Authentic Input to Motivate Learners to Develop Listening Skill:

Benefits, Drawbacks of Using Podcast

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ABSTRACT

In Bangladesh, mobile devices are distinctly gaining the importance in education section. While CD-ROMs, multimedia computer labs, the World Wide Web, e-mail, and SMS still play an important part in language learning, research into the use of Web 2.0 technologies and Mobile Assisted Language Learning (MALL) have become increasingly common (Fitzgerald et al., 2009 p. 19). As the curriculum does not provide a lot of opportunities to develop listening skill to the learners in their secondary and higher secondary level of education, in their higher education they have to face so many difficulties. As classrooms are mainly conducted in Bangla and students do not have much opportunities to communicate with native speakers of their target language, podcast can fulfill this gap with a very low cost. The popularization of portable devices in language teaching means that there is a wealth of language learning resources like podcasts are freely available to learners who may download them and use them anywhere at any time. However, before effectively integration of podcast in listening skill development, it is important to concern about necessary authentic input for motivation, benefits and drawbacks of using podcasts. This study conducted among 40 students of different colleges of Bangladesh to find out motivational factor, benefits and drawbacks of using podcasts. The data gathered from the learners showed that the podcast can motivate learners to develop their listening skill and podcasts can provide huge opportunities to develop listening skill and other skills simultaneously.

CHAPTER 1: INTRODUCTION

1.0. Introduction

In last decade, using computer has become very important part of language teaching. In the recent past, smart phones have been started evolving in language teaching arena. At least in the UK, several years ago, it was already being claimed that, mobile technologies were "a familiar part of the lives of most teachers and students" (as cited in Hulme and Shield, 2008, p. 271). Reason behind of becoming so popular of smart phone device is it has nearly all sorts of facilities of computer. Mobile phone is now used by almost every one of our rural and urban area students. Very easy to access in internet, different social connecting apps and huge other applications make mobile devices much fashionable among young people. As Abdous (2009) mentioned, "A new wave of ''enabled wifi'' personal multimedia players is expanding students' access and mobility and is providing opportunities for them to time-shift their learning activities" (p. 77). Many researchers have already been showed that using mobile phone in language teaching could be very effective (Meurant, 2007, p. 98; Stockwell, 2007, p. 365; Lu, 2008, p. 524). Teaching vocabulary, speaking and listening skills are the fields in which mobile phone can be much effective than other skills.

In spite of having many benefits of using technologies in the language classroom, many teachers still do not use technology in their classroom due to their limited interest, have a phobia of using technology, limited access to technology or different beliefs about technology and they have not been able to predict the immense potential of computers in

their classes. Sometimes mobile phone is employing in Bangladeshi educational system in many different functions such as convenience, pressure from school administrators, the belief that students need to be entertained, and so on and most of them are used in ambiguous way and some wrong reasons. In last decade, as many research and projects have already shown the potentiality of using computers and internet in language teaching many teachers consider incorporating the latest resources—language techniques, new materials, and computers and the Internet in their classes worldwide (Szendeffy, 2005, p. 12).

Podcasts are automatically delivered to subscribers via RSS (Really Simple Syndication) subscription and they can be accessed anytime and anyplace that once downloaded, as only to require the user to be in front of a computer or mobile device with an internet connection. Using podcast can be a very easy task for the teachers as the students can find the podcast very interesting and up to date resources for their classes. Teacher can also use podcast to encourage learners to listen to audio materials on topics they are interested in, and teachers can even make their own podcasts, or ask their class to make some.

One of the most important aspects of using podcast in the classroom is podcasts can provide learners a huge opportunity to get authentic input of their target language. Phillips & Shettlesworth (1978); Clarke (1989); Peacock (1997) described that authentic materials bring reality into the class and have various advantages, e .g. motivation, cultural awareness, giving real exposure, creative teaching (as cited in J. C. Richards, 2001, p. 16-17). As the topics of podcasts are up to date and according their field of interest, it is become so easy for them to pick up that language. As Aguilar (2007)

mentioned, "Podcasting can support principles advocated by several theories of learning, such as the use of authentic materials, informal and lifelong learning, the use of learning objects for the provision of learning materials and just in time teaching." (p. 492).

Another important aspects of using podcast is both learners and teachers can get access to their materials very easily from anywhere. Learning can take place anytime and anywhere, even in an informal situation where environment is not fully prepared for teaching and learning but these can be happened through podcast (Smith, 2006, p. 2). As Hulme (2005) asserted, "Podcasting also fits with mobile learning, which takes place "when the learner is not at a fixed, predetermined location, or when the learner 'takes advantage of the learning opportunities offered by mobile technologies'" (p. 1).

