

THE EFFECT OF LISTENING COMPREHENSION THROUGH PODCAST AMONG INDONESIAN PRE-INTERMEDIATE EFL LEARNERS

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Abstract

This research is aimed at investigating the influence and students' perception of podcast on students' listening skill in university level. This research involved twenty students of fourth semester of English Education Research Program at a private university in Nusa Tenggara Timur as participants. The instruments utilised to collect data in this research were the pre- and post-test. In addition, a survey questionnaire was distributed to students to investigate their perspectives on the use of podcast in teaching listening. Quantitative and qualitative method design was applied in this research. Findings revealed that there is a significance difference between pre- and post-test results. Data analysis utilising the paired samples test revealed that the significance value (sig. 0.00) is less than 0.05, implying that the Podcast has a substantial impact on students' listening comprehension. Additionally, according to the results of the research, students who participated agreed that they liked podcasts because they helped them acquire listening skills. Podcasts featured amazing subjects and activities that granted both lecturers and students to expand their understanding and enhance their English skills for academic reasons.

Keywords: *Podcast, Listening Comprehension, EFL Learners, Students' Perception.*

INTRODUCTION

As a result of the status of English as an international language, many countries around the world believe that students and society in general should learn English. In Indonesia, English lesson is included in incorporated into the curriculum and must be taught intensively

in school. This condition necessitated students' need to master four basic skills in English. These fundamental skills are reading, writing, speaking, and listening, which are essential to developing the communication needs of the learners. Ardila (2013) pointed out that the four main skills are classified into two types: firstly is receptive, where language is developed through receiving ideas or

messages, there are reading, and listening skills included as a part of this type, and secondly is productive, where the language is produced, which contain writing and speaking skills.

Learning a listening skill in school appears backward, especially because of the judgmental habit of people are called mastering English if they can speak well or write something in English. This statement was supported by an Indonesian education curriculum that prioritizes three other skills over listening. From the basic level of the elementary school, teaching English was focused on learning about speaking, reading and writing. It is also supported by the author's personal experience as an EFL student and an EFL Teacher in the Indonesian education system. In formal schools, students only learn to read, write and speak, and it is proof that listening seems to be abandoned in learning English. As teachers, we need to find the alternative ways to help students improve their listening abilities.

According to Mendelson (as cited in Nurhayati, 2019), among the total time we spend in communicating a day, listening takes for approximately 40%-50%, speaking for approximately 25%-30%, reading for approximately 11-16%, and writing for approximately 9%. In other words, listening is an activity that people in communicating mostly do. That data shows that we spend more time listening than we do with the other three skills, implying that listening has become a critical element of human communication. So, listening skill need to be mastered by students and society in general.

Nevertheless, several people seem to believe that listening might be difficult for English learners, particularly non-native speakers. But although listening is required to mastery, there are difficulties

in teaching listening. The majority of educators in Indonesia prioritise reading, speaking, and writing skills, hence the listening training is weak (Adnan, 2012).

One of the alternative ways out of formal teaching activities to boost students listening ability was with podcast. Smaldino et.al (2012) stated that some media that can be used are text media, audio media, visual media, video media, deceptive media, and people, all of those media can all be used to teach listening. Podcast is an audio version of media that can help learning activity in listening. A podcast is a digital medium that can be used to teach and learn languages effectively. The words "pod" and "broadcast" are combined to form the term "podcast." The words "Pod" and "Cast" were derived from the words "broadcast" and "iPod," respectively (Marwaha & Robinson, as cited in Habiba, 2021). In conclusion, a podcast can be defined as online audio or video files that can be downloaded and played on computers or other MP3-compatible devices.

In Indonesia, listening to podcast has become an ordinary activity if we look at the amount of podcast media on the internet. You can find podcast easily on the internet on some platforms as like YouTube, Spotify, Anchor, Spoon, Noice, etc. the number of viewers or listeners of podcast in Indonesia also shows proof that Indonesian society is familiar with podcast. But, from the writer's perspective, Indonesian society's interest in podcast was only for Indonesian language podcast. While in English learning activity, those podcast were not able to help in listening comprehension. The kind of podcast that can be used in learning English is an English language podcast, and EFL learners in Indonesia are not all familiar with English podcast. Podcasts are infrequently used during

Indonesian classrooms, and most teachers are unaware of their benefits. As a result, podcasts are no longer a widespread learning tool.

The writer's personal experience in listening through podcast create positive improvement in listening comprehension itself. Listening through podcast regularly create a habit and makes the listener get the point of what be spoken on the podcast easily. On 2019, Alfian, Lio and Arafat (2019) conducted the similar research using mix method and reveal indicated that most of the students are interested in audio podcast media. Another similar research conducted, conducted by Sukawati (2021), utilising true and false questions as data collecting, found that students' listening comprehension improved after receiving treatment and listening to podcasts at least three times per week in their spare time. In this research, researcher want to elaborate mix method (pre and post-test) with questioner as the data collection technique to make sure the data was based on the reality (test result) and students' perspective (questioner results). So in this research, the writer's want to know the effect of listening podcast regularly in the different person and comparing the result to know the effect of listening through podcast.

METHOD

The researcher often employs two types of research methods: qualitative and quantitative research (Creswell, 2013). The researcher conducted mixed methods research, mixing qualitative and quantitative data. Because the researcher utilized pre-test, post-test and questioner as instrument data collecting, and the data were translated into transcript, the qualitative method dominated the research methodology in this research.

The research was conducted at the fourth semester of English Education Research Program of Hamzanwadi University 2021/2022. While, time of the research was conducted at the fifth week of June and first week of July 2022. In this research, the population is the fourth semester of English Education Research Program of Hamzanwadi University. There are 87 students from three classes, and the number of the students of each class. While the sample is 15% of the total of population and the research will choose one class of the fourth semester of English Education Research Program of Hamzanwadi University. The total of the sample is 20 students at A class.

Table 1. *Population of the Research*

| No | Class | The number of students |
|--------------|-------|------------------------|
| 1 | A | 30 |
| 2 | B | 33 |
| 3 | C | 24 |
| Total | | 87 |

For data collection, test and questionnaire were used as the instrument. The researcher gave pre-test and post-test consist of 20 shorts and multiple choice

questions in accordance with the treatment to be given and this test will be given before and after treatment. While, the researcher gave questionnaire for the students that consisted of 10 closed-ended

questions and gave 30 minutes for the students to answer the question based on their own perception. The students' can answer the question anytime as long as they have the link of the questioner. One student can only answer once. Each student will get one password to the

questioner so no one can answer the question more than once. For the questioner, it consist 10 question related to podcast as the media to boost listening skills. In gathering the data, the researcher used the following procedures:

Table 2. *Procedures of Data Collection*

| Step | Procedure | June | | | | | July | | | | | |
|------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------|---|---|---|---|------|---|---|---|--|--|
| | | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | | |
| 1. | The researcher do an observation to collect the subject of this research that consist with ten students of fourth semester English Education Research Program of Hamzanwadi University. | | | | | | | | | | | |
| 2. | The researcher prepare some podcast and ask the subject to listen to the podcast every-day in seven days. | | | | | | | | | | | |
| 3. | The researcher gave a pre-test to determine the level of students' ability. | | | | | | | | | | | |
| 4. | After the seven days of treatment, the researcher gave a post-test and questionnaire to the sample of the research. | | | | | | | | | | | |
| 5. | The researcher collected the questionnaire. | | | | | | | | | | | |
| 6. | The researcher analyze the data and made conclusion | | | | | | | | | | | |

The data analysis technique to analyse the data of post and pre-test used was descriptive statistics. In this technique, the researcher will know the average value and standard deviation of the listening comprehension test. This researcher will calculate the mean and standard deviation using SPSS v.22 software (Statistic Package for Social Science). The researcher also used normality and homogeneity test to prove the samples is normal or not, and the samples is homogenous or not.

RESULTS AND DISCUSSION

RESULTS

Descriptive Statistics

After accumulating and analysing the data, it was discovered that the smallest pre-test result was 50 and the highest score was 68, with an average score of 59.55 and a standard deviation of 5.31. Nevertheless, the post-test data collection revealed that the smallest post-test score was 75 and the highest score was 90, with an average score of 82.55 and a standard deviation of 4.11.

When the results of the pre-test and post-test were compared, it was discovered that the mean score and standard deviation of the students' post-test were higher than the average score and standard deviation of the students' pre-test. It showed that there was a change in students' listening

comprehension after and before utilizing the Podcast treatment. The detail description about the result of descriptive statistics was illustrated in Table 3.

Table 3. *Descriptive statistics of Pre-test and Post-test*

| | N | Minimum | Maximum | Mean | Std. Deviation | Variance |
|--------------------|----|---------|---------|-------|----------------|----------|
| Pre-test | 20 | | | | | |
| Post-test | 20 | 50 | 68 | 59.55 | 5.306 | 28.155 |
| Valid N (listwise) | 20 | 75 | 90 | 82.55 | 4.110 | 16.892 |

Required Statistics

Normality Test

To determine if the distribution of data in the pre-test and post-test was normal or not, the normality testing

The pre-test Shapiro-Wilk value was 0.09, whereas the post-test significance value was 0.10. It is proven that the data were normal.

Homogeneity Test

To determine if the data were homogenous or not, a homogeneity test was performed. Furthermore, the data were homogenous if the value of the significance level was higher than $p=0.05$. Based on the calculation of One-Way ANOVA, it was found that the value of significance level was 0.59. It meant that the distribution of data were homogenous.

Test of Significance (Paired Samples T-Test)

Questionnaire Result

Beside use pre-test and post-test, questionnaire was used as the instrument to know the perception of the students about how the effect of the podcast as the

computation was utilized. Moreover, based on the result of normality testing, the values in the pre-test and post-test were more than the $p=0.05$ significance level.

A paired samples t-test was performed to investigate whether there was a significant difference in mean score between the pre-test and post-test. After calculating a paired samples t-test, it was revealed that there was a significant difference in the mean score between the pre-test and post-test $t(df=19)=-23.565$ at $p=0.000$.

From the result above, it can be concluded from the mean score of pre-test 59.55 and the mean score of post-test 82.55. There is around 23.565 the score of the significance increase after the treatment by using podcast. It shows that the use of podcast is effective or indicate significant result in teaching listening comprehension especially at university students.

media to improve listening skill of the univesity stundents. The results of the questionnaire can be observed in Table 4 as follows:

Table 4. *Results of students' perception of podcast as media to increase listening skill*

| No | Items | SA | A | UnD | DS | SDS |
|----|----------------------------------------------------------------------------------------|-----|-----|-----|-----|-----|
| 1 | I like podcast to improve my Listening skill. | 75% | 25% | 5% | 0% | 0% |
| 2 | Podcast is easy to accessed and appropriate for me. | 55% | 45% | 0% | 0% | 0% |
| 3 | Podcast gave me the motivations for me in learning English especially listening skill. | 20% | 80% | 0% | 0% | 0% |
| 4 | Podcast gave me the new vocabulary. | 25% | 55% | 25% | 0% | 0% |
| 5 | In podcast we can joint to improve our English in comment special column. | 10% | 60% | 15% | 15% | 0% |
| 6 | I think listening is easier with using podcast. | 45% | 30% | 25% | 0% | 0% |
| 7 | The podcast is containing of authentic text. | 5% | 60% | 15% | 0% | 20% |
| 8 | I did not need podcast. | 5% | 0% | 5% | 40% | 50% |
| 9 | My listening skill is lack, I need media to support it. | 50% | 30% | 20% | 0% | 0% |
| 10 | Podcast should implement in listening subject in the classroom. | 15% | 60% | 25% | 0% | 0% |

From Table 4, the first statement was about students' perception about podcast. Table 4 indicates 75% students strongly agreed like podcast and podcast can improve their listening skill. 25% stated agree they like podcast and 5% undecided about podcast can improve their listening skill.

The second question concerned with the students' satisfaction with podcasts they had accessed and taken from the internet. Several students are

unfamiliar with podcasts. Table 4 reveals that nearly 55% of students strongly agreed that podcasts are easy to obtain and appropriate for them if they want to listen to native speakers in their daily lives. It is supported by 45% of students. This also implies that several students had difficulty accessing the podcast.

The third statement was regarding the students' willingness to learn English after listening to the podcast. The results suggest that 20% of students highly agreed

and 80% of students agreed that podcasts drive them to listen. That is, the podcast can motivate students to learn English. According to Bolliger (2010), students were additionally inspired by the usage of podcasts that were linked into online learning.

From the fourth statement which concerns with student performance in new vocabulary from the podcast, the result shows that some students 25% strongly agreed, added with majority of students 55% agreed, overtaken by some students 20% undecided. It indicates that students who merely listen once are still having difficulty mastering vocabulary. Definitely, over and over again. However, audio listening is an excellent instrument for achieving the goal. As a result, the teacher must be creative in order to communicate the content.

From the fifth statement, it is showed many variations of answer. 10% students strongly agreed that podcast allows students to join annotate a special column so the students can also improve their writing skill. Furthermore, large number of students (60%) agreed about it. And 15% of the total students gave undecided answer for this question. In addition, around 15% of the students disagreed. It means some students might have problems in using podcast.

From the sixth statement, it is indicated that 45% of the students strongly agreed and 30% agreed with the statement that listening is easy with using podcast. In addition, a number of students 25% gave undecided answer. This indicates that most of students strongly agreed that podcast can help students to improve their listening skill.

The next statement was about whether podcast can help students in

learning English. It refers to the statement that podcast are containing of authentic text from the native speaker. Table 4 shows that only 5% of the students strongly agreed and more than a half all of the students 60% who agreed with the statement. Furthermore, there are four students 20% disagreed. It means that the majority of the students agreed with the statement, so the podcast are containing the authentic one as the sources (Rossel Aguilar, 2013).

The eighth statement was about whether podcast is not needed by students in listening. From the students' answer, it is showed only one student or 5% the student states strongly disagreed and no students agreed with this statement. A half of the students answered strongly disagreed 50% and 40% disagreed. There are 5% of the students gave undecided answer. It means that podcast is very needed and useful in learning English.

The ninth statement was about suitable with the previous statement. In this part the students' listening skill are lack, so they need the media as the solution of that problem. The majority of the students (50%) answered strongly agreed and 30% agreed with this statement. Besides that, 20% of the students gave undecided answer and there is no students who disagree or strongly disagree with this statement.

The last question was concerning about the opinions of students' on whether or not podcasts should be used in classroom activities. The result of the students' answer showed that 15% strongly agreed and more than a half 60% of the students agreed that podcast should be implemented in the classroom activity. In addition, 25% of the students gave undecided answer.

DISCUSSION

This research is focused on finding out: 1) the effect of podcast on listening skills; 2) how influential podcast have on listening skills; and 3) the students' perception on listening skills. Therefore, this research was focused on the effect of podcast for students' listening skill on the fourth semester students of Hamzanwadi University in the academic year 2021-2022.

This research applied qualitative and quantitative (mixed) method. The data collection technique used were pre-test, post-test and questioner. After collecting and calculating the data, it was revealed that using Podcast was affective in teaching students' listening skill at the forth semester of Hamzanwadi University in the academic year 2021-2022. It could be seen from the result of descriptive statistics in which the mean score and standard deviation of the post-test were higher than the mean score and standard deviation of pre-test.

The findings of this research back up the findings of a prior research conducted by (Saputra, 2014), in which the researcher experimented with podcasts and movies for the listening session. The research discovered that podcasts are more successful than movies at teaching listening skills, and that there is an interaction effect between teaching media and varied behaviours on students' listening skills. The findings of this research also supported by previous research conducted by (Madani & Kheirzadeh, 2018) that the students were more interested in the podcast because it provided authentic materials, fascinating exercises, and important objectives, which finally inspired them to learn more. Based on the result above, it is clear that Podcast has the significance effect to boost

students' listening skill. It can be proven by the result of the post and pre-test. The post-test result found that the lowest score of pre-test was 50 and the highest score was 68 with the mean score was 59.55 and standard deviation was 5.31. Meanwhile, the result of data collection in the post-test showed that the lowest score of post-test was 75 and the highest score was 90 with the mean score was 82.55 and standard deviation was 4.11.

Second, Podcast was influential on listening skill. This statement can proved by the result of the post and pre-test. Referring to the result in the pre-test and post-test, it could be seen that the mean score and the standard deviation of students' post-test were higher than the mean score and standard deviation of students' pre-test. It indicated that there was difference between students' listening skill after and before doing the treatment by using Podcast, and the difference was students' listening skill was boosted by listening to podcast.

Third, based from the questioner results, it showed that students have the positive perspective about the use of podcast for listening skill. It showed that 15 from 20 students (75%) strongly agreed that podcast can improve their listening skill. 11 (55%) students strongly agreed that podcast is easy to access and it appropriate for them if they want to listen the native speaker in their everyday life, and 9 (45%) of them were agreed about it. 16 (80%) students were agreed that podcast motivate them in listening, it means that podcast can motivate them in learning English. 11 (55%) students were agreed that they performance in new vocabulary form the podcast. 12 (60%) students strongly agreed that podcast allows students to join annotate a special column so the students can also improve their writing skill. 9 students (45%)

strongly agreed and 6 students (30%) were agreed that podcast can help students to improve their listening skill. 12 students (60%) were strongly agreed that podcast can help students in learning English. It refers to the statement that podcast are containing of authentic text from the native speaker. 10 students (50%) were strongly disagreed and 8 students (40%) were disagreed podcast was not needed by students in listening, it means that podcast is very needed and useful in learning English. 10 students (50%) strongly agreed and 6 students (30%) were agreed that they need a media as the solution of the lack listening skill's problem. And the last questioner result showed that 12 students (60%) were agreed that podcast should be implemented in the classroom activity.

Based from the discussion above, it can be conclude that Podcast can be as an alternative in teaching and learning process. It can be the interesting method on students' English learning especially in the listening skill. In beside, podcast can be alternative media in teaching listening because podcasts are easy to access and can be listened to anywhere even when not in the classroom.

CONCLUSION

It can be stated that podcasts could significantly benefit pupils' ability to listen. It could be seen from the value of the post-test which was higher than value of pre-test. The mean score on the post-test were 82.55 and standard deviation on the post-test were 4.11. While on the pre-test, the mean score were 59.55 and standard deviation were 5.30. It means that the mean score and standard deviation was significant. From the results above, the researcher concluded that the result of the students' listening skill after treatment by using podcast has shown improvement than before.

Furthermore, the findings and discussions revealed that students agree that podcasts can help them learn English and they are eager to use podcasts as a tool for improving their listening skills. The students enjoy podcasts and are enthusiastic about using them. Because of podcast inspired them. The content and the clear native pronunciation they learned from the podcast sparked their interest in the audio. In addition, due to the abundance of podcasting websites accessible online, the majority of students believed that podcasts were straightforward to obtain.

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