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EFL Students' Perceptions towards Using Podcasts in Enhancing Vocabulary Acquisition

The Case of 3rd Year Students at the Department of English – Khenchela University

Master Degree in Languages and Culture

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Dedication 1

I would like to dedicate this work to:

*I dedicate this to the man who supports me every step of the way, who gives me everything I need, who can make me laugh even on my worst days, and who has always been there for me; my superhero, my wonderful **father .Mr. Hoggas Slimane.** May Allah grant him health and blessings.*

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Abstract

Podcasts have become popular for helping learners enhance their English vocabulary. They provide a fun and engaging way to hear new words in context, making it easier to remember and use them in every day conversations. This research aims to discover students' perceptions and attitudes towards using podcasts to enhance the vocabulary of EFL students. For this purpose, third- year English students at Khenchela University were chosen as the sample of this study. Also, a combination of quantitative tools (questionnaire) and qualitative one (interview) are employed as instruments to collect data. The results have demonstrated that students had positive attitudes toward the use of podcasts, particularly when it comes to improving EFL students' vocabulary acquisition. Students had some challenges with podcasts including suffering from the weak internet flow which affects the process, also varying accents, rapid speech, and the absence of visual aids, all of which could impact vocabulary development. In addition, as a recommendation for teachers, they have to incorporate podcasts into their lessons by selecting relevant podcasts to their subject matter and integrate them into their lesson plans. To sum up, the current study was conducted to highlight the effectiveness of podcasts use as means to enrich and enhance vocabulary of EFL students.

Keywords: *ICT, Podcasts, Technology, EFL students, vocabulary acquisition*

List of Abbreviations

EFL: English Foreign Language

ICT: Information Communication Technology

RQ: Research Question

RH: Research Hypotheses

MCQ: Multiple Choice Question

RSS: Really Simple Syndication

CMS: Content Management Software

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General

introduction

1. Background of the Study

In learning a foreign language, vocabulary serves an essential part in our daily life, since we use words in listening, talking, reading and writing. Rubley, Logan and Nicholas (1998) states that, vocabulary acquisition requires the ability to discuss, elaborate and use multiple contexts or technical connotations to demonstrate a clear understanding of word meanings. According to Alavi and Gilakjanim (2019), vocabulary learning and teaching is a very challenging task to the teachers and students as they may not pay much attention to the importance of vocabulary acquisition. As EFL learners focuses more on the five elements of language; reading, writing, listening and speaking which makes them less motivated to learn new vocabulary. As Rodgers and Withrow-Thorton (2005), state motivation is one of the most important psychological concepts in education. So there are numerous of information and communication technologies tools that are used to motivate EFL learners in learning and improving their vocabulary acquisition , among them are the podcasts. Regarding the motivation and confidence, Djezari and Meghriche (2022) highlighted that the Podcasts increase intrinsic motivation which refers to the internal drive or personal satisfaction that comes from within an individual, rather than being driven by external rewards or pressures ; students are curious to explore new materials and Podcasts are considered as a good stimulus. Besides, Kavaliauskienė (2008) argued that podcasts have become very popular because they offer language learners extra listening practice both inside and outside of the classroom. He added podcasting as online communication technology is a new way to inspire learning.

concerning the importance of using podcasts and the crucial value of vocabulary either in teaching and learning many researchers were interested to discover the capability of using them together. In order to test the impact of using podcasts as a digital tool in teaching. Chakowa(2018)and Lee & Chan (2007) noted that Podcasts can facilitate the learning process and challenge traditional teaching. Furthermore, the study examining the role of podcasts in vocabulary instruction. Kargozari and Zarinkamar (2014) employed an experimental design with 32 participants. The first one, the experimental group was exposed to lists of new words by listening to podcasts. While the second one was control group was introduced to the same list of words but traditionally. Both groups had the same types of activities in which the total number of new words were 150 words, both the experimental and control groups underwent pre-testing before to the experiment's start. The identical multiple-choice vocabulary test was administered to them. Every vocabulary included was the same as what was expected to be covered throughout the term. Both groups' participants used the same reading textbook. Through the use of EFL podcasts, the experimental group's participants were introduced to lists of new vocabulary. Every podcast featured a maximum of ten new terms. The participants in the control group, however, saw the identical word lists that were customarily provided. It indicates that the teacher used the same word lists to create a brochure. The activities used by both groups to practice their new worlds were identical. (Kargozari and ZarinKamar, p.842). To sum up, such research findings generally reveal that Podcasts can strongly be a strategic method for vocabulary teaching, besides traditional teaching .

Nikolou and Darra (2018), examined the use and development of Podcasting as a technological tool ; It was used in the first year of high school at the exclusive

school "RodionPedia" on Rhades Greece in December 2017 . A total of twenty-eight 12-year-old students were recruited for the study; fifteen were placed in the experimental group and the remaining thirteen in the control group. A statistically significant difference has arisen regarding the contribution of Podcasting to the motivation of the students of the two groups. In addition, regarding the motivation levels, students found the podcasts are interesting and helpful and their content attracted their attention, satisfied their needs and were absolutely relevant to the lesson. Besides, Chan & et al (2011), also he stated that the use of podcast has an impact on student's motivation in language learning. From all the reviews above it can be concluded that, several researchers have used podcasting technology in order to aid students with new online materials. Overall, their results have concluded that podcasts can attract students' attention, and motivate them to learn better when compared to traditional materials, while at the same time teachers can apply them easily since they are useful and effective. As a result, regardless of the insufficient researchers available on vocabulary and podcasts, we have organized to cover two different questions. The questions will follow next after the problem statement section to which we turn now

2. Statement of the Problem

The problem at Abbas Khenchela University is that, despite the potential power of podcasts to motivate and effectively enhance the vocabulary of third-year English as Foreign Language (EFL) students, there seems to be a lack of integration of this digital tool into the teaching methods. The utilization of podcasts as a means to enrich and enlarge students; vocabulary does not appear to be an integral part of teaching at Abbas Khenchela University, where conventional techniques such as

memorization, repetition, and translation are commonly employed. This raises concerns about the engagement and effectiveness of current vocabulary teaching methods. Therefore, this study aims to investigate the current status of podcast usage in the EFL curriculum and shed light on its importance from the viewpoint of third-year students. By addressing this gap, the research seeks to propose recommendations for incorporating podcasts more effectively into the educational framework, ultimately bringing about positive changes in the teaching and learning experience at Abbes Khenchela University. And enlarge student's vocabulary. For that reasons this study is to shed light on the importance of using podcasts as a digital tool in enhancing vocabulary from the view point of EFL students.

3. Research Questions

This research attempts to answer these following questions:

- What are EFL student's perceptions towards using podcasts as a tool in enhancing English vocabulary?
- What challenges do EFL students face when using podcasts as digital tool in enhancing vocabulary?

4. Research Objectives

The objectives of this research are:

- To identify student's perception in using podcasts.
- To explore the effectiveness of the using podcasts
- Find out if there is a positive influence of podcasts on EFL students vocabulary acquisition

5. Research Methodology

5.1. Research Design

In this study used mixed methods research; for collecting, analyzing, by mixing both quantitative and qualitative methods in a single study in order to approach the research problem in the present work. The research used a questionnaire as a quantitative method to identify EFL students's perceptions in using podcasts and interview as qualitative method in order to investigate students challenges in listening podcasts to enhance their vocabulary.

5.1.2. Population of the Study

The population of this study will be concerned with the third-year English students at Abbes University in kenchela, which are at present studying during the academic year 2023_2024. Their total number (119), which is separate into three classes alternating form 41 and 38.

5.1.3. Sampling

The study's sample is composed of students who have a relationship with podcast. The sample of this study is 92 students which are randomly selected. This population has been chosen because third year students already have experience in the previous year (first, second year). In addition to the chance of encountering a variety of technological platforms during this session, this will enable them to understand the study's concept and encourage them to express their genuine opinions on the subject.

5.1.4. Data Gathering Tools

In order to collect reliable data about students' attitudes and perception, the research instruments were questionnaire and interview. The questionnaire and

interview were administered to the 3rd years students of Abbas Laghroure University .It has the same purpose of knowing their attitudes towards the use of podcasts on enhancing vocabulary.

Chapter one: An overview on podcasts and vocabulary

Introduction

One of the primary objectives for many EFL students is to excel in vocabulary acquisition, a critical aspect of language learning. Despite the significance of expanding one's vocabulary, it often faces neglect in English Foreign Language (EFL) classrooms due to time limitations. In response to this challenge, the 21st century has witnessed the rapid integration of innovative technologies, such as podcasts, designed to enrich vocabulary in EFL education. In the ever-evolving landscape of educational technology, podcasts have emerged as a powerful tool with transformative potential. This chapter provides an overview of podcasting and its impact on the development of learners Vocabulary, recognizing the crucial role of vocabulary acquisition in language proficiency. Commencing with scholarly definitions of podcasts based on varying perspectives from various experts, it traverses the historical evolution of podcasts and the concurrent advancements in technology in facilitating the life of students. Moreover, it will deal with types before exploring the podcasting process. Additionally, the discussion highlights podcasting advantages and critically evaluates potential disadvantages in the learning and teaching processes. This chapter sets the stage for an in-depth examination of the nuanced interplay between technology and language acquisition within the specific context of vocabulary enhancement for EFL students.

1.1.An over view about podcasts

1.1.1Definition of podcast

Podcasts have become an increasingly popular medium among students for various purposes. They Offer a convenient and flexible way to consume information, learn new concepts, and stay updated on topics of interests.

A multitude of researchers and scholars have provided varied definitions of podcasts in various ways. Podcasts is defined in simple word like radio shows that you can listen to any time, they cover various topics that are available in a variety of formats. According to Resell-Aguilar(2007) “podcast is a portmanteau word, a melting pot of the words iPod and broadcast”(p. 472), which means it is combination of two words iPod refers to Apple’s portable media player and broadcast refers to the act of transmitting audio .Furthermore, Podcasts can be used with a variety of digital audio formats and play on almost any MP3 player or portable digital audio device- as well as any brand of desk-top Computer or laptop ”(Meng,2005, p, 1). Integrating podcasts into educational setting has emerged as a dynamic and innovative approach to enriching the learning experience for students across diverse subjects and disciplines; Evans (2007) says that: “whilst podcasting is being utilized as a teaching tool by some educators in the secondary sector, its use higher education, and its effectiveness as a learning tool for adults remains to be established ” (p.491).

A podcasts is an audio file that has been pre-recorded and is uploaded to a website so that people can download and listen to it on their computers or mobile devices whenever and wherever they like. Evans (2007) says: “podcasting involves downloading a series of audio or video broadcasts (files) onto a digital media player, via a computer, over a period of weeks ”.

Figure 1

Podcasts Logos Retrieved from Google pictures



1.1.2. History of Podcasts

The history of podcasts is a remarkable path field with invention, technology improvements, and democratization of media. Through Ben Hammersley is credited with the first use of the term, he did not invent the technology. “The technology is accredited to Tristan Louis, Dave Winer and Adam Curry”(Schwartz, Ranlett & Draper, 2009, p. 216).Podcast were supported when apple’s iTunes Store launched in 2005, offering a centralized location to find and download material with more people and organizations creating and disseminating audio content on a variety of themes, podcasts started to gain popularity. Podcasting gained popularity because of shows like «This American Life », « Radiolab », and « Serial », which demonstrated the format’s potential for journalism and narrative.

With millions of episodes available to listeners worldwide, podcasting has solidly established itself as a popular media consumption method; With constant

advancements in content development, distribution, monetization, and listener engagement. Podcasting has a bright future ahead of it, full of interactive storytelling, immersive audio experiences, and more integration with cutting-edge technologies.

Overall, the history of podcasts is evidence of the ability of people and groups to produce, disseminate, and establish connections via audio storytelling, paving the way for a vibrant and diverse podcasting ecosystem that continues to thrive and evolve in the digital age.

1.1.3. Types of Podcast

Podcasts come in a diverse range of formats. According to Bennet (2007) states that the most popular file format for podcasting is audio and video.

1.1.3.1. Audio Podcast

A digital audio recording that is made available online for download or streaming on listener's devices is called an audio podcast. As opposed to regular radio shows, which are frequently planned and live, audio podcasts are pre-recorded and can be accessed by listeners and their convenience. Audio podcasts cover a wide range of topics such as education, humor; storytelling and more. They provide content providers with an adaptable and easily accessible platform for sharing their work with a global audience, encouraging participation, education, and amusement across a wide range of interests and demographics.

1.1.3.2 Video Podcast

According to Ellis(2017), “a video podcast ,commonly referred to as a vidcast or vodcast, is a streaming or downloadable video clip, usual offer a subscription to ongoing program”. Video podcasts, sometimes referred to as

vodcasts or vodcasting, are essentially audio-visual programs made up of both audio and video recording merged into a single file. One of the key benefits of video podcasts is that provide a more immersive and engaging experience, in addition to hearing the content, viewers can see illustrations, instructions, and other extra material.

