

Impact of podcast on listening skills of the students of higher secondary level

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Dedication

I would like to dedicate my thesis to my beloved grandparents—

Shahabuddin Ahmed and Manzelat Ara Ahmed,

whose love, affection, encouragement and blessings of days and nights

have always been a source of inspiration for me.

Acknowledgement

With the immeasurable blessings of Almighty Allah, it has been possible for the researcher to complete this dissertation. He has inspired and guided her to make it possible to conclude this thesis on time.

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Declaration

I certify that the work presented in this dissertation is my original work to the best of my knowledge and belief. The contributions of other sources and information have been acknowledged wherever they have been used. I, hereby, declare that I have not submitted this material, either in a whole or part, previously or concurrently in this or any other institution.

Lubaba Sanjana

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Table of Contents

Sections	Titles	Page numbers
	Acknowledgement	iv
	Declaration	v
	Title	1
	Abstract	2
1	Introduction	3-6
	Problem Statement	3
	Purpose of the Study	4
	Central Research Questions	4
	Significance of the Study	4
	Delimitation	5
	Limitations	5
	Operational Definitions	5
2	Literature Reviews	7-15
	Benefits of Podcast	7
	Podcast for Developing Listening Skills	8
	Podcast for Implementing Learner Autonomy	10
	Teaching Listening Skills in Bangladesh	11
	Teaching Speaking Skills in Bangladesh	12
	Education System of Bangladesh	12
	Theories Related to CALL	13
	Theories Used for Experimentation	14
	Theories Used for Data Analysis	14
3	Research Methodology	16-24
	Research Design	16
	Creating the podcast.	16
	Designing the worksheet.	17
	Making questionnaires.	18
	Taking classes.	20

	Theoretical Framework	20
	Sampling	20
	Setting	21
	Instrumentation	21
	Data Collection Procedure	22
	Data Analysis Procedure	23
	Obstacles Encountered	23
4	Findings and Discussion	25-45
	General Findings from the Experiment Group	25
	Responses to the questionnaire one.	25
	Responses to the questionnaire two.	27
	<i>Analyzing question number 1.</i>	27
	<i>Analyzing question number 2.</i>	28
	<i>Analyzing question number 3.</i>	29
	<i>Analyzing question number 4.</i>	29
	<i>Analyzing question number 5.</i>	29
	<i>Analyzing question number 6.</i>	30
	<i>Analyzing question number 7.</i>	30
	<i>Analyzing question number 8.</i>	30
	<i>Analyzing question number 9.</i>	31
	<i>Analyzing question number 10.</i>	31
	General Findings from the Controlled Group	32
	Analyzing question number 1.	32
	Analyzing question number 2.	32
	Analyzing question number 3.	33
	Analyzing question number 4.	33
	Analyzing question number 5.	33
	Analyzing question number 6.	34
	Analyzing question number 7.	34
	Analyzing question number 8.	34
	Analyzing question number 9.	35
	Analyzing question number 10.	35

	General Findings from the Worksheet	35
	Specific Findings based on Central Research Questions	36
	In response to central research question 1.	36
	In response to central research question 2.	40
	In response to central research question 3.	42
	Discussion Based on Literature Reviews	44
5	Conclusion	46-49
	Summary of the Findings	46
	Contribution to Research	47
	Practical Implication	48
	Recommendations	48
	Further Studies	48
	Conclusion	49
	References	50-54
	Appendices	55-
	Appendix A	55
	Appendix B	56
	Appendix C	57
	Appendix D	58
	Appendix E	60
	Appendix F	62
	Appendix G	64
	Appendix H	66
	Appendix I	67
	Appendix J	68
	Appendix K	69
	Appendix L	70-78
	Appendix M	79-91
	Appendix N	92-98

Impact of Podcast on Listening Skills of the Students of Higher Secondary Level

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Abstract

Language learning process is no longer confined to books and pages; rather computers have been added to the field of education. In Computer Assisted Language Learning (CALL) teachers can “challenge the traditional teaching and learning methods” (Hasan & Hoon, 2013, p. 130) by incorporating computer technology into language teaching process. One of the tools of CALL, which was not originally designed; but can be used for language learning, is podcast (McBride, 2009). Podcasting has “huge potential” in improving learners’ listening and speaking skills (SZE, 2006, p. 126).

This study attempted to find out the impact of podcast in developing listening skills from Bangladeshi context. It mainly focused on students from the higher secondary level. The researcher tried to figure out the answers of these three questions:

- a) Can learning through podcast have any impact on developing listening skills of higher secondary level students in an EFL context of Bangladesh?
- b) Does the exposure of English speech through podcasts have any impact on improving speaking skills of higher secondary level students in an EFL context of Bangladesh?
- c) Will or will not the flexibility and accessibility of podcast work as reinforcement in making Bangladeshi EFL students autonomous learners?

Besides, 140 students of higher secondary level from a college participated in the process of data collection. Stephen Krashen’s (1982) *input hypothesis* and Richard Schmidt (1990) *noticing hypothesis* were used to analyze the data.

By addressing the discrepancies, particularly in higher secondary level, between CLT textbook provided by NCTB, and “assessment technique” (Matin, 2012, p. 234), this study showed students’ language learning development through podcast.

Impact of Podcast on Listening Skills of the Students of Higher Secondary Level

Since learners never receive proper scope of listening in the English language classroom (Bhattacharjee, 2008), listening skill has been one of the marginal skills in Bangladeshi context. Due to lack of exposure to English language, students of Bangladesh might not get the scope to develop their listening skills. In Communicative Language Teaching approach, four skills of English language learning: reading, writing, listening and speaking are equally emphasized (Abedin, 2012). The higher secondary level students of Bangladesh are given communicative textbook which gives opportunities to acquire communicative competence in English through “regular practice” of these four skills (Iftakhar, 2012, p. 183). However, listening and speaking skills are left out since no board examinations contain questions focusing on these skills (Matin, 2012). As a result, even after studying English for years; students who belong to higher secondary level from Bengali medium, “lack proficiency and face problems” in English communication (N. Chowdhury & Shaila, 2011, p. 74).

In order to develop listening skills and listening competence, *podcast* might play a significant role. Podcast is considered a “new technology” for developing students’ listening and speaking skills (SZE, 2006, p. 127). Since it offers plenty of materials online, learners can have access to those whenever they want through internet. It is true that in Bangladesh, podcast has not yet been implemented. However, the impact can be assumed considering its advantages and disadvantages. This study will find out whether podcasting, from Bangladeshi perspective, can improve listening skills of higher secondary level students.

Problem Statement

As the curriculum of schools and colleges mainly focus on reading and writing skills, most students rely on “reading comprehension and writing composition” in Bangladesh (Matin, 2012, p. 239). Besides, teachers avoid listening and speaking activities due to large

class (M. K. B. Chowdhury, 2012) or for insufficient or minimal presence of suitable materials. Therefore, listening and speaking skills both become marginal skills from Bangladeshi context. The present study addressed this problem and tried to find out whether podcast can be used in particularly enhancing students' listening skills. It also addressed the fact that even though technology can help promoting learner autonomy (Warschaur, Shetzer, & Meloni, 2000), whether students are willing to be autonomous or not. Therefore, how podcast can be used and how students react to podcast will be shown in this study.

Purpose of the Study

The present study attempted to find out whether CALL can be a useful technique in promoting learner autonomy from Bangladeshi perspective. It also intended to show the effectiveness of using technology, i.e. podcast versus using traditional method. Thus this study will show to what extent podcasting can be helpful in promoting learner autonomy and in developing students' listening skills.

Central Research Questions

This study attempted to find out answers to these questions:

- a) Can learning through podcast have any impact on developing listening skills of higher secondary level students in an EFL context of Bangladesh?
- b) Does the exposure of English speech through podcasts have any impact on improving speaking skills of higher secondary level students in an EFL context of Bangladesh?
- c) Will or will not the flexibility and accessibility of podcast work as reinforcement in making Bangladeshi EFL students autonomous learners?

Significance of the Study

This study will shed light on the use of technology in teaching listening and speaking in higher secondary level. It will find out whether podcasting can be used as an effective tool in encouraging learner autonomy. The findings of this research will provide information to

further research studies, which include CALL and Learner Autonomy in the field of education in Bangladesh. This study will also look forward to taking hold of attention of the English language teachers of Bangladesh. It will show them a different path where they can revise their traditional techniques and include CALL in teaching listening skills.

Delimitations

Only one college has been chosen here for collecting data. However, the researcher collected in depth information from there. She conducted an elaborate study based on that particular college.

Limitations

The limitations of this study were:

- a) The number of colleges could not be increased; however, multiple colleges could have given more radical and strong findings.
- b) The findings would have been more authentic and powerful if the number of participants of this study could be increased. Nevertheless, the researcher addressed all the possible outcomes.
- c) This study focused solely on a college located in Dhaka city. Thus it would have been better if it could have covered several colleges all over Bangladesh.
- d) Even though, the researcher counted diversity among the participants; the expansion in sample size might depict statistically more strong and authentic result.

Operational Definitions

Definitions of some core concepts used in this research were:

- a) CALL: Computer-Assisted Language Learning or CALL can be defined as the “search for and study of applications of the computer in language teaching and learning” (Levy, 1997, p. 1). Therefore, it is a technique where technology is incorporated in the field of language teaching and learning.

b) Learner Autonomy: Holec (1981) defined learner autonomy as the ability that one does have “to take charge of one’s own learning” (as cited in Little, n.d., p. 1). This ‘taking charge’ includes taking the responsibility for decisions that concern all aspects of learning.

c) Podcast: Guikema (2009) mentioned that the term podcast comes as a combination of two terms.: *iPod* and *broadcast*, which allows people to create and share audio files via internet .

d) Traditional Teaching Method: English language teaching and learning is conducted in most of the countries around the world in a traditional manner (M. K. B. Chowdhury, 2012). This method includes “the minimum of learner participation and interaction” and gives teacher an absolute authoritarian role in the classroom (M. K. B. Chowdhury, 2012, p.15).

Literature Reviews

Benefits of Podcast

Chartrand and Pellowe (2007) mentioned that the use of podcast has been popularized by the addition of podcasts in iTunes by Apple Computer in 2005. They also believed that this particular aspect made it possible for language teachers to incorporate listening materials into the lesson. Even though teachers used to create their materials before; distribution of those has been easier recently due to podcasts (Chartrand & Pellowe, 2007). However, Guikema's (2009) article, "Discourse Analysis of Podcasts in French: Implications for Foreign Language Listening Development" stated that to listen or to create a podcast, "no particular Apple technology" is needed (p. 170). It indicated that anyone can listen or create podcast without having any specialized Apple device.

Moreover, podcast has allowed both teachers and students to add their voices to the "worldwide collection of resources", which indicates the lowering down of "technical barrier" (Chartrand & Pellowe, 2007, p. 72). Therefore, it shows that podcast can be beneficial for both teachers and learners. Podcasts can be classified in two types: radio podcasts and independent podcasts (SZE, 2006). In English language teaching (ELT), independent podcasts are mostly used since they can be "tailor-made to suit the needs of different learners" (SZE, 2006, p. 117).

Moreover, one of the benefits of podcast is that it promotes learners' autonomy. In this respect, Ivy (2010-2011) suggested that podcast can be used "to make students create their own podcasts in the foreign language" (p. 215). In terms of speaking skills, podcast can also help students particularly those who have less confidence to speak in front of an audience because podcast can be produced performing "behind the scenes" (SZE, 2006, p.122).

Hasan and Hoon (2013) pointed out that the application of computer and the integration of podcast in learning and teaching English “can improve academic performance, enhance motivation, and promote learning” (p. 132).

All the benefits of podcast can easily be defined from this following rhyme. Guikema (2009) quoted it from Jardin (2005) which was as follows:

Ode to a Podcast

A podcast is portable, personal and powerful.

The MP3 format makes it portable.

The XML makes it personal because you select it and it is delivered to your desktop.

The combination makes it *anytime, anywhere* [sic] and therefore a powerful combination for teaching and learning. (p. 170)

This ode illustrates the benefits of a podcast. The advantages are even demonstrated by Erben, Ban, Jin, Summers, and Eisenhower (2008) in the book *CALLing All Foreign Language Teachers: Computer-Assisted Language Learning in the Classroom*. They mentioned that “portability is another distinct advantage of learning through podcast” (p. 22).

Podcast for Developing Listening Skills

Heaton (1975) opined in his book *Writing English Language Tests* that in a country where native-speakers are not available, recordings by native speakers can be considered “perfect models of the spoken language” (p. 58). However, at the same time one needs to count that when students get to listen to their teacher talking about real issues, they get more motivated and interested to listen (Barua, 2008). Barua (2008) further pointed out that students do not show interest to listen to “complete stranger” talking about unfamiliar topics (12). In addition, Zarin (2013) suggested that listening speech by non-native speakers will develop students’ ability of listening comprehension. She added that students have “discomfort, anxiousness, difficulty and a sense of helplessness” when they listen to native

speakers' English coming from the "mouths of aliens" (p. 36). Besides, students will not get "demotivated" if the listening texts are "easier to understand" for them (Zarin, 2013, p. 36). The relationship between acquiring listening skills and motivation is "deep-rooted in connection to the second language learning process" (Zarin, 2013, p. 31). Therefore, a podcast, spoken by a non-native speaker can encourage students to listen and develop their listening skills.

However, students having insufficient vocabulary knowledge may end up making "wild guess at the unknown words" (Dong, 2009, p. 2). This scenario can be modified with the help of podcast since vocabulary learning has been excelled through podcasting (Hasan & Hoon, 2013). McBraid's (2009) article, "Podcasts and Second Language Learning" suggested that learners need to be encouraged to "listen for words" that they frequently hear in podcasts and then try to look for those in dictionaries or in Google (164).

In his book *Teaching Second Language Listening*, Lynch (2009) showed in a table the relationship between different media in the case of listening comprehension. He stated that the different media—print, audio and video—"complement each other" (Lynch, 2009, p. 100). Therefore, the incorporation of audio files, i.e. podcast can benefit learners' listening skills.

Harmer (2007) gave importance to repetition in language learning in his book *The Practice of English Language Teaching*. He also believed that if learners think about what is being repeated and organized it in their heads; they are likely to remember the lesson. The learning will not be as good if there is mere repetition without any thinking (Harmer, 2007). Since podcast can be played for several times, it can have positive impact in developing students' speaking skills.

Podcast for Implementing Learner Autonomy

Holec (1981) defined learner autonomy as taking responsibility for all decisions which concern “all aspects of. . .learning” (as cited in Little, n.d. p. 1). One of the techniques through which a teacher can allow students to take responsibility of their own learning is *elicitation*, as Gower, Phillips, and Walters (1995) opined in their book *Teaching Practice Handbook*. Gower et al. (1995) also mentioned the following:

Eliciting gives members of a class the necessary and motivating feeling of being encouraged to invest part of themselves, give some of their opinions and contribute some of their knowledge so that what happens seems to depend partly on the students themselves. (p. 37)

Besides, Arju (2011) recommended that students needs to get training to cultivate a habit of searching dictionary for new vocabulary items. Dictionary can be the “authentic source” to know an unknown word and also to learn its pronunciation (Arju, 2011, p. 69).