Moreover, podcasts can be facilitated students to live out listening in a self-directed manner and at their own speed (Lawlor & Donnelly, 2010, p. 962). For teaching listening skills, the language teacher can find a wealth of materials through the online podcasts. Though podcasts are not just intended for listening, they have huge advantages to develop this skill. The advantages of podcasts are: 1) learners can benefit from global listening, even if they only listen from three to five minutes a day; 2) students will be exposed to the new language; 3) the intermediate learner has a need for authentic texts and to be exposed to a variety of voices. According to Constantine (2007), "One innovative usage of podcasts is to have a student listen to a podcast and read along its transcript. This activity effectively bridges the gap between the formal English which dominates most second language classrooms and the informal English used in most real-life communication events" (p. 12).

In this paper, it will try to find out motivational factors of using podcast to develop our learners listening skill with the possibilities and draw backs.

1.1. Problem statement

In Bangladesh, everyday learners have to face many difficulties. To learn a language is difficult than the acquisition of other fields of education. Cultural difference, lack of well structured educational systems and trained teacher and many more problems are very common for language learning. Students of rural areas have problems like economical crisis, lack of guidance and awareness, big classroom etc. In language classroom, reading and writing skills are given the prime focus where speaking skill is practiced very little but listening skill is completely neglected. In classroom, teachers talk time (TTT) is much higher than students talk time (STT) and classroom is conducted by student's mother tongue (L1). So students listening skill is not given prime focus. This limitation creates a lot of problems for their future education. In higher education, teacher conducts their class in English and in that case learners have to face a huge difficulty to understand and communicate with peers and teachers. In Bangladeshi curriculum, it follows communicative language teaching (CLT) method but does not provide a lot of opportunities to achieve listening skill. So this paper will mainly try to deal with the development of learners listening skill through using podcasts.

1.2. Purpose of the study

To implement podcast in the language classroom, though very few works have been done in Bangladeshi context, this study aims to find out (a) to motivate learners to use the podcast resources in developing their listening skill, (b) what types of benefits learners can get by using podcasts? (c) to examine the challenges that students face in listening to various authentic English podcasts, and (d) the possible ways to implement them in the classroom.

1.3. Central research questions

This study will mainly aim to find out the results of the following questions:

a) Is it possible to motivate learners to develop listening skill providing extra linguistics input through authentic materials like podcast?

b) What are the present conditions of learners of using mobile technologies and knowledge about podcasts?

c) What are the benefits and draw backs learners will face by using podcast to develop their skill?

d) How to implement podcast in language classroom in Bangladesh according to learners perspective?

1.4. Significance of the study

1.4.1 Economic Significance

In development of education sector of Bangladesh, main problem is its economical crisis. Low cost education can bring a rapid change in education sector. As using podcast is relatively low cost rather than using other technologies, learners can get podcast in their touch very easily. To use podcast in the classroom is also not required so many technologies where a mobile device contained music player facility and a sound system is enough. So this study has a huge significance economically.

1.4.2 Pedagogical Significance

This study has a huge significance in terms of language teaching. This study can reveal the way to change our teaching methods of listening skill. As most of the Bangladeshi students are facing difficulties of achieving listening skill, podcast could be a suitable material which can be implemented very easily to develop listening skill as well as other skills. Another important thing is that our young generation has a huge tendency to listen different audio tracks on their mobile phone, so these podcasts can bring huge change in their learning process.

1.4.3 Technological Significance

All the mobile operators of Bangladesh are now introduced 3G in many district towns. Though the cost of using 3G is not easy to get for the learners, mobile companies should think of students to use internet as less costly as possible. To use more technological devices, learners can develop their technological devices knowledge easily which is so much essential for their future study.

1.5. Delimitation

Though podcasts can be used in language classroom to develop learners integrated skills, this paper mainly aims to know using podcast for listening skill development and subjects are chosen only higher secondary level only.

1.6. Limitation

This paper only aimed to the students of urban areas. So, total scenario could be different if the students of rural area were included in the study. Results could also be different if podcast is included in the syllabus and research has been by course instructors.

1.7. Operational Definition

1.7.1. CALL

The acronyms CALL stands for Computer Assisted Language Learning. Computer Assisted Language Learning (CALL) may be defined by Levy (1997) as "the search for and study of applications of the computer in language teaching and learning" (p. 1).

1.7.2. M-learning

Mobile learning is defined by Bonk (2009) as, **"**Mobile learning (m-learning) is said to be the next wave of learning" (p. 12). We can define mobile learning as learning opportunities that are offered through mobile devices such as mobile phones, smartphones, such as the Blackberry, iPhone or Google Android, PDAs, netbooks / notebooks / laptops, tablet PCs, mp3 players, eBook readers, such as Amazon's Kindle

and Sony's eBook reader etc. the best benefit of using mobile phone as learning device, it is easy to carry and always live.

