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Teachers' and Students' Attitudes Toward the Effects of Podcast on Enhancing Speaking Fluency: Case of Third Year EFL Students at the University of Bejaia

A Dissertation Submitted to the Department of English in Partial Fulfilment of the Requirement for the Master's Degree in Linguistics

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Abstract

With a focus on third-year EFL students, the present study aims at investigating the effect of podcasts on enhancing students' speaking fluency and exploring teachers' and students' attitudes toward their use as a teaching tool. To evaluate the reliability of the research instrument, a pilot study was carried out with 18 participants. The main research study involved a sample of 30 students and 05 teachers and used a mixed-method approach combining both quantitative and qualitative techniques. Students' questionnaires and semi-structured teacher interviews were used to gather the data. While the questionnaire data was subjected to a quantitative analysis using SPSS, the interview data underwent a thematic analysis. The results revealed that regular exposure to podcasts can significantly increase students' speaking fluency by expanding their vocabulary, improving their pronunciation and enhancing their self-confidence. Generally, podcasts significantly contribute to their increased speaking fluency. Additionally, both students and teachers showed a greater interest, engagement, and motivation toward the integration of podcasts into the learning process. These results highlighted the educational value of podcasts, indicating that they are an effective pedagogical tool for increasing students' autonomy and speaking fluency in EFL classes.

*Keywords***:** EFL teachers, EFL Students, English as a foreign language, podcasts, speaking fluency

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List of abbreviations

EFL: English As a Foreign Language.

LMD: License Master Doctorate.

RSS: Really Simple Syndication.

ASMR: Autonomous Sensory Meridian Response.

FLDP: Foreign Languages Development Program.

SPSS: Statistical Package for The Social Sciences.

RQ: Research Questions.

Q: Question.

General Introduction

General introduction

English is one of the most challenging languages, especially in the Algerian context where it is considered as a foreign language. As a result, learning English or speaking it fluently can be particularly difficult for EFL students even after years of language instruction. According to Thornbury (2005), speaking is a complex skill that involves more than just producing words and sentences; it requires learners to process language in real time, respond appropriately, and maintain smooth communication. Thus, many EFL students find it hard to express their ideas clearly and confidently, especially in spontaneous situations. This often leads to hesitation, anxiety, and a lack of participation in conversations, both inside and outside the classroom (Nation & Newton, 2009; Ur, 1996). Because of these difficulties, it becomes essential to understand what speaking fluency means and how it is defined.

Fluency, as defined by Hartman and Stork (1976), refers to the ability to speak smoothly and without hesitation. Similarly, Schmidt (1992) highlighted that fluency is closely linked to automaticity in language production, which allows learners to speak without consciously thinking about each word or structure. In this sense, fluency reflects not only a speaker's knowledge of the language but also their ability to use it quickly and effectively in real-time communication. According to Richards (2008), speaking fluently requires not just linguistic competence but also the ability to organize ideas, use discourse markers, and adjust language depending on context and audience.

Speaking fluently in EFL context is crucial because it enables learners to use English meaningfully and interactivity. Celce-Murcia (2001) points out that communicative competence and the ability to use language appropriately in different social situations relies heavily on fluency as a core component. Without fluency, students may struggle to keep up with

conversations, which can affect their motivation and limit their overall language development. As communication becomes more central in language education, developing fluency has become a key objective in many EFL programs around the world.

However, building this fluency requires more than traditional grammar-based instruction. It demands regular exposure to authentic language, opportunities for real communication, and the chance to practice speaking in a relaxed, low-pressure environment. This requirement has led educators and researchers to explore new ways of supporting fluency development, including the use of technology and digital media.

One such tool that has gained attention in recent years is podcasts which is a flexible and accessible resource that can expose learners to natural, everyday English in a variety of contexts (Godwin-Jones, 2005; McBride, 2009). In light of these considerations, the present study seeks to investigate the effect of podcasts on enhancing EFL students' speaking fluency, focusing on a case study of third-year EFL students at the University of Bejaia.

1. **Statement of the problem**

Effective communication, especially in oral presentations and face-to-face communications, is a critical element of successful language learning in EFL classes, particularly, for the development of speaking fluency. This latter, remains one of the significant and common challenges for many English as foreign language students. A pilot study conducted with third- year EFL students at the University of Bejaia revealed that most learners still struggle to speak English fluently due to limited vocabulary, anxiety, and lack of real communicative practice. Despite the widespread use of podcasts for listening and vocabulary development, their potential to enhance speaking fluency in EFL classrooms remains underexplored. Though various pedagogical sources and materials have been used to address this issue, the potential use of

engaging and authentic materials, such as podcasts, has not been highly investigated in terms of its influence on students speaking fluency. As a result, the present study seeks to investigate the effects of podcasts on enhancing EFL students speaking fluency.

2. Research Questions

This study seeks to answer the following questions:

1. Do EFL students face speaking fluency challenges?

2. Do podcasts help to enhance EFL students' speaking fluency?

3. What are the students' and teachers' attitudes and perceptions towards the use of podcasts as a tool for developing speaking fluency?

3. Aim of the Study

The research aims at investigating the effect of podcasts on enhancing the speaking fluency of EFL learners. It further aims at evaluating the effectiveness of podcasts as an educational tool and explores the perceptions and attitudes of both students and teachers regarding their use in language learning. By understanding the role of podcasts in developing speaking fluency,

4. Research methodology

This research adopts a mixed-methods approach, combining both quantitative and qualitative techniques. Data is collected through structured questionnaires administered to students and semi-structured interviews conducted with teachers. The questionnaire is designed and adjusted based on the results of a pilot study, which tests the clarity and relevance of the questions. This preliminary phase refines the research instruments to ensure they effectively address the research questions. The questionnaires generate quantitative data on students' experiences and perceptions of podcasts, whereas the interviews offer qualitative insights into teachers' views on their effectiveness in fostering speaking fluency. This approach enables a comprehensive understanding of the impact of podcasts on speaking fluency from multiple viewpoints.

5. Population and Sample of the Study

This study is conducted at the University of Bejaia, targeting third-year students enrolled in the English department. The total population includes 98 students. From this population, a sample of 30 students was selected randomly to participate in the study, with a gender distribution of 23 females and 7 males. The selected sample represents a mixture of students with varying levels of speaking English. In addition to the students, five EFL teachers of English language at the University of Bejaia are also involved in the study to better contextualize the students' experiences and enrich the analysis of podcast integration from a pedagogical standpoint. Their contributions help to contextualize the students' experiences and enrich the analysis of podcast integration from a pedagogical standpoint.

6. Data Collection Tools

The main aim of this study is to investigate the effects of podcasts on enhancing EFL student's speaking fluency. For the sake of collecting the necessary data, a questionnaire is used to gather quantitative data on students' experiences with podcasts, including their frequency of use, perceived benefits, and challenges.

The second data collection tool used in the study is a semi-structured interview. It is used to gather qualitative data about teachers' attitudes and observations about the usage of podcasts in EFL classes and how they affect students' speaking fluency.

7. Significance of the Study

This study is significant as it investigates how podcasts can improve speaking fluency among third-year EFL students. Additionally, the study demonstrates how this tool enhances students' speaking fluency, boosts their confidence, as well as, encourages more independent learning. It highlights the value of podcasts in offering a flexible, engaging, and accessible way to practice spoken English. For EFL learners, the study provides insights into how digital tools like podcasts can support language development in an enjoyable and autonomous manner. For teachers, it offers practical strategies for integrating podcasts into classroom instruction, promoting more interactive and effective speaking lessons.

Furthermore, this study contributes to the field of EFL teaching and learning by expanding the literature on the use of digital media in language education. It also lays the groundwork for future research into the role of technology in enhancing speaking fluency, and may inform curriculum design and pedagogical practices in similar educational contexts.

8. Organization of the thesis

The Thesis is structured into four main chapters: a general introduction, two core chapters, and a general conclusion. The General Introduction‖ introduces the background of the study, formulates the research problem, describes the objectives and research questions, and states the meaning and purpose of the study. It also defines key terms and outlines a general structure of the thesis outline.

The first chapter, entitled Theoretical background, presents the theoretical background of the study and is divided into three main sections. The first part is devoted to the concept of speaking fluency; its definition, its features, and its relevance to EFL learners, along with its counterpart problems such as pauses, coherence, and pronunciation.

Meanwhile, the second section discusses podcasts and their use as a tool to foster English-speaking fluency, highlighting their characteristics, pedagogical benefits, and application in language instruction. The third section includes the literature review of previous research and theoretical frameworks in support of employing podcasts in EFL instruction. The third chapter describes the methodology of the research and is also divided into three parts. The first section describes the research approach, i.e., the research method, data collection tool (questionnaire and interview), and information on the population and sample.

Additionally, the second core chapter is entitled Results and Discussion‖. It presents the findings of the study and discusses them in relation to the research questions and the reviewed literature. This chapter analyzes the data collected from both the questionnaire and interviews, interprets the results, and explains their implications in light of the theoretical and empirical background.

Chapter One:

Theoretical Background

Introduction

Speaking fluency is one of the most important aspects of communicative competence in learning English as a foreign language (EFL). However, due to speaking anxiety, limited English interaction, and a lack of authentic input, many students struggle to develop fluent speech. As digital tools become more widely available, podcasts have become a powerful tool for language learning, providing learners with exposure to authentic spoken English, which helps them enhance pronunciation, vocabulary, intonation, and discourse patterns (Hasan & Hoon, 2013). Regular use of podcasts can also boost learners' confidence and encourage more natural speech production (Stanley, 2006). From a theoretical standpoint, Krashen's Input Hypothesis (1982) that has to do with learning a new language effectively when understanding what is been said, supports the effectiveness of podcasts as they provide rich, understandable input that can aid in language acquisition over time.

