conference on New Trends in Education and Their Implications*, 1193-1198. Retrieved from http://www.iconte.org/FileUpload/ks59689/File/behbood.pdf

Mohammed, A. H., & Almekhlafi, A. G. (2017). English language teachers' perceptions of using ICT in teaching in cycle three in the United Arab Emirates. *US-China Foreign Language*, *15*(6), 349-366. doi:10.17265/1539-8080/2017.06.001

Moore, A. (2016, November 15). The importance of comprehension skills in learning. Retrieved March 10, 2019, from http://blog.agradeahead.com

Moore, C. D. (2005). Is ICT being used to its potential to improve teaching and learning across the curriculum. *CPD4484*, 1-30. Retrieved from http://www.teacherresearch.net/tr_ma_4484_cdmoore.pdf

Moore, S. (2008). Lecture absenteeism among students in higher education: a valuable route to understanding student motivation. *Journal of Higher Education Policy and Management*, *30*(1), 15-25. Retrieved from https://doi.org/10.1080/13600800701457848

Moyle, D. (n.d.). *The teaching of reading* (3rd ed.). Retrieved from https://www.abebooks.com/servlet/SearchResults?cm_sp=plpafe-_-coll-_-first&an=donald+moyle&ds=5&fe=on&n=100121503&sortby=1&tn=teaching+reading

Mumtaz, S. (2000). Factors effecting teachers' use of information and communications technology: A review of the literature. *Journal of Information Technology for Teacher Education*, *9*(3), 319-341. Retrieved from DOI: 10.1080/14759390000200096

Nathan, P., & Chan, A. (2007). Engaging undergraduates with podcasting in a business subject. *In ICT: Providing choices for learners and learning. Proceedings ascilite Singapore 2007*. Retrieved from http://www.ascilite.org.au/conferences/singapore07/procs/nathan.pdf

Noddings, N. (2005). The Challenge to Care in Schools. *An alternative approach to education*. Retrieved from http://www.mste.uiuc.edu/courses/ci430fa01/students/jkeller/Analysis%20of%20Nel%20Noddings.doc

Nunan, D. (1999). *Research methods in language learning*. Cambridge: Cambridge University Press.

Ogunsola, L. A. (2000). Information communication technologies and the effects of globalization: twenty-first century "digital slavery" for developing countries myth or reality? *Journal of Academic and Special Librarianship*, *6*(1-2), 1-10.

Oliver, R. (2002). The role of ICT in higher education for the 21st century: ICT as a change agent for education.

O'brien, A., & Hegelheimer, V. (2007). Integrating CALL into the classroom: the role of podcasting in an ESL listening strategies course. *European Association for Computer Assisted Language Learning*, *19*(2), 162-180. Retrieved from DOI: 10.1017/S0958344007000523

Padurean, A., & Margan, M. (2009). Foreign language teaching via ICT. *Informatică Socială*, *7*(12), 97-101. Retrieved from https://www.researchgate.net/publication/242555379_Foreign_Language_Teaching_Via_ICT/

Panday, P. P. (2009). Simplifying podcasting. *International Journal of Teaching and Learning in Higher Education*, *20*(2), 251-261. Retrieved from http://www.isetl.org/ijtlhe/

Papaioannou, P., & Charalambous, K. (2011). Principals' attitudes towards ICT and their perceptions about the factors that facilitate or inhibit ICT integration in primary schools of cyprus. *Journal of Information Technology Education*, *10*, 349-368. Retrieved from http://jite.org/documents/Vol10/JITEv10p349-369Papaioannou958.pdf

Pavel, A. P., Fruth, A., & Neacsu, M. N. (2014). ICT and e-learning – Catalysts for innovation and quality in higher education. *Procedia Economics and Finance*, *23*(2015), 704 – 711. Retrieved from www.sciencedirect.com

Qasim, N., & Fadda, H. (2013). From call to mall: The effectiveness of podcast on EFL higher education students' listening comprehension. *English Language Teaching*, *6*(9), 30-41. doi:10.5539/elt.v6n9p30

Race, P. (2007). *The Lecturer's Toolkit: A Practical Guide to Assessment, Learning and Teaching* (3rd ed.). London, England: Routledge.

Rajasekar, S., Philominathan, P., & Chinnathamb, V. (2013). Research methodology. Retrieved from https://arxiv.org/pdf/physics/0601009.pdf

Rajpal, S., & Devi, A. (2011). Podcasting to enhance listening and speaking skills. *Language in India. Strength for Today and Bright Hope for Tomorrow*, *11*, 259-265. Retrieved from podcastsonalifinal.pdf

REID, J. M. (1987). The Learning Style Preferences of ESL Students. *TESOL QUARTERLY,*, *21*(1), 87-110. Retrieved from http://old.fltrp.com/download/06071807.pdf

Richards, J. C., & Schmidt, R. W. (2013). *Longman dictionary of language teaching and applied linguistics* (4th ed.). London, England: Routledge.

Rodríguez, F., & Wilson, E. J. (2000). Are poor countries losing the information revolution? *INFODEV WORKING PAPER*.

Sekai, K. C. (2011, December 5). The importance of ICT in language teaching. Retrieved May 10, 2019, from http://pekokuromon.wordpress.com/2011/12/05/the-importance-of-ict-in-language-teaching/

Selingo, J. (2006, January 25). Students and Teachers, From K to 12, Hit the Podcasts. *the new york times* [New York]. Retrieved from http://www.nytimes.com/2006/01/25/technology/techspecial2/25podcast.html?_r=2&oref=slogin

Sharma, A., Gandhar, K., Sharma, S., & Seema. (2011). Role of ICT in the process of teaching and earning. *Journal of Education and Practice*, *2*(5), 1-6. Retrieved from www.iiste.org

Slama, R. (2018). *The challenges facing EFL learners in comprehending linguistics lectures* (Unpublished master's thesis). Mohamed Kheider University, Biskra, Algeria.