1.7.3. Listening Skill

As like other skills of learning a language, listening skill is one of the fundamental skills. As defined by Oxford (1993), "Listening is a complex problem solving skill and it is more than just perception of the sounds. Listening is a creative skill of language as learning as we hear, take and arrange the raw materials of the words and with the rise and fall of the voice we create the significance of these materials" (p. 206). Through listening children, young people and adults gain a large portion of their information, their understanding of the world and of human affairs, their ideals, sense of values, and their appreciation.

1.7.4. Podcast

The term 'podcast' was first coined in 2004, and it means the publishing of audio via the Internet. The word podcast is a portemanteau of the words iPod and broadcast. This is an innovative approach to teaching listening skills has emerged due to audio publishing online. It is known as 'podcasting' and has become very popular because it offers language learners extra listening practice both inside and outside of the classroom. In language classroom podcast can server many different ways. As Kavaliauskienė (2008) asserted, "Podcasts are part of innovative online learning and can serve a number of purposes: to enhance the range and register of English language listening practice material available for the students to use in a variety of ways; to provide increased

connectivity between different elements of the course; to increase the scope for discussion activity, etc." (p. 3).

1.7.5. Authentic Listening Materials

According to the definition of Longman Dictionary of Applied Linguistics (1985), "Texts which are taken from newspapers, magazines, etc, and tapes of natural speech taken from the ordinary radio or television programmes, etc, are called authentic materials" (p. 22). As it is clear from the definition, authentic listening materials such as podcasts, news programs, songs etc. are the best materials for developing learners listening skill in which learners can immerge themselves in real life communication process from living in a long distance. According to Hornby (1990), "a song is a piece of music with words that is sung. Song is also a great language package that bundles culture, vocabulary, listening, grammar and a host of other language skills in just a few rhymes" (p. 720). Qasim & Fadda (2013) asserted, "moreover, producing podcasts is an authentic activity, allowing learners to communicate regarding topics discussed in their EFL classes, such as food, culture, body language, geography, animals, sports, habits and religion" (p. 32).

CHAPTER 2: LITERATURE REVIEW

2.1. Introduction

Researchers are exploring how to use mobile technology to support language learning, as mobile technologies offer many advantages: flexibility, low cost, small size and user-friendliness (Huang et al., 2012, p.273). Many researches (Walsh, & Power, 2011, p. 2163; Banks et al., 2009, p. 6; Shohel & Power, 2010, p. 201) have already shown the importance of using mobile device and many theories are also implemented in MALL. This part of the study will try to show some previous research and projects related to this study and also the theory related to this study.

2.2. Background study of podcast research

In our education especially into the foreign language curriculum, to integrate Mobile Assisted Language Learning (MALL) technologies like personal multimedia players, cell phones, and handheld devices, a lot of research has been done under this umbrella term. Many researches are now going on and these create a huge to field to do further research. In listening and speaking skill development by mobile devices research, the field of study in podcast gaining a lot of possibilities. According to Ali (2009), "students reported that the podcasts were most useful for improving their oral and aural language skills, as well as for improving their knowledge of vocabulary." (p. 89). He also mentioned that the mobile learning is now progressively changing the way of our teaching and learning foreign language and because of podcasting requires some

technical tools such as iPod, MP3 player and PDA and these features are available in smart phones in a relatively low costs, so podcasting can be a very cost-effective instructional tool (Ali, 2009, p. 89).

Podcasts, produced by both teachers and learners, have huge potentiality in developing speaking and listening skill. Sze (2006) conducted a research on podcasting among some the students of Hong Kong and he found out that teachers podcast gives the students an opportunity to re-listen the topic of the class when they are not in classroom environment and this process can reduce their learning time. On the other hand, it is found that students podcasts are so much motivational for the students and whatever they produce there is a real audience out there (p. 120). Kavaliauskienė (2007) also asserted, "…. there is an opportunity for raising language awareness by employing podcasting which allows learners to carry out homework assignments at their own pace and under non-threatening conditions." (p. 13)