This chapter presents the background of the main study, providing a general overview of speaking fluency within the context of learning English as a Foreign Language (EFL), with a focus on third-year university students of the University of Bejaia. It is structured into three sections. The first section introduces the background of speaking and fluency, including definitions, identifying the most important constituents, and highlighting its importance in EFL contexts. The second section addresses the potential of podcasts to facilitate speaking fluency, examining their pedagogical benefits and use in language learning. The third offers a review of existing research on podcasts in EFL teaching, combining previous studies and findings for the support of this study. Together, these sections offer the conceptual background necessary to investigate the role played by podcasts towards enhancing speaking fluency among EFL learners.

Section One: Speaking Fluency

Speaking fluency in the context of learning English as a foreign language is examined in this section of the chapter. It begins by outlining the fundamentals of speaking and introducing its vocabulary, syntax, pronunciation, interaction, and fluency. After that, the emphasis switches to speaking fluency, where many definitions are provided and its essential components such as speech rate, pauses, coherence, and intonation are examined. Additionally covered in this section are the reasons fluency is important for EFL learners, the various elements that influence its development, and the typical challenges that students have when attempting to speak fluently.

1.1. Speaking Skills

The main goal of language learning is to communicate effectively, and speaking is a fundamental skill in achieving this. According to Ur (1996) speaking is an interactive process encompassing both the articulation of words and the comprehension of others, ensuring that the message is effectively conveyed. In other words, it includes both giving and receiving information, creating a dynamic exchange of meaning.

Nunan (2003) asserted that speaking transcends simple word production; it involves the construction and dissemination of meaning across diverse contexts, underscoring the significance of both fluency and accuracy for effective communication in English as a foreign language (EFL).

Richards and Renandya (2002) defined speaking as a productive skill that necessitates the coordination of multiple sub skills, including vocabulary, grammar and conversation, these subskills help learners express their ideas, feelings, and thoughts in a clear and accurate manner. Speaking in general is all about sharing and understanding messages in real time, it is not just saying words it is about saying vocabulary, grammar and pronunciation to express thoughts and ideas freely.

1.2. Components of Speaking

Richards and Renandya (2002) highlighted that speaking has different parts that work together to help students communicate clearly and effectively. These include: pronunciation, vocabulary, grammar, fluency and interaction.

1.2.1. Vocabulary

The first element of speaking is vocabulary. It includes single words, compound terms, and idiomatic phrases that a learner is familiar with and employs. Understanding words meanings, forms, and appropriate usage in various contexts is just as important as simply memorizing them (Richards and Renandya,2010). A large vocabulary enables students to communicate effectively and steer clear of overly basic or repetitious language.

1.2.2 Grammar

Grammar is the second crucial component of speaking. It is the set of guidelines that control how sentences are put together, including how words are formed and how sounds are used in speech. Ellis (2008) highlighted its Rule in assisting students in creating precise and significant sentences; however, an excessive emphasis on grammar can impede communication, and a lack of knowledge can result in mistakes.

1.2.3 Pronunciation

Pronunciation is crucial for clear communication, the way words are pronounced, including individual sounds, stress, and intonation, is another crucial component to speaking, since a minor mispronunciation can result to misunderstanding Dalton and Seidlhofer (1994).

1.2.4 Interaction

The back-and-forth communication between language learners and others, whether via words or other means. is essentially known as interaction in language learning. By providing opportunities to clarify meaning, receive feedback, and modify their expression, it aids language learners in improving their language proficiency (Long, 1996).

1.2.3Fluency

The last component of speaking is fluency. According to Nation (1989), it is the capacity to speak fluently, naturally, and without hesitation. It entails speaking accurately and coherently at a moderate pace. Confidence and fluency go hand in hand because confident speakers are more likely to have meaningful conversations. It involves more than just speed; it also involves using grammar, vocabulary, and pronunciation correctly.

1.3. Definition of Fluency

Fluency, as a concept in second language acquisition, has been defined in various ways, each highlighting different aspects of language production. Hartman and stork (1976: 86) defined fluency as speaking smoothly, without unnecessary pauses or hesitation, this emphasizes a natural flow of speech. However, this definition does not fully take into account whether the speaker uses language accurately or appropriately in terms of grammar and vocabulary, which are also crucial for true fluency.

As a result, Nation (2001) expanded the concept by stating that fluency entails completing language tasks effortlessly and emphasizing automaticity the rate at which language becomes second nature through practice. However, this definition ignores the impact of exposure to real-world language and the motivation of the individual, assuming that practice alone is sufficient to achieve fluency.

So, speaking fluently in a second language is a sophisticated ability that goes beyond speaking rapidly. According to Tavakoli and Hunter (2018), there are various levels at which fluency can be comprehended, ranging from general characteristics like speaking ability to more specialized ones like speech continuity and quantifiable components like speed and pauses. The ability to communicate naturally and fluidly without needless hesitancy or pausing is the essence of fluency. In general fluency is about being able to speak a second language smoothly and clearly without pauses and hesitation, it is not just about talking fasts is about expressing thoughts freely.

1.4. Components of Speaking Fluency

As Tavakoli and Hunter (2018) explained Speaking fluency involves various components such as; speech rate, pauses, hesitation, coherence, cohesion, pronunciation and intonation.

1.4.1 Speech Rate

One major aspect of speaking fluency is speech rate, which indicates how fast or slow a speaker articulates their words. A balanced speech rate contributes to smooth communication because moderate speed aids understanding, and previous research has indicated that this is essential for second language speakers (Griffiths, 1991; Tauroza & Allison, 1990). Also, slower speech assists language learners by giving them time to process language Chang, (2018).

1.4.2 Pauses and Hesitation

Pauses and hesitation are a natural part of speech, helping speakers organize their thoughts and making their delivery feel more natural Gilbert (2008). Some pauses are intentional, used to emphasize a point or give the listener time to process information. Others, like filled pauses (um,uh), happen when speakers need a moment to think. While occasional pauses can actually improve clarity, too many hesitations might make speech sound uncertain or disjointed Seedhouse (2004).

1.4.3 Coherence and Cohesion

A key characteristic of fluent speech is coherence and cohesion or the ability to present ideas in a well-organized manner. Using appropriate linking words and phrases (e.g., because, therefore, in addition) allows speakers to create logical connections between ideas, aiding listener comprehension

McCarthy & O'Keeffe (2010). This fluidity in connecting ideas is crucial for maintaining listener engagement and understanding.

1.4.4 Pronunciation and Intonation

Fluent speakers also demonstrate effective pronunciation and use of intonation. Intonation patterns help convey nuances of meaning, emotion, and emphasis, while clear pronunciation is essential for intelligibility Derwing & Munro (2005). Mastery of both aspects ensures that the speaker's message is not only understood but also conveyed with the intended tone and emotion.

1.5. The Importance of Speaking Fluency in the EFL Context.

According to David 2010, Fluency is important for EFL learners since it directly affects their ability to communicate with confidence and spontaneity. It is not just about talking fast; it is about communicating smoothly and with little pause or hesitation. Additionally, Studies indicate that fluency is a component of overall language proficiency and has been shown to enhance pronunciation, vocabulary, and even critical thinking. Methods like repetition of speech, and concept mapping have demonstrated to be effective, as well as structured speaking activities like the 3/2/1 technique which is a structured speaking practice method designed to help language learners, that help learners get their ideas together using speaking and thinking under time constraints (Ghasemi & Mozaheb, 2021; Molina & Briesmaster, 2017). Possibly, there is also a link with fluency and the capacity to use emotional intelligence and creative thinking that can help manage learner anxiety and how effectively they engage in conversation in the moment (Wang et al.,2024). Because of fluency limits, even students with strong grammar and vocabulary can still have difficulties expressing themselves, which is why contemporary EFL teaching often attempts to balance accuracy and fluency for real life communication (David, 2010).

1.6. Factors that Enhance the Development of Speaking Fluency.

Speaking fluency is influenced by several key factors that enhance one's ability to communicate naturally and smoothly. Regular exposure to the language is one of the most important factors. While listening to spoken language such as dialogues, podcasts or videos allows learners to internalize pronunciation, stress, and common phrases which collectively bolster fluency even this exposure is not enough (Tran et al., 2024). Consistent speaking practice is also necessary. If learners practice speaking consistently, they will develop automaticity in their speech production, decreasing hesitations, and increasing confidence.

Furthermore, linguistic competence has an important role in fluency. If a speaker knows vocabulary and grammar well, he/she can form ideas, and can express them rapidly and well. Learners who have a solid base for their vocabulary and grammar can create sentences with less effort than those who do not. Accordingly, their speech is more fluent and coherent (Harmer, 2007).

Another important aspect is psychological factors with anxiety and confidence being the main factors. High anxiety can significantly affect fluency through hesitation, repeated pauses, and disrupted sequence of speech. On the other hand, learners with high confidence tend to be more fluent because they are less fearful of making errors. In order to increase confidence, learners can benefit from positive reinforcement, sympathetic learning environments, and practicing structured speaking activities that slowly reduce their anxiety (MacIntyre & Gardner,1991; Young, 1991).

Finally, motivation and interest are also significant factors: learners who trained on subjects they found interesting were more likely to train regularly and become better and more fluent speakers over time (Illyin et al., 2019). In summary, by addressing these aspects of speaking fluency, learners can make meaningful progress and communicate in a second language more effectively.

1.7. Challenges in Achieving Fluency.

Speaking fluently in a second language requires more than just knowing words and grammar it involves regular practice, confidence, and the right opportunities to use the language.

1.7.1 Lack of Exposure

According to Krashen 1985 In order to be fluent in a foreign language, learners need to engage with the language to speak and listen to the language often. If they do not have enough opportunities to use the language or hear the language in the real world, improvement is hard to come by. Students must listen to language that is slightly more difficult than what they currently understand and use (Krashen 1985). Any one or two language opportunities lack institutional support to offer enough exposure to the language so that learners can begin to challenge their use of the language and improve, which makes attaining fluency difficult.

