

The Effect of a Podcast Program on Developing EFL Students' Inferential Listening Comprehension Skills at the Faculty of Specific Education



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Abstract:

The present study aimed at developing EFL inferential listening comprehension skills of fourth year English section students at the faculty of specific education using podcasting technology. The researcher used two groups (control and experimental) to achieve this purpose. The participants of the study consisted of fourth year students at the faculty of specific education, in Zagazig (N=60). The study followed the two-group pre-post-test design. The inferential listening comprehension skills test was pre-administered to the two groups. The experimental group used the podcast program to develop their inferential listening comprehension skills. In addition, the control group was taught through regular instructions. Then, the test was post-administered. The t-test was used to compare the mean scores of pre-post-administrations. Results of the study revealed that the experimental group EFL students' inferential listening comprehension skills improved significantly as a result of using the program. Therefore, it can be concluded that using the podcast program has a positive effect on developing EFL fourth year students' inferential listening comprehension skills.

Keywords: inferential listening comprehension skills, Podcast program.

Introduction

One of the most crucial abilities for learners to develop is listening because it can help other abilities like speaking and reading. It offers suitable circumstances for the learning of additional linguistic abilities. Galuh Elga Romadhon, (2019); Latif, (2015). A crucial aspect of communication is listening. It is very significant in English language courses. It offers students input. The language learning process cannot begin if the learners are unable to comprehend the input (Nunan, 2002). The four fundamental advantages of language acquisition. While reading, conversing, and writing are all crucial for the development of language skills, listening is the main pathway to language proficiency. Listening helps us understand our surroundings and is a key component of effective communication. Gilakjani et al(2019).

Both the final exam and the university entrance exam do not evaluate listening comprehension. This can be one of the factors preventing teachers from taking it seriously while planning their lessons. The second argument is relevant to the fact that listening is an active talent that takes place in the mind and that listeners can infer, guess, predict, deduce, and interpret. Many teachers see listening as a passive skill. Wilson (2008).

Comparatively speaking, reading, and writing are the other three talents that have received more attention than listening. Limitations in English classrooms include a lack of qualified teachers, limited time, a lack of resources and tools, and fear among students. It should be quite clear that listening comprehension is one of the key components that the majority of language teaching programmes in Iran lack. It should be quite clear that listening comprehension is one of the key components that the majority of language teaching programmes in Iran lack. When the most frequent complaint of language learners—not being able to "listen" or "hear" appropriately—is considered, this becomes even more clear. Learners are unfamiliar with the nature of listening, how to hone their listening skills, and how to deal with listening comprehension issues that arise when listening. Vahdat and Eidipour (2016).

Listeners participate in a dynamic production of meaning as part of the complicated, interactive process known as listening comprehension. In addition to using linguistic, paralinguistic, or even non-linguistic information in contextual utterances, listeners also perceive oral input based on sound discrimination, prior vocabulary, grammatical structure knowledge, stress and intonation, and other factors (Rost, 2002).

The word "listening comprehension" has been defined in a variety of ways by different scholars. In order to accomplish learning objectives, which include the growth of listening comprehension, it is crucial for EFL students to recognise the oral input in language sessions. According to Fang (2008), listening is a dynamic process that includes focus on auditory intake, interpretation, and integration with prior information. Additionally, according to Hessen (2016) and Wang and Gafurov (2015), comprehension is the capacity to understand something that demonstrates an intelligent system or human being's capacity for cognition and reasoning. Ismayilli Karaoke ,(2019)indicates inferential listening comprehension sub-skills..

Sub skills of inferential listening comprehension skills

1. Understanding speaker's attitude and purpose
2. Recognize lexical chunks and idioms
3. Paraphrasing information
4. Inferring a meaning of a unknown word from the context
5. Inferring indirect information from the context.

Even though listening comprehension is a crucial talent for learning second and foreign languages, and effective listening comprehension instruction is crucial for fluency in the target language, it was one of the skills that were undervalued in language schools, especially until the late 1960s. Reading and grammar were valued at the time over other abilities like speaking and listening. Both academics and teachers did not view the development of listening skills as a crucial component of language instruction (Shafiee & Salehi, 2019).

According to Buck (2001), understanding what you're listening is a very participatory process. Learners must successfully choose and interpret material, create meaning, and connect their own prior knowledge to the activity at hand in order to succeed (Rost, 2002). In addition to being able to recognise and understand reduced forms of speech, colloquial language, redundancies, a wide range of vocabulary, and complex syntactic structures, they also need to be able to navigate challenges brought on by factors like speaker accent, rate of delivery, and variations in stress, rhythm, and intonation (Brown, 2007).

Learners pay attention to engaging and appealing materials that inspire them and grab their attention. Thus, selecting the appropriate video content might make listening easier. Additionally, the use of appropriate video resources will promote the inclusion of diversity and a range of talents in the language classes. Ehteshami and Salehi (2016).

One of the newest web-based resources that has considerably aided EFL study is podcasts. Typically, they are downloadable audio or video files that can be viewed or heard without the need for additional software or an MP3 player (Heilesen, 2010).

One reason why podcasts are one of the web's most popular trends in educational institutions is to improve students' listening skills. Podcasts stand out from other online multimedia content forms primarily due to the ability for consumers to automatically download information.

The technology for podcasts is widely accessible, simple to use, and reasonably priced, making it a more appealing choice for offering students more flexible learning tools. The way people learn English is changing because to podcasts. Its emergence appears to offer a wealth of resources for use in an EFL context, namely to support listening teaching. Students may learn whenever they want, wherever they want, and at their preferred pace and direction thanks to podcasts. The flexibility of podcasting is a key factor to take into account when employing it in teaching. Salmon and Nie (2008).

Learners can work at their own pace to attain the intended learning objectives thanks to the ability to download podcasts and listen to them repeatedly. The choice and control that learners have are two further

aspects of flexibility that are important for learner autonomy and independent learning. Lee & Chan (2007).

Podcasts are the ideal option for usage in listening comprehension classes, for the following reasons. The first benefit is that it might help students become familiar with the original English. In other words, students can practise their conversational skills by listening to actual resources. To help students learn realistic vocabulary and pronunciation, the podcast's materials are packed with real-world speech that is modelled on that of native speakers. The podcast is used for a second reason: it motivates students to practise listening outside of language courses. Because podcasts are so easy to use, teachers can utilise them to teach listening. Yoestra and Putri (2018) and Romadhon (2019).

The context of the Problem

Comparatively speaking, reading, and writing are the other three talents that have received more attention than listening. Limitations in English classrooms include a lack of qualified teachers, limited time, a lack of resources and tools, and fear among students. The missing pieces of the puzzle in the majority of language teaching programmes are listening skills.

Gilakjani and Sabouri (2016) noted that EFL college students encounter a variety of issues when listening to the English language as universities place a greater emphasis on reading, writing, and vocabulary in their study of the listening comprehension challenges in EFL settings. Both the course materials and the teachers' attention in the classroom do not place much emphasis on listening.

Nadhira and Warni (2021) looked into the causes of listening difficulties among EFL students. There are 100 EFL students among the participants. at an upper-level high school. With the aid of both quantitative and qualitative data, the study used mixed methodologies. Data collection methods included both questionnaires and interviews.

The quantitative analysis was used to display the numerical results of the questionnaire about the listening difficulties of students, and the qualitative analysis was utilised to investigate the contributing elements. The results indicated that listening challenges included unfamiliar terms, rate of speech, foreign accent, unclear pronunciation, and insufficient facility.

There are some reasons contributed to listening difficulties including:

- (1) The status of the language
- (2) Knowledge of language
- (3) Familiarity
- (4) Lack of practice

- (5) Speed of the speaker
- (6) Speaker himself
- (7) Listening strategies
- (8) Anxiety
- (9) Translation
- (10) The nature of test
- (11) Lack of concentration.

Statement of the problem

The problem of the present study lies in the lack of EFL inferential listening comprehension skills among fourth year students, at the faculty of specific education ,zagazig university. This study is an attempt to investigate the effectiveness of using podcasting for developing EFL inferential listening comprehension skills among fourth year students.

Questions of the Study

This study discusses the following main question:

What is the effectiveness of a podcasting program on developing inferential listening comprehension skills for EFL students at the faculty of specific education?

This main question can be sub-divided into the following:

1. What are the inferential listening comprehension skills?
2. To what extent are the inferential listening comprehension skills, successfully performed by EFI Students?
3. To what extent are inferential listening comprehension skills necessary for EFL students?
4. How can the podcasting be designed to develop EFL inferential listening comprehension skills?
5. Is the program based on podcasting effective on developing EFL students' inferential listening comprehension skills?

Hypotheses of the study

- 1) There is a statistically significant difference between the mean scores of the experimental group and the control one on the listening comprehension post-test results in favour of the experimental group.
- 2) There is a statistically significant difference between the mean scores of the experimental group in the pre- and post- results of the listening comprehension test in favour of the post- results.
- 3) The podcasting program is effective in developing listening comprehension skills.

Delimitations of the study

This study is delimited to:

- 1- A sample of a fourth year English section students at the faculty of specific education

2- Some inferential listening comprehension skills, required for the participants, as judged by jury members

According to the fourth year English section students , they have difficulties in inferential listening comprehension skills ,so the researcher used the program based on podcast to develop their inferential listening comprehension skills .

Definition of terms

Technology for podcasts

One of the newest web-based resources that have considerably aided EFL study is podcasts. Typically, they are downloadable audio or video files that can be viewed or heard without the need for additional software or an MP3 player (Heilesen, 2010).

One reason why podcasts are one of the web's most popular trends in educational institutions is to improve students' listening skills. Podcasts stand out from other online multimedia content forms primarily due to the ability for consumers to automatically download information. Ho and other (2016)

Inferential listening comprehension skills

According to Bailly (1998), inferential skills are an operation of logical reasoning during which one draws a consequence from a fact or a suggestion.

By this definition, we consider inference as a strategy that reflects the listener's ability to extract what is not explicated by the material but also to extract the meaning of an utterance that is unfamiliar to him.

Review of Literature

The podcast

Online audio (and occasionally video) programmes known as podcasts are frequently updated by other internet users or the program's author. New episodes of those programmes can be seen online or downloaded for later listening on digital mobile devices like the iPod or MP3 player. (Borja, 2005).

Tidal (2021) demonstrated the diversity of podcast genres. The most basic kind of podcast is the solo style, in which a single speaker discusses a subject without the aid of complex technology or other speakers. A common form of podcast that also involves a host speaker asking a number of guests a series of questions is an interview. Additionally, there are podcast panels with three or more speakers debating a subject. A panel podcast is more difficult to create technically than a solo one. Panel podcasts, on the other hand, are more insightful and lively.

The world is changing swiftly these days due to the arrival of new technology, providing educators and students with a multitude of chances. Utilise the most recent software and hardware in the classroom.

The innovative technology known as podcasting for internet audio transmission has advanced significantly since it was first introduced in 2005.

(Heilesen) 2010 one of the most recent web-based services that has significantly assisted EFL study is specifically podcasts. They are often downloadable audio or video files that don't require any special software or MP3 players in order to view or hear them. Usability is essential if technology is to be utilised to its greatest potential.

Ho et al.'s (2016) research shows that if people think they can easily use or pick up new technology, their motivation to do so grow. If people realised how easy it is to use and that there is little work required, they could be more likely to use podcasts for listening. One of the numerous motives for which podcasts, one of the web's most well-liked trends, are used in educational institutions is to improve listening abilities.

As stated by Hassan and Hoon (2012), podcasting enables students to access real-world content while honing their language abilities and expanding their vocabulary and grammatical structure. It is essential as a tool for learning about many different subjects, such as culture, history, and policies.

O'Bannon, Lubke, Beard, and Britt (2011) claimed that listening to podcasts aids students in becoming familiar with new information. For adult learners who lack the time for in-person instruction, distance learning is one of the most important benefits of podcasts since it gives them access to interviews and dialogues with internal and external specialists.

At all grade levels and in all subject areas, podcasting is used in education in a variety of ways. Conventional lecture materials can be distributed using it. This information is available for those who are in class to review. However, a podcast can be used to transmit the missing material if both students and professors are absent (Tavales & Skevoulis, 2006).

They can speak with anyone, at any time, and on any topic thanks to it (Marish & Yogesh, 2009). If the class was recorded, an absentee could download it to see the lectures they missed. Additionally, in order to communicate information with parents and other parties, such as curricular assignments, they might listen to expert lectures that administrators and teachers might not otherwise have access to. Teachers can podcast discussions on vocabulary, lessons in other languages, interviews, and debates. Included in this is teaching, especially for the lab. Marish & Yogesh (2009).

Using teacher podcasts for pre-lesson and post-lesson listening has several advantages. According to Leach (2006). "What's more, it gives

pupils who were in the classroom the chance to listen again to what the teacher said on a topic, to re-check those notes and make sure, as well as to make it easier for non-English native speakers to re-listen to a lesson without the distractions that may make instant translation difficult the first time," he writes.

Additionally, researchers Ashraf, Noroozi, and Salami (2011), Hasan and Hoon (2012), discovered that podcasts encourage English language learners to learn the language, help them improve their language skills, particularly listening, and give them many opportunities to learn from and collaborate with one another. Additionally, podcasts provide a way for lecturers to duplicate, expand, and improve lectures outside of the classroom, making up for lectures that are too short (Cebeci & Tekdal, 2006 & Hew, 2009). Students then attend the lecture and use the audio as a fallback for questioning about challenging subjects. Podcasts aid in prepping the student for new material.

Inferential listening comprehension skills:

We can categorise listening tactics into three groups using the learning strategies taxonomy developed by O'Malley and Chamot (1990): cognitive, metacognitive, and socio/affective strategies. Cognitive strategies in listening activities refer to behaviours allowing the modification and transforming the listening material using techniques including note-taking, translation, inference-making, employing one's resources, repetition, and note-taking. Planning, concentration, control, and self-evaluation are all aspects of the listening process that metacognitive methods aim to regulate or manage. In terms of socio-mediating activities, they enable the listener to communicate with his partners while participating in a group task. They can also be applied to lower stress levels while performing a task.

Inference-making, vocabulary learning, and reading comprehension have all been heavily studied in the past (Bengeleil & Paribakht, 2004; Cain, Oakhill, & Lemmon, 2004). The connection between the employment of inference-making method and listening comprehension, however, has not been well studied. We are aware that the listener can rely on textual or contextual cues to decipher meaning when faced with a challenge. He combines the pieces he has identified and realises what he has grasped and what is still unclear. Nevertheless, it's often very challenging and problematic to infer meaning while listening (Wilson, 2003), as opposed to readers who can go back and reread the passage they don't understand and take their time to do so.

There are several different types of inferential ability described in the literature, but these differ according to author. Buck (1991) suggests that

there are five different inferential types from the view point of test making in listening comprehension:

Inference type 1:

To guess how a certain characters feels at some particular point in a narrative/story

Inference type 2:

To find reasons for information clearly stated in the text

Inference type 3:

To make a deduction about some aspect of a story, which is very similar to previous type, expect that the listener not asked about clearly stated Information

Inference type 4:

To make predictions on how listeners think a story will develop

Inference type 5:

To find reasons for what seemed like an obvious inference made by a test Constructor

Some researchers emphasise the importance of strategy training in enhancing listeners' capacity for inference. Potshard makes deliberate and extensive use of the inference strategy made an effort to aid listeners in automating their capacity to draw conclusions from audio documents. On the other hand, Ridgway (2000) was not at all positive about the usage of the using inference while listening. He believes that because to time constraints and the listeners' limited cognitive capacity, listening comprehension and inference-making cannot happen at the same time.

For comprehension, inference is a crucial top-down processing step. Listeners use inference to determine an utterance's meaning. Based on all the information accessible to them at the time they hear a speech, the listeners infer what it means. Situation, intonation, and background knowledge are all included in the material. Rost (1990: 33) emphasises the importance of the inference process. "Rather than simply matching sounds to meaning, understanding spoken language is mostly an inferential process based on a perception of clues. The speaker may be motivated to make an utterance at a specific time; therefore the listener must establish a relevant connection between what is heard (and seen) and those context-related elements. Therefore, in order to understand spoken language, people must not only hear incoming sounds but also but they also make inference as a part of top-down process to understand what speaker really means by analysing the context of utterance.

Because verbal communication includes both coding and the capacity to infer, it is crucial to have this skill. The majority of what is communicated and understood through communication, according to Buck (2001: 99), "is not explicitly stated, but it depends on cooperation

and inference." As a result, listeners draw conclusions to understand information that speakers do not explicitly convey.

In addition, according to Yule (2006: 116), inference is a "extra information incorporated by the listener to establish a link between what is stated and what is intended. A mental process called inference allows us to draw conclusions.

Difficulties related to the inferential listening comprehension skills:

Many researchers discuss the challenges of studying how inferential skills affect comprehension. For instance, Urquhart and Weir (1998) assert that direct access to the listening mechanism itself is not conceivable. We can never truly notice the difficulties students could face or the techniques they employ. Only by closely scrutinising the reaction, whether it be spoken, written, or non-verbal, are we able to infer what the audience did with the message and what they found challenging. Additionally, Rost (1990) asserts that there are at least six observable issues, as follows:

- 1 To define in some way what it means to say that someone 'knows' a certain thing.
- 2 To test the person's knowledge.
- 3 No details of the process is available/observable.
- 4 Fluid/constantly adaptable from the text.
- 5 Missing description (of schemata).
- 6 Loose notion.

Inferential ability or an ability to infer using individual background knowledge is at the centre of comprehension, yet it is not easy to define what background knowledge is. To define what it means to say that someone 'knows' a certain thing is not easy. When its notion is loose and its description is missing and ambiguous, it is natural that it is difficult to survey it. According to Rost (1990), the notion of background knowledge varies from person to person. Some might consider this problem as being similar to a cultural difference. However, the concept that someone 'knows' a certain thing is not always the very same within the same cultural background; a difference may occur even in the very same family. For example, when gender, generation, education, profession, religion and other variables are different, knowledge and construal of something can certainly be different even within the same family, let alone between different cultures

The effect of podcasting on the inferential listening comprehension skills of Iranian TEFL students was also studied by Mirza Suzani (2020).

In order to do this, two groups—an experimental and a control group—each with 30 members was selected. In the pre-test, the Kolmogorov-Smirnov test of normality and the independent sample t-test were used to

determine the homogeneity of the student population. In order to examine the effects of listening to podcasts between the experimental and control groups, an independent sample t-test was performed. According to the results, there was a substantial difference in the mean scores between the two groups, with the experimental group's mean scores being higher than the control groups.

According to Stoltenkamp et al. (2011), podcasting and improved group work among students are positively correlated. The findings of Putman and Kingsley's (2012) study confirmed the claim that podcasts help students improve their vocabulary. Al Qasim and Al Fadda (2013) conducted a study to determine how podcasting affected female Saudi EFL undergraduates' inferential listening comprehension skills. They used a total of 46 female undergraduates from a Saudi university in that quantitative investigation. The samples were split into two groups: the experimental group and the control group.

Podcasts made by students were used in the study as the teaching resources. After the therapy period of six weeks, data were collected. The experimental group's performance significantly outperformed that of the control group, according to the results.

Methods of the Study

Design

Adopting the quasi experimental design, the control and experimental groups were pre-tested on inferential listening comprehension skills. Then the treatment was administrated by the researcher. The experimental group received training through podcasting strategy. On the other hand, the control group taught through the traditional method.

Participants

Sample of English Section Students from Faculty of Specific Education in Zagazig University were selected then assigned to a control group (30 students) and an experimental group (30 students).

Instruments

1. A checklist was designed to the jury members to state the most important inferential listening comprehension skills needed for the students.
2. An inferential listening comprehension test was also designed to be submitted to the jury members to determine its validity and reliability.
3. A program based on podcast to investigate the effect of podcast technology on developing inferential listening comprehension skills.

Results and Interpretation

The First Hypothesis:

The first hypothesis indicates that, "There is a statistically significant difference between the experimental and the control groups' mean scores

in the post-administration of the inferential listening Comprehension Skills test in favor of the experimental group. “To confirm this hypothesis, the researcher used the Independent sample t-test to compare the mean scores of the experimental group students who used podcast with those of the control group students who used the traditional method, on the post-test. The results are presented in the following table.

Table (1): Post t-test results of the control and the experimental groups in inferential listening Comprehension Skills test:

Skill	Group	N	M	S.D	D. f	t-value	sig
Inferential listening comprehension skills	Experimental	30	9.28	0.975	64	25.471	0.000
	Control	30	1.76	1.785			

The table above states that the mean scores of the experimental group students are higher than those of the control group in EFL inferential listening comprehension Skills, where t-value is (25.471) for inferential listening comprehension skills, which is significant at (0.05) level. Therefore, this hypothesis was confirmed. These differences can be attributed to utilizing podcast in teaching EFL inferential listening comprehension skills.

The Second Hypothesis:

The second hypothesis indicates that there is a statistically significant difference between the mean scores of the experimental group in the pre-post-administrations of the inferential listening comprehension Skills test in favor of the post-administration. To verify this hypothesis, the researcher used the paired sample t-test to compare the mean scores of the experimental group who used podcast program in the pre - post-test. The following table includes the results.

Table (2): Post t-test results of the experimental group in pre and post EFL inferential listening Comprehension Skills test:

Skill	Group	N	M	Mean paired difference	S.D	D. f	t-value	sig
Inferential listening comprehension skills	Pre	30	1.76	7.500	1.560	32	22.657	0.000
	Post	30	1.33		0.957			

The table above states that the mean scores of the experimental group students are higher than those of the control group in inferential listening comprehension Skills, where t-value is (22.657) for inferential listening comprehension skills, which is significant at (0.05) level. Therefore, this hypothesis was confirmed. These differences can be attributed to utilizing podcast program in teaching inferential listening comprehension skills.

The Third Hypothesis:

The third hypothesis indicates that “podcast program would have a positive influence on developing the EFL inferential listening comprehension Skills. To verify this hypothesis, the researcher calculated the effect size by using the paired sample t-test to compare the scores of the experimental group in the EFL inferential listening comprehension Skills in the pre and the post- test.

Table (3): value of (μ^2) and the level of inferential listening comprehension skills effect size

The dependent variable	t	μ^2	The effect size	d	Effect size level
Inferential listening comprehension skills	22.657	0.941	49.1%	2.495	Large

It is clear from this table that the effect size of using the podcast program on developing inferential listening comprehension skills is large.

This indicates the effectiveness of this program in developing the inferential listening comprehension skills.

Suggestions for Further Research

The following topics are suggested for further research:

1. Investigating the connection between teaching linguistics, including phonology, morphology, semantics, etc., with podcasting.
2. Think about the connection between teaching poetry, novels, and drama using podcasts.
3. Studying the connection between podcasting and the spoken communication abilities of pupils.
4. Examining how oral fluency and listening comprehension skills interact.
5. Investigating the link between kids' speaking abilities and listening comprehension capabilities.

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فعالية برنامج البث الصوتى لتنمية المهارات الاستدلالية للفهم الاستماعى لدى طلاب شعبة اللغة الانجليزية بكلية التربية النوعية

ملخص البحث:

هدفت الدراسة الحالية إلى الكشف عن فاعلية برنامج قائم على البث الصوتى لتنمية المهارات الاستدلالية للفهم الاستماعى لدى طلاب شعبة اللغة الإنجليزية بكلية التربية النوعية، ولتحقيق هذا الغرض استخدم الباحث نظام المجموعة التجريبية والمجموعة الضابطة، حيث أختار الباحث عشوائيا عينة تجريبية واحدة من طلاب الفرقة الرابعة شعبة اللغة الإنجليزية بلغ عددهم ثلاثين طالبا ، والتي درست باستخدام برنامج البث الصوتى، وثلاثون طالبا للمجموعة الضابطة والتي درست بالطريقة المعتادة، وقد قام الباحث بإعداد اختبار الفهم الاستماعى الاستدلالى باللغة الإنجليزية كلغة أجنبية وبرنامج قائم علىالبث الصوتى وبعد إجراء التحليل الإحصائى توصلت الدراسة إلى النتائج الآتية: وجود فروق ذات دلالة احصائية بين متوسطى درجات المجموعتين (الضابطة-التجريبية) فى القياس البعدى فى اختبار الفهم الاستماعى الاستدلالى لصالح افراد المجموعة التجريبية وفروق ذات دلالة احصائية بين متوسطى درجات أفراد المجموعة التجريبية فى القياسين القبلى والبعدى فى اختبار الفهم الاستماعى الاستدلالى لصالح القياس البعدى ومن النتائج أيضا عدم وجود فروق ذات دلالة احصائية بين متوسطى درجات أفراد المجموعة التجريبية فى القياسين البعدى والتتبعى فى اختبار الفهم الاستماعى الاستدلالى لذلك فإن برنامج البث الصوتى له تأثيرا إيجابيا فى تنمية المهارات الاستدلالية للفهم الاستماعى

الكلمات المفتاحية: برنامج البث الصوتى- المهارات الاستدلالية للفهم الاستماعى