Figure 2

Types of Podcasts (retrieved from Google pictures)



1.1.4. Podcasting Process

The podcasting process is marked by its widespread appeal and user-friendly nature, contributing to its controversial rise in popularity. The simplicity of podcast creation is exemplified in its accessibility through various technological devices such as laptops, smart phones, microphones, sound editing software, and an internet connection for hosting on a dedicated website. Additionally, careful consideration must be given to the equipment, content, purpose, and target audience to ensure a successful podcasting endeavor. For educational purposes, this involves selecting relevant topics, recording using appropriate devices, and uploading the content to online platforms. The performer must navigate through these steps while keeping the audience's needs in mind, shaping the podcast to cater to both listeners and speakers.

The podcasting process unfolds in distinct phases, illustrating a systematic approach for producers. The initial step involves selecting a topic aligned with

audience interests or demands. Following this, recording takes place using suitable tools, and the recorded file is uploaded to the internet or social media platforms. Subsequently, subscribing to the content through an "RSS News Reader" ensures regular updates for listeners. The producer then downloads the content into content management software (CMS), facilitating organization and accessibility. Finally, the podcast can be played on the download device or synchronized with a portable media player, offering flexibility for consumption. In the consumption stage, listeners can subscribe to the website, download the podcast, and save it on a media player for on-demand access, whether at a different time or location. This streamlined process underscores the efficiency and convenience that contribute to the widespread adoption and controversy surrounding podcasting

1.1.5. Advantages of Podcasting

The rise of podcasting in education is garnering notable attention, presenting a swift evolution with promising potential. This medium empowers students to harness their tech-based tools for educational pursuits, signaling a departure from conventional methods. Through podcasts, the education landscape can embrace contemporary and highly effective approaches to the learning process, aligning with the dynamic nature of today's technological advancements. The adaptability of podcasting opens avenues for interactive and engaging educational experiences, catering to the evolving needs of modern learners. According to Ibrahim, A. (2022 . 7(4),324-328.)

The uses of podcasts in the classroom:

- Podcasts might provide students suggestions for related readings.
- Listening to podcasts helps students understand various texts and learn more about a certain topic or interest.

- The effectiveness of a digital teacher's use of podcasts as a teaching medium directly affects the instrument's suitability and success as a learning tool.

1.1.6. Disadvantages of Podcasting

Podcasts, although awesome for sharing stories and information, come with their fair share of challenges. One big problem is that it's hard to control everything about them. You might want your podcast to be just right, but sometimes technical issues pop up, and finding help isn't always easy. Making a podcast that sounds great and knowing how to edit it well can be a bit tricky for students who are just starting.

Another big challenge is playing fair with other people's stuff. In the world of podcasts, it's tempting to use cool music or interesting ideas from others without asking first. But doing that can get students into copyright trouble, which means they could get in trouble for using things without permission. It's like borrowing a friend's toy without asking – not cool.

And here's something else to think about: some students don't have the internet at home, which makes listening to podcasts a bit tough. Imagine having a big podcast file that takes up lots of space – it can be hard for students with slower internet to download and listen without waiting a long time. So, while podcasts are a fun way to learn and share, students should be careful with technical stuff, sharing, and thinking about friends without high-speed internet.

1.1.7. Podcasting in Education

Some experts say that podcasts can help students learn a new language. Since many students have gadgets like phones or MP3 players, podcasts can be a good way for them to learn. If students have a simple MP3 player, they can listen to class assignments or extra materials even while doing other things like riding the bus or

walking around the campus. When teachers use podcasts along with regular lessons, it can make the class more interesting by adding different activities and giving students more helpful resources for both inside and outside of class. Additionally, the integration of podcasts in the classroom with real texts, interviews, and multimedia-based language learning resources is likely to boost intrinsic motivation (Facer, & Abdous 2011., p. 144).

Bahadorfar and Omidvar (2014) said that podcasts let students use a program in their surroundings for learning. This means they can move from regular face-to-face classes without messing up the relationship between teachers and students. Fernandez et al. (2009) also believe that podcasts make the connection between students and teachers better. When teachers use podcasts in teaching, they can change how they teach, and students feel more a part of the educational world. So, podcasts help in learning and make the bond between teachers and students stronger.

1.1.8. The Implementation of Podcasts

The implementation of podcasts in education is a flexible and interesting way to improve students' learning, fostering critical thinking skills, and advance digital literacy.

Dudeny and Hockly (2007) stated, “there are two main uses of podcasts in teaching. Firstly, learners can listen to podcasts made by others .Secondly, they can produce their own podcasts” (p.99). Many researchers have demonstrated the benefits of podcast creation for students; especially the one of Phillips (2017) in which he stated a few benefits in his article (p. 4-6).

1.1.8.1. Motivation and Confidence

Podcasts can serve as powerful tools for motivating for students, may use to become more confident, and inspiring them to pursue their goals with tenacity and perseverance.

Students are still unfamiliar with podcasting, but if they participate in its production and manage its features through podcasts, listeners can acquire knowledge, perspectives, and insights that empower them to take charge of their life and make constructive changes.

1.1.8.2. Collaborative Learning

Salmon and Nie (2008) stated that students work together to create podcasts, which promotes peer learning, teamwork, and communication skills “encourage students to reflect on their own learning, improve their performance during content creation as well as reconsider and modify their ideas” (p. 9).

Conclusion

Technology and language learning have brought a significant change to education, turning it into virtual technology-based education (Tech-Edu). Podcasting, a new technology, has great potential to improve vocabulary and language skills English as Foreign Language (EFL) learners. Podcasting serves as an electronic tool that supports remote learning and helps learners achieve their goals. It provides practical solutions for those who want to enhance their English language proficiency, eliminating concerns about integrating technology into education. By doing so, it addresses teaching and learning challenges. This chapter highlights that podcasting is an effective tool for enhancing both teachers' and students' abilities, especially in speaking skills through active vocabulary development.

Section two

2.2. an over view on vocabulary

2.2. 1. Definition of vocabulary

Vocabulary is crucial in language learning, serving as a key foundation. Insufficient word knowledge hampers self-expression, hindering effective communication for individuals. The term vocabulary has several meanings offered by scholars. The most often used meanings are shown below:

Vocabulary, according to linguist Steven Pinker (1994), refers to; “the inventory of words and expressions an individual has in a given language, shaping their language proficiency”. Richards & Renadya (2002) states that, “vocabulary is the core component of language proficiency and provides much of the basis for how well learners speak, listen, read, and write” (p. 255). Vocabulary is a crucial component of language that learners must concentrate on in order to effectively communicate and express ideas.

Merriam-Webster online Dictionary defines vocabulary as “a list or collection of words or of words and phrases usually alphabetically arranged and explained or defined lexicon”. Another definition provided by Jean Berko Gleason “the collection of words an individual understands and uses in a language, contributing to their linguistic competence”.

In the realm of language studies, Nation (2001) posited that vocabulary is a central aspect of language proficiency, significantly influencing the communicative skills of learners). Similarly, Laufer and Nation (1999) highlighted that vocabulary knowledge is integral to language competence, emphasizing its role in listening, speaking, reading, and writing .

In general, we can infer that vocabulary encompasses words that convey meaning, serving as a means through which individuals express ideas and engage in communication.

2.2.2. Types of vocabulary

A vital part of teaching and learning a language is vocabulary. Scholars like Nation, Webb (1990, 2013), and several others have posited that there are two categories of vocabulary knowledge: receptive (passive) and productive (active) (Nation, 1990, pp. 31-32).

2.2.2.1. Active vocabulary

According to Harmer (1998), productive vocabulary (Active) refers to words that individuals comprehend and can accurately employ in both spoken and written communication. This includes using words actively in everyday language. In simpler terms, active vocabulary comprises words that people are familiar with and can use effectively. For example, if a teacher prompts students to create a sentence using the word "cat," and the students are able to do so, it indicates that the word "cat" is within their active vocabulary (Harmer, 1998). Furthermore, Webb (2005) describes this as an active vocabulary because students can actively use words and remember them to communicate with others.

2.2.2.2. Passive vocabulary

Vocabulary is made up of four groups, split into two parts: speaking and writing vocabulary, along with listening and reading vocabulary. Pikulski and Templeton (2004) assert that vocabulary can be categorized into two types: meaning, or oral vocabulary, which encompasses words used in listening and speaking, and literate vocabulary, which involves the combined words used in

reading and writing. In addition, Dugan (2010, p. 4) has said:“vocabulary knowledge means having an awareness of words and word meanings”. This means that, in the process of learning vocabulary, individuals need to understand the meaning of words to effectively use them in various situations. For instance, learners recognize that the term "lexis" signifies "vocabulary" and is applied in particular contexts, like education. In brief, Webb (2013) condensed the idea, stating, "receptive or passive knowledge is what is needed to comprehend words during listening and reading. Productive or active knowledge is the understanding essential for using a word in speech and writing" (p. 2).

2.2. 3. The Importance of Vocabulary

Learning vocabulary is a crucial aspect of academic and personal development, playing a pivotal role in effective communication and intellectual growth. Scholars across various disciplines have emphasized the significance of an expansive vocabulary. Renowned linguist Steven Pinker, in his book "The Stuff of Thought," highlights that a rich vocabulary allows individuals to express nuanced ideas and concepts, enabling more precise communication.

The significance of vocabulary becomes evident in the words of Wilkins (1972), who emphasized its crucial role by stating, "Minimal information can be communicated without grammar, but without vocabulary, communication becomes impossible" (pp. 11-12). This underscores the essential contribution of vocabulary to effective communication and the conveyance of meaningful information.

2.2.4. The importance of vocabulary in learning English as foreign language

Vocabulary serves as the building blocks of language proficiency, it plays a crucial role in the four language skills, including reading, writing, speaking, and listening. Nearman and Dwyer defines vocabulary as “words we must know to communicate effectively; words in speaking (expressive vocabulary) and words in listening (receptive vocabulary)”. (2009, p.385). Recognizing the importance of vocabulary, Schmitt (2000, p. 55) states that: “Lexical knowledge is central to communicative competence and to the acquisition of a second language”. Moreover, According to Hunt and Beglar (2005, p. 2), “the heart of language comprehension and use is the lexicon”. That means vocabulary development is a foundational aspects of English language learning.

Rivers (1983, p. 2) emphasizes that, “the acquisition of an adequate vocabulary is essential for successful second language use because, without an extensive vocabulary, we will be unable to use the structures and functions we may have learned for comprehensible communication”. That means learners cannot effectively communicate ideas, emotions and opinions with clarity and precision without enough amounts of words, even though they are understand grammar rules well.

Nation (2001) states that vocabulary knowledge enables language use and, on the contrary, language use increases vocabulary knowledge. In other words, it highlights the reciprocal relationship between vocabulary acquisition and language proficiency.

Strong vocabulary gives learners a foundation of terms and expressions from which to build their ability to communicate in the target language. Accurate and fluent language understanding and production in speaking, writing, reading, and listening contexts.

2.2.5. Difficulties in learning vocabulary

Language learners can face various difficulties and challenges in the process of learning vocabulary such as retention and remembering a new word, and understanding the intended meaning of the vocabulary. This problem could have a detrimental impact on the learners.

In light of the difficulties in learning vocabulary, (Nuttall, 1982, pp.76-79) indicates some factors that make words difficult:

Idioms: learning idiomatic expressions can be difficult because their meanings cannot be clear from the individual words alone. Understanding idiomatic language requires familiarity with cultural nuances and context.

Irony: Nuttall (1982) states that “irony is probably the most difficult of all uses of language for the student to interpret” (p. 78). That means, using the words is the hardest part of learning a new language, because it presents more of a challenge than the words themselves.

Synonyms and Antonyms: for learners, it can be difficult to distinguish between synonym and antonyms-words having similar or opposite meanings, as subtle differences in meaning usage may not be immediately apparent words with several Meanings. Its challenging for students to understand every connected meaning of the phrases, which is another issue in the English language.

2.2.6. Approaches to Vocabulary Learning

Vocabulary is one of the most important aspects of any language. According to Hunt and Beglar (2005, p. 24) vocabulary contains two approaches:

The first approach is explicit instruction and learning strategies. That means, explicit instruction involves teaching concepts, skills, and strategies in a direct way.

It provides explanations, demonstrations, and guided practice in order to increase the awareness of the specific items that the students need to pay attention to it. Also according to Rashidia and Ganbari (2010): " explicit learning vocabulary is being aware of what has been learned".

The second is implicit instruction and learning strategies. Implicit. It contains studying « decontextualized lexis » through using dictionaries and deducing from context. With implicit instruction, learners are frequently presented with material or assignments in authentic contexts, where they can discover, explore, and make connections with their own. Therefore, techniques that aid in vocabulary development are both implicit and explicit approaches.

Conclusion

As it was mentioned and clarified above, this chapter contains the definition and the types of vocabulary that includes two main types, also we have focused on the importance of vocabulary.

In addition, we have described the importance of vocabulary in learning English as foreign language, we have expressed the acquisition and mastery of vocabulary are essential for learners to progress and achieve fluency, and some difficulties that may learners faced through vocabulary learning process. .

Chapter two

Methodology, Results and Discussion of the Findings

Introduction

The current study presents the fieldwork of the research, which aims to determine the effectiveness of using podcasts as digital tools in EFL classroom and their significance in teaching vocabulary as an aspect of the English language at the University of Abbas Laghrour Khenchela. The present study's research design and sampling selection are identified in the first part, and then a move is made to identify and describe the different tools and data collection techniques implemented to meet the study's primary objective. On the other hand, a thorough analysis and interpretation of the data gathered for the purpose of the study are provided in the second section.

3.1. Research Methodology

The purpose of this part is to discuss the theoretical foundations of the chosen research methodology used to carry out the current investigation. Additionally, it covers the research strategy, approach, data gathering techniques, Sampling methodology, and data analysis tools.

3.1.1. The Population and Sampling

The study's population consists of third year English department students from Abbas Laghrour University, Khenchela, they are enrolled in the second semester during the academic year 2023/2024, there were 119 of them overall among the three classes. Sample size calculator by Raosoft was used to calculate the sample size of the study; where 92 third year EFL students were selected randomly. However, the researchers interviewed 10 students as qualitative data sample based on non-random sampling, the purpose of using this sample is specifically directed to students who pay attention during the session and are interested with using podcasts.

3.1.2. Data Collection Tools

Third year students at Abbas Laghrour university of Khenchela's English Department are the subject of our investigation. In the current work, both the questionnaire and interview are chosen to be two based data gathering tools. They are divided into sections where each one contains a set of questions that have been answered by Using numerical analysis, the information gathered from the students questionnaire data and topical analysis for interview data patterns are found in the data are noted. For interview data in particular, analysis is carried out by providing a thoughtful explanation on the relevant topic based on student's responses on their experiences and perceptions of utilizing podcasts. Quotation from the responses of the respondents used.

3.1.3. Research Design

The research design of the current study is mixed methods, employ aspects of both qualitative and quantitative procedures. The researchers utilize the questionnaire as a quantitative research tool that consists of closed questions such as MCQ, which be manipulated in a form of numerical values, for their ability to efficiently collect standardized, quantifiable data from a large sample size, and the interview as a qualitative research tool as it allows to gather data that is in a form of words which are ultimately to be analyzed thematically, because it allows the researchers to delve deeply into students perspectives, experiences and perceptions towards the use of podcasts to enhance their vocabulary.

3.1.4. Description of the students' interview

This interview aims to explore the perspectives and experiences of students regarding the integration of podcasts into language learning. The interview consists of ten open-ended questions designed to delve into various aspects of podcast-based

language learning. It begins with questions about the interviewee's understanding of vocabulary and its importance, leading into inquiries about their preferred learning methods for vocabulary acquisition and the perceived impact of podcasts on their language skills. Subsequent questions focus on the effectiveness of podcasts compared to traditional learning methods, specific podcast genres or topics that aid vocabulary enhancement, challenges faced when using podcasts for vocabulary development, and strategies for integrating podcast listening into language learning routines. The interview concludes with a query about suggestions for teachers to support students in enhancing their vocabulary skills. Through these questions, the interview seeks to gain insights into the benefits, challenges, and best practices associated with incorporating podcasts into language learning.

3.1.4.1. Aims of the students' interview

An interview has been defined as a conversation between interviewer and interviewee with a purpose (Dexter, 1970, Moser & Kalton 1971) or as “a guided conversation” (Lofland & Lofland, 1984, p. 2). In describing a “speech event” (Hitchcock & Hughes, 1995, p. 69) or “conversational encounters” (ibid., p. 153), in this research, we relied on a type of interview, which is structured interview that define one in which the interviewer follows a predefined list of question, the purpose of these questions is to assess specific qualifications, and behaviors Clarke (1999) points out, the primary purpose in selecting a research method is to gather data that will help to provide answers to the evaluation questions, so the structured interview may be of most value to the researcher when basic straightforward data is needed quickly for purposes of evaluation (Hitchcock & Hughes, 1995). This interview was conducted with English students; it was accomplished on meeting with eight students. The general aim behind this interview is to gather information and assess

different aspects; it helps in understanding the perspectives, experiences, their tone and intonation. Also, can be provide valuable insights, and contribute to the overall knowledge and understanding of the topic.

3.1.4.2. Analysis Procedure of interview Data

As the interviews were conducted in person, the researcher personally met with the chosen third –year EFL students. A brief introduction was provided, during which the researcher introduced herself and elucidated the primary objective behind the interviews, aiming to contextualize the research and foster a comfortable environment for the respondents. Following the collection of requisite data, the researcher thoroughly reviewed the recorded responses to ensure no crucial details were overlooked before transcribing them for analysis.

3. 2. Interview data analysis

Q1: In your opinion, what does the term «vocabulary » mean to you?

The aim of his question is to understand how the students personally define and understand the concept of the vocabulary. In general, the eight students share one meaning of vocabulary which is when they talk about vocabulary, it refers to using the right words and language that are both accurate and meaningful in a given context. Here we mentioned some of the participant's statements: Participant 1, claims 'Vocabulary for me means knowing the words and their meanings to use in certain contexts.'(P1). On the other hand, Participant 2 added ': it means correct language and significant words.'(P2), they put it as personally, Participant 3: 'Personally, I do believe that the term "vocabulary" simply means 'words' which a certain language has. These words can be verbs, adjectives, pronouns, adverbs, and so on.'(P3). Another

respondent said: “Vocabulary” refers to the words and phrases a person knows and understands in a language.”(P4),

Q2: Why do you think it is important to enhance vocabulary?

The purpose behind the question is to know how important it is for students to develop and improve vocabulary, and from there, we conducted a direct meeting with eight students. P1 and P2 mentioned that by learning more vocabulary and their meaning, they will be able to communicate their thoughts and ideas more clearly, and comprehend a wider range of content, participant 1 stated ‘More words, easy English! I can express myself much better and understand more conversations, podcasts, and books.’ (P1), while Participant 2 added “enhancing vocabulary is enhancing your language and that’s lead to a perfect performance and communication.” (P2)

In other hand, participant 3 hesitated a little and answered ‘I think that enhancing vocabulary is the most important thing when it comes to learning languages, because you really cannot use the language nor express yourself, whether orally or in writing, in a certain language if you do not have vocabulary. Grammar, spelling, and pronunciation are totally pointless if you do not have vocabulary. You really cannot.’(P3), he highlighted the necessity of vocabulary in learning any language, without a solid vocabulary, it becomes challenging to effectively use the language and express oneself, whether in speaking or writing, Grammar, spelling, and pronunciation are all important, but they become meaningless if you lack the necessary vocabulary to convey your thoughts and concepts.

Moreover, participant 4 stated “Enhancing vocabulary is important because it improves communication skills and comprehension.”(P4). In other words,

enhancing vocabulary plays a vital role in improving communication skills and comprehension.

The remaining four participants shared a common meaning in their answers; having a wider range of vocabulary enable you to elaborate on your thoughts and convey your ideas more precisely. Not only does this enhance communication skills, but it also effects in social interactions. So, by expanding your vocabulary you will be with powerful tools to enhance your overall communication skills, They stated ‘to help the reader to understand and get the right meaning’ (P5), ‘I believe that it is important to enhance vocabulary to enhance a person’s individual dialect and to improve his level of understanding, including ease of communication, knowledge and access to what we want.’(P6), ‘expanding your vocabulary enriches your life both intellectually and socially, empowering you to communicate more effectively.’(P7), and finally the participant 8 added ‘A2: enhancing vocabulary makes it easier for a person to elaborate himself and to express ideas proficiently in different situations.’(P8)

Q3: Which learning methods do you prefer for mastering vocabulary?

The purpose behind this question is to find out which learning methods are most effective for mastering vocabulary according to EFL learners. Participant 1 mentioned that the apps and websites can make learning more engaging and accessible, he prefers using digital tools, unlike flashcards ‘I don’t like flashcards. I prefer apps and websites; they are more interactive.’(P1)

In contrasts, participant 2, believe that old-fashioned methods are actually better for learning vocabulary, he stated ‘i believe that old fashioned methods are way better for that such as: reading books, magazines.’(P2)

In addition, participant 3, improve his vocabulary through hear native speakers, and observe their expressions and gestures, he thought a little and said ‘As an EFL who has learned the language from movies, music and series; I would say that I prefer listening, and a combination of listening and watching (Audio-visual Content).’(P3), So he attracted to the audio-visual medium.

Also, Participant 4, stated “I prefer methods like flashcards, vocabulary apps, and reading extensively to master vocabulary.”(P4).He using a combination of two methods ; flashcards, vocabulary apps, and extensive reading.

Vocabulary apps and writing go hand in hand when it comes to enhancing language skills. Vocabulary apps provide a structured way to learn new vocabulary and words. Writing, in other hand, allows you to actively apply the vocabulary you have learned. And this what participant 5 stated, ‘Vocabulary Apps and writing.’(P5)

While Participant 6 mentioned that the best method to improve your vocabulary is being an active participant, not just receiving information, ‘The best entertaining and active techniques that enhance achieving the goal and learning more’(P6)

Meanwhile, participant7, use flashcards as a study tool. Flashcards are a popular and effective method for memorizing information, including vocabulary. He briefly said ‘I prefer using flashcards’(P7).

Moreover, participant 8, focused on pick up on natural speech patterns, idioms, and expressions, by observing how words are used in different situations. His response was ‘to watch movies and shows without translation in order to learn new words and how to use them in the right contexts.’(P8)

Q4:Have you noticed any improvements in your language skills since incorporating podcasts into your learning process?

We asked about EFL students' experiences with podcasts, and how they have helped them improve their language skills. The eight students agreed that using podcasts helped them improve language skills, and enabled them to learn new words and expressions. Participant 1 said "Yes! Definitely, I understand more now and can even use some new words I learned in podcasts."(P1), and participant 2 added "yes I have , podcasts got to me catch a lot of new terms and ways of expressions."(P2).In addition, podcasts has improved and developed their speaking and listening skills, which are the two most important skills in the learning process. Also, Participant 3 stated 'Actually yes. My speaking and listening skills have improved dramatically, especially when it comes to accents and pronunciation.'(P3). Moreover, participant 4 mentioned 'Yes, incorporating podcasts has noticeably improved my language skills, especially listening and speaking.'(P4)

Q5:How do you believe incorporating podcasts into your language learning routine can Contribute to the enrichment of your vocabulary compared to traditional methods?

Eight participants offered their opinions in answer to a question on the benefits of incorporating podcasts into language learning routines for vocabulary enrichment,.

Participant 1 highlights the popularity of podcasts and stresses the value of listening comprehension, arguing that everyday vocabulary enrichment results from improving these abilities. They stated: 'Podcasts become trendy nowadays; I personally learned first how to be a good listener then to learn new vocabs, because with listening skills you can learn and enrich your vocab daily". (P1)

Participant 2 emphasizes how listening to podcasts exposes listeners to native speakers, which they feel helps with vocabulary growth. Their response was, “Podcasts expose you to native speakers, which helps expand vocabulary” (P2)

In addition, Participant 3 contrasts podcasts with traditional methods, stating that podcasts are more enjoyable and engaging. They suggest that this increased enjoyment helps maintain interest in learning and facilitates vocabulary enrichment along with pronunciation improvement. They mentioned, “I do believe that it would help a lot. The thing about traditional methods is, they are extremely boring; thus, you would lose interest in no time. Podcasts, on the other hand, are much more fun; also, not only do they enrich your vocabulary, but they also teach you the right pronunciation and the right use of the new learned word.” (P3)

On the contrary, Participants 4 and 5 highlight the advantages of podcasts, arguing that they provide a dynamic approach to vocabulary enrichment as compared to traditional approaches, by providing real-life language usage, various themes, and context-rich information. Participant 4 stated, 'Podcasts offer real-life language usage, diverse topics, and context-rich content, which enrich vocabulary more dynamically than traditional methods.' Participant 5 added, “Incorporating podcasts into language learning can enrich vocabulary by providing real-life context, diverse accents ...” (P5). Participant 6 echoes the sentiment that modern methods enhance linguistic abilities and motivation for learning but does not elaborate on specific contributions of podcasts to vocabulary enrichment. They mentioned, “Yes, as I said before, modern and contemporary methods enhance your linguistic abilities and motivate you to learn more.” (6)

Focusing on the vast array of subjects and styles that podcasts cover, Participant 7 makes the argument that exposure to a variety of vocabulary in a range

of situations helps with vocabulary growth. Their response was, "Podcasts cover a wide range of topics and genres, exposing listeners to diverse vocabulary in various contexts. This exposure helps expand their vocabulary by introducing them to new words and phrases." (P7)

Additionally, participant 8 argues that podcasts improve the learning of languages by providing a more realistic experience, which implies that podcasts help to vocabulary enrichment.. They stated, "Podcasts are ideal to listen to the language in a more daily life-like and enhance it" (8). Overall, the participants recognize various benefits of podcasts such as exposure to native speakers, real-life language usage, and engagement with diverse topics, contributing to vocabulary enrichment compared to traditional methods."

Q6: In your experience, have you found specific podcast genres or topics more effective in Helping you acquire and retain new vocabulary? If so, what are they, and why do you think they work well for vocabulary enhancement?

