



**An-Najah National University**  
**Faculty of Graduate Studies**

**EFFECTIVENESS OF USING PODCASTS ON  
IMPROVING NINTH GRADERS' LISTENING  
SKILLS AT SALFIT PUBLIC SCHOOLS**

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**This Thesis was defended successfully on 17/08/2023 and approved by:**

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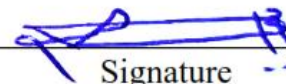
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## **Dedication**

By the end of this study, I thank Allah the Almighty, my Creator and constant Supporter, who gave me the strength and health to complete the study.

I dedicate this thesis to my dearest parents for their endless love, care and support which helped me to make my dreams come true.

To my close friends and classmates at the Faculty of Graduate Studies. I am highly grateful for supporting me throughout my entire master degree.

My work is entirely dedicated to my dearest instructors and teachers whose unwavering support made this thesis feasible.

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Last but not least, I want to thank An-Najah National University's professors for their hard work and efforts.

## Declaration

I, the undersigned, declare that I submitted the thesis entitled:


### **EFFECTIVENESS OF USING PODCASTS ON IMPROVING NINTH GRADERS' LISTENING SKILLS AT SALFIT PUBLIC SCHOOLS**

I declare that the work provided in this thesis, unless otherwise referenced, is the researcher's own work, and has not been submitted elsewhere for any other degree or qualification.

**Student's Name:**

Elham Deek

**Signature:**



**Date:**

17/08/2023

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## **Abstract**

Podcast is one of the most essential technological tools that can be used in teaching and learning process. This study aimed to investigate the effectiveness of podcasts on improving ninth graders' listening skills in Salfit Public schools. In this study, the quasi-experimental approach was used through an action research method which was implemented by the researcher who is also a teacher. To achieve the study objectives, 48 intermediate English students from ninth grade participated in this quasi-experimental study. Both the control and experimental groups were chosen randomly. Pre- and post-tests were used to collect quantitative data, whilst teacher reflections were used to collect qualitative data. The acquired data were analyzed using the SPSS computer package, and themes from the self-reflection were inferred using the thematic analysis approach. Results showed that there are statistically significant differences at ( $\alpha \leq 0.05$ ) in the ninth graders' scores in listening in the post- test of the experimental group. The listening post-test indicated a positive impact of podcast on the students' listening skills. The mean score of the experimental group was higher than the mean score of the control group in the post- test. The results also showed the ability of podcast to promote students' learning, to improve their listening skills and to create independent learners. In the light of the results, teachers are advised to use podcast as a tool to teach English language skills especially listening skills.

**Keywords:** Podcast, effectiveness, listening skills, ninth graders.

# Chapter One

## Introduction and Theoretical Background

### 1.1 Introduction and Theoretical Background

Teaching is considered by many educators as a science and an art. On one hand, it requires a great deal of knowledge and experience that enable the teacher to teach effectively and skillfully to help students learn. On the other hand, teachers should provide the best of their talents and skills to make their teaching sessions interesting and motivating. Nowadays, thanks to technology, teachers are surrounded by a variety of technological resources and materials that can be used for teaching different subjects including the English language.

In our sprawling world, English language teaching has witnessed unprecedented changes in all aspects of teaching and learning methods and resources. These critical changes were natural responses to the changing needs and demands of the new generations of learners who tend to struggle in this competitive world. Thus, English language teaching and learning has become more demanding. In this respect, (Sayed Munna & Kalam, 2021) argue that the teaching process will be a successful process when learners are able to use English effectively in their real- life situations.

English is the first world language where people use it everywhere regardless of their country or their native language. This means that English is learnt and taught either as a second language or as a foreign language in many countries around the globe. However, people do not have to be Americans or British to speak English. In addition, people who are fluent in English have the opportunity to join debates and conversations easily. (Mohamadaid & Rasheed, 2018). Knowing the English language helps in using modern technology because the majority of technological aids, applications and programs are in English. Moreover, English paves the way for its speakers and learners to get better opportunities. Therefore, parents, teachers and all the educated people make sure that their children learn the English language and improve their language skills.

When the process of teaching English is taken into account, many teachers claim that teaching English as a foreign language in the Arab World countries involves several challenges. In this respect, it is known that English and Arabic are not cognate

languages which entail many differences between them in terms of phonology, morphology, semantics and syntax. Furthermore, teachers of English as a foreign language (EFL) should take into consideration some specific factors while teaching such as, students' levels, students' needs and interests and the objectives of the lesson (Elizabeth, 2010). The teacher has to make the best and most appropriate decision in terms of the methods and techniques in order to promote learners' achievement and scaffold their skills. According to (Thaosiri & Chano, 2022), the main areas that teachers should focus on while teaching are listening and speaking.

The methods and approaches that teachers follow to teach usually affects the learning process in general and students' achievement and engagement, in particular. We all know that each student has different background knowledge and a different level of linguistic competence. This means that teaching cannot be described as one -size -fits all indicating that one particular method cannot be suitable for all students. (Nagaraj, 2003) added that the methods of teaching English have developed rapidly recently and influenced the teaching and learning process greatly starting from the grammar-translation method and up to the most contemporary methods including gamification, dramatization, suggestopedia, and the like.

In addition, the world has witnessed tremendous developments in various areas of life, especially in the field of information and communication technology (ICT). In fact, people are increasingly relying on technology either for communication, education, business, or even for entertainment. (Bolibekova, Jalolova, Nematov, & Tangriyev, 2020) added that people and their needs change over time. Nowadays there is a technological progress that requires the use of technology in all aspects of life, especially education. By using technological methods in teaching, students will not only depend on memorizing information, but they are also expected to better interact with the teaching process. Hence, students will practice what they learn at the end of the teaching-learning process. In addition, modern methods depend on applying the new technological aids in the educational process as these aids help in improving the acquisition of language which increase the effectiveness of education while adding some fun to the teaching situations. Besides, learning a foreign language necessitates the skillful use of new types of technological advancements including multimedia devices, mobile phones, audio-visual materials and internet applications, to name a few.

(Al-Qahtani & Lin, 2016) maintained that using modern technology should be connected with English language teaching as it offers a great number of opportunities to enhance the content and learning language skills. As a result, students will be able to acquire language knowledge and skills, which leads them to achieve the required results. Using the best available technologies has the potential to maximize students' learning and engagement, provide more opportunities for fun learning as well as more spaces for practicing English even outside the classroom walls.

In terms of the so-called internet applications, podcasting has become an important educational outcome of modern technology. It is one of the most cutting-edge technology media that has long been employed in teaching. According to (Mcgarr, 2009), podcasting is the sharing of audio or video files that can be downloaded from the internet or given to subscribers. It provides many resources for students to use over the web. Listeners find a great collection of Podcasts on iTunes store without the need to visit every website in order to listen to a new one. Television podcasts, radio podcasts, school podcasts, and individual or group podcasts are among the many forms of podcasts available on the Internet. Therefore, there are many options for learners to improve their oral skills (Raba, 2017) (Raba & Mas'oud, 2019).

According to (Rosell-Aguilar, 2007), podcast technology is closely linked to constructivist learning techniques, in which a person creates knowledge via active research and observation not only by taking information. In this regard and according to the constructivist viewpoint, learning is an active process in which an individual gains knowledge through observation, interpretation, and investigation. Thus, learners build their knowledge instead of only receiving the information without thinking of them (Landis, 2008).

Learning any language, especially English, can benefit from the development of podcasts. Many studies have ensured that using podcast has positive effects on teaching and learning. It also helps in improving learners' language skills especially listening and speaking ( (Ashton-Hay & Brookes, 2011); (Raba, 2017)). According to (Abdulrahman, Basalama, & Widodo, 2018) the use of podcasts in a language classroom enables students to understand the content easily and improve their listening comprehension.

Therefore, the current study investigated the effectiveness of using Podcasts on improving ninth graders' listening skills at Salfit public schools.

## **1.2 Review of Related Literature**

A large number of studies have been carried out to examine the effectiveness of podcasts on improving student's English and its vital role in the teaching- learning process. For the sake of clarity, the researcher arranged these studies topically. The topics include listening skills and their significance in the classroom, English for Palestine curriculum, importance of podcasts, perceptions toward Podcasts and effects of podcasts on students' language skills. To this end, several previous studies will be reviewed for the purpose of enriching the thesis with relevant content.

### **1.2.1 Teaching English**

Teaching English is an important and fulfilling career that contributes significantly to global awareness and efficient interaction. Teaching English can be an enjoyable job for anyone, native English speakers or proficient non-native speakers. Proficiency in the English language, involving grammar, vocabulary, pronunciation, and comprehension, is crucial for educators. A bachelor's degree is typically required for English language teaching jobs, and some may call for specific certifications like TESOL (Teaching English to Speakers of Other Languages) or TEFL (Teaching English as a Foreign Language) (Gibreel, 2018).

To accommodate students' varied learning styles and preferences, a variety of teaching methods are used when teaching English. The communicative language teaching method, which places a strong emphasis on using language in everyday contexts by analyzing interactions and circumstances. In contrast, the grammar-translation method concentrates on translation exercises and grammatical rules. Task-based method is used to learn English in context, as students work on particular tasks or projects. Content-based method integrates language learning with content knowledge by teaching English through subjects like science or history. The direct method emphasizes immersion learning by focusing on context and dialogue rather than using the students' home tongue. Furthermore, The audio-lingual approach places a strong emphasis on oral and auditory practice of language patterns through drills and repetition. The eclectic approach combines components of many approaches to produce a teaching plan that is

adaptable and versatile. Because learner proficiency, cultural background, and personal preferences can all affect how effective a method is, instructors often combine different ways to better suit the demands of their students (Nurhayati, Supriyanti, & Triastuti, 2008).

Teachers can teach English in different teaching environments. Classroom Teaching is the most typical environment, where teachers provide one-on-one instruction to students. However, some teachers depend on online teaching. As technology has advanced, English instruction via the internet has grown in popularity, enabling instructors to collaborate with students all over the world through video conferencing tools (Bui, 2022). For children who want individualized attention, some teachers choose to work one-on-one with them.

Children's English classes frequently uses innovative, interactive techniques with an emphasis on developing language skills. Teaching older students may entail more intricate linguistic constructions, a more sophisticated vocabulary, and specialized subject matter. Planning lessons effectively is crucial. To make lessons interactive and enjoyable, it entails establishing clear objectives, choosing suitable resources, and adding fun activities (Baker, et al., 2014).

English teachers may face difficulties related to various learning styles, diverse student backgrounds, and language barriers. Furthermore, the complexities of English grammar and vocabulary can be challenging. Inadequate materials and technological resources can make teaching less effective. Managing the classroom may be difficult, particularly in large classes, and keeping students engaged is a never-ending task. Variations in culture also have an impact on how students approach learning a language. In spite of these challenges, teachers never stop modifying their pedagogies and introducing cutting-edge approaches and tools to meet the ever-changing needs of English language learners (Cañada, et al., 2022).

Teaching English may be a rewarding profession that fosters cross-cultural dialogue and global understanding in addition to giving learners a useful skill. It enables teachers to positively influence students' lives and contribute to a global community that is increasingly interconnected.

### **1.2.2 The importance of learning English in Palestine**

In the 21st century, all elementary and secondary school students currently residing in Palestine and the Middle East are supposed to contribute to an increasingly interdependent global community. People of this rapidly changing era must be skillful, active, ambitious and most importantly effective communicators if they want to achieve their personal, social, and long-term goals. All students should be educated to prepare them for life in the modern world. There are several convincing reasons in favor of learning a second or foreign language, including increased employment opportunities, cultural appreciation, and mental development (Aweiss, Abu Al-Hummos, Odeh, Rammal, & Al-Masri, 2015).

School graduates will be better able to take advantage of economic and employment prospects in Palestine and many other parts of the world if they have a functional understanding of English. Additionally, by learning English, students will gain the literacy and language abilities required to become productive workers. This will enable Palestine to take advantage of its graduates' knowledge and linguistic diversity in a developing, global market and in the field of international communications (Bianchi & Hussein-Abdel Razeq, 2017).

### **1.2.3 English for Palestine Curriculum**

A group of Palestinian teachers and teacher educators from around the nation, directed by Silvia Mustaklem, developed the English for Palestine Digital Catalogues. The teachers conducted an initial mapping of connections to the coursebooks in small groups following an introductory briefing and training. Current theories and research on the nature of language, language learning, human development, and pedagogy have served as the foundation for the creation of the first English curriculum for Palestinian schools. Additionally, the inspiration from the work of other national as well as global curricular initiatives in the area, in Europe, and in the United States were taken into account.

The following factors were taken into account when developing the first English curriculum for Palestinian schools. The recognized syllabus writing models, in general,

are based on the objectives drawn from a number of key points of view, including the nature of knowledge, the needs and values of society, the needs and interests of the students, and the instructors' role. Additionally, flexibility, diversity, choice, and possibilities are all incorporated into the syllabus' design. Depending on these factors, the National Curriculum Development Team has developed a model that it is most suited to the Palestinian and Arab contexts after an in-depth examination of curricular models used in neighboring nations and other emerging countries. The curricular framework's fundamental ideas are drawn from a number of models, but they mostly align with those of learner-centered learning, the thematic/topical model, the proficiency movement, and the communicative approach to language teaching and learning. In this paradigm, the idea of communicative ability is crucial, and social contact and communication serve as an integrative component (Aweiss, Abu Al-Hummos, Odeh, Rammal, & Al-Masri, 2015).

Developing linguistic and pragmatic competency are the main goals of teaching English in Palestine. English for Palestine curriculum is designed to achieve several objectives. It aims to support a person's intellectual, personal, and professional development. Also, it seeks to enable students to use English, both verbally and in writing. In addition, it aims to communicate freely and effectively with both native and non-native speakers in a variety of circumstances and settings, using appropriate and linguistically sound forms. It seeks to increase students' proficiency in the use of English for both creative and personal expression. Moreover, it aims to inspire students to search for recurring themes in the books or audiobooks they read or listen to, and to form conclusions about the wants and needs of people in general (Al-Masri, 2012).

The utilization of appropriate and pertinent resources is essential for efficient language teaching because English language education is a critical component of Palestinian development. English for Palestine curriculum is a specialized series of textbooks designed for teaching English to Palestinian students in both official and informal settings. A lot of studies investigated how English for Palestine textbooks might help Palestinian learners improve both their language skills and understanding of culture.

In one investigation of the usage of English for Palestine books in Palestinian elementary schools, (Aweiss, Abu Al-Hummos, Odeh, Rammal, & Al-Masri, 2015)

discovered that using these resources increased students' hearing and reading skills as well as their motivation to learn English. The resources offered crucial cultural and contextual connections for learners, according to the study, which also indicated that teachers and students liked them.

In a subsequent study, (Bianchi & Hussein-Abdel Razeq, 2017) investigated the use of English for Palestine textbooks in Palestinian secondary schools and discovered that the resources aided students' improvement of their vocabulary and grammatical knowledge as well as their comprehension of the culture and context of the language. The resources were well adapted to the students' requirements and interests, according to the writers, and they supported learner autonomy.

Bianchi and Abdel Razeq (2017) added that the adoption of English for Palestine books can aid in the promotion of a positive identity among Palestinian learners and the dispelling of unfavorable stereotypes about the area.

The ability to listen is a key component of learning a language, and using materials that are appropriate and pertinent to the learner's needs can be quite helpful. English for Palestine books are instructional tools created especially to help Palestinian students learn English in both official and informal settings. Many studies talked about the application of English for Palestine books in connection to the improvement of listening abilities among Palestinian learners.

In one study, (Asim Ismail, Bsharat, & Nabhan, 2022) examined the use of English for Palestine books in a Palestinian elementary school and discovered that doing so enhanced students' listening abilities as well as their general language ability. The resources offered crucial cultural and contextual connections for learners, according to the study, which also indicated that teachers and students liked them.

The use of English for Palestine textbooks in a secondary school in Palestine was investigated in a different study conducted by (Awad, 2013) who found that the resources aided in students' improvement of listening skills and comprehension of the culture and context of the language. The resources were well adapted to the students' requirements and interests, according to the writers, and they supported learner autonomy.

A number of articles like (Ramahi, 2015) and (Fithriyah, 2015) emphasize the significance of employing authentic and culturally appropriate resources in the development of listening skills among Palestinian learners have also been published in addition to these studies.

Suzan et al. (2018) for instance, contend that using real audio and video resources can enhance Palestinian students' motivation and listening comprehension (Suzan, Shehada, Othman, & Amer, 2018).

#### **1.2.4 The role of listening skills in English for Palestine curriculum**

English for Palestine curriculum concentrates on all language skills. Listening skills have a great position in this curriculum since they contain different activities that enable students to listen from 1st grade to 12th grade. Each unit's listening section includes a variety of listening activities, such as prepared texts (on audio- or video-tape, or presented live), video films, television documentaries, guest speakers, and tours of international organizations.

The main objective of teaching listening and speaking skills in this curriculum is to prepare students for successful interactions with English speakers, both native and non-native, in a variety of social and academic contexts. Listening and speaking instruction and practice are based on actual communication circumstances and thematically based content. The design of content units placed a strong emphasis on sharing, exchanging, and discovering information. Beginning listeners naturally develop their listening comprehension as a result of the communication that takes place inside the confines of the content units (Aweiss, Abu Al-Hummos, Odeh, Rammal, & Al-Masri, 2015).