Sudiran. (2016). Students' attitude and their level of the ICT use as learning English media. *Sino-US English Teaching*, *13*(5), 315-323. doi:10.17265/1539-8072/2016.05.001

Sullivan, R. L., & McIntosh, N. (1996). Delivering effective lectures. *JHPIEGO Strategy Paper*, (5), 1-14. Retrieved from doi=10.1.1.168.184&rep=rep1&type=pdf

Suryani, A. (2010). ICT in education: Its benefits, difficulties, and organizational development issues. *jsh Jurnal Sosial Humaniora*, *3*(1), 106-123. Retrieved from https://www.researchgate.net/publication/316924509_ICT_IN_EDUCATION_ITS_BENEFITS_DIFFICULTIES_AND_ORGANIZATIONAL_DEVELOPMENT_ISSUES/download

Sutherland, T. M. (1976). The lecture method. *NACTA Journal*, *20*(3), 29-33. Retrieved from https://www.nactateachers.org/attachments/article/1514/Sutherland_NACTA_Journal_September_1976-8.pdf

Sárosdy, J., Bencze, T. F., Poór, Z., & Vadnay, M. (2006). Learner types. In *Applied linguistics for BA students in english*.

Temam, A. G. (2016). *The Impact of Using Podcasts on Developing EFL Students Pronunciation* (Unpublished master's thesis). Mohamed Kheider , Biskra, Algeria.

Tennent, W. (2014). *Understanding Reading Comprehension: Processes and Practices* (1st ed.). Thousand Oaks, CA: SAGE Publications.

Todman, J. (2000). Gender differences in computer anxiety among university entrants since 1992. *Computers & Education*, *34*(1), 27-35. Retrieved from https://doi.org/10.1016/S0360-1315(99)00036-6

Trevor, B. (n.d.). *Podcasting academic tips sheet*. Retrieved from https://intranet.ecu.edu.au/__data/assets/pdf_file/0015/20625/podcasting.pdf

Tryhubczak, P. (2009). Teacher friendly technology. *the teacher*, *4*(68), 8. Retrieved from http://www.teacher.pl/img/okladki/the_teacher/2009_(68)_4.pdf

Villano, M. (2008). Building a better podcast. *T.H.E. Journal*. Retrieved from http://www.thejournal.com/articles/21814

Vogele, C., & Card, E. T. (2006). Podcasting for corporations and universities: Look before you leap. *Journal of Internet Law*, *10*(4), 3–13. Retrieved from https://ssrn.com/abstract=995059

Vyas, M. A., & Patel, Y. L. (2015). *Teaching English as a second language: A new pedagogy for a new century* (2nd ed.). Retrieved from Google books

Watson, S. (2005, March 26). How Podcasting Works. Retrieved May 11, 2019, from https://computer.howstuffworks.com/internet/basics/podcasting1.htm

Weert, T. V., & Tatnall, A. (2005). Information and communication technologies and real-life learning. *New Education for the New Knowledge Society, Springer, New York*.

Wen, J. R., & Shih, W. L. (2006). Exploring the information literacy competence standards for elementary and high school teachers. *Computers & Education* , *50*(2008), 787–806. doi:10.1016/j.compedu.2006.08.011

Williams, J., & Fardon, M. (2005). On-demand internet-transmitted lecture recordings: attempting to enhance and support the lecture experience. *Proceedings of Alt-C 2005*, 153-161.

Willing, K. (1988). *Learning styles in adult migrant education* (1st ed.). Adelaide: National Curriculum Resource Centre for the Adult Migrant Education Program.

Ylvisaker, M. (2008). Language comprehension. Retrieved May 10, 2019, from http://www.projectlearnet.org/tutorials/language_comprehension.html

Yusuf, M. O. (2005). Information and communication education: Analyzing the Nigerian national policy for information technology. *International Education Journal*, *6*(3), 316-321. Retrieved from https://files.eric.ed.gov/fulltext/EJ854985.pdf

Zimbardo, P. G., & Ebbesen, E. B. (1969). Influencing attitudes and changing behavior. *A Basic Introduction to Relevant Methodology, Theory, and Applica tions*, *22*(2), 247-248. Retrieved from https://doi.org/10.1177/002248717102200221

ÇAKICI, D. (2016). The use of ICT in teaching English as a foreign language. *Participatory Educational Research (PER)*, 73-77. Retrieved from http://www.partedres.com

# APPENDICES

# Appendix A: Attendance Sheet

Investigating the usefulness of Podcasts to improve EFL Learners' Lecture Comprehension in the linguistics module

**Attendance sheet**

| Students' Names | Group number | Pre-test | Podcast 01 | Podcast 02 | Podcast 03 | Podcast 04 | Podcast 05 | Podcast 06 | Post test |
|---|---|---|---|---|---|---|---|---|---|
| Athmani Mohammed Zakaria | G10 | | | | | | | | |
| Benlagha Selsabil | G03 | | | | | | | | |
| Charrouf Maria | G08 | | | | | | | | |
| Dabbakh Iness | G06 | | | | | | | | |
| Dridi Moiiz | G06 | | | | | | | | |
| Hachani Ramzi | G05 | | | | | | | | |
| Hamrit Romaisa | G05 | | | | | | | | |
| Ilyes Hamdi | G04 | | | | | | | | |
| Khanet Douaa | G06 | | | | | | | | |
| Ouamane Hind | G14 | | | | | | | | |
| Rekiin Manel | G07 | | | | | | | | |
| Saoudi Lina Djoumana | G08 | | | | | | | | |
| Saoudi Raihana | G08 | | | | | | | | |
| Sénou Fanta | G08 | | | | | | | | |
| Slimani Ahmed | G08 | | | | | | | | |
| Slimani Sara Meriem | G08 | | | | | | | | |
| Smida Chiraz Melissa | G08 | | | | | | | | |
| Youbi Mohammed Taha | G03 | | | | | | | | |
| Zaghez Maroua | G07 | | | | | | | | |
| Zerouali Hiba | G07 | | | | | | | | |

# Appendix B: Pre-test

**Activity One:**

Answer the following questions using your own words **(04.00 points)**

1. In few words explain the difference between phonetics and phonology?

……

……..……

2. Explain briefly the so called 'material aspects of speech sounds'

……

……..

3. How can we make difference between vowels and consonants?

……

……..

4. What is the international phonetic alphabet and why it is invented?

……

……

**Activity Two:**

**A)** Explain the following sentences in your own style **(05.00 points)**

1. What is the difference between an allophone and a phoneme? Give an example.

……

…..……..

……..

2. How does acoustic phonetics differ from auditory phonetics?

……

……

…..…….

**Activity Three: (6.00 points)**

Identify the aspects of connected speech in the transcribed words below (**elision**, or **assimilation**. i.e., give the precise term and explain the process of connected speech. **(06. 00 points).**

- /nju:**s**peipə/ …….
- /ˈlɪz ˈsmaɪl ˈʤentlɪ/ ……...
- /ðə lɑ:s pəʊst/ …….
- /fai**f**pəns/ ...……
- /hæ**f** tu/ …….
- /ju:**st** tu/ ….....
- /gu:**z**bəri/ .....
- /ˈgəʊ_ˈweɪ .....

Explanation: .....
.....
.....

**<u>Activity Four:</u> (5.00 points)**

1. What is the difference between free variation and complementary distribution? Give one example for each.

   ……
   ……
   ……
   ……..
2. In your own words explain briefly what are syllables and clusters?

   ……
   ……
3. Explain briefly the respective division of the syllables. Then divide the following words:

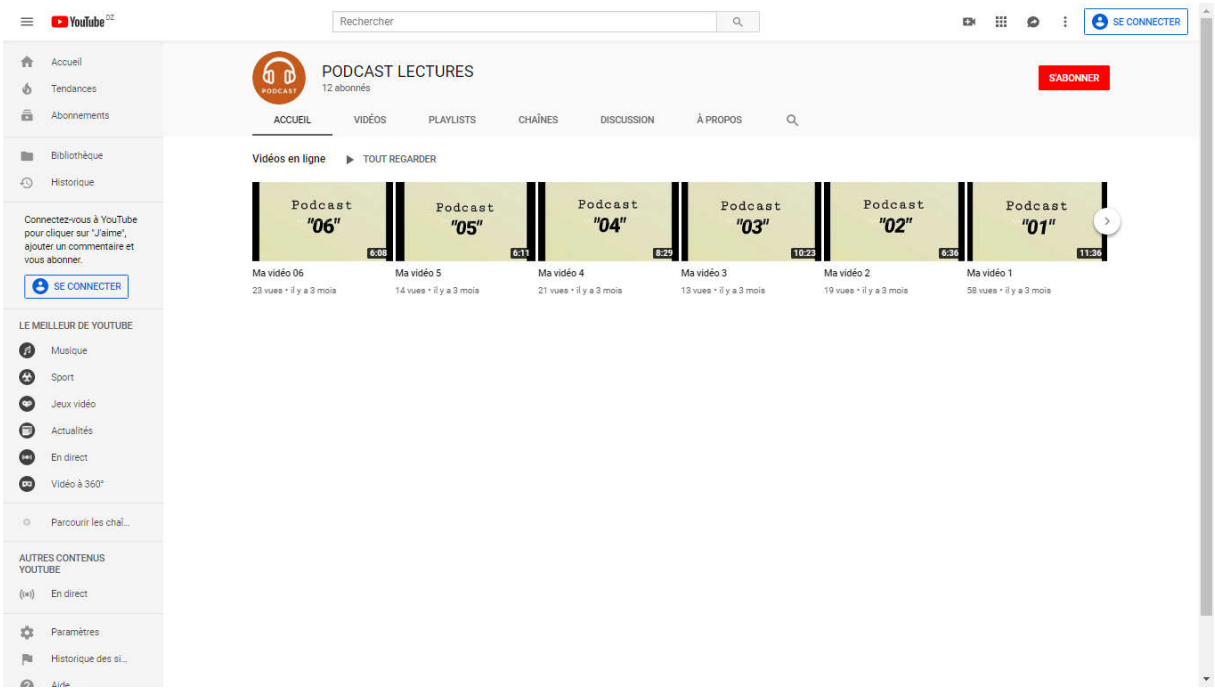
   ……
   ……..

   1. cat
   2. spot
   3. cost
   4. alarm
   5. release
   6. construct
   7. continents
   8. previous

***Thank you***

# Appendix C: Podcasting Lectures

https://www.youtube.com/channel/UCKv6dUBC-D0WRTo-jSILt7A




## Podcast 01

https://www.youtube.com/watch?v=6aVoIoXglCM&feature=youtu.be&fbclid=IwAR0HV6B-BpSXjyQ8FoZr2JwbKXCVeyNKDlMPjNeMucdVBzLMgZ0P2jduADA

Good afternoon everybody, welcome to your second semester sessions.

As far as your official syllabus is concerned, we have two main items left to second semester.

The first one is domains of linguistics in which we group phonetics with phonology, morphology with syntax and semantics with pragmatics.

Then we move to the relationship between linguistics and other human sciences/ disciplines as psychology, sociology and anthropology. ( all that depending on the time left)

So let us start with the first part of this domain: phonetics

Phonetics is first a branch of linguistics that is devoted to the study of speech sounds. In what way we study those sounds? We study their production/ articulation, transmission and perception.

What do we mean by these? "They are called the material aspects of speech sounds"; if we don't know where each sound is located in terms of production, it means what are the parts that contribute in its production/ articulation. How can we succeed to produce it appropriately? If we don't know how or from where the sound moves/ goes. Of course me as a speaker once I send you a message; of course with the help of these speech sounds, so my message or those speech sounds are transmitted from my mouth to your ears and at the level of your ears directly to the brain. Once I hear something, my brain starts automatically "decoding". What does this mean? What I want to say? I may say something but I would like the "Duaa" ( student's name) to understand something else. I may send you a message between the lines okay? So the first thing is that you receive my message through your ears this the "Chanel" of transmission: from mouth to ear and the brain decodes automatically what is heard and what is the meaning of this speech sound. Then once it is received, what happens at the level of the brain is the "perception": the process of decoding the message /decoding what these speech sounds may mean.

Recapitulation of what phonetics means: first it is a branch of linguistics that studies the material aspects of speech sounds which are: production/ physical articulation, transmission, and perception.

People who are interested to study phonetics are called: phoneticians ( key term)

The second point we need to discuss: those speech sounds, how can we make difference between them? ( We as users of the language). Abdarrahman (student's name) said that the speech sounds can be represented via the alphabet letters. Means speech sounds = alphabet letters, but between the alphabet letters we have categories such as vowels and consonants. Now, how can we make difference between vowels and consonants? Once you produce the vowels the release of air is free, if you say /o/ nothing that stops you, only the difference that makes the "o" different from the /u:/ sound, diffrent from the /a/ from the /ei/ is the shape of lips or mouth. What contribute and what helps us to be able to produce all those sounds is our "organs of speech" none of the creators in the earth process complex and sophisticated system and parts. Those organs of speech enable us to play as if we play with sounds. Once we control the shape of mouth, the release of air via the mouth as via the nose... here all those parts contribute and helps us to produce a variety of sounds whether vowels or consonants; of course the number of vowels is less than the number of consonants, and the consonants as well are produced with the help of those organs but the release of air is stopped at some point with the lips or any other organ so that to produce such or such consonants.

Recapitulation: speech sounds are divided into two categories: vowels and consonants, both are produced thanks to the organs of speech. The difference between them is with the release of air, with vowels no stops (the release of air is free), with consonants there are stops at some points according to the consonant we are producing.

Now, we shift to talk about different kinds of alphabet that is called the modern alphabet. What is the modern alphabet? I ask you a question then we get what is meant by the modern alphabet. If we go to your phonetic transcription, do we opt for the same characters we use in your written form? Of course no, we rely on other characters or let's call them "symbols". I give you a question and I wait for your answer: Do we have for each speech sound only one symbol and vice versa? No; for example, the realisation of /K/ sound has three written forms/ spellings, it can be:

"K" like in Kangaroo

"Ch" like in character

"C" like in car

When it is a sound we produce it like /k/ , /f/ not as letter.

The /f/ sound is realised with

“F” as a letter

“PH” like in phrase

“GH” like in enough

You see here the invention of the modern alphabet thanks to the international phonetic association, they create this alphabet simply because the alphabet we know and we learn is unable to be the equivalent of the produced sounds on one to one basis. The examples we have stated they show that, they prove this evidence that the /K/ sound doesn’t equal only the “k”, so all the three other letters goes with this. This reality led to the invention of the modern alphabet, so that we can get an equivalent symbol to each speech sound. And these examples you keep them in mind so that once you’re asked about the modern alphabet, you know why it was invented. Simply because the alphabet letters can’t represent all those we can produce to transmit our messages, because phonetics deals with the spoken form of the language.

## Podcast 02

https://www.youtube.com/watch?v=S132iVTlp5Y

Another point linked to phonetics, those people specialised to the field try to go to every single detail linked to speech sounds. But how can you imagine the mission of those phoneticians, how they can follow the process of producing speech sounds, what tools they may need because once they study the sounds they'd like to know the pitch, the length, the frequency of the sound, how it is produced …etc

Those people studying speech sounds look for details, we as non specialists we know the difference and we can feel who is satisfied from who's not, sad, happy, and so on and so forth from the words you use, the way you express yourself, you facial expressions and so on. But they are not only interested on those uttered words but they'd like even those uttered words why and what makes them produced in that way. They go deeply and in details. Under this level we have three types of phonetics:

1 **Articulatory phonetics:** it can help those people to know how human beings are able to produce certain speech sound thanks to those organs of speech and to locate exactly the place and the way/ manner to articulate such and such. I'd like you to give me examples of sounds and their categories according to their place and manner of articulation.

Here if I give you an example: the /d/ and /t/ sounds are called dental sounds because once you produce them, you do it with the help of the teeth that is way they are called dental. Bilabial ( with help of lips), nasal ( the release of air through the nose )…etc. means you call them as if you classify them according to the place of articulation. ( the organs of speech that contribute in their production)

2 **Accoustic phonetics:** phoneticians at this level, what do they study? The length of the speech sound, the frequency ( how often you produce such speech sound) and your pitch ( the volume of you voice/ tone and even the intonation) what do you express, surprise, happiness, you're at ease, you're sue …etc. all those things may appear within the production of your speech sounds, but to measure all that they need special equipments.

3 **Auditory phonetics:** here we go directly to the perception between what happens from ear to the brain, how those speech sounds are decoded at the level of the brain to understand the message already send. They would like to study what happens at the level of the brain once the ear receives those speech sounds and they try to study how people are able to differentiate between sounds.