Eight participants shared their opinions about the usefulness of certain podcast genres or subjects in promoting vocabulary development.

The first participant highlights the usefulness of instructional podcasts that focus on particular subjects for picking up new vocabulary. They stated, "Educational podcasts on specific topics are great for learning new words" (P1).

Participant 2 finds all podcast genres helpful, particularly enjoying interview-style ones covering psychology, culture, and health. Their response indicates, "I find all genres of podcasts are helpful and effective especially interview and conversational podcasts that discuss psychology, culture, and health" (P2).

According to Participant 3, listening to a variety of podcast genres helps one learn a wide range of vocabulary. For instance, historical podcasts may teach phrases connected to history, while scientific podcasts can teach terminology related to science. They expressed, "Would not really say that I have a specific genre or topic that is more effective. All podcasts are informative, and all genres teach you different vocabulary. For example, if you listen to historical podcasts, you would learn a word or two that would be useful in a historical context. Now, say that you choose science, you would learn few words that are scientific and also are useful in a scientific context" (P3).

Participant 4 highlights the effectiveness of educational podcasts and discussions on topics of personal interest for acquiring new vocabulary. They noted, "I've found educational podcasts and discussions on topics I'm interested in particularly effective for vocabulary acquisition because they provide relevant and engaging context" (P4).

Participant 5 points out that podcasts expose learners to a variety of words in real-life contexts, facilitating better understanding and retention. They stated, "They expose learners to a range of words in context" (P5).

Participant 6 affirms that listening to podcasts might aid in expanding one's vocabulary, particularly when the subjects matter relate to one's interests. They also contend that improving retention through word associations with memories. Their response was, "Yes, with the multiplicity of topics, it is certain that there are topics according to the requirements of each individual and what he wants to learn and expand his knowledge, and it certainly helps a lot in acquiring and retaining

vocabulary. When you associate memories or an incident with a certain word, you will not forget it" (P6).

In a succinct response, participants 7 and 8 state they haven't found any specific kind of podcast to be beneficial for picking up new vocabulary.

Q7: Do you think listening to podcasts provides a more engaging and enjoyable way to learn and reinforce vocabulary, compared to traditional classroom activities or textbook exercises?

Participant 1 acknowledges the value of classroom activities but emphasizes the vastness and entertainment value of podcasts for learning vocabulary. They noted, : "Yes but that doesn't mean classroom activities are no longer helping, but I feel that textbook exercises are limited unlike podcasts which are vast and entertaining."(P1)

Participant 2 is an outstanding promoter of podcasts, pointing out that they provide an engaging and dynamic learning environment. They emphasize that exposure to native speakers is especially helpful for increasing vocabulary..They noted," Absolutely, listening to podcasts offers a dynamic and immersive way to learn and reinforce vocabulary compared to traditional classroom activities or textbook exercises". (P2)

In contrast to traditional activities, which they find repetitive and demotivating, Participant 3 states that they prefer podcasts because they are enjoyable and inspiring.. They highlighted,: "As I have said before: Yes. Podcasts are more fun and joyful, and I find that highly motivating; On contrast, traditional classroom activities are boring, and they would kill the learning spirit and eventually

you will give up on learning t No, there are no challenges or restrictions when using podcasts he language."(p3)

Like Participant 2, Participant 4 highlights how engaging and fun podcasts are for learning. They stated, "Absolutely, podcasts offer a more immersive and enjoyable learning experience compared to traditional methods."(P4)

Participant 5 agrees that podcasts offer a more engaging way to learn vocabulary compared to traditional methods. They mentioned, "Yes, podcasts often provide a more engaging and enjoyable way to learn vocabulary."(P5)

Participant 6 criticizes traditional methods as boring and lacking motivation while praising podcasts for enhancing motivation to learn. Their response was, "The textbook exercises and all the traditional methods are very boring and do not motivate to learn more, unlike the podcast, which enhances and motivates to learn more."(P6).

Participant 7 holds a different view, preferring traditional methods over podcasts. Their response indicates, "I think traditional classroom activities and textbook exercises are better than listening to podcasts."(P7)

Participant 8 suggests that the speed of speech or complexity of topics in podcasts might be potential barriers to effective learning compared to traditional method. They stated, "Probably the speech speed or complicated topics."(P8)

Due to qualities like motivation, engagement, and enjoyment, the majority of participants (P1, P2, P3, P4, P5, P6) indicate that they prefer podcasts over traditional methods. In a dissenting view, Participant 7 supports conventional approaches without providing a thorough justification. Participant 8 points up

possible disadvantages of podcasts, citing voice difficulty or speed as variables that might make people choose conventional approaches

Q8: Have you noticed any challenges or limitations when using podcasts as a tool for Vocabulary development?

Participant 1: They highlight the challenge of speakers talking too fast, making it difficult to catch everything, although they suggest pausing can help mitigate this issue. They highlighted "Sometimes speakers talk too fast, and it's hard to catch everything. Pausing helps, but it can interrupt the flow of the podcast". (P1)

Participant 2: They express that they haven't found any challenges or limitations with podcasts for vocabulary development, mentioning encountering misinformation and lack of references but not related to vocabulary. They noted, «I actually didn't find any challenges or limitations maybe I found some misinformation and sometimes lack of references but not vocabulary development" .(p2).

Participant 3: Initially, they observe that listening to podcasts requires complete focus, but as they become used to it, they start to love it. They stated,"In the very beginning yes. You have to fully concentrate to understand them; However, as you get used to it, everything becomes fun. " (P3).

Participant 4: They bring up the issue that, in contrast to typical classroom activities, there is less interaction and instant feedback, which might impede vocabulary growth..They stated," One challenge is the lack of interactivity and immediate feedback that traditional classroom activities provide. " (P4)

Participant 5: They identify challenges with podcasts including varying accents, rapid speech, and the absence of visual aids, all of which could impact vocabulary development. Their response indicates, "Some challenges with podcasts for vocabulary development include varying accents, rapid speech, and lack of visual aids." (P5).

Participant 6: They assert that they haven't faced any challenges or restrictions when using podcasts for vocabulary development. They noted "No, there are no challenges or restrictions when using podcasts." (P6).

Participant 7: Due to their limited exposure to podcasts, they don't notice any limitations, indicating a lack of experience with this learning tool. They stated, "I don't listen to podcasts much so I don't notice any limitations" .(P7)

Participant 8: They highlight a worry expressed in a previous comment, pointing out that speaking speed or complex subjects may provide difficulties when using podcasts to build vocabulary. They highlighted, "Probably the speech speed or complicated topics." (P8).

Overall, the participants offer a variety of viewpoints about the difficulties and restrictions associated with utilizing podcasts to expand vocabulary. Some draw attention to particular problems, such as speech rate and lack of interaction, while others do not mention any obstacles or restrictions at all.

Q9: How do you integrate podcast listening into your daily or weekly language learning Routine?

Participant 1: They integrate podcast listening into their daily routine by listening during activities such as commuting to university, indicating that they use

this time effectively for language learning. They stated, "I listen to podcasts during daily activities especially on my way to university." (P1)

Participant 2: They incorporate podcasts into their weekly routine, typically dedicating 2 to 3 hours per week to listening, often while doing housework or other tasks. They highlighted, " a podcast per week for 2 to 3 hours. Or sometimes when doing housework " (P2).

Participant 3: Using devices like a computer or Smartphone, they choose podcasts according to their interests and language proficiency and listen in their spare time, particularly when traveling or at work..They noted,« By choosing the right podcast of my interest and language level, then whenever I have free time, I would plug my earphones and just start listening from a computer or a smart phone, especially while in a bus or working. " (p3).

Participant 4: They show flexibility in their approach to language learning by combining podcast listening into everyday activities like working out, traveling, or relaxing. Their response was, "I integrate podcast listening into my routine by incorporating it into daily activities like commuting, exercising, or during downtime ".(p4)

Participant 5: To incorporate podcasts into a habit, they recommend scheduling certain times, such as before bed, while exercising, or during a commute, to listen to them.They mentioned,"Integrating podcasts into a routine can be done by setting aside specific times for listening, such as during a commute, while exercising, or before bed ".(p5)

Participant 6: They recommend listening to podcasts during routine activities like housework, cooking, cleaning, exercising, or while traveling, emphasizing the flexibility of integrating podcasts into various daily tasks. Their response indicates, "You can listen to podcasts daily while you are doing your routine activities, for example, such as housework, cooking and cleaning, exercising, or while traveling in the car or bus" (P6)

Participant 7: They rarely integrate podcast listening into their language learning routine, suggesting a lack of consistent use of podcasts as a learning tool. They stated "I rarely integrate podcasts listening into my language learning routine".(P7)

Participant 8: They integrate podcasts into their routine by listening during free time or while driving, indicating a more sporadic approach to incorporating podcasts into language learning activities. They mentioned, «by listening to them during my free time or while driving" (P8).

In general, participants provide a range of approaches to include podcast listening into their weekly or daily language learning regimens, such as making advantage of leisure time, commuting time, or certain tasks like cleaning or working out. While some people utilize podcasts more seldom, others take a steady and organized approach.

Q10: Do you have any suggestions for teachers on how they can support students in Enhancing their vocabulary skills?

The aim of this question is to gather suggestions on how teachers can help students improve their vocabulary skills. The eight students had different opinions and suggestions. Participant 1 suggested that teachers can help students improve their vocabulary skills by suggesting podcasts that match their interests and language

proficiency, they can then organize vocabulary-activities and discussions around the podcasts content. Participant 1 said: ‘Teachers can support students in enhancing their vocabulary skills by recommending relevant podcasts aligned with their interests and proficiency level. Additionally, incorporating vocabulary-focused activities and discussions based on podcast content can further reinforce learning and retention.’(P1)

The second participant has another suggestion, improving your vocabulary is all about immersing yourself in reading and listening. It’s also important to actively use the new words you learn in the conversations, also being part of such an environment can provide encouragement and motivation towards improving your vocabulary skills. Participant 2 said ‘Reading and listening are the key for enhancing vocabulary using the new words you learn in your conversation, engage yourself in supportive environment where you find people have the same as yours.’(P2)

Moreover, participant 3 make a logical suggestion, that students often prioritize their grades, teachers can leverage this by incentivizing the learning of new vocabulary with extra marks. He suggested ‘Since the student’s first, and probably only, concern is marks, teachers would take advantage of that and reward those who learn new words with extra marks. By doing this, I guarantee that many students would speak English and play with words as if it is their native language.’ (P3)

Besides, participant 4 simply answered, ‘Teachers can support students in enhancing vocabulary skills by incorporating.’(P4). By incorporating vocabulary activities and exercises, teachers create opportunities to engage with new words.

Participant 5, mentioned teachers can motivate students to explore podcasts that align with their interests. Assigning listening tasks with clear objectives, like identifying new vocabulary or summarizing episodes can help students actively

engage with the content, and discussing episodes in class to encourage conversation among students. She stated ‘Encourage students to listen to podcasts in the target language that match their interests. • Provide guidance on selecting podcasts at an appropriate difficulty level. • Assign listening tasks with specific objectives, such as identifying new vocabulary or summarizing episodes. • Discuss episodes in class to deepen understanding and encourage conversation.’(P5)

By developing effective learning methods, students are encouraged to adapt and engage in learning process. That what participants 6 and 7 suggested, participant 6 ‘To develop learning methods, such methods must be integrated to enhance and intensify students’ skills and encourage them to adopt them.’(P6). Participant 7 added, ‘mixing all the learning methods together and motivating students to learn more.’(P7)

Participant 8 suggested, to make the session more lively and enjoyable, and discuss unconventional topics. He stated ‘try to make the session more active and fun by suggesting unusual topics.’(P8)

3. 3. Description of the student’s Questionnaire

The online questionnaire was delivered to EFL students who study Third years to investigate students’ perceptions towards the use of podcasts to enhance vocabulary acquisition. This questionnaire is made up of three sections. The first section of the questionnaire, which is entitled by ‘general information’, consists of seven close-ended questions about participants’ information. Concerning the second section, which is entitled by ‘Learning through podcasts to enhance vocabulary acquisition’, consists of fourteen closed-ended questions about how to learn vocabulary through podcasts. The section three, which is entitled by ‘using podcasts

in EFL classroom'', consists seven closed-ended questions about the use of podcasts in EFL classroom.

3.3.1 Aims of the Questionnaire

This questionnaire is intended for third-year LMD students at the Division of English at the University of Khenchela. We specifically target third -year students, comprising a population of 119 individuals, due to observed challenges in vocabulary acquisition despite their prior experience. These challenges stem primarily from insufficient practice opportunities within laboratory settings. Furthermore, constraints within the faculty syllabus hinder teachers' ability to integrate Information and Communication Technology (ICT) tools effectively into sessions. We have randomly selected a sample of 92 students from various groups who have responded to the questionnaire administered via the Google Forms software program. As a result, we aim to gather comprehensive insights into students' vocabulary learning experiences and identify potential areas for improvement.