In their book *Internet for English Teaching*, Warschauer, Shetzer, and Meloni (2000) mentioned that information technologies are ever-changing; therefore, “mastery” has become an “ongoing, lifelong process” (p. 86). They further argued that “students must not only learn but also ‘learn to learn,’ that is develop the autonomous learning strategies needed to adapt to new technologies and new situations” (Warschaur, Shetzer, & Meloni, 2000, p. 86).

Therefore, accepting responsibility for own learning demands gradual development of “metacognitive mastery of the learning process” (Little, n.d. p. 1). Podcast can play role in developing students’ autonomous learning strategies. After listening podcasts repeatedly, students can pay attention for new words and look for them in dictionaries. In this manner, they will be able to go beyond the “immediate context of learning” to explore more knowledge (Little, n.d. p. 1).

Teaching Listening Skills in Bangladesh

Broughton, Brumfit, Flavell, Hill, and Pincas (1980) mentioned in their book *Teaching English as a Foreign Language* that when English language does not essentially play any role in “national or social life”; but is taught widely in schools, English becomes a foreign language in that context (6). Therefore, in Bangladesh education system English language is considered a foreign language.

As a matter of fact, even though CLT is followed as an English teaching approach in Bangladesh (Islam & Ahsan, 2011), learners are “never exposed to formal listening in the classroom” (Bhattacharjee, 2008, p. 20). Besides, CLT emphasizes on communication through pair and group activities so that “student involvement” can be ensured in the learning process (Barua, 2008, p. 1). Communicative activities give students chance to practice and develop both listening and speaking skills. Nevertheless, M. K. B. Chowdhury (2012) presented a fact saying that ELT teachers “bypass” such communicative activities in order to avoid “classroom disorder” (p. 6). M. K. B. Chowdhury also mentioned that while there might be some other reasons; most common excuse is the large class. In addition, this avoidance included some “social, cultural and logistic constraints” (M. K. B. Chowdhury, 2012, p. 6). Hence, it is visible that listening skills are not addressed in the language teaching context of Bangladesh. In such situation, Bangladesh needs “urgent responses” from government to improve the class-condition and to provide training to teachers on CLT (Shohel & Power, 2010, p. 213).

Siddique (2004) mentioned that the English textbook of higher secondary level contains tasks focusing on listening and speaking skills (as cited in Abedin, 2012). Nevertheless, Iftakhar (2012) pointed out that there is no “practice and reflection” of these skills (p. 183). Moreover, these skills are not at all examined in examinations of secondary and higher secondary level (Iftakhar, 2012). Research showed that classroom environment

does not provide suitable opportunity to students to execute their listening and speaking skills (Matin, 2012).

Teaching Speaking Skills in Bangladesh

There are some reasons for which students are less efficient in speaking English. In this respect, N. Chowdhury & Shaila (2011) gave some causes, which included less exposure to practical interaction, less familiar cultural context of English, influence of L1 and adverse social environment.

It is true that a “limited and considerate” use of Bengali can have notable impact on learners in English language learning process (Islam & Ahsan, 2011, p. 197). However, to what extent a student can be allowed to use his/her L1 in an English language class depends on an “individual teacher” (Islam & Ahsan, 2011). On the other hand, a research finding of Abedin (2012) suggested that in classroom, the students “required the use of Bengali” (p. 10).

Education System of Bangladesh

According to the Ministry of Education, the education system of Bangladesh is broadly divided into three major stages: primary, secondary and tertiary educations. Among these, secondary education is further divided into three sub-stages: 3 years of junior secondary, 2 years of secondary and 2 years of higher secondary. The present educational structure has been illustrated through a flow diagram (please see Appendix A for further information).

From the flow diagram of education structure of Bangladesh, it can be seen that the academic programme of higher secondary level terminates at the end of class 12. At this stage, students have to appear at higher-secondary school certificate (H.S.C.) examination. According to Bangladesh bureau of educational information and statistics (BANBEIS), After a student gets 2 years of education from an intermediate college, s/he has to seat for H.S.C. examination.

Within this fixed schedule the authorities of intermediate colleges have to prepare their students to face H.S.C. examination and teachers of this level have to complete the designated syllabus. Thus, Abedin (2012) mentioned that the education system has “compelled the teachers” to focus on the goals fixed by “the college authority” (p. 11). The curriculum provided by the NCTB is not given emphasis and not “taken into account seriously” (Abedin, 2012, p. 11).

Besides, Idris (2013) pointed out, “Bangladeshi education system does not allow even the teachers to take decision about assessment policy as this policy is determined by National Board of Education” (p. 50). The reason why teachers cannot assess students’ listening and speaking skills can be depicted from this present scenario of the education system of Bangladesh.

Theories Related to CALL

Warschaur et al. (2000) pointed out some basic necessities in order to start using or incorporating internet for English teaching. These four prerequisites are: “(a) access to a computer, (b) a means of connecting to the Internet, (c) an Internet account, and (d) an e-mail address” (Warschaur et al., 2000, p. 5).

Moreover, Levy (1997) commented that due to internet, it has been possible to interact “between individuals and groups, locally and at a distance” (p. 100). Besides, “materials or archives” which were “inaccessible or unavailable” previously, have become easy to get for teachers and learners (Levy, 1997, p. 100). By including “computer literacy” with the term *literacy*, the population of Bangladesh can “leap forward into the use of new technology” (Hossain, Morshed, & Jewel, 2012, p. 31).

CALL differs from the traditional way of teaching English language. Saritha (2013) defined traditional teaching as a way where the “language learning is teacher-centered” (p. 30). Therefore, teacher takes an authoritative position. On the contrary, in a CALL settings,

by incorporating computer technology, teacher can play the role of a “mentor or coach” (Saritha, 2013, p. 31) or as a facilitator (Levy, 1997). It can be said that in CALL “no diminution of the teacher’s role is entailed, merely a shift or responsibility” takes place (Jones, 2001, “A Threat to Autonomy,” para. 2).

Theories Used for Experimentation

In the book *The Practice of Social Research*, Babbie (1992) provided some concepts related to experimentation, for example, questionnaire, open-ended and closed-ended questions, control and experimental group etc. Babbie (2013) also talked about different research analysis processes.

Objective test can be scored without deducting any point for grammatical and spelling error, as Hughes (2003) mentioned in his book *Testing for Language Teachers*. These errors can be over looked provided that “the correct response” was clearly intended by the examinee (Hughes, 2003, p. 170).

Theories Used for Data Analysis

In their book *How Languages are Learned*, Lightbown and Spada (2006) described Stephen Krashen’s (1982) *monitor model*. In the cases of second language teaching approaches Krashen’s monitor model played a role in emphasizing on meaning of language (Lightbown & Spada, 2006). Communicative Language Teaching (CLT), Immersion and Content-based Instruction will be a good example. Besides, Lightbown and Spada (2006) pointed out that despite being criticized, Krashen’s model had been a “source of ideas” regarding second language acquisition (SLA) research (p. 37).

In his book *Task-based Language Learning and Teaching*, Ellis (2009) talked about Krashen’s (1994) *input hypothesis*. According to this hypothesis, a learner needs to have an access to “comprehensible input” and a “low affective filter”, which will make learner open to the input to acquire it (Ellis, 2009, p. 45). Moreover, in the book *Understanding Second*

Language Acquisition, Ellis (1985) also quoted Krashen (1982) saying that “acquirer understand input that contains *i+1* [emphasis added]” (as cited in Ellis, p. 157). Here, ‘i’ indicates the language level, which is “already acquired” and ‘+1’ is a step “beyond that level” (Lightbown & Spada, 2006, p. 37).

Besides, regarding second language acquisition, Schmidt (1990, 2010) mentioned in his noticing hypothesis that paying attention can facilitate the learning process as noticing from learners’ will be essential and adequate to convert input into intake.

Research Methodology

This chapter deals with the methods, which were applied to collect data by the researcher. This chapter covers the design of research, theoretical framework, sampling, instrumentation and obstacles encountered. Besides, the setting of the institution from where the data was collected is also the focus of this chapter.

Research Design

This research was designed to execute an English language class of higher secondary level students, focusing on their listening and speaking skills, with and without podcast. To facilitate, the researcher had to appeal for permission to the authority of the institution. In order to evaluate students' performance and responses, one worksheet and two different questionnaires were prepared by the researcher. These were the primary resources of data collection. Besides, these questionnaires had both open-ended and closed-ended questions. Thus, this study followed both qualitative and quantitative methods of data collection.

Creating the podcast.

A language teacher can either choose or adapt “commercially produced materials” or create “materials from scratch” (Levy, 1997, p. 105). Erben et al. (2008) cleared the fact that both “very polished and professional” and “quirky and homemade” audio recordings can be considered podcast (p. 21). Therefore, it is not necessary to own an iPod or an Apple device; rather, anyone having a computer can create podcast and with an internet connection can participate in podcasting (Erben, Ban, Jin, Summers, & Eisenhower, 2008). For these reasons, the researcher made a podcast herself, using a headset and computer's sound recorder (see Appendix B for the transcript of the podcast).

The researcher decided to incorporate some visual elements in the podcast since visual elements can illustrate the meaning “more directly and quickly” than through “verbal

explanation” (Gower, Phillips, & Walters, 1995, p. 70). Gower et al. (1995) also suggested that visuals can be used to illustrate vocabulary items, to “stimulate discussion” etc. (p. 70).

Moreover, students may find it difficult to listen or to do task based on their listening skills. In this respect Gary Buck (2001) pointed out some features that can cause problems to second language learners (as cited in Lynch 2009). The researcher avoided the characteristics that could make the podcast and the task difficult to the participants (see Appendix C for further proof).

The podcast was recorded with moderate speech rate, giving pauses between idea units, so that the listeners can understand the speech easily. The accent was kept normal maintaining a non-native accent. The use of less-frequent words were avoided; however, in order to provide a comprehensible input, $i+1$, some less frequent words were used in both podcast and worksheet. Some of them were: eternal, harbinger, erosion, harvest, interior, ample etc. It is to be noted that these words were considered less frequent considering from the participants’ context.

The ideas within the podcast were mostly explicitly stated. The context of the podcast was made clear through the visual elements. Moreover, the content of the podcast was on ‘tree plantation’, which was a familiar topic for the participants. The researcher took the topic from one of the chapters of participants textbook. The instruction of that chapter has been added to Appendix D.

Designing the worksheet.

Based on the podcast, the researcher decided to design a worksheet in order to evaluate participants’ listening skills (see Appendix E for further proof). As she had to take the classes within a time frame, she chose to make the worksheet carrying objective mode of questions. Some possible techniques regarding testing listening have been suggested by Hughes (2003). These are: multiple choice, short answer, gap filling, information transfer,

note-taking, partial dictation (Hughes, 2003). Objective tests further can be “marked. . .mechanically” (Broughton, Brumfit, Flavell, Hill, & Pincas, 1980, p. 146), which takes less time.

Besides, Broughton et al. (1980) argued that the results gained from objective tests are “better” than those gained from subjective tests (p. 147). Therefore, the worksheet carried 5 multiple choice items and 5 true/false items. It is to be mentioned that true/false items are “simply a variety of multiple choice” (Hughes, 2003, p. 144).

The alternatives or distractors were intentionally kept easier by the researcher since in multiple choices, the alternatives need to be kept “short and simple” (Hughes, 2003, p. 165). Besides, the researcher had to remember that items need to be created in such a manner that “students obtain the correct option by direct selection rather than by the elimination of obviously incorrect options” (Heaton, 1975, p. 19). Every alternative for each stem had to appear as the correct option being grammatically accurate.

The podcast and the worksheet were designed in a manner where *bottom up* listening strategies were needed. Guikema (2009) showed that in bottom up listening strategies, “learners are encouraged to listen more carefully for details” not for gist (182).

Making questionnaires.

Babbie (1992) defined questionnaire as “a collection of questions” where questions can be *open-ended* or *closed-ended* (p. 147). Lightbown and Spada (2006) added that closed questions make participants “quick and easy” to answer (p. 132). On the other hand, open questions ask for “longer and more complex answers” where participants need to explain with reasoning (Lightbown & Spada, 2006, p. 132).

Open-ended questions ask for respondent’s own answer to the given questions; but closed-ended questions ask for respondent’s selection of an answer from given list (Babbie, 1992). Besides, Babbie (2013) also mentioned that through open-ended questions, qualitative

analysis can be done. On the other hand, quantitative analysis allows a researcher to “convert data to numerical forms and subject them to statistical analyses” (Babbie, 2013, p. 414).

Therefore, the researcher kept both of these two types of questions in questionnaire and mixed both types of research analysis methods. This aspect allowed the researcher to present both mathematical and elaborate reasoning.

The worksheet solely focused on students’ listening skills. The first questionnaire, which was given only to experiment group, mainly had questions on the basis of the particular podcast. Nevertheless, the second questionnaire, which was both for experiment and controlled group, was focused on students’ listening skills, speaking skills, interest regarding learner’s autonomy, along with the overall impression regarding podcast (for further confirmation, see Appendices F and G). A list of podcasting sites was also given to each group, so that they could come along with a podcast according to their choice, on the second day of teaching. The second day of teaching mainly addressed learners’ autonomy.

Apart from these, the researcher designed personal observation checklist, which is enclosed in Appendix H and I. The checklist helped to record students’ participation, motivation, anxiety etc. in the class. All the four classes were also audio-recorded with prior permission. This helped the researcher to count every single minor detail, related to this study of those classes. The researcher also had two sets of lesson plans for each group, which are added in Appendices J and K. It is to be noted that the proficiency level of the participants were not evaluated by the researcher. Both the randomly chosen groups had students with mixed proficiency level.

The collected data related to the central researcher questions, had been illustrated through tables and figures. Moreover, as a part of the research procedure, the researcher had used several articles from journals and many chapters from books as secondary resources of data collection.

Taking classes.

The researcher took two classes for each group on two different days. The first day was October 19, 2014. The researcher completed the first session of taking class. On the following week, October 28, 2014 the second session was conducted.

Theoretical Framework

Stephen Krashen's (1982) *monitor model hypothesis* and Richard Schmidt (1990) *noticing hypothesis* were used in this study to analyze the data. Lightbown and Spada (2006) referred to classroom research, which verified the fact that without any direct instruction, students still could progress if they get "comprehensible input" (p. 38).

However, the comprehensible input alone will not be enough for language acquisition. According to Schmidt's (2010) noticing hypothesis, "learner must attend to and notice linguistic features of the input that they are exposed to if those forms are to become intake for learning" (p. 724). Rost (2001) re-emphasized that listening skills require both "conscious attention and involvement" of students (as cited in Zarin, 2013, p. 36).

In order to understand the effect of experimental stimulus, a comparison needs to be done between control and experiment group (Babbie, 1992). Babbie also mentioned that no experimental stimulus will be provided to the control group. However, both control and experiment group must be similar from all other aspects (Babbie, 1992).

Sampling

The sample used in this research comprised of 140 students from a Bengali medium college of Bangladesh. They belonged to higher secondary level and were parts of two different sections. The section with 61 students was randomly chosen as the experiment group. On the other hand, the section with 79 students was the controlled group. All of them participated in completing worksheet in the first day of teaching. Nevertheless, 56 students from experiment group and 33 students from controlled group were present and participated

in answering questionnaire on the second day of teaching. In order to evaluate students' speaking skills, the researcher had to randomly pick two students, in the case of experiment group. However, in the case of controlled group, both voluntary and non voluntary participation of students were observed.

It is to be mentioned that in order to keep the survey unbiased or equitable, the researcher deliberately requested the authority of institution to provide students having a mixed or balanced proficiency level.