Through the whole discussion we are talking about normal people, those people who suffer from any handicap ( no problem at the level of their ears, brains, no language disorder ..etc)

Once they suffer from something, the phoneticians spot light on those people's weaknesses ( inability to differentiate between sounds). Here phoneticians study the ability of people to differentiate between speech sounds, whether this ability will develop through time ( once they're adult they get rid of that problem, or if it's a serious problem it is by nature ( something they're born with) it will lasts forever. Who decide that is people who are specialised in the field at this level.

## Podcast 03

https://www.youtube.com/watch?v=JItVgr1rsFA

Recapitulation

If we talk about the definition of phonetics, what can we say?

It the branch of linguistics that studies the material aspects of speech sounds (this is at first)

Those material aspects include: production, articulation, and perception

The individuals interested to study this level are known as **phoneticians.**

Second point we dealt with was about vowels and consonants, before we move to the difference between those two categories we have said that the production of speech sounds is thanks to the organs of speech. Thanks to the power we have from our Langs, lips, mouth, nose..etc, we are able to produce a variety of sounds.

Those speech sounds are classified into two categories Vowels and Consonants

The only difference between the two is in the passage of the flow of air (with vowels is free; no stops; but with consonants there are stops or some obstacles to produce different sounds)

Then we moved to speak about those symbols we use phonetically to transcribe the varity of speech sounds we produce and we have indicated two key concepts:

- The modern alphabet ( the one we use to transcribe sounds, but unable to transcribe all sounds on one to one basis because we have different realisations) eg (th , th , chva )
- The international phonetic association ( looks for a solution, they invent another alphabet. We have stated the example of the /k/ sound that is realised in spelling through three different forms either the C/K/CH/CK, four different realisations of the same speech sound. So here we need the help of another kind of alphabet so that we'll be able to transcribe all those speech sounds)

This is about the production and how the modern alphabet failed to transcribe all sounds on one to one basis.

Then we moved to branches of phonetics

- Articulatory phonetics: people here are interested to know the place of articulation of different speech sounds. We have the location and the manner.
- Accoustic phonetics: the mission of phoneticians is to measure length the frequency the pitch, every single detail of the speech sounds . under this level we have mentioned the example of your tone, intonation and pitch which shift from one type to another depending on your state of mind /mood. Once you are okay and feel at ease you will speak at ease and your tone is normal. But once you're angry or stressed or under pressure… you may speech in different tone. Your speech sounds are affected according to whom you are addressing or speaking ( if you are speaking to a friend is different from speaking to parents, relatives , teacher…) people studying acoustic phonetics look for those details,

because these parts convey certain message, once they understand those details they can classify what people say and how people differentiate between things.

- Auditory phonetics: phoneticians here speak about the perception of speech sounds at the level of the brain. The sound is already produced and received by the air, now the brain starts its work to decode, if it succeeded to decode the right message from the beginning it's okay because the message was clearly transmitted, if there is something wrong with the message, here the brain needs more time and energy to guess, because now you start wondering whether what you've heard is this or that. No one can say what you are guessing is right unless you address another question to your sender so that you stop wondering. If the sender of the message is not there, you keep wondering till you reach the closest option that may work with what you've heard. This is with normal people ( have no handicaps). But with people who suffer from serious problems at the level of their organs of speech or whatever, here those people once they study those details they may classify people. The example stated was with small kids once they start speaking, they fail to produce the sounds appropriately as they should do but they correct themselves through time, but some other cases they keep doing things wrong till they reach adult age because they suffer from serious problem et the level of their organs of speech.

All what we have seen in phonetics deals typically with what is **concrete** deals with speech sounds once they are uttered/ produced in a spoken or verbal communication. But phonology next time on the other hand deals with the sound system of language as an **abstract** system not on its realisation.

Phonetics and phonology are grouped together because the interest of both is the study of sounds. How each one studies the sounds this is the difference.

# Podcast 04

https://www.youtube.com/watch?v=cEyjLgwKwiU

Now once we shift to phonology, keep in mind one main point is that you are shifting from all what has relation with sounds as concrete entities; it means as material aspects, to what is abstract; what can be only at the level of the mind. That's why here when we introduce those concepts of phonemes, morphemes, allophones… we need concentration to classify them step by step so that you won't mix up things once we move to morphology and syntax because even with morphology we have morphs, morphemes and allomorphs. So try to put each concept in its right place.

We have already introduced that phonetics deals with material aspects and phonology deals with all what abstract concerning the sound system of the language. On one hand, people interested in phonetics are called phoneticians; here they are called phonologists. Now what's important to discuss is the last 5 words starting from "phonetics focuses on the actual sounds as they are spoken by specific individuals during particular speech events" here by specific individual means phoneticians, once they analyse speech sounds used by people whether they are natives or non natives (speakers), sometimes we opt for the same terms but you produce them in one way that is different from my own way of producing them, so here what's the difference? The difference is in the accent, the voice, the pitch, the intonation… once

phoneticians analyse this, they will detect who is who, and here we may go back to language use, we have said in the beginning that there are many factors affecting the language, among those factors we have said: who you are? And whom you are addressing? Examples: once you speak to your oldest brother, it's different from the way you address your mother… here if I'm a phonetician and I'm just listening to an audio conversation; I have no background knowledge about who's speaking, at the end of my analysis I can reach the result to decide who were speaking, either a son with his father, two neighbours, a teacher with his responsible at work, two colleagues and maybe I can even detect their occupations maybe they are doctors, teachers… simply from the language being used and the intonation… they belong to phonetics so that I may decide that who was speaking was nervous, at ease, angry, sad, happy…because all of these are related to the qualities of speech sounds.

Simply we go to conclusion of this idea that we as different individuals we speak differently.

Now we're going to move deeply in phonology detecting some key terms: phone, phonemes and allophones.

We have already spoken about the realisation of the same phoneme through different letter combinations; we have said that the /k/ sound can be realised either through the C, the K, the Q, the CH and the CK, the last two are called "letter combination" but on the other hand in the transcription that /k/ sound that is the result of that letter combination is the 'Phoneme'.