#### **1.2.5 Ninth grade curriculum and the listening components**

Ninth graders' curriculum focuses in all language skills. It includes different activities that enable students to read, write, listen and speak. Focus has been placed on listening skills in the English language book for the ninth grade, in order to achieve several goals such as Identifying core vocabulary, extracting information to accomplish a physical task, identifying the topic, setting of aural texts, and identifying the main idea. In addition. This curriculum aims to make ninth graders able to identify the participants and their roles, distinguish the main idea from the supporting details, respond to

referential and inferential questions based on aural texts, distinguish between relevant and irrelevant ideas and distinguish fact from opinion (Aweiss, Abu Al-Hummos, Odeh, Rammal, & Al-Masri, 2015).

There are several activities and exercises used to improve ninth graders' listening skills. These exercises include listen and repeat, listen and answer questions, listen and read, listen and circle, listen and check, listen and practice the conversation, listen and do the tasks, listen and tick the sound you hear and listen and write down what you hear.

### **1.2.6 Listening skills and their significance in the classroom**

One of the most important skills in teaching and learning English is listening. Understanding, interpreting, and responding to verbal and nonverbal cues depend on this active process, which demands focus and attention (Hamad Al-khresheh , 2020). A lot of studies have been conducted to examine the significance of listening skills in the classroom as a result of the increased interest in the function of listening in education.

Students success in the classroom depends on their ability to listen. According to a study carried by (Ellialti & Batur, 2021), students who are good listeners are more likely to better comprehend and remember the material given during lectures, dialogues, and presentations. Additionally, listening abilities support students' participation in group projects and class discussions, which provide significant chances for them to develop teamwork, critical thinking, and problem solving. The ability to listen also aids pupils in comprehending and processing spoken instructions, which is necessary for finishing tasks and assignments.

According to (Mushait & Mohsen, 2019), vocabulary and grammatical progress in second-language learners are strongly predicted by listening comprehension. This is because learners can develop their own skills to employ proper vocabulary and grammar in their speech and writing. As a result, listening comprehension offers the required input for vocabulary and grammar development.

Furthermore, studies showed that listening abilities are helpful not just for learning in the classroom but also in other aspects of life. Employees who are good listeners are more likely to be effective communicators, have better connections with their coworkers, and be more successful in their employment, according to a study conducted

by (Deveci, 2018). Additionally, those who listen well are frequently more adept at settling disputes, coming to conclusions, and offering assistance to others.

Writing and reading share a tight relationship with listening. According to (Demir, 2017), reading comprehension for second-language learners is strongly predicted by listening comprehension. This is because comprehension gives readers information, they need to understand what they are reading, and it also helps students learn how to employ effective comprehension techniques when reading. In addition, listening comprehension might aid students in improving their writing abilities.

According to a study carried by (Gilakjani & Sabouri, 2016), listening comprehension helps students improve their vocabulary, grammar, and writing skills, making it a powerful predictor of writing competency for second language learners. The development of vocabulary and grammar is also intimately tied to listening.

Several studies have indicated a direct connection between the skills of speaking and listening. According to (Astorga, 2015), the speaking ability in a second language can be strongly predicted by listening comprehension. This is because listening comprehension helps learners improve the capacity to employ proper syntax, vocabulary, and pronunciation in their speech as well as providing the required input for language output. Additionally, listening to native speakers can assist students in acquiring a genuine accent and intonation, which are essential for clear communication. This means that learners of English need more opportunities to listen to native speakers either face-to-face or over the internet applications.

### **1.2.7 Challenges facing students while learning listening**

Although listening is considered a fundamental language ability that is essential to language learning, it can be challenging for some students. Numerous studies have been conducted recently to uncover the challenges that students experience when trying to learn by listening.

Students may face the problem of understanding the speaker's accent. Students frequently misunderstand spoken language when it is spoken with an accent that is different from their own (Nushi & Orouji, 2020). One of the common challenges is seen in the speed of spoken language which might be a real problem for EFL students.

Students frequently have trouble understanding spoken language because it is uttered too quickly for them to digest (Cole, 2018). Lack of proper methods is another challenge that students encounter while trying to learn through listening. According to a study carried by (Bingol, Celik, & Tugrul Mart, 2014), pupils frequently have trouble in comprehending spoken language since they do not have the necessary listening skills to do so. This involves a lack of understanding of how to make predictions, seek for clarification or repetition, and apply context cues.

### **1.2.8 The relationship between listening and other language skills**

Listening is a fundamental language skill that is essential to the growth of other language abilities. Speaking, reading, writing, vocabulary, and grammar development are all directly linked to listening. The ability to apply appropriate grammar, vocabulary, and comprehension techniques in speaking, writing, reading, and listening are developed through listening comprehension, which also offers the essential input for language production and understanding. In order to effectively teach listening skills, educators must also serve as role models, promote their use, and include listening instruction in the teaching of other language skills. In addition, children encounter a variety of challenges when learning through listening. These issues include lack of adequate input, lack of proper tactics, issues with spoken language speed, and issues with speakers' accent. These results show that in order to assist kids' listening development, educators should not only teach listening skills but also provide appropriate input, listening techniques, and exposure to various dialects and speech rates (Yıldırım & Yıldırım, 2016).

Besides, several studies pointed to the possibility that technology might be a useful tool for teaching listening, but it is crucial to employ it in a meaningful and purposeful way that is in line with the requirements and objectives of the lesson and students' needs and interests (Gaxhiqi, 2021).

### **1.2.9 The development of listening tools used in teaching**

Listening aids for language instruction have evolved dramatically throughout the years, moving from cassette recordings to podcasts in the modern era. Cassette recordings were the main audio delivery method used in language classrooms not so long ago. To expose students to real spoken English, teachers would laboriously record speeches,

interviews, and conversations on cassettes. Although this approach was a major improvement over learning from a textbook on its own, it had drawbacks in terms of flexibility (Rijal, 2012).

After using cassettes, individual listening stations arranged in rows made language labs a standard feature of language instruction. Students listened to pre-recorded language lectures, dialogues, and pronunciation exercises using headphones and playback devices. Listening and repetition were the main methods of language learning in the controlled environment of language labs (Sihite, 2017).

In 1990s, Compact Discs (CDs) offered superior sound quality and longevity than cassettes, and they eventually superseded cassettes as the means for distributing audio content. Educational resources and language courses were frequently put on CDs for use in the home or in the school (Muflihah & Aziz, 2018).

In 2000s, listening tools underwent major transformation in the digital age. Digital audio files and MP3 devices made it possible to store and replay large volumes of audio content. Learners of languages have the option to download audiobooks, podcasts, and language courses on their portable devices for convenient listening (Hansen & Margaret, 2006).

The development of the internet and the ensuing popularity of podcasts were what really revolutionized language learning. For language learners, podcasts—digital audio files that can be downloaded or streamed—offered a plethora of real-world, authentic content. This change made it possible for students to access language resources on a variety of devices, at any time, and with previously unheard-of flexibility (Hansen & Margaret, 2006).

The evolution of listening aids—from cassettes to podcasts—illustrates how language instruction has changed dynamically throughout time, adjusting to new pedagogical ideas and technical developments. As we look forward, it is certain that the incorporation of digital technologies will continue to transform and shape language learning experiences, giving teachers and students cutting-edge and practical tools to help them traverse the constantly shifting field of language education (Adnan, 2016).

### **1.2.10 Technology and listening**

The use of technology in teaching listening has become increasingly popular in recent years, with a growing body of research exploring the benefits and limitations of various technology-based approaches. A lot of studies have investigated the use of technology in teaching listening, with a particular emphasis on the types of technology used and the outcomes reported.

Technology in listening instruction delivers listening exercises both within and outside of the classroom. The primary function of technology in the teaching of listening is to provide students with more listening experiences and opportunities. Additionally, teachers have a variety of media, educational resources and other internet applications to try. Technology enables educators and students to use authentic resources that may be used as many times as desired by using materials downloaded from the internet (Adnan, 2016).

One common method to teaching listening using technology is the use of authentic audio and video materials. Using authentic materials can improve learners' listening comprehension and motivation (KAYNAR & SADIK, 2021). For example, (Vaezi & Afghari, 2019) found that using authentic video materials in a flipped classroom setting improved learners' listening comprehension and engagement.

Another method is the use of mobile-assisted language learning (MALL) for listening. Studies have shown that MALL can provide learners with more flexibility and autonomy in their learning (Xu, 2020), and can also improve their listening skills (Al-Jarf, 2021). For example, a study by (Each & Suppasetsee, 2021) found that using a mobile app for listening practice improved learners' listening skills and motivation.

Interactive technology-based activities such as podcasts, video conferencing, and virtual reality (VR) have also been used to teach listening. Studies have found that these activities can provide learners with more opportunities to practice listening in a meaningful and authentic context ( (Sheylani Bakhsh, Gilakjani, & Bakhsh, 2021); (Tai, 2022)).

However, it is important to note that technology use in teaching listening may not be suitable for all learners or all contexts, and that it is important to consider the learners'

needs and preferences, as well as the availability of technology resources (Feliciano Ignacio, Andrea Bersabe, Jane Dj Serrano, Carpio, & Delos Santos, 2022).

Students' ability to listen is crucial for involvement in class discussions and group projects, as well as for academic performance. In addition, success in other spheres of life benefits from having good listening abilities. As a result, it is crucial for educators to not only impart listening skills but also to serve as role models and promote their use.

### **1.2.11 Podcast**

A podcast is a popular medium for information seeking whereby listeners often use podcasts to supplement traditional news sources (Rime, Pike, & Collins, 2022). A study by (Kusumastuti & Supendra, 2021) found that podcasts are a valuable source of information and entertainment for people with visual impairments. The study found that people with visual impairments use podcasts to stay informed and engaged with the world around them. This demonstrates the value of accessible media and the contribution that podcasts can provide to the information and pleasure that disabled people can access.

Lögberg and Wahlqvist (2020) added that podcasts offer a unique opportunity for businesses to connect with their audience and build relationships through long-form, in-depth content. (Sullivan, 2019) indicated that podcasts relied on audio clips as a source of information for language learning. Thus, podcasts can help learners improve their listening comprehension, vocabulary, and pronunciation (Hasan & Hoon, 2013).

### **1.2.12 Importance of podcasts**

Podcasts have grown in popularity as a source of information and entertainment. Numerous research studies have been carried out to investigate the uses of podcasts and the effects they have on listeners. Podcasts are a useful resource for information on specialized subjects that may not be covered by mainstream media. This shows that podcasts can complement traditional news sources and have a big impact on how people consume media (Mihajlov Prokopović, 2021). (Panagiotidis, 2021) argued that podcasts could be a useful tool for language acquisition. Podcasts can aid students in developing their vocabulary, pronunciation, and listening comprehension. This demonstrates how podcasts may be a useful tool for teachers and students of language.

Reiman (2021) conducted a study about using podcast for teaching. This case study agrees with the idea that student learning can be improved by summarizing and recording previous online lectures that were only available in text form. According to this study, podcasting can offer anytime, anywhere learning opportunities in places where students already reside. It is also cheap, simple to use, and intuitive.

According to (Lögberg & Wahlqvist, 2020). Podcasts might be an effective marketing strategy for companies trying to establish a more personal and genuine connection with their audience. (Olha, 2018) claimed that podcasts are an appealing medium for language learning because of their authenticity and capacity to encourage intrinsic motivation and personal growth. Podcasts have the ability to motivate students both intrinsically and extrinsically. Outside of the classroom, it might be tough to motivate students, but podcasts can help with this.

Gholami & Mohammadi (2015) examined the effects of three degrees of podcast integration on the lexical knowledge of Iranian learners of English as a Foreign Language (EFL). The students were split into three groups based on the degree of podcast integration into their curricula: high, low, and none. 90 intermediate students between the ages of 20 and 30 who were part of the sample were given pre- and post-tests on vocabulary. The study's findings showed that there were statistically significant differences in lexical knowledge between the groups who integrated podcasts and the ones that did not, with the former excelling the latter. The results showed that the inclusion of podcasting significantly improved the performance of the subjects. It is thought that students who engaged with mobile learning more frequently through podcasting were more eager to learn the language. Additionally, this study implies that these kinds of technologies might give students the chance to learn at their own speed.

As a conclusion, the studies and articles reviewed in this section point to podcasts as a well-liked and adaptable medium that can be used for a variety of tasks, including enhancing traditional news sources, teaching foreign languages, marketing, and giving people with disabilities accessible information and entertainment.

### **1.2.13 Effects of podcasts on students' language skills**

Recently, podcasts become popular, and there is a rising interest in how they may be used as a tool for language learning. There is evidence to suggest that podcasts can be an effective way to increase vocabulary, listening comprehension, and overall language proficiency, even though the research in this area is still comparatively limited. This claim comes according to a review of studies on the effects of podcasts on students' language skills.

Razaghi et al. (2022) aimed to analyze the impact of acquiring vocabulary using corpus-based learning versus audio podcast retelling on the vocabulary growth of learners. The participants of this study were 60 Iranian English language learners. They were split up into three groups, each with 20 students: two experimental groups and one control group. The results showed that students who utilized podcasts to augment their language classes retained more vocabulary than those who did not.

Setya Budiasningrum et al. (2022) explained how podcasts aid language learners in strengthening their speaking and listening abilities. This study is a review of the literature that includes two sources, a book and a journal that are pertinent to the topic. The results clarified that listening and speaking abilities of language learners can be enhanced by listening to podcasts. Podcasts have the potential to be an alternative and cutting-edge computer-based learning tool that enhances students' comprehension and success in speaking and listening. Podcasts offer real content that students may study from the original sources. There is a lot of information in it. With the use of this media, students can engage in enjoyable learning that changes their opinions about the value of using podcasts to teach listening and speaking skills in English. Podcast is uncomplicated and simple to locate. Podcasts are accessible to all learners at all times and in all places. Multitaskers can listen while working on other tasks or their assignments. These offer a productive curriculum that encourages language learners to be more inventive and active. They can also take advantage of a fun learning environment. Additionally, they gain inspiration and self-confidence.

Saragih et al. (2022) aimed to determine how podcasts, particularly for senior high school students, affect students' ability to listen. This study used the qualitative research methodology, in which questionnaires and interviews were used to collect data.

Students of class XI Mia 1 in SMA Swasta Assisi Siantar were the participants in this study. The results indicated that podcasts had an impact on students' learning processes, particularly when learning listening skills. Podcasts are a type of educational media that engages and inspires students to learn listening. Podcasts are an engaging and useful form of student media, based on the opinions of the students they interviewed. Because podcasts may convey positive implications about school lessons, about learning motivation, and things relating to human life, podcasts increase students' love and motivation to listen. Additionally, podcasts assist students in learning foreign languages, particularly English. Listening to podcasts teaches listeners how to pronounce words correctly and how to apply English grammar.

Perdana Prasetya (2021) conducted a study about the use of podcast in enhancing students' speaking skill in online classroom. Six students, three males and three females, who were in the 11th grade of one of Bogor's senior high schools, participated in the study. The researcher employed quantitative data from documents, observations, and interviews to gather information about the students' improvement in speaking skills, including improving their syntax, pronunciation, vocabulary, and self-assurance. The results indicated that including a podcast in a learning exercise can help students improve their speaking skills, as seen by the grade they receive. It can be said that the students were really interested and eager to learn from podcasts. The students actively participated in the spoken teaching-learning process. Podcasts are one form of medium that a teacher may use as an alternate way to teach speaking and help students become better communicators (Perdana Prasetya, 2021).

Likewise, a study by (Marunovich, Bessarabova, Shefieva, & Razhina, 2021) discovered that listening to podcasts can be a fun and interesting approach for students to practice their language abilities, which can boost motivation and involvement in language learning. However, it is crucial to keep in mind, though, that not all podcasts are made equal in terms of their capacity for language acquisition. The quality of the podcast's content, the level of difficulty of the language used, and the student's past language proficiency can all affect how effective podcasts are as a language learning medium.

Harahap (2020) conducted a case study that investigated the effect of podcast on learners' listening skills. The participants were 14 students in their second semester at Tadris Bahasa Inggris Sekolah Tinggi Agama Islam Negeri Mandailing Natalas. The tools utilized in this study to gather the data were a questionnaire and interviews. The results clarified that students were in agreement that podcasts may aid in their English learning and were open to using them to improve their listening abilities. They enjoyed podcasts a lot and approached using them positively. Moreover, the majority of students concurred that downloading podcasts was simple due to the abundance of podcasting platforms on the internet. According to the study's findings, the podcast offered a great deal of potential to aid students in enhancing their listening skills.

Gonulal (2020) conducted a study in order to determine whether podcasting and videocasting technology could enhance L2 listening skills overall by encouraging in-depth listening. The participants were 49 college-level EFL students. Quantitative and qualitative methods were used. Listening assignments, listening tests, proficiency tests and a questionnaire were used to collect data. The results indicated that extensive listening practice with podcasts and vodcasts improved student's pronunciation skills, word and phrase understanding.

Nalendra et al. (2020) aimed to determine if English listening skills may be improved for students in the University of Bina Sarana Informatika Management Study program through the use of podcast-based online education. Students that entered the management studies program for the second semester were the participants of this study. Researchers employed interviews, observations, and records to gather data. The results showed that using podcasts is more efficient than e learning, as evidenced by the grade average of 76.05 obtained after post-testing.