1.7.2 Fear of Making Mistakes

According to Cope 1986, Many learners avoid communication because they are afraid of making mistakes. This fear limits their openness to speak and express themselves. Horwitz, Horwitz, and Cope (1986) noted that fear can inhibit students and make it too scary for them to speak naturally and instead act strangely. Fear can affect the student's ability to speak with confidence which has a negative effect on their fluency.

1.7.3 Limited Practice Time

In many classrooms, students are frequently not provided with enough time to perform speaking practice, while teachers typically focus on grammar, reading, and writing, and students do not have enough practice time to speak. Nation (2013) argues that fluency cannot be acquired, only developed, through regular speaking practice. If speaking practice is at the inputs level, learners will be less able to develop fluency because they do not have enough speaking opportunities to learn and practice and reinforce their speaking development Nation (2023).

1.7.4 Insufficient Vocabulary

Limited vocabulary can restrict learners' speaking fluency, slowing their speech down and also filling it with pauses as they look for words. Thornbury (2005) stated that a wider range of vocabulary allows learners to speak more quickly and naturally otherwise their speech will be limited and hence less fluent.

1.7.5 Pronunciation Issues

As Gilakjani (2012), pointed out a lack of understanding around how to pronounce words can lead to some hesitancy when speaking, fluency may be negatively affected. To build fluency and confidence in speaking, it never helps to have a language student who is unsure about how to pronounce the words they want to say as they will not want to practice speaking.

In conclusion, speaking fluency plays a vital role in EFL learning, influencing both linguistic competence and learners' confidence in real-life communication. Understanding its components and the factors that affect fluency can help in enhancing learners' ability to speak naturally and confidently.

Section two: Podcast and speaking fluency

This section explores the role of podcasts in developing EFL learners' speaking fluency. It highlights how podcasts, as authentic audio resources, expose students to natural speech, support vocabulary and pronunciation development, and encourage regular listening and speaking practice.

2.1. Definition of Podcasts

Podcasting is defined in various ways, each focusing on different aspects of the medium. For instance, Brown (2023) defined the term's origin by combining broadcast‖ and iPod, showing that podcasts are initially attached to iPods but now they are available on a wide range of devices. Similarly, Sloan (2005) highlighted the technological side of this tool, illustrating podcasting as a path to transfer audio files to mobile devices, showing that how comfortable for users to listen and enjoy podcasts wherever they are. In the same way, the Cambridge Dictionary (2024) offered a simpler definition, comparing podcasts to downloadable radio programs, which focus on their accessibility for offline listening.

Additionally, the Oxford American Dictionary (2005) defines podcasts as a digital electronic device for a radio broadcasts or similar programs that are accessible and equipped to download, demonstrating their digital reality and availability on the internet. These definitions together present the flexibility, accessibility, and the important role of podcasts in media use, illustrating their wide attraction and progressing formats.

To conclude, podcasts are like a radio program that you can listen to wherever you are and at any time you want, for instance when you are walking, cooking, or even while you are relaxing. You can learn about various topics that may appeal the listener, for example, news, stories, sciences, that may attract his attention.

2.2. History and development of podcasts.

The growth of podcasts began in the early 2000s. It started with the progressing of digital technology and RSS (Really Simple Syndication) feeds, people can easily now share and download audio content. RSS feeds allowed listeners to follow and subscribe to their favorite podcasts and automatically receive new episodes, removing the necessity for hearers to check new episode (Ristani&Bampatzimopoulos,2024). In 2004, podcasting was produced by the creation of iPods, a tool that facilitated and allowed users to transfer radio shows directly to iPods. This creativity gave people the freedom to listen at their convenience. Around this time, the term podcasting‖ was developed by combining iPod and broadcasting‖ to describe this new form of media (Kuchta, 2021).

As Fernandez et al. (2015) pointed out, podcasting became a valuable and important educational tool pretty fast, they were adopted for the first time by Universities such as Georgia College and Duke University, in order to use them in their courses and make learning more flexible and easier. Over time, podcasts evolved beyond audio-only formats introducing enhanced

versions with images and slides, followed by Vodcasts (video podcasts) that applied advancing technology. With faster internet speeds, the rise of smartphones, and the growth and expansion of streaming platforms, podcasts became a dominant source of information and entertainment.

Mainstream media such as BBC, The Wall Street Journal and leading scientific journals took up podcasting as a means of efficient content delivery (Johnson, 2006). The BBC, one of the world's most trusted public broadcasters, was one of the first to do so, providing its radio programs as downloadable podcasts. RSS technology also made it more convenient and suitable by feeding new content directly to listeners. Today, podcasts grown far away from primary area to become an important tool to be used for education, news and journalism, and other forms of digital media, transforming how people learn, share information, and connect with others.

2.3. Types of Podcasts

Podcasts are digital shows you can listen to or watch on your phone or computer. They are accessible any time and cover a lot of different topics. Anyone can create a podcast, making them different from traditional radio or TV.

2.3.1 Interview-Based Podcasts

This kind of podcasts are known for its interviews, where a person talks to people such as experts or have unique experiences to share, and this type is usually accompanied by sound effects to make listening more enjoyable. Talking with this type of people helps you understand things from new perspectives and understand different topics. (Anderson,2011).

2.3.1 Educational Podcasts

Educational podcasts support several aspects and aim to teach Listeners history, science, self-development and languages. This type of podcast simplifies things and explains difficult and complex Things in an easy way that anyone can understand (Anderson ,2011).

2.3.2 Lifestyle & Leisure Podcasts

This genre covers several aspects, focusing on self-development, daily life, career development, relationships, and finance. It also explores hobbies such as gardening, animal husbandry, and collecting, offering easy advice and helpful ideas (Priyakorn, 2023).

2.3.3 Storytelling Podcasts

This genre features the (ASMR) program Autonomous Sensory Meridian Response, which helps the listener relax. This type usually deals with topics such as dramatic stories, reading and telling tales as well as crime fiction and historical events that fascinate many people. (Priya Korn,2023).

2.4 Advantages of Using Podcasts in the EFL context.

Podcasts are useful educational tool. They are a flexible and easy-to-use, allowing both teachers and students to listen to pre-made recordings or record their own, making learning more effective (Yaman,2016). Additionally, Teachers can create their own podcasts, manage it, and customize it to suit the needs of students (King & Cox, 2011).

Also, Podcasts help learners listen to how the language is used in everyday life, which helps them understand it in normal situations (Stanley, 2006). Podcasts. suit different learning style and methods as they help learners in classroom as well as home (O'Bryan & Hegelheimer, 2007).

Some students prefer to learn by listening, while others like to read (in order to understand words and get more familiar with sentences), and there are still others who enjoy watching videos (because the integration of audio and pictures together facilitates learning, which make them prefer this method) (Ramli,2018).

Furthermore, Podcasts help students develop several life skills, such as research and writing (encouraging them to communicate their ideas, reflect them on paper, and structure them into meaningful sentences), editing (improving content and correcting errors), speaking and interacting with people (clearly and confidently, without fear (Bolliger et al., 2010). Podcasts help students and make learning easy and fun, as well as encouraging creativity and thinking which encourages teachers to incorporate podcasts into their classes and push learners to use them and learn in their own way. In addition, they can be used as teaching material, or as additional tool, which makes learning more enjoyable (Richardson,2010).

In summary, podcasts are more than just an educational resource. They support different learning styles, promote skill development, and enhance engagement in learning. As technology continues to advance, podcasts are likely to remain a significant part of education.

2.5 Importance and the role of podcasts in enhancing speaking fluency.

Podcasts are an effective way to improve speaking fluency for language learners. AKYildiz (2024) explained that using podcasts in language learning helps students improve their speaking skills (nova,2024).It engages students more through activities such as creating their own podcasts or discussing topics from podcast which make lessons more fun and enjoyable. In addition, Students practice speaking in a useful way, share their opinions with classmates, which helps them strengthen their language skills, as well as boosts their self-confidence.

Ferangi et al. (2016) agreed that using podcasts in EFL classrooms had a big positive impact on students' speaking skills, helping them develop their speaking skills and improve their way of speaking. Similarly, Safitriani and Jayadi (2021) highlighted that though podcasts, learners listen to real conversations **and** discover new words and useful phrases on various topics such as news and culture, making their speech sound natural.

2.6 Challenges and limitations of podcasts.

According to Jones et al. (2021), the large number of podcasts highlights the most important problem that hinders its success, there are more than 2 million, which leads to confusion in choosing the right program, as well as the large number of podcasts in several applications. In addition, many episodes do not have a clear description, which leads to people hesitating in choosing the episode that suits them.

Ting (2024) states that students and teachers find podcasting good and enjoyable, but sometimes teachers face problems in terms of money and technology, to buy the necessary equipment, in addition to that there are other means of entertainment that attract students other than podcasts, so they must always ensure that the podcast content contains new and interesting things that always attract the attention of learners. Therefore, teachers must solve these problems so that this tool become useful for education.

This section explored the role of podcasts in developing EFL learners' speaking fluency. It highlights how podcasts, as authentic audio resources, expose students to natural speech, support vocabulary and pronunciation development, and encourage regular listening and speaking practice.

Section Three: Literature review

Several studies have explored the potential of podcasts to enhance language learning, particularly in improving speaking and listening skills. Thorne and Payne (2005) initially suggested that podcasts serve as a valuable supplement to traditional instructional materials by offering real-life language input, thereby enriching the learning experience. Stanley (2006) extended this view by emphasizing that podcasts provide access to authentic texts, images, and videos, making them a versatile tool in language education. In a similar vein, Rosell-Aguilar (2007) posited that podcasts promote learner engagement through exploration and interpretation, supporting second language acquisition (SLA) in line with established theoretical perspectives. Complementing these arguments, Hasan and Hoon (2013) asserted that podcasts foster the development of speaking and listening abilities through authentic and meaningful content. Collectively, these studies underscore the multifaceted benefits of podcasts in enhancing language proficiency, particularly in terms of grammar, pronunciation, and vocabulary, while also boosting learner motivation.

In a related context, Ben-boulaid (2013) explored the use of podcasts in enhancing English-speaking skills among students in Algeria's LMD (Licence-Master-Doctorate) system. The study highlighted podcasts as a flexible and engaging edutainment‖ tool that merges educational content with entertainment. Despite the absence of detailed participant information and clarity in the data collection process, the study emphasized the positive impact of podcasts on speaking fluency and the promotion of modern teaching methods. Particularly in Algerian universities, where technological integration is becoming increasingly important, the study's findings reinforce the value of podcasts in language instruction. However, the limited methodological transparency makes it difficult to assess the full reliability and validity of the conclusions.

Building on these findings, Wulan (2018) conducted a study on the impact of podcasts on speaking skills among eleventh-grade students in Indonesia. Comparing an experimental group that used podcasts during speaking lessons with a control group that did not, the study revealed significant improvements in fluency, pronunciation, and confidence among the podcast users. These results suggest that podcasts not only support speaking fluency but also contribute to increased learner confidence. Furthermore, Wulan observed that podcasts encouraged greater student engagement in speaking activities and offered opportunities for extended practice outside the classroom. However, the study has been critiqued for its limited methodological detail and insufficient discussion of improvements in other language skills, such as listening and writing.

Also, a study by Yoestara & Puri (2018), looked at how listening to English podcasts can help students improve their speaking skills, especially their fluency. The researchers worked with Indonesian students learning English and found that when students listened to podcasts regularly, they started speaking more smoothly and with greater confidence. This is because podcasts give students a chance to hear real English, including natural pronunciation, sentence rhythm, and everyday language. As a result, students hesitated less and could express their ideas more clearly and comfortably. In the end, the study showed that using podcasts is a practical and effective way for English learners to become more fluent speakers

Similarly, Al-Jarf (2021) investigated the influence of podcasts on EFL students' speaking fluency in Saudi Arabia. Al-Jarf reported that students who regularly engaged with podcasts demonstrated more fluent and coherent speech compared to those who relied solely on traditional classroom methods. This suggests that podcasts can serve as an effective supplementary tool, especially in contexts where access to native speakers is limited. Nevertheless, while the outcomes are promising, the study would benefit from a more detailed analysis of the podcast

features that most significantly contributed to fluency development. Additionally, the generalizability of the findings remains limited due to the specific educational and linguistic context in which the study was conducted.

Adding further support to this growing body of research, Firdausiyah and Rohaniyah (2024) conducted a qualitative study exploring the use of podcasts to develop speaking skills among Foreign Language Development Program (FLDP) students at IAIN Madura. Their study focused on enhancing students' fluency, accuracy, and communicative competence through podcast tasks centered on themes such as self-introduction, family, hobbies, jobs, and campus life. Using observation and documentation for data collection, and analyzing the results through Miles and Huberman's model, the researchers found that podcasts significantly improved students' speaking proficiency, boosted their confidence, and increased their engagement in language learning. The study supports the integration of podcasts into EFL classrooms as a modern and flexible approach to developing speaking skills.

Conclusion

This chapter discussed the importance of speaking fluency in EFL context and how podcasts can help improve it. Speaking fluency involves not just speaking quickly but also being accurate, and confident. Podcasts are useful tool for improving fluency because they provide real language examples and encourage learners to practice outside the classroom. The studies show that podcasts can be beneficial, but more research is needed to understand how to use them most effectively. Overall, podcasts are valuable tool for language learning, but further investigation is needed to fully explore their impact.

Chapter Two: Methodology, Analysis and Discussion of the Results

Section one: Research Methods

1 Introduction

The present study seeks to investigate both students' and teachers' attitudes and perceptions toward the use of podcasts as a tool to enhance speaking fluency. More specifically, it examines the impact of podcasts on enhancing EFL students' speaking fluency at the Department of English Language, University of Bejaia. Accordingly, this chapter describes the scope and methodology employed to achieve the aims of the present study. It starts by providing a comprehensive description of the research methodology used, data collection methods and tools, and population and sampling techniques. Subsequently, it covers the data analysis methods and the type of statistical analysis applied to examine the gathered data. The chapter concludes with a brief review of the pilot study results, which are used as a comprehensive guide to decide about the methodology of the current investigation.

2 Research Methodology

This study examines the effects of podcasts on EFL students' speaking fluency using a descriptive research design and mixed method. Creswell (2014) claimed that combining approaches results in a deeper comprehension of complicated problems and that both quantitative and qualitative data can be thoroughly explored with this method. the data of the study is gathered through questionnaires and interviews. The questionnaire, are used to record and collecting quantitative data regarding students' use of podcasts and their perceived fluency levels. However, the interviews are u s e d to provide more insights on the use of podcasts and their influence on students' speaking fluency, and offer qualitative information about the opinions and experiences of both teachers and students. A pilot study is conducted to assess the questionnaire,

and modification are made based on the feedback from participants. The quantitative data is analyzed using SPSS, and the qualitative data are examined using thematic analysis.

2.1. Sample and population:

The participants of the present study are both EFL students and teachers at the Department of English, University of Bejaia. The population consists of third-year EFL students along with their teachers. 30 participants are chosen randomly from a total of 98 students to form the study's sample. They are made up of 23 females and 7 males are between 18 and 20 years old. The students have varied speaking abilities and experiences with the English language.

In addition to students, a second group of participants, including 5 EFL teachers who are teaching speaking and oral expression modules at the department, took part in the study. They are selected to gather as much data as possible to support the study with more evidence and insight in relation to the use of podcasts as a pedagogical tool in EFL classes and their perceived impact on the students' speaking fluency.

2.2 Data collection tools

In order to obtain a relevant and comprehensive data for this study, two main data collection tools are used: a questionnaire for EFL students and a semi structured interview with teachers. Meanwhile, these tools are chosen to gather both quantitative and qualitative data regarding the use of podcasts in improving speaking fluency.

2.2.1 Questionnaire

In this research, a questionnaire is used as a convenient instrument to gather quantitative data from third-year EFL students at the University of Bejaia. 30 students are selected to take part

in this research, the questionnaire purpose is to investigate students' perceptions of the use of podcasts in enhancing their speaking fluency. The questionnaire includes both closed-ended questions, which allow for the identification of common patterns and trends among participants, in which trends are identified, and open-ended questions, through which more personalized and descriptive answers are obtained. The questionnaire is into three main parts : general information (gender, age, and podcast familiarity), speaking fluency (confidence, diffaculty, and self-assessment), podcasts and fluency (usage, perceived impact, and attitudes regarding the inclusion of podcasts in English classes). This combined design enables the collection of both extensive and detailed data, that aligns with Dörnyei's (2007) argument that questionnaires are effective in collecting generalizable data while still capturing individual perspectives in educational research.

2.2.2 Interview

In addition to data gathered through questionnaire, a semi structured interview is used with EFL teachers at the university of Bejaia, to gain more insights and elicit data based on teacher's perspectives and experience on the use of podcasts in EFL classes, and their effect on students speaking fluency. According to Dörnyei, 2007) such interviews investigate opinions and topics thoroughly occupational setting as they are more effective in academic research rather than numerical approaches. As well as they give the opportunity to people and help them to explain things better while talking about specific study.

The teachers' interview is designed to elicit their perception and attitude on the use of podcast, within lessons and how this tool has an impact on students' motivation and engagement. It consists of eleven ended questions talking about students' speaking skill and proficiency challenges and the effect of podcasts on pronunciation, confidence

, vocabulary and coherence. Such qualitative data played a role in assessment of students' answers; it facilitates to obtain a larger and clear impact of the use of podcasts on improving oral proficiency in EFL context.

2.3 Data analysis methods

Both the questionnaire data and the teachers' interview, are analysed quantitatively and qualitatively, respectively, in line with this study's mixed-methods. Quantitative data from the close-ended questionnaire items are coded and analysed using the Statistical Package for the Social Sciences (SPSS). Percentages and frequencies as descriptive statistics are utilized in reporting back the responses of the students and determining trends regarding their attitudes towards speaking fluency and podcast use. This serves to provide an overall impression of the attitudes and experiences of the participants. In addition, the qualitative data that are gathered from the semi-structured interview with the teacher are analysed through thematic analysis. Thematic analysis is chosen for analysing qualitative data in this study due to its flexibility and systematic approach to identifying patterns across the dataset (Braun & Clarke, 2006). This method involves reading the responses multiple times to search for emerging themes, patterns, and categories. On the purpose to gain more insight into individual participants' insights. interpretations, and classroom experiences. Merging both types of data enables a more complete and richer understanding of the use of podcasts to foster EFL learners' speaking fluency.

2.4 The Pilot Study

A pilot study is used to evaluate the feasibility, time, and potential challenges of intended research, and the use of podcasts as a means to develop speaking fluency among third-year EFL students at the University of Bejaia. Its main aim is to test the research design, determine the

effectiveness and ease of use of the data collection tools, and examine students' acceptance of podcasts.

The findings shows that 44.44% of the students are somewhat confident‖ and merely 22.22% are very confident‖ in speaking. In addition, the most prevalent problems are the lack of vocabulary and speaking nervousness, both of which are faced by 44.44% of the students. With regards to speaking practice outside class, 50% of the students occasionally practice, while just 22.22% of them practice regularly. Most significantly, 94.44% of the participants had ever heard podcasts, and 83.33% are of the opinion that they helped in the enhancement of speaking skills, specifically pronunciation (50%) and vocabulary (27.78%). Interview and narrative podcasts are the most popular genres, chosen by 44.44% and 38.89% of the students, respectively.

This small-scale study conduct and informing and shaping the main research. It validates the potential of podcasts in the future of speaking fluency learning and promotes a number of changes to the research design. To be more precise, interview and narrative-style podcasts are prioritized, and more consideration is given to vocabulary-based and anxiety concerns. The questionnaire is also remodeled with more clarity and alignment to students' real-life experience. In Overall, the pilot study help guarantee that the main research is more targeted, relevant, and responsive to learners' needs.

2.5 Conclusion

In summary, this section outlines the tools and analysis methods used to collect and interpret data, combining a questionnaire and interview to ensure both quantitative and qualitative insights into the role of podcasts in improving EFL students' speaking fluency. This mixed-

methods approach provides a more comprehensive understanding of students' experiences and perceptions. By integrating both numerical trends and personal viewpoints, the study aims to offer balanced and meaningful findings that can inform future pedagogical practices.

Section Two: Analysis of the Results.

2.1. Questionnaire analysis

This section presents the analysis of the data collected through two main research tools: a questionnaire administered to third-year EFL students and interviews conducted with teachers. These instruments were designed to explore the impact of podcasts on students' speaking fluency and to understand both learners' and teachers' perspectives on using podcasts as a learning tool. The current section focuses specifically on the analysis of the student questionnaire, which was analyzed using SPSS software. The questionnaire is organized into three parts: general information, speaking skills and the usage of podcasts as an educational tool, as well as the analysis of the teacher's interview.

Part 01: general Information

Q1. What is your age?

Table 1:

Participant's age.

		Frequency	**Percentage**
	18-20	15	50,0 %
Q1	21-25	14	46,7 %
	more than 25	1	3,3 %
	Total	**30**	**100 %**

The majority of participants (50%) are between 18 and 20 years old, followed closely by those aged 21 to 25 (46.7%). Only one participant (3.3%) is over the age of 25. This indicates that the sample is predominantly composed of young adults, which may contribute to their openness to using digital tools like podcasts for language learning.

Q2. What is your gender?

Table 2:

Participant's gender.

		Frequency	**Percentage**
	male	7	23,3 %
Q2	female	23	76,7 %
	Total	**30**	**100 %**

The sample consists primarily of female participants (76.7%), while males represent only 23.3% of the total. This gender distribution may reflect the general demographics of the English department at the University of Bejaia or a greater interest in language learning among female students.

Q3. How would you evaluate your English-speaking proficiency?

Table 3:

Self-evaluation of speaking proficiency.

		Frequency	**Percentage**
	very good	5	16,7 %
Q3	good	16	53,3 %

average	9	30,0 %
Total	**30**	**100 %**

More than half of the respondents (53.3%) rate their speaking proficiency as good, while 30% consider it average, and 16.7% describe it as very good. These self-evaluations suggest a moderate to high level of confidence in speaking, although a significant portion still views their ability as average.

Part 02: Speaking skills.

Q4. How do you assess your own speaking?

Table 4:

Self-assessment of speaking skills.

		Frequency	**Percentage**
	very good	4	13,3 %
	Good	18	60,0 %
Q4	Average (not bad, not great)	8	26,7 %
	Total	**30**	**100 %**

Most students (60%) evaluate their speaking as good, followed by 26.7% who consider it average. Only 13.3% perceive their speaking as very good. These results align closely with the previous question, indicating that while students generally have a positive view of their speaking skills, few rate themselves at the highest level of fluency.

Q5. What strategies do you use to improve your speaking?

 Table 5:

Strategies used to improve speaking.

		Frequency	Percentage
	watching English movies	19	30,6 %
	watching TV shows	11	17,7 %
	listening to english podcasts	17	27,4 %
Q5	practicing with native speakers	5	8,1 %
	Taking formal language classes	5	8,1 %
	Others	5	8,1 %
Total		**62**	**100 %**

The most commonly used strategy among participants is watching English movies (30.6), followed by listening to English podcasts (27.4%) and watching TV shows (17.7%). Other strategies such as practicing with native speakers, taking formal language classes, and using other methods each account for 8.1% of the responses. These results reflect a preference for media-based learning approaches, particularly those that provide authentic exposure to spoken English.

Q6. Where do you focus on these aspects when speaking English?

Table 6:

Aspects students focus on while speaking.

		Frequency	Percentage
Q6	Speed of speech (speaking quickly) e.g, in class, with friends, in conversations)	11	20,8 %
	Coherence and cohesion (e.g., in presentations, discussions, study groups)	14	26,4 %
	Pronunciation (e.g, while practicing alone, in listening activities)	23	43,4 %
	pauses (e.g., in oral exams, interviews, casual talks)	3	5,7 %
	Others	2	3,8 %
Total		**53**	**100,0%**

Participants report focusing mainly on pronunciation (43.4%), followed by coherence and cohesion (26.4%) and speed of speech (20.8%). Pauses (5.7%) and other aspects (3.8%) are the least emphasized. These results indicate that learners are particularly attentive to pronunciation when speaking, reflecting their focus on clarity and comprehensibility.

Q7. What challenges do you face the most when speaking English?

Challenges in speaking English.

The students reported a range of challenges affecting their speaking performance. The most common issues include pronunciation difficulties, including problems with stress and accent, and a limited vocabulary, which often lead to hesitation and difficulty expressing ideas. Several participants also mention struggling with fluency, grammar, and sentence structure. In addition to

these linguistic challenges, many students point out psychological barriers such as anxiety, fear of making mistakes, and stress when speaking in front of others. Overall, the responses reflect a combination of language-related and emotional factors that influence students' speaking fluency and confidence.

Part 03: Podcasts as an educational tool.

Q8. How many times do you practice English outside the classroom?

Table 7:

Frequency of English practice outside class.

		Frequency	Percentage
Q7	Daily	16	53,3 %
	Weekly	9	30,0 %
	Monthly	2	6,7 %
	Rarely	3	10,0 %
	Total	**30**	**100 %**

half of the participants (53.3%) report practicing English daily, while 30% practice weekly. A smaller proportion participate monthly (6.7%) or rarely (10%). These results suggest that most learners are actively engage with English beyond the classroom, which may enhance their exposure to spoken language and contribute to improved fluency.

Q9. Have you ever listened to podcasts?

Table 8:

Student' Experience with podcasts

		Frequency	**Percentage**
Q8	No	0	0%
	Yes	30	100 %

All participants (100%) state that they have listened to podcasts. This unanimous response highlights the popularity and accessibility of podcasts among EFL learners and supports the relevance of investigating their impact on speaking fluency.

Q10. How often do you listen to podcasts for English learning?

Table 9:

Listening frequency to podcasts for learning objectives.

		Frequency	**Percentage**
Q9	Daily	5	16,7 %
	weekly	15	50,0 %
	monthl	5	16,7 %
	rarely	5	16,7 %
	Total	**30**	**100 %**

Half of the respondents (50%) report listening to podcasts weekly, while others listen daily

(16.7%), monthly (16.7%), or rarely (16.7%). The variation in frequency shows that while

podcasts are widely known, their use as a regular learning tool still varies among students.

Q11.What type of podcasts do you listen to?

Table 10:

Preferred types of podcasts.

		Frequency	Percentage
	Interview-based	10	11,6 %
	Storytelling	19	22,1 %
	Educational	13	15,1 %
	Comedy	9	10,5 %
Q10	Motivational/Self-improvement	16	18,6 %
	Technology & Science	3	3,5 %
	History	12	14,0 %
	Other	4	4,7 %
Total		**86**	**100 %**

podcasts are the most preferred type (22.1%), followed by motivational/self- improvement

(18.6%) and educational podcasts (15.1%). Interview-based (11.6%), history

(14.0%), comedy (10.5%), technology & science (3.5%), and other types (4.7%) are also

mentioned. These results suggest students are drawn to engaging and inspiring content that combines information with entertainment.

Q12. Why do you listen to podcasts?

 Table 11:

Reasons for listening to podcasts.

		Frequency	**Percentage**
	For entertainment or fun	9	14,1 %
	To improve my speaking skills	22	34,4 %
	To learn new vocabulary	16	25,0 %
Q12	To improve my pronunciation	14	21,9 %
	Other	3	4,7 %
Total		64	100 %

. The most frequently cited reason for listening to podcasts is to improve speaking skills (34.4%), followed by learning new vocabulary (25.0%) and improving pronunciation (21.9%). Entertainment or fun (14.1%) and other purposes (4.7%) are less commonly mentioned. This suggests that the majority of students use podcasts with an academic or skill-building purpose in mind.

Q13.Since using podcasts, which of these areas have you improved?

Table 12:

Areas of improvement from podcasts use.

		Frequency	Percentage
Q13	Pronunciation	18	22,8 %
	Speaking confidence	19	24,1 %
	Grammar	5	6,3 %
	Vocabulary variety	18	22,8 %
	reduced hesitation	8	10,1 %
	intonation	7	8,9 %
	pauses	4	5,1 %
Total		79	100 %

The most frequently reported improvements are in speaking confidence (24.1%), pronunciation (22.8%), and vocabulary variety (22.8%). Fewer participants report gains in reduced hesitation (10.1%), intonation (8.9%), grammar (6.3%), and the use of pauses (5.1%). This indicates that podcasts have primarily support improvements in spoken delivery and lexical development.

Q14. Do you feel more confident speaking English after listening to podcasts?

Table 13:

Confidence gained from podcasts.

		Frequency	Percentage
	Yes	17	56,7 %
	Not really	3	10,0 %
	somehow	9	30,0 %

Q14	No, not at all	1	3,3 %
	Total	**30**	**100 %**

Over half of the respondents (56.7%) state that they feel more confident speaking English after listening to podcasts, while 30% respond somehow. Only a small number say not really‖ (10%) or not at all‖ (3.3%). These results confirm a generally positive impact of podcasts on students' speaking confidence.

Q15. Have podcasts helped you develop your speaking skills or not?

Table 14:

Overall impact of podcasts on speaking skills.

		Frequency	**Percentage**
	Yes	24	80,0 %
Q15	No	6	20,0 %
	Total	**30**	**100 %**

A significant majority (80%) of participants state that podcasts have helped them develop their speaking skills, while 20% say they have not. This strongly supports the potential effectiveness of podcasts as a tool for enhancing EFL speaking fluency.

Q16. What challenges do you face when listening to podcasts in order to improve your speaking?

Table 15:

Difficulties faced when using podcasts

		Frequency	**Percentage**
Q16	difficulty to understand accents	14	32,6 %
	fast speech	14	32,6 %
	lack of subtitles	2	4,7 %
	Difficulty to focus for a long time	12	27,9 %
	Others	1	2,3 %
Total		**43**	**100,0%**

The most commonly reported challenges are difficulty understanding accents (32.6%) and fast speech (32.6%), followed by difficulty focusing for a long time (27.9%). Lack of subtitles (4.7%) and other issues (2.3%) are less frequently noted. These challenges underline the need for learners to develop stronger listening strategies and to receive guided support when using podcasts for fluency development.

Q17. How the speaking fluency aspects (pronunciation/ vocabulary / coherence and cohesion / pauses) could be developed by using podcasts?

Perceived benefits of podcasts on fluency aspects.

The responses to Question 17 reveal several key themes. The majority of students indicate that podcasts significantly contribute to the development of pronunciation and vocabulary. Many point out that consistent exposure to native speakers helps them improve their accent, acquire new vocabulary, and develop better speech rhythm. A number of students also note improvements in coherence and cohesion, stating that listening to structured podcast conversations allows them to understand how ideas are logically connected in speech. Additionally, several responses emphasize the importance of daily practice through podcast listening in enhancing overall fluency, including natural use of pauses and spontaneity in speaking.

2.2 Analysis of the Interview

This section presents the analysis of the interviews conducted with five EFL teachers at the department of English University of Bejaia. The main objective of the interviews is to understand the perceptions, experiences, and opinions of the teachers on using podcasts to help students improve their speaking fluency. After carefully reading and analysing the interview responses, several significant findings are identified.

Theme 01: Teaching Experience of Teachers and Levels of Students

The analysis of the teacher's interview reveals that the teaching experience differs from one teacher to another and that each teacher has a unique teaching background. Such variation that is useful for the study, it allows to get a diverse perceptive and opinions from the teachers at the various career phases. This suggests that they have taught different levels of students. Their experience gives them deep understanding of the students' speaking abilities and their common issues and challenges while learning English, particularly during oral expression sessions and immediate face to face communication.

Theme02: Teacher**'s** perceptions students' speaking fluency.

The investigation of the teachers' perceptions of their students' speaking fluency shows that, approximately, all the teachers report that their students speak at an intermediate level of proficiency. However, they also point out that some of the students are very proficient and fluent speakers of English. One teacher notes that *"some students can be very fluent, others can be average".* Generally, the findings indicate that several students struggle to speak English and to express themselves well. Based on the teachers' assessments and feedback some students speak fluently and confidently, while others or the majority need more practice, guidance and support to improve their fluency. As another teacher comment, *"most of EFL students have an intermediate level of speaking proficiency, some are excellent and only few have a low level."* This implies that the students' speaking abilities can therefore vary greatly even within the same class or year.

Theme 03:   Challenges Faced by Students in Speaking Fluently

All five teachers report that their students face several challenges when trying to speak fluently, with lack of practice being the most common. Many students do not speak English regularly, either in or outside the classroom, which limits their fluency development. In addition to limited practice, students often struggle with fear of making mistakes, low confidence, limited vocabulary and lack of motivation. These factors discourage them from participating in speaking activities and improving their speaking abilities. Teachers also highlight the lack of real-life opportunities to use English, noting that students are rarely exposed to the language outside the classroom, which further hinders their progress.

Theme 04: Experience and attitudes towards podcasts

All of the teachers who are asked about their use of podcasts in the classroom, say that they have a minor experience with it or they have not really used them much in their classes. While few of them highlight that they have never used podcasts. The main reason for their decreased use of podcasts is lack of time and materials, one of the teachers states that: *"did not use podcasts before, because of the time limited and lack of materials."*

The majority of instructors indicate that finding the appropriate podcast that goes with their lessons' plans and students' levels is time consuming. Despite their very limited use of podcasts, all of the teachers express positive and favorable attitude toward them. They promote their use and see that they may help students become more proficient in English, particularly in speaking fluently. Several instructors express that with additional support such as pre-prepared materials or exemplar lessons involving podcasts, they would be more willing to integrate podcasts into their teaching practices. As said by one of the teachers *"I have not really used podcasts, but I would have if the necessary material were available"*. Their positive and enthusiastic responses indicate a strong interest in adopting this tool in the classroom.

Theme05: Perceived Benefits of Podcast

The results show that all of the teachers agree that podcasts can help EFL students in a number of ways. One of the most significant advantages of podcasts is that they expose students to real spoken English. Unlike traditional formal instruction such as reading books and oral sessions, podcasts allow learners to hear real conversations, authentic accents, and the way people truly talk. This is explained by one teacher when saying: *"They expose students to natural and*

authentic speech and pronunciation, different accents, different dialects." This exposure helps students become better prepared for authentic conversation by hearing diverse speech patterns.

Podcasts are also seen as beneficial for improving vocabulary and pronunciation. Where another teacher confirms, *"Pronunciation is the first aspect podcasts influence the most, vocabulary too they certainly enrich the EFL students' vocabulary."*

Unlike memorizing vocabulary lists, students can learn the correct pronunciation and adopt new words by listening to native speakers and fluent speakers in real contexts. Additionally, the teachers note that podcasts could help improve listening comprehension, saying that, *"listening to podcasts provides authentic input and improves their listening skills."* So, regular exposure to natural speech improves students' abilities to understand spoken English, and they may become more comfortable with applying grammar effectively in their own speech by hearing it used correctly in everyday conversations. In summary, the teachers think that podcasts are a good approach to teach students actual, natural English while also helping them develop critical language skills such as pronunciation, vocabulary, and listening comprehension

Theme 06: Aspects of Fluency Most Influenced by Podcasts

The teachers identify several key aspects of speaking fluency that could significantly be improved using podcasts, through podcast utilization. Pronunciation is one of the key aspects that can be improved the most via podcasts and authentic language exposure. Instructors cite that students exposed to listening to native speakers on a regular basis begin to acquire an increased awareness of correct intonation and patterns of pronunciation. As one of the teachers explain: *"Pronunciation is the first aspect podcasts influence the most; vocabulary too they certainly enrich the EFL students' vocabulary."* By hearing words and sounds in context, students are more

likely to reproduce them accurately when speaking. Apart from pronunciation, teachers also believe that podcasts could have a positive influence on students' confidence, as they expose them repeatedly to natural English as it is spoken by its native speakers, which may make the students more comfortable with the rhythm and pattern of the language. According to another teacher: *"listening to podcasts provides authentic input and improves their listening skills."* This not only helps students become familiar with the rhythm of natural speech but also boosts their confidence level with the language since they use it for themselves. Besides, podcasts are also seen as a tool for vocabulary enrichment and listening skill. The teachers agree that listening to English spoken in real-life contexts helps learners learn new words more effectively, as they hear them being used in real-life contexts, as compared to isolated vocabulary lists.

Podcasts also facilitate listening comprehension because students start noticing repeated sentence patterns and structures. They find these patterns to apply in forming their sentences. Overall, teachers agreed that podcasts would significantly contribute to most critical areas of speaking fluency, including pronunciation, learning vocabulary, building confidence, listening comprehension, and knowledge of grammar.

Theme 07: Recommendations for Podcast Integration

Even though most teachers have not used podcasts widely themselves, they have a wealth of practical advice for how to integrate podcasts into English lessons successfully. Firstly, they recommend choosing short podcasts that are within the students' level of English. Challenging or long podcasts could be too overwhelming for students, especially those who are struggling to build their fluency. Short and simple podcasts can engage students and make the activity seem manageable. Secondly, the instructors say that podcasts should not just be for passive listening. They suggest creating subsequent activities from the podcasts such as:

- Classroom discussions: requiring students to talk and negotiate about the topic heard in the podcast.

- Provide summaries: requiring students to explain the main points in their own words.

- Role-plays: requiring students to act out portions of the podcast or create dialogues based on the topic.

- Listening tasks: such as completing missing words during listening.

These exercises would allow students to use the language they are listening to actively, enhancing both understanding and speaking skills. Finally, the teachers emphasize how important it is to motivate students to listen to podcasts outside of class. They point out that regularly hearing English in their free time could have a real impact. Whether students are commuting, working out, or just unwinding, they can turn listening into a daily habit without it taking up any extra classroom time.

To conclude, while podcasts are not widely used yet by the EFL teachers at the University of Bejaia, all of them believe in their role in increasing fluency in speaking especially in terms of pronunciation, vocabulary, confidence, listening, and grammar. Teachers need better resources, planning support, and engaging strategies in order to incorporate them into classes effectively. Through proper materials and encouragement, podcasts can be a valuable tool to facilitate the oral English of students.

Section 03: Discussion of the main results.

Interestingly, the results of the current study investigating the effect of podcasts on enhancing EFL students speaking fluency revealed that both EFL teachers and students developed a positive attitude towards the use of podcasts as teaching and learning tool in EFL classes. They both view it as a successful tool to enhance English speaking fluency.

Mainly, the findings indicated that both teachers and students highlighted the positive impact of podcasts on developing EFL students speaking fluency in terms of pronunciation, vocabulary acquisition, listening skills, and speaking confidence. This finding can be supported on the basis of the following strong arguments. First, students' frequent exposure to real speech in the form of podcasts enables internalization of patterns of intonation, rhythm, and pronunciation for natural fluency. Second, podcast's flexibility and informality can assist in the lowering of students' affective filters, with students feeling more comfortable and confident in speaking English. Third, podcasts enable independent learning, as students learn from them independently outside the classroom, raising not only the quantity but also the quality of their language input.

Additionally, although students reported few opportunities to use English in real contexts, their use of podcasts helps bridge the gap between passive listening and active production, by improving their comprehension and spoken production skills. Finally, the instructors acknowledged the operational challenges in using podcasts in the classroom but did express an evident willingness to introduce them with the necessary provisions and supports. These perceptions validate the effectiveness of podcasts as an additional instrument for enhancing the fluency of EFL learners in speaking.

These findings align with Rosell-Aguilar (2007), who finds that podcasts, as a supplementary learning resource, could help learners achieve fluency development by exposing them to natural language use. Moreover, the teacher's interviews identifies that pronunciation, vocabulary, and listening could be greatly enhanced through podcasts, which supports the views of Wulan (2018), who state that exposure to authentic spoken English through podcasts allows learners to internalize pronunciation patterns and vocabulary in context more effectively.

Further, the findings also, reveal that the repetitive listening to native speech patterns enrich the production of more natural-sounding speech on the part of the students. This resonates with Stanley (2006)'s argument that fluency is significantly contribute to by the frequency of exposure to the target language, particularly authentic materials like podcasts. Moreover, the results show

that podcasts also contribute to the enhancement of students' confidence, an aspect that is backed by Thorne & Payne (2005), who further state that listening to podcasts allows learners to develop a more natural rhythm and intonation in speaking, which also leads to their increased comfort with speaking English.

The results also indicate that, while classroom utilization of podcasts is very low, the educators recognize the key role of podcasts in improving fluency. This resonated with the views of Ben-boulaid (2013), when effectively utilized, podcasts present a user-friendly tool for language learners to improve their speaking proficiency outside the traditional classroom setting. This finding is also, consistent with Hasan & Hoon (2013), hypothesis saying that, increased exposure to the language specifically in the form of podcasts bridges the gap between passive listening and active speaking.

Additionally, the analysis show that the majority of the students (83.33%) are familiar with podcasts, and saw them as a beneficial tool for improving their speaking skill, particularly their pronunciation and can be explained by their extensive exposure to modern information and communication technology. Today's students are immersed in digital environments where accessing audio and video content is part of their daily routine. Especially, with the widespread use of smartphones, high-speed internet, and platforms like YouTube and Spotify, which makes it

easy to get access to podcasts either for entertainment or for informal learning. This accessibility contributes to students' familiarity with podcasting as a medium and explains why they view it as a valuable tool for language development, even outside formal instruction.

This agrees with the findings of Rosell-Aguilar (2007) that students appreciate the flexibility of podcasts as they allow for repeated exposures to the target language outside the classroom. However, a number of students reported difficulty in finding opportunities to practice English speaking outside the classroom, which indicates a gap between real-life application of speaking skill a dilemma that was also echoed in the teacher interviews.

The teachers report the students' limited exposure to English in real-life situations as a significant hindrance to fluency development. Interestingly, while most of the teachers see the potential of podcasts, they are also worried about a lack of resources and time for integrating podcasts into their instruction. This goes in line with –Al-Jarf (2021), who state that, logical concerns are a barrier to use and integrate podcasts in EFL classes. These worries were corroborated by the teachers in this research, who cited challenges in looking for appropriate podcast material and giving time for the students to utilize podcasts in a way that is beneficial.

Despite these constraints, the teachers expressed a strong willingness to utilize podcasts in their instruction if they were provided with more support, such as prepared materials and resources. This willingness aligns with the contention of Wulan (2018), who asserted that teachers' attitudes towards podcast utilization are positive if they are provided with adequate resources and training on how to implement podcasts in their instructional methods. In general, the teachers' perceptions of podcasts as an effective tool to improve speaking fluency align with Thorne & Payne (2005), in that podcasts were capable of serving as an effective complementary

tool, particularly where teachers possess the necessary resources. Both students' and teachers' positive attitudes reflect growing acceptance of podcasts as an effective tool to facilitate speaking fluency, but with restrictions on resource availability and integration

In summary, this study answers the main research questions and demonstrates that podcasts have a great impact on enhancing the speaking fluency of EFL students, particularly pronunciation, learning vocabulary, and speech fluency. The research has also been able to achieve its goals by examining students' and teachers' attitudes towards podcasts as a tool for developing speaking fluency, while emphasizing the advantages and challenges of their integration into teaching methods. Although the use of podcasts in teaching practices is still very limited, the research finds that there is a high degree of awareness about their pedagogical value among learners and teachers alike. Teachers were also apparently exited to utilize podcasts more actively if well supported and provided with good materials. Implemented properly and well-supported, podcasts can become a dynamic and valuable element in EFL instruction, having the potential to make a rich contribution to the development of oral fluency.

General Conclusion

General Conclusion

Speech fluency is a critical aspect of language proficiency, especially for EFL learners, since it significantly influences their ability to communicate effectively in various real-life situations. Becoming fluent in speech not only increases learners' confidence but also encourages better interaction and comprehension in academic and non-academic situations. This study investigates how to enhance EFL students' speaking fluency through the use of podcasts as a pedagogical tool. The main aim of this research is to investigate the perception of using podcasts among third-year University of Bejaia students and to what extent these audio materials contribute to improving their speaking fluency.

To fulfil the aim of this research, a non-experimental design is employed, applying a mixed-methods approach employing both quantitative and qualitative tools. Specifically. Data on students' experience, habits, and mindset towards podcasts is collected using a student questionnaire, while, interview are used to gather information on teachers' perspectives and viewpoints regarding the use of podcasts in class. The merging of these tools provides a clearer understanding of the impact of podcasts on the fluency of learners as well as the role the teachers can play in maximizing their effectiveness.

Interestingly, the outcomes of the present study show that both teachers and students have positive attitudes towards using podcasts to facilitate language learning. Learners acknowledge the role of podcasts in enhancing their fluency, especially in vocabulary acquisition, pronunciation, and overall speech confidence, podcast usage is also seen to be beneficial in stopping hesitation and fear of speaking. Moreover, the findings reveal that the teachers are in favour of integrating podcasting as supportive tool that exposes students to authentic

language input and encourages active listening and speaking practice. Yet they also stressed selecting podcast materials that match learners' level and interest levels.

Based on the conclusions and their alignment with previous research, the study put forward several valuable recommendations aims at curriculum developers, EFL teachers and students to enhance language learning outcomes. The study concludes with key recommendations and acknowledges certain limitations that were previously discussed. It emphasizes the potential of podcasts in enhancing speaking fluency and offers a foundation for future research in EFL contexts.

In general, this research highlights the significance of podcasts as a modern tool for learning a foreign. According to the research, third-year EFL students are broadly receptive to adopting them and perceive various benefits in fluency development. The research also shed light on the teacher's role in podcast learning promotion and gave insight into how it could be applied practically in the University of Bejaia learning environment.

4.1 Recommendations and suggestions

4.1.1 Recommendations to teachers

Based on the findings of this study the following recommendations are proposed specifically for EFL teachers;

- Adopt Podcasts as a Regular Teaching Resource, teachers should try to integrate podcasts into their lesson plans to expose students to real-world language use. Additionally, Podcasts provide access to natural speech, current vocabulary, and diverse accents, making them effective tools for improving listening and speaking fluency.

- Use Podcasts to Target Pronunciation and Intonation; teachers can select podcast content that highlights key speaking features, such as stress patterns, intonation, and rhythm. These elements can be used in follow-up pronunciation drills or imitation exercises.

- Encourage Student-Created Podcast Tasks, students can create short podcast episodes as part of speaking practice. This not only motivates learners but also improves their ability to organize ideas, speak with clarity, and build fluency through real communication.

- Plan Podcast-Based Interactive Activities, students can benefit from Pair podcast listening with speaking tasks such as group discussions, debates, or problem-solving tasks based on podcast topics. These interactions help reinforce fluency through purposeful use of language.

- Support Fluency Development Through Tasks in order to help students with hesitation or limited vocabulary, design pre-listening vocabulary support and post-listening speaking prompts. These scaffolds reduce anxiety and allow students to express themselves more fluently.

4.1.2 Recommendations to students

Students are encouraged to use podcasts as a tool for independent learning outside the class.

The majority of the respondents in the study are ready to listen to podcasts on their own, and this trend should be supported and developed. By listening to English-language podcasts regularly, students can expose themselves to authentic speech, enhance their vocabulary, and gain a better sense of the rhythm and intonation of speech. Setting individual objectives for learning, such as practicing specific subjects or applying shadowing abilities, renders the process efficient and fun. Selecting podcasts that are consistent with their Interests and levels of ability ensures learners' engagement and motivation. Finally, when learners take control of their language

learning process through frequent and intended podcast use, they reinforce what they have learned in class and gain greater fluency over time.

4.1.3 Suggestions for further research.

The current study also necessitates additional research on the impact of podcasts on EFL speaking fluency.

While the current study provides some preliminary insights, experimental research designs in future research would reveal the long-term effect of podcast use in language learning. These designs would also provide more concrete evidence for the effectiveness of podcast use in the EFL classroom. Additionally, research on the use of podcasts in various learning contexts could also reveal important contextual variables in their effectiveness. Researchers are also encouraged to investigate learners' interests in podcasts, listening habits, and levels of engagement, as these data may help shape more targeted and learner-centered podcast-based pedagogical initiatives. Continued investigation in this area can ultimately work towards a greater understanding of the ways in which digital technologies like podcasts can facilitate second language learning in meaningful and sustainable ways.