3.3.2. Analysis Procedure of questionnaire:

Prior to distributing the questionnaire in the classroom, all students received a reminder that their responses would remain confidential and would be utilized exclusively for academic purposes. Following the collection of responses, the researcher meticulously reviewed each answer multiple times to uphold the confidentiality of the interviewees' input. Microsoft software form was employed to analyze individual responses, validate overall findings, and generate charts. Furthermore, the researcher compared specific questions to discern whether students' viewpoints aligned or diverged.

3.3.3. Questionnaire Data analysis:

Q1:How would you assess you English language proficiency ?

Table 1

Students' English language proficiency

Options	N	%
Beginner	7	11,9
Intermediate	27	69,2
Advanced	6	15,4

From the student's responses, we noticed that the majority of the students, 44 with percentage (66,7%) are at intermediate stage. While (21,2%) who represent 14 responses claimed that are beginners, and only few of them 9 responses, (13,6%) mentioned that are advanced.

Q2 :As EFL students ,which language skill(s) are you most interested in ?(tick all that apply)

Table2

Preferred Language Skills

Options	As		%
<i>Speaking</i>	Checked	43	65,2
	Unchecked	23	34,85
<i>Pronunciation</i>	Checked	40	60,6
	Unchecked	20	30,30
<i>Reading</i>	Checked	24	36,4

	Unchecked	42	63,64
<i>Writing</i>	Checked	31	47
	Unchecked	35	53,03
<i>Vocabulary</i>	Checked	39	59,1
	Unchecked	33	50

As this question involves multiple choices, distinctions were created among the options to treat each as an individual item. The available options for this question vary as follows:

2-1 SPEAKING :

A percentage of participants (65,2%) which are 43 participants from our sample ,indicated that the majority speaking takes all of their focus and attention ,which suggests that it holds a significant importance for the participants ,while the 23 of our sample didn't selected .

2-2 Pronunciation:

A pronunciation is placed in the second position with (60,6%). Which are 40 participants while the 20 they didn't selected.

2-3 Vocabulary:

Almost half of the participants 39 with portion of (59,1%) prioritize vocabulary skill . on the other hand ,the rest from our sample didn't choose it .

2-4 Writing:

A writing skill is a priority for 31 participants with (47%), while the rest which are 35 from our sample didn't selected .

2-5 Reading:

A smaller portion of participants focus on improving their reading with (36,4%) portion, while the 42 from our sample didn't selected .

Q3: How do you rate your level of vocabulary ?

Table3

Self-Assessment of Vocabulary

we remarked that 36 learners which represent (54,5%) from our sample, their level in vocabulary is good . unlike 23 learners which represents (34,8%)who described their level in vocabulary as average ,others 5 participants with (7,6%) stated that

<i>Options</i>	<i>N</i>	<i>%</i>
<i>Very good</i>	5	7,6
<i>Good</i>	36	54,5
<i>Average</i>	23	34,8
<i>Poor</i>	3	4,5
<i>Very poor</i>	0	0

they have very good level , some students (3,5%) believed that they are poor. while in the very poor position we didn't admit any response by them .

Q4:In your opinion, how is learning vocabulary important to foreign language learners ?

Table 4.

The importance of learning vocabulary to foreign language learners

Options	N	%
Very important	60	90,9
Fairly important	5	7,6

Fairly unimportant	1	1,5
Totally unimportant	0	0

From the above table, we can see clearly that the highest percentage of students (90,9%) 60 responses claim that learning vocabulary is very important to foreign language learners. Others 5 responses with percentage (7,6%) show that it is fairly important. The remaining respondents (1,5%) state that learning vocabulary to EFL is fairly unimportant, but no one chose totally unimportant.

Q5 :What strategy do you find effective for consolidating new vocabulary ? (you may check more than one).

Table 5.

The effective strategies for consolidating new vocabulary

<i>Options</i>	<i>Answers</i>	<i>%</i>
<i>I say the word aloud</i>	Checked	26 39,4
	Unchecked	40 60,61
<i>I repeat words in writing</i>	Checked	40 60,6
	Unchecked	26 39,39
<i>I use words lists for revising</i>	Checked	25 37,9
	Unchecked	41 62,12

This is a multiple choice question, which will broken down in different levels as follows:

5-1 I say the word aloud :

We noticed that 26 responses which accounts for (39,4%) said the word aloud, so out of the total responses, 40 students didn't choose it.

5-2 I repeat words in writing :

On the other hand we see 40 responses with a percentage (60,6%) selected repeat the words in writing , while 26 of them choose other options and this is the highest percentage.

5-3 I use words lists for revising :

And a smaller percentage 25 responses (37,9%) use words lists for revising and the rest of them 41choose other options.

Q6 :How do you prefer to learn vocabulary ? (you may check more than one)

Table 6

Students' preference of learning vocabulary

<i>Options</i>	<i>Answers</i>	<i>%</i>	
	Checked	53	80,3
	Unchecked	13	19,70
<i>Conversation exchanging</i>			
<i>Vocabulary internet applications</i>	Checked	29	43,9
	Unchecked	37	56,06
<i>Word games</i>	Checked	23	34,8
	Unchecked	43	65,15
<i>Movies, series, dictionary, from books, songs, and reading...</i>	Checked	1	1,5
	Unchecked	65	98,48

This is a multiple choice question, which will broken down in different levels as follow :

6-1 Conversation exchanging :

Table above reveals that, the majority of EFL learners , 53 of participants with percentage (80,3%) prefer to learn vocabulary through conversation exchanging, while 13 of responses selected other options.

6-2 Vocabulary internet applications :

Although, 29 of respondents (43,9 %) prefer vocabulary internet applications, while 37 of them didn't choose it. Besides, 23 of respondents (34,8%) prefer word games as tools to learn vocabulary.

6-3 Word games :

We noticed that 23 of the students with percentage (34,6%) prefer word games, while (65,15) of them didn't choose it.

6-4 Movies, series, dictionary, from books, songs, and reading, in addition, reading books and articles, also they choose I have notebook to write in, and from videos on social media :

As well as just one respondent,(1,5%) selected different options ; through movies, series, dictionary, from books, songs, and reading, in addition, reading books and articles, also they choose i have notebook to write in, and from videos on social media, while 65 of them selected other options.

Q7 :Which of the following devices do you use on a regular basis ?(tick all that apply)

Table 07

Students' device

<i>Options</i>	<i>Answers</i>	<i>%</i>
	Checked	63
	Unchecked	3
<i>Smartphone</i>		95,5
		4,55

<i>Laptop</i>	Checked	25	37,9
	Unchecked	41	62,12
<i>Desktop computer</i>	Checked	6	9,1
	Unchecked	60	90,91
<i>Tablet</i>	Checked	5	7,6
	Unchecked	61	92,42

Because this is a multiple-choice question, subdivisions were made between different options so that each is treated as though a separate item:

7-1 Smartphone :

As it is presented in table 7, the majority of the students 63 with percentage (95,5%) use smartphone on regular basis, and only 3 of them use other devices.

7-2 Laptop :

Moreover, 25 of the participants (37,9%) use laptop, while 41 didn't use it.

7-3 Desktop computer :

Therefore, 6 of participants with percentage (9,1%) choose desktop computer, and 60 selected other options.

7-4 Tablet :

As well as just 5 of participants (7,6%) use tablet, and 61 of them didn't use it.

Q8: How much do you believe technology is useful in your educational process?

Table 8

Perception of Technology in Education

<i>Options</i>	<i>N</i>	<i>%</i>
----------------	----------	----------

<i>Very much</i>	57	86,4
<i>Somehow</i>	6	9,1
<i>A little</i>	1	1,5
<i>Not at all</i>	2	3

In this question, participants were asked to comment on the item “ how much do you believe technology is useful in you educational process “.The statistics above show that (86,4%) of students claimed with very much and (9,1%) of them believe that technology is somehow useful . However, 03 participants stated that a little while two students noted that technology was not helpful at all, Given the fact that the participants are believing that technology was helpful in their educational process .

Q9: Which materials do your teachers use to teach vocabulary ? (tick all that apply)

Table 9

The materials use in teaching vocabulary

<i>Options</i>	<i>Answers</i>		<i>%</i>
<i>Printed materials</i>	Checked	39	59,1
	Unchecked	27	40,91
<i>Audio materials</i>	Checked	32	48,5
	Un-checked	34	51,52
<i>Visual materials</i>	Checked	20	30,3
	Unchecked	46	69,70

This is a multiple choice question, which will be broken down in different levels as follows :

9-1 Printed materials :

From the results above, we can say that 39 of responses with percentage (59,1%) choose printed materials as the materials the teacher uses to teach vocabulary, while 27 of them selected other options.

9-2 Audio materials:

Although, 32 of participants (48,5%) said that audio materials, and 34 of them didn't mention it.

9-3 Visual materials :

On one hand, we can see that 20 of the participants (30,3%) said that their teachers use visual materials, and 46 of them didn't choose it.

Q10: When your teacher utilize on the previous materials you? (tick all that apply)

Table 10

Students' attitudes towards using learning materials

<i>Options</i>	<i>Answers</i>	<i>%</i>
<i>I Complete exercises that involve writing sentences or short passages using the learned words</i>	Checked	38 57,6
	unchecked	28 42,42

<i>Practice pronunciation</i>	Checked	27	40,9
<i>and intonation by repeating after audio prompts</i>	unchecked	39	59,09
<i>Use visual aids to remember and understand the meanings of the words</i>	Checked	15	22,7
	Unchecked	51	
<i>The rest of the options (our teachers didn't use any of them, do my own research, and we watch documentaries)</i>	Checked	1	1,5
	Unchecked	65	98,48

Because this is a multiple-choice question, subdivisions were made between different options so that each is treated as though a separate item:

10-1 Complete exercises that involve writing sentences or short passages using the learned words :

The majority 38 (57,6%) of the students chooses ‘ Complete exercises that involve writing sentences or short passages using the learned words’’, while 28 of our sample didn’t selected.

10-2 :Practice pronunciation and intonation by repeating after audio prompts :

27 of the participants with percentage (40,9%) claim that Practice pronunciation and intonation by repeating after audio prompts, the rest from the whole sample didn’t choose it.

10-3 :Use visual aids to remember and understand the meanings of the words :

Moreover, 15 of the students (22,7%) opted Use visual aids to remember and understand the meanings of the words, while the rest of them choose other options.

10-4:The rest of the options (our teachers didn't use any of them, do my own research, and we watch documentaries):

As well as only few of participants, 1 (1,5%) selected it, while the majority of them choose other options.

Q11: do you listen to podcasts?

Table11

Podcast Listening Habits

<i>Options</i>	<i>N</i>	<i>%</i>
<i>Yes</i>	59	89,4
<i>No</i>	9	13,6

From the result we have, we perceived that the majority of the students which represents (89,4%) listen to podcasts . However, the minority (13,6%) of them they don't.

Q12: if yes ,how often do you listen or watch to it ?

Table12

Frequency of Podcast Listening

<i>Options</i>	<i>N</i>	<i>%</i>
<i>Every day</i>	4	6,1

<i>More than once a week</i>	27	40,9
<i>Rarely</i>	36	54,5

The finding illustrates that the max of the respondents (54,5%) declared that they rarely listen or/ watch it and (40,9 %)of students stated that they listen / watch podcasts more than once a week . The remaining portion (6, 1%) is the students who every day listen / watch podcasts. From the results we noticed that students are aware of the usefulness and the importance of Podcasts.

Q13 : in your opinion , how would you evaluate podcasts usage in English learning ?

Table13.

Evaluation of Podcasts in English Learning

<i>Options</i>	<i>N</i>	<i>%</i>
<i>Helpful</i>	63	95,5
<i>Not helpful</i>	3	4,5

The majority of the student 95,5% (63 learners) noticed that podcasts are helpful for usage in English learning ,while not helpful was compulsory choice for only 03 participants with (4,5%) .The results verify that the EFL student of Khenchela university believe that they evaluate podcasts in English learning as useful .

Q14: Did you find it easier to understand and retain vocabulary when you listen to podcasts ?

Table 14.

Impact of Podcasts on Vocabulary Retention

<i>Options</i>	<i>N</i>	<i>%</i>
<i>Yes</i>	59	89,4
<i>No</i>	7	10,6

When we asked students if they find it easier to understand and retain vocabulary when they listen to podcasts or not, the number of students who opted for yes was 59 participants making up a percentage of (89,6%). On the other side, students who indicated that they

Didn't find it easier was compulsory choice only for 07 participants with (10,6%)

The results verify that the EFL students believe that they found it easier to understand and retain

vocabulary when listen to podcasts.

Q15 :Do you think that the use of podcasts influences your vocabulary skills in English ?

Table 15

Students' views about using podcasts

<i>Options</i>	<i>N</i>	<i>%</i>
<i>Strongly disagree</i>	3	4,5
<i>Disagree</i>	3	4,5
<i>Neutral</i>	9	13,6

<i>Agree</i>	31	47
<i>Strongly agree</i>	22	33,3

It can be seen from the table above that 31 of students with percentage (47%) agreed on the extent of the impact of podcasts on the student's vocabulary in English .. While 22 of them, (33,3%) adopted 'Strongly agree'. Others, 9 of responses with percentage (13,6 %) choose "Neutral", and (4,5%) was divided between disagree and strongly disagree .

Q16: How often do you feel motivated to apply the newly learned vocabulary from podcasts in your daily life on conversation ?

Table16

Motivation to Use New Vocabulary

<i>Options</i>	<i>N</i>	<i>%</i>
<i>Always</i>	11	16,7
<i>Usually</i>	41	62,1
<i>Rarely</i>	14	21,2

A highest percentage (62,1%) of 41 participants reported that they usually feel motivated to apply the newly learned vocabulary from podcasts in your daily life on conversation .then , 14 of them with (21,20%) declared that they rarely fell motivated . On the other side , 11 of the participants with(16,7%) claimed that they always fell motivated .The results shows hat the EFL students claimed that

they usually felt motivated to apply the newly learned vocabulary from podcasts in your daily life on conversation .

Q17 :In what aspects do you think podcasts will help you develop better ? (tick all that apply)

Table 17

The aspects of podcasts that help EFL learners to develop better

<i>Options</i>	<i>Answers</i>	<i>%</i>	
<i>Pronunciation</i>	checked	59	89,4
	unchecked	7	10,61
<i>Vocabulary acquisition</i>	checked	52	78,8
	unchecked	14	21,21
<i>Grammar</i>	Checked	16	30,3
	unchecked	50	75,78
<i>The other options and the speaking skill, communication and life experiences, structure, it makes it easier think direct...</i>	Checked	1	1,5
	unchecked	65	98,48

This is a multiple choice question, which will be broken down in different levels as follows:

17-1 Pronunciation:

We noticed that the majority of learners 59 (89,4%) say pronunciation, while a few of them didn't select it.

17-2 Vocabulary acquisition:

Vocabulary acquisition is placed in the second position with (78,8%), which are 52 participants, although, 14 opted for other options.

17-3 Grammar:

And 16 of the respondents with percentage (24,2%) selected grammar, while the half of our sample didn't select it.

17-4 The other options: the speaking skill, communication and life experiences, structure, it makes it easier to think directly).

Only 1 (1,5%) of the students selected it, and the others, 65, chose other options.

Q18: What types of podcasts content do you find most effective? (Tick all that apply)

Table 18

Effective Podcast Content Types

<i>Options</i>	<i>Answers</i>	<i>%</i>
<i>Conversation podcasts</i>	checked 52	78,8
	unchecked 14	21,21

<i>Educational podcasts</i>	checked	36	54,5
	unchecked	30	45,45
<i>Weird /New concepts podcasts</i>	checked	23	34,8
	unchecked	43	65,15
<i>Scientific podcasts</i>	checked	21	31,8
	unchecked	45	68,18

This is a multiple choice question, which will broken down into different levels as follow:

18-1 Conversation podcasts :

We remarked that the majority of (78,8%) declared that they prefer conversational podcasts, their total number was 52 students .while the 14 students didn't check it as a type of podcasts content which they found it most effective .

18-2 /Educational podcasts :

From the result we have 36 participants choose the educational podcasts as their type of podcasts content with (54,5%) portion .while the 30 student didn't selected .

18-3/ Weird /New concepts podcasts :

According to the finding 32 students choose it with portion of (34,8%).on the hand the 34 from our sample didn't inspire them .

18-4/ scientific podcasts:

The majorities have ticked the scientific podcasts (34,8%) representing 23 participants of the whole population. The

rest of the population consisting of 43 participants unchecked this option.

There are some students who opted for other types of podcasts which are storytelling podcasts , motivational podcasts, life style podcasts, and podcasts about books. This indicates that most of third –year students at Abbes Laghrour University prefer conversational podcasts as a type of podcasts content that they find it most effective .

Q19 : Which features should you look for when selecting podcasts for vocabulary enhancement ? (tick all that apply)

Table 19.

Features of podcasts in vocabulary enhancement

<i>Options</i>	<i>Answers</i>	<i>%</i>
<i>Podcasts with clear speakers</i>	Checked	54 81,8
	Unchecked	12 18,18
<i>podcasts with diverse vocabulary</i>	Checked	31 47
	Unchecked	35 53,03
<i>Podcasts with interactive elements</i>	Checked	3 4,5
	Unchecked	63 95,45
<i>The rest options podcasts with interesting topics,</i>	Checked	1 1,5
	Unchecked	65 98,48

*podcasts of native
speakers, actually, I
just look for
entertainment) ...*

Because this is a multiple-choice question, subdivisions were made between different options so that each is treated as though a separate item:

19-1 Podcasts with clear speakers :

From the student's responses, we find that the majority of them 54 with percentage (81,8%) look for podcasts with clear speakers, while the rest of them 12 choose other options.

19-2 Podcasts with diverse vocabulary :

31 (47%) of them selected podcasts with diverse vocabulary, and 35 didn't selected it.

19-3 Podcasts with interactive elements :

A few of them, 3 (4,5%), opted for Podcasts with interactive elements, although, 63 from our sample choose other options.

19-4 The rest options : (podcasts with interesting topics, podcasts of native speakers, actually i just look for entertainment) :

Only 1 (1,5%) of students choose it, while 65 from our sample didn't choose it.

Q20:Do you feel that podcasts cover a wide range of vocabulary topics ?

Table 20*Students' attitudes about if podcasts cover a range of vocabulary topics*

<i>Options</i>	<i>N</i>	<i>%</i>
<i>Strongly disagree</i>	2	3
<i>Disagree</i>	4	6,1
<i>Neutral</i>	17	25,8
<i>Agree</i>	29	43,9
<i>Strongly agree</i>	14	21,2

As seen in the table above, 29 of the students with percentage (43,9%) agreed that the podcasts cover a wide range of vocabulary topics, although, 17 of the respondents (25,8%) are neutral, and (21,2%) who represent 14 responses choose strongly agree. As well as just (6,1%) who represent 4 students choose disagree. Besides, 2 respondents (3%) of them strongly disagree.

Q21 : How can you effectively engage with podcasts to improve vocabulary ?**(you may tick more than one).****Table 21***Student's engagement with podcasts to improve vocabulary*

<i>Options</i>	<i>Answers</i>	<i>%</i>
<i>Pose the podcasts to</i>	checked 38	57,6
<i>look up the meaning of</i>	unchecked 28	42,42
<i>unfamiliar words</i>		
<i>Listen to podcasts on</i>	checked 36	54,5

<i>varied topics to</i>	unchecked	30	45,45
<i>encounter diverse vocabulary</i>			
<i>Trying to</i>	checked	26	39,4
<i>incorporate new</i>	unchecked	40	60,1
<i>words into your daily conversations</i>			
	checked	21	31,8
<i>Turn new words into</i>	unchecked	45	68,18
<i>flashcards</i>			

Because this is a multiple-choice question, subdivisions were made between different options so that each is treated as though a separate item:

21-1 : Pose the podcasts to look up the meaning of unfamiliar words :

The results explain that most students Pose the podcasts to look up the meaning of unfamiliar words which represent (57,6) 38 students, while the rest of them didn't choose it.

21-2 Listen to podcasts on varied topics to encounter diverse vocabulary :

Moreover, 36 of the participants with percentage (54,5) selected listen to podcasts on varied topics to encounter diverse vocabulary, while 30 from our sample didn't selected it.

21-3 Trying to incorporate new words into your daily conversations :

Furthermore, 26 of the students which represent (39,4) say trying to incorporate new words into your daily conversations, while 40 of them didn't selected it.

21-4 Turn new words into flashcards :

The rest of them (31,8) which represent 21 students choose turn new words into flashcards, while 45 from our sample didn't choose it.

Q22: Have you noticed a significant improvement in your English vocabulary since listening to English podcasts?

Table22.

Improvement in Vocabulary from Podcasts

<i>Options</i>	<i>N</i>	<i>%</i>
<i>Agree</i>	56	84,8
<i>Neutral</i>	9	13,6
<i>Disagree</i>	1	1,5

The following question allowed the participants to point out in their responses to whether they notice any significant improvement in their English vocabulary since listening to English podcasts. (84,8%) declared that they are agree, in the second place come neutral (13,6%) followed by disagree with (1,5%) which is a smaller portion with only 01 participants .

Q23: Does listening to podcasts in the classroom inspire you to utilize them for purposes such as: cultural awareness, creativity and inspiration, engagement?

Table23. Podcasts and Cultural Engagement in the Classroom

<i>Options</i>	<i>N</i>	<i>%</i>
----------------	----------	----------

<i>Most of the time</i>	16	24,2
<i>Occasionally</i>	44	66,7
<i>Never</i>	6	9,1

Here, the respondents were asked about listening to podcasts in the classroom inspire participants to utilize them for purposes that are mentioned above. A clear majority of 44 respondents with (66,7%) mentioned that they occasionally inspired while they listening to podcasts in the classroom. Most of the time come in the second place with (24,2%) representing 16 participants of the whole population. The rest of the population with (9,1%) consisting of 06 participants which is a smaller portion stated never.

Q24: Do you recommend using more podcasts in class?

Table24.

Recommendation for Classroom Podcast Use

<i>Options</i>	<i>N</i>	<i>%</i>
<i>Definitely</i>	40	60,6
<i>Not really</i>	27	40,9

The number of students who opted for definitely was compulsory choice for 40 students making up a percentage of (60,6%). while the number of students who opted for not really was 27 students with portion of (40,9%) .This indicate that the third –year students at Abbes Laghrour University recommend using more podcasts in class .

Q 25: Does listening to podcasts in class encourage you to use them outside of the classroom ?

Table25

Encouragement to Use Podcasts Outside Classroom

<i>Options</i>	<i>N</i>	<i>%</i>
<i>Most of the time</i>	37	56,1%
<i>Occasionally</i>	19	28,8%
<i>Never</i>	10	15,2%

A highest percentage of (56,1%) of 37 participants reported that sometimes listening to podcasts in class encourage them to use podcasts outside of the classroom. Then the minority have ticked the most of the time making up a percentage of (28,8%) .while not at all was a choice for only 10 students with (15,2%) portion . This indicate that the third –year students at Abbas Laghrour University that sometimes listening to podcasts in class encourage them to use podcasts outside of the classroom.

Q26: How are likely you to recommend listening to podcasts to others who want to improve their vocabulary ?

Table 26*Students' attitude about listening podcasts to others who want to improve their vocabulary*

<i>Options</i>	<i>N</i>	<i>%</i>
<i>Disagree</i>	4	6,1
<i>Agree</i>	62	93,9

As it is presented in the table, the majority of EFL learners, 62 responses with percentage (93,9%) agree to recommend listening to podcasts to others who want to enhance and improve their vocabulary, although, a few of them 4 responses with percentage (6,1%) are disagree.

Q27 :How likely are you to continue listening to podcasts in the future ?(Tick all that apply)

Table27*Future Podcast Listening Intentions*

<i>Options</i>	<i>Answers</i>	<i>%</i>
Exploring interactive podcasts that allow listeners to engage with the content, such as making choices in the storyline or participants in discussions	Checked 38 unchecked 28	57,6 42,42
– Join podcast	Checked 33	50

communities or forums where listeners can discuss episodes, share recommendation ,and connect with like- minded individuals	unchecked	33	50
Look for podcasts that provide smart transcripts or annotations, allowing you to read along or quickly find specific parts of an episode	Checked	27	40,9
	Unchecked	39	59,09

Given that this question is multiple-choice, divisions were established among the various options to treat each one as distinct. The options for this question span the following range :

- Exploring interactive podcasts that allow listeners to engage with the content, such as making choices in the storyline or participants in discussions (57,6%)
- Join podcast communities or forums where listeners can discuss episodes ,share recommendation ,and connect with like- minded individuals (50%)
- Look for podcasts that provide smart transcripts or annotations, allowing you to read along or quickly find specific parts of an episode (40,9%)

Among the 66 students surveyed, 57.6% opted for interactive podcasts, indicating a significant interest in engaging content that allows for active participation, such as

making storyline choices or participating in discussions. Additionally, 50% of the students showed a preference for joining podcast communities or forums, highlighting a desire for collaborative spaces to discuss episodes and connect with like-minded individuals. Meanwhile, 40.9% of students favored podcasts offering smart transcripts or annotations, suggesting a need for enhanced accessibility and navigation features.

Q28 : If possible, would you suggest any specific podcasts episodes or series that you have found it particularly effective for learning new vocabulary ?

The students here gave various suggestions, listed as follows :

Yep

Yes

The British English podcast

Motivational podcasts

I like podcasts that are done with Noam Chomsky, i interested to listen to his contributions in the field of English Linguistics

there are podcasts that can help student improve their English skills. "TED Talks" has a podcast version where you can listen to inspiring talks on various topics. "Grammar Girl Quick and Dirty Tips for Better Writing" is another great one that focuses on grammar and writing tips. Lastly, "Luke's English Podcast" is a popular choice for English learners as it covers a wide range of topics and includes language explanations.

Joe Rogan podcasts where he invites different people and talk about different things. The best thing about it, is they talk in American English which is more interesting and comprehensive to me.

I can't recall any atm.

No,

Podcasts of Emma chamberlain, and the wizard liz

BBC podcasts

Speak better English with harry

I didn't remember the exact name, but podcast discussing topics of our lives , talking about the state in Gaza , and another one talking about some new words describing personalities.

Learn English with podcast conversation

Coffee break English

I don't have any ideas about podcasts

Tedx podcast

All the podcasts of TEDx and other podcasts on Spotify.

Anne with an A

Certainly here are a few podcasts that i find helpful for learning new vocabulary:

Radiolab Stuff you should know Limetown

honestly, most podcasts i listened to were in Arabic talking about Islamic topics for the purpose of enhancing my knowledge, however for learning vocabulary in specific i find it boring to listen to podcasts since i understand the full meaning anyways i don't focus on each vocabulary . Nonetheless, when it comes to vocabulary i'd say variety shows, news and dramas contributed most to that.

Absolutely, here are some podcast recommendations for expanding your vocabulary: 1. The Allusionist: This podcast dives deep into the English language, exploring the origins and usage of words, offering valuable linguistic insights. 2. The Vocal Fries: Focused on linguistic discrimination and

sociolinguistics, this podcast introduces specialized vocabulary related to language and culture. 3. Merriam-Webster's Word of the Day: With daily episodes highlighting a new word, this podcast provides definitions, usage examples, and etymology to enhance your vocabulary. 4. A Way with Words: Delving into language-related topics, this show often discusses intriguing or unusual words and phrases. 5. The History of English Podcast: While primarily covering English language history, this podcast introduces vocabulary from various historical periods, tracing their evolution. 6. Lexicon Valley: Examining language and linguistics in detail, this podcast discusses specific words and phrases, offering valuable insights. These podcasts cater to various interests and learning styles.

Watch series .play games

1. **"The English We Speak"** by BBC Learning English** 2. **"Vocabulary"** by VOA Learning English** 3. **"A Way with Words"**** 4. **"Stuff You Should Know"**** 5. **"TED Talks"**** 6. **"The Allusionist"**** These podcasts cover a range of topics and language levels, making them effective for learning new vocabulary in English.

British Council Podcasts / and /learn English 101 podcasts

1/WAYS TO SPEND MORE TIME ALONE &BECOME YOUR OWN BEST FRIEND 2/Change Your Brain: Neuroscientist Dr.Andrew Huberman 3/Hidden brain 4/stuff you should know

Ted

Podcast of conversations among diff people around the world in politics and religious

Commutative podcast

Podcasts about a real event or something like this

Jay Shetty podcast

Educational one it is more helpful

Coffee break English 6 min English Ted talk daily The British English podcast

American English podcast

British council

Minute English

I usually use videos of a content creator who does makeup and tells crime stories as a podcast. They have been immensely beneficial. The name of the creator is Bailey Sarian. I do have other content creators.

I'd love to recommend some podcasts for learning new vocabulary. One great podcast series for vocabulary building is "The Fluent Show." They cover a wide range of topics and have episodes specifically focused on vocabulary expansion.

I especially like science podcasts because I have an inclination for this aspect. I also recommend Victorian era series and movies.

Andrew Huberman

Podcast about education Cook sports

The lavendaire life style/ jay Chetty podcast

Learning English podcasts

There are several podcasts That are great For learning new vocabulary such as: BBC learning English, vocabulary by voice Of America; introduces new vocabulary words.

6 minutes vocabulary

Podcasts of Ahmed Alshuguri in English

I usually listen to podcasts that talks about psychology because am interested in leaning psychological vocabulary

I recommend podcasts that tackles daily life issues for beginners and then they can diversify topics according to their preferences and what they like and most importantly is to listen to different kinds of podcasts to gain important vocabulary from each domain.

Educational podcasts , also conversational podcasts very useful.

I don't know

I can't remember since i'm rarely listening to podcasts

.

The English we speak by BBC learning English

The level up English podcast

6 minutes English every day

6 Minute English from the BBC All ears English Friends (TV show) TED Talks daily

No

I don't really remember a specific one , but I liked two channels I have listened to on Tik Tok they helpful.

TED talks daily the English we speak by BBC Jordan Peterson podcasts

No idea

I'm mostly into educational podcasts especially the ones done by native speakers so I Google them and have a variety of them.

1"The English We Speak" by BBC Learning English 2"Vocabulary Builder" by Fluentu 3"English Vocabulary Booster" by Mosalingua 4"6 Minute Vocabulary" by BBC Learning English 5"Word of the Day" by Merriam-Webster

6 Minute English from the BBC

I don't remember a specific name for them sorry

Videos

Luke's English podcast.

3.3.3. Discussion of the findings

The information gathered from the interviews with students suggested that:

- Almost the majority of students gave similar answers about the meaning of vocabulary, which they considered that expressing the same idea using different words. It's like putting a sentence into your own words while maintaining the original meaning, this indicates the importance of understanding vocabulary in understanding the context.
- Students have all agreed upon the necessity of enhancing vocabulary. Having a good vocabulary is essential for expressing your ideas effectively. In other hand, student3 highlights the importance of vocabulary when it comes to learn a new language. This result shows that vocabulary plays a crucial role in understanding grammar and pronunciation as well, it's like the building blocks that help you communicate clearly and confidently.
- Students have several methods and strategies to master vocabulary according to the level and the needs of the students. Some of them prefer the old methods of individual learning, finding them the most effective such as flashcard and reading books as students 2 and 3 mentioned, while other students prefer to use modern methods, as audio-visual medium.

- The eight students acknowledge the importance of incorporating podcasts to improve language skills. So the result strengthens the agreement on the effectiveness of using podcasts in learning vocabulary.

- The participants concur that podcasts offer significant advantages over traditional methods in language learning. They highlight the exposure to native speakers, real-life language usage, and engagement with diverse topics as key contributors to vocabulary enrichment. This collective view emphasizes the immersive nature of podcasts, which provide learners with contextualized learning experiences akin to daily life scenarios. This result is consistent with the study of SaeidAngouti on ‘ The effect of podcast on vocabulary learning of elementary EFL students’ in 2019. The study revealed that ; among the students who utilized podcasts, 24 out of 30 demonstrated proper pronunciation of words, in contrast to 18 out of 30 who employed traditional elementary EFL learning methods, achieving an average of 16 words. This suggests that employing podcasts for vocabulary learning proved significantly more effective than traditional teaching approaches. These participant outcomes match with the preferences expressed by our interviewees, who indicated a preference for incorporating podcasts into their language learning routines over traditional methods.

- The consensus among participants regarding the effectiveness of podcast genres or topics in aiding vocabulary acquisition is evident. While some participants, like Participant 1, advocate for educational podcasts focused on specific subjects, others, such as Participant 2, find all genres helpful, especially enjoying interview-style podcasts discussing psychology, culture, and health. Participant 3 emphasizes the varied vocabulary taught by different podcast genres, mentioning historical podcasts for history-related words and

scientific podcasts for scientific terms. Participant 4 highlights the efficacy of educational podcasts and discussions on personally interesting topics for acquiring new vocabulary. Participant 5 underscores how podcasts expose learners to a variety of words in real-life contexts, aiding understanding and retention. Participant 6 agrees that podcasts aid vocabulary acquisition, especially when topics align with personal interests, and memory association further aids retention. However, Participants 7 and 8 express a lack of preference for any particular type of podcast for learning new words. Overall, while preferences vary, the participants collectively recognize the diverse benefits of podcast genres and topics in enhancing vocabulary acquisition

- The participants largely agree that listening to podcasts offers a more engaging and enjoyable way to learn and reinforce vocabulary compared to traditional classroom activities or textbook exercises. They highlight various aspects of podcasts that contribute to this perception. For example, Participant 1 and Participant 3 both emphasize the entertainment value and vastness of podcasts compared to traditional methods. They find podcasts more enjoyable and motivating, contrasting them with the perceived boredom of traditional activities. Additionally, Participant 2 and Participant 4 emphasize the immersive nature of podcasts, noting their dynamic learning experience and exposure to native speakers as beneficial for vocabulary acquisition. This collective view suggests that podcasts offer a more enjoyable and effective alternative to traditional methods for vocabulary learning. However, Participant 7 holds a different perspective, preferring traditional methods over podcasts, suggesting that personal preferences and learning styles may influence perceptions of effectiveness. This result is consistent with the

study of Gusfira, V. Y., & Putri, N. E. (2022). The study revealed that; the students really enjoyed listening to the English podcast. As well as listening to English podcasts is one of the alternative learning media that is very fun and easy to use. These participant outcomes match with the findings expressed by our interviewees.

- The participants express a variety of opinions regarding the drawbacks and restrictions associated with using podcasts to help students develop their vocabulary. For example, Participant 1 points out that it can be difficult to understand speakers who speak too quickly, and that pausing can help but may break the flow of the podcast. Participant 3 finds it difficult at first to focus entirely on podcasts but eventually grows accustomed to it. On the other hand, Participant 4 points out that using podcasts instead of traditional classroom activities lacks interactivity and immediate feedback, which could be detrimental to vocabulary development. Participant 5 also cites issues like different accents, rapid speech, and a lack of visual aids in podcasts, all of which can affect vocabulary learning..
- Podcast listening is included into the daily or weekly language learning routines of participants 1, 3, 4, 5, and 6. These activities include exercising, commuting, and relaxation. They stress how easily podcasts can be incorporated into daily work and recommend scheduling dedicated periods of time for podcast listening to give their language learning endeavors structure. This group shows how to include podcasts into their language study routines in a methodical and regular way. Conversely, individuals 2, 7, and 8 demonstrate a less consistent method of incorporating podcasts into their daily routines. Participant 2 sets aside a certain amount of time per week, usually during cleaning or other chores, for listening. Participants 7 and 8 said

they don't often incorporate listening to podcasts. Overall, participants offer various strategies for integrating podcast listening into their language learning routines, ranging from consistent and structured approaches to more sporadic usage

- The results of the eighth question were positive. Through it, we were able to be aware about some of the educational methods that enable students to improve and enhance their vocabulary skills, so that each students made some suggestions that they saw as encouraging the student in the learning process, and this what a researchers have in common, In the article of The Atoms Family by S .Michael Putman, Tara Kingsley: students should encounter both direct and indirect methods of instruction when learning new vocabulary.
- The study looked at what problems EFL students face when they use podcasts for vocabulary enhancement. Findings revealed a spectrum of perspectives. Some participants noted difficulties in comprehension, primarily due to fast speech and lack of visual aids. Others initially struggled with concentration but eventually adapted. Concerns were raised about the absence of interactivity and immediate feedback compared to traditional methods. However, some participants reported no significant challenges, possibly influenced by limited exposure. Overall, while some hurdles were identified, others found podcasts conducive to vocabulary development, underscoring the need for tailored approaches in integrating digital tools into language learning.

3.3.4. Analysis of the Questionnaire's Results

The questionnaire was designed to collect data on the perception of EFL students towards podcasts to enhance their vocabulary. After the analysis of the student's questionnaire, which enabled us to come up with the following results. We remarked that the student's answers were very positive about the learning through podcasts. As we could see in Q13 were 95,5% that evaluate podcasts usage in English learning as helpful tool; furthermore, we deduced that the majority of students are familiar with podcasts and its benefits on them by apply it in their learning process as new technologies used for learning. in addition, it could be said the third-year student are aware of the importance of vocabulary and the vital role in their learning process. Through our esults; we highlight that students will be encouraged and motivated when they use podcasts in their vocabulary enhancement. In short, different sections of the student's questionnaire stated show their attitudes, perception and opinions towards using podcasts in their learning process. Each section's result will be interpreted as the following.

Based on the data results that obtained from the section one, which revealed that there is diversity in the level of the students which lead that there is a different in their interests and their view of the importance of learning new vocabulary, which the majority of them have a good to average level of vocabulary, which classify themselves as intermediate. In addition, they showed their interest in vocabulary, pronunciation, and speaking, while other students have revealed increased motivation and higher-level thinking, and improvement in writing and listening skills this is compared to the article of The Atoms Family by S. Michael Putman,

Tara Kingsley. Besides, conversation exchanging is preferred way of learning vocabulary.

Section two related to student's perception towards learning through podcasts to enhance vocabulary. A large number of students believe that technology is useful in their educational process. besides, several materials help them to increase their skills capacities and it's very important for their learning process. Also, they are familiar with podcasts and they find it easier to understand and retain to podcasts .in addition, the majority of the participants state that their teachers use printed materials to introduce the courses. In the other hand the results verify that highest percentage agree that the use of podcasts influences their vocabulary and feel motivated to apply the newly learned vocabulary from podcasts. When considering our findings alongside other studies, this result matches what Baird and Fisher (2006) and Edirisingha and Salmon (2007) found. Participants in those studies said the podcasts were good at getting and keeping their attention and interest. In addition, it's worth noting the research by Zeinab and Najmehon 'Using Podcasts to Teach Vocabulary Effectively' in 2013. Their work sheds light on how podcasts can help improve vocabulary learning. The study revealed that most participants found working with podcasts to be effortless. They unanimously agreed that podcasts facilitated their acquisition of new English vocabulary, reignited their motivation to learn English through this medium in the future, and perceived podcasts as more effective and practical. Moreover, students' feedback indicated a positive attitude towards utilizing podcasts for enhancing their English vocabulary skills. Our findings closely mirror those of the study, indicating that participants in our research similarly found working with podcasts to be effective for learning English vocabulary, were motivated to continue using podcasts for language

learning, perceived them as practical, and exhibited a positive attitude towards their use.

In section three, from questions 22 to 28, which deal with different questions concerning the using of podcasts in EFL classroom on one hand. In addition, we see its effectiveness on improving English vocabulary. Therefore, the data findings show that the majority of students are agree to recommend listening podcasts to others who want to improve their vocabulary. Meanwhile, more than half of the students (66,7) can occasionally be super inspiring for culture awareness, creativity and engagement. Moreover, the data show that listening podcasts can be enjoyable and beneficial that it often inspires the students to continue listening outside of the classroom.

In the same context, EFL learners recommend using more podcasts as teaching tool in classroom, although, the researchers see that there is no single best method for vocabulary instruction from the same article above, *The Atoms Family* by S Michael Putman, Tara Kingsley. Also, they have the possibility of listening to the podcasts in the future in different ways according to the student's inclinations and interests.

Otherwise, we asked them to give us suggestions for podcasts episodes or series that they considered helpful and effective in learning vocabulary, and through that we discovered that every students have their own interests. Some of them prefer motivational podcasts, others said podcasts of Emma Chamberlain, and the Wizard Liz, others are interested in the field of English linguistics by Noam Chomsky...etc

Finally, this leads into answering the research question asking before, all students are agreed or strongly agreed that the podcasts increased their creativity, engagement and motivation to learn vocabulary, also they all praised it as a modern,

effective and enjoyable educational tool. So, students show a positive response regarding podcasts.

Conclusion

A combination of qualitative and quantitative research instruments, such as an interview and questionnaire, have been employed by the researcher, as the current chapter has described. We used two research instruments which are the questionnaire and interview. Both of them that were helping us to check the perception of the students towards using podcasts to enhance EFL learner's vocabulary. From what has been discussed through the questionnaire's statistical findings, we can confirm the positive attitude of EFL learners towards the implementation of podcasts in enhancing the student's vocabulary. On the other hand, the findings of the interview emphasize the significance of integrating popular tools in EFL classes such as podcasts as a functional method to ameliorate the students' language proficiency.

General conclusion

The present study aimed to investigate the perception of EFL learners towards using podcasts to enhance vocabulary. We used two research instruments which are the questionnaire and interview. Throughout this present research study, we deal with two main chapters. And some recommendations are suggested.

Vocabulary is regarded as a highly significant element of language. This is acknowledged because it is crucial for EFL students' conversational skills. We have examined the value and effectiveness of podcasts in conjunction with this research study. Additionally, we have emphasized EFL students' perception of podcasts in enhancing vocabulary acquisition.

This research has been divided into two main parts. First, the theoretical part which is composed of two chapters. Throughout the first chapter, which in turn divided into two sections. In the first section we deal with podcasting process. We try to present podcasts. We start with a history of the podcasts. After that we move to the types of podcasts which are two types: Audio podcast, and video podcast. In addition, we explain podcasting process. Also, we review both the advantages and the disadvantages concerning the use of podcasts as a digital tool, likewise, we discuss implementation of podcast, which stated a few beneficial: not only Motivation and Confidence, but also Collaborative Learning and small conclusion. The second section we introduce the importance of vocabulary in the process of foreign language vocabulary acquisition among EFL students. We discuss some difficulties that may EFL learners face in learning vocabulary. Likewise, we tried to identify the two approaches in vocabulary learning process. Then, we conclude our section by a small conclusion.

The second chapter is practical part about an analysis of the findings in order to demonstrate the use of the podcasts in enhancing EFL learner's vocabulary. There are two data collection tools which are questionnaire and interview both used with students in order to validate our hypothesis.

The findings collected from the investigation of students' questionnaires and interviews answer the research question we introduced at the beginning. In this regard, the findings indicate that EFL students are sufficiently aware of the usefulness and effectiveness of podcasts. Most of them integrate podcasts into their learning process as well as their daily lives. Finally, we have concluded that the use of this tool has a positive impact on vocabulary learning and improves students' vocabulary acquisition.

Pedagogical Recommendation

After finishing our experience, we found it necessary to highlight the following recommendations

For students :

- They have to choose educational podcasts in which they seek for podcasts ;the ones designed for language learners ,in order to illustrate :Grammar Girl ,TED Talks Daily and the English we speak .
- They have to listen to podcasts Regularity ;in which they make it a habit to listen to podcasts regularly ,even if it is just for 10- 15minutes a day consistency helps reinforce new vocabulary
- Use new vocabulary in your daily conversations or writing. This helps in retaining the words better

For teachers

➤ Incorporate Podcasts into Lessons:

Select podcasts relevant to your subject matter and integrate them into your lesson plans. This can make learning more engaging and up-to-date

➤ Create Podcast Assignments:

Give them a specific podcast episode to listen to and then have them create a summary or reflection. This promotes attentive listening and understanding.

Limitation of the study

This research like the majority of educational researches, will suffer certain limitation, the following limitation has to be taken into consideration. The study has been done on third -year English students, so students with different levels are not included. In terms of practical implementation, unfortunately, due to time constraints, not all students were able to respond to the questionnaire. We distributed it during the period of assignments, projects, and then Ramadan and holidays ensued, resulting in an incomplete response rate.

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Appendices

Appendix A: Students' Questionnaire

This study investigates the effectiveness of podcasts in enhancing vocabulary Acquisition among third-year English as a Foreign Language (EFL) students at Abbes Laghrour of Khenchela University. Your insights are crucial in understanding the impact of podcasts on language learning. Your responses will be treated with confidentiality and privacy. Thank you for your cooperation in contributing to this research

SECTION ONE : general information

Q1: How would you assess your English language proficiency ?

Intermediate

Beginner

Advanced

Q2 : As EFL students, which language skills are you most interested in ? (Tick all that apply)

Pronunciation

Vocabulary

Speaking

Reading

Writing

Q3: How do you rate your level of vocabulary ?

Very Good

Good

Average

Poor

Very poor

Q4: In your opinion, How is learning vocabulary important to foreign language learners ?

very important

Fairly Important

Fairly unimportant

Totally unimportant

Q5: What strategy do you find effective for consolidating new vocabulary? (Tick all that apply)

I say the word aloud

I repeat words in writing

I use word lists for revising

Q6: How do you prefer to learn vocabulary? (Tick all that apply)

Vocabulary internet applications

Conversation exchanging

Word games

Others

Q7: Which of the following devices do you use on a regular basis ?(Tick all that apply)

Smartphone

Laptop

Desktop computer

Tablet

SECTION TWO: learning through podcasts to enhance vocabulary acquisition

Q8: How much do you believe technology is useful in your educational process?

Very Much

Somehow

A little

Not at all

Q9: Which materials do your teachers use to teach vocabulary ? (Tick all that apply)

Audio materials

Printed materials

Visual materials

Q10: When your teacher utilize one of the previous materials you ? (Tick all that apply)

Practice pronunciation and intonation by repeating after audio prompts

Complete exercises that involve writing sentences or short passages using the learned words.

Use visual aids to remember and understand the meanings of words.

Q11: Do you listen to podcasts?

Yes

No

Q12: If yes, how often do you listen to it ?

Every day

More than once a week

Once a week

Rarely

Q13: In your opinion, how would you evaluate podcasts usage in English learning ?

Helpful

Not helpful

Q14:Did you find it easier to understand and retain vocabulary when you listen to podcasts ?

Yes

No

Q15 :Do you think that the use of podcasts influences your vocabulary skills in English ?

Strongly disagree

Disagree

Neutral

Agree

Strongly agree

Q16:How often do you feel motivated to apply the newly learned vocabulary from podcasts in your daily life on conversation ?

Always

Usually

Rarely

Q17: In what aspects do you think podcasts will help you develop better ?(Tick all that apply)

Vocabulary acquisition

Pronunciation

Grammar

All of them

Q18:What types of podcasts content do you find most effective ?(Tick all that apply)

Educational podcasts

Scientific podcasts

Conversational podcasts

Weird /New concepts podcasts

Q19: Which features should you look for when selecting podcasts for vocabulary enhancement ? (Tick all that apply)

Podcasts with clear speakers

Podcasts with diverse vocabulary suitable for your level

Podcasts with interactive elements such as word games

Others

Q20: Do you feel that podcasts cover a wide range of vocabulary topics

Strongly disagree

Disagree

Neutral

Agree

Strongly agree

Q21: How can you effectively engage with podcasts to improve vocabulary ? (Tick all that apply)

Turn new words into flashcards, ex: with the word on one side and the definition and an example sentence on the other

Pose the podcasts to look up the meaning of unfamiliar words

Listen to podcasts on varied topics to encounter diverse vocabulary

Trying to incorporate new words into your daily conversations

SECTION THREE: Using podcasts in EFL classroom

Q22 : Have you noticed a significant improvement in your English vocabulary since listening

to English podcasts ?

Agree

Neutral

Disagree

Q23: Does listening to podcasts in the classroom inspire you to utilize them for purposes such as : cultural awareness, creativity and inspiration, engagement

Most of the time

Occasionally

Never

Q24: Do you recommend using more podcasts in class

Definitely

Not really

Q25: Does listening to podcasts in class encourage you to use them outside of the classroom

Most of the time

Sometimes

Not at all

Q26: How likely are you to recommend this podcasts to others who want to improve their vocabulary ?

Disagree

Neutral

Agree

Q27 : How likely are you to continue listening to podcasts in the future ?(Tick all that apply)

Explore interactive podcasts that allow listeners to engage with the content, such as

making choices in the storyline or participating in discussions.

Join podcast communities or forums where listeners can discuss episodes, share recommendations, and connect with like-minded individuals.

Look for podcasts that provide smart transcripts or annotations, allowing you to read along or quickly find specific parts of an episode.

Q 28 : Are there any specific episodes or series that you have found it particularly effective for learning new vocabulary ? if yes, what are they?.

Thank you for your cooperation in contributing to this research

Appendix B: students interview

To understand how EFL students feel about using podcasts to help improve their English-speaking skills, I would like to ask you some questions, if you don't mind

Q1) In your opinion, what does the term «vocabulary » mean to you?

Q2) Why do you think it is important to enhance vocabulary?

Q3) Which learning methods do you prefer for mastering vocabulary

Q4) Have you noticed any improvements in your language skills since incorporating podcasts into your learning process?

Q5) How do you believe incorporating podcasts into your language learning routine can contribute to the enrichment of your vocabulary compared to traditional methods?

Q6) In your experience, have you found specific podcast genres or topics more effective in helping you acquire and retain new vocabulary? If so, what are they, and why do you think they work well for vocabulary enhancement?

Q7) Do you think listening to podcasts provides a more engaging and enjoyable way to learn and reinforce vocabulary, compared to traditional classroom activities or textbook exercises?

Q8) Have you noticed any challenges or limitations when using podcasts as a tool for vocabulary development?

Q9) How do you integrate podcast listening into your daily or weekly language learning routine?

Q10) Do you have any suggestions for teachers on how they can support students in Enhancing their vocabulary skills?

ملخص

فتح ظهور التكنولوجيا طرقًا جديدة ومثيرة لتعليم اللغة الإنجليزية. إحدى الأدوات المبتكرة هي البودكاست، والتي تشبه البرامج الإذاعية التي يمكنك الاستماع إليها في أي وقت. أصبحت البودكاست شائعة لمساعدة المتعلمين على تحسين مفرداتهم في اللغة الإنجليزية. إنها توفر طريقة ممتعة وجذابة لسماع كلمات جديدة في السياق، مما يسهل تذكرها واستخدامها في المحادثات اليومية. ويهدف هذا البحث إلى اكتشاف الطلاب؛ التصورات والمواقف تجاه استخدام البودكاست لتعزيز مفردات اللغة الإنجليزية كطلاب لغات أجنبية. لهذا الغرض، تم اختيار طلاب اللغة الإنجليزية لمدة ثلاث سنوات في جامعة خنشلة كعينة من هذه الدراسة. كما استخدمت مجموعة من الأدوات الكمية (الاستبيان) والأداة النوعية (المقابلة) كأدوات لجمع البيانات. أظهرت النتائج أن الطلاب لديهم مواقف إيجابية تجاه استخدام البودكاست، لا سيما عندما يتعلق الأمر بتحسين اللغة الإنجليزية كطلاب لغات أجنبية للحصول على مفردات. واجه الطلاب بعض التحديات مع البودكاست بما في ذلك المعاناة من ضعف تدفق الإنترنت الذي يؤثر على العملية أيضًا بلهجات مختلفة، والكلام السريع، وغياب الوسائل البصرية، وكلها يمكن أن تؤثر على تطوير المفردات. باختصار، تم إجراء الدراسة الحالية لتسليط الضوء على فعالية استخدام البودكاست كوسيلة لإثراء وتعزيز مفردات اللغة الإنجليزية كطلاب لغات أجنبية.

الكلمات الرئيسية: تكنولوجيا المعلومات والاتصالات – البودكاست – التكنولوجيا – اكتساب المفردات – اللغة الانجليزية كلغة اجنبية.