The difference between the /p/ and /b/ phonemes, the appearance of one phoneme rather than the other leads you as a language learner to gain new vocabulary item which totally different in meaning and spelling even if the difference is one consonant taking the same position which is initial position. So here phonemes can't replace each other, they can't substitute each other because phonemes contribute in the creation of a new word with new meaning.

Keep in mind one main point the phoneme makes difference between words at the level of meaning.

Phones are phonetic units and once you write them conventionally they put them between square brackets.

The phoneme appear between slashes//, we opt for slashes when we transcribe words.

# Podcast 05

https://www.youtube.com/watch?v=OOx14O5rubo

Now what's coming, we have two different concepts: the free variation and the complimentary distribution. One of them is typically linked to the difference in pronunciation and the other is different in the spelling and the position that sound takes.

Free variation: it is different versions of the same phoneme and it is related typically to pronunciation, it is question of accent, you see that the example given is in two different accents: the American and the British accents. The result of free variation is that there is no change in meaning. The word 'dance' here and there means the same thing, but the way British people produce it and American people do, this is the difference and this is what is called 'free variation' but the new concept introduced here is the allophone, the production of the /a/ in British or American accents, the two versions of that sound are called 'allophone' they are the representation of the same phoneme differently without change in the word's meaning.

What about the complementary distribution: here it is not a question of pronunciation or accent; it is question of position of the phoneme. Two different pronunciation of the same

phoneme are called ‘allophones’ here the example is about the aspirated and unaspirated /p/, the initial consonant as in: Pill, Paper…you produce the /p/ with certain push of air that’s why we call it aspirated. The consonant after S in the word Sprint is unaspirated, once just preceded by one consonant it lost that characteristic of being aspirated. The respective transcription would be $P^{h}$ill with that small ‘h’ that stands for the aspiration and ‘Sprint’ without that ‘h’. we have said that the aspirated and unaspirated /p/ are two allophones of the same phoneme which is /p/, two different pronunciations. All the time whenever the /p/ takes initial position it is aspirated, and whenever it takes another position ( mid or final) it is unaspirated and you get another realisation of the same phoneme. Did you get the point here? It is not the question of accent, here we not talking about accent as with free variation. Here it is an example the /p/ sound and we may find another examples, but here it is a clear distinction between the two.

Now syllables and clusters: what you need to keep in mind in this is that you have two different concepts: syllables and clusters. The word syllable is not something new for you because we all the time have been asked to divide words into syllables and the rule says we should rely on the appearance of vowels. The vowel is a must in each syllable, we have monosyllabic words: those words that contain only one vowel and they are produced at once like: stop, big… and we have words that are composed of more than two syllables and so on, so here the problem is with how we divide and how the syllable is composed. They say it is composed of two main parts: the onset and the rhyme. The onset is the beginning of the syllable, it is the consonant either one consonant or few consonants which are called cluster consonants; once we have two or three consonants at the beginning of the word we call them ‘cluster consonants’ ( it is a combination of consonants ).

Now the beginning is called the onset, what’s coming is called the rhyme; the rhyme is divided into two other parts which are the nucleus which is the vowel and the coda; the coda is not all the time present. In our cases with: ’he’ and ‘to’ there is no coda there is only onset and nucleus. It means that the rhyme is composed only of one part which is the nucleus (vowel); if it will be followed by any other consonant, it is called the coda if not there is no coda. Now the existence of cluster as combination of consonants is not in all languages. Some languages have consonant cluster as one of their phonotactic rules (one of their components) and some other languages are not. English has consonant clusters but Japanese as an example on the other hand they don’t have consonants clusters.

# Podcast 06

https://www.youtube.com/watch?v=MARGBxB8xTM

You should keep in mind that once you divide your words:

1. it is good if you have the transcription in hand so that it guides toward the right decision you may make. Instead of doubting whether you have two, three, more or less the transcription leads you to the right division.
2. If you don't have the transcription in hand you just try t produce the word once/ twice and you see the logical pronunciation where it leads you.
3. Keep in mind as well the silent letters that may appear at the end of your words; it mean they are not counted. If we take the word 'life', like, love… all of these words are monosyllabic even if the 'e' is written, once you spell it out there is an 'e' but once you produce it, you stop at the level of 'f' in the word 'life' for instance. So 'life' it is one syllable composed of 'l' as the onset, 'I' the diphthong as the nucleus, and the 'f' as the coda. We don't talk about the 'e'.

More than one syllable we divide; for instance, the word 'previous' in its transcription it is divided into three /pre/v/ious/ even the 'es' in last in not 'u' is just /ə +s/. The first syllable/ pre/is composed of an onset which is consonant cluster /pr/ + the short /e/ or even the /e/ in the spelling which is the nucleus. Here that syllables doesn't contain a coda. So here the first

division you take is onset and rhyme at first. The rhyme starts from the vowel and so on. If your rhyme is composed of two parts ( the nucleus and the coda) you put them, if it is composed only of the vowel which is the must, you say rhyme first then just one arrow and you put nucleus and you write that vowel means even the coda it's not a must that should appear in your syllables. Divide the syllables first and then divide them into the appropriate parts, the ones that are available, so you have different words, different examples, different divisions and different possibilities.

Read co-articulation effects then we discuss their content together. Here they talk first about two different processes: assimilation and elision. In assimilation we have some sounds affecting each other and one of the sounds takes the characteristics of the other one. If we take the example: I have to go. If we produce them word by word( i/ have/ to/ go) means here (have) should be transcribed with the /v/ sound but with assimilation the /v/ sound is affected by /t/ sound so you produce it as if it is /f/ (I'f to go), you see the transcription. The /v/ and /f/ in phonetics you see that those sounds are grouped together; you have the fricative, the affricates, the voiced, the voiceless sounds. Here if the sound is once voiced, if it is affected by something next to it will be voiceless. Did you get the point of assimilation? It is one sound affected by the other and it will take its characteristics from being voiced to voiceless for instance.