Setting

This study was conducted in a formal setting. In a particular chosen institution, two groups of students were given to the researcher. The researcher took four full-fledged classes with those participants in two different days. The authority of institution was co-operative enough to ask the researcher regarding her suitability to take classes.

Students from each group had to complete the given worksheet as if they were doing their usual class task. Besides, in the case of answering questionnaires, the participants were in the classroom, while the researcher was also present there. It is to be noted that, even though the setting of this study was quite formal; the participants were encouraged to give their response independently and honestly. The researcher clearly informed them that the survey would be an anonymous depiction. Thus, it can be said that the responses of participants were authentic, having no prejudices.

Instrumentation

In order to collect data, one of the vital instruments was worksheet. The worksheet showed students' performance in both the cases of with and without podcast. The worksheet had 5 multiple choice questions and 5 true/false. Those MCQs were mostly general in nature. However, the true/false questions were solely focused on students' listening skills.

Furthermore, survey questionnaires were another instrument to collect data from participants. Two questionnaires carried 10 questions focusing on three central research questions. Both the questionnaires had open-ended and closed-ended questions. In the case of closed-ended questions, students had to choose their preferred option among given options. They could also elaborate their choice by giving reasoning. However, in the case of open-ended questions, the students were given space in the questionnaire, so that they could mention anything they wanted to express in detail. In the questionnaire 1, question number 2, 3, 6, 7 and 8 were related to central research question 1. The rest were some general questions, which highlighted students' impression regarding the use of specific podcast on that day. Besides, in questionnaire 2, question number 1 and 2 were general questions, question number 3 and 4 were related to central research question 1, and question number 5, 6, 7 and 8 were related to central research question 3, and finally, question number 9 and 10 were related to central research question 2.

Data Collection Procedure

Since this study was carried out from Bangladeshi perspective, the researcher had to choose a college from one of its city, Dhaka. The procedure was started by seeking for permission from the principal of that college, submitting a recommendation letter provided by the supervisor of the researcher. The authority granted permission and allowed to conduct classes and surveys. The authority was kind enough to permit the researcher to take those classes according to her suitable schedule. The researcher made sure that she gets enough time to conduct both the class and survey. The authority allotted one hour for each class. It also gave consent to use required teaching tools to conduct the class. A computer, a projector and a microphone were provided by the authority of institution to take the class of experiment group. Nevertheless, the researcher had to carry a speaker and a pen drive carrying podcast file.

On the first day of teaching, podcast was shown to experiment group; lecture was given to controlled group, and worksheet was given to both the groups. However, on the second day of teaching, participants came to class with podcast. The researcher played those files and elicited information from the students. It is to be mentioned here, in order to introduce home-made podcast, the researcher showed her podcast on second day to controlled group.

Data Analysis Procedure

The analysis of collected data was done following several steps. First, the worksheets were checked and scored. The scores were tabulated and presented in descriptive manner. Then, the first questionnaire was analyzed using the tallying system. The descriptive analysis was presented in percentage. Afterwards, the second questionnaire was analyzed, tallied and also presented in descriptive manner. Besides, the observation of researcher was also taken into account to relate those responses. In these manners, first, a general statistics, then, a specific statistics related to central research questions have been shown. The central research questions were answered. A comparative presentation was established in order to put the responses of experiment group next to responses of controlled group. However, this particular presentation had graphical representation with bar chart, column chart and pie chart. In these manners, the data were analyzed and interpreted. Finally, the findings were also connected to the theories mentioned in literature reviews.

Obstacles Encountered

The researcher had an acquaintance who was an Associate Professor of that institution. As a result, little amount of problems were faced by the researcher. However, one of the obstacles was strike, for which the researcher had to change schedule for couple of times.

Then, in terms of teaching, every single questions of the questionnaire had to be translated in Bengali, which caused a lot of time. Moreover, the students as well exceeded the time that was allotted for their tasks. Finally, it should be noted that the absence of multimedia projector in the class led to some technical crisis. A quality amount of time was spent in placing the computer, hanging the screen and adjusting the projector. Besides, due to the absence of microphone, the controlled group could hardly listen to the podcast on the second day of teaching.

Findings and Discussion

In this chapter the researcher will discuss and analyze the data which have been collected from two different groups of students. The participants were students of higher secondary level of a college of Bangladesh. The students were asked to complete a worksheet and survey questionnaires. The individual answers to each question by the students of experiment group have been shown in Appendices L and M. In addition, the individual responses to questionnaire by the students of controlled group have been included in Appendix N. This chapter will first present the general findings of those worksheet and questionnaires. However, in order to relate those data to this study, this chapter will specify some findings based on the central research questions of this research. Those specific findings will have graphical representation using pie charts and bar charts so that the data can be discussed and analyzed easily.

General Findings from the Experiment Group

The students of this group participated in completing two different questionnaires.

Responses to the questionnaire one.

The first questionnaire was given on the first day of class. It was given after showing them the podcast which was created by the researcher. This questionnaire had ten questions based on the use of podcast on that specific class.

Seventy three percent of total students of this group had the first experience of using podcast. Around 20% of students had heard of it but never used it. Besides, 7% students confirmed that they had used podcast before. This statistics shows that most of the students were first exposed to podcast on that very day.

Each and every students out of 59 participants agreed that the podcast had an effect on their listening skills. Among them 9% mentioned that since the podcast was visually

presented, it could grab their attention towards listening. Besides, 7% students stated that they could understand English words of the podcast easily and clearly.

All students felt that since podcast can be played repeatedly, it can be beneficial for their listening. Five percent of them thought that the podcast gave them a chance to learn practically. Some of them mentioned that if something is repeated for several times, that thing stays in brain longer. Therefore, the podcast helped them understand lesson better than before.

Hundred percent students agreed that visual elements of that podcast helped them understanding the content easily. Among them, 24% students felt that pictures made the content interesting and understandable. One of them mentioned that through pictures s/he got a clear idea regarding the lesson. Again, one of the students revealed that some of the parts of the podcast were not understandable to him/her; however, visual elements make him/her understand easily in short time.

Sixty six percent students (39 participants) felt that the audio clip alone would have been boring to them. Nevertheless, 34% students believed that they would have still been interested to the audio clip without any visual elements.

Around 97% participants felt that the podcast had helped them to get exposed to correct pronunciation of some English words. They also learned new words from the podcast. One of them mentioned that since an efficient speaker with correct pronunciation spoke in the podcast, it gave his/her a chance to follow speaker's pronunciation. On the other hand, one student did not agree on this point, but did not give any reason behind her opinion. Another student did not give any response.

Fifty eight students out of 59 agreed that the podcast had helped them to learn some new vocabulary items. Only one participant disagreed on this point without giving any reasoning.

Ninety two percent students found the pronunciation of the clip comprehensible. Conversely, 8% students found it difficult to understand the pronunciation.

All the participants thought that the podcast had made the content interesting. It was different and interesting to them since both listening and watching could be done simultaneously. One of them felt as if s/he was learning while playing.

Each and every participant considered podcast to be the reason for making that class different from traditional class. Five percent of them mentioned that the use of technology had made the difference. Around 10% students talked about the fact that they usually do not like to listen to lectures only. Therefore, both listening and watching podcast were much more exciting to them.

Around 27% students found the class to be important and interesting. Another 24% students found the podcast to be beneficial for listening skills and for making them more attentive in class. Fourteen percent students considered the podcast to make them curious to learn more about English language, vocabulary items and correct pronunciation. Visual elements seemed to make the content clear to 12% participants. Around 12% students believed that practical experience was more effective than bookish knowledge. If they were able to learn practically, they could utilize their merit and achieve good result.

Responses to the questionnaire two.

On the first day of teaching, the participants were asked to go through several links of podcasting sites. After which, on the second day of teaching, the experiment group had to complete another questionnaire, which also carried ten questions based on their overall experience of podcast covering listening skills, speaking skills and learner autonomy.

Analyzing question number 1.

Forty out of 56 participants did not find it easy to get podcasts from different sites. Among the rest participants, 15 could easily find podcasts and only one person did not state

her experience regarding it. Therefore, 71% students answered in negative, 27% answered in positive and 2% did not even participate in this question. Students who answered in negative gave several reasons behind their answer. Among those students 55% mentioned that they did not have access to internet. Twenty five percent claimed not to have any pen drive of their own. Other than these two, they pointed out some other reasons. Some of them did not have much interest in podcast; some of them did not have time to look for podcast. Besides, some of them did not have any prior knowledge regarding technology and for them the process seemed to be difficult. The participants had study pressure, which was another notable reason. Besides, around 10% mentioned that they did not have any computer in their house.

On the other hand, participants, who claimed to get podcast easily, did not provide any reason and did not explain their answer. For this particular cause, the authenticity of their claiming can be questioned. The ratio of students' responses showed that most of them had problems with computer, internet, technology, and consequently they find it difficult to get access to podcasts.

Analyzing question number 2.

The responses of students showed that 54 out of 56 (96%) would like to see the use of podcast in their classroom. They believed that if their lessons were visualized through podcasts, they would have been more interested and attentive in the class. Besides, they found the use of podcasts to be enjoyable and easily understandable. They are also interested to gather some new experience through the exposure of podcasts in class.

On the other hand, 2 of the total students (almost 4%) mentioned that they would not like if podcasts were frequently used in their regular classrooms. According to them it seemed to be impossible to use podcasts in classroom frequently. Therefore, the interest and enthusiasm among students regarding podcast are vividly present through the amount of positive response.

Analyzing question number 3.

Seventy five percent of students admitted that they found it difficult to go through the speakers' pace of podcasts. They found the pace to be too fast, the pronunciation to be different and the speech to be difficult to understand. Some of them stated that being a Bengali speaker, it really became hard for them to go along with speakers' fluency. One of the students argued that since the speaker of the podcast, s/he listened to, had American accent, s/he did not find it easy to understand the speech. Furthermore, some suggested that if every podcasts had some visual elements; to some extent it could have been possible to solve the problem regarding the fluency.

On the contrary, 23% of the students did not consider the speaker's pace to be a problem. It is to be noted that no justification was given for their logic. Besides, around 2 % of the students did not attempt to answer this question. The above analysis confirmed that Bengali students are mostly having problem in understanding foreign accent and pronunciation.

Analyzing question number 4.

Each and every student of this group agreed that podcasts can give them a chance to learn about pronunciation and vocabulary items of English language. It showed that 100% of the students granted podcast to be a reason that can expose them to English speech. They believed that podcasts can motivate them to learn new vocabulary items and pronunciation of difficult words through the exposure of English language.

Analyzing question number 5.

Ninety eight percent students of this group believed that they would like to explore more 'English learning podcasts' themselves. It was 55 students out of 56 who had thought of doing it in future. In order to learn about interesting topics, some of the participants wanted to explore. Besides, they wanted to enrich their vocabulary knowledge through podcast. Many

of them mentioned that they will at least try to do so in near future. The only person (which is 2%) who would not like to explore more podcasts stated that s/he had no interest in it. The participants showed their concern for exploring more podcasts for their own benefits.

Analyzing question number 6.

Fifty five among 56 students would like to have web-based learning environment through podcast. They felt that it would be amazing if they get a chance to learn in such an environment. Some of the participants opined that podcast can give them access to class lectures through internet. Therefore, they may not find the need to have a home tutor for them anymore. It seemed that students, being exposed to technology in classroom for the first time, became curious to study in a web-based environment.

Analyzing question number 7.

Around 91% students mentioned that they can produce podcast by themselves. Before producing podcast, they needed practicing of it. Some of them used the proverb 'practice makes a man perfect' in order to justify the necessity of practice. Some of the students wanted to have prior demonstration in class so that it becomes easier for them to produce podcast. Alternatively, 7% students did not think that they would be able to produce podcast since it seemed to be difficult for them. Besides, 2% students did not attempt to answer question number 7.

The ratio of positive answer showed that most students were interested and confident enough to design their own podcasts. They expected guidance from their class. They mentioned that if they could understand the process, they would be able to create podcasts.

Analyzing question number 8.

Eighty six percent students felt that they could carry podcasts in their mobile phone just like the way they carry music. They found podcasts to be interesting and easy to carry. Some of them felt the urge to improve their English for future and considered podcasts to be

helpful for that. Among them, more than 4% stated that carrying podcasts can be beneficial for their English learning process. Some of the students, interestingly, gave more priority to podcasts than music. Two percent of students thought that they might feel better listening to podcasts during leisure time. Conversely, 14% students denied carrying podcasts along with music. They justified their answer with several reasons, which included they love music immensely, they considered music enjoyable; podcasts to be boring. For these reasons, podcasts can never take the position of music. Two of the students among them (25%) stated that podcasts can make them feel as if they were studying during leisure. Besides, 25% of those students opined that they would avoid carrying podcasts if it was not necessary.

The above statistics shows that many of the students would like to carry podcasts in their mobile phone, since podcasts seem handy and they can help those students improving their English language skills. Further, around one seventh segment of the total students do not feel the necessity of it and will not carry podcasts.

Analyzing question number 9.

Hundred percent students (56 people) considered podcast helpful for their speaking skills. Many of them pointed out that they can try to speak like the speaker of the podcast. They further argued that since their first language Bengali was learnt by listening, English can also be learnt in the same manner. Therefore, each and every participant had given emphasis on practicing speaking in English through podcasts.

Analyzing question number 10.

Ninety eight percent of total students confirmed that podcasts had made them confident, to some extent, to overcome their anxiety regarding speaking in English. Some of them believed that podcasts had boosted up their self-belief and determination to communicate in English. The exposure to correct pronunciation through podcasts will eventually lead them in becoming confident English speakers. Only 2% students disagreed on

this point. Hence, 55 out of 56 students could not deny that podcasts may have impact on their English speaking skills.

General Findings from the Controlled Group

The students of this group participated in completing only one questionnaire. This questionnaire was given them on the second day of the class. It contained ten questions which were the same as the second questionnaire given to the experiment group on the second day.

Analyzing question number 1.

Twenty one out of 33 participants of this group did not find it easy to get podcasts from different sites. Twenty percent of them mentioned that the process was time consuming. Another 14% students were confused about which podcasts to listen and which not to listen. Besides, many of them struggled and could not download the materials. Moreover, 4 participants (which are 20%) considered the process a waste of time and 5% felt the process annoying. On the contrary, 12 participants found it easy to get podcasts from different sites. Among them, 42% mentioned that they found podcasts easily with the help of search engine 'Google'.

The statistics shows that 64% students did not find podcasts easily. However, 36% students found the process easy and convenient.

Analyzing question number 2.

Hundred percent students (33 participants) opined that they would like the frequent use of podcasts in their regular classes. They could gather experience of using technology if they were exposed to the use of multimedia in their classes. Using podcasts can be a helpful way of learning English language. Six percent of total students mentioned that through the use of podcasts, they can watch and learn simultaneously. Apart from these, one of the answers stood out exceptionally. It pointed out that even though podcasts could make the lesson interesting; the institutional authority would never feel the interest to incorporate

podcasts in classes. Therefore, it shows that the whole class unanimously decides to welcome frequent use of podcasts in their everyday regular classes.

Analyzing question number 3.

Twenty eight students or 85% participants had problem to go with the fluency of speakers of podcasts. They found that to be too fast and beyond their understanding. At the same time, 15% students did not find any problem regarding speakers' pace or fluency. Rather, they considered the pace easy to understand. Since most of the students could not comprehend the speakers' speech, it can be said that they may lack in English listening skills.