Stefancik and Stradiotová (2020) discovered that educators can use podcasts to help students develop their listening abilities, which are crucial for actively using language knowledge in the workplace. With the help of podcasts, students can both listen to and record their episodes in a foreign language. One of the benefits of podcasts is the flexibility in choosing where and when to listen to or record the speech.

Rahman et al. (2018) investigated how podcasts might affect EFL students' listening comprehension. Sixty students from the science department at SMU Negeri 1 Luwu

participated in this study. They split into two groups: the experimental group and the control group. To accomplish the study's goals, open-ended questions and listening comprehension test were used. The qualitative data was analyzed using an open coding technique by recognizing, naming, and describing the phenomena of the collected data. The quantitative data were analyzed using paired and independent samples t-test. The mean score of the experimental group in the post- test (54.73) was higher than the mean score of the control group in the post- test (37.46).The results showed that podcasts offered a great deal of promise to aid students in developing their listening skills. Students who used podcasts to learn performed better than those who did not. Additionally, the vast majority of students said that podcasts are fascinating for developing listening comprehension. Because podcasts might be used as extra resources or even as a medium in the teaching and learning of listening, students benefited from them. Additionally, this study had demonstrated that using a podcast was preferable to using a textbook.

Sayadi & Mashhadi Heidar (2018) sought to determine if podcasts could impact Iranian autonomous and non-autonomous EFL learners' pre-intermediate level ability to listen and comprehend. The experiment for the study involved 60 Iranian pre-intermediate EFL students from several Iranian institutions. The participants were divided into four groups: two experimental groups and two control groups. The experimental groups consisted of 15 students each and the control groups consisted of 15 students each. Pre-posttests were used to collect data. According to the study's results, podcasts are frequently welcomed by students. It can be said that utilizing podcasts has a favorable impact on pre-intermediate level listening comprehension in EFL learners. Podcasts are viewed by learners as a useful tool that has somewhat enhanced their communication abilities when learning English.

Ramli (2018) study looked into using podcasts to help students improve their speaking, listening, and reading abilities in English. This study used a review of literature to collect data. The findings showed that podcast included a wide range of subjects and exercises that helped teachers and students learn more and improve their skills for educational purposes.

Hussain & Ali (2017) investigated how the incorporation of video-podcasts affects listening ability. 120 male students from a Saudi Arabian university majoring in English were the participants in this study. A quantitative method was used by conducting a pre-test and a post-test. On the post-test, the video-podcast group exceeded the control group. The results showed that using video podcasts could help EFL learners enhance their listening comprehension (Hussain & Ali, 2017).

(Bustari, Samad, & Achmad, 2017) investigated the effect of using podcast in developing speaking skill. Thirty students from Class XI IS3 made up the study's sample. Oral pre and posttests were used to collect data. The findings revealed that the post-test score exceeded the pre-test. The results revealed that after undergoing treatments, the students' speaking skills performance significantly improved. This medium might deal with students' speech issues, such as poor pronunciation. Thus, podcasts can be utilized as a substitute for traditional media to teach English in EFL classes, particularly speaking.

Fitria et al. (2015) conducted a study about the role of podcast in enhancing students' educational achievement in speaking and listening. Sixty students in the twelfth grade in MAN 3 Palembang were the participants of this study. They were divided into two groups: control and experimental. Each group had thirty students. Listening and speaking tests and a questionnaire were used to collect data. The tests' findings revealed that speaking and listening tests had significant differences. According to the questionnaire results, podcasts offered students relevant, suitable, entertaining assignments, exercises, and genuine material that might hold their attention, motivate them, and enhance comprehension. According to the findings of this study, podcasts were a successful and pioneering technological learning tool in English classrooms, particularly in merging listening and speaking.

Overall, the available evidence indicates that podcasts can be a useful tool for language acquisition, particularly for enhancing listening comprehension and vocabulary, even if more research is required in this area.

#### **1.2.14 Perceptions and attitudes towards podcast**

Numerous studies have recently examined participants' perceptions and opinions towards podcasts. An examination of the research on these studies show that most listeners have favorable opinions about podcasts in general.

A quantitative study by (Ramadhani & Noni, 2022) sought to determine student perceptions on using podcasts as a medium to enhance listening skills at the State University of Makassar. A questionnaire and an interview were used to collect data. This study found that students view podcasts as a practical and easily available type of media, with many identifying the convenience of being able to access them anywhere as a key benefit. Additionally, students use podcasts to learn about new topics or to remain current on current events. Podcasts are frequently considered as a means to stay informed and educated. Moreover, using podcasts to listen to information helps students to understand vocabulary, and the results of the interview revealed that podcasting can be a facilitating technique in EFL education that primarily aids students in listening. Therefore, it may be stated that students had a favorable opinion of using podcasts in learning listening. They were less bored throughout the class and felt more interested in learning about the topic of listening.

Nova (2022) sought to figure out how students felt about using online podcasts as a speaking exercise in a virtual classroom. A qualitative method was used in this study. The participants of this study were English for specific purposes (ESP) students. The data was gathered through observation, the distribution of questionnaires, and interviews. The findings indicated that the majority of students thought participating in an online podcast helped them improve their speaking abilities. Most students acknowledged that using online podcasts in the virtual classroom encourages them to practice speaking, develop their creativity, and boost their ability to speak in public. However, it was impossible to ignore the unfavorable perceptions of the activity's challenges and the students' fears. Because of this, the English teachers must provide support while using podcasts as a speaking exercise in the virtual classroom.

Dewi & Ahmad (2021) investigated students' perceptions of learning pronunciation in EFL classrooms with podcast support. For the purpose of gathering the data, a narrative inquiry design was used, as well as observation and interview. This study involved three students from different cognitive categories at an Islamic high school in Karawang. The

results showed that students who listened to podcasts were able to pronounce words like native speakers. The podcast's engaging material inspired students to practice their pronunciation skills. Because learning with podcasts is one of the best methods, students never again hesitate when trying to pronounce English words in spoken language.

Rachmaniputri et al. (2021), attempted to investigate how students view the use of podcasts in the classroom and what obstacles they face while trying to listen to podcasts there. This study used a case study technique and involved 25 students from one public senior high school in Bandung. The information was acquired using questionnaires, interviews, and classroom observations. Podcast listeners have a high level of trust in the information they get, and many of them feel that podcasts are more reliable and reputable than other types of media. Also, Podcast creates a funny atmosphere inside the classroom.

Alfi Rahmatia and Widiastuty (2018) conducted a study to find out how students perceive using podcasts for listening and any obstacles they may have with them. A qualitative method was used in this study. A questionnaire and an interview were used to collect the data. Learners from classes in interpretive listening and extensive listening from the third and fifth semesters of the English Education Study Program served as the study's subjects. 115 listening class participants received questionnaires, and 10 representative students who served as samples for this study were interviewed. The findings showed that podcasts are simple to use to the extent that students love utilizing them in listening classes. Students believed that podcasts could aid in their development of listening skills. They were open to adopting podcasts as an alternate method of learning how to listen, and they were driven by podcasts since they enhance their curiosity. Their listening and speaking skills, in particular, could be improved by the podcast's content and clear native pronunciation. In addition, most students acknowledged that podcasts were simple to obtain because there are so many podcasting websites on the internet.

Through the use of podcasts in EFL classes, (Abdulrahman, Basalama, & Widodo, 2018) conducted a study to examine students' listening comprehension. In order to do this, 60 Indonesian high school students were used as the sample population for this

study, with a distribution of 30 students in the experiment group and 30 students in the control group. A cluster random sampling technique was used to get the samples. This study used a post-test with a quasi-experimental methodology. In order to learn more about how the experimental group felt about using podcasts to teach listening, a survey questionnaire was also given to them. The experimental group was found to have a significantly higher post-test score than the control group, according to the results. The impact of podcasts on students' listening comprehension is substantial. The questionnaire's results also showed that students have a favorable opinion regarding the usage of podcasts in listening classes. Students claimed that listening to podcasts increased their motivation to learn English because they were exposed to real-world content, engaging activities, such as listening exercises, and meaningful tasks. Given the success of podcasts as a technology-based learning aid, this study suggested that teachers use them to teach listening.

Phillips (2017) investigated how students view podcasts as educational resources. To that purpose, this study presented the findings of two surveys that were carried out over the course of two years with two different student cohorts. The surveys looked at the students' perceptions of the educational value of producing their own podcasts as well as their degrees of acceptance and enjoyment of those activities. The results showed the pedagogical implications of using podcasts in the classroom while describing a variety of beneficial learning outcomes. This study ended with some useful advice on how to employ student-generated podcast activities in language classrooms effectively.

Almaqrn and Alshabeb (2017) investigated Saudi English learners' perceptions on accurate pronunciation and podcasts as a tool for it. A review of previous studies in this field, a questionnaire given to 23 Level 3 Saudi EFL students from the English department at Imam University were used to collect data. The results indicated that the emerging technologies, like podcasting, could potentially play a great role in language development in general. The general perception of learners regarding new technologies, like podcasting, has been found to be favorable. In Saudi EFL environments, where teachers are frequently non-native English speakers, the use of podcasting is especially beneficial because this technology makes it easier to incorporate both regional and standard dialects.

Suparjan and Sudarsono (2016) conducted a study to find out how students feel about using podcasts as a medium for English language instruction. The data were collected using a semi-structured interview method. The findings revealed that, despite the challenges they experience throughout the learning process, all students who use podcasts as a media for English language acquisition have positive attitudes and are aware of the benefits of utilizing this technology.

Opinions and attitudes towards podcasts can differ based on the listener's age, gender, and prior podcast-listening experience. For instance, a study by (Darwis, 2016) was conducted to investigate students' perceptions towards using podcast in learning English. Thirty-three second graders from one high school in Bandung participated in this study. The instruments utilized in this study to gather the data were a questionnaire and interviews. The results showed that students like podcasts and see them as a helpful learning tool. However, using podcasts presented some challenges for students as well. The duration of the podcast, which was excessively long, was the biggest issue the students had. Another issue was that students found it difficult to obtain podcasts due to a lack of technological aids such a smartphone and internet access.

Collier-Reed et al. (2013) investigated in their study how students used lecture podcasts in two engineering courses at a South African institution. To collect data, a number of course-based surveys, questionnaires, interviews, lecturer journals and spontaneous communications with students were used. The results showed that most students utilize podcasts as a supplementary resource in their private study locations rather than listening to them on their phones. There is a specific benefit for students for whom the language of education is not their native language. This study provides strong evidence that many students use podcasts as a way to improve their comprehension, pointing to the prevalence of both deep and surface techniques to engage with podcasts.

Meng Chan et al. (2011) examined two podcast projects that were run at a university in Singapore and were intended to augment classroom training for Chinese and Koreans learning English as a second language. An interview was used to see their perceptions about podcasts and how they are useful. Results revealed that respondents who used podcasts have positive attitudes towards podcasts and they are interested in podcast as a learning tool.

All in all, the studies above indicated that listeners have favorable perceptions of podcasts and that many of them see them as a reliable, convenient, and approachable form of media.

### **1.2.15 Language acquisition and podcasting pedagogical indications**

In order to comprehend the pedagogical benefits and possibilities of podcasting as a language learning aid, language acquisition and podcasting have recently been investigated. According to a review of the literature on this research field, podcasting can be a useful tool for boosting vocabulary, listening comprehension, and other language abilities.

Rahmawati and Sianturi (2021) conducted a study to examine how podcast could enhance the students' pronunciation and listening skills at Dian Nusantara University as one of the internet-based material sources. English literature students enrolled in the fourth semester were the participants in this study. There are two ways that the data for this study were gathered. Both quantitative and qualitative data were used. Each week, a variety of tests, including ones for pronunciation and listening comprehension, were used to collect quantitative data. In order to gather required data, questionnaires were employed to elicit student opinions on the efficiency of podcasts in enhancing pronunciation and listening comprehension. Through a pre-test, preliminary comparative data will be acquired. The results show that the students' word pronunciation skills have improved. The majority of the pronunciation mistakes from the pre-test disappeared from the post-test. Furthermore, the student survey revealed that podcasts were well-received as a learning tool. Because podcasts appeal to them as an educational tool, teachers should motivate students to develop their listening abilities.

Hajar et al. (2020) conducted a study to see the impact of podcasts on the acquisition of English vocabulary. Sixty students from SMA Negeri 2 Buru grade XII IIS in Namlea, Buru, Maluku Province participated in the study. By using pre-test, post-test, and giving out questionnaires to find out students' opinions on the usage of podcast technology, data regarding students' vocabulary knowledge were gathered. The pre-test and Post test were used to help in reaching the conclusion of the study. Thirty students from the experimental group were selected from among the 60 participants. The other 30 students

were in the control group. The experimental group's mean score on the posttest (63.83), was higher than the control mean score (55.33). The findings showed that students in both groups had improved in their command of vocabulary, but the experimental group—which used podcasts—exhibited greater growth than the non-podcast group. Additionally, the students responded favorably to the use of podcasts in their educational experiences.

Indahsari (2020) conducted a study about the effect of podcast on language learning. This study looked at 20 articles from the years 2010 to 2020 to determine how podcasts affected EFL students' learning of English. This study found that podcasts can improve students' linguistic skills, particularly the listening ability. Additionally, podcasts might encourage pupils to learn a new language. Podcast is a useful tool for encouraging creativity in English language teaching. To assist listening class, incorporating podcasts into the associated curriculum and syllabi helps in giving more contextual and communicative resources. Podcast is not used to replace the teacher but it is a powerful aid in the teaching and learning process.

Rizkywidodo and Gunawan (2019) determined whether podcasts have a substantial impact on students' listening comprehension. With a total of 60 students, the study samples were chosen using cluster random sampling. The researchers used a post-test design and a quasi-experimental methodology. Students took an objective test with 30 items to gather the data. Both descriptive and inferential data analyses were performed. The study's conclusions showed that there were significant differences in the post-test results between the students who were taught via podcasts and those who were not. This indicates that podcasts have a huge impact on how well learners can listen.

Dianithi (2017) conducted a study to improve students' English speaking competency by using podcast in teaching and learning. To gather data, the researcher employed two techniques. The questionnaires and observation checklist were used to gather the qualitative data. Pre- and post-tests were used to gather the quantitative data. The study's findings suggested that using podcasts could help students become more fluent speakers of English.

Syofianis (2015) sought to find out the impact of using podcast in English listening process on the students' listening comprehension ability. Thirty-one students who were

in their second semester were selected for the study's sample using purposive random sampling. This study used a TOEFL IBT listening test as its instrument. The test had six topics and thirty items in total. The results showed that podcast could give a positive effect on the students' listening comprehension.

Saputra (2014) conducted a study to find out the effect of podcast on teaching listening. In order to create the experimental and control classes, three groups of students totaling eighty-four were randomly split into two groups of twenty-eight. The researcher used an experimental method to prove that podcast is more effective than movies in teaching listening. The study showed that podcast is an effective media to teach listening to eighth- grade students. Moreover, while using podcast in order to teach listening, teachers should take into consideration students' level of listening habits. As a result, this will improve students' listening comprehension.

Hasan & Hoon (2013) stated in their study that podcasts help students acquire not just speaking and listening skills, but also grammar, pronunciation, and vocabulary. (Farshi & Mohammadi, 2013) conducted a study to see if podcasting can motivate students to learn vocabulary. A set of 30 university students who were considered to be intermediate level English students and had limited vocabulary knowledge received several video podcasts via email. A five-point Likert scale questionnaire with questions on their experience was delivered or provided to each participant after a week. The results expressed that learners had a highly positive attitudes towards podcasts and were particularly motivated to continue learning English vocabulary through podcasts. Difficult access, and slow internet are the obstacles to learn by podcast.

Francom et al. (2011) conducted a study to examine the effects of weekly podcasting on college student's achievement and attitudes. Students who listened to podcasts filled out a questionnaire, and their opinions were recorded during interviews. The findings of this study showed that weekly podcast summaries were an efficient teaching tool that enhanced student outcomes and led students to have more positive perceptions of their understanding of the course material and preparation for exams.

#### **1.2.16 Comments on the Literature Review**

In the previous section, the researcher reviewed various related studies. Most of the related studies examined the effect of using podcast on improving learners' language skills. Also, most of the studies were applied to university and school learners. Some researchers defined what podcast is? like Rime, Pike and Collin (2022), (Sullivan, 2019), (Hasan & Hoon, 2013), (Lögberg & Wahlqvist, 2020) and (Kusumastuti & Supendra, 2021). While (Reiman, 2021), (Mihajlov Prokopović, 2021), (Panagiotidis, 2021), (Gholami & Mohammadi, 2015) and Chaikovska (2018) investigated the importance of podcast on language learning and teaching.

Similar to these studies, other researchers investigated the effects of podcasts on students' language skills especially listening and speaking as (Razaghi, Faruji, & Salehi, 2022), (Setya Budiasningrum, Rosita, & Setya Budiasningrum Rahmi Rosita, 2022), (Saragih, Marpaung, & Saragih, 2022), Prasetya (2021), (Marunevich, Bessarabova, Shefieva, & Razhina, 2021), (Rachmaniputri, Purnawarman, & Gunawan, 2021), (Harahap, 2020), (Gonulal, 2020), (Nalendra, et al., 2020), (Stefancik & Stradiotová, 2020), Rahman (2018). (Sayadi & Mashhadi Heidar, 2018), (Ramli, 2018), Shahid and Ali (2017), Samad, Bustari and Ahmad (2017) and (Fitria, Vianty, & Petrus, 2015). Fourteen studies examined perceptions and attitudes towards podcast like (Ramadhani & Noni, 2022), (Nova, 2022), (Dewi & Ahmad, 2021), (Rachmaniputri, Purnawarman, & Gunawan, 2021), (Alfi Rahmatia & Widiastuty, 2018), (Abdulrahman, Basalama, & Widodo, 2018), (Phillips, 2017), White et al (2017), (Almaqarn, Riam, & Alshabeb, 2017), (Suparjan & Sudarsono, 2016), (Darwis, 2016), (Collier-Reed, Case, & Stott, 2013) and (Meng Chan, Won Chi, Nyet Chin, & Yao Lin, 2011).

Ten studies talked about language acquisition and podcasting pedagogical indications such as Rahmawati and Sianturi (2021), (Hajar, Rahman, Tenriawali, & Mangesa, 2020), (Indahsari, 2020), (Rizkywidodo & Gunawan, 2019), (Dianithi, 2017), (Syofianis & L, 2015), (Saputra, 2014), (Hasan & Hoon, 2013), Mohammadi (2013) and (Francom, Ryan, & Kariuki, 2011).

Most researchers used quantitative methods to collect data. They also used SPSS, pre-test and post-test, questionnaires, and t-test analyses. Some researchers used qualitative design by depending on interviews, observations and teacher's self-reflection such as (Saragih, Marpaung, & Saragih, 2022), Prasetya (2021), (Harahap, 2020), (Nalendra, et

al., 2020), (Ramadhani & Noni, 2022), (Nova, 2022), (Dewi & Ahmad, 2021), (Rachmaniputri, Purnawarman, & Gunawan, 2021), (Alfi Rahmatia & Widiastuty, 2018), (Suparjan & Sudarsono, 2016), (Collier-Reed, Case, & Stott, 2013), (Meng Chan, Won Chi, Nyet Chin, & Yao Lin, 2011) and (Dianithi, 2017). Moreover, some of the studies mentioned above were experimental or quasi experimental like Abdulrahman, (Gholami & Mohammadi, 2015), (Razaghi, Faruji, & Salehi, 2022), (Gonulal, 2020), Rahman (2018), (Sayadi & Mashhadi Heidar, 2018), Shahid and Ali (2017), Samad, Bustari and Ahmad (2017), (Fitria, Vianty, & Petrus, 2015), (Abdulrahman, Basalama, & Widodo, 2018), (Hajar, Rahman, Tenriawali, & Mangesa, 2020) study, (Rizkywido & Gunawan, 2019), (Syofianis & L, 2015) and (Saputra, 2014). In this study, the researcher used a descriptive analytical approach through a quasi-experimental design to answer the questions and self-reflection data to answer the qualitative ones.

To sum up, there is a great consensus among all the studies about the importance of podcast and its role in language learning and teaching. Most of the work presented in the related studies stresses on the effectiveness of using podcast on improving students' English skills. As it is an effective and flexible tool that develops students' language skills including listening and speaking. In addition, podcast allows students to learn outside the school. So, learning process will be mixed with fun and vitality. Moreover, all of the studies agree that there is an effective impact on this new tool to students' achievement, which is always in favor of the experimental group. That is linked to this study in a way that using podcast can improve students' listening skills and motivate them.

### **1.3 Statement of the Problem**

Learning English in the Palestinian context entails many difficulties and challenges. These difficulties are sometimes due to some institutional factors including the infrastructure of the schools, teachers' professionalism, educational policies and others. Some teachers are still using traditional methods mostly based on talk and chalk style. To the best knowledge of the researcher who has been an EFL teacher for a couple of years, most students lack the aptitude and the motivation to learn English since they consider it as a foreign entity. On the other hand, students regardless of their levels still find some difficulty in improving the four skills in general and the listening skill in

particular. These students lack the exposure to listen to native speakers either online or offline and when they listen, they are unable to comprehend what they are listening to. What seems more demotivating is that some teachers tend to skip the listening activities citing the lack of time (Bsharat, et al., 2022). Hence, the researcher thinks that using podcast in teaching English in the Palestinian schools might enhance students' level and improve their language skills especially listening. Moreover, many educators emphasize that podcast is an effective way that can engage students to review the material.

#### **1.4 Questions of the Study**

This study seeks to answer the following questions:

- 1- What is the effect of using podcasts on improving ninth graders' listening skills at Salfit public schools?
- 2- Are there any statistically significant differences at ( $\alpha \leq 0.05$ ) in the ninth graders' scores in listening in the pre –test?
- 3- Are there any statistically significant differences at ( $\alpha \leq 0.05$ ) in the ninth graders' scores in listening in the pre –test and post- test of the experimental group?
- 4- Are there any statistically significant differences at ( $\alpha \leq 0.05$ ) in the ninth graders' scores in listening in the pre –test and post- test of the control group?

#### **1.5 Objectives of the Study**

The main objective of the current study is to investigate the effectiveness of using podcasts on improving ninth graders' listening skills at Salfit public schools. Moreover, the study aimed to find out if there are any statistically significant differences in learners' listening skills due to using podcasts.

#### **1.6 Significance of the Study**

It is very important for teachers to try the best available means to improve the learning and teaching process, especially the English language (Samson & Collins, 2012). This study emphasizes the need for the educational field to employ new methods and technologies to suit the needs and interests of students these days. The study also derived its importance from the fact that it tries to find out the effectiveness of using podcast in enhancing students' listening skills. Results of the current study are hoped to

help EFL teachers find new methods of teaching that contribute to the improvement of students' listening skills. Besides, curriculum designers, supervisors, decision makers and educational experts might find the results appealing and useful in the field of teaching English as a foreign language.

### **1.7 Hypotheses of the Study**

The present study seeks to test the following hypotheses:

- 1- There are no statistically significant differences at ( $\alpha \leq 0.05$ ) in the ninth graders' scores in listening in the pre –test.
- 2- There are no statistically significant differences at ( $\alpha \leq 0.05$ ) in the ninth graders' scores in listening in the pre –test and post- test of the experimental group.
- 3- There are no statistically significant differences at ( $\alpha \leq 0.05$ ) in the ninth graders' scores in listening in the pre –test and post- test of the control group.

## 1.8 Limitations of the Study

**Locative limitations:** the study was limited to one particular school in Salfit District.

**Temporal limitations: the study was** conducted during the second semester in the (2022/2023) scholastic year.

**Human limitations:** The purposeful sample involved two sections of ninth graders (no= 48) who were divided into two groups: experimental and control.

**Topical limitations:** This study was restricted to investigating the effectiveness of podcast on listening skills.

## 1.9 Operational definitions

**Podcast:** It is a digital audio recording made accessible on the Internet for downloading to a computer or mobile device. It is really an interesting growing medium that students can listen to it and use it as a guide for some sort of learning activity. It can be a supplement to the textbook; it allows students to acquire listening skills in an interesting way.

**Ninth graders:** They are students in the ninth year of compulsory academic school. The students' age is usually around 14 years old. In this stage, students face challenges that help them grow and develop different skills. So, it has a huge effect on them. This study was applied on ninth graders, because they face a huge curriculum that needs new methods of teaching.

**Salfit Public schools:** These are schools, which are located in Salfit Governorate. They are one of the government's educational institutions. They teach the Palestinian curriculum. This curriculum aims to meet the needs of the Palestinian students. The students in these schools learn different subjects such as, math, science, Arabic, and English. The latter is a foreign language. Because of that, these schools take into consideration focusing on listening and speaking while teaching this subject.

**Listening skills:** They describe a student's ability to appropriately comprehend and interpret spoken words. They entail listening to what is said, comprehending the meaning, appreciating the situation, and having the right response in addition to hearing

what is spoken. Active participation and focus on what is said by the speaker are necessary for effective listening, which goes beyond simple hearing.

### **1.10 Summary**

This chapter introduced some of the related studies and dealt with the basic components of the study, including statement of the problem, questions of the study, hypotheses of the study, significance of the study, operational definitions, and the limitations of the study.

## **Chapter Two**

### **Methodology and Procedures**

#### **2.1 Introduction**

This chapter introduces the methodology used for carrying out the research. It presents the study design, the study population, the study sample, the study instruments, their validity and reliability, the study procedures, the study variables and statistical analysis.

#### **2.2 Study Design**

In order to examine the effectiveness of using podcast on improving ninth graders' listening skills, the researcher adopted the descriptive analytical approach through a quasi-experimental design to answer quantitative questions and self-reflection to answer the qualitative ones.

The following formula represents the study design:

G1 O1 X O2

G2 O3 \_ O4

G1 is the experimental group that consists of students who were taught by using podcast. G2 is the control group that consists of students who were taught by the traditional method. X is the experimental intervention (Teaching through podcast) that was used, O1 and O3 are the pre-test. O2 and O4 are the post-test.

#### **2.3 Population of the Study**

The population of the study included all the ninth graders in Salfit district registered in the Palestinian Ministry of Education during the scholastic year 2022 (n= 1728) according to the statistics of the Palestinian Ministry of Education in the scholastic year 2022 /2023 (Palestinian Ministry of Education, 2022).

#### **2.4 Sample of the Study**

The study sample consisted of (48) students at Haris Secondary school for Boys in Salfit. To this end, two groups were formed: one experimental group and one control group, each group has 24 participants.

## **2.5 Instruments of the study**

To achieve the study objectives and to collect the required data, pretest- posttest and a self -reflection tool were used. A brief description of these tools is mentioned below:

### **2.5.1 The Pretest -Post tests**

The researcher developed a test to measure the academic achievement level among ninth grade students according to the identified learning objectives. The pre- test was implemented to both the experimental group and the control group. After that, the teacher taught the material in English for Palestine (See Appendix J) by using podcast to the experimental group. The control group was taught by the traditional teaching method. Teaching through the traditional method focused on presenting the material by focusing on the textbook as the main and only source. After one month, both of the groups sat for the standard post- test for listening skills. The pre and the posttests measured students' listening skills. Each test consisted of four questions: 1- listen and decide if the sentence is True/ False. 2-Listen and circle the correct answer. 3- Listen and fill in the blanks. 4- Listen and answer short answer questions (See Appendices A & B).

### **2.5.2 Validity of the pre-post achievement test**

To check the validity of the research instruments, the researcher presented both the pretest and the posttest to a jury of experts in the field of TEFL from different universities and schools in Palestine (See Appendix H). The members of the jury are experts in measurement and evaluation and they were asked to evaluate the appropriateness of these tests to the purpose of the study. Constantly, the specialists ensured the validity of these tests and recommended some modifications, which were taken into consideration. For example, some of the teachers recommended adding short answers questions. Others recommended distributing the marks on each question. Moreover, changing some options in multiple-choice question was another modification from this jury.

### **2.5.3 Reliability of the instruments**

The Internal Consistency Reliability was calculated by Cronbach's Alpha Coefficient. Cronbach's Alpha's indicated that the range was convenient for the study since the result was 0.85.

#### **2.5.4 Self -reflection**

The researcher who was the teacher in this quasi-experimental design reflected on each lesson during the implementation stage. Such self-reflection helped in getting more reliable data about the effect of using podcast on improving students' listening.

#### **2.6 Procedures of the Study**

The researcher developed the standardized pretest and posttest to evaluate the effect of using podcast on English listening competence. The standardized tests were applied to both groups: the experimental group and the control group. The study was conducted according to the following procedures:

1. Preparing the study tools and establishing the validity and reliability of the tools by experts in the field of TEFL. The researcher adopted the observations and suggestions proposed, and make any addition or deletion.
2. Permissions were taken from the Faculty of Graduate Studies, which gave the permission to get the needed information and to administer the pretest and the posttest.
3. The researcher collected the needed statistical data and defined the population of the study from the statistics of the Ministry of Education in Salfit.
4. Based on the units of English for Palestine 9, the researcher developed the content of the units by attaching podcast to some activities and skills.
5. The standardized pretest and posttest were administered in the scholastic year 2022. Both groups were asked to sit for both tests. These students were divided into two groups: the experimental and the control group. The pretest was administered at the beginning of the semester.
6. The experimental group attended their English classes that contained listening comprehension. These students went to the school lab to listen to the audio podcast

once a week. The researcher asked the experimental group to download a “Learn English Podcast” app onto their phones or computers, as it is a free one. The researcher chose lessons according to certain considerations without telling the students which one they will listen. The researcher tried to select the audio files that related somehow to their textbooks. So, the students will listen to podcast episodes once in school lab and once at home. The episode lasted from 1 to 3 minutes. The experimental group listened carefully to the audio podcast, answered questions, took notes and wrote feedback. The researcher wrote her observation about this learning and teaching experience.

7. The posttest was administered after one month and after using podcast in teaching English for the experimental group. After that, the tests were collected and corrected.

## **2.7 Variables of the Study**

The study involves the following variables:

**Independent Variable:** The effectiveness of podcasting.

**Dependent Variable:** improving ninth graders’ listening skills.

## **2.8 Statistical Analysis**

Based on data collection, results of both the pre-test and post-test were codified, entered the computer and statically processed by using the statistical package for social sciences (SPSS). Means, frequencies, percentages, and standard deviations were used to measure the achievement of the experimental and control group in the test, Independent Sample T-Test and Paired Sample test were used to examine the significance differences between the means of achievement for experimental and control groups, Cronbach’s Alpha to examine the reliability of the posttest

## **2.9 Summary**

In this chapter, the researcher introduced mechanisms and procedures for the population of the study and its sample, the research design and the procedures, which were used in order to answer the study questions. Additionally, validity and reliability procedures as well as the statistical analysis used in this study was also described.



## **Chapter Three**

### **Results of the Study**

#### **3.1 Introduction**

This study was conducted to determine the effectiveness of using podcast on improving ninth graders' listening skills. Thus, to achieve these aims, the researcher used a pre-test, a post-test, and self-reflection tools to collect data. This chapter presents the results regarding the questions and the hypotheses of the study.

#### **3.2 Results Related to the Study Questions**

##### **3.2.1. Results Related to the First Question: *What is the effect of using podcasts on improving ninth graders' listening skills at Salfit public schools?***

To answer this question, the researcher used the average grades for every student on the pre- test and the post- test as shown in Table (1) below.

**Table (1)**

*The Total Average of the Pre- Test and the Post- Test Grades Distributed by the Experimental group and The Control Group.*

Control Group			Serial	Experimental Group			Serial
Average	Posttest	Pretest		Average	Posttest	Pretest	
3	3	3	25	6.5	8	5	1
8.5	9	8	26	10	11	9	2
3.5	3	4	27	6	7	5	3
6.5	7	6	28	9	10	8	4
6	6	6	29	11	12	10	5
7	7	7	30	4.5	5	4	6
7.5	7	8	31	5.5	7	4	7
10.5	11	10	32	6.5	8	5	8
4	4	4	33	10	11	9	9
6.5	6	7	34	11.5	12	11	10
8.5	9	8	35	4	5	3	11
8	8	8	36	2.5	3	2	12
7.5	8	7	37	3	4	2	13
5.5	5	6	38	8	10	6	14
6.5	7	6	39	12	12	12	15
5.5	6	5	40	4	5	3	16
3.5	4	3	41	5	8	2	17
7	7	7	42	9.5	11	8	18
6.5	7	6	43	8.5	9	8	19
4.5	4	5	44	6.5	8	5	20
4.5	5	4	45	9	11	7	21
8.5	9	8	46	8	9	7	22
12	12	12	47	10.5	12	9	23
10.5	10	11	48	8.5	11	6	24
6.729	6.833	6.625	Avg	7.479	8.708	6.25	Avg

To answer the first question of the study which is related to the effect of using podcast on improving ninth graders' listening skills, Table (1) shows that the total average of the pre-test is almost equal to the experimental group and the control group.

On the other hand, the total average of post- test of the experimental group is higher than the total average of the post- test of the control group and the total average of both pre-test and post- test of the experimental group was higher than the total average of the control group, which means that the students in the experimental group are affected more than the students in the control group.

### 3.2.2 Results Related to the Second Question and Its Hypothesis

*Are there any statistically significant differences at ( $\alpha \leq 0.05$ ) in the ninth graders' scores in listening in the pre-test?*

There are no statistically significant differences at ( $\alpha \leq 0.05$ ) in the ninth graders' scores in listening in the pre -test.

To answer this question, means, standard deviations, and t-test were used to examine the significance of differences in the ninth graders' scores in listening in the pre -test due to the group variable (control, experimental). Tables 2 and 3 below show the result.

**Table (2)**

*Means, Standard Deviation and Independent Sample T-Test of the ninth graders' scores in listening in the pre -test due to the group variable (control, experimental)*

		N	Mean	Std. Deviation	Std. Error Mean
Experimental group	pre-test	24	6.25	2.90	-0.151
Control group	pre-test	24	6.62	2.31	

**Table (3)***Results of the Independent Samples Test for the experimental group and control group in the pre-test*

Marks	Leaven's Test for Equality of Variances		T-test for Equality of Means							
	F	Sig.	T	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference		5
								Lower	Upper	
Equal variances assumed	2.338	0.133	0.494	46	0.624	0.37500	0.75915	-1.1531	1.9031	
Equal variances not assumed			0.494	43.82	0.624	0.37500	0.75915	-1.1551	1.9051	

Tables 2 and 3 showed that there is no statistically significance of differences in the ninth graders' scores in listening in the pre –test. In addition, testing homogeneity using Leaven's test shows that there was equality of error variance as  $0.133 > 0.05$ . Therefore, the null hypothesis was accepted.

### 3.2.3 Results related to the Third Question and Its Hypothesis

#### **Are there any statistically significant differences at ( $\alpha \leq 0.05$ ) in the ninth graders' scores in listening in the pre –test and post- test of the experimental group?**

There are no statistically significant differences at ( $\alpha \leq 0.05$ ) in the ninth graders' scores in listening in the pre –test and post- test of the experimental group.

To answer the third question, means, standards deviations and Paired T-Test were used to examine the significance of differences in the ninth graders' scores in listening in the pre –test and post- test of the experimental group. Tables 4, 5& 6 show the results.

**Table (4)**

*Paired Samples Statistics for the experimental group*

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	pre	6.2500	24	2.90801	0.59360
	post	8.7083	24	2.77378	0.56619

**Table (5)**

*Paired Samples Correlations for the experimental group*

		N	Correlation	Sig.
Pair 1	pre & post	24	0.888	0.000

**Table (6)***Paired Samples Test for the experimental group*

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	pre- post	-2.4583	1.35066	0.2757	-3.0286	-1.8880	-8.917	23	0.000

Tables 4, 5 and 6 showed that there are statistically significant differences at the level of significance ( $\alpha \leq 0.05$ ) in the ninth graders' scores in listening in the pre –test and post-test of the experimental group. Thus, the null hypothesis was rejected.

### 3.2.4 Results related to the Fourth Question and Its Hypothesis

*Are there any statistically significant differences at ( $\alpha \leq 0.05$ ) in the ninth graders' scores in listening in the pre –test and post- test of the control group?*

There are no statistically significant differences at ( $\alpha \leq 0.05$ ) in the ninth graders' scores in listening in the pre –test and post- test of the control group.

To answer the fourth question, means, standards deviations and T-Test were used to examine the significance of differences in the ninth graders' scores in listening in the pre -test and post- test of the control group. Tables 7, 8 & 9 show the results.

**Table (7)***Paired Samples Statistics for the control group*

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	pre	6.6250	24	2.31840	.47324
	post	6.8333	24	2.40772	.49147

**Table (8)***Paired Samples Correlations for the control group*

		N	Correlation	Sig.
Pair 1	pre & post	24	0.939	0.000

**Table (9)***Paired Samples Test for the control group*

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	pre- post	-0.2083	0.83297	0.17003	-.56007	0.14340	-1.225	23	0.233

Tables 7, 8 and 9 showed that there are no statistically significant differences at the level of significance ( $\alpha \leq 0.05$ ) in the ninth graders' scores in listening in the pre –test and post- test of the control group. As a result, the null hypothesis was accepted.

### 3.3 Results of the teacher's self-reflection

The teacher's reflection was supported in such a way that the 9th grade teacher could share some opinions during the period of teaching via podcast, which could help in collecting additional qualitative data that could explain and support the quantitative results. Self-reflection was noted throughout the period of implementation students listened to Podcast twice a week once at school and once at home. Each session lasted for the entire class duration 40 minutes. The teacher taught one unit to the experimental group using podcast and the control group via traditional methods (See Appendix J). The podcast audio lasted from one to three minutes. After that, questions were asked to students through several activities. Throughout the intervention, the researcher played the role of an observer by taking notes, pre-planning activities, and preparing the audio podcasts that related to the chosen material from the curriculum. After each session of implementation, the researcher who is the teacher looked at everything in the class

related to the students, the class atmosphere and the new teaching tool. Notes that helped the researcher were taken after each test and after each session.

The outcomes of self-reflection can be explained by various reflections on teacher and student engagement, the development of learner's skills.

### **3.3.1 Teacher's and students' engagement**

Based on the teacher's observation which was followed by self-reflection, it was clear from the beginning that some students do not have an idea about podcasts. So, the researcher introduced podcasts to them, showed them examples, asked them to download "Learn English Podcast" app (See Appendix G). Then, the students used to listen to podcast episodes once in school lab and once at home. Students listened carefully to the podcast audios and answered questions. The students were really engaged as they listened to the podcast at home, took notes and wrote feedback. For example, the first audio podcast was about community project for changing a wasteland into a beautiful garden. Students were very engaged as they answered the questions asked such as 1- What was the problem with the piece of waste ground? 2- What made Lana think that someone was doing something about the mess? 3- Where and when was the meeting?

After observation, the teacher found that using podcast was fun and more engaging, especially when students asked to have more than one homework. As a result, the teacher was thrilled to support the students and give them exciting methods for learning (See appendix I).

### **3.3.2 Learners' development**

While using podcasts, it was noticed that students turned from the ones who do not have an idea about it to daily podcast users. The teacher noticed that their pronunciation was improved while answering questions in the class. The writing skill was also improved as they answered podcast homework in writing. Besides, the student's vocabulary was full of new words that they acquired through listening to podcast. Hence. Students' listening skills were improved ( See appendix I). For example, students listened to an audio podcast about someone who joined the local community and they were asked to write a

paragraph about what they heard. The students' paragraphs were amazing as they expressed everything they heard correctly using new vocabularies.

### **3.4 Summary**

The researcher presented the results of the four questions in tables for the quantitative data. The results of this study showed the following: the results of the pre-test showed that both groups, experimental and control, were almost the same. Thus, the null hypothesis was accepted. The results of the post-test of both groups indicated that podcast has a significant role in improving ninth graders' listening skills. This improvement was for the experimental group since its means (8.70) is higher than the control's means (6.83). These quantitative results were supported by quantitative results of teachers' self-reflection. Self-reflection results indicated a high degree of engagement for both the students and the teacher, as well as an improvement in language skills.

## **Chapter Four**

### **Discussion of Results, Conclusion and Recommendations**

#### **4.1 Introduction**

This chapter presents to discuss the results of the current study including the quantitative and qualitative results. Through the discussion, the researcher tries to connect these results with the previous studies presented in the first chapter. The chapter then ends with a conclusion in addition to some recommendations provided to the expected beneficiaries.

#### **4.2.2 Discussion of the Results**

##### **4.2.1 Discussion of the Results Related to the First Question**

**What is the effect of using podcasts on improving ninth graders' listening skills at Salfit public schools?**

To answer the first question about the effect of podcast on improving ninth graders' listening skills, the researcher used the average grades for every student on the pre- test and the post- test. The results of the first question showed that there was a positive effect of using podcast on improving ninth graders' listening skills. The total average of the pre-test for the experimental group was (6.25) while the total average of the pre-test for the control group was (6.62) which proved that the two groups were almost the same in performance before using podcast. On the other hand, the total average of the post-test for the experimental group was (8.70) while the total average of the post- test for the control group was ( 6.83 ) which indicated that the students in the experimental group got better results than the students of the control group. These findings showed that using new methods that utilize technology had a great and positive effect on improving students listening skills. However, the continuous use of traditional methods did not allow students to improve. This result is in line with most reviewed literature results like the results of (Makki Al Sheef & Saad Althobaiti, 2019) who indicated that the mean scores of the control group was (5.66) while in the experimental group scored (5.86). Based on this result, it can be concluded that both groups had similar performance before the intervention.

Furthermore, the results of this study confirm the outcomes of (Naidionova & Ponomarenko, 2018) who found that the total average of the pre-test for the experimental group was (38.09) and the total average of the pre-test for the control group was (39.45) which proved that the two groups were almost the same in performance before using podcast. On the other hand, the total average of the post- test for the control group was (38.08), while the total average of the post- test for the experimental group was (46.3) which indicated that the student in the experimental group got better results than the students of the control group. Therefore, podcasts enable teachers to improve their students' listening comprehension.

This study also supports the findings of (Nisa, Izzah, & Hadi, 2022) who tried to investigate the effect of podcast on improving students' listening comprehension. The results showed that using podcast has a great effect on seventh graders' listening comprehension.

#### **4.2.2 Discussion of the Results Related to the Second Question and Its Hypothesis**

##### **Are there any statistically significant differences at ( $\alpha \leq 0.05$ ) in the ninth graders' scores in listening in the pre-test?**

There are no statistically significant differences at ( $\alpha \leq 0.05$ ) in the ninth graders' scores in listening in the pre-test.

The results of the second question showed that the control group and the experimental group were almost the same in their achievement in the pre- test. The mean score of the experimental group was (6.25), and the mean score for the control group was (6.62). This means that the educational level for both groups and their achievements were nearly the same. Therefore, the use of traditional method for both groups does not affect or improve students' performance. In addition, the students obtained the same result as they were in the same age and had the same experiences and educational level.

Moreover, this result was supported by (Razaghi, Faruji, & Salehi, 2022) who indicated that the mean score of the control group was (7.35), and the mean score of the experimental group was (7.50). In addition, the groups were equivalent in the vocabulary level before using podcast.

The findings of this study foster the findings of (Raja & Najmonnisa, 2018) who stated that using experiential learning methods is better than using traditional methods. Since the study employed traditional methods with the control group, there was no improvement in their achievement.

#### **4.2.3 Discussion of the Results Related to the Third Question and Its Hypothesis**

##### **Are there any statistically significant differences at ( $\alpha \leq 0.05$ ) in the ninth graders' scores in listening in the pre –test and post- test of the experimental group?**

There are no statistically significant differences at ( $\alpha \leq 0.05$ ) in the ninth graders' scores in listening in the pre –test and post- test of the experimental group.

The results of the third question showed that there are statistically significant differences at ( $\alpha \leq 0.05$ ) in the ninth graders' scores in listening in the pre –test and post- test of the experimental group. The mean score of the experimental group in the pre – test was (6.25). On the other hand, the mean score for the same group in the post – test was (8.70). This indicated that there was a difference in the achievement of the same group in the pre and posttests. Hence, podcast plays a major role in improving ninth graders' listening skills, as it is an alternative way of learning listening. Podcasts are free to everyone and full of information. They helped students to become good listeners since they listen to real people using daily language. Moreover, podcasts helped students to have a wide range of vocabulary. While listening to podcast, students faced new grammatical terms and word formation. Listening to podcasts helped students to concentrate more as they had to answer questions after listening. Podcast is a way of making students happy, imaginative and comfortable as it allowed them to listen and enjoy conversations without being obliged to look at the screen. Students found podcast easy, enjoyable and helpful learning tool. The results showed that there was a favorable impact on the implementation of podcast on ninth graders' listening skills.

Several studies support the findings of third question of this study like (Gonulal, 2020) who approved the effectiveness of podcast on improving listening skills. The study found that using podcasts and videocasts for intensive listening practice was very beneficial for improving students L2 listening skills as well as their words and phrase knowledge and pronunciation.

Also, (Wulandari, et al., 2021) findings support the findings of this study. Their findings indicated that podcast was an effective tool that improved second graders of SMK NEGERI. This result appeared as the post- test mean score of the experimental group (80.88) was higher than the mean score of the control group (77.04). Similarly, (Sabrila & Apoko, 2022) indicated in their study that the students' mean score in the pre- test was (55.15). However, the students' mean score in the post- test was (87.3). Hence, there is an improvement in the students' performance after the treatment. This result means that podcast has a great impact on improving students' listening skills. (Chaves-Yuste & de-la Peña, 2023) investigated the effect of podcast on the EFL classroom. The results of their study clarified that there is a huge effect of podcast on improving learners' speaking and listening skills, which is consistent with the results of this study.

Besides, this study agreed with (Razaghi, Faruji, & Salehi, 2022) who approved the effectiveness of audio podcast retelling on vocabulary knowledge development of Iranian English language students. The mean score of the experimental group in the pre – test was (7.50). On the other hand, the mean score for the same group in the post – test was (29.70). The results of the post-test showed an improvement in the student's vocabulary knowledge. (Yoestara & Putri, 2019) stated that due to podcast's ability to give students in Indonesia access to authentic content, encourage self-regulated learning, boost language confidence, and create active learning environments; podcasts are an effective teaching medium for improving their speaking and listening abilities.

The findings of this question agree with (Abdulrahman, Basalama, & Widodo, 2018) in that the experimental group was found to have a significantly higher post-test score than the control group. Also, the listening comprehension of students is significantly impacted by podcasts. Additionally, students have a favorable attitude regarding the usage of podcasts in listening classes. Students thought that podcasts offered genuine resources, engaging exercises, such as listening drills, and objectives that had personal significance for them helped individuals feel more driven to learn English. The results also demonstrated that in order to achieve the best results, teachers must apply proper instruction. Podcasts will indubitably help teachers and students learn English, especially in the listening comprehension activity.

#### **4.2.4 Discussion of the Results Related to the Fourth Question and Its Hypthesis**

**Are there any statistically significant differences at ( $\alpha \leq 0.05$ ) in the ninth graders' scores in listening in the pre-test and post- test of the control group?**

There are no statistically significant differences at ( $\alpha \leq 0.05$ ) in the ninth graders' scores in listening in the pre -test and post- test of the control group.

The results of the fourth question showed that there are no statistically significant differences at the level of significance ( $\alpha \leq 0.05$ ) in the ninth graders' scores in listening in the pre -test and post- test of the control group. The means in the listening pre-test of the control group was (6.62), and the means in the listening post - test for the same group was (6.83). This means that the performance of the students in the control group was the same in the listening pre- test and post- test. This group was taught only via traditional methods of teaching. Hence, the atmosphere of the class, the material and the tools were the same. As a result, the students in this group may felt bored and there was nothing that could motivate and engage them. Teaching listening requires new ways and methods in order to grab the student's attention and to listen well. Students needed to listen to something that is available every time and everywhere and related to daily life in order to grasp and understand what they have listened.

The results of this question are in line with (NamazianDost, Bohloulzadeh, & Rahmatollahi, 2017) who investigated the effect of using podcast on listening comprehension. In their study, a pre-test and a post - test were used for that. The mean score for the control group in the pre- test was (14.76), and the mean score for the same group in the post- test was (14.93). Therefore, it is noticed that students' achievement is still the same and there is no improvement since this group was taught using traditional ways. However, the students' mean score of the experimental group in the post-test (16.16) was higher than in the pretest (14.63). The researchers discovered that using podcasts to teach and learn English was an effective strategy. The study's findings showed that as compared to students who did not listen to podcasts, students who did so had better listening comprehension.

#### **4.2.5 Discussion of the Results Related to Self-Reflection**

The examination of self-reflection data revealed that podcasts play a significant part in boosting students' motivation and passion. Students were more engaged, attentive, and less bored when podcasts were used in the classroom. They were receptive, understood, and acquired new vocabulary. Podcast has established an entertaining, and comfortable setting that actively involves students. It encouraged students to listen to it wherever they go. As a result, they were able to understand English and talk fluently since their cognitive knowledge was expanded.

The teacher noticed that podcast is an easy tool to implement by both teachers and students. In addition, podcast is a tool for enhancing students' engagement with content that can be an audio or a video. It was used to facilitate the learning process and allow students to learn by themselves as it an alternative to the traditional way of teaching and learning. Podcast offered students with a suitable learning environment that encouraged them to think critically. Besides, students' language skills were improved during the implementation of podcasting. Students' speaking, writing and particularly listening were improving day by day whenever podcast was used. While listening to podcast (audio files) in order to get information and to learn from them, students' listening skills were improved (See appendix I). Podcast was a successful way to affect students' achievement positively, enhance learning process and give the chance to students to become independent learners as they can download the audio file and listen to it whenever they want in any place.

On the other hand, there were some problems about podcast such as the lack of internet and the length of some audio files. Students felt bored when they listened to something that was very long. The biggest problem was that students sometimes chose the wrong and the unsuitable podcast that did not relate to their needs. The role of the teacher occurs here in helping and offering them suitable podcasts to achieve the educational aim.

Numerous researches supported the results of this study. (Rafique, 2019) stated in her study that was about using podcast to improve tertiary learners' listening skills. According to the study, listening to podcasts can be a useful way to develop learners' attentive listening abilities. However, teachers must pay close attention to selecting

material and ensuring that students enjoy the entire learning process. Also, learners can benefit from listening to podcast series since they will be exposed to authentic texts and "real-life" listening in the classroom. Additionally, it will broaden their understanding of the idioms and how to use them in various settings. The results of (Hasibuan & Male, 2022) study demonstrated that students had a favorable opinion of using podcasts as a teaching tool to develop listening abilities. As a result, listening to a native speaker on a podcast might encourage students to become better listeners and more self-assured. The results also showed that in order to get the best results, teachers must apply the right kind of instruction. Both the teacher and the students will benefit from the use of this medium in the classroom. Moreover, (Mutiah, Harmayanthi, & Astuti, 2021) stated that students' listening abilities improved as a whole. The use of podcasts demonstrates how students' views have changed, making listening and learning enjoyable. One of the educational tools that has a strategic place for students' learning processes, particularly listening, is podcasts. As students had never tried learning by podcast before, they felt more curious and enthusiastic.

The results of the study are compatible with (Indahsari, 2020) who found that Podcasts are highly helpful in language learning since they not only encourage students to study but also assist them improve their listening skills. Using podcasts allows students to interact while learning a language. As a result, podcast can encourage students to learn and improve their language skills. This result concurs with (Fatika & Rahayu, 2021) who said that students found podcasts to be entertaining and comfortable when used to teach listening skills. They could always get better at listening because of podcasts.

The results of this study support the results of (Marunevich, Bessarabova, Shefieva, & Razhina, 2021) who investigated the effect of podcast on learners' motivation. The results of their study indicated that podcasting is a successful method for teaching foreign languages because it gives teachers and students the opportunity to practice their English outside of the classroom and have access to course materials whenever and wherever they want. According to the study's findings, learners had not previously listened to podcasts. Later, though, they began to use podcasts for informational and pedagogical objectives.

Rahmatia and Widiastuty (2018) investigated the students' opinions of using podcasts in listening classes at IAIN Palangka Raya. The results showed that students saw that podcast is easy to use. On the other hand. They faced a problem, which is losing concentration while listening because podcasts' audios were too long.

The results of this study agreed with (Wiyannah, 2015) study that aimed to describe the development of students' listening skills while utilizing podcast in their learning, as well as to outline some actions that will be taken to implement in teaching listening using podcast to English Department students at UPY. The participants were at their fourth-semester. In this study, both quantitative and qualitative methods were used. The qualitative information used in this classroom action research came from the observations, interviews, and questionnaires. Quantitative data were collected by using pre and posttests. To determine if podcasts can enhance students' listening skills, the researcher administers a pre-test in the first case and a post-test following the lecture. The results showed that Pre-listening exercises, the first listen, and process-based discussions in pairs with information from podcasts were successful in enhancing the students' listening abilities. The pretest, posttest I, and posttest II results showed a significant increase. They were able to improve their ability to hear native speakers by learning the right pronunciation, writing, and vocabularies thanks to the conversation and tale from the podcast. Studying in groups allowed the students to retain more information because they could share their knowledge without worrying that they would misrepresent what they had heard. Additionally, they like using podcasts to learn.

The results of this study are in line with (Damayanti & Hadi, 2022) study which investigated if podcast could improve EFL students' listening skills. The study's methodology, which involved two cycles of classroom action research, takes a qualitative approach. Planning, taking action, observing the results, and reflecting are the 4 steps that make up each cycle. Tests, observations, and interviews were used to collect data. The outcomes of using podcasts as a way to improve EFL students' listening abilities have been found to be successful and can aid them. Students who study through podcasts are more motivated to learn English. The pupils are content and at ease while they learn about listening skills. However, some students still have trouble understanding the podcast due to unfamiliar terminology or quick intonation and pronunciation. It has been demonstrated that podcasts can make students more interested in the lessons their teachers are teaching them. Students can always practice their listening skills with podcasts.

### **4.3 Conclusion**

This study was conducted to investigate the effect of podcast on improving ninth graders' listening skills in Salfit public schools. The results of the listening post-tests indicated there were positive increase in the means of the experimental group over the control group after teaching the experimental one by using podcast and the control by using the traditional methods. Also, the teacher's reflection concluded the great advantages of using podcast in teaching listening.

The results showed that the experimental group's performance was better than that of the control group. The students in the experimental group were motivated and their listening skills were developed. Besides, the researcher noticed that students are eager to listen to English and express their ideas with other students after listening.

Speaking, and listening skills are just a few of the many educational objectives that can be successfully attained through podcasting. As a result, podcasts must be used by teachers as a tool to help students with their language abilities, particularly listening. Podcasts were easy to use by students. Students who used podcasts to learn English became more independent. As Podcasts encouraged individual learning and contributed to students' greater performance. Podcasts were appropriate for students' needs and interests and foster a fun environment. Students preferred it over more conventional, non-technological methods of teaching and learning. The use of any technology-based tool today catches students' interest and inspires them to learn. Podcasting enabled group participation in the educational process. Overall, the researcher concluded that Podcast has a positive impact on improving student's listening skills.

#### **4.4 Recommendations**

In the light of the results of this study this new tool has a positive impact on improving students' language skills especially listening skills. Therefore, several recommendations were suggested for EFL teachers, parents, future researchers and the Ministry of Education as follows:

##### **4.4.1 For EFL teachers**

1. EFL teachers are recommended to use technology- based methods of teaching.

2. Teachers should be given an opportunity to improve their understanding of podcast concept and improve their confidence to be able to implement activities by using this tool.
3. Teachers should attend training courses to know how to practice such a new method in order to teach English effectively.
4. Teachers are advised to adopt podcasting as a new technological tool in their teaching plan and avoid boring, ineffective techniques as possible as they can.

#### **4.4.2 For parents**

Parents are recommended to listen to podcast with their children and help them to choose the best podcast topics.

#### **4.4.3 For Future Researchers**

1. Researchers are invited to conduct further studies in this field of technology with various groups of learners.
2. Researchers are invited to conduct more studies on investigating the effect of using podcast on improving language skills; reading, writing and speaking and on other levels. That is because the general studies may not be convenient for all skills.
3. Further research is recommended to investigate the effectiveness of podcasts on student's engagement, satisfaction and interaction.

#### **4.4.4 For the Ministry of Education**

1. Including various podcasts in the Palestinian curriculum and providing schools with the necessary infrastructure to employ this technique and develop current educational methods in order to keep up with the world.
2. Conducting workshops for EFL teachers would help in learning how to teach using new method especially the technological ones.

#### **4.5 Summary**

In this chapter, the researcher discussed the study results. Besides, the researcher concluded the study with a number of recommendations given to different groups.



## List of Abbreviations

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<b>Abbreviation</b>	<b>Meaning</b>
<b>EFL</b>	English as a Foreign Language
<b>ELT</b>	English Language Teaching
<b>MA</b>	Master
<b>VR</b>	Virtual Reality
<b>MALL</b>	Mobile Assisted Language Learning
<b>SPSS</b>	Statistical Packages for the Social Sciences

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# Appendices

## Appendix (A)

### Pre- test

Palestine The Ministry of Education Hares Secondary School for Boys Listening Test		English Language Date: // 2023 Class: 9 <sup>th</sup> grade Student's name: .....
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**Listen to the conversation between Tina, Mike and the Kamal's family, and then answer the questions below:**

**Q.One: Listen and write False (F) or True (T) 3 marks**

- 1- Modern guitars developed from the 'oud long ago. ( )
- 2- Mr. Kamal could not play the 'oud when he was young. ( )
- 3- Nadia can cook a big meal. ( )

**Q.Two: Listen and circle the correct answer. 4 marks**

- 1- **The two kinds of food that Tina and Mike are learning about:**
  - a- pizza and fries
  - b- sfeeha and kebab
  - c- burger
- 2- **Tina and Mike are having their dinner at..... .**
  - a- an Arab restaurant
  - b- an American restaurant
  - c- an Australian restaurant
- 3- **Nadia can make .....**
  - a- a big meal
  - b- kebab
  - c- fries
- 4- **The one who knows a lot about the 'oud is:**
  - a- Mr. Kamal
  - b- Sami
  - c- Nadia

**Q.Three: Listen and complete the sentences with correct words. 3 marks**

- 1- Listen! That drum music \_\_\_\_\_ great. Is it Arab?
- 2- It is a happy evening, and Mike and Tina are enjoying their first \_\_\_\_\_ of Arab \_\_\_\_\_.

**Q.Four: Listen and answer the following questions. 2 marks**

- 1- What did Tine feel like when she heard the music?

---

- 2- At what age was Mr. Kamal able to play the oud quite well?

---

Good luck

## Appendix (B)

### Post- test

Palestine The Ministry of Education Hares Secondary School for Boys Listening Test		English Language Date: // 2023 Class: 9 <sup>th</sup> grade Student's name: .....
---	---	--

**Listen to the conversation between Tina and Nadia, and then answer the questions below:**

**Q.One: Listen and write False (F) or True (T) 3 marks**

- 4- Nadia's mom is using the phone in the kitchen to call her mother. ( )
- 5- Nadia's family are from Europe. ( )
- 6- Sami doesn't use the computer( )

**Q.Two: Listen and circle the correct answer. 4 marks**

- 5- Tina used the \_\_\_\_\_ to call Nadia.
  - d- mobile phone
  - e- landline phone
  - f- internet
- 6- Nadia's grandma lives in .....
  - d- Nablus
  - e- London
  - f- Jenin
- 7- Sami always goes online in the .....
  - d- morning
  - e- evening
  - f- afternoon
- 8- Nadia's dad is watching the ..... on Tv:
  - d- sport
  - e- movie
  - f- documentary

**Q.Three: Listen and complete the sentences with correct words. 3 marks**

- 3- Nadia's family are living in London \_\_\_\_\_.
- 4- Nadia and Tina need to plan their school \_\_\_\_\_.

**Q.Four: Listen and answer the following questions. 2 marks**

1- Who is Tina?


2- What is Sami doing?

Good luck

Appendix (C)

Samples of the pre-test for the control group

7/12

Palestine The Ministry of Education Hares Secondary School for Boys Listening Test		English Language Date: 2/3/2023 Class: 9 <sup>th</sup> grade Student's name: Karoem كروم
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**Listen to the conversation between Tina, Mike and the Kamal's family, and then answer the questions below:**

**Q.One: Listen and write False (F) or True (T) 3 marks**

- 1- Modern guitars developed from the 'oud long ago. ( T ) ✓
- 2- Mr. Kamal could not play the 'oud when he was young. ( F ) ✓
- 3- Nadia can cook a big meal. ( T ) ✗ (2)

**Q.Two: Listen and circle the correct answer. 4 marks**

- 1- The two kinds of food that Tina and Mike are learning about:  
a- pizza and fries  
b- sfeeha and kebab ✓
- 2- Tina and Mike are having their dinner at.....  
a- an Arab restaurant ✓ (3)  
b- an American restaurant  
c- an Australian restaurant
- 3- Nadia can make .....  
a- a big meal ✓  
b- kebab ✗  
c- fries
- 4- The one who knows a lot about the 'oud is:  
a- Mr. Kamal ✓  
b- Sami  
c- Nadia

**Q.Three: Listen and complete the sentences with correct words. 3 marks**

- 1- Listen! That drum music .. Sounds .....great. Is it Arab? (2)
- 2- It is a happy evening, and Mike and Tina are enjoying their first Taste ..... of Arab....k..... ✗

**Q.Four: Listen and answer the following questions. 2 marks**

- 1- What did Tine feel like when she heard the music?  
..... happy ..... ✗
- 2- At what age was Mr. Kamal able to play the oud quite well?  
..... ✗

Good luck

Appendix (D)

Samples of the post-test for the control group

7  
12

Palestine  
The Ministry of Education  
Hares Secondary School for Boys  
Listening Test



English Language  
Date: 2/5/2023  
Class: 9<sup>th</sup> grade  
Student's name: كرم جواد كرم

Listen to the conversation between Tina and Nadia, and then answer the questions below:

**Q.One: Listen and write False (F) or True (T) 3 marks**

- 1- Nadia's mom is using the phone in the kitchen to call her mother. (T)
- 2- Nadia's family are from Europe. (F)
- 3- Sami doesn't use the computer. (F)

**Q.Two: Listen and circle the correct answer. 4 marks**

1- Tina used the ..... to call Nadia.

- a) mobile phone
- b- landline phone
- c- internet

2- Nadia's grandma lives in .....

- a- Nablus
- b) London
- c- Jenin

3- Sami always goes online in the .....

- a- morning
- b) evening
- c- afternoon

4- Nadia's dad is watching the ..... on Tv:

- a) sport
- b- movie
- c- documentary

**Q.Three: Listen and complete the sentences with correct words. 3 marks**

- 1- Nadia's family are living in London
- 2- Nadia and Tina need to plan their school

**Q.Four: Listen and answer the following questions. 2 marks**

1- Who is Tina?


2- What is Sami doing?

Good luck

Appendix (E)

Samples of the pre-test for the experimental group

6/2

Palestine The Ministry of Education Hares Secondary School for Boys Listening Test		English Language Date: 7/2023 Class: 9 <sup>th</sup> grade Student's name: <span style="float: right;">باسم</span>
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**Listen to the conversation between Tina, Mike and the Kamal's family, and then answer the questions below:**

**Q.One: Listen and write False (F) or True (T) 3 marks**

- 1- Modern guitars developed from the 'oud long ago. (✓)
- 2- Mr. Kamal could not play the 'oud when he was young. (✓) ✗ (2)
- 3- Nadia can cook a big meal. (✗)

**Q.Two: Listen and circle the correct answer. 4 marks**

- 1- The two kinds of food that Tina and Mike are learning about:  
a- pizza and fries  
**b- sfeeha and kebab** ✓  
c- burger
- 2- Tina and Mike are having their dinner at..... (3)  
**a- an Arab restaurant** ✓  
b- an American restaurant  
c- an Australian restaurant
- 3- Nadia can make .....  
a- a big meal  
**b- kebab** ✓  
c- fries
- 4- The one who knows a lot about the 'oud is:  
a- Mr. Kamal ✗  
**b- Sami**  
c- Nadia

**Q.Three: Listen and complete the sentences with correct words. 3 marks**

- 1- Listen! That drum music ... ~~great~~ ... great. Is it Arab?
- 2- It is a happy evening, and Mike and Tina are enjoying their first taste of Arab..... (1)

**Q.Four: Listen and answer the following questions. 2 marks**


- 1- What did Tine feel like when she heard the music?  
..... Arab restaurant .....
- 2- At what age was Mr. Kamal able to play the oud quite well?  
..... 12 .....

Good luck

## Appendix (F)

### Samples of the post-test for the experimental group

11  
12      Excellent  
✱

Palestine The Ministry of Education Hares Secondary School for Boys Listening Test		English Language Date: 27/4/2023 Class: 9 <sup>th</sup> grade Student's name:
---	---	--

Subs p.w.g

**Listen to the conversation between Tina and Nadia, and then answer the questions below:**

**Q.One: Listen and write False (F) or True (T) 3 marks**

- 1- Nadia's mom is using the phone in the kitchen to call her mother. (✓)
- 2- Nadia's family are from Europe. (✗)
- 3- Sami doesn't use the computer. (✗) (3)

**Q.Two: Listen and circle the correct answer. 4 marks**

- 1- Tina used the ..... to call Nadia.
  - a- mobile phone ✓
  - b- landline phone
  - c- internet
- 2- Nadia's grandma lives in ..... (4)
  - a- Nablus
  - b- London
  - c- Jenin ✓
- 3- Sami always goes online in the .....
  - a- morning
  - b- evening ✓
  - c- afternoon
- 4- Nadia's dad is watching the ..... on Tv:
  - a- sport ✓
  - b- movie
  - c- documentary

**Q.Three: Listen and complete the sentences with correct words. 3 marks**

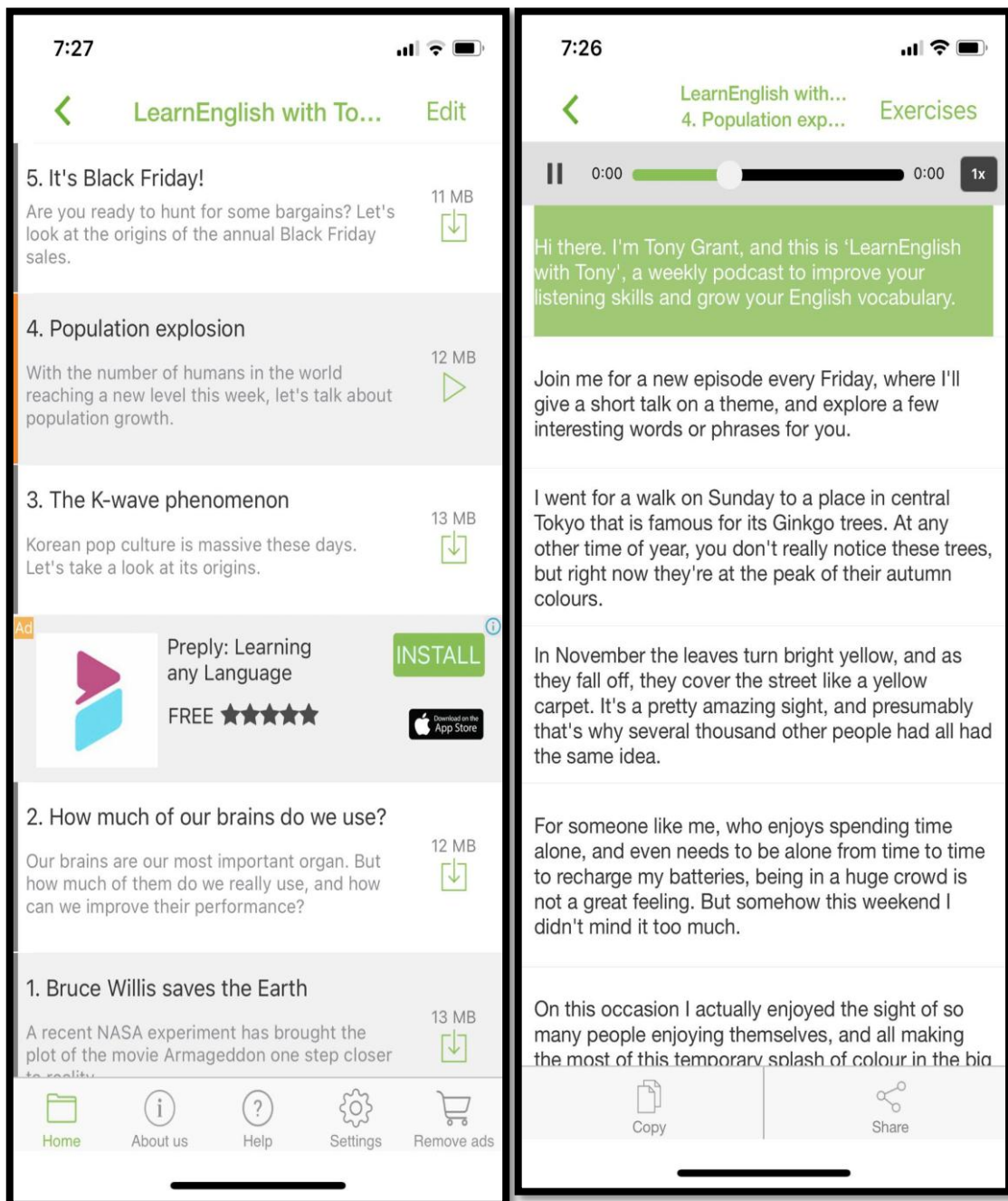
- 1- Nadia's family are living in London at the moment
- 2- Nadia and Tina need to plan their school project (3)

**Q.Four: Listen and answer the following questions. 2 marks**

- 1- Who is Tina? (1)
- 2- What is Sami doing?  
 He goes online in the evening. (1)  
 Good luck

## Appendix (G)

### A sample of the podcast app



## Appendix (H)

### Validation Committee

Dr. Khalid Dweikat, Methods of English Language Teaching, Al-Quds Open University.
Shadwan Qishawi, Supervisor of English.
Hussain Abu Shamma, Supervisor of English.
Shiren Shawahneh, Teacher of English, Hares Secondary School for Boys.
Naba Fayyumi, Teacher of English, Omar Ibn Al-Khattab Primary School for Boys.
Alia' Aqel, Teacher of English, Hares Secondary School for Girls.
Shaima' Essam, Teacher of English, Broqeen Secondary School for Boys.

## Appendix (I)

### Samples of the checklist for each student behavior while using podcast.

*Table 1 &2: Checklist used by the teacher to assess each student behavior while using podcast*

*Table1:*

<b>Student's name:</b> Abdullah Qasim			
<b>Criteria</b>	<b>Yes</b>	<b>No</b>	<b>Notes</b>
Did the student comprehend the particular goals of learning and the reason for listening to the podcast?	✓		At the beginning, he didn't, but after two classes he did.
Did the student have the ability to take notes, stay focused, and avoid distractions while actively listening	✓		He was an active listener.
Can the student sum up the main points of the podcast?	✓		He was able to summarize the main points after listening to the podcast.
Did the student come across and comprehend new terms and vocabulary that were introduced in the podcast?	✓		After listening to podcast, his vocabulary was improved.
Was the student able to deduce the meanings of unknown words or phrases by looking at context clues?	✓		
Did the student provide any personal reflections or emotions about the podcast's content?	✓		He enjoyed the podcast topics that he listened to and asked for similar ones that related to the book and to the real life.
Was the student able to have a meaningful conversation with the teacher or other classmates regarding the podcast's content?	✓		He was able to discuss what he had listened with his classmates and share his opinion.
When talking about the podcast, did the student utilize proper language and vocabulary?	✓		His language skills were developed. His vocabulary was widen as he used new words while answering the teacher's questions.
Can the student demonstrate that he grasps the main ideas of the podcast by writing a summary or a response?	✓		He was able to write a wonderful paragraph after listening to podcast.
Did the student make efficient use of the necessary technologies (headphones, podcast platform, etc.)?	✓		
Throughout the podcast activity, did the student show interest and engagement?	✓		He was really engaged and interested. He asked for more podcast topics to listen at home.

Table 2:

<b>Student's name:</b> Mohammed Makhalfeh			
<b>Criteria</b>	<b>Yes</b>	<b>No</b>	<b>Notes</b>
Did the student comprehend the particular goals of learning and the reason for listening to the podcast?	✓		
Did the student have the ability to take notes, stay focused, and avoid distractions while actively listening	✓		He is a weak student. After listening to podcast, he managed to be an active listener.
Can the student sum up the main points of the podcast?	✓		He was able to summarize some points.
Did the student come across and comprehend new terms and vocabulary that were introduced in the podcast?	✓		At the beginning it was difficult for him, but after some classes he managed to comprehend the new terms.
Was the student able to deduce the meanings of unknown words or phrases by looking at context clues?	✓		He managed to do that in the last three classes.
Did the student provide any personal reflections or emotions about the podcast's content?		✓	
Was the student able to have a meaningful conversation with the teacher or other classmates regarding the podcast's content?	✓		He was able to do that with some mistakes.
When talking about the podcast, did the student utilize proper language and vocabulary?	✓		He tried his best.
Can the student demonstrate that he grasps the main ideas of the podcast by writing a summary or a response?	✓		He wrote an amazing paragraph about what he had listened. He read it in front of the class. His pronunciation was good.
Did the student make efficient use of the necessary technologies (headphones, podcast platform, etc.)?	✓		
Throughout the podcast activity, did the student show interest and engagement?	✓		He was so engaged and interested. He answered his homework and asked for more.

## Appendix (J)

### The material taught via podcast

UNIT  
11

## A garden for all

Period 1

### 1 Listen and repeat.

aim	comment	create	fence	lovely
middle	notice	rubbish	tonight	waste

#### Word formation

break (v)	broken (adj)
meet (v)	meeting (n)
pass (v)	past (prep)

### 2 Look at the picture on the next page. Describe it.

- |                  |                      |                               |
|------------------|----------------------|-------------------------------|
| 1 The picture    | two women who are    | and a play area for children. |
| 2 It is a garden | shows a place        | sitting and talking together. |
| 3 We can see     | see several children | that Lana is imagining.       |
| 4 We can also    | with lots of flowers | who are playing happily.      |

### 3 Listen and answer the questions.

- 1 What did the girls go past on their way to school?
- 2 What did the notice invite them to do?
- 3 Who went to the meeting, and what did they decide to do?

### 4 Listen and read. Find the words from activity 1.

One day, Lana and Lisa commented on a piece of waste ground that they always went past on their way to school.

- Lana** Look at all the rubbish and broken glass. It isn't very nice, is it?
- Lisa** No, it's horrible! They should do something about it, shouldn't they?
- Lana** Maybe someone *is* doing something. Look at this notice on the fence.
- Lisa** That's happening tonight, isn't it? I'd like to go. What about you?
- Lana** Yes, but we can't go alone, can we? I'll ask Dad to go, too.

Mr Qadiri was free that evening, so he went to the meeting with the girls.

**Speaker** We're aiming to build a garden for everyone. For example, we want to make part of it a safe play area for children.

**Lana** You can imagine the trees and flowers, can't you?

**Lisa** Yes, it'll look lovely right here in the middle of town, won't it?

**Mr Qadiri** Yes, it will. It's a good project.

**Speaker** Spring is coming, so we're starting this Sunday. Who'd like to join us?

**Lisa** But we can't start yet, can we? It's still early March, so it's too cold.

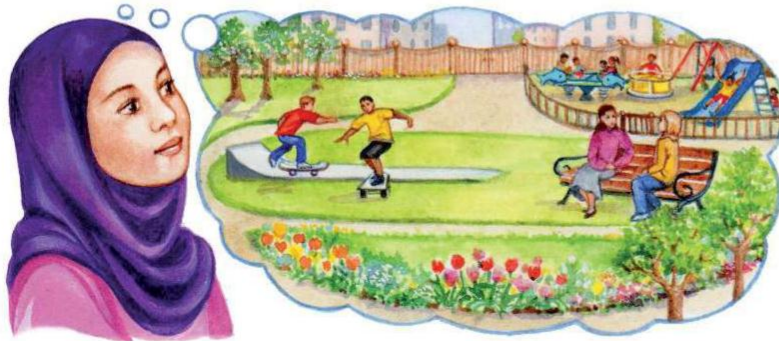
**Mr Qadiri** Oh, but we certainly *can* start. March is a busy time in the garden.

**Lana** Come on, Lisa. We can try it, can't we? Let's have a go. Let's say yes.



#### Everyday English

Who'd like to ...?  
Let's say yes.  
Let's have a go.



**1 Read. Add new words from period 1. Make any changes needed.**

- 1 **A** We need to build a \_\_\_\_\_ round the garden.  
**B** Yes, but how high should it be? About 1.5 metres?
- 2 **A** We need to discuss things. Is everyone free for a \_\_\_\_\_ tomorrow night?  
**B** No, I'm not, but I could meet all of you \_\_\_\_\_ if you like.
- 3 **A** I think this room will look \_\_\_\_\_ if we paint these dark walls white.  
**B** I agree. That'll \_\_\_\_\_ a much nicer room. It'll look larger, too.
- 4 **A** We're at this meeting to discuss our plans for a community party, so please feel free to \_\_\_\_\_ on them. Mrs Carter, would you like to speak first?  
**B** Thanks. Well, I think we should \_\_\_\_\_ to have the best party of the year!
- 5 **A** Do you want me to put up this \_\_\_\_\_ on the wall in the school hall?  
**B** But most people will just walk \_\_\_\_\_ it and not see it.  
**A** Well, let's put it up in the \_\_\_\_\_ of the hall. Then everyone will see it!
- 6 **A** Don't walk over there. There's some \_\_\_\_\_ glass.  
**B** Well, we can't leave dangerous \_\_\_\_\_ like that. We need to sweep it up.  
**A** You're right. Let's put it safely in a box and then put that in a \_\_\_\_\_ bin.

**2 Listen and check. Then practise in pairs.** 

**3 Read again and answer the questions.**

- 1 What was the problem with the piece of waste ground?
- 2 What made Lana think that someone was doing something about the mess?
- 3 What was the writer of the notice inviting people to do?
- 4 What was the name of the notice writer's organization?
- 5 Where and when was the meeting?
- 6 What date was it when Lana and Lisa saw the notice?
- 7 What did the girls and Lana's father want to do?
- 8 Why didn't Lisa want to do this at first?

**4 Work in groups. Listen again and practise the conversations.** 

**1 Read the examples.**

- |   |                           |
|---|---------------------------|
| 1 That's happening tonight, <b>isn't it</b> ?                       | Yes, <b>it is</b> .       |
| 2 It <b>isn't</b> very nice, <b>is it</b> ?                         | No, <b>it isn't</b> .     |
| 3 It'll look lovely, <b>won't it</b> ?                              | Yes, <b>it will</b> .     |
| 4 <b>We can</b> try it, <b>can't we</b> ?                           | Yes, <b>we can</b> .      |
| 5 <b>We can't</b> go alone, <b>can we</b> ?                         | No, <b>we can't</b> .     |
| 6 <b>They should</b> do something about it, <b>shouldn't they</b> ? | Yes, <b>they should</b> . |

Look at the examples again. Tick (✓) the best way to complete the statements.

- We use tag questions like these when we think we know the answer. We believe the other person will **a)** agree  **b)** not agree  with us.
- When we think the answer is yes, we use an affirmative sentence and **a)** a positive  **b)** a negative  tag.
- When we think the answer is *no*, we use a negative sentence and **a)** a positive  **b)** a negative  tag.
- When the sentence uses *is, are, was, were*, we **a)** use  **b)** do not use  the same verb again in the tag.
- When the sentence uses a modal verb like *can, could, will, would, should, must*, we **a)** use  **b)** do not use  the same verb again in the tag.

**2 Match the sentences and tags.**

1 *You're Mariam's cousins, aren't you?*

- |   |                        |
|---|------------------------|
| 1 You're Mariam's cousins,                | <b>a</b> were they?    |
| 2 There isn't much food in the fridge,    | <b>b</b> aren't there? |
| 3 They weren't at school yesterday,       | <b>c</b> isn't it?     |
| 4 It's probably going to rain later,      | <b>d</b> aren't you?   |
| 5 The ground was too cold in February,    | <b>e</b> wasn't he?    |
| 6 There are some interesting places here, | <b>f</b> is there?     |
| 7 Fuad was the first to arrive,           | <b>g</b> wasn't it?    |

**3 Complete the questions with tags. Then match answers a–g to 1–7.**

- |  |                                 |
|--|---------------------------------|
| 1 The garden project must start soon, _____?         | <b>a</b> No, we shouldn't.      |
| 2 It's March, so we can't wait any longer, _____?    | <b>b</b> Yes, it will.          |
| 3 You're right, we shouldn't waste any time, _____?  | <b>c</b> Yes, it must.          |
| 4 The garden will be ready by June, _____?           | <b>d</b> No, we won't.          |
| 5 If we don't begin, we won't finish in time, _____? | <b>e</b> No, we can't.          |
| 6 We can have a lot of fun with this project, _____? | <b>f</b> Yes, we certainly can! |

Now work in pairs. Ask and answer the tag questions.

**4 Now work in pairs. Ask and answer about food, weather, hobbies, etc. using tag questions.**

**A** *You haven't tried Japanese food, have you?*      **B** *No, I haven't.*

1 Listen and repeat. 

ashamed (of)	carpenter	clean up	committee
energy	gardener	look forward to	repair
	request (v/n)	secretary	

Word formation

comment (v)	comment (n)
discuss (v)	discussion (n)
leader (n)	lead (v)

2 Listen. Add new words from activity 1. Make any changes needed. 

- 1 **A** This is *Music all the Way* on Radio London, the programme that plays all your \_\_\_\_\_.  
**B** Yes, we're \_\_\_\_\_ hearing from you. Just call us or text us.
- 2 **A** I hear you've just joined the Garden Project \_\_\_\_\_.  
**B** Yes, I've agreed to become the \_\_\_\_\_ and take notes.
- 3 **A** We need to call a meeting and have a good, long \_\_\_\_\_ with everyone.  
**B** Yes, and you're the head of the Committee, so you should start the meeting and \_\_\_\_\_ the conversation.
- 4 **A** We'll need a \_\_\_\_\_ – someone who can work with wood.  
**B** Yes, of course, and his first job will be helping to \_\_\_\_\_ the fence.  
**A** Yes, and we'll need a \_\_\_\_\_ to choose the trees and other plants.
- 5 **A** I'm sorry my room is a mess. I feel quite \_\_\_\_\_ it!  
**B** Don't worry. I'll help you \_\_\_\_\_ everything. It won't take long.
- 6 **A** As Lana's class teacher, do you have any \_\_\_\_\_ to make about her work?  
**B** Yes, she's got a lot of \_\_\_\_\_, and she works very hard.

3 Listen and check. Then practise in pairs. 

4 Listen and do the tasks. 

- 1 Listen to part 1. List things the speaker says people should wear and bring.

To wear: 1 \_\_\_\_\_ 2 \_\_\_\_\_

3 \_\_\_\_\_ 4 \_\_\_\_\_

To bring: 1 \_\_\_\_\_ 2 \_\_\_\_\_



- 2 Listen to part 2. Write the time and date.

Start work at \_\_\_\_\_ on \_\_\_\_\_, \_\_\_\_\_.

**1 Work in pairs. Say what the pictures on the next page show.**

Then read the website comments. Find out whose ideas the pictures show.

**2 Read again and mark the statements true (✓) or false (✗).**

- 1 The first comment is from Jack Hill to the other people on the Committee.
- 2 Susie Smith expects that the people who left the rubbish will clean it up.
- 3 Zeinab Hussein has been part of the local community for a long time.
- 4 Bob Green wants the local radio's carpenter and gardener to help.
- 5 All of the comment writers show that they expect to be at the site on Sunday.


The screenshot shows a web browser window with the URL <http://www.northlondonnews.co.uk/diary>. The page has a blue header with navigation links: Home, Local Events, Places to Go, Help Your Community, and Contact & Map. The main content is divided into two columns.


**DIARY - WHAT'S ON**


**10:00, Sunday 9th March:** Work starts on the **Garden Project on Western Road.**


Below the text is a graphic of a spiral-bound calendar with a grid showing the month of March.

**COMMENTS** Updated 02.03.2014

1 Thank you to everyone who came to the meeting last night. All of us on the Committee were very surprised by the large numbers. And we had an excellent discussion, didn't we? We now have a great team of volunteers with lots of energy, 5 so let's get on and do the work. See you all on Sunday!   
*Jack Hill (Committee Secretary)*

I'm looking forward to Sunday, too, but I must say one thing about the mess on our site: people shouldn't make a mess like that, should they? It's terrible! The ones who did it 10 should be ashamed of themselves! It would be nice if they came to help clean up the place, wouldn't it?   
*Susie Smith*

If I remember correctly, we've never done a voluntary project like this in New Town before, but I hope it'll be the first of many. We didn't talk about this last night, did we? 15 But perhaps we can next time. Anyway, I'm looking forward to seeing everyone again on Sunday.   
*Zeinab Hussein*

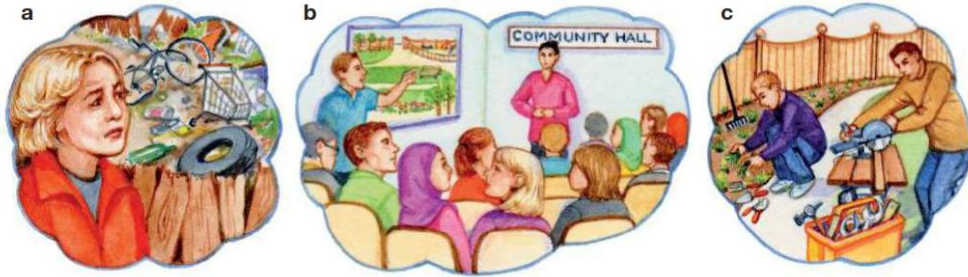
There's just one problem: We don't have people with the right skills to lead the work, do we? For example, we need a 20 gardener, don't we? And a carpenter to help repair the fence, too. We should make a request on local radio.   
*Bob Green*

That's a fantastic idea, Bob. I'll make a phone call today and request their help. *Jack Hill (Committee Secretary)*

At the bottom left of the comments section is a button with a plus sign and the text "ADD NEW LOCAL EVENT".

**3 Listen and read aloud.**





**1 Read again and complete the notes.**

- |   |                   |                                    |
|---|-------------------|------------------------------------|
| 1 | <u>Jack</u> _____ | a) wants to thank _____            |
|   |                   | b) is pleased that they now _____  |
| 2 | _____             | a) is angry about _____            |
|   |                   | b) thinks that they _____          |
| 3 | _____             | a) believes that the project _____ |
|   |                   | b) hopes that _____                |
| 4 | _____             | a) says that they need a _____     |
|   |                   | b) suggests that they _____        |
| 5 | _____             | a) agrees that this _____          |
|   |                   | b) adds that _____                 |

**2 Work in pairs. Make statements like these.**

**Student A** *Jack Hill wants to thank everyone who came to the meeting.*

**Student B** *And he's also pleased that they now have a great team of volunteers.*

**3 Read the website comments again and do these tasks.**

**Say what the underlined words refer to.**

- 1 Line 5: See you all on Sunday!
- 2 Line 10: It would be nice if they came ...
- 3 Line 15: But perhaps we can ...
- 4 Line 22: ... and request their help.

**Now say what the underlined phrases mean.**

- 1 Line 2: All of us on the Committee ...
- 2 Line 2: ... were very surprised by the large numbers.
- 3 Line 5: ... let's get on and do the work, ...
- 4 Line 15: But perhaps we can next time.

**4 Work in pairs. Think and discuss.**

- 1 Is there a 'rubbish problem' where you live?
- 2 What do you think should happen to people who create this problem?

**1 Match opposites a–e to 1–5.**

1 \_\_ badly    2 \_\_ busy    3 \_\_ eastern  
4 \_\_ finish    5 \_\_ proud of

a ashamed of    b free    c start  
d well    e western

**2 Add pairs of opposites from activity 1. Make any changes needed.**

- 1 **A** If you're \_\_\_\_\_ this evening, let's meet.  
**B** Sorry, but I'll be \_\_\_\_\_. I have to prepare for a test.
- 2 **A** Rama used to play the piano very \_\_\_\_\_. She was terrible!  
**B** Yes, but now she plays very \_\_\_\_\_. She's much, much better.
- 3 **A** Nisma \_\_\_\_\_ training after school every afternoon.  
**B** Yes, and I've heard that she doesn't \_\_\_\_\_ until 6:00 in the evening!
- 4 **A** Let's look at the \_\_\_\_\_ sky and you'll see the sun rise.  
**B** It's beautiful! And it's amazing that the \_\_\_\_\_ sky is still dark.
- 5 **A** Rami used to be \_\_\_\_\_ himself because he wasn't fit enough to play sport.  
**B** But now he plays football for the school, so he's very \_\_\_\_\_ himself.

**3 Add the words to the correct groups.**

a cake    some homework  
a mess    a phone call    a project  
a request    ~~some shopping~~  
some work

Expressions with <i>do</i>	Expressions with <i>make</i>
do some shopping	make a cake

**4 Use expressions from activity 3 to complete the sentences. Make any changes needed.**

- 1 In geography, we're going to \_\_\_\_\_ on the weather.
- 2 My baby brother's \_\_\_\_\_ with his food again. It's everywhere!
- 3 I went to the supermarket yesterday, and I \_\_\_\_\_.
- 4 We're all hungry, Dad, so can I \_\_\_\_\_? Can we eat now?
- 5 After dinner, I usually get out my books and \_\_\_\_\_.
- 6 It's Rana's birthday tomorrow, so I'm going to \_\_\_\_\_ for her.
- 7 The cooker isn't working. I need to \_\_\_\_\_ and get some help.
- 8 I won't be free until this evening. I have to \_\_\_\_\_ first.

**1 Read the examples.**

- |   |                       |
|---|-----------------------|
| 1 We need a gardener, <b>don't we?</b>  | Yes, <b>we do.</b>    |
| 2 We <b>don't have</b> people with the right skills, <b>do we?</b>            | No, <b>we don't.</b>  |
| 3 We <b>had</b> an excellent discussion, <b>didn't we?</b>                    | Yes, <b>we did.</b>   |
| 4 We <b>didn't talk</b> about this last night, <b>did we?</b>                 | No, <b>we didn't.</b> |
| 5 <b>Jack Hill wants</b> to make a request on local radio, <b>doesn't he?</b> | Yes, <b>he does.</b>  |

**Look at the examples again. Tick (✓) the best way to complete the statements.**

- Sentences in the present simple and past simple form tag questions with the auxiliary verb  
a) *be*  b) *do*  – just as in normal questions.
- When a sentence is in the present simple, we use a) *do, does*  b) *am, is, are*  to form tag questions.
- When a sentence is in the past simple, we use a) *did*  b) *was, were*  to form tag questions.
- When a main sentence in the present simple is affirmative, we use a) *do, does*  b) *don't, doesn't*  in the tag.
- When a main sentence in the past simple is negative, we use a) *did*  b) *didn't*  in the tag.

**2 Match the sentences and tags.**

- |   |                |
|---|----------------|
| 1 You live in the middle of town,             | a doesn't she? |
| 2 Fuad doesn't play basketball,               | b did it?      |
| 3 Jana enjoyed the family picnic,             | c don't you?   |
| 4 Tariq's car didn't start yesterday morning, | d didn't she?  |
| 5 Rania visits her grandmother every week,    | e do they?     |
| 6 The twins don't enjoy shopping much,        | f does he?     |

**3 Complete the questions with tags. Then match answers a–f to 1–6.**

- |   |                    |
|---|--------------------|
| 1 They bought some new shoes last week, _____?  | a No, she doesn't. |
| 2 They don't usually watch TV, _____?           | b Yes, they did.   |
| 3 I always do everything that he says, _____?   | c Yes, he does.    |
| 4 We didn't need to buy any fruit, _____?       | d No, they don't.  |
| 5 Yasmeen doesn't want to come tomorrow, _____? | e No, we didn't.   |
| 6 Khaled loves all kinds of sport, _____?       | f Yes, you do.     |

**4 Work in pairs. Ask and answer the tag questions in activity 3.**

**1 Complete the exchanges with the correct tag questions and replies.**

You learned about Salah Al-Din earlier this year. Remember as much as you can.

- 1 **A** Jamie thinks that Salah Al-Din was a leader ahead of his time, doesn't he?  
**B** Yes, he does. And a lot of people remember him with respect, \_\_\_\_\_  
**A** \_\_\_\_\_ His name is still famous round the world, \_\_\_\_\_  
**B** \_\_\_\_\_
- 2 **A** He wasn't as quick to kill as other men were in those days, \_\_\_\_\_  
**B** \_\_\_\_\_ And he was fair to everyone, \_\_\_\_\_  
**A** \_\_\_\_\_ He was also often generous to his enemies, \_\_\_\_\_  
**B** \_\_\_\_\_
- 3 **A** Salah Al-Din lived from 1138 to 1193, \_\_\_\_\_  
**B** \_\_\_\_\_ So he didn't live to a very old age, \_\_\_\_\_  
**A** \_\_\_\_\_ But he did a lot during his life, \_\_\_\_\_  
**B** \_\_\_\_\_
- 4 **A** The Muslim World was not united at that time, \_\_\_\_\_  
**B** \_\_\_\_\_ And there was lots of fighting between them, \_\_\_\_\_  
**A** \_\_\_\_\_ And Salah Al-Din fought for many years to unite the Muslims under  
him, \_\_\_\_\_  
**B** \_\_\_\_\_

**2 Work in pairs. Practise the dialogues in activity 1.**

**3 Work in pairs. Ask and answer Wh questions with past forms of be and do.**

You can use the information in a table to help you.

**Student A** (When was the Battle of Hittin?)

**Student B** That was in ..., wasn't it?

**Student A** Yes, it was. / No, sorry, it was in ...

For many years:	Jerusalem was in the hands of the Crusaders.
1187:	Salah Al-Din won the Battle of Hittin.
Weeks later:	Jerusalem was in Muslim hands again.
1192:	King Richard tried to take the city back. But the Crusaders were not strong enough.
Months later:	Salah Al-Din and Richard made peace. However, the two leaders never met each other.

**4 Write tag questions to ask your partner.**

Write things that you believe are correct. You can use these ideas.

- You're ... than me, ... (older / younger)
- You live in ... , ... (... Street / ... Road)
- You have ... , ... (... brothers / sisters)
- You can ... very well, ... (play ... / sing)

**5 Work in pairs. Ask and answer your questions. Correct any mistakes.**

**1 Look at the garden and answer the questions.**

- 1 What garden might this be?      2 How do the two halves of the garden look different?

**2 Listen and do the tasks.** 

- 1 Listen to part 1. Complete headings 1 and 2 with the correct months.

1 To do by the middle of \_\_\_\_\_

2 To do by the middle of \_\_\_\_\_



- 2 Listen to parts 2 and 3. Number picture activities 1–4 and 5–8 as you hear them.  
 3 Now number the activities in the boxes from activities 1–4 and 5–8 in the picture.

- a
- clean up the site
  - get rid of the rubbish
  - build the new paths
  - repair the old fence

- b
- construct the play area
  - prepare the ground for planting
  - plant the trees and flowers
  - put up the play area equipment

**3 Work in pairs. Talk about the jobs.**

**Student A** I would / I wouldn't like to (clean up the site).  
**Student B** I would, too. / I wouldn't, either.

**4 Practise your pronunciation: the sounds of s.** 

- 1 Listen. Tick (✓) the sounds that you hear.

- |   |                  |                          |                          |        |                         |                          |                          |
|---|------------------|--------------------------|--------------------------|--------|-------------------------|--------------------------|--------------------------|
|   | /z/ is           | /s/ it's                 |                          | /z/ is | /s/ it's                |                          |                          |
| 1 | First, a request | <input type="checkbox"/> | <input type="checkbox"/> | 2      | easier to carry things  | <input type="checkbox"/> | <input type="checkbox"/> |
| 3 | all those things | <input type="checkbox"/> | <input type="checkbox"/> | 4      | our site ready to start | <input type="checkbox"/> | <input type="checkbox"/> |

- 2 Listen and repeat the sentences.

- 1 First, we have a request from the supermarket.      2 It'll be easier to carry things on the paths.  
 3 We need to do all those things as quickly as we can.      4 We'll have our site ready to start the interesting work.

1 Listen and write down what you hear. 🎧

2 Copy and complete the start of Lisa's letter. Choose from these letter 'pieces'.

17 Wood Street

Lisa

N13 8BC

London

Dear Mark,

Love and best wishes,

5th March, 20..

Thanks for your last letter and all your news. It was good to hear from you.

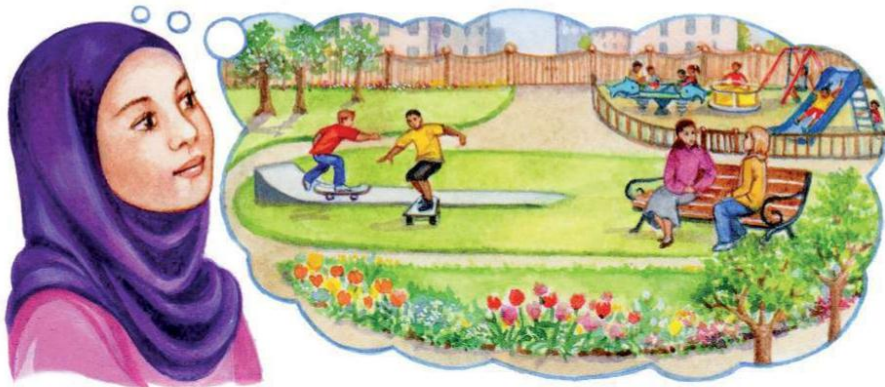
3 Copy and complete the next paragraph.

*Guess what! I've just joined a local ... of ..., and we're going to build a ... .. on a piece of ... .. near my school. We're going to start on ...*

4 Write a paragraph about the schedule. Use your period 10 work.

*By the middle of April, we're going to ... and ... . We're also planning to ... and ... . Then by the middle of ..., if all goes well, it should look like this.*

Make a quick copy of the garden that Lana imagines in period 1.



5 Copy and complete the end of the letter. Use letter 'pieces' from activity 1.

*I must stop now because it's late. You'll write again soon, ...? Please!*

...  
...

**1 Work in pairs. Do these tasks to design a garden.**

- 1 Choose a real place. (It could be a piece of waste ground or an empty corner of your school grounds.) Use language like this.

**Student A** *We could use the ground (behind the science lab), couldn't we?*

**Student B** *Yes, or the area (next to the playground) might be good, mightn't it?*

- 2 Draw the shape of the garden fence or wall, and show the entrance(s) on your plan. (You must each draw your own copy of the plan.)
- 3 Discuss the routes of paths round the garden. Add these to the plan.
- 4 Discuss other things for the garden – trees, flower beds and areas of grass, and perhaps a play area. Use language like this.

**Student A** *We should have (an area of grass) here (in the middle), shouldn't we?*

**Student B** *Yes, and it would be nice to have (some flowers) (along the path), wouldn't it?*

Add the things that you agree to the plan.

**2 Work in pairs. Plan a project schedule.**

- 1 List the jobs that you will have to do. Make notes.
- 2 Decide a date to finish the project. Make a note.
- 3 Agree on the order that you plan to do everything. Make notes.

**3 Work in different pairs. Describe your design and schedule to each other.**

Your partner can ask questions and make suggestions at any time. You may then want to make changes to your design and schedule.

**4 Write a letter to your cousin in Australia. Do these tasks.**

- 1 Write the start of your letter. Write your address and invent your cousin's name.
- 2 Write a paragraph to introduce the garden project. (See period 11, activity 3.)

*Guess what! My friend (name) and I are going to build a garden on a piece of ground (place).*

- 3 Write a paragraph about the schedule. (See period 11, activity 4.)

*By (time), we're going to ... and also ... Then by (time), we're going to ...*

Finish the paragraph as in period 11, activity 4. Then draw your finished garden.

- 4 Finish your letter in your own way.

*I must stop now because ...*

**Unit task:** Designing and describing a garden.



جامعة النجاح الوطنية  
كلية الدراسات العليا

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لدى طلبة الصف التاسع في مدارس سلفيت الحكومية

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قدمت هذه الرسالة استكمالاً لمتطلبات درجة الماجستير في أساليب تدريس اللغة الإنجليزية بكلية الدراسات العليا في جامعة النجاح الوطنية في نابلس، فلسطين.

2023

# أثر استخدام البودكاست على تحسين مهارة الاستماع لدى طلبة الصف التاسع في مدارس سلفيت الحكومية

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## الملخص

يعد البودكاست أحد أهم الأدوات التكنولوجية التي يمكن استخدامها في عملية التعليم والتعلم، هدفت هذه الدراسة إلى التحقق من فعالية البودكاست في تحسين مهارة الاستماع لطلاب الصف التاسع في مدارس سلفيت الحكومية، تم استخدام طريقة البحث الإجمالي في هذه الدراسة ولتحقيق أهدافها شارك في هذه الدراسة شبه التجريبية 48 طالبًا من طلبة الصف التاسع في مادة اللغة الإنجليزية، تم اختيار كل من المجموعتين الضابطة والتجريبية بشكل عشوائي ، وقد اعتمدت هذه الدراسة الشبه تجريبية على نهج مختلط تضمن استخدام الأساليب الكمية والنوعية. تم استخدام الاختبارات القبليّة والبعديّة لجمع البيانات الكمية، بينما تم استخدام تقنية التأمل الذاتي للمعلم لجمع البيانات النوعية، تم تحليل البيانات باستخدام برنامج SPSS، والتحليل الموضوعي لاستنتاج المحاور والأفكار المدرجة في تأملات المعلم الذاتية، أظهرت الدراسة وجود فروق ذات دلالة إحصائية عند مستوى الدلالة ( $\alpha \leq 0.05$ ) بين درجات طلاب الصف التاسع في الاستماع في الاختبارين القبلي والبعدي للمجموعة التجريبية، وبيّنت نتيجة اختبار الاستماع البعدي التأثير الإيجابي للبودكاست على مهارة الاستماع لدى الطلاب، حيث كان متوسط التجريبية أعلى من متوسط المجموعة الضابطة في الاختبار البعدي، وأظهرت النتائج قدرة البودكاست على تعزيز تعلم الطلاب ، وتحسين مهارات الاستماع لديهم ، وخلق متعلمين مستقلين، بناء على هذه النتائج، يُنصح المعلمون بالأخذ بعين الاعتبار النتائج المذكورة أعلاه واستخدام البودكاست كأداة لتعليم مهارات اللغة الإنجليزية وخاصة مهارة الاستماع.

الكلمات المفتاحية: البودكاست، الفعالية، مهارات الاستماع، طلاب الصف التاسع.