Then with elision, with the name itself indicates what happens. The sound is deleted, is absent from your pronunciation, and elision helps make people more fluent. But here it doesn't mean that we swallow sounds as we wish of course there are rules. Native speakers opt for that process naturally, it is their mother tongue; but we as EFL learners once we get used to listen to natives, of course we may learn. If they say (you n me) we understand that they mean (you and me) but that /d/ is swallowed.

Then they give you just hints about terminology between the two terms phonetics and phonology:

Take note of the fact that Americans use the term phonology to refer to both phonetics and phonology.

They refer to what we call phonetics also as phonetics but refer to what Europeans call phonology as phonemics. If you find the phonemics you understand that it is American and it stands for phonology.

# Appendix D: Post-test

**Activity One: (05.00 points)**

A) Write **TRUE** or **FALSE** next to each of the following sentences, then justify

1. Phonology is the study of speech sounds of individual languages ……

   ……

2. Acoustic phonetics is concerned with how the sound is produced by the vocal organs …….

   ……

3. A phoneme is an abstract element in the sound system of a language …….

   ……

4. Allophones are variants of a single phone ……

   ……

5. The sounds that are in the complimentary distribution are allophones of the same phoneme ……

   ……

6. The syllable /in/ consists of an onset and a coda ……..

   ……

B) Identify the **onset**, **nucleus**, and **coda** in the syllables below. Put a slash (/) in case one of the aforementioned parts is missing.

| **syllable** | **Onset** | **Nucleus** | **Coda** |
|---|---|---|---|
| /æt/ | | | |
| /ntə/ | | | |
| /weɪ/ | | | |
| /ju:**st/** | | | |

**Activity Two: (10) points**

**A) Complete the following sentences by inserting the right words or phrases.**

1. /kæt/ is the …….transcription of the word cat.
2. In …….., researchers could deal with individual cases of pronunciation.

3. A cluster is a sequence of successive……..
4. In American terminology of linguistics, ……... stands for phonology in British terminology.
5. People who are interested to study phonetics are called……

**B) State the difference between each of the following concepts.**

1. Phonetics Vs Phonology.

……

……..

2. Articulatory phonetics Vs Acoustic phonetics.

……

……..

3. Vowels Vs Consonants.

……

……..

4. Phones Vs Phonemes.

……

……..…….

5. Elision Vs Assimilation.

……

……

6. Complimentary distribution Vs Free variation.

……

……

7. Syllables Vs Clusters.

……

……

8. Perception Vs Production.

……

……..

**<u>Activity Three:</u> (5.00 points)**

1. **Put the correspondent phrase than identify whether it is an assimilation or elision.**

| | | |
|---|---|---|
| /waɪp 'pepə/ | | |
| /ɑn nə 'haʊs/ | | |
| 'reɪʒ ɜɔ: 'glɑ:s/ | | |
| /himəsbi/ | | |
| /wiæstsəm/ | | |
| /hænbæg/ | | |

2. **What is the aspirated sound?**

……

3. **Divide the following words then identify which of them is aspirated.**

kill

pool

skill,

spool

stop

top

***Thank you***

# Appendix E: Students' Questionnaire

**Mohamed Kheider University of Biskra**

**Faculty of Letters and Languages**

**Department of Foreign Languages**

**English Devision**

## Students' Questionnaire

**Dear students,**

**You are kindly requested to answer the following questionnaire which aims at investigating "the usefulness of Podcasts in improving EFL Learners' Lecture Comprehension in the linguistics module". Please answer the questions carefully and put (×) in the column that applies.**

**Your feedback is valuable for planning future instructions, and it will provide a great help for us.**

## Part One: General Information

**Q1.** Would you please identify your age?

**a-** Under 20 ◯ **b-** From 20 to 30 ◯

**c-** From 30 to 40 ◯ **d-** Over 40 ◯

**Q2.** Would you please identify your gender?

**a-** Female ◯ **b-** Male ◯

**Q3.** How can you evaluate your level in English?

**a-** Basic ◯

**b-** Intermediate ◯

**c-** Advanced ◯

**Q4.** Choosing English as a subject of study at university was your:

**a-** Personal choice ◯ **b-** Parents choice ◯

**c-** Job demands ◯ **d-** Someone's advice ◯

**Q5.** Are you?

**a-** A student ◯ **b-** A student worker ◯

## Part Two: Student's Feedback Regarding Lecture Comprehension

**Q6.** How do you find the course of linguistics?

**a-** Easy ◯ **b-** Fairly easy ◯

**c-** Difficult ◯ **c-** Very difficult ◯

**Q7.** How often do you attend the lecture of linguistics?

**a-** Always ◯ **b-** Sometimes ◯

**c** - Rarely ◯ **d-** Never ◯

**Q8.** What type of learners you are?

a- Visual (prefer learning by pictures, videos..) ◯

b- Auditory (prefer learning by listening) ◯

c- Read and write ( prefer learning by reading handouts and writing notes..) ◯

d- Kinaesthetic( prefer learning by demonstrations, presentation and cooperative activities) ◯

e- Others ……..