Analyzing question number 4.

No one disagreed on the fact that podcasts gave them chance to get exposed to the English speech. One of them mentioned that, though s/he could not understand the language; at least got an opportunity to listen to English speech through podcasts. Being in a country, where English is a foreign language, students considered podcasts a medium which can introduce them to English language.

Analyzing question number 5.

Around 85% students showed their interest to explore more podcasts themselves. Among them, 11% found podcast to be an impressive thing. Some of them considered it to be essential for them. One of them stated that s/he would like to explore more, if s/he could get any time. Again 15% students would not like to search for more podcasts in future. Among them, 20% blamed that their education system is quite opposite and therefore, it would be impossible for them to do so. It shows that maximum amount of students would like to look for podcasts by going to different podcasts sites in order to learn English language themselves.

Analyzing question number 6.

A web-based learning environment would be beneficial for each and every student of this group. Thirty three out of 33 participants believed that it would be good for them to learn in that environment. However, one of the participants pointed out that the education style of their institution was backdated; therefore, having a web-based learning system is not possible in reality. Still, the amount of interest can easily be understood by seeing the overall ratio of students who would like to learn English language in a web-based environment.

Analyzing question number 7.

Around 88% students thought that they could produce podcast by themselves, if they kept on practicing different podcasts. Few of them considered the process easy and were hopeful to work on podcasts in near future. Some of them argued that it would be possible only if they got enough training on producing podcasts. Some of them justified their stand saying that since they felt interested on using podcasts, they would be able to produce themselves. However, some of the participants wrote that more time is needed for them in order to produce podcast. Yet, 12% students did not have the confidence to produce podcast individually. It shows that most of them at least want to give it a try to create their own podcast according to their wish.

Analyzing question number 8.

Ninety four percent students felt that they would carry podcasts in their mobile phone like the way they carried music. Among them, 10% believed that they could spend their leisure by learning English through podcasts. Moreover, thirteen percent of them were worried about their condition regarding English language skills and wanted to use podcasts to improve their skills. Thirteen percent of them also gave priority to podcasts than music. Then again, 6% students (2 persons) would not carry podcasts in their mobile phone. One of them considered the work to be a burden and was reluctant to carry podcast. Another one mentioned that s/he

was not in a mood to carry podcasts in his/her mobile phone. The general assumption can be derived that most of the students felt that carrying podcasts can be beneficial for them in the process of English language learning.

Analyzing question number 9.

Ninety seven percent students of controlled group thought that podcasts can be helpful for their English speaking skills. Three percent of them mentioned that podcasts could allow them to observe and practice speaking in English. Nonetheless, 3% students felt that podcasts may not necessarily play any role in improving their speaking skills. Most of the participants found podcasts to be a tool through which students can improve their English speaking skills.

Analyzing question number 10.

Almost 94% students felt that podcasts could make them confident regarding communicating in English. Among them, 13% believed that it might become possible if they listened to more podcasts frequently. Furthermore, 16% of these students claimed that podcast is a new and easy way to practice and learn English, therefore, a tool to become efficient English speakers. One of them confessed that she had practiced to learn grammar rules but did not succeed. She added that podcast could help her out in this aspect. Nonetheless, 6% of students believed that podcasts did not make them confident, and they were still nervous to communicate in English. It can be seen that podcasts made most of the students aware of the importance of improving English speaking skills.

General Findings from the Worksheet

Table 1 can illustrate the gained scores of both the groups to compare.

Table 1

Worksheet Scores of Students of Two Groups

Worksheet scores	Number of students experiment group (61)	Number of students experiment group in percentage (100%)	Number of students controlled group (79)	Number of students controlled group in percentage (100%)
5	1	2%	3	4%
6	11	18%	3	4%
7	19	31%	22	28%
8	27	44%	30	38%
9	3	5%	21	26%

In case of experiment group, it shows that the maximum amount of students got 80% of total points. Again, in controlled group, maximum amount of students got 80% points.

Apparently, it seems that the ratio in experiment group of getting 80% points is much higher than the controlled group. Nevertheless, the researcher also wanted to notice that the highest achieved point of 9 has mostly been received by the students of controlled group. Twenty six percent students of controlled group got 9; however, only 5% of experiment group managed to get a 9. A comparative analysis based on the worksheet scores has been done in Figure 1.

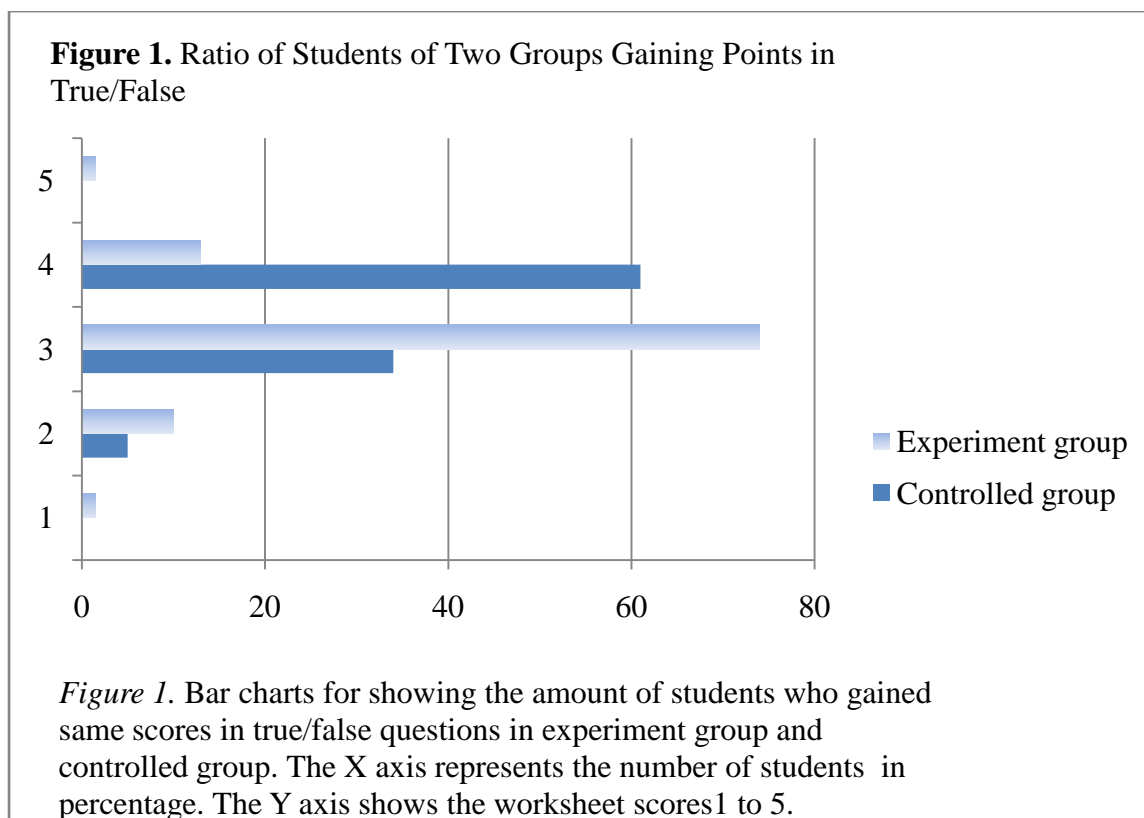
Specific Findings based on Central Research Questions

The worksheet and the questionnaires carried questions that focused on the impact of podcast on students' listening skills, speaking skills and on their interest on becoming autonomous learners. Besides, the researcher had an observation checklist, which focused on students' performance in class.

In response to central research question 1.

Central research question 1 deals with the fact whether podcast can play any role in improving students' listening skills. Firstly, in the worksheet each question was designed to

focus on students' listening skills. Nevertheless, the first five multiple choice questions were comparatively comprehension based, and the rest five true/false questions were completely based on their listening skills. Therefore, the findings from true/false questions can correctly respond to central research question 1. Out of 5 points in true/false questions, the ratio of gained points by two groups can be simultaneously illustrated through Figure 1.



It can be seen that the amount of students who got 4 out of 5 points is higher in controlled group than experiment group. Sixty one percent students of controlled group got 4; on the other hand, only 13% students of experiment group got the same. This indicates that the students of controlled group executed fewer mistakes than the students of experiment group, and they might have effective listening skills than experiment group.

Based on the outcome of worksheets and also on the researcher's observation, the possible reasons for which experiment group got less point can be:

- They got to see the arrangements of technology in class for the very first time. Consequently their participation in pair discussion was not effective enough.
- Their overexcitement of the whole process might have caused them to be less attentive while listening to the podcast.
- They preferred doing both the task (watching podcast and completing worksheet) separately. As a result, they could not keep track of what they listened to previously.

- To some extent, they were over confident. Though the researcher asked them if they wanted to listen the podcast twice; they did not agree to do so.
- They were indulged in watching and enjoying visual elements, which helped them in understanding the content easily. For this reason, they did not ask much question regarding the worksheet while completing it. However, their centre of attention was on pictures and they could not listen with full concentration.

Alternatively, the possible reasons for which controlled group gained better point can be:

- Their mind was not diverted to any other aspect; rather was focused on the lecture.
- Since they participated in class discussion along with the researcher; their thought was centered on the specific topic; nor anything else.
- Since they received the worksheet just after the class discussion with the researcher; they could effectively relate the worksheet with their discussion.
- They repeatedly asked for more clarification of vocabulary items to the researcher while completing the worksheet, which cleared their confusion.
- They were serious to complete their worksheet, which was quite similar to their regular class task, etc.

It is to be noted that participants of both groups believed that different podcasts could give them a chance to get exposed to the English speech, therefore, new vocabulary items, correct pronunciation etc. They also felt that podcasts could play role in both their listening and speaking skills. Nonetheless, 97% and 85% students of experiment group and controlled group respectively found the pace of speakers of different podcasts to be difficult to understand. It illustrates that the majority of the student did not find speaker's fluency to be easily comprehensible.

From the above-mentioned analysis, the researcher felt that podcast can improve students listening skills, prior to the fact that they are motivated and attentive enough to listen

properly. Besides, repeated listening to podcast can certainly improve not only students' listening skills but also their knowledge of vocabulary items, pronunciation etc. Nevertheless, a podcast can grab students' attention if the content of it is on topics related to students' interest. The researcher also felt that a podcast narrated by a non native speaker will be beneficial to students due to its familiar accent and fluency.

In response to central research question 2.

Whether podcasts had any effect on students' speaking skills or not can be analyzed through the answers of questionnaire and also through students' class participation. Since, both the groups were asked to participate in pair or group work for the very first time, they were reluctant to participate. Nevertheless, the researcher requested and motivated them to discuss in English, which made them more conscious.

In case of experiment group, students seemed to be enthusiastic while doing task and at least tried to discuss in English. They did not construct full-fledged sentences; rather discussed only the points with each other. The researcher asked students to voluntarily present their discussion. One of them willingly came forward and shared their group discussion with the class. Since no one else volunteered, the researcher had to pick two students. They were very anxious and shy to speak in English on microphone. However, they managed to read out from their copies. In case of controlled group, students voluntarily shared their ideas with the researcher on the given topic. The researcher also went to many individual participants so that she could elicit their thoughts.

Around 5% of experiment group and 5% of controlled group spoke in English in the class. In controlled group, 3 students preferred to give their ideas in Bengali. It showed that most students, of both the groups, are still reluctant to converse in English. Many possible reasons can be:

- Their less exposure to English language.

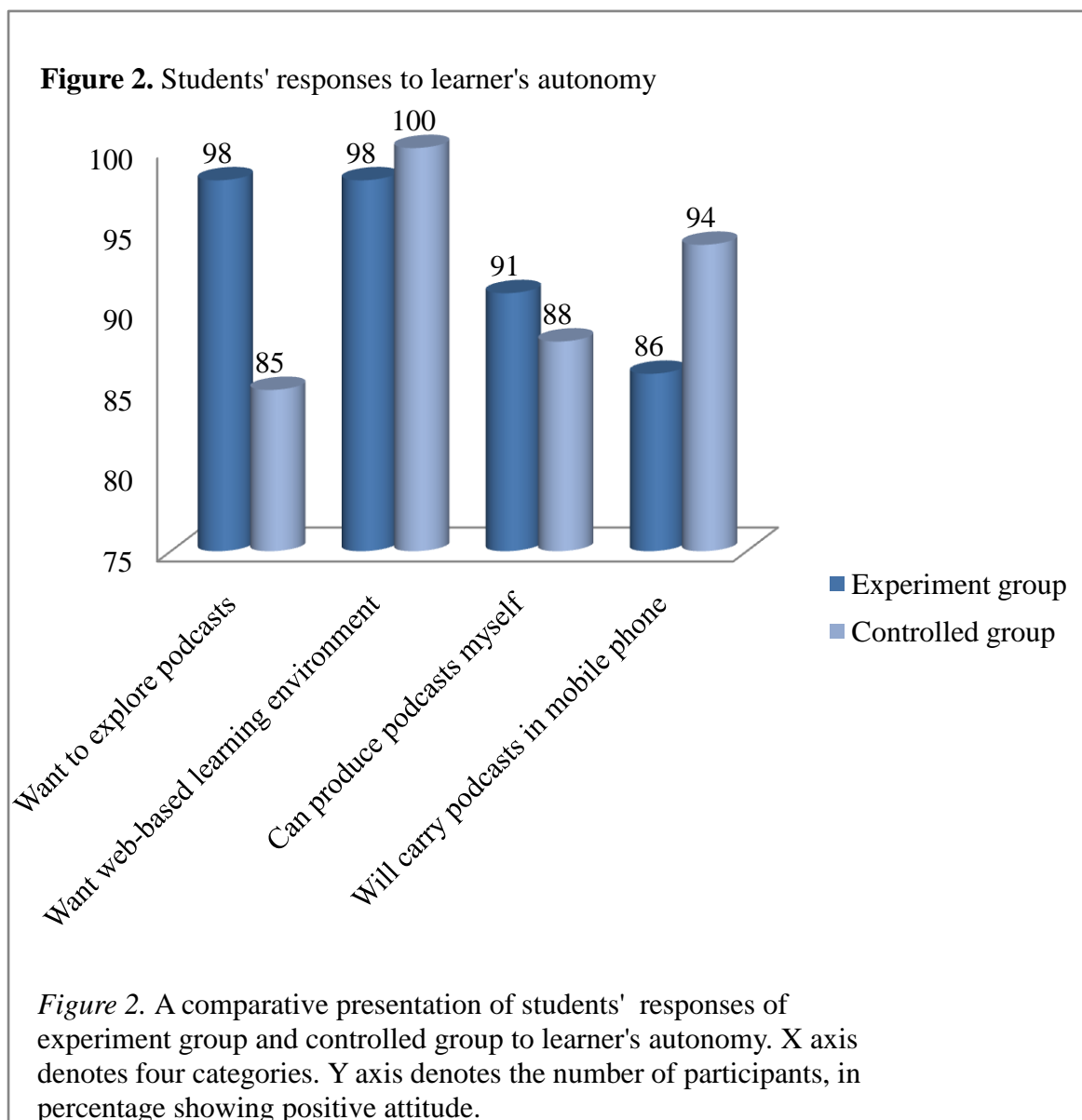
- Their syllabus does not focus on speaking skills. Hence, they are not interested to do something, which is out of syllabus and will not be marked.
- They do not have any practice either inside or outside their classroom.
- Since, each class had students from different proficiency level; teachers could not give lectures only in English.
- Since they do not have any speaking test in their Higher Secondary Examination; they had back wash effect, etc.

Apart from these, the responses to questionnaire pointed out some different aspects. Around 97% students of the experiment group found that the podcast, presented by the researcher, had helped them to get exposed to some new words. They eventually wanted to imitate the pronunciation of those words to learn them correctly. Moreover, 100% and 97% of total students of experiment and controlled group respectively believed that podcasts could be helpful for their speaking skills. Through podcasts' correct pronunciation, some of them wanted to learn to speak in English effectively. Besides, 98% and 94% of students of experiment and controlled group respectively had opined that podcasts had made them confident to overcome their anxiety regarding communicating in English. Many of them had shown their interest to listen to podcasts repeatedly in order to enable themselves to speak in English. Nevertheless, it must not be forgotten that 2% of experiment group and 6% of controlled group were still nervous to communicate in English.

The researcher found a positive attitude from those participants who used podcast. Almost all of them believed that podcast had improved their speaking skills. However, without practice no development can take place. By comparing both the groups, the researcher observed that students from experiment group were more interested in speaking in English. Therefore, the researcher would like to state that podcast can develop speaking skills of EFL learners.

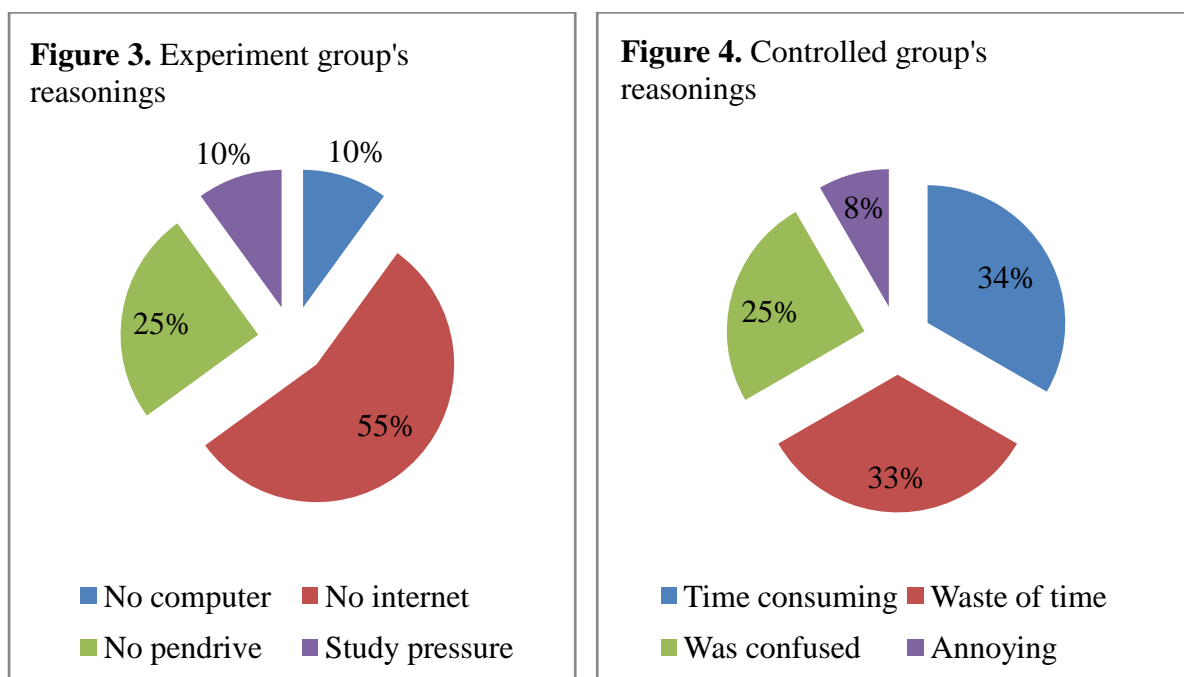
In response to central research question 3.

Can the flexibility of podcast have impact on making students autonomous learners, was the sole concern of central research question 3. Figure 2 can illustrate this point.



Therefore, it can be seen that most of the students were interested to be autonomous learners. Nonetheless, in reality, the researcher did not find it to be authentic. Even though the students were asked to come along with an audio file of a podcast; only one person from each group managed to get one. The researcher believed that even though the participants wanted to take responsibility of their learning; they must have some reasons, which perhaps

deterred them from being autonomous learner. Some of the most mentioned reasons are shown in Figure 3 and 4.



It can be pointed out that, in experiment group, most of the students did not have any access to internet. This particular reasoning has made it believable that they could not get to the medium of finding the podcasts. On the other hand, most of the students from controlled group considered the process to be time consuming and a waste of time. These aspects clearly depict their inability or disinterest to decide or choose their own learning lesson or content.

The researcher felt that, from Bangladeshi context, students are still not interested to take responsibility of their own learning. One particular incident can illustrate the researcher's point of view. There was only one participant from experiment group who came along with a podcast. S/he downloaded the podcast from *podcastsinenglish.com*. The content of the podcast was on baking. That student informed the researcher that the podcast had a flaw. The participant assumed that the speaker of that podcast mispronounced the word *amazing*. In reality, the correct word in that speech was *amateur*. Here, this participant's "wild guess" can be seen (Dong, 2009, p. 2). Furthermore, it also can be found that rather looking for such words in dictionary or Google; the participant confidently relied on his/her

assumption. Therefore, even though podcast's accessibility and mobility give students a chance to be autonomous learners; the researcher did not find any positive attitude from the participants.

Discussion Based on Literature Review

The huge numbers of students in most classes, lack of motivation in learning English are two of the reasons that are hindering the path of successful implementation of CLT in language classroom (Abedin, 2012). It is true that motivation may ensure success in learning; but at the same time, successful learning might increase motivation (Ellis, 1985). Therefore, motivation and learning process seemed to complement each other. The students from experiment group seemed to be highly motivated to learn through podcast and for which overall they did well in listening and speaking skills.

Participants of both groups might have not communicated in English due to some criteria, which affected their performance. Lightbown and Spada (2006) mentioned Krashen's (1982) *affective filter hypothesis* where affective filter indicated "metaphorical barrier" which averts learners from acquiring language (37). They also stated that even if learners get exposed to "appropriate input"; (Lightbown & Spada, 2006, p. 37) acquisition will not take place. Therefore, participants' less involvement in speaking English can be result of their anxiety, lack of interest, over consciousness etc.

Lightbown and Spada (2006) also referred to a classroom research, which verified the fact that without any direct instruction, students still can progress if they get "comprehensible input" (p. 38). The researcher could see that the experiment group could understand vocabulary meaning from the visual elements of podcast. As a result, very few of them asked for meaning of vocabulary items while completing worksheet. This phenomenon supported Schmidt's (1990) noticing hypothesis. Since, most of the participants noticed what they were exposed to, they were able to comprehend the meaning of some new vocabulary items.

Besides, Erben (2008) believed that podcasts can be beneficial in educational settings since most students have some knowledge of technology, internet and downloading process. In this research, the researcher saw the opposite of this concept. There was least amount of students who had access to internet. Digital technology in Bangladesh, at one hand is bringing people together; on the other hand it is creating division where “huge percentage” of total population is “left without any access to digital world” (Hossain, Morshed, & Jewel, 2012, p. 31). Therefore, the educational settings of Bangladesh do not fall under Erben’s (2008) concept.

Conclusion

In Bangladesh, CLT was introduced with a view to ensuring students' communicative competence. However, researches show that listening and speaking skills are not being addressed in the same manner as for reading and writing skills. This study proposed the incorporation of CALL in CLT approach to teach listening and speaking English. This dissertation aimed to find out the impact of podcast in developing listening skills from Bangladeshi context. It mainly focused on students from the higher secondary level. The researcher intended to figure out the answers of following three questions:

- a) Can learning through podcast have any impact on developing listening skills of higher secondary level students in an EFL context of Bangladesh?
- b) Does the exposure of English speech through podcasts have any impact on improving speaking skills of higher secondary level students in an EFL context of Bangladesh?
- c) Will or will not the flexibility and accessibility of podcast work as reinforcement in making Bangladeshi EFL students autonomous learners?

To explore the answers of these questions 140 students of higher secondary level from a college were selected randomly. Stephen Krashen's (1982) *input hypothesis* and Richard Schmidt (1990) *noticing hypothesis* were used to analyze the data.

Summary of the Findings

The findings of this research, based on worksheet and questionnaires, showed that the participants would like to listen and practice podcast. They wanted to use it both in classroom and outside of it for their betterment in English language. They believed that by practicing, they could achieve efficiency in listening and speaking skills. Moreover, most participants appreciated the fact that podcast can be used anytime, anywhere. Therefore, they were interested to carry it in their mobile phones and listen to it during their leisure. For which their interest in becoming autonomous learner was quite vivid.

Moreover, the findings based on the researcher's observation and students' participation, showed that podcast can improve listening and speaking skills of higher secondary level students. However, in terms of making students autonomous learners; the impact of podcast was least noticeable. Almost all of the participants seemed not to be interested in taking charge of their own learning themselves.

Contribution to Research

This research showed students' performance in traditional and in CALL settings. It also presented how the use of technology (i.e., podcast) can develop higher secondary level students' learning skills, in context of Bangladesh. Besides, it focused on listening and speaking skills, which are mostly left out in terms of teaching and learning in Bangladesh. This study showed the amalgamation of CLT and CALL and also addressed learner autonomy. Therefore, this dissertation can hold of attention of the English language teachers of Bangladesh showing them a different path where they can revise their traditional techniques and include CALL in English teaching. This thesis may also help those researchers who are interested working on CALL and learner autonomy.

Besides, to collect information, this study was not only dependent on participants' self-reported data: questionnaires; but also on their actual participation. The impact of podcast on participants' listening skills had been evaluated based on a worksheet. Besides, whether podcast can develop their speaking skills had been showed based on their classroom performance. Moreover, participants' interest to become autonomous learner had been judged by giving them the chance to decide and show what they wanted to listen. Thus, the researcher had verified whether the participants' given data resembled their actual performance or not. For which, it can be considered a piece of work where the hypotheses have been practically experimented.

Practical Implication

The readers will get to know about using podcast in teaching listening and speaking skills, after reading this dissertation. The teachers can get idea of presenting teaching content in an interesting way through podcast. The students can perceive the idea that podcast allows learners' autonomy. Furthermore, this study put emphasis on students' attention to text and motivation to learn as pre-requisites for listening and speaking. This study also addressed the discrepancies between teaching method and testing system. Therefore, the overall findings can be beneficial for English language teachers, students of higher secondary level, the government and the concerned authority of NCTB.

Recommendations

The overall findings would recommend some suggestions in order to use podcast for listening and speaking skills, and for learner's autonomy, which were:

- CALL practitioners can include podcast in order to teach listening skills, speaking skills, vocabulary learning and pronunciation.
- The authorities of different colleges can think of giving facility of technology (e.g., computer, internet, multimedia etc.) in order to promote CALL.

Further Studies

This study focused solely on a college located in Dhaka city. Thus, further studies can be done covering outside Dhaka. Multiple colleges with expanded sample size can be included as well to get radical findings. Future researchers can include other teaching tools (e.g., blogs, e-mail, social networking sites etc.) apart from podcast, as instruments of CALL. These tools can be used in developing students' other skills, for example, reading, writing, grammar, knowledge of discourse etc. Besides, this study used Krashen's (1982) input hypothesis and affective filter hypothesis, and Schmidt's noticing hypothesis to analyze data.

However, future studies can incorporate *individual differences*, Vygotsky's theory of *social constructivism* etc. to analyze their findings.

Conclusion

Even though the use of podcast seemed to be beneficial from this research; to what extent it is feasible from Bangladeshi context is still to be counted. Moreover, podcast may not be of use for its large size, low production quality and sometimes for its long length (Erben et al. 2008). Erben et al. (2008) further concluded saying, "At the present time, making a podcast is not necessarily intuitive for the user. We hope that this will change in the near future" (p. 22). Even if one creates and uses podcast, Levy (1997) suggested that practitioners of CALL must not be "blindly led by the latest technological innovation, but should have a carefully conceived set of principles to act as a guide" (p. 215). Hence, it is expected that podcast can be incorporated cautiously, based on the needs of learners.

Warschauer et al. (2000) stated that in case of developing countries, increasingly, most colleges and universities maintain a "permanent connection to the Internet" (p. 5). This phenomenon was not present in the focused college in which the researcher conducted her experiment. This research showed that most of the students did not have access to computer, let alone internet. Besides, Ivy (2010-2011) also pointed out that the implementation of new technologies asks for financial expenditure. For which, most of the technologies are still "distant dream" for both students and teachers in our country (Ivy, 2010-2011, p. 217).

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Appendix A

Flow Diagram Showing Educational Structure of Bangladesh (Taken from BANBEIS)

Flow diagram of Education Structure of Bangladesh													
Age	Grade												
26+													
25+	XX									Ph D (Engr)	Ph D (Medical)		
24+	XIX				Ph. D	PostMBBS Dipl					Ph D in Edu.		
23+	XVIII				M. Phil	M.Phil(Medical)							
22+	XVII	MA/MSc/MCom/MSS/MBA			LLM	MBBS BDS	MSc (Engr)	MSc (Agr)	MBA	M.Ed & MA (Edn)	MA (LSc)		
21+	XVI	Bachelor (Hons)	Masters (Prel)	LLB (Hons)	BSc. Eng BSc. Agr BSc. Text BSc. Leath	BSc Eng	BSc (Tech Edn)	BBA	B.Ed & Dip. Ed	BP ED	Dip. (LSc)	Kamil	
20+	XV		Bachelor (Pass)										
19+	XIV												
18+	XIII												
17+	XII	Secondary	Examination	HSC	Diploma (Engr)	HSC Vocational	C in Edu	C in Agri	Diploma in Comm	Diploma in Nursing	Alim		
16+	XI		Higher Secondary Education										
15+	X		Examination	SSC									
14+	IX		Secondary Education									TRADE Certificate/SSC Vocational	ARTISAN COURSE e.g. CERAMICS
13+	VIII	JUNIOR SECONDARY EDUCATION										Dakhil	
12+	VII												
11+	VI												
10+	V	PRIMARY EDUCATION										Ebtedayee	
9+	IV												
8+	III												
7+	II												
6+	I												
5+		PRE-PRIMARY EDUCATION											
4+													
3+													

Appendix B

Transcript of Podcast on Importance of Forests

Each and everything on this earth is created by Almighty Creator for the welfare of His beloved human beings. Tree is one of the most important elements of this world. There is an eternal bond between man and trees. Trees and forests help us in many ways. They supply us oxygen without which no life of the animal kingdom can be imagined. By absorbing carbon dioxide, trees also fight global warming. Through this, trees play a very important role in beating the heat and in keeping the earth cool. Trees give us food, fruits, shelter, shade, fuel, wood, timber, medicine and many other useful things. Moreover, trees check soil erosion. They are also the harbingers of rain to produce crops in a cyclical order—trees bring clouds, clouds bring rain and rain brings harvest. The absence of trees creates the desert. Trees help us fight against environment pollution. They also help maintain ecological balance which is very essential for preservation of life on earth. Besides, forests and trees are responsible for maintaining underground water table. They also ensure the natural scenic beauty of a country. Nevertheless, forests are being cut down indiscriminately in our country. To meet up the basic needs of food and housing, man is cutting and destroying forests. As for Bangladesh, there is ample scope of afforestation and plantation. Trees suited to the soil should be planted. Shady trees and fruit trees can be planted by the side of the roads and highways. Illiterate people of the villages of our country should be much more motivated by different organizations and mass media of the utility and importance of trees and forests. Planting week needs to be expanded up to the interior of the villages. In this respect, people from both cities and villages along with the government, should take more effective measures to check the cutting down of the forests. At the same time social forestry programmes should be given due consideration. Therefore, we should remember ‘to save ourselves, it is our responsibility to prevent deforestation’.

Appendix C

Table on Sources of Difficulty in Second Language Listening (Lynch, 2009, p.98)

Table 7.3

Sources of Difficulty in Second Language Listening

Input characteristics***Language***

- speech rate
- lack of pauses between idea units
- unfamiliar accent
- use of less frequent vocabulary
- grammatical complexity
- embedded idea units
- complex pronoun reference.

Explicitness

- implicit ideas
- lack of redundancy.

Organization

- events narrated out of natural time order
- examples preceding the point they illustrate.

Content

- unfamiliar topics
- number of things and people referred to
- unclear indication of the importance of protagonists in the text
- shifting relationships between protagonists
- abstract content

Context

- lack of visual or other support.

Task characteristics

Tasks tend to be more difficult when they require:

- the processing of more details
- the integration of information from different parts of the text
- the recall of gist (for example, writing a summary) rather than exact content
- the separation of fact from opinion
- the recall of non-central or irrelevant details
- a delayed response rather than an immediate one.

Table 7.3 Sources of difficulty in second language listening (adapted from Buck 2001: 149-51)

Appendix D

Taken from *English for Today*, Textbook Provided by NCTB (Unit 6, pp. 79-81)

Lesson 6**Forests should stay**

Objectives: By the end of the lesson you will have

- listened to a passage on the utility and destruction of forests
 - discussed the main ideas of the passage
 - completed a paragraph
- A. Work in pairs. Name some forests in Bangladesh and say where they are located. Discuss with your partner and write down at least three points about the utility of forests.**
- B. You are going to listen to the first part of a talk on the importance of forests. After listening, check whether any of your points made in Task A. have been mentioned in the passage. If not, add the ones that are mentioned in the talk.**
- C. Now discuss in pairs why people are destroying forests throughout the world. Then listen to the second part of the talk on the destruction of forests. Did you have the same points? Add any new ones that you have heard to your list.**
- D. Write 2-3 sentences in your own words about what will happen if there are no forests in the world.**
- E. Now look at the words in the box below and tick those that are mentioned in the listening text.**

hypertension	rainforest	smallpox
deforestation	ecology	wood pulp
global warming	Paracetamol	quinine

F. Listen to the passage again and say whether the following statements are true or false.

- 1 Forests help humans in various ways.
- 2 All American drugs come from rainforest plants.
- 3 Quinine comes from vegetables.
- 4 The snakeroot plant is used to treat high blood pressure. .
- 5 No rainforest has been burnt down in Africa. .
- 6 Rainforests absorb carbon dioxide.
- 7 Deforestation may bring about the greenhouse effect.

G. Now complete the paragraph below by using an appropriate word in each blank.

If we _____ forests and _____ down trees, the effects might eventually _____ us all. If forests _____ into desert wastes, what will _____ carbon dioxide? Then the weather pattern will _____ and the world will become _____. This is called the greenhouse _____. If forests go, the heat of the sun will be _____ inside the atmosphere. As a result, the polar ice caps will _____ and this will cause the _____ of huge areas of the globe.

Focus:

Skills	Functions	Grammar/Structure	Vocabulary
Discussion, listening for specific information, completing a paragraph	Expressing probability	Present continuous tense, passive voice, first conditionals	medicinal, hypertension, deforestation, trap, wood pulp, iceberg

Appendix E

Worksheet Based on the Podcast on Importance of Forests

Choose the correct answer (by giving a tick mark) from the given options:

1. Trees fight against global warming by
 - a) emitting oxygen
 - b) consuming carbon-dioxide
 - c) absorbing heat
 - d) emitting water

2. If there were no trees, people would have lived in
 - a) sea
 - b) desert
 - c) hill
 - d) none of these above

3. Trees prevent soil erosion through its
 - a) leaves
 - b) roots
 - c) timber
 - d) bark

4. Trees are harbingers of crops, because it brings—
 - a) clouds
 - b) rains
 - c) storm
 - d) harvest

5. A polluted environment may have—
- a) less trees
 - b) many trees
 - c) ample trees
 - d) no trees at all

True or False. If false, write down correct statement.

1. Trees do not provide any medicine.

2. Trees hardly play any role in ensuring the level of ground water.

3. Man's basic needs compel them to destroy forests.

4. Trees suited to the weather should be planted.

5. In Bangladesh, planting weeks do not take place in villages.

Appendix F

A Survey Questionnaire for Experimental Group

Focusing on Participants' Experience of Podcast Specifically after First Day of Teaching

Please give your honest opinion for these following questions. You can place a tick mark on your chosen answer. You are welcome to use the given space to explain your answers. Feel free to write in Bangla, if you wish.

1. Is this the first time you are using podcast?
 - a) Yes
 - b) No
 - c) I've heard before, but never used it
2. Do you think that this podcast has an effect on your listening skills? Please explain.

3. You can hear this podcast repeatedly. Do you think that it can be beneficial for your listening?

4. Do you think that the visual elements of this podcast helped you to understand the context more easily?

5. What effect the audio clip alone would have made on you?
 - a) I would have still be interested
 - b) It would have been boring

6. Do you think that the podcast has helped you to get exposed to correct pronunciation of some English words?

7. Do you agree that this podcast has helped you to know some new vocabulary items, like *eternal*, *harbinger* etc.?

a) Yes, I do

b) No, not at all

8. Do you find the pronunciation of the clip comprehensible?

a) Yes, I've understood the words

b) No, I've found it difficult to understand the pronunciation

9. Do you think that the podcast has made the content interesting and exciting? Yes/ No.

Please explain _____

10. Do you consider 'podcast' to be the reason for making today's class different from traditional class? _____

Are there any other aspects that you want to mention regarding podcast; but not listed above?

Please mention here:

Appendix G

A Survey Questionnaire for Experimental and Controlled Group

Focusing on Participants' Overall Experience of Podcast

Please give your honest opinion for these following questions. You can place a tick mark on your chosen answer. You are welcome to use the given space to explain your answers. Feel free to write in Bangla, if you wish.

1. Was it easy for you to find podcasts from different podcast sites? Please explain your answer with at least three points.

2. Would you like if podcasts were frequently used in your classroom?

Listening Skills:

3. While listening to podcasts, was it a problem for you to go with the speaker's pace or with the fluency?

4. Do you think that you can learn about pronunciation, vocabulary items etc. of English through podcast?

Learner's Autonomy:

5. In future, would you like to explore more 'English learning podcasts' yourself?

6. Would that be good for you if you could learn in a web-based environment through podcast?

7. If you keep on practicing different podcasts, do you think that you yourself can produce some?

8. Will you carry podcasts in your mobile phone, like the way you carry music?

a) Yes, I will. Podcasts seem to be handy and it can help me improving my English language skills.

b) No, I won't. It seems some extra work for me.

Please explain

Speaking Skills:

9. Do you think that podcasts can be helpful for your speaking skills?

10. Had podcasts made you confident, to some extent, to overcome your anxiety regarding communicating in English?

Appendix H

Observation Checklist for Speaking Skills of Experimental Group

1. Response to pair/group work—
2. Participation in speaking English in pair/group work—
3. Speaking in English on microphone—
 - facial expression—
 - eye-contact—
 - gestures—
 - confidence level—
 - L1 interference—

Appendix I

Observation Checklist for Speaking Skills of Controlled Group

1. Response while elicitation—
2. Response to pair/group work—
3. Participation in speaking English in pair/group work—
4. Speaking in English on microphone—
 - facial expression—
 - eye-contact—
 - gestures—
 - confidence level—
 - L1 interference—

Appendix J

Lesson Plan for Experimental Group (for Day 1)

Class Duration: 60 minutes

Introduction and ice-breaking	:	2 minutes
Showing podcast	:	3 minutes
Participants completing worksheet	:	10 minutes
Participants doing pair/group work	:	10 minutes
Participants sharing their findings	:	15 minutes
Participants completing questionnaire	:	15 minutes
Providing podcasting sites, assigning home task and concluding the class	:	5 minutes

Appendix K

Lesson Plan for Controlled Group (for Day 1)

Class Duration: 60 minutes

Introduction and ice-breaking	: 1 minutes
Giving lecture and eliciting participants' responses	: 10 minutes
Participants completing worksheet	: 10 minutes
Participants doing pair/group work	: 10 minutes
Participants sharing their findings	: 10 minutes
Participants completing questionnaire	: 15 minutes
Providing podcasting sites, assigning home task and concluding the class	: 4 minutes

Appendix L

Responses of Experiment Group's Students to Survey Questionnaire (see Appendix F for questionnaire)

Serial of students	Q. 1	Q. 2	Q. 3	Q. 4	Q. 5	Q. 6	Q. 7	Q. 8	Q. 9	Q. 10	Comments
1	a	Yes, the visual elements made me interested to listen	Yes, that would be beneficial	Yes, since visual elements help us understanding easily	a	Yes, since we can follow an efficient speaker's correct pronunciation	a	a	Yes, we can learn by playing	Yes, since we've learned use of podcast and new technology	We will be benefitted if podcasts were used in every class; not for a single day
2	a	Yes, I think so	Yes	Yes	b	Yes, I think so	a	a	Yes, it has	Yes	It was an interesting class for me
3	c	Yes, it has good effect	Yes	Yes, I understood easily	a	Yes	a	a	Yes	Yes	I want to use it since I can easily learn new English words
4	a	Yes, it will improve listening skills, pronunciation	Yes, of course	Yes	a	_____	a	a	Yes	Yes, I've learned practically	Visual elements will help me to remember content for many days

Serial of students	Q. 1	Q. 2	Q. 3	Q. 4	Q. 5	Q. 6	Q. 7	Q. 8	Q. 9	Q. 10	Comments
5	a	Yes, it has	Yes	Yes	a	Yes	a	a	Yes, I also learned new vocabulary	Yes	The class was very interesting for me
6	c	Yes	Yes, since it can teach English language easily	Yes	a	Yes	a	a	Yes. I've understood easily	Yes, I felt interested to learn English	I want to use podcast to learn more. Our digital Bangladesh can become educated in this manner
7	a	Yes, by listening we can learn	Yes, I think so	Yes	b	Yes	a	a	Yes, it also gives us practical experience	Yes, I also enjoyed today's class	Our classes should be like this. Real experience is more helpful than bookish knowledge
8	a	Yes, my merit can be utilized properly	Yes	Yes, I think so	b	Yes, I've learned some English words along with Bengali words	a	a	Yes, it has	Yes, it gave us chance to practically see lesson	This kind of class can help us to do better in studies
9	a	Yes. Pictures also made me attentive	Yes	Yes	b	Yes, I think so	a	a	Yes, I got new experience	Yes	I welcome the use of podcast in class

Serial of students	Q. 1	Q. 2	Q. 3	Q. 4	Q. 5	Q. 6	Q. 7	Q. 8	Q. 9	Q. 10	Comments
10	a	Yes. It has also made the lesson easy	Yes	Yes. Pictures helped me enjoy lesson	b	Yes, I've learnt new words	a	a	Yes, I enjoyed	Yes, since listening to lectures only is less interesting than watching pictures	Today's class was enjoyable to me
11	c	Yes, it has	Yes	Yes, it also gave me clear idea	b	Yes	a	a	Yes, since it attracts our attention	Yes, since podcast, a new thing, has made a boring class interesting	If there were more pictures we could've been more interested
12	c	Yes, English words are clear to me	Yes, since listening repeatedly can help me learn correct pronunciation	Yes, since if one can watch, one can understand what s/he is listening	b	Yes, we can learn correct pronunciation easily	a	b	Yes, we get mirth in studying	Yes, we got to see along with listen the content	I expect more visual elements
13	a	Yes. With pictures, we get clear idea	Yes	Yes. Only listening alone doesn't work.	b	Yes	a	a	Yes, since it was different and new	Yes, I do not like to listen always. Podcast has showed content and grabbed our attention	Podcast will have good effect on our learning process. It will make us attentive and good students
14	c	Yes	Yes, I can improve by listening	Yes	b	Yes	a	a	Yes	Yes	The class was enjoyable

Serial of students	Q. 1	Q. 2	Q. 3	Q. 4	Q. 5	Q. 6	Q. 7	Q. 8	Q. 9	Q. 10	Comments
15	c	Yes	Yes, it can improve listening skills	Yes	b	Yes	a	a	Yes	Yes	Podcast can be beneficial for us
16	a	Yes, it made concept clear	Definitely. Repeated items stay in brain for long time	Yes, pictures made some complex part clear and easy	b	Yes, some unknown words became known to me	a	a	Yes, it has nicely presented the content	Yes. Usually, we do class works from books, lectures; but today I have done worksheet all by myself	Use of projector, podcast has cleared off monotony of regular class. I wish to do this type of class everyday
17	c	Yes	Yes	Yes	a	Yes	a	a	Yes, it was also different	Yes. We pass class hours in same manner; but today's one was different	Podcast can help me to understand any subjects
18	a	Yes	Yes	Yes	a	Yes	a	a	Yes	Yes	If we could have this type of classes, we would be more curious to learn
19	a	Yes	Yes, I can understand better than before	Yes, it made me more interested	b	Yes	a	a	Yes	Yes	Podcast helps to understand topics better than textbook. I think it is a practical way of learning
20	a	Yes	Yes, it will help me understand English	Yes, I will remember today's topic because of that	a	Yes	a	a	Yes, since it was new to us	Yes, it cleared off monotony	Today I have understood the enjoyment of using technology in learning

Serial of students	Q. 1	Q. 2	Q. 3	Q. 4	Q. 5	Q. 6	Q. 7	Q. 8	Q. 9	Q. 10	Comments
21	a	Yes	Yes	Yes	b	No	a	b	Yes, it also attracted me to know something new	Yes	If the sound was clear, it would have been much better for us
22	a	Yes	Yes	Yes	a	Yes	a	a	Yes	Yes, since difference in learning process attracts us	_____
23	a	Yes	Yes, since I may not understand listening for once	Yes, by listening and watching, we can memorize the content effectively, and it will last long	b	Yes	a	a	Yes, since we not only listen but also watch pictures	Yes	We are very keen to have this type of class
24	a	Yes	Yes	Yes	b	Yes	a	a	Yes	Yes	We got chance to learn something in a different way
25	a	Yes	Yes	Yes	b	Yes	a	a	Yes, since we learned by seeing and listening	Yes, since it was first time I could both listen and watch	I want to learn using podcasts, since I am very interested in it
26	a	Yes	Yes	Yes	b	Yes	a	a	Yes	Yes, it brought variety in traditional class	I want to learn in this way, since it will be beneficial for listening skills

Serial of students	Q. 1	Q. 2	Q. 3	Q. 4	Q. 5	Q. 6	Q. 7	Q. 8	Q. 9	Q. 10	Comments
27	a	Yes	Yes, if we cannot understand in one time	Yes	a	Yes	a	a	Yes	Yes	Podcast helps us understand topic better than text book
28	a	Yes	Yes	Yes	b	Yes, I do	a	a	Yes, it also attracted to know new thing	Yes	Podcast made us interested in the class and the subject
29	c	Yes	Yes	Yes	a	Yes	a	a	Yes, it made class enjoyable	Yes	The clip helped me to know about tree plantation easily
30	b	Yes	Yes	Yes	a	Yes	a	a	Yes, since it was quite different	Yes	I enjoyed the podcast, it was very interesting and different form traditional method of learning
31	a	Yes	Yes	Yes	b	Yes	a	a	Yes	Yes	_____
32	a	Yes	Yes, I can understand better than before	Yes, visual elements made me interested to learn something	b	Yes	a	a	Yes	Yes	Podcast helps us to learn something better than text book. I think it is a practical way to learn
33	c	Yes	Yes	Yes	a	Yes	a	a	Yes	Yes	It helped me to understand subject easily. To see application of new technology was thrilling for me
34	a	Yes	Yes	Yes	b	Yes	a	a	Yes, because of visual elements	Yes	Podcast simplified complex aspects to me. It can be beneficial for my studies

Serial of students	Q. 1	Q. 2	Q. 3	Q. 4	Q. 5	Q. 6	Q. 7	Q. 8	Q. 9	Q. 10	Comments
35	a	Yes	Yes	Yes	b	Yes	a	a	Yes	Yes	I wish to have this kind of class regularly
36	a	Yes	Yes	Yes	b	Yes	a	a	Yes	Yes	We can learn new words in English if we use podcast everyday in English class
37	a	Yes	Yes, it can enrich knowledge of vocabulary and pronunciation	Yes	a	Yes	a	a	Yes, because of visual elements	Yes	It was an interesting way to learn. We will not get bored if we use podcast in class
38	a	Yes	Yes	Yes	a	Yes	a	a	Yes, since I learned some new vocabulary items	Yes	I will not feel bored with podcast
39	b	Yes	Yes	Yes	a	Yes	a	a	Yes	Yes	Using technology can be very interesting for studies
40	c	Yes	Yes	Yes	b	Yes	a	b	Yes	Yes	It would have been better if we could use podcast for every subject
41	a	Yes	Yes	Yes	a	Yes	a	a	Yes	Yes	It can be beneficial since we get exposed to correct pronunciation

Serial of students	Q. 1	Q. 2	Q. 3	Q. 4	Q. 5	Q. 6	Q. 7	Q. 8	Q. 9	Q. 10	Comments
42	a	Yes	Yes	Yes, I have perfectly understood	b	Yes, podcast can correct pronunciation problems, which remains when we read books	a	a	Yes	Yes	I got attentive because of podcast. I also understood the lesson properly due to it
43	c	Yes	Yes	Yes	a	Yes	a	a	Yes	Yes	Podcast helped me to understand the content more easily and I enjoyed the class
44	a	Yes	Yes	Yes	b	Yes	a	b	Yes	Yes	I liked the use of technology. I also liked that podcast is not depended only on text books
45	a	Yes	Yes	Yes	b	Yes	a	a	Yes	Yes	Use of podcast can increase our experience regarding technology
46	a	Yes	Yes	Yes	a	Yes	a	a	Yes	Yes	Podcast made today's class interesting
47	a	Yes	Yes	Yes	b	Yes	a	a	Yes	Yes	Learning English words has become easier with podcast
48	b	Yes	Yes	Yes, use of multimedia has been helpful	b	Yes	a	b	Yes	Yes	Use of pictures helped us understand content easily
49	a	Yes	Yes	Yes	b	Yes, it will	a	a	Yes	Yes	_____

Serial of students	Q. 1	Q. 2	Q. 3	Q. 4	Q. 5	Q. 6	Q. 7	Q. 8	Q. 9	Q. 10	Comments
50	c	Yes	Yes	Yes	b	Yes	b	a	Yes	Yes	With the help of podcast, I can learn lesson easily
51	b	Yes	Yes	Yes	b	Yes	a	a	Yes	Yes	No, I have nothing to add
52	a	Yes	Yes	Yes	b	Yes	a	a	Yes	Yes	Podcast can be helpful and I enjoyed it very much
53	a	Yes	Yes	Yes	b	Yes	a	a	Yes	Yes	I enjoyed the class
54	a	Yes	Yes	Yes	b	Yes	a	a	Yes	Yes	Thank you for showing us an excellent presentation
55	a	Yes	Yes	Yes	a	Yes	a	a	Yes	Yes	I believe, we will be able to use and speak frequently in English with the help of podcast
56	a	Yes	Yes	Yes	b	Yes	a	a	Yes	Yes	Everyday class with podcast can enrich our knowledge
57	a	Yes	Yes	Yes	b	Yes	a	a	Yes	Yes	We have learned a good way of studying with podcast
58	a	Yes	Yes	Yes	b	Yes	a	a	Yes	Yes	I liked the use of podcast in today's class
59	a	Yes, we also can get knowledge regarding English language	Yes, it can also enhance our creative ability	Yes	b	Yes	a	a	Yes	Yes	Use of podcast can make us interested to learn English language

Appendix M

Responses of Experiment Group's Students to Survey Questionnaire (see Appendix G for questionnaire)

Serial of students	Ques. 1	Ques. 2	Ques. 3	Ques. 4	Ques. 5	Ques. 6	Ques. 7	Ques. 8	Ques. 9	Ques. 10
1	No. It was not easy. No internet in my house, college or at my friends' residence	Yes. Podcast can help in studies and make them interesting	For Bengali students like us, it was really difficult	Yes	Yes. I will try for sure	Yes	Yes. I will try with full enthusiasm	Yes. I want to practice English language more	Yes. It will make me competent in speaking	Yes and I hope it will be beneficial for me
2	No. It was not so easy	Yes, I would like that	No. It was not a problem for me	Yes. I think so	Yes. I would	Yes. That would be good for me	I can produce by myself	Yes. I will carry	It can be helpful for speaking skills	Yes
3	No. It was not so easy	Yes. I would like it	No. Pace and fluency were understandable	Yes, I think so	Yes. I would	Yes, that would be good for me	Yes, I can through practice	Yes. I will carry	Yes, I found them helpful	Yes, they have made me confident
4	It was not easy. My mouse was not working	Yes. I would like but with visualization	Yes. It was a problem for me	Yes	Yes	Yes	Yes	Yes, I will carry	Yes	Yes

Serial of students	Ques. 1	Ques. 2	Ques. 3	Ques. 4	Ques. 5	Ques. 6	Ques. 7	Ques. 8	Ques. 9	Ques. 10
5	No internet connection. I am not interested. I could not find it	Yes, it's possible	Yes	Yes	Yes, I will like to do	Yes	Yes, I think	Yes. I can hear when I get free time	Yes	Yes
6	No. We are asked to do this kind of work for first time. I found it difficult	Yes. I would like it	I could not understand audio podcast clearly. If it was visible, it would have been good	Yes. It can	Yes. I would like it	Yes. It would be good for us	I think I can, but I need to practise a lot	Yes. I will	Yes. It can be helpful	Yes
7	No internet connection at home. Could not find, could not download	Yes. It would help us understand anything easily	Yes. It was too fast and I could not understand easily	Yes, I think	Yes. I would like to do so	Yes. It would be amazing	Yes. I think	Yes, so that I can hear it when I want to hear	Yes. I think	Yes because it can improve skills of speaking English
8	It was easy to find from different sites	Yes, it can improve listening skills	No. It was not a problem for me	Yes. I think so	Yes. I would like to explore	Yes. I can listen lecture repeatedly	I can because practice makes a man perfect	No. Music can make leisure time enjoyable; podcasts can make it boring	It can help in speaking skills	Yes. I can know correct pronunciation and improve my English

Serial of students	Ques. 1	Ques. 2	Ques. 3	Ques. 4	Ques. 5	Ques. 6	Ques. 7	Ques. 8	Ques. 9	Ques. 10
9	No. Problem in internet connection, seemed difficult, do not have any pen drive	Yes. I would like it	Yes, it was a problem for me	Yes. I think it can	Yes. In future, I would like to explore more	Yes, it would be good to learn	Yes, I can do that by myself	Yes. I will	Yes, I think podcasts can be helpful	Yes
10	Actually I didn't do it. So I don't know	Yes, I would like it because I can learn interesting thing	No, it was not a problem for me. I could easily understand	I think so	If topic is based on interesting topic	Yes, it can help both my learning and listening skills	Yes, if I practice, I can produce	No. music makes my mood happy; podcast will make me feel like studying	It can help my listening skills	Yes, because after listening sometime , we can practice it in our mind
11	No internet facilities	It will improve knowledge, listening skills	Yes, it was. Couldn't listen properly	Yes	Yes. It can help me in learning English	Yes, it can be beneficial for me	Yes, I think I can	Yes, I will carry	Yes	Yes, it made me confident
12	No. Problem in internet connection, no pen drive, seemed difficult	Yes, I would like it	Yes, it was a problem to go with speaker's pace	Yes, I think	Yes	Yes	Yes	Yes, I will	Yes, I think	Yes, I think

Serial of students	Ques. 1	Ques. 2	Ques. 3	Ques. 4	Ques. 5	Ques. 6	Ques. 7	Ques. 8	Ques. 9	Ques. 10
13	Yes, I found it easy	Yes, I would like it	No, it was not a problem	I think so	Yes, I would like	Yes, it would be good for me	Yes, I think I can	I do not use computer frequently, but can listen whenever I want in mobile phone	Yes, I think	It has made me interested
14	I could not find since no internet connection	Yes, I would like that	Yes, there was problem and I couldn't understand	Yes, I think so	Yes, I want to do that myself	Yes, it would be better for me	Yes, I will be able	It will be handy and will improve English skills	Yes, I think so	Yes, it made me confident
15	No, actually I forgot to look for podcasts in sites	Yes, I would like	Yes, I find problem to understand	Yes, I think so	Yes. It would help enriching vocabulary	_____	Yes, I think I can	Yes. It will help me knowing various topics	Yes, it can be helpful	Yes, it made me confident
16	The process was easy, but could not bring since I have no pen drive	Yes. We would have become more attentive	Yes, it created problems to understand pace	Yes, we can know more about English	Yes, I would like to do it	Yes, it would be good for me	Yes, I can, but it takes time to practice	Yes, I can hear any time	Yes, they are helpful	Yes, it made me confident

Serial of students	Ques. 1	Ques. 2	Ques. 3	Ques. 4	Ques. 5	Ques. 6	Ques. 7	Ques. 8	Ques. 9	Ques. 10
17	Yes, it was	Yes, I would	Yes, there were some problems	Yes, I think so	Of course. It will enhance knowledge	Yes, it would be helpful	Yes, I think so	Yes, I will	Yes, I think	Yes, it would
18	Yes, it was easy	Yes, I would like it	No	Yes	Yes	Yes, it would be good for me	Yes, I think I can	Yes, it can be helpful	Yes, it is helpful	Yes
19	No, since I have never used internet	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
20	Yes, it was easy	Yes, I would like it	No, it was not a problem for me	Yes, I think so	Yes, I would like that	Yes, it would be good	Yes, I think I can	Yes, I will	Yes, I think so	Yes, I think that
21	Yes, it was easy	Yes, I would like that	No, it was not problem	Yes	Yes, I would like it	Yes, it would be good	Yes, I can	Yes, since I felt interested	Yes, I think so	Yes, I am getting more interested
22	No. problem with internet connection, pressure for studies	Yes, I would feel better to hear something different	Yes, it is difficult to understand for first time	Yes, I think so	Yes, I would do that	Yes, I can access in any minute	No, I do not think I can	Yes, no time to use computer; but can use mobile phone any time	Yes, can learn correct pronunciation, can be efficient speaker	Yes. Only reading cannot help to communicate ; listening in English can be helpful

Serial of students	Ques. 1	Ques. 2	Ques. 3	Ques. 4	Ques. 5	Ques. 6	Ques. 7	Ques. 8	Ques. 9	Ques. 10
23	Yes, it was	Yes, I would like that	Yes, there were some problems	Yes, I think so	Yes, it would help to enrich vocabulary	Yes, that would be good	Yes, I will	Yes, it will help to improve my English	Yes, it is helpful	Yes, it made me confident
24	No, it was not	Yes, I would like	Yes, it was very problematic	Yes	Yes	Yes	Yes	Yes, I will	Yes	Yes
25	No, since no internet connection	Yes, I would	Yes, it was a problem	Yes	Yes	Yes	Yes	Yes, I will	Yes	Yes
26	No, it was difficult. Could not manage time beside studying	Yes, only there are visual elements	Yes, it was a problem	Yes	Yes	Yes	Yes	Yes, I will	Yes	Yes
27	No. internet problem, I was ill, pen drive is broken	Yes, I want it to be used everyday so that we get interested in studies	No, there was no problem	Yes, so that I can improve listening skills	Yes, I will, so that I can enhance knowledge	Yes, it would be good	No, I cannot produce by myself	Yes, I will. it seems interesting to me	Yes, I think so	Yes, it will made me confident

Serial of students	Ques. 1	Ques. 2	Ques. 3	Ques. 4	Ques. 5	Ques. 6	Ques. 7	Ques. 8	Ques. 9	Ques. 10
28	No. Internet problem, no pen drive, seemed difficult	Yes, I will	Yes, it was a problem	Yes, I think	Yes, I will	Yes, it would be good	Yes, I think so	Yes, I will	Yes, I think so	Yes
29	No, I do not use internet, I don't have pen drive	Yes, I would welcome this since I liked podcast	Yes	Yes	Yes	Yes	Yes	Yes, I will	Yes, I think so	Yes
30	No. I don't use internet, don't have pen drive, don't have enough time	Yes. It would enhance efficiency	Yes. It was a problem	Yes, I think	Yes, I would	Yes, it would help me more	No, it would be difficult for me	Yes, I will	Yes, it can be	Yes
31	No. I don't have computer, I don't know how to work on computer	No, I would not like it	Yes, it was a problem	Yes, I think so	Yes, I would	Yes, it would be a good way for studying	Yes	Yes, I will	Yes	Yes
32	Yes, it was easy	Yes, I would like it	Yes, I could not listen properly	Yes, I think so	Yes, if I get chance	Yes, it would be good for me	Yes, if I get opportunity	Yes, I am very interested to use it	Yes	Yes

Serial of students	Ques. 1	Ques. 2	Ques. 3	Ques. 4	Ques. 5	Ques. 6	Ques. 7	Ques. 8	Ques. 9	Ques. 10
33	No. Due to H.S.C. exam, no use of computer or internet	Yes, if it was used everyday class, we could listen and understand English	Yes, with American English	Yes, listening will help me to speak	Yes, so that I learn in an interesting way	Yes. We would learn sitting home, no need for house-tutor	Yes, I wish I could produce it!	No, if it is not necessary, podcasts cannot take music's place	Yes, we have learned mother-tongue by listening	Yes, if I listen to that several times
34	I've looked in websites, but they were 20-25 minutes long and not clear	Yes, that would be fruitful	Yes, it was a problem	Yes	Yes	Yes	Yes, if I practice	Yes. Podcast makes topic interesting, I would prefer it to music	Yes, it would	Yes, it would remove hesitation
35	No. Less time for H.S.C. exam and pressure of studies. No internet connection	Yes, if it was used everyday in class, we would have been more attentive in listening and understanding	Yes, it was	Yes, I think	Yes, I would	Yes, I can listen lectures repeatedly and understand clearly	Yes, I want to produce	No, I prefer music. I will not carry podcast if it is not necessary	Yes	Yes
36	No. I have no internet facility	Yes, it will improve my listening skills	Yes, a little problem with pace	Yes, it also help in knowing new word	Yes, I am interested	Yes	Yes	Yes, I will	Yes	Yes, if I practice regularly