In Bangladesh, many research and projects have already done in the field of MALL. Begum (2011) conducted a research in Jahangirnagar University to use cell phones as instructional tool by SMS based class test. In spite of some challenge which can be determined by the careful consideration of the authority, teachers and by changing the ethical point of view, study asserted that cell phone has great potential as an instructional tool (p. 105). Walsh (2011), examined the project, 'trainer in your pocket' which is an e-Lerning component of English in Action (EIA), the project is designed to develop English language as a tool for better access to world economy for Bangladeshi learners. The project supports the teacher to receive thousand of films, podcasts and SMS resources for their classroom which are specially prepared according to Bangladeshi

curriculum and the study shows that teachers have changed significantly their teaching policy grammar method to communicative process (p. 165). Most importantly TTT have decreased in a large scale from 71% to 34% and STT have increased significantly (Walsh, 2011, p. 170). Power & Shrestha (2010) also asserted, "mobile technologies, such as mobile phones, web-books and similar ultra-portable devices, are expected to be widely available and affordable technologies, capable of supporting language learning activities and practices, within the next 3 to 6 years in Bangladesh" (p. 5). In last couple of years, BBC Janala also brings a significant change in English Language learning by their program Mojay Mojay Shekha (learn with fun) by which learners can easily access to the website and download lessons or learners can directly listen their interesting lessons simply dialing 3000 number from any operator relatively low cost.

In Bangladesh, different projects and research have already done for last couple of years and results have already shown that mobile devices can contribute a lot in language teaching such as vocabulary teaching, grammar etc. (Begum, 2011, p. 105; Zillur et al., 2011, p. 124; Power et al,. 2010, p. 8). In a research by Tyers (2012), where very few women are accessing internet to learn English in the project of BBC Janala, one strand of English in Action (EiA) project, after studying on three women who are using different Information Communication Technologies (ICTs) helped to break down some barriers to learn English. By using technologies, they have gained the confidence on their ability of learning English (p. 97). But very few works have been done in the field of teaching listening skill. Very unfortunately, our course curriculum does not provide a lot of opportunities to develop our learners listening skills. Listening skill is completely neglected in secondary and higher secondary level of education and it leads our learner in

a great amount of trouble for higher education. According to Kavaliauskienė (2008), "Skills of listening in learning a foreign language have been neglected in spite of being most needed ability in everyday communication. Ability to follow a speaker and respond appropriately needs to be taught like all other language skills." (p. 1). To develop the learners listening skill, we have to employ some listening materials, which can be integrated as supplementary materials as well as blended into our course curriculum. In regards, mobile devices can play this crucial role as a tool because mobile devices are now available almost every teachers and learners of higher secondary level. To get huge authentic input of target language, learners can listen songs, news etc. But, learning could not be done fully as sometimes instructions cannot be given properly by those materials.

Though almost all studies show that using mobile devices can change the total scenario of language teaching field in Bangladesh, a very few study has been done in the field of podcast to develop listening skill. As many countries have already implemented podcast in their language teaching so we need to a lot of research in this regards.

2.3. Krashen's input hypothesis

There are five hypothesizes of Krashen's The Monitor Theory, the Acquisition-Learning Hypothesis, the Monitor Hypothesis, the Natural Order Hypothesis, the Input Hypothesis and the Affective Filter Hypothesis. According to Patten (2007), "Input Processing Theory explains that a good deal of language acquisition is dependent on learners correctly interpreting what a sentence means, and proposes an instructional intervention called "processing instruction" that seeks to intervene during input processing, thus altering learner's processing behaviors and leading to more

grammatically rich intake." (p. 14). According to comprehensible input, acquisition occurs when learners understand messages that are just beyond their current stage of development. The affective filter hypothesis states that the 'affective filter' is a mental block, which prevents acquires from fully utilizing the comprehensible input they receive for language acquisition.

In the book principles and practice of second language acquisition by Krashen (2003), he asserts that if monitor hypothesis is correct then acquisition is in the middle and learning more in the side-line, to encourage acquisition should be the main goal of our pedagogy. The question of how we acquire then becomes crucial (p. 33). According to Krashen (in Ellis, 1985, p. 13) input hypothesis, there are two different ways to develop learner's language by which learners can develop their second language knowledge: acquisition and learning. The term "acquisition" is used to refer to picking up a second language through exposure, whereas "learning" is used to refer to the conscious study of a second language.

Krashen (2004) formulizes, "Comprehensible input" as "i+1" where "i" refers to learner's current level of a second language. "i+1" indicates the next stage in the learner's language development along the natural order. "1" refers to the gap between the current level and the next stage. Only characterized by "i+1", the oral or written input can play a facilitating part in the learner's language development." (p. 138).

Krashen (in Wenquen, 2010, p. 137) terms the order "Natural order", formulized as $R1…tRi…Ri+1…Rn$. $R1$ refers to the first item of the language rules, Rn is assumed to be the last rule, Ri is the newly acquired rule or the current language competence of the

learner, *t* indicates the stage where the learner is, and *R*i+1 refers to the rule the learner will acquire next.

2.3.1. Impact of input theory in this study

This study mainly deals with the acquisition of listening skill especially using podcasts as a listening material through mobile devices. Krashen (1987) states in his input hypothesis, that the role of listening for acquisition is undeniable (as cited in Sabet and Mahsefat, 2012, p. 216). Sabