

People's Democratic Republic of Algeria



People's Democratic Republic of Algeria

Ministry of Higher Education and Scientific Research

Abbes Laghrouir University – Khanchela–

Faculty of letters and languages

Department of English

**Exploring Students and Teachers' Viewpoints Regarding the
Use of Podcasting in Enhancing Pronunciation
The Case Study of Second Year Students at Abbas Laghrouir
University of Khanchela**

A dissertation submitted in partial fulfillment of the requirements for the degree of
Master in Language and Culture

Presented By:

Mokhnachi Rayan

Bouabid Besma

Supervised By:

Boumaaraf Amal

Board of Examiners:

Dr. Boumaaraf Amal

Supervisor

University Of Khanchela

Dr. Beddiaf Abd Errezak

Chairman

University Of Khanchela

Dr. Belmekki Asma

Examiner

University Of Khanchela

June 2024

Dedication

I dedicate this work to my beloved family especially my parents Yacine and Hayat who were by my side for 20 years of studies. I want to thank them and appreciate their support encouragement and continuous care.

To my lovely sisters Manel, Rayhan, and Mayar who never hesitated to help me as they raised and pushed me to do my best.

To my nephew Massim Zein my sunshine.

To my grand father Rechachi Abdallah.

To the soul of my dear uncle Rechachi Houssef Eddin who left us for more than one year, I was hoping for his presence in which he will be so proud of me (may Allah bless his soul).

To all my friends, I wish all the best for them because they deserve I want to thank them all for every single thing.

Rayan

Dedication

I dedicate this modest work to my father. May Allah forgive and have mercy upon him.

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

To all my brothers and sisters for their constant encouragement.

To my brothers' daughters, To my sisters' daughters and sons

To my beautiful nephew, Tahir Khalil.

To my brothers' wives.

To my close friends.

To all my friends, I wish all the best

for them because they deserve I want to thank them all for every thing.

To the special promotion of Master two 2024.

Besma.

Acknowledgements

Firstly, we want to thank Allah for helping us finish this dissertation. we would like to express our sincere gratefulness to Dr. Boumaraf Amel for her insightful criticism, and encouragement to write this dissertation. Thanks for your support and endless advice. We appreciate the presence of jury members for accepting to evaluate our work. Their recommendations and remarks are most welcome. In addition, We are very grateful to all teachers and students at the Department of English at Abbas Laghrour, Khanchela University who gently collaborated in answering the questionnaire. We want to say thank you to all the people who helped me in our career for their unconditioned encouragement and support.

Abstract

The present dissertation aimed to investigate the effectiveness of the use of podcasts in developing learners' pronunciation and to explore students' and teachers' viewpoints regarding the issue. Pronunciation is considered one of the main obstacles to learning English as a second language as pronunciation mistakes will lead to a misunderstanding that can affect communication breakdown. This study was conducted through a qualitative descriptive method to answer the research questions and confirm the hypothesis, which assumes that the use of podcasts can enhance pronunciation skills. To confirm the validity of the hypothesis, questionnaires were administered to a sample of fifteen second-year EFL students, and an interview with six oral expression teachers at the Department of English at Abbas Laghrour University during the academic year 2023/2024. The findings claimed that podcasts are effective instruments to increase pronunciation. In light of these findings, the hypothesis was successfully confirmed, so that the use of podcasts develops pronunciation. As a consequence, podcasts are highly recommended to be used in EFL students' classrooms.

keywords: pronunciation, podcasts, EFL students, questionnaire, interview

List Of Abbreviations

EFL: English as a Foreign Language

L2: Second Language

IPA: The International Phonetic Alphabet

PC: Personal Computer

ICT : Information and communication technology

Appendices

Appendix 1: Students' Questionnaire.

Appendix 2: Teachers' Questionnaire.

List of tables

Table 1: Students' Gender	28
Table 2: Students' Feeling Afraid while Speaking English.....	30
Table 3: Students' Evaluation of Their English Pronunciation.....	31
Table 4: Reasons Behind Students' Communication Difficulties	32
Table 5: Methods Used to Improve Pronunciation.....	33
Table 6: Oral Expressions' Teacher's Use of Podcasts during Sessions.....	34
Table 7: Students' Acquirements while Listening to Podcasts.....	35
Table 8: Frequency of Students' Listening to Podcasts	36
Table 9: The Genres of Podcasts Most Used	37
Table 10: Students Engaged with Podcasts	38
Table 11: The Effectiveness of Podcasts in Enhancing Pronunciation	39
Table 12: Students Use Podcasts Specifically to Enhance Pronunciation.....	40
Table 13: Students' Challenges with Using Podcasts	42
Table 14: Students Rate the Effectiveness of Using Podcasts	43

List of figures

Figure 1: Students' Gender.....	28
Figure 2: Students' Feeling Afraid while Speaking English.....	29
Figure 3: Students' Evaluation of Their English Pronunciation.....	30
Figure 4: Reasons Behind Students' Communication Difficulties.....	31
Figure 5: Methods Used to Improve Pronunciation.....	32
Figure 6: Oral Expressions' Teachers Use of Podcasts during the Session.....	33
Figure 7: Students' Acquirements while Listening to Podcasts	35
Figure 8: Frequency of Students' Listening to Podcasts	36
Figure 9: The Genres of Podcasts Most Used	37
Figure 10: Students Engaged with Podcasts	38
Figure 11: The Effectiveness of Podcasts in Enhancing Pronunciation.....	39
Figure 12: Students Use Podcasts Specifically to Enhance Pronunciation.....	40
Figure 13: Students' Challenges with Using Podcasts	42
Figure 14: Students Rate the Effectiveness of Using Podcasts.....	43

Table of Contents

Dedication.....	I
Acknowledgment.....	II
Abstract.....	III
List of Abbreviations.....	IV
Appendices.....	V
List of Figures.....	VI
List of Tables.....	VIII
General Introduction.....	1
1. Statement of the Problem.....	2

2. Objectves of the Study	2
3. Research Questions.....	2
4. Hypothesis	3
5. Research Methodology	3
5.1 Research method	3
5.2 Population and Sample	4
5.3 Research Instrument.....	4
6. Structure of the Dissertation	5
Chapter One: Teaching Pronunciation	6
Introduction.....	6
Section One: Pronunciation	6
1. Definition of Pronunciation	6
2. History of Teaching Pronunciation.....	7
3. Importance of Pronunciation.....	8
4. Factors Affecting Pronunciation.....	9
4.1 Internal	10
4.2 External	10
Section Two: The Use of Podcast Technology.....	13

Introduction.....	13
1. The Evolution and Definition of Podcasts	13
2. Types of Podcasts.....	14
3. Podcasts in Education.....	15
4. Podcasts and Teachers.....	16
5. Podcasts and Students	17
6. Advantages	18
7. Disadvantages.....	19
Section Three: The Use of Podcasts in Enhancing Pronunciation.....	20
Chapter Two: Field Work.....	25
Introduction	25
Methodology of the study	25
Data collection method.....	25
Context and sampling.....	26
Analysis of the Questionnaire.....	28
Analysis of the Interview.....	44
Interpretations.....	56
General conclusion	57
Limitations and Recommendations.....	59

Conclusion.....	60
References.....	61
List Appendices.....	65
ملخص.....	72

Introduction

English plays a key role in our educational system as it is spoken in almost every country around the world. It was adopted as the language of international relations, science and technology, advertising, cinema, and popular music. The growth of English speakers in the world has led to increasing interest in the English spoken there. Marsh (2006) shed light on the English language which is proceeding to set up itself as the most widely used language worldwide in a time of remarkable globalization. Nowadays along with the term of globalization, English has become the language of communication between native and non-native speakers and also expanded as an instructional medium aimed to enhance English oral performances. Hence, research has focused on teaching not only the target language but also t pronunciation which is a prominent factor in teaching foreign languages. The recent decade has seen many innovative methods for teaching pronunciation with the emergence promoting educational technology. Hence, Social media, digital devices, and Internet websites have led to the ability to make the communicative process easier to apply around the world. This has sparked the development of diverse strategies regarding the incorporation of pronunciation in educational practices. Among these strategies is the utilization of podcasting as a means of improvement. It has become a part of lesson plans to enhance EFL students' pronunciation skills rapidly and efficiently as podcasts will open the gates for students to overcome speaking skill issues.

Statement Of The Problem

The acquisition of effective pronunciation skills is a crucial aspect of language learning as it directly impacts learners' ability to communicate. However, traditional pronunciation teaching in classrooms often lacks sufficient opportunities for practice and feedback. The continual advancement of technology allows the integration of innovative approaches like podcasts that may offer a promising solution in pronunciation instruction. Therefore this research aims to explore students' and teachers' viewpoints regarding the use of podcasting in enhancing pronunciation.

Objectives Of The Study

This study is an attempt to fulfill the following objectives:

- To examine both teachers' and students' perceptions regarding the use of podcasts as a learning material to develop their pronunciation proficiency.
- To Find out how the podcasts are useful in improving pronunciation skills.

Research Questions

Taking into consideration these objectives, it is worthy to ask the following questions:

- How do students use podcasts as a tool to improve their potential pronunciation?
- What is the impact of podcasts on student's pronunciation and their overall language-learning experience?
- To what extent does regular listening to podcasts contribute to improving the accuracy and fluency of student's pronunciation?
- How do students perceive the effectiveness of using podcasting as a tool to enhance pronunciation?

Hypothesis

We hypothesize that,

- Student's pronunciation may be enhanced when they use podcasting.
- Students may have positive attitudes toward using podcasting to improve their pronunciation.

Research Methodology And Design

Choice Of The Method

We opted for a mixed methods approach for this study due to its ability to provide a holistic understanding of students and teachers viewpoints regarding the use of podcasting in enhancing pronunciation. By combining both quantitative and qualitative methods, the researchers can capture a comprehensive range of data and insights concerning the issues; hence; we administered the questionnaire which will allow us to gather quantitative data from a large sample of students providing us with statistical information and identifying trends and patterns. In addition to this data-gathering tool, we interviewed professors of English at the same department which will provide qualitative data allowing us to tackle Teachers' experiences. By using both methods, we can triangulate the findings, enhance the Validity of the study, and gain a deep understanding of the topic from multiple perspectives.

Population And Sample

The sample study aims to explore students and teachers 'viewpoints regarding the use of podcasting at Abbas Laghrour University. The study focuses on one hundred forty-five second-year students at the Department of English.

Since we couldn't work on the whole population, we selected fifty students randomly to participate in a questionnaire. This will assess student's perceptions, experiences, and attitudes toward podcasting for language learning and pronunciation improvement.

In addition, a sample of six professors from Abbas Laghrour Khanchela University was selected to participate in the qualitative interview. The selection criteria for the professors aimed to include individuals with expertise in language teaching and experience in incorporating technology, including podcasting in their instruction. The interview will provide valuable qualitative insights into their perspectives on the use of podcasting for pronunciation enhancement.

Data Gathering Tools

To answer the research questions, quantitative data from student's questionnaires as well as qualitative data from teacher's interviews will be collected. We chose The interview that includes open-ended questions. The use of open-ended questions here is justified by their flexibility which allows the respondents to include more information and opinions concerning the use of podcasting in enhancing pronunciation.

The Questionnaire is used due to the short period it takes to collect data compared to the interviews we had as it guarantee the respondent's anonymity which increases the level of data's validity.

Structure Of The Study

The present study is divided into two parts: the first one is considered as a theoretical chapter and the second one is a practical part. The first part tackles students and teachers viewpoints regarding the use of podcasting in enhancing pronunciation. It comprises three sections. the first section is denoted as an entrance to pronunciation, including its definition, history, importance of teaching pronunciation...The second section is mentioned to highlight the use of podcasts in the educational context...Additionally, the third section tackled the relationship between the podcasts and the pronunciation. The second part includes the fieldwork and deals with the collection of data using questionnaires and an interview to analyze and discuss the outcomes and ends up with conclusions, recommendations, and a list of references and appendices.

Chapter One: Pronunciation

Section One: Teaching Pronunciation

Introduction

English pronunciation has a great impact on learners; and successful communication but it is still ignored by a lot of teachers who pay more attention to teaching grammar and lexis. This is because teachers may feel more uncertain about pronunciation than about grammar and lexis and they are worried that they lack enough knowledge to help their learners effectively. Kriedler (1989), stated that correct and clear pronunciation is an important aspect of language learning, since without it, learners might not be understood and may be poorly perceived by other English speakers.

Definition Of Pronunciation

Pronunciation is a fundamental aspect that is important in part of learning English. In Oxford Dictionary (2008:352), pronunciation is defined as the way a language or certain words or sounds are spoken or produced. Celce-Murcia (2006) states that pronunciation is the feature of language that most easily identifies a speaker as a non-native speaker. pronunciation is also learned by repeating sounds and correcting them if they are pronounced incorrectly (Gilakjani, 2016). If a word is not pronounced correctly, its meaning can change. According to Collins dictionary.com, this term is the activity of producing sounds, including articulation, stress, and intonation. Various studies have confirmed that most EFL learners are not satisfied with their pronunciation skills and dream of becoming fluent in English (Derwin & Rossiter 2002). This is due to the ignorance of teaching pronunciation in EFL classes. Gilbert (2008) stated that there are two main reasons why English pronunciation is ignored in EFL classes. The first reason is that many EFL teachers lack sufficient time in their pronunciation classes and if they have enough time more attention is paid to drills that disappoint both learners and teachers to learn and teach English pronunciation. The second reason deals with

psychological factors that have a key role in learning pronunciation because learners are not as certain about their English pronunciation as they are about their grammar and lexis knowledge. Therefore to overcome these problems, EFL teachers should convince their learners that the aim of learning pronunciation is not to gain a native accent but to help them pronounce correctly enough to be easily and comfortably understood by other speakers (Ur, 1984).

History Of Teaching Pronunciation

In the last decades, pronunciation was almost irrelevant in the grammar-translation method. Therefore it was seldom taught (Florez, 1998). Celce-Murcia, Brinton, & Goodwin (1996) stated that teaching pronunciation has a shorter history than grammar and vocabulary until the 1940s when it was not a part of foreign language learning. Then in the 1950s and 1960s, pronunciation took a place in the Center-stage with the introduction of the audio-lingual method. That emphasized the behaviouristic drilling of sound contrasts and word pairs and the pronunciation of individual sounds. However, the drawback to this method was the failure to recognize the need to focus on rhythm and intonation, the construction of useful sentences, or the practice of realistic conversations (Fraser, 2000a, p. 32). People were getting interested in it slowly but later on The International Phonetic Alphabet (IPA) emerged to lead to more scientific areas. Therefore, people were able to establish a correct pronunciation based on the IPA. Scholars summarized the history of teaching pronunciation in three important stages; at the outset of the 1950s 'learning pronunciation meant learning native-like pronunciation and learners were expected to perfectly master pronunciation of the target language (L2). The neglected period in the 1960s, in when pronunciation learning was ignored and marginalized because people were focusing on learning and mastering

linguistic aspects. Furthermore, acquiring a native language at that time was difficult and raised questions like why and how to teach pronunciation. Thus, teaching pronunciation received less and less attention. The resurgence period (1970s): the role of pronunciation learning has been recognized and learners started being interested and received much attention.

Importance Of Pronunciation

Pronunciation plays an important role in the English language to express people's thoughts. It is an essential part for every speaker to speak with the right pronunciation. English is an international language that has a variety of speech around the world, but there is no purity. Many people do not pay attention to their pronunciation, Pennington and Richards (1986) stated that pronunciation is often viewed as having limited importance in communicative curricula (p. 207). They think it is not that important and they ignore it, however, pronunciation is extremely important. When we talk to other people in English, the first thing they observe is our pronunciation, which can create a good impression about our language ability and the discussion as well. In addition, pronunciation skills will make learners lose their self- confidence and result in a negative impact on learners to estimate their validity and capacities (Morley, 1998). With pronunciation, many researchers have contributed to uncovering the factors that influence pronunciation from various perspectives, including physiology, psychology, and linguistics. Mispronouncing a word in a specific situation may lead to a communication breakdown. Kelly (2000) provided a good example when a learner says soap when he should have said soup to the waiter is misleading because of the inaccurate production of a phoneme or when a teacher says a word with different articulation so that their students will keep and memorize that word in a wrong way. So

the word has been wrongly fossilized. That means keep making the same mistake. Even if you are already aware of the linguistic or the phonemic of the language. According to Gelvanovsky (2002), pronunciation has a crucial social value, which means that it should be related to intelligence, professional competence, persuasiveness, diligence, and social privilege.

Additionally, a lack of pronunciation skills affects learners 'reading and spelling skills (Wong,1993). Therefore, Teaching pronunciation must be involved in learning, because learning the phonemic script involves getting to know the symbols and ensuring to say the right sound for each one.

Factors Affecting Pronunciation

Several factors can affect pronunciation. Wong (1987) claimed that the process of teaching pronunciation is not exclusively a linguistic matter (p.17) and we should consider some factors. They are classified into two categories. Internal and External factors. Wong(1987).

Internal factors that involve Age, Personality, Attitude, and Motivation. External factors involve the learner's native language, exposure, and educational factors.

Internal Factors

Age

We have all noticed how easily babies and young children acquire language. It appears that they simply pick up the sounds and words they hear around them and gradually learn to imitate them accurately. Linguists refer to this period of a -year-old child's life, which lasts to the age of 12 to 14 years of age, as the critical period for language acquisition. Fasold and Linton (2006) stated that language is acquired differently by children from one to another depending on their environment and the amount of linguistic exposure they have faced during their childhood.

Motivation

In any subject tend to make more progress and effort if they want to learn. teachers cannot force students to learn if they are not motivated. A proverb says. You can lead a horse to water, but you cannot make it drink. This also applies to teaching pronunciation.

We can provide information and many chances to practice, but we don't have the power to change our students' pronunciation for them. They have to do it and be willing to do the work themselves. The review by Marinova-Todd et al. (2000) of research on the adult acquisition of English concluded that adults can become highly proficient, even native-like speakers of second languages, especially if they are motivated to do so.

Personality

Non-linguistic factors related to an individual's personality and learning goals, attitude towards the target language, culture, native speakers, and type of motivation, which are

beyond the teacher's control, all influence the development of pronunciation skills. Conversely, some learners feel uncomfortable trying out new speech rhythm and melody patterns, while others feel stupid pronouncing weird sounds, and with time, they decide that it is futile and impossible to learn English pronunciation (Laroy, 1995, as cited in Thanasoulas, no date). As well as, Avery and Ehrlich as stated in Mourad (n.d.1992) think that learners, who are out-going and confident, are more likely to take risks, and probably have more opportunities to practice the second language since they are more willing to interact with native speakers. By contrast, learners who are introverted and inhibited are usually unwilling to take risks and thus they lack practice opportunities. So that the learner's characteristics interpose the improvements of their pronunciation in a way that they are responsible for overcoming problems facing them, aspire to maintain their methods and styles of learning, and assess their speaking skills frequently.

External Factors

Exposure

Student's pronunciation learning is also affected by how much English they have a chance to listen to in their daily lives. Learners who live in English-speaking countries where they are constantly surrounded by the language will be more familiar with the sounds they are trying to imitate than those who live in non-English speaking countries they did not have the chance to listen to spoken English maybe only during English classes for a few hours each week at least Yoshida (2013).

Native Language

The English language is one of the most difficult languages especially in terms of speaking because of its multiple features of pronunciation. Kenworthy stated that the differences they are in a language, the more difficulties the learner will have in pronouncing the English language (1987.p. 04). In this situation, phonetics teachers should present the lessons in a very clear and smooth way to make learners involved and motivated so that they can improve their English pronunciation to a certain extent.

Educational Factors

The educational system is an implicit but indispensable factor for L2 learning. It is affected by national social politics, economic development, and national traditions. In this case, if learners live in a non-English speaking country, it will be no advantage for him/her, because learners do not have the opportunity to use the target language in a real environment, since except in their classrooms they only be exposed to focused listening. On the other hand schools and teachers should provide conditions for students to learn and should motivate and encourage them to speak. Zhang, (2009).

Section Two: The Use Of Podcasts Technology

Contemporary society is witnessing rapid advancements in information and communication technology, which has imposed radical changes in all fields, especially

in education and teaching. This field now uses various digital media to support the success of learning, through optimal utilization of podcast technology in multiple ways.

The Evolution And Definition Of Podcasting

According to Downes (2005), the first who mentioned the term podcasting in February 2004 appeared in an article written by journalist Aled Williams in *The Guardian*, credited to journalist Ben Hamersley. In the same year, he published an article in the British newspaper. *The Guardian* about the rise of Internet radio. He expressed his struggles in describing this type of radio, especially as it was downloadable onto Apple devices. Apple had just released its famous audio player, the iPod, at that time. Eventually, he succeeded in coining the term now widely recognized by merging the words pod and cast referring to the broadcast, to become a podcast. The podcast is a new technological tool proposed in English as a Foreign Language (EFL) classrooms to assist teachers and learners in facilitating learning. Many researchers and scholars have defined the term podcast in various ways. Meng (2005) defines the term podcast as a combination of the word broadcast and the name of Apple Computers MP3 player, the iPod. This designation implies that listening to podcasts requires an iPod device. The podcast involves downloading a series of audio or video broadcasts into a digital media player via a computer over several weeks (Evans, 2008). Also, the podcast helps learners acquire the target language by assisting them in learning new vocabulary and correct pronunciation. It is also beneficial for teachers to facilitate teaching by providing audio activities in the classroom. The use of podcasts in higher education and their effectiveness as an adult learning tool is still being explored (Evens,2008).In short, the term podcast is a combination of the words broadcast and the portable iPod device released by Apple in 2001. It refers to audio or video recordings downloaded or

streamed by users over the internet. They are regularly updated and presented as a sequential series, allowing listeners to stay informed and up-to-date on each successive episode.

Types Of Podcasts

There are various types of podcasts. According to Bennet (2007), it was mentioned that audio and video are the most prevalent forms of podcasts, and it was also noted that files can be other types such as images and PDF files. Here are three main types of podcasts:

- **Audio only:** This type of podcast is the most common and similar to radio as it only delivers audio. It is typically distributed in MP3 format, making it easy to use and listen.
- **Audio and Image:** This type is referred to as an Enhanced Podcast which means adding visual elements alongside the audio. It is characterized by a smaller file size compared to other types. PowerPoint is a common educational format that allows for a presentation with audio attachments. The preferred file type is M4a or M4b.
- **Video:** The visual podcast, also known as vodcast, resembles television by merging audio and video. Characterized by a considerably larger file size compared to other types. Generally, this multimedia format requires large playback devices such as personal computers. According to what Card (cited in Li and Zhao 2015) identifies three types of podcasts:

The first type, Administrative podcasts: is used to distribute general information, rules, guidelines, and special events. The second type, radio podcasts: is used to present lectures, conferences, honours, and awards. The third type is known as class podcasts:

characterized by sharing any type of podcast, whether audio or a mix of both, in the classroom context during the learning process (p.314). Generally, these types share the goal of distributing knowledge worldwide to a diverse audience with varied interests and hobbies.

Finally, users don't need to have an iPad to create or listen to podcasts. In fact, most users simply listen to podcasts downloaded on their computers or smartphones.

Podcasting In Education

Some studies have shown that podcasts can achieve positive and successful learning outcomes, as most students own their own MP3 players. Therefore, they have more opportunities to learn anytime, anywhere they want. They can access lessons and assignments provided by educators while commuting on various modes of transportation such as metro, plane, car, or even while walking in specific places like malls or parks. When podcasts are integrated into the current curriculum or used as a support in the classroom for learning, this tool will add a new flavour and touch to learning. The initial research findings in the field of podcasts, as indicated by academics from various educational fields, point to their benefits for learners. Studies by Chan and Lee (2005) and Lee and others (2007) explored the use of podcasts in university courses. The studies also demonstrated that short audio clips have positive outcomes in addressing student engagement. Chinnery (2006) reported the use of podcasts to create an authentic cultural experience in foreign language learning for students, adding useful activities and resources inside and outside the classroom. Therefore, the use of podcasts in the classroom can enhance intrinsic motivation for learning through authentic content, interviews, and language learning tools that utilize multiple modalities. (Facer & Abdous , 2011., p. 144). By using and integrating podcasts into the

teaching process, we notice a shift in teaching techniques and the creation of dynamic activities. This tool will keep students engaged and involved, increasing their intrinsic motivation to learn in the classroom and warding off boredom, loss of focus, and disinterest that teachers can sometimes encounter. In podcasts, content is delivered in a way that aligns with student's interests and utilizes methods they enjoy, rather than solely catering to the preferences of the teacher. Therefore, podcasts can be considered an effective tool and the optimal solution in the learning process, achieving educational objectives and providing diverse content tailored to the needs of learners without losing students attention.

Podcasts And Teachers

Podcasting is a valuable tool for both teachers and students alike. It facilitates the provision of audio episodes containing modern and innovative lectures created in various fields such as science, literature, history, social sciences, philosophy, as well as religion spirituality...etc. (Rajbal & Devi, 2011, p. 262). To broaden the scope of the educational process, teachers use podcasts to allow students to access lessons and lectures and download them at any time and from anywhere without missing classes or lectures. Enhancing flexible learning opportunities for students. Leach (as cited in Sze, 2005) explains the benefits of using podcasts and how teachers can benefit from them:

- Reinforcing the main concepts of the lesson, students can replay lesson recordings, enhancing understanding, particularly for non-native English speakers.

- The flexibility in adopting learning methods, where podcasts assist students in accessing educational materials anytime, anywhere, thus increasing opportunities for continuous learning outside the traditional classroom.
- Providing diverse content includes creating audio content in collaboration with experts in the field and conducting discussions and explanations of lessons.
- Communication between the teacher and students, allowing them to ask questions and receive feedback.
- Time-saving, as teachers can record podcast content once and share it multiple times with students, thereby saving time and effort.

By strategically employing these methods, teacher podcasts can enhance student learning, diagnose their strengths and weaknesses, and enable them to acquire language skills autonomously.

Podcasts And Students

According to Rajpal and Devi (2011), a podcast is a type of digital lecture that provides students with a new perspective on their subjects and specialties. A podcast can provide students with a new opportunity to explore their subjects and specialties through digital lectures, allowing them to develop their thinking process through multiple perspectives and create their podcasts, expressing themselves in their own voices. Sound plays an important role in creating podcasts, which enhances and improves student's vocabulary and public speaking skills, as well as oral presentation skills, similar to audiobooks and podcast narratives (Sonali, 2011). This type of podcast can also help students record or create their podcasts to review study materials and prepare for exams. It can also be

used in preparing research papers and presentations, clearly expressing ideas and concepts using verbal communication.

When creating a podcast, we achieve three interconnected goals simultaneously:

Firstly, the student learns and practices the correct tone of speech. There is an important part of the language related to sound and accent, and distinguishing between similar sounds in English /z/ and /dʒ/. To avoid confusion between words like rays and rage, reason and region and so on.

Secondly, due to the variations in pronunciation and accent from one country to another, a person interested in creating a podcast with their voice should learn to practice proper pronunciation because it's an essential part of spoken English.

Thirdly, podcasts promote cultural understanding while taking into account differences in the pace of word pronunciation among speakers of English as a second language. Creating a podcast in this field requires new skills in listening, speaking, and practicing correct pronunciation.

Advantages Of Podcasting

The podcast has opened new horizons in the educational field, where modern technologies always have a significant impact, and podcasts are no exception (Gray, 2017) .Vyas and Patil (2015)mentioned that podcasts help students and teachers in the following ways:

- It facilitates the exchange of information with many people at any time.
- It allows teachers to record lectures, discussions, and debates.

- It allows students to make up for missed classes and lectures by downloading a podcast of the recorded lesson.
- It enables students to create oral presentations, prepare research papers, and engage in various activities.
- Podcasts encourage learners to study effectively and save them time and effort.
- Due to geographic barriers, podcasts provide access to lectures from otherwise inaccessible experts. In summary, podcasts offer numerous benefits in enhancing and improving learner's skills in learning English as a foreign language.

Disadvantages Of Podcasting

Podcasts offer us a myriad of benefits in language learning, yet there are inevitably some limitations to this tool. Mason and Renni (2008) suggest that podcasts are highly effective in conveying complex or detailed information that requires deep processing and logical analysis. Unlike text, they can easily recall facts and figures from audio. Among its drawbacks, it's also noted that with the increase in podcasts, there may be difficulty in searching for the source of the podcast and assessing its reliability.

In conclusion, despite these limitations, podcasts remain a powerful tool for improving language skills, especially in speaking and listening. Therefore, it's essential to acknowledge these limitations and work to overcome them to benefit from podcasts in language learning.

Section Three: The use of podcasting in enhancing pronunciation

1- The use of podcasts in learning English as a second language

With the development of current digital technology, ESL learners need the newest ways to facilitate them in language learning. Therefore the use of technology media must be involved and supported by applying the appropriate teaching methodologies. Some of the popular products of technology created to support language learning are Podcasts and audio files. It is defined as a source academic field and has several ways of learning (Asmawati,2017). The Podcast has various kinds of content, it can be audio, video, and image materials (Rosell-Aguilar,2007). That can be served materials in particular webs that would easily be downloaded and listened to as language learning sources (Samad et.al, 2017). Today's' ESL learning and instruction claims the importance of e-language learning which is called the use of multimedia-based technology to facilitate authentic language learning. So this technology can provide students with new opportunities to explore their subjects and specialties and to express themselves additionally, the use of podcasts As Thomas (2006) claimed might bring a new paradigm of teaching and learning. With podcasts, students can ruminate, and listen again to lectures and tutorials as a way of encouraging critical, analytical approaches. As it is unlimited by time, place, and modes of material (Nataatmadja and Dyson, 2008).

2- Advantages of the use of podcasts in English Language Learning

In today's world the technology is extremely cheap and effective. Podcasting becomes an important factor in proving that learning through it, is an effective method in classrooms. In 2007, Gura& King (cited in Bartoš, 2008) pointed out that podcasts bring

new chances for educators to discover the areas of teaching that are attractive. Podcast devices have been improved to function as educational tools that teachers and students can use even for personal uses (Brown, 2011). Podcasting is becoming increasingly famous in education and has the potential to evolve quickly. It facilitates language learning in school successfully by using real materials, resources, and peer collaboration (Weinberg & Knoerr, 2003). It may also be adaptable to a wide variety of learning strategies for students. Some students learn most effectively by taking notes during a lecture and reviewing them later on. However, others learn more effectively by active listening, without taking notes.

3-Disadvantages of the use of podcasts in English language learning

The primary concern often raised regarding podcasting is the problem of absenteeism, which refers to students being absent or disengaged from the traditional classroom setting. (Bongey et al ., cited in Hew,2009,p.335): Blaisdell (2005) suggested that the availability of lectures and the ability to download them at any time leads to students frequently missing their classes, and thus the availability of podcasts causes a change in the relationship between teachers and students. Due to the availability of lectures that can be downloaded through podcasts, learners no longer have the motivation to attend their classes. However, learners may feel a lack of interaction compared to traditional education. Genaur O&Hotel (2016, p.21) indicated that since podcasts focus on the audio aspect, students will be content with that and there will be no active participation in the lecture, leading to passive learning. Podcasts present a challenge for both teachers and students. As suggested by Belanger and Menzies (2005), one of the

obstacles that can arise is the potential for information overload and the lack of searchability within the files. The study conducted by Rossel-Aguilar (2007) indicated that the content of podcasts is primarily delivered through audio, meaning it is not tested for suitability for specific language purposes. This results in significant difficulty in using podcasts for language learning, as it takes a long time even after downloading resources from repositories (Rossel-Aguilar, 2007, p. 480). Hew (2009) categorizes podcasting challenges into two categories: student challenges and faculty challenges. Student challenges include unfamiliarity with podcasts, technical issues with access and download, and lack of awareness of the importance of podcasts in learning. Faculty challenges relate to unfamiliarity with podcasts, lack of awareness of the importance of podcasts in academic fields, and lack of time to prepare podcasts. She points out that technical limitations are also a barrier to podcast use. Fichter (2006) points out the need for appropriate materials and software infrastructure for podcasting, while Maag(2006) mentions other challenges such as technical support, maintenance, server availability.

There are many barriers to using podcasts for learning. These factors include absenteeism, distractions, increased flexibility, lack of motivation, etc. Absenteeism is considered to be the biggest barrier to using podcasts in educational settings, as students may not listen to the recording or podcast until the end. Increased flexibility may also lead students to not listen to the recordings regularly, as it gives students control over the learning process and the decision to listen or not. Distractions can distract students and affect their concentration. They may be distracted by mobile phones, external interruptions, or the desire to do other activities. Also, students,

especially those who are used to learning in a social environment, may feel isolated while listening to podcasts. On the other hand, personal and social factors include lack of visual support, lack of interaction with teachers and other students, lack of social aspect, etc. Some students benefit from visual communication with their teachers, but this lack of communication can affect their concentration and comprehension. From a technology perspective, students may encounter technical issues when using podcasts, such as downloading and listening problems, which can be demotivating. During lecture sessions, podcasts may lack follow-ups from professors on the content presented and may be too long for students to listen to in their entirety. Repetition of topics can cause boredom. Finally, the time factor is a barrier to podcast use, as they take time to create and implement. Hence, care should be taken to address these inhibitors to improve the learning experience using podcasts.

How to use podcasts in teaching and learning curriculum

Podcasts are used as a valuable resource in education, providing a versatile and engaging platform for teaching and learning. According to a study by Brown and Smith (2021), integrating podcasts into the curriculum can increase student engagement and promote active learning. Educators can use podcasts to deliver educational content, provide additional materials, and facilitate discussion and debate. In addition, podcasts provide an opportunity for individualized, self-paced

learning, allowing students to access educational content at a time that suits them.

Additionally, podcasts can improve students' critical thinking and analytical skills by engaging with different perspectives and expert opinions. By incorporating podcasts into the curriculum, educators can create a dynamic, interactive learning environment that accommodates different learning styles and fosters a deeper understanding of the subject matter.

Hence, although there are already previous studies on the use of podcasts to enhance pronunciation, there is a glaring research gap addressing perspectives and viewpoints toward the specific usage of podcasts in enhancing students' pronunciation skills because of the little attention that has been paid to examining and understanding students' and teachers' viewpoints and opinions regarding the usage of podcasting. So, this current study would shed light on a thorough investigation concerning both students' and teachers' attitudes, beliefs, and perspectives about the use of this technology in enhancing pronunciation instruction to check their openness, engagement, and perception of the effectiveness of this strategy because we believe that designing efficient and learner-centered pronunciation instruction that accommodates students' preferences necessitates understanding their perspectives.

Chapter two: Data Analysis and Methodology

Introduction

This chapter deals with research methodology and data collection. We will examine the various aspects of English podcasting by giving insights and explanations regarding the impact of English podcasting on EFL learners speaking skills at the Department of English at Abbas Laghrour University.

Methodology

This research attempts to shed light on the use of English podcasts as a pedagogical tool to enhance the process of learning to improve learners' pronunciation, and how teachers can benefit from using these innovative tools to respond to the student's needs. This inquiry was drawn from the fact that most students spend several years at University studying English, yet it is often noticed that they cannot communicate using the target spoken language as they expected. We assert that this handicap may indicate a lack of proficiency in oral interaction and speaking abilities. Our research was conducted using both quantitative and qualitative methods. The decision to carry out this research using a mixed approach was based on the view that particular problems need particular solutions, and research should always be tailored (Davidson & Tolich, 2003, p.128). Therefore, this investigation was embarked on with students and teachers of the Department of English at the University of Abbas Laghrour. This study aims to investigate teachers and students perceptions of the use of podcasting as a pedagogical tool for enhancing pronunciation. Evaluating the student's points of view towards the use of podcasting in the learning process and the teachers perspectives about the most appropriate ways to integrate it into the teaching process, were the core of this study. From this perspective, the following research questions were formulated to be inquired:

1-How do students use podcasts as a tool to improve their potential?

2-What is the impact of podcasts on student’s pronunciation and their overall language-learning experience?

3- To what extent does regular listening to podcasts contribute to improving the accuracy and fluency of students pronunciation?

To answer these questions, we opted for a questionnaire addressed to students and an interview conducted with teachers.

Data Collection Methods

Due to the limited and short time, the questionnaire is the most appropriate choice for collecting large amounts of data. The researcher used questionnaires, to check students' perceptions concerning the use of podcasts to enhance pronunciation, and an interview with the oral expression teachers, to check their attitudes towards podcasts as a teaching material to help students to improve their pronunciation. Thus, data provided by both teachers and students would help to validate the already stated hypotheses.

Context and Sampling

This study attempts to investigate the perception of teachers and students about the use of podcasts in enhancing pronunciation. The study was conducted at Abbas Laghrour University. This context was chosen because of the familiarity of the researcher with the participants. On one hand, the sampling method used was a random selection of the participants since the main objective of the questionnaire was to investigate the learners ‘attitudes. On the other hand, the sampling method concerning the students ‘level was purposive.

The students

The participants were 50 L2 students of English who participated in the collection of the data for the study. Students were selected randomly from the whole population of one hundred forty-five (145).

Teachers

For data collection, (6) six oral expression teachers from the Department of English at the University of Abbas Laghrour were interviewed since they are concerned with the module that enhances students' oral performances and pronunciation criterion

Questionnaire

The questionnaire focused on evaluating the benefits of using podcasts in enhancing pronunciation. The main aim of the questionnaire was to confirm the hypothesis of the present study by collecting students answers which were analyzed eventually. The questionnaire includes a set of different types of questions, which were divided into three main sections (General information, students feedback about pronunciation aspect, and students perception of using podcast technology in EFL classes to enhance pronunciation). The first type of question is a multiple-choice question that involves a set of choices and the respondents are required to select one or more answers from the options that are offered. The second type is close-ended questions that require answers with yes or no and then providing a brief justification where necessary. That is to say, it is a semi-structured questionnaire.

Analysis Of The Students' Questionnaire Results

Section One: General Information

Item 1 Identify Your Gender.

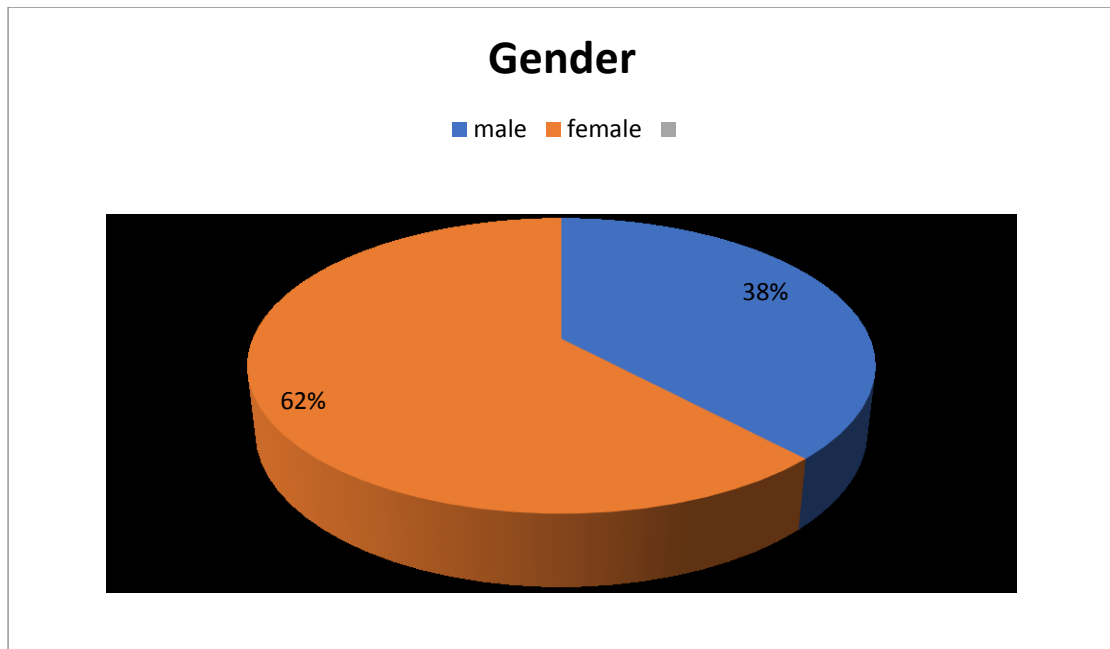


Figure 1 : Students' Gender

	Frequency	Percent
No	19	38%
Yes	31	62%
Total	50	100%

Table 1: Students 'Gender.

This question aims at revealing students' gender. Table 1 presents the number as well as the percentage of females and males. It is shown that female students dominated the sample, under investigation since they present the higher estimated percentage which is (66%), Unlike male students who present only (34%) of the sample (50). This clarifies that our sample is mostly females, and they are more interested in learning the English language.

Item 2: What is your age?

Based on the obtained data, it is observed that most second-year students' ages vary between eighteen (18) and twenty-two (22) years old. Only a few of them have the age of twenty-five (25) and twenty-six (26) years old. The results demonstrate the variety of student ages, which reflects the diversity of the student's backgrounds in terms of abilities and experiences. Besides, the students belong to the digital generation and are acquainted with using technology such as podcasting.

Item 3:

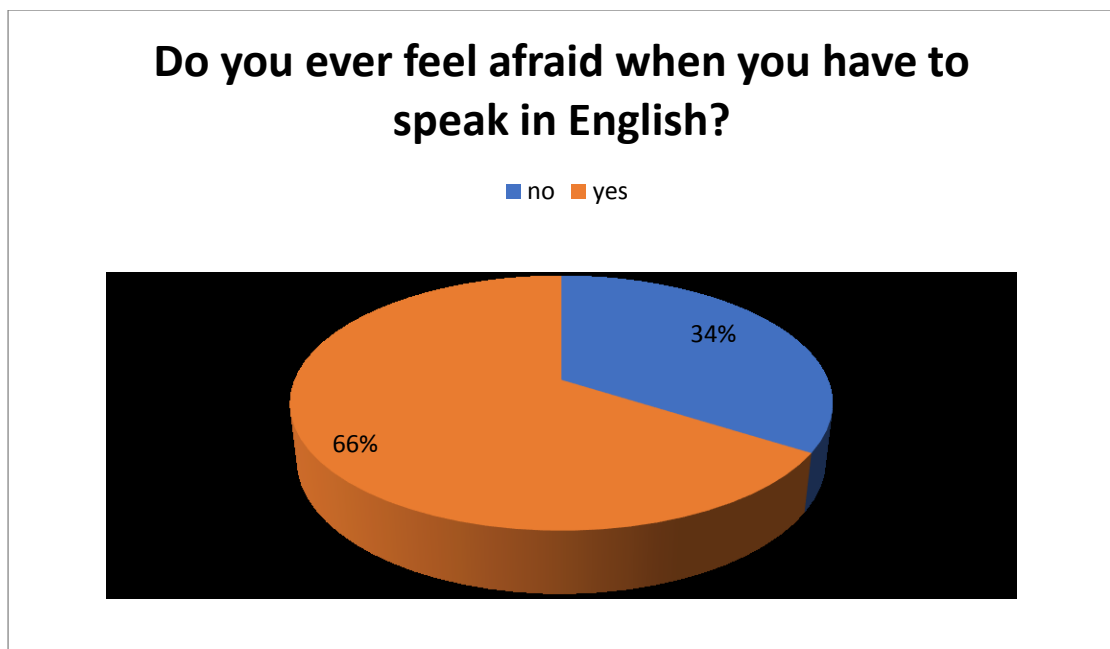


Figure 2:students'feeling afraid while speaking English.

	Frequency	percent
No	17	34%
Yes	33	66%

Total	50	100%
-------	----	------

Table 2: students' feeling afraid while speaking English.

This question aims to see whether students feel afraid while speaking English language. The results obtained denote that 33 (66%) said yes means that they feel afraid while speaking English. And 17 (34%) said no. This is due to the lack of motivation and the uselessness of the language especially in classes.

Item 4 :

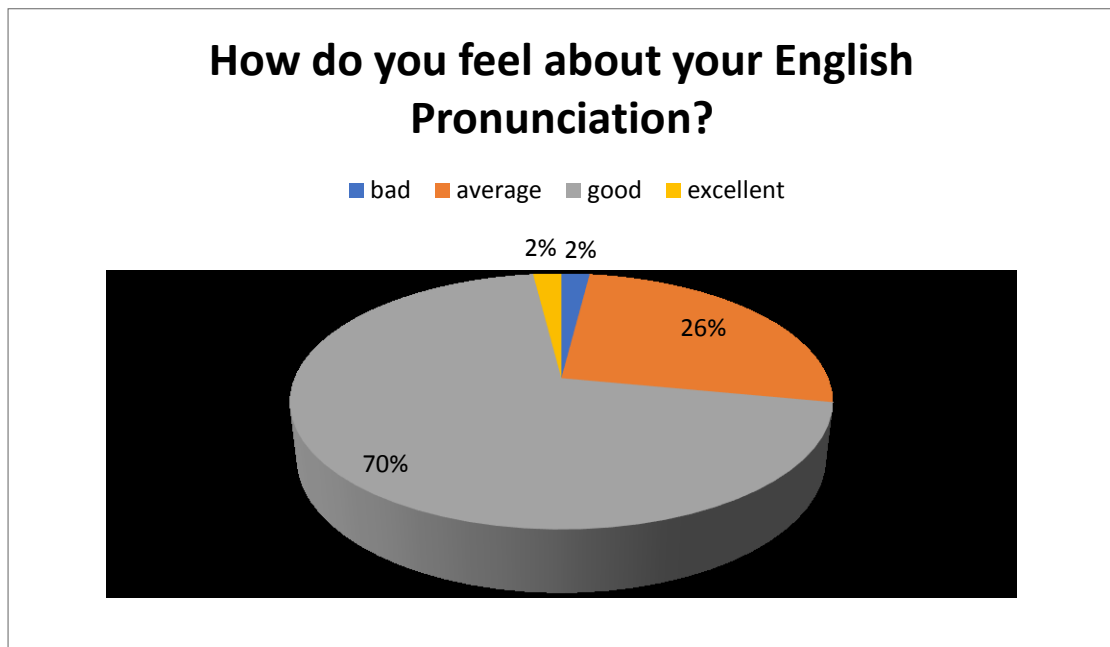


Figure 3: students 'evaluation towards their English pronunciation.

	Frequency	percent
bad	1	2%
good	13	26%

average	35	70%
excellent	70	2%
Total	50	100%

Table 3: students ‘evaluation towards their English pronunciation.

The purpose of this question is to have an idea about the level of student’s pronunciation. 35(70%) said that their level is average. and 13(26%) said that they are good .while 1(2%) stated that they are bad. On the other hand, 1(2%) said that he/she is excellent. This is a consequence of the ignorance of the pronunciation skills. Most of the time students focused on other skills such as writing and listening.

Item 5:

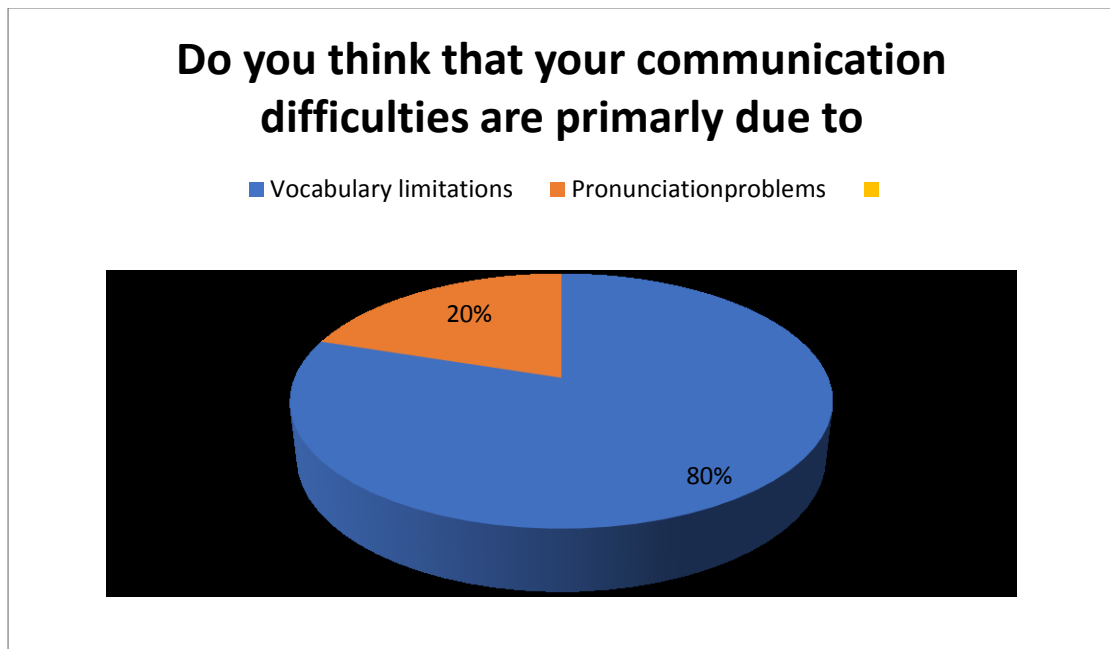


Figure 4: reasons’ behind students’ communication difficulties.

	Frequency	Percent
Vocabulary limitations	40	80%
Pronunciation problems	10	20%

Total	50	100%
-------	----	------

Table 4: reasons behind students ‘communication difficulties

The above findings show that most students’ communication difficulties are due to the lack of vocabulary 40(80%). On the other hand, 10(20%) find that the reason behind the communication difficulties is pronunciation problems. Those two reasons are contributing to the students’ communication difficulties.

Item 6:

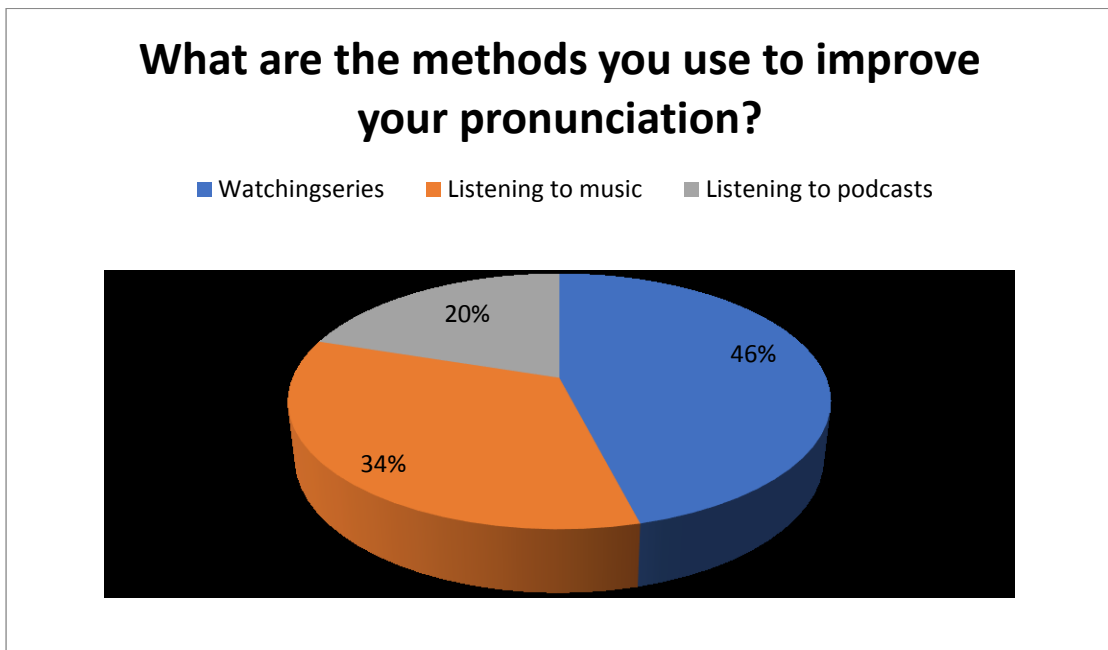


Figure 5: Methods used to improve pronunciation.

	Frequency	percent
Watching series	23	46%

Listening to music	17	34%
Listening to podcasts	10	20%
Total	50	100%

Table 5: Methods used to improve pronunciation.

As observed in the above table, the majority of students 23(46%) indicated that watching series is the most common method used to improve their pronunciation. While 17(34%) listen to music and 10(20%)of students listen to podcasts. This is due to students preferences which differ from one student to another.

Setion Two : The Use Of Podcasts

Item 7:

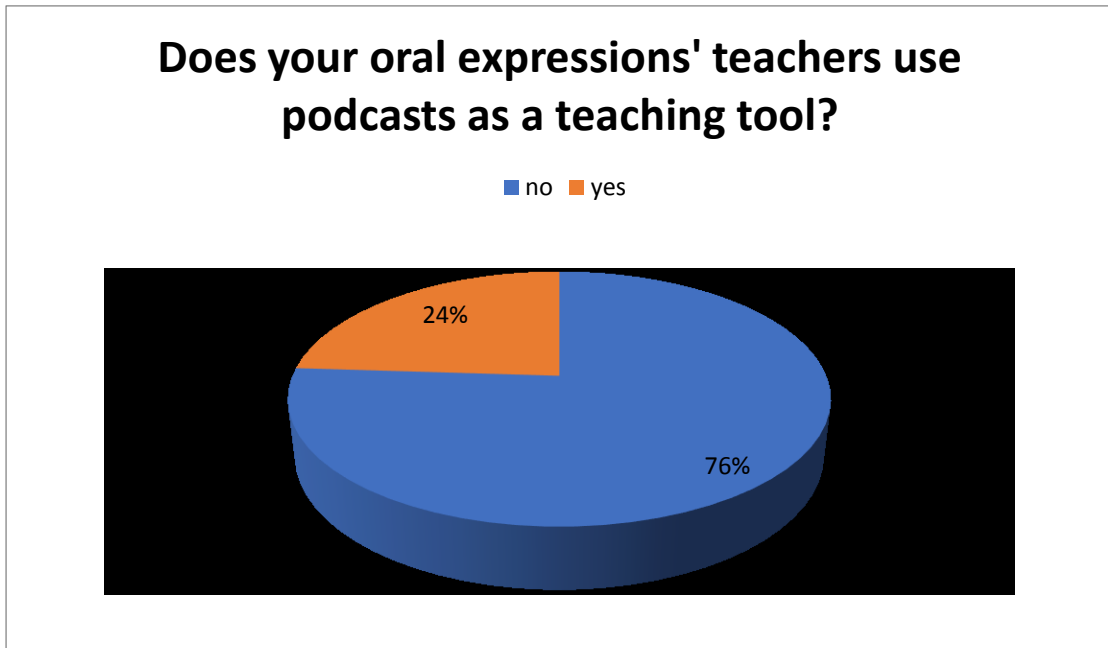


Figure 6: Oral expressions’ teachers Use of podcasts during session.

	Frequency	percent
--	-----------	---------

No	38	76%
Yes	12	24%
Total	50	100%

Table 6: Oral expressions teachers' Use of podcasts during the session.

When the students were asked whether the oral expressions ‘teachers use podcasts as main teaching material or not, 38(76%) answered no. However, 12(24%) answered yes. So here it depends on oral expression ‘teachers some of them use it because it enriches students understanding and lets them explore new and various topics and it improves students ‘pronunciation skills. however other teachers don't use podcasts in their classes, may be because of the classroom conditions or there is no enough time to use them. As well as not all the students have access to this tool as teachers prefer traditional methods for teaching such as discussing in class in other words they prefer to discuss face-to-face.

Item 8:

Do you acquire new and correct words each time you listen to podcasts?

■ always ■ sometimes ■ never

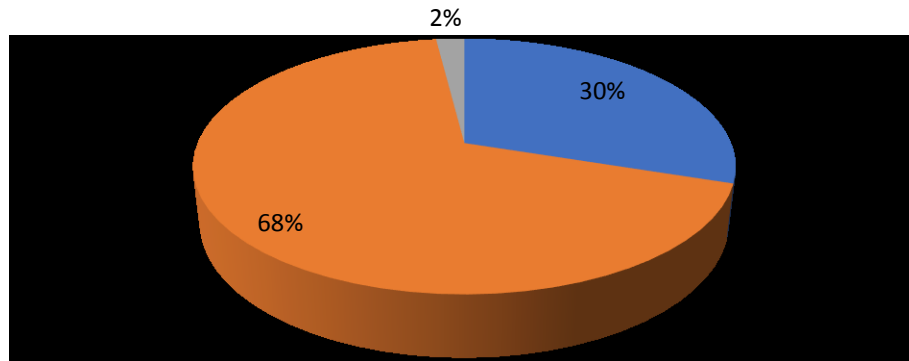


Figure 7: students' acquisitions while listening to podcasts.

	Frequency	percent
Always	15	30
Sometimes	34	68
Never	1	2
Total	50	100

Table 7: students' acquisitions while listening to podcasts.

The ultimate goal behind this question is to see if students acquire new and correct words while listening to podcasts. 15(30%) of the participants claimed that they always acquire new and correct words. 34(68%) stated that they got new words sometimes, and 1(2%) of the learners had never do. because sometimes students listen to podcasts and focus on getting new words with the correct pronunciation. While others answered sometimes they may focus only on the topics or just for enjoyment. However, who answered that they have never gotten new and correct words he/she was unfamiliar with this technology.

Item 9:

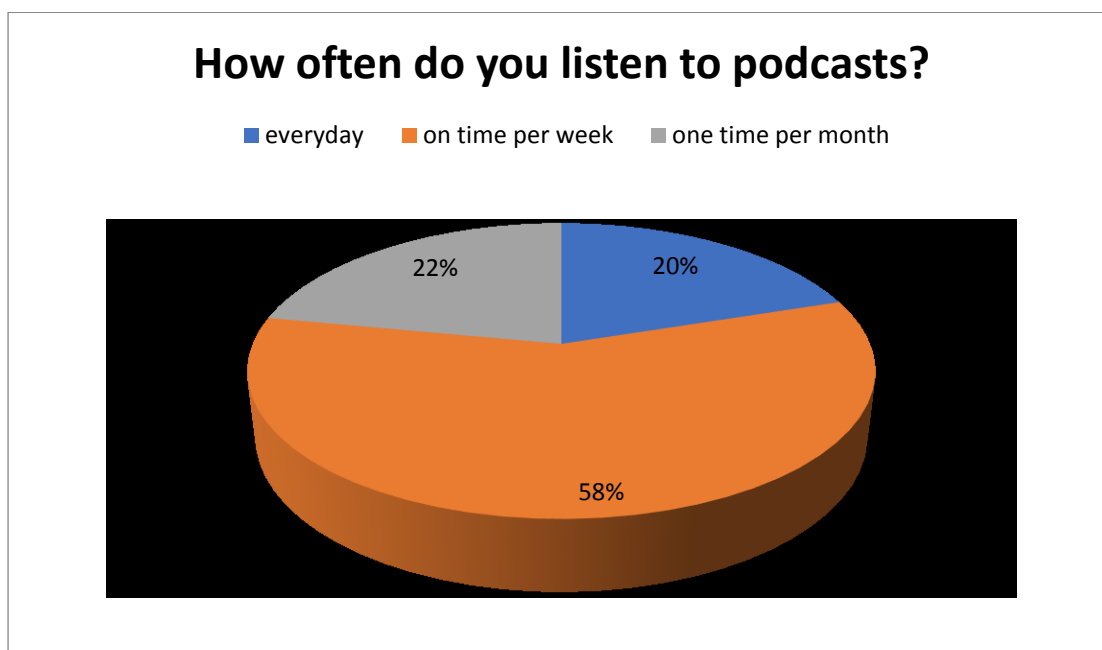


Figure 8: Frequency of Students' Listening to podcasts.

	Frequency	percent
everyday	10	20%
One time per week	29	58%
One time per month	11	22%
Total	50	100%

Table 8: frequency of students 'listening to podcasts.

Relying on the data indicated in the above table, most of the respondents 29(58%) listen to podcasts one time per week. While 10(20%)of learners listen to it every day. On the other hand, 11(22%) use just one time per month. This result depends on learners 'interest in the use of podcasts in their daily lives. As it is mentioned before not all students are familiar with this technology.

Item 10:

What genres of podcasts do you enjoy the most?

■ educational
 ■ comedy
 ■ cultural
 ■ news

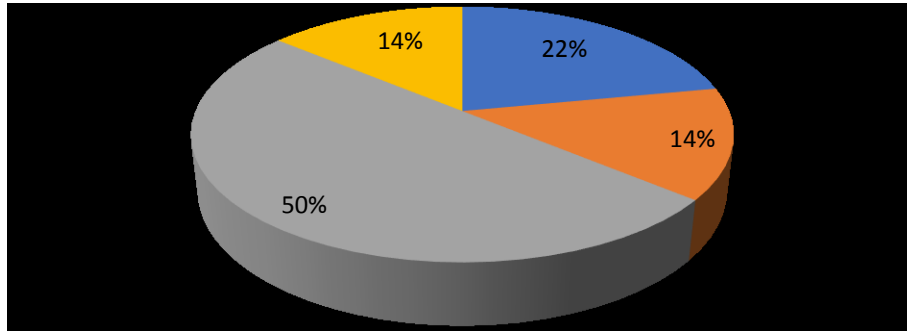


Figure 9: the genres of podcasts most used.

	frequency	percent
educational	11	22%
comedy	7	14%
cultural	25	50%
news	7	14%
Total	50	100%

Table 9: the genres of podcasts most used.

This item aims to know what genres of podcasts are the most used among learners. So here, 25(50%) prefer to listen to cultural genres so they can gather information to be much more cultured. 11(22%) found that educational podcasts are the most enjoyable because they are more interested to history science language learning...etc. On the other side, both comedy and news have common percentage of 7(14%) for each one. Students prefer to listen to comedy genre just for fun and entertainment however others prefer to listen to news genre to be updated on current events.

Item 11:

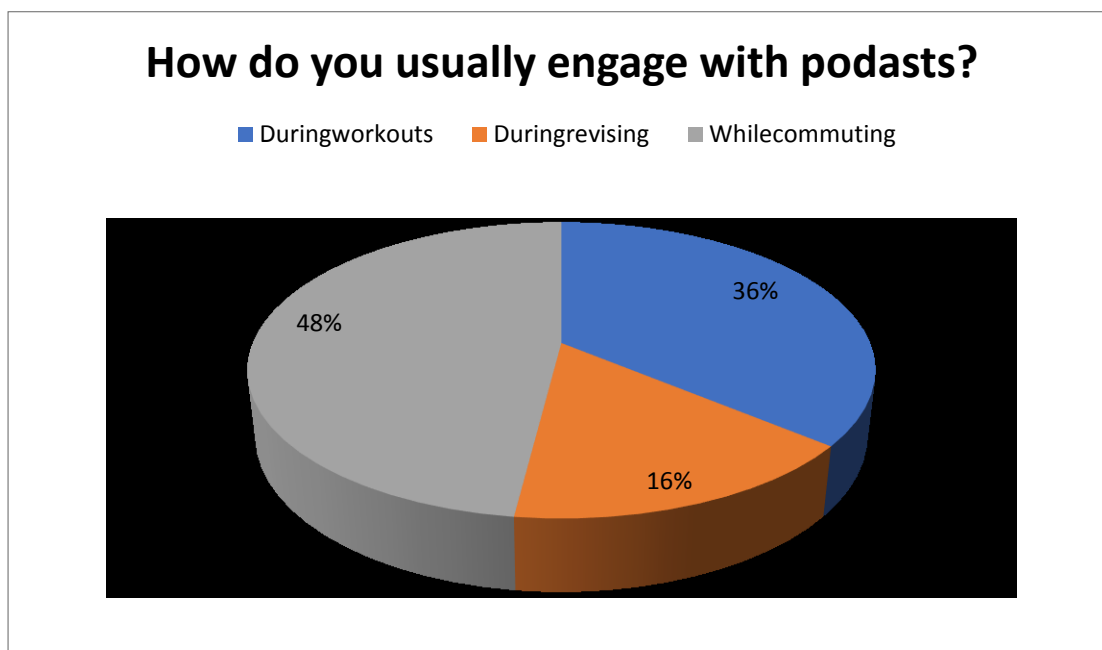


Figure 10: students engaged with podcasts.

	Frequency	Percent
During workouts	18	36%
During revising	8	16%
During commuting	24	48%
Total	50	100%

Table 10: students engagement with podcasts.

The results reveal that the majority of the students represented in 24(48%) engage with podcasts during commuting. While 18(36%) prefer to listen to podcasts during workouts. and other learners 8(16%) use it during revision. So it depends on the learner's preferences and priorities.

Section three: Using podcasting to enhance students 'pronunciation

Item10:

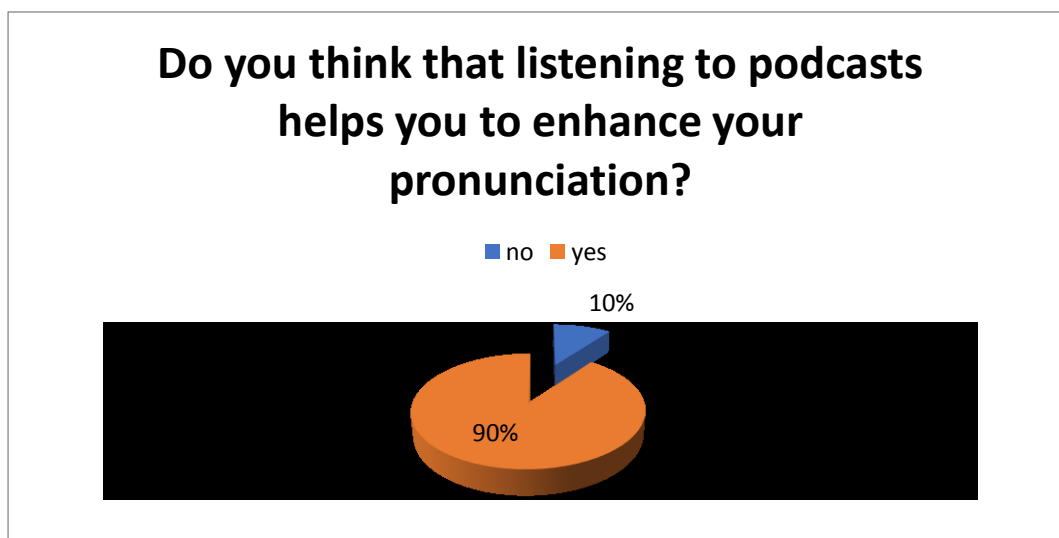


Figure 11: the effectiveness of podcasts in enhancing pronunciation.

	frequency	percent
No	5	10%
Yes	45	90%
Total	50	100%

Table 11: the effectiveness of podcasts in enhancing pronunciation.

The results mentioned in the table indicate that the majority of students said yes, and 45(90%) agreed that podcasts help improve pronunciation. However, 5(10%) disagree. As a result, podcasts may be a helpful instrument to make students aware of their pronunciation.

Item 11:

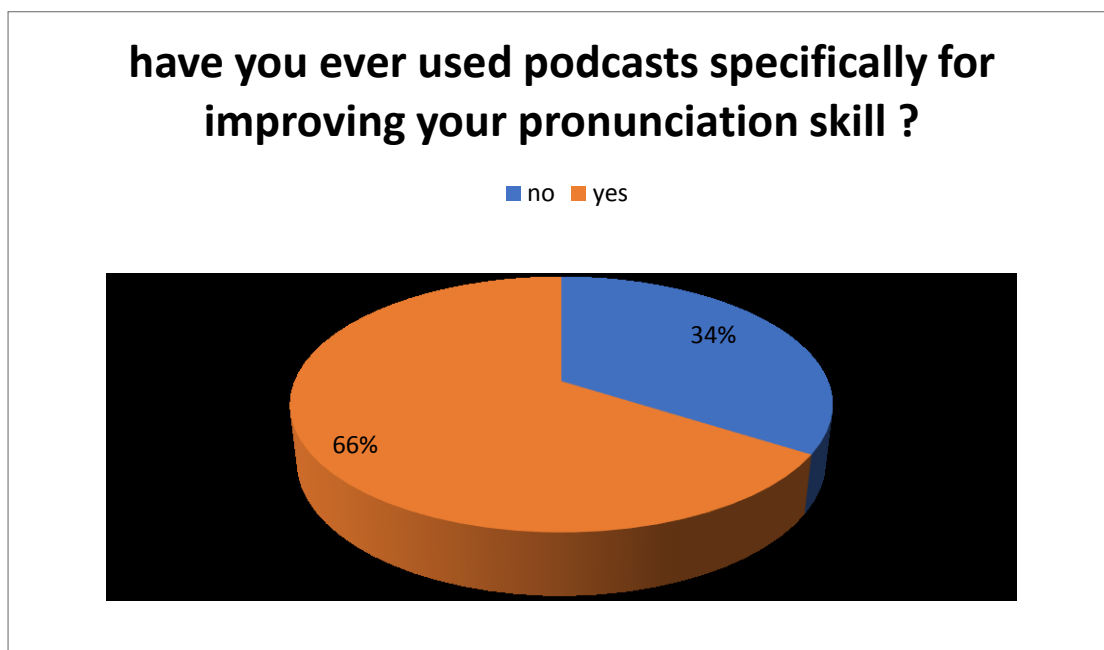


Figure 12: students Use of podcasts specifically in enhancing pronunciation

	frequency	percent
yes	33	66%
no	17	34%
total	50	100%

Table 12: students Use podcasts specifically to enhance pronunciation

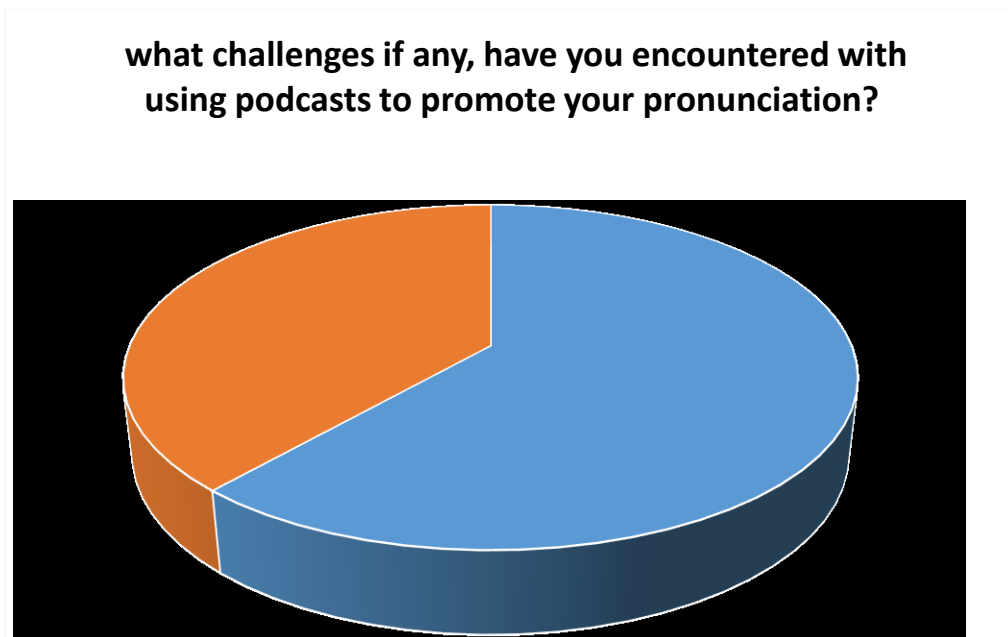
The main objective of this item is to show that students found that listening to podcasts can improve pronunciation skills. 33(66%) use podcasts to enhance their level of pronunciation. However, 17(34%) said no which meant that they did not find it useful for that improvements. Thus podcast is a technological tool that must be recommended in oral expression classes. The majority of students who said yes described their experiences as a great one. They captured new words each time as they improved their pronunciation.

Item 12: Have you noticed any improvements in your pronunciation since incorporating podcasts in your learning process?

- This question focused on the improvements that are noticed by learners while listening to podcasts. 29 Students answered yes they justified their answers by saying that they started pronouncing words with confidence without any problems or panic. While 21 students answered with No. This is due to the individual learning styles which differ from one student to another.

Item 13:

Figure 13: students' challenges with using podcasts



	frequency	percent

yes	31	62%
no	19	38%
total	50	100%

Table 13: students' challenges with the use of podcasts

This question aims to shed light on the challenges that students or learners face while listening to podcasts. 19(38%) said that the types of challenges they faced is the lack of subtitles, speaking too fast, especially for native speakers who can't capture any words from their discussions. However, 31(62%) said that they did not face any challenges. Because of the prior knowledge, familiar with podcasts topics, strong listening skill and their experience with learning foreign languages...etc.

Item 14:

Compared to other methods you have used for enhancing pronunciation, how would you rate the effectiveness of using podcasts?

■ Much more useful ■ Somewhat effective ■ Much less effective

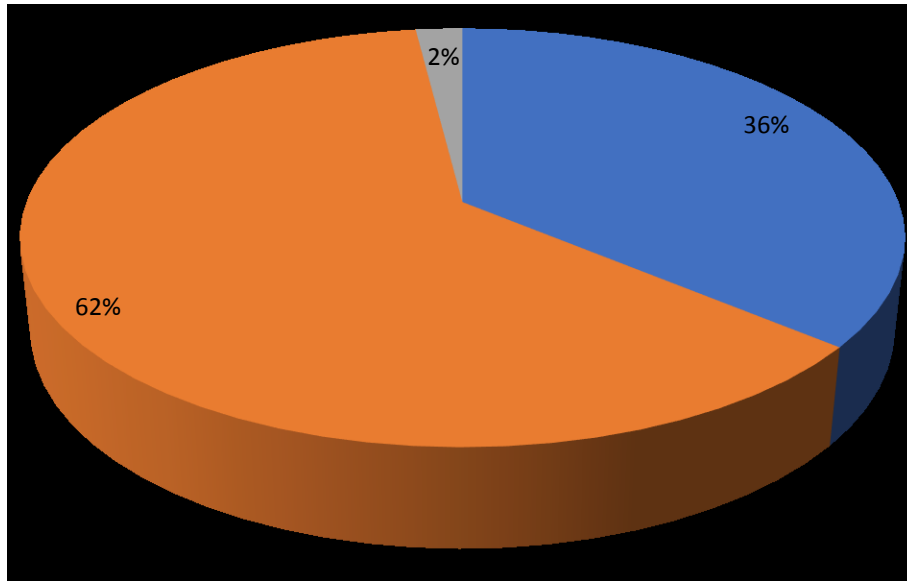


Figure 14: students rate the effectiveness of using podcasts

	frequency	Percent
Much more useful	18	36%
Somewhat effective	31	62%
Much less useful	1	2%
Total	50	100%

Table14: The effectiveness of using podcasts compared to other methods

The statistics above showed that 31(62%) assumed that compared to the other methods. The use of podcasts is somewhat effective. Besides that 18(36%) declare that it is much more useful and 1(2%) stated that the use of podcasts is not useful. The effectiveness

of using podcasts it depends on podcats topics, students 'needs and interests especially being familiar with this tool.

Item 16: Is there anything else you would like to suggest regarding the use of podcasts for enhancing pronunciation?

-The majority said that there is nothing to suggest. Whereas, other learners suggested: watching movies, and series, listening to music, and communicating.

Results of Teachers Interview

The interviews are divided into two parts and the results of the questions are summarized as follows:

Part one: Present situation of teaching the pronunciation skill.

Question 1: What is your point regarding the importance of pronunciation skills for English language learners?

1. Very important for learners.
2. Very important So, it is better for English language learners to have correct pronunciation to effectively communicate what they want to deliver.
3. The pronunciation skills are of great importance for learners of any language, as they play a significant role in shaping the speaking skills of the learner.
- 4 .It is important
- 5 .I believe that it is one of the most important aspects of learning a language.
- 6 . Yes, pronunciation is indeed very important.

The answer to this question indicates that all the teachers emphasized the significance of pronunciation in their answers, which confirms that pronunciation is very important and crucial for English learners.

Question 2: How do you assess the current level of students' pronunciation skills in your classes?

1. Average.
2. Average.
3. It varies from person to person so we cannot know.
4. It varies from one level to another and from person to person.
5. My students are good so far.
6. It's very poor

Based on the responses provided, it seems that there is a range of perceptions regarding the current level of students' pronunciation skills in the classes. When asked teachers about their students' pronunciation skills, two teachers said that the majority of students were average, and one teacher said it was very poor, However, another teacher said that their level is good so far, and the other two teachers said that the level of students in the class its varies from person to person and from one level to another. To analyze the question, "How do you assess the current level of students' pronunciation skills in your classes?", we can observe that it pertains to the evaluation of students' pronunciation abilities in the context of a teacher's classes. The question seeks to understand the methods or approaches employed by the teacher to assess the proficiency of students' pronunciation skills.

Question 3: Do you have any specific strategies to encourage students to practice speaking outside the classroom?

1. Listening to Native speakers †watching movies.
2. Watch movies and listen to native speakers.
- 3 . Use the language in daily life with friends and even social media’s groups with Native speakers.

4. Use the language in daily life with Friends, listening to video types of native speakers in English.

5. Watching movies and Listening to podcasts of the native speakers.
6. Focus on speaking skills and listening to native speakers.

In this question, the teachers shared a unified response, which was to listen to native speakers. Additionally, two of them mentioned that using the language in daily life helps improve pronunciation. Three agreed that watching movies also aids in pronunciation. Another teacher advised focusing on speaking, while another specifically recommended listening to podcasts by native speakers. The teachers' responses suggest that there are several strategies to encourage students to practice speaking outside the classroom. These strategies include listening to native speakers, watching movies, using the language in daily life with friends and on social media, and focusing on speaking skills. By implementing these strategies, students can improve their pronunciation and overall oral communication abilities.

Question 4: What are some of the most common pronunciation challenges faced by your students?

- 1 . Learners sometimes pronounce English words similarly to how they would in French, but they may struggle with using correct stress and intonation patterns.
- 2.I don't find challenges with pronunciation.
3. Usually, the pronunciation of the R and T is the final Ed, S, and ing
4. Usually the pronunciation of the R, l, and at the final ed.
5. In my classes, I have noticed that anxiety is the main challenge that students face, which hinders their ability to pronounce English words accurately.
6. Many students struggle to distinguish between vowel sounds, word stress, intonation,and aspiration rules.

Teachers' responses indicate that there are common challenges in students' pronunciation, but there are also differences. One response suggests that students sometimes pronounce English words in the same way as in French. Another response indicates that anxiety is the main challenge facing students, hindering their ability to pronounce English words accurately. Many responses point out that many students struggle to distinguish between vowel sounds, word stress, intonation, and aspiration rules. The analysis of the responses indicates that students face common pronunciation challenges such as incorrect stress and intonation patterns, difficulty with specific consonant and vowel sounds (such as R, T, S, -ed, and ing), anxiety, and struggles with distinguishing vowel sounds, word stress, intonation, and aspiration rules. These insights can guide teachers in developing strategies to address and improve students' pronunciation skills.

Question 5: Do you think that pronunciation skills require direct practice and feedback from the teacher? Yes or no? Justify your answer.

1. Its practice of sure feedback sometimes don't like it they feel offended
2. Yes, because teachers should make learners aware of pronunciation mistakes.
3. Yes, they require direct practice and feedback to help them remember their mistakes and enhance autonomous correction.
4. Pronunciation skills require practice and feedback, but as teachers, we cannot address this task directly in the classroom, the classroom setting itself is the main obstacle, along with the insufficient time allotted for oral expression sessions.
5. Yes, it's necessary because students may not be aware of their pronunciation mistakes. When you provide feedback and correction, they learn the correct way.

Otherwise, they might continue making the same mistakes, forming habits.

6. Yes, I believe that pronunciation skills greatly benefit from direct practice and feedback from a teacher. Why?

Many pronunciation features, such as intonation and stress, are subtle and complex. Teachers can help students perceive these subtle differences and understand how they affect meaning, which can be challenging for learners to discern on their own.

In this question, all the teachers answered yes, and they agreed that they all believe direct practice and feedback from the teacher are necessary to improve range skills. The analysis of all the answers indicates that there is a consensus among the teachers that pronunciation skills require direct practice and feedback from the teacher. This is justified by the need to make learners aware of their pronunciation mistakes, help them

remember and correct their mistakes, enhance autonomous correction, provide guidance in perceiving subtle pronunciation differences, and avoid forming bad habits. The challenges in addressing pronunciation directly in the classroom setting were also acknowledged. Overall, the analysis highlights the importance of direct practice and feedback from the teacher in improving pronunciation skills.

Part Two: Teachers' attitude towards the use of Podcasts in enhancing pronunciation in the classroom.

Question 6: Do you believe that using nowadays modern technological tools such as podcasts is beneficial for improving pronunciation? Why?

1. Yes, because it is new and authentic.
2. Modern tools are important because they enhance pronunciation and help learners learn new terms.
3. Yes, they are exposed to native speakers.
4. Because it is going to save you time and give you access to native speakers.
5. Of course, using modern technological tools nowadays, such as podcasts, is beneficial for improving pronunciation, as it provides an alternative to what we can call an authentic source: native speakers. It's like being among native speakers.
6. Yes, using podcasts can be beneficial for improving pronunciation. Why? Podcasts often offer real-life topics providing context, but can make the learning process more engaging and meaningful, understanding pronunciation within the context of sentences

and conversations, rather than in isolation helps improve not only pronunciation but also fluency.

Professors unanimously agree that utilizing modern technological tools, like podcasts, is beneficial for improving pronunciation and also fluency due to their authenticity and exposure to native speakers.

Question 7: What do you think about using podcasting to enhance students' pronunciation?

1. They enhance their communication skills and make them visible to discuss any topic they want.

2. It is a good idea to use podcasting to enhance students' pronunciation. We need only the tools by which we can do that.

3. Podcasts can be a powerful tool for enhancing pronunciation and overall language proficiency.

4. Yes, of course, it is useful. Tasks to native speakers are beneficial.

5. I guess it is good

6. They are very useful and very helpful in enhancing pronunciation.

In response to this question, all the professors agreed that using podcasts to improve students' pronunciation is beneficial and effective. They provided various justifications, with the most important element being that podcasts are an effective means to enhance students' pronunciation skills. They contribute to improving communication skills, and overall language proficiency, and facilitating interaction with native speakers.

Question 8: Have you ever incorporated podcasting as a tool to enhance pronunciation in your teaching? If yes, could you please share your experience using this tool?

1. Not really.

2. Not really.

3. Honestly, never.

4. I didn't, because I always have a problem with a large number of groups, I usually asked them to listen to podcasts.

5. Yes, I have tried it several years ago. It was a good experience, but it was challenging to implement. For example, students listened to novels like (Charles Dickens; and Great Expectations.) Moreover, they also attempted to listen to podcasts based on their preferences.

6. Well, I've considered incorporating podcasting as a tool in my oral expression classes. However, we lack the necessary equipment, such as computers and libraries.

All the responses indicated that teachers had not integrated podcasts as a tool in their teaching. Either they had tried it, or they lacked the necessary equipment or resources to implement it in the classroom environment. One teacher mentioned their positive experience in integrating podcasts into their teaching despite some challenges. They added that during their experience, they used podcasts to listen to stories and also gave students the option to listen to what they wanted. The teachers' responses indicate that the use of podcasts as a tool to enhance pronunciation in teaching has been limited. While one teacher had a positive experience with incorporating podcasts in the past, the majority of teachers either had not used podcasts or faced challenges in implementing

them due to a lack of necessary equipment or resources. the integration of podcasts for pronunciation improvement has not been widely practiced among the respondents.

Question 9: Can podcasts be a motivational tool to enhance communication and collaboration skills among students?

1. Yes, for sure, because I see that this generation likes podcasts a lot, so they are going to be very useful and motivating.

2. Yes

3. Yes, of course.

4. It depends. Some are interested and some are not. For example, boys like football. girls like kitchen, fashion...

5. Podcasts are motivational tools to enhance communication and collaboration skills among students.

6. Yes, podcasts can be a motivational tool to enhance communication and collaboration skills among students.

There is consensus among the professors regarding the conservative aspect of podcasts in enhancing communication and collaboration among students. The agreement includes key points such as its popularity as a tool and its conservative impact on promoting communication and collaboration among students. One response

indicates variations in interests, suggesting that individual interests may differ, implying that some students may be more interested in podcasts than others. The paragraph is justified based on the analysis of the responses provided. The consensus

among the professors is that podcasts can indeed serve as a motivational tool to enhance communication and collaboration skills among students. This aligns with the notion that podcasts are popular among this generation, which suggests that students may find them engaging and motivating. Also, it acknowledges the variation in individual interests, as suggested by one response. While it is true that students may have different preferences and interests, it does not negate the overall potential of podcasts as a motivational tool for communication and collaboration skills. The statement serves to acknowledge that some students may be more interested in podcasts than others, but it does not dismiss the effectiveness of podcasts as a whole.

Question 10: What are the potential advantages or disadvantages of using podcasts compared to traditional methods for improving pronunciation?

1. It is surely advantageous as it is authentic.
2. Well, using new methods, modern ones, always shows a high potential of aid and importance to students' skills. I don't think they have disadvantages. Even if they have, I think they are fewer compared to the advantages.
3. One of the main advantages of using podcasts compared to traditional methods for improving pronunciation is that they save time in crowded classrooms and ensure the correct pronunciation for students.
4. They complement one another.
5. It's about motivation and time management.
6. While podcasts offer many benefits for improving pronunciation. They are most effective when used as part of a well-rounded language learning program that includes structured pronunciation practice and opportunities for interaction and feedback.

There is consensus among the teachers regarding the advantages offered by podcasts compared to traditional methods in improving pronunciation. The key points mentioned in the responses include accuracy and reliability, as it is a reliable source of language. Time efficiency was also emphasized in many responses, highlighting the importance of time in busy classrooms. Additionally, some responses mentioned that podcasts can complement traditional methods in improving pronunciation.

Furthermore, professors noted that podcasts are an engaging tool that adds enjoyment to learning. One response pointed out that podcasts are most effective when used as part of a comprehensive language learning program. The analysis of the responses indicates a consensus among the teachers regarding the potential advantages of using podcasts compared to traditional methods for improving pronunciation. The key advantages mentioned include reliability, time efficiency, complementarity with traditional methods, and enhanced engagement in the learning process.

Question 11: Do you have any insights or recommendations for developing educational programs or curricula to enhance students' pronunciation skills?

1. Not really.
2. It should integrate authentic material from native speakers.
3. Providing learners and teachers with access to language laboratories is essential because teaching speaking and pronunciation requires specific tools to acquire these skills and to motivate the learners.

4. To develop learning programs, it is necessary to provide the necessary resources to assist in language learning and improve students' pronunciation, especially insensitive oral expression sessions. It is imperative to have equipped laboratories available.

5. The availability of well-equipped facilities and laboratories is essential for engaging in activities that help improve pronunciation.

6. To enhance university educational programs, it is essential to provide the means that assist students in applying what they learn inside the classroom, especially in oral expression. There are some similarities and differences in the recommendations provided by the teachers. While there is some similarity regarding the importance of access to language laboratories and well-equipped facilities. Some responses offer specific recommendations, such as the importance of integrating authentic materials from native speakers into educational programs and curricula. Others provide more general suggestions, such as the need for resources and facilities, like well-equipped language laboratories, to engage in activities that help improve students' pronunciation.

Interpretation of the Results

The above results show that the EFL students polled for this survey felt that using ICT resources like podcasts can help students develop positive attitudes and improve their pronunciation skills. As a result, the purpose of this study was to look at teachers' and students' perceptions regarding the use of podcasts that can help students improve their pronunciation skills, education is one of the most important concerns. Indeed, the outcomes of this project revealed the teacher's and students' intense interest in the subject, of ICT in the classroom, particularly in oral expression sessions they find themselves interested in learning through new technologies, especially using podcasts

in oral expression 'sessions. (notice question 8 in the teachers' interview and question 11 in the student's questionnaire). The qualitative and quantitative analysis of the students' questionnaire and teachers' interview show that pronunciation is an important skill for EFL students and oral expression teachers (see question 1 in the interview and question 4 in the students' questionnaire). The use of Podcasts can benefit the students in developing several aspects of the learning process such as listening, vocabulary, speaking, and especially pronunciation. Podcasts make students enjoy what they are doing not all of them but the majority certainly interact positively towards podcasts, especially in oral expression during commuting, and during workouts (questions 9 and 10 in students questionnaire). Through the analysis of the interview also, it appears that the vast majority of oral expression teachers in the English Department at Abbas Laghrour Khenchela University had never used podcasts as a teaching material, and only a few of them claimed that they experienced and advised on teaching oral expression and pronunciation through using podcasts. Despite this fact, (question 4 in the teacher's interview and question 6 in the student's questionnaire) demonstrated that teachers held positive attitudes towards implementing podcasts in teaching oral expression and pronunciation. There it could be said that teachers are aware of the effectiveness of podcasts in improving pronunciation skill development, even if they do not use it either as a part of their courses or as supplementary material or even encourage their students to present podcast-related materials as confirmed by (question 4 in teachers interview). To sum up, The findings obtained from the students and the teachers revealed that the use of podcast technology could support students and teachers to use it to enhance pronunciation skills. Finally, the analysis of the obtained results confirmed the stated hypothesis and proved it.

General Conclusion

Second-year EFL students generally face difficulties in developing their pronunciation. Hence, teachers and researchers are continually investigating methods on how to improve these students' pronunciation, especially using technological tools such as podcasts because their role in modern education is immense. Since podcasts are a dynamic approach of digital devices, simply, the present research work aimed at investigating the effectiveness of using this technological tool in developing pronunciation skills. In this research, it has been hypothesized that exposing second-year students to audio podcasts when teaching them pronunciation will develop their oral performance. The study also aimed to explore the views of teachers of the Oral Expression module about implementing audio podcasts in their classes. This dissertation is composed of two chapters. The research study yielded positive results, therefore, the research hypothesis has been confirmed. The teacher questionnaire findings also revealed that the Oral Expression teachers at the Department of English are in favor of employing audio podcasts in the Oral Expression sessions and also agreed on the effectiveness of the use of podcasts in enhancing pronunciation.

To conclude, the analysis of the obtained results confirmed the stated hypothesis and proved that using podcasts enhance students' pronunciation.

Limitations

During the exploration of the benefits of using podcasts to improve pronunciation skills for second-year English language students at Abbas Lagrour Khenchla University; this study faced several challenges and limitations, including the following:

Firstly, we encountered time constraints that forced us to conduct the questionnaire and interviews during the exam period. Due to the student's stress and anxiety, not all students were willing to respond to the questionnaire. Additionally, we faced difficulty in meeting with professors who were busy conducting their exams, which made the data collection process more challenging. In addition, we encountered issues in distributing the papers to the students, as all departments were closed due to the exams. To conclude, these are the main limitations that posed a significant challenge for us throughout the different stages of the research.

Recommendations for Student, Teachers and Future Research

To enhance students' pronunciation through podcasting, they should take initiative by exploring and utilizing podcasts as a supplementary learning tool inside and outside the classroom. Students can take ownership of their learning process. Additionally, developing a consistent pronunciation skill by incorporating regular podcast sessions

into their daily routines will improve their pronunciation skills and expose them to authentic language use. Additionally students are requested to practice the English language not only inside the classroom, but also outside the classroom with their classmates. Also students should listen to podcasts many times because repetition helps to get the appropriate pronunciation.

For teachers, it is recommended to provide guidance and support to students in effectively using podcasts for language learning. This can involve recommending specific episodes, suggesting strategies to enhance students pronunciation, and being available for questions and clarification. Integrating podcasts into lesson plans as supplementary materials is also beneficial, allowing students to engage with the content and providing opportunities for discussion and reflection. Teachers should offer feedback and assessment on students' pronunciation skills.

For future researchers, researchers can investigate the effectiveness of podcasts in enhancing pronunciation skills, comparing the results with other methods of language learning. This can help identify the most effective strategies for improving pronunciation. As they can study the influence of podcasts on different learner groups, such as beginners, intermediate learners, and advanced learners. This can help identify the most effective podcasts for different levels of learners in order to enhance their pronunciation skill.

By following these recommendations, students can enhance their pronunciation skills through podcasting, teachers can provide effective guidance and support, and future research can contribute to the ongoing improvement of podcast-based students' pronunciation.

References

-Afshari, S., & Ketabi, S. (2017). Changing paradigms in teaching English pronunciation: A historical overview. *International Journal of Research*, 6(2), 69-81.

- Aprianto, D. (2019). The use of Podcasts in English as a Second Language (ESL) Learning and Instruction. *NACETAL: Current Trends in Studying Language, Media & Digitization*, 86-97.
- Antaris, I., & Omolu, F. A. (2019). Factors affecting pronunciation difficulties of 8th grade students of MTSN Palu Barat. *Journal of Foreign Language and Educational Research*, 2(2), 10-19.
- Alobeytha, F. L., Ghalia, N. H., Galia, A. A., & Bani Khaled, S. A. (2023). Employing Podcast Technology in Developing English Pronunciation: A Quasi-Experimental Study. *International Journal of Social Science And Human Research*, 06(05), 2863-2870.
- Belanger, Y., & Menzies, D. (2005). Duke university iPod first year experience final evaluation report.
- Bennet, T. (2007). Podcasting: Academic tip sheet. Intranet. Retrieved from https://intranet.ecu.edu.au/data/assets/pdf_file/0015/20625/podcasting.pdf
- Bounab, C., & Kahlat, A. (2021). The Effect of Using Podcasts on EFL Learners' Speaking Performance: A Case Study of Freshmen at the Department of English, University of Jijel. Dissertation, University of Mohamed Seddik Ben Yahia - Jijel.
- Chan, V., & Lee, A. (2005). Using online forum for collaborative learning: A study of students' online interactions. *Australasian Journal of Educational Technology*, 21(3), 303-330
- Chinnery, G. M. (2006). Emerging technologies: Going to the MALL: Mobile assisted language learning. *Language Learning & Technology*, 10(1), 9-16

- Ducate, L., & Lomicka, L. (2009). Podcasting: An effective tool for honing language students' pronunciation?. *Language Learning & Technology*, 13(3), 66.
- Dewi, S. A., & Ahmad, Y. B. (2021). Exploring Students' Perception on Learning Pronunciation through Podcast-Assisted in EFL Classroom. *IDEAS: Journal on English Language Teaching and Learning, Linguistics and Literature*, 9(2), 103-11
- Evans, C. H. (2008). The effectiveness of m-learning in the form of podcast revision lectures in higher education. *Computers & Education*, 50(2), 491-498. Retrieved from <https://doi.org/10.1016/j.compedu.2007.09.016>
- Facer, B. R., & Abdous, M. (2011). *Academic podcasting and mobile assisted language learning: Applications and outcomes*. Hershey, NY: IGI Global.
- Fouz-González, J. (2019). Podcast-based pronunciation training: Enhancing FL learners' perception and production of fossilised segmental features. *ReCALL*, 31(2), 150-169. doi:10.1017/S0958344018000174
- Gilakjani, A. P. (2011). A study on the situation of pronunciation instruction in ESL/EFL classrooms. *Journal of studies in education*, 1(1), 1-15.
- Gilakjani, A. Pourhosein. (2012). The Significant Role of Multimedia in Motivating EFL Learners' Interest in English Language Learning. *I.J. Modern Education and Computer Science*; 4 : 57-66
- Gnaur, D., & Huttel, H. (2016). Podcasting for Teaching and Learning in Higher Education. Retrieved from <http://vbn.aau.dk/files/252862026/Podcasting> online pdf.

- Guettaftemam, A. (2016). The Impact of Using Podcasts on Developing EFL Students Pronunciation: Case Study of Second Year Students of English Division at Mohamed Kheider University of Biskra (Master's thesis, Mohamed Kheider University of Biskra).
- Gilakjani, A. P., & Sabouri, N. B. (2016). Why is English pronunciation ignored by EFL teachers in their classes. *International Journal of English Linguistics*, 6(6), 195-208.
- Indahsari, D. (2020). Using podcast for EFL students in language learning. *JEES (Journal of English Educators Society)*, 5(2), 103-108.
- Kafes, H., & Caner, M. (2020). Impact of Podcasting on Pronunciation Skills of Pre-Service EFL Teachers. *Turkish Online Journal of Distance Education*, 21(3), Article 4
- Khalilavi, M. (2022). Using podcasts in learning English language pronunciation among pre-intermediate students. *Journal of new advances in English Language Teaching and Applied Linguistics*, 4(1), 725-738
- Li, M., & Zhao, Y. (2015). *Exploring teaching and learning in higher education*. NY: Springer. Retrieved from Google books.
- Meng, P (2005). Podcasting and vodcasting. Retrieved from <http://www.tfaoi.com/cm/3cm/3cm310.pdf>
- Mason, R., & Rennie, F. (2008). *E-learning and social networking handbook: Resources for higher education*. NY: Roulledge. Retrieved from Google books.
- Nafisa Raimovna Kobilova (2022). IMPORTANCE OF PRONUNCIATION IN ENGLISH LANGUAGE COMMUNICATION. *Academic research in educational sciences*, 3 (6), 592-597.

- Oxford, R. L. (1990). *Language Learning Strategies: What Every Teacher Should Know*. New York: Newbury House Publishers.
- Peterson, S. S. (2000). *Pronunciation Learning Strategies: A First Look*. pedagogy for a new century (2nd ed.). New Delhi: Asoke. Retrieved from Google books.
- Rosell-Aguilar, F. (2007). Top of the pods-In search of a podcasting "podagogy" for language learning. *Computer Assisted Language Learning*, 20(5), 471-492
- Sze, P. Y. (2007). Developing Students 'Listening and Speaking Skills through ELT Podcasts. *Education Journal*, 34(2), 115–134. <https://eric.ed.gov/?id=EJ805528>
- Sonali, S. (2011). Exploring the effectiveness of podcasts in enhancing pronunciation skills: A case study. *International Journal of Instructional Technology and Distance Learning*, 8(2), 65- 76
- Tryanti, R. A., Nonny, B., & Moh, R. W. (2018). The Impact of Podcasts on EFL Students" Listening Comprehension. *International Journal of English Linguistics*, 8(6).
- Vyas, M. A., & Patel, Y. L. (2015). *Teaching English as a second language*
- Yoshida, M. T. (2013). Understanding and teaching the pronunciation of English. *University of California*.
- Zhang, Q. M. (2009). Affecting factors of native-like pronunciation: A literature review. *Korea Education & Research Institute*, 27(2), 33-52.

Appendices

Appendix: Students' Questionnaire

Dear students

This questionnaire is designed to support my research study entitled « exploring students' viewpoints regarding podcasting in enhancing pronunciation ». the objectives of this questionnaire Is to check students 'knowledge concerning podcasting and pronunciation

I hereby request you kindly to answer sincerely because your answer will determine the success of this research.

General information:

Gender Male Female

Age

Section one: pronunciation

1- Do you ever feel afraid when you have to speak in English?

Yes

No

2- How do you feel about your English pronunciation?

Bad

Average

Good

Excellent

3- Do you think that your communication difficulties are primarily due to :

Vocabulary limitations

Pronunciation problems

4- What are the methods you use to improve your pronunciation ?

Watching series

Listening to music

Listening to podcasts

Section two: Podcasting

1- Do your oral expressions' teachers use podcasts as a teaching tool?

Yes

No

2- Do you acquire new and correct words each time you listen to podcasts?

Always

Sometimes

Never

3- How often do you listen to podcasts?

Everyday

One time per week

One time per month

4- What genres of podcasts do You enjoy the most ?

Educationnel

Comedy

Cultural

News

5- How do you usually engage with podcasts?

During workouts

During revising

While commuting

Section three: using podcasting to enhance students ‘pronunciation

1- Do you think that listening to podcasts help you to enhance your pronunciation?

Yes

No

Justify your answer

.....
.....

2- Have you ever used podcasts specifically for improving your pronunciation skill?

If yes what was your experience like?

.....
.....

3- Have you noticed any improvements in your pronunciation since in incorporating podcasts in your learning process? Justify.

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

4- What challenges if any, have you encountered when using podcasts to promote your pronunciation?

.....
.....

5- Compared to other methods you have used for enhancing pronunciation, how would you rate the effectiveness of using podcasts ?

Much more useful

Somewhat effective

Much less effective

6- Is there anything else you would like to add or suggest regarding the use of podcasts for enhancing pronunciation ?

.....
.....

Thank you for your collaboration.

Appendix: Teachers' interview

Hello sir/ madam

Thank you very much for taking the time to have an interview with us this interview is meant for an AM research thesis about exploring students viewpoints regarding the use of podcasting in enhancing pronunciation

1. What is your point regarding the importance of pronunciation skills for English language learners?
2. How do you assess the current level of students pronunciation skills in your classes?
3. Do you have any specific strategies to encourage students to practice speaking outside the classroom?
4. What are some of the most common pronunciation challenges faced your students?
5. Do you think that pronunciation skills require direct practice and feedback from the teacher? Yes / No? Justify your answer.
6. Do you believe that using nowadays modern technological tool such as podcasts is beneficial for improving pronunciation? Why?
7. What do you think about using podcasting for enhancing student's pronunciation?
8. Have you ever incorporated podcasting as a tool to enhance pronunciation in your teaching? If yes, can you tell us about your experience using this tool?
9. Can podcasts be a motivational tool to enhance communication and collaboration skills among students?

10. What are the potential advantages or disadvantages of using podcasts compared to traditional methods for improving pronunciation?

11. Do you have any insights recommendations for call developing educational programs or curricular to enhance students pronunciation skills?

Thank you very much for valuable time and collaboration. We sincerely

appreciate the information you have shared, which has greatly enhanced our understanding of the issue

ملخص

تعد مهارة التحدث بصفة عامة و النطق بصفة خاصة من أصعب المهارات .حيث يواجه العديد من طلاب السنة الثانية في قسم اللغة الإنجليزية لجامعة خنشلة مشاكل عند التحدث باللغة و نطقها و ذلك بسبب العديد من القيود منها قلة دافع الطلاب و نقص الثروة اللغوية و خوفهم من ارتكاب الاخطاء سواءا في التحدث او النطق. تهدف الاطروحة الحالية الى التحقيق من فعالية استخدام البث الصوتي او ما يعرف بالبودكاست في فصول اللغة الإنجليزية كلغة اجنبية لتعزيز مهارة النطق لدى المتعلمين كما يسعى الى اكتشاف اراء الطلاب و مواقف المعلمين تجاه استخدام البودكاست في حصة التعبير الشفوي. جريت الدراسة بالمنهج الوصفي النوعي و الكمي لتأكيد الفرضيات . تم اجراء استبيان لخمسون طالبا في السنة الثانية من اللغة الإنجليزية و مقابلة مع ستة مدرسين التعبير الشفوي في قسم اللغة الإنجليزية بجامعة عباس لغرور خنشلة خلال العام الدراسي 2024/2023. تبين من النتائج المتحصل عليها ان البث الصوتي اي البودكاست هو أداة فعالة لزيادة دافعية المتعلم التحدث و التفاعل و التي بدورها تحسن الكفاءة الشفوية للمتعلمين. على ضوء هذه النتائج ،تم تأكيد الفرضية المذكورة سابقا بنجاح بانه اذا تم ادراج البث الصوتي في تدريس اللغة الانجليزية كلغة اجنبية،فسوف تتطور مهارة النطق بالنسبة للطلبة. و به يوصى بشدة تطبيق و العمل بتقنية البث الصوتي في فصول اللغة الإنجليزية كلغة اجنبية لتحسين النطق لدى المتعلمين و كذلك الباحثين في المجال