Serial of students	Ques. 1	Ques. 2	Ques. 3	Ques. 4	Ques. 5	Ques. 6	Ques. 7	Ques. 8	Ques. 9	Ques. 10
37	No, since I do not have computer of my own, no time to find podcast	Yes, it can develop English skills and increase knowledge	Yes, foreigners use English fast, I cannot understand	Yes	Yes, it would develop my English skills	Yes, I could've learnt clearly	Yes, I can	Yes, we will be efficient in English easily	Yes	Yes, it will boost my self confidence
38	No, since no internet facility	Yes, since it presents lesson differently and we enjoy that	Yes, native English is very fast	Yes, I can listen that and can speak in English	Yes, I have plans to use it in future	Yes, by listening repeatedly I will understand properly	Yes, through practice I can	Yes, it gives pleasure and enhances speaking efficiency	Yes, it will help me	Yes, it will create self-confidence to communicate in English
39	Yes, all podcasts were almost similarly presented in every site	Yes, it will enhance speaking and listening skills	Yes, a little bit as I am using first time, was unable to understand some words	Yes, it can	Yes, I would love to. It is a very helpful way to learn English	Yes, if this happens, I will be able to listen whenever I wish	Yes, definitely	Yes. Though it is completely new to me; I think I may feel good while listening in free time	Yes. After listening, words can be pronounced perfectly	Yes. Though I am not expert in English, I will try to do so by repeatedly listening podcasts

Serial of students	Ques. 1	Ques. 2	Ques. 3	Ques. 4	Ques. 5	Ques. 6	Ques. 7	Ques. 8	Ques. 9	Ques. 10
40	No, since no internet connection and I am not used to with internet	Yes, I would like that	Yes, it was a problem	Yes, I think so	Yes	Yes, it would be good	No, I don't think it is easy	No, I don't think it is necessary	Yes, I think so	Yes, I think so
41	No. No computer, no idea what pen drive is, no elder person to help me out	Yes, everyday use can clear our concept	Yes, since pronunciation is different and fast	Yes, in both speaking and listening	Yes, to learn new words	Yes, that would be good. Repetition can clear the concept	Yes, if we get to know more about it	Yes, I will	Yes, it will	Yes, good speaking skill will make me confident
42	Yes, it was easy	Yes, I would	No, it was not a problem	Yes, I think so	Yes, I would like to	Yes, it would be better for me	Yes, I think so	Yes, it seemed to be interesting	Yes, it can be	Yes, I think so
43	No. No pen drive, no idea regarding podcast, no time to do it	Yes, it will motivate us to listen, understand and use English	Yes, since people from other countries speak fast	Yes, I can learn English pronunciation correctly	Yes, to enhance my English knowledge	Yes, we would listen to lectures repeatedly	Yes, I can	Yes, we will be benefitted to listen podcasts in pastimes	Yes	Yes, I will get confidence

Serial of students	Ques. 1	Ques. 2	Ques. 3	Ques. 4	Ques. 5	Ques. 6	Ques. 7	Ques. 8	Ques. 9	Ques. 10
44	Yes, it was easy	Yes, I would	No, it was not a problem	Yes, I think so	Yes, I would	Yes, it would be good	Yes, I think so	Yes, I will	Yes, I think so	Yes, I think
45	Yes, I did	Yes, we could have new experience	Yes, I had problem with pace	Yes	Yes, I am interested to do so	Yes, it would be better	Yes	Yes, I carry music; why not carrying podcasts	Yes	Yes
46	Yes, I found easily	Yes, it is very interesting	Yes, it was a problem	Yes, we will understand English speech easily	Yes, I would	Yes	Yes, I think I can	Yes, I will do it since English is international language and at present it is important	Yes, I think so	No, but I think practice is important
47	No, I do not use internet, no idea about podcast and I could not download	Yes, I found it interesting	Yes, if it was visible, it would have been good for me	Yes	Yes	Yes	Yes, if I keep practicing	Yes, I found it beneficial to improve English skills	Yes	Yes
48	No, it was not easy, no internet	Yes	Yes, since it was not visible	Yes	Yes	Yes	Yes, if I practice a lot	Yes, it will be beneficial	Yes	Yes, I think so

Serial of students	Ques. 1	Ques. 2	Ques. 3	Ques. 4	Ques. 5	Ques. 6	Ques. 7	Ques. 8	Ques. 9	Ques. 10
49	_____	Yes, because I liked it	Not at all	Yes, I think so	No	Yes, that would be cool	_____	No, I would like to listen music	Yes, it can be	Yes
50	No, I had internet problem	Yes, that would be good	Yes, it was fast	Yes	Yes, in future I will, if possible	Yes	Yes	No, I won't	Yes	Yes, I think so
51	No, it was impossible since study pressure and I had no time	Yes, that would be great	Yes, it was fast	Yes	Yes, I may like doing it	Yes, that would be helpful	Yes, if I understand podcasts	Yes, if I got time	Yes	Yes, I think so
52	No, no internet, no idea about pen drive	No, it is not possible	Yes, pace is fast and cannot listen and understand	Yes, that will give chance to listen and speak in English	Yes	Yes, that would be good	Yes, I think so	Yes, I will	Yes	Yes

Serial of students	Ques. 1	Ques. 2	Ques. 3	Ques. 4	Ques. 5	Ques. 6	Ques. 7	Ques. 8	Ques. 9	Ques. 10
53	Yes. I enjoyed learning process	Yes, I would	Yes, I didn't understand some of it	Yes, I think	Yes. I will be able to increase knowledge	Yes, it would be good	Yes, if I practice a lot	Yes, they are easy to carry	Yes, by listening podcasts I can try to speak like that	Yes, it had. It is very enjoyable, helpful and it increases knowledge to communicate in English
54	No, it was not	Yes, I would like that	Yes, it was a problem	Yes, I think	Yes	Yes	Yes	Yes, I will	Yes	Yes
55	No. I do not have internet connection	Yes	Yes	Yes, I think	Yes, I would	Yes	Yes, I think	No, I won't	Yes	Yes
56	No. I didn't find it	Yes	Yes	Yes	Yes	Yes	Yes	Yes, I will	Yes	Yes, through it I can improve my English speaking skills

Appendix N

Responses of Controlled Group's Students to Survey Questionnaire (see Appendix G for questionnaire)

Serial of students	Ques. 1	Ques. 2	Ques. 3	Ques. 4	Ques. 5	Ques. 6	Ques. 7	Ques. 8	Ques. 9	Ques. 10
1	No, it took a lot of time. I think it's a waste of time	Yes, I would	Yes	Yes, I think	No, I have no interest in this topic	Yes	No, I don't think so	Yes, that would be helpful for improving English skills	Yes, I do	Yes
2	Yes, it was easy but I got confused which one to take	Yes, I would like that	Yes, I cannot understand some words	Sure	Yes, I found this to be an impressive thing	Obviously, that would be good for me	Yes, if I practice	Yes. When I think of my speaking skill, I got tensed. So, I would like to carry	Obviously, by observing I can practice	Yes
3	Initially, it was not easy at all. Then I tried and found one and now it seems easy	Yes. I can see and learn things naturally	Yes, the speaker was too fast	Yes	Yes	Yes, that will help me know and learn a lot of things	Yes, it seems easy to me	Yes	Yes, by listening podcasts, I can improve speaking skills	No, I am still nervous to communicate in English
4	No, it seemed to be a waste of time	Yes, I would	Yes	Yes, I think	No, I have no interest in this topic	Yes,	No, I don't think so	Yes, that would be helpful	Yes, I do	Yes

Serial of students	Ques. 1	Ques. 2	Ques. 3	Ques. 4	Ques. 5	Ques. 6	Ques. 7	Ques. 8	Ques. 9	Ques. 10
5	Yes, I did	Yes. It will enhance knowledge of English and technology	Yes	Yes, I can learn words which are out of my text	Yes. I feel this is essential to me	Yes, of course	Yes	Yes. They are important than music. Listening to podcasts can make me confident	Yes, I can follow and learn from them	Yes. I found a new and easy way to practice English
6	Yes, it was easy	Yes, I can see and learn simultaneously	Yes, speaker's pace was fast	Yes	Yes	Yes	Yes, it seems easy to me	Yes, I will	Yes, speaking can be improved by listening	No, I am nervous to speak in English
7	Yes, it was	Yes, that would be helpful	Yes, it was a problem for me	Yes, we can get knowledge	Yes, that is essential	Yes, of course.	Yes, I think so	Yes, I will	Yes, it can be helpful	Yes, it is an interesting way
8	No, it was difficult for me	Yes, that would be great	Yes, I faced problem	Yes, I can learn outside my syllabus	Yes	Yes, I would like it	Yes, I think I can	Yes, that can boost my confidence level	Yes, I think I can	Yes, I think so

Serial of students	Ques. 1	Ques. 2	Ques. 3	Ques. 4	Ques. 5	Ques. 6	Ques. 7	Ques. 8	Ques. 9	Ques. 10
9	Yes, it was, but I got confused in selecting one	Yes, I would like it	Yes, I couldn't understand some words	Yes, of course	Yes, I am interested	Yes, that would be good	Yes, I think I can	Yes, I will	Yes, by observing I will be able to speak	Yes, I think so
10	Yes, it was easy, but I got confused	Yes, I would like it	Yes, I had difficulty	Yes	Yes, I will do it	Yes, that would be good for me	Yes, I think so	Yes, I would like to carry	Yes	Yes
11	Yes, it was easy	Yes	Yes, it was a problem	Yes, of course	Yes, it would be beneficial for me	Yes	Yes, I think I can through practice	Yes, podcasts are more important than music	Yes, I can follow and learn how to communicate in English	Yes, I think so
12	Yes, I did	Yes, we can get idea about technology as well	Yes, it was a problem for me	Yes	Yes	Yes	Yes, through practice I can	Yes, that will make me more confident	Yes, I can follow and learn	Yes
13	Yes, it was easy to find but difficult to download	Yes, I would like that	Yes, it was a problem	Yes	Yes	Yes	Yes, if I get much training	Yes, I will	Yes, of course	Yes

Serial of students	Ques. 1	Ques. 2	Ques. 3	Ques. 4	Ques. 5	Ques. 6	Ques. 7	Ques. 8	Ques. 9	Ques. 10
14	Yes, I found it easy	Yes, of course. We would be more interested to learn	Yes, it was	Yes, but I need Bangla translation to understand English speech	No, I don't think I can use technology	Yes, that would be great	I do wish; but cannot do anything for lack of confidence	Yes, so that I can improve my skills	Yes, surely	No, I still have anxiety
15	Yes, it was easy	Yes	Yes	Yes	Yes	Yes, that would be good	Yes, I think I can	No, I won't	Yes	Yes
16	Yes, I found easily by searching in Google	Yes, it would be a new way of learning	Yes, it was a problem	Yes	Yes	Yes, it would be good for me	Yes, if I practice	Yes, I can improve by listening English lectures on various subjects repeatedly	Yes	Yes
17	Yes, I searched in Google and found it	Yes	Yes, it was a problem	Yes	Yes, I would like to do that	Yes, it would be good	Yes, if I keep on practicing	Yes, it will help me pending leisure by learning	Yes	Yes

Serial of students	Ques. 1	Ques. 2	Ques. 3	Ques. 4	Ques. 5	Ques. 6	Ques. 7	Ques. 8	Ques. 9	Ques. 10
18	Yes, finding was easy; but downloading was difficult and annoying	Yes, that would make lessons interesting	No, that easy to understand	Yes, it would also make us confident	Yes, I would love to	Yes, that would be great	Yes, I will produce which will help not only me but also others	Yes, I will learn in my leisure	Yes	Yes
19	No	Yes	No	Yes	Yes	Yes	Yes	Yes, it would be beneficial	Yes	Yes
20	Yes, I found it easily	Yes, I would like it	Yes, I found problem with fluency	Yes	Yes, if I get time	Yes	Yes	Yes, I will	Yes, it will be helpful	Yes, if I listen more
21	Yes, I found it easily	Yes	Yes, it was a problem	Yes	Yes, if I have time	Yes	Yes	Yes, I will	Yes, it is	Yes, if I listen frequently
22	Yes, it was easy	Yes, I would	Yes, I found problem with fluency	Yes	Of course, if I get time	Yes	May be	Yes, I will	Yes, it can	Yes, it will
23	Yes	Yes	Yes	Yes	Of course	Yes	Yes	Yes, I will	Yes, it can	Yes, if I listen podcast

Serial of students	Ques. 1	Ques. 2	Ques. 3	Ques. 4	Ques. 5	Ques. 6	Ques. 7	Ques. 8	Ques. 9	Ques. 10
24	No. I searched in many ways to get the exact link; but couldn't find	Yes, I wish it to be used frequently	Yes, it was tough	Yes, indeed	Definitely	Yes, it will help us	Yes, I am hopeful and will work on it in near future	No, it seems like burden to me at present	To some extent, but not necessarily	Yes, it will succeed in it
25	Yes, with the help of Google, I found many podcasts	Yes	Yes, it was	Yes	Yes, in future	Yes	Yes, I think I can	Yes, so that I can improve listening skills	Yes, it can be helpful	Yes, I think so
26	Yes, I searched in Google	Yes, that would be helpful	Yes, it was	Yes	Yes	Yes, it would be good	Yes, if I practice more	Yes	Yes	Yes
27	Yes, it was easy	Yes, but I don't think we can get that	No, rather it was clear	Yes, I think	Yes	Yes, but our style of education is very backdated	Yes, but it will take time since this is my first experience	Yes, I can improve English language skills	Yes	Yes, I think so

Serial of students	Ques. 1	Ques. 2	Ques. 3	Ques. 4	Ques. 5	Ques. 6	Ques. 7	Ques. 8	Ques. 9	Ques. 10
28	Yes	Yes, it would be easier to learn through technology	No, it was clear	Yes, I think so	No, our education style is quite opposite	Yes, we can listen and watch at the same time	Yes, I am interested	Yes, since it would certainly help me	Yes. Clear voice will help me to speak correctly	Yes. I've practiced to learn grammar rules but it had no significant change on me. I think podcast can help me in this respect
29	Yes, I found it easy	Yes	No	Yes, I think	Yes	Yes, of course	Yes, I can	Yes, I will	Yes	Yes
30	Yes, I found it easily	Yes, I would	Yes, with fluency	Yes	Yes, I would	Of course, if I get time	Yes	Yes, I will	Yes, it is	Yes, it will, if I listen it more
31	No, I was confused	Yes, I would	Yes	Yes	Yes, I will	Yes	Yes, if I practice	Yes, I will	Yes	Yes
32	No, it was a waste of time	Yes, I would	Yes	Yes	No, I am not interested	Yes	No, I don't think so	Yes, I will since it can be helpful	Yes, I do	Yes, I think
33	No, it took a lot of time	Yes, I would	No, that was easy	Yes, I think	No, I have no interest	Yes	No, I don't think so	Yes, my leisure will be spent in learning	Yes	Yes