4.1.3 Limitations of the study

In the course of the present study, many interesting and fruitful results are reached. However, it is crucial to point out that a number of limitations and difficulties are encountered and impeded the study progress.

- The study is conducted on a small scale, that is limited to 30 students and 5 EFL teachers due to availability constraint. Therefore, the results of the study cannot be generalized to a larger population.

- Most of the students provide concise or short responses to the open-ended questions of the questionnaire. This paucity of explication constrained the richness of the qualitative data and the researcher's ability for extracting detailed insights into learners' personal experiences and perceptions regarding podcast use.

- The study is conducted over a relatively short duration of time, which may not have been sufficient to discover detectable or long-term improvements in students' speaking fluency. Language learning, particularly in speaking, requires long-term exposure and practice, which was constrained by the brief duration of this study.

- The research process is derailed by a change in academic supervision midway through the study. While both supervisors are helpful, the transition affect continuity of feedback and may have been a factor in delays or incoherence in producing and refining sections of the thesis.

- Although this study aims at the implementation of podcasts as a pedagogical tool, is observed that most EFL teachers did not use podcasts in actual classroom teaching in real time. This absence of real-time classroom usage limited the researcher's avenues for investigating the real-time incorporation of podcasts into teaching and their direct impact on classroom speaking tasks.

In summary, despite some limitations, this study sheds light on the potential of podcasts as an effective tool for developing speaking fluency among EFL learners. The recommendations provide aim to encourage more active and strategic use of podcasts in both teaching and learning contexts. By addressing the limitations and building on the findings, future research can further explore and refine the use of digital resources to support second language acquisition in increasingly dynamic and learner-centered ways.

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Appendix

Appendix A: A pilot study

Title: Investigating the Effect of Podcasts on Enhancing EFL Students' Speaking Fluency

Instruction: Please answer the following questions honestly. Your responses will remain confidential and are used only for research purposes

Section 01: Background Information

1. Age:

☐　18-20

☐　21-25

☐　More than 25

2. Gender:

☐ Male

☐ Female

3. How long have you been studying English?

☐ Less than 5 years

☐ 5–10 years

☐ More than 10 years

Section 02: Speaking Fluency

4. On a scale of 1 to 5, how confident do you feel speaking English in everyday situations?

☐ Not confident

☐ Slightly confident

☐ Moderately confident

☐ Confident

☐ Very confident

5. What are the biggest challenges you face when speaking English?

☐ Lack of vocabulary

☐ Difficulty forming sentences

☐ Hesitation or nervousness

☐ Pronunciation problems

☐ Others…………………………………………………………………..

6. How often do you practice speaking English outside the classroom?

☐ Never

☐ Rarely

☐ Sometimes

☐ Often

☐ Always

Section 03: Podcasts and learning.

7. Have you ever listened to English podcasts?

☐ Yes

☐ No

8. If yes, how often do you listen to English podcasts?

☐ Rarely (less than once a month)

☐ Occasionally (1–3 times a month)

☐ Regularly (once a week or more)

9. Do you think listening to podcasts improves your ability to speak English fluently?

☐ Yes

☐ No

☐ Not sure

10. What do you focus on when listening to podcasts?

☐ Vocabulary

☐ Pronunciation

☐ Sentence structure

☐ Listening for meaning

☐ Other: ………………………………………………………………………

11. What kind of podcasts do you think are most helpful for improving speaking fluency? (e.g., interviews, storytelling, news, etc.) ……………………………

Appendix B: Students' Questionnaire

Instruction:

> Dear Participant, this questionnaire aims to explore how podcasts influence the speaking fluency of EFL learners. we would greatly appreciate if you dedicate some of your time to answer our questionnaire. Your responses will remain confidential and used for academic purposes only.

- You can choose more than one answer when it's necessary.

Section 01: general Information

1. What is your age?

☐ 18-20

☐ 21-25

☐ More than 25

2. What is your gender?

☐ Male.   ☐ Female

3. How would you evaluate your English-speaking proficiency?

☐ Very good.   ☐ Good.   ☐ Average.

☐ low.   ☐ very low.

Section 02: Speaking skills.

4. How do you assess your own speaking?

☐ Very good

☐ Good

☐ Average (not bad, but not great)

☐ Limited

5. What strategies do you use to improve your speaking?

☐ Watching English movies.

☐ Watching TV shows.

☐ listening to English podcasts.

☐ practicing with native speakers.

☐ Taking formal language classes.

☐ others

……………………………,………………………………………………………

6. Where do you focus on these aspects when speaking English?

☐ Speed of speech (speaking quickly) e.g, in class, with friends, in conversations)

☐ Coherence and cohesion (e.g., in presentations, discussions, study groups)

☐ Pronunciation (e.g, while practicing alone, in listening activities)

☐ pauses (e.g., in oral exams, interviews, casual talks)

Others…………………..,……………………………………,………………………

7. What challenges do you face the most when speaking English?

………………………………………………………………………………………

………………………………………………………………………………………

………………………………………………………………………………………

Section 03: podcasts as an educational tool.

8. How many times do you practice English outside the classroom?

☐ Daily

☐ weekly

☐ monthly

☐ rarely

9. Have you ever listened to podcasts?

☐ Yes

☐ No

10. How often do you listen to podcasts for English learning?

☐ Daily

☐ weekly

☐ monthly

☐ rarely

11. What type of podcasts do you listen to?

☐ Interview-based

☐ Storytelling

☐ Educational

☐ Comedy

☐ Motivational/Self-improvement

☐ Technology & Science

☐ History

Other………………………………………………………………………………

12. Why do you listen to podcasts?

☐ For entertainment or fun

☐ To improve my speaking skills

☐ To learn new vocabulary

☐ To improve my pronunciation

Other……………………………………………..,………………………
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13. Since using podcasts, which of these areas have you improved?

☐ Pronunciation

☐ Speaking confidence

☐ Grammar

☐ Vocabulary variety

☐ reduced hesitation

☐ intonation

☐ pauses

14. Do you feel more confident speaking English after listening to podcasts?

☐ Yes.   ☐ Not really.   ☐ somehow.

☐ No, not at all.

15. Have podcasts helped you develop your speaking skills or not?

☐ Yes

☐ No

If yes, in what ways have podcasts helped you to improve your speaking?

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16. What challenges do you face when listening to podcasts in order to improve your speaking?

☐ difficulty to understand accents

☐ fast speech

☐ lack of subtitles

☐ Difficulty to focus for a long time

Others ……………………………………………………………………………

17. How the speaking fluency aspects (pronunciation/ vocabulary / coherence and cohesion / pauses) could be developed by using podcasts?

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Thank you for your collaboration!

Appendix C: Teachers' Interview

Dear Teachers,

This interview is part of a study investigating the effect of podcasts on enhancing EFL students' speaking fluency at the Department of English, University of Bejaia. It is designed to gather your insights and opinions on the role of podcasts in language learning and their effectiveness in enhancing speaking fluency. Your time and contribution are highly valued, and we sincerely appreciate your participation in this study.

Please note that all the information you provide will remain strictly confidential and will be used solely for academic purposes.

Interview Questions.

1. How long have you been teaching English?

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2. What levels or age groups have you worked with?

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3. How would you describe your EFL students' speaking proficiency?

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4. Based on your experience, what are the main challenges that EFL students face in developing speaking fluency?

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5. Have you ever used podcasts or thought to use (them) as a teaching tool in your EFL classes?

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If yes, how did you implement them in your lessons?

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If not, what are the reasons?

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6. In your opinions, how effective are podcasts in improving EFL students speaking fluency? Explain.

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7. Do you think that students can benefit from watching or listening to podcasts? Explain.

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8. In your opinion, which aspects of speaking fluency do podcasts influence the most?

(Vocabulary, pronunciation, grammar, coherence, confidence, etc.) Please explain.

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9. Would you recommend using podcasts as a strategy for improving EFL students'
speaking fluency? Why or why not?

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10. Have you noticed any changes in students' confidence, motivation and
participation levels when using podcasts in the classroom?

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11. Taking into consideration the challenges EFL students face in developing
speaking fluency, how can teachers effectively integrate podcasts into their
teaching methods to address these challenges and support speaking skill
development?

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Thank you very much for your time and valuable insights!

Résumé

La présente étude vise à examiner l'effet des podcasts sur l'amélioration de la fluidité orale des étudiants en anglais langue étrangère (EFL), en se concentrant sur les étudiants de troisième année à l'Université de Béjaïa. Une étude pilote a été menée auprès de 18 participants afin d'évaluer la fiabilité et la clarté des instruments de recherche. Cette recherche adopte une approche méthodologique mixte, combinant des données qualitatives et quantitatives issues d'un questionnaire adressé aux étudiants et d'entretiens menés avec les enseignants. Ainsi, le logiciel SPSS a été utilisé pour analyser les résultats du questionnaire, tandis qu'une analyse thématique a été appliquée aux entretiens. Les résultats montrent que les podcasts contribuent de manière significative à l'amélioration de la fluidité orale des étudiants, en enrichissant leur vocabulaire, en améliorant leur prononciation et en renforçant leur confiance en soi. De plus, l'intégration des podcasts dans le processus d'apprentissage a suscité un plus grand intérêt et une motivation accrue chez les étudiants. Ces résultats mettent en évidence les avantages pédagogiques de l'utilisation des podcasts dans les classes de FLE, suggérant qu'ils peuvent être un outil efficace pour favoriser la fluidité orale et l'autonomie des apprenants.

Mots-clés : Apprenants EFL, podcasts, fluidité orale. Anglais comme une langue étrangère