**Q9.** How do you evaluate your level of comprehension of the course?

**a-** Excellent ◯ **b-** Good ◯

**c-** Average ◯ **d-** Bad ◯

**Q10.** Do you face difficulties in understanding the course of linguistics?

**a-** Yes ◯ b- No ◯

If yes, state them please

……
……
……
……

**Q11.** If you do not understand some concepts in the course, what do you usually do?

**a-** Ask the lecturer for more clarifications ◯

**b-** Ask your peers ◯

**c-** Rely on videos and podcasts from the internet. ◯

**d-** Use alternative methods ◯

If you use alternative methods state them please

……
……

**Q12.** What is your most effective way of revising lectures?

**a-** Refer to your notes ◯

**b-** Refer to your handouts ◯

**c-** Refer to the recorded lectures ◯

**d-** Refer to other sources ……

**Q13.** In case you lose the content of lectures, what method you rely on?

**a-** Copy notes from peers ◯

**b-** Look for the content in the internet ◯

**c-** Look for the record of the lecture ◯

**d-** Use other alternatives

……

……

**Q14.** What do you think of recording lectures?

**a-** Effective ◯ **b-** Not effective ◯

Please justify your choice

……

……

……

## Part Three: ICT and Podcasting

**ICT:** Information and communication Technology

**Q15.** Do you use technological tools to learn English?

**a-** Yes ◯ **b-** No ◯

If yes, where do you often use them?

**a-** Inside the classroom ◯

**b-** Outside the classroom ◯

**c-** Wherever the opportunity arises ◯

**Q16.** Do you use ICT devises to record lectures inside the classroom?

**a-** Yes ◯ **b-** No ◯

If yes, what kind of ICT devices do you use to learn English?

**a-** Computer ◯

**b-** Mobile phone ◯

**c-** iPods ◯

**d-** Computer+ mobile phone ◯

**Q17.** What do you think of listening to recorded lectures in a form of a podcast?

……

……

……

……..

**Q18.** Does your teacher of linguistics create podcasts of his/her lectures?

**a-** Yes ◯ **b-** No ◯

If no, do you record your teacher when presenting his/her lectures?

**a-** Yes ◯ **b-** No

**Q19**. After experiencing listening to linguistic lectures through online podcasts outside the classroom, is there an improvement in your understanding of the given lectures?

**a-** Yes ◯ **b-** No ◯

**Please justify your choice**

……

……

……

……

**Q20**. To which extent do you think Podcasts are accessible?

**a-** Very Easy to access ◯ **b-** easy to access ◯

**c-** Difficult to access ◯ **d-** Not accessible ◯

**Q21**. Have you faced difficulties while listening to podcasts?

**a-** Yes ◯ **b-** No ◯

If "yes", are they related to:

a- The Lecturer language and voice ◯

b- The device used (Mobile phone, PC, iPod …) ◯

c- The content and amount of the podcast ◯

d- Other difficulties

……

……

**Q22.** After your experience in listening to podcasts, have you found it interesting and motivating? Please explain

……

……

……

……

***Thank you for your collaboration***

# Appendix F: Teachers' Interview

1. Do you support the use of technology in language teaching?
2. As a teacher of linguistics who teaches first year students, do you think that they encounter difficulties in comprehending the module? If yes, could you please tell me what kind of problem they face?
3. Could you please tell me what kind of strategies you use to deliver your lectures taking into consideration your students' learning styles?
4. Have you noticed that your students use their mobile phones to record lectures?
5. Do you allow them to record?
6. In your opinion, what is the reason behind this practice "recording"?
7. In your point of view, do you think that those recordings can help students to better understand your lectures since the student is repeating them and listen to them whenever s/he wants?
8. If you have given the opportunity to record your lectures and make them accessible online for your students (which is known as podcasts), would you do so? If no. why?
9. By providing podcasts to students that allow them to access to the recorded lectures online whenever they need, do you think it is useful to help them understand their lectures in a better way?

***Thank you***

**المستخلص**

لقد لوحظ أن معظم طلاب اللغة الإنجليزية كلغة أجنبية في جامعة محمد خيضر في بسكرة يواجهون العديد من الصعوبات في فهم محاضرات مادة اللغويات. لذلك، تهدف هذه الدراسة إلى بحث دور تقنية التدوين الصوتي في تحسين فهم طلبة اللغة الإنجليزية كلغة أجنبية في مادة اللغويات للمحاضرات في مادة اللغويات. علاوة على ذلك، تسعى هذه الدراسة إلى كشف تصورات الطلاب والمدرسين ومواقفهم اتجاه استخدام التدوين الصوتي كأداة داعمة لتعزيز فهم الطلاب للمحاضرات. لذلك ، يُقترح في هذه الدراسة أن استخدام تقنية التدوين الصوتي يمكن أن يحسن من فهم محاضرات طلاب اللغة الإنجليزية كلغة أجنبية في مادة اللغويات .من أجل تحقيق تحقيق أهداف هذا البحث، تم تطبيق نهج البحث المختلط في هذه الدراسة من خلال استخدام ثلاث طرق لجمع البيانات. و هي شبه تجربة، استبيان للطلاب المستهدفين ومقابلة مع أساتذة علوم اللغة الانجليزية في جامعة بسكرة. كشفت النتائج التي تم الحصول عليها من تحليل أدوات جمع البيانات الثلاث أن التدوينات الصوتية يمكن أن تساعد الطلاب على فهم محاضراتهم اللغوية والاحتفاظ بها وبالتالي تحسين علاماتهم في المقررات .بالاضافة الى ذلك، أبدى غالبية الأساتذة والطلاب موقفا إيجابيا فيما يتعلق باستخدام هذه التكنولوجيا لذا فقد أكدت هذه النتائج صحة الفرضية المذكورة أعلاه. نستنتج أن أن التدوينات الصوتية تؤثر بشكل إيجابي على فهم طلاب اللغة الإنجليزية كلغة أجنبية للمحاضرات. في ختام هذه الرسالة، تم اقتراح ، تم اقتراح بعض التوصيات لدمج تقنية التدوين الصوتي في ختام هذه الرسالة و ذلك بناء على نتائج هذه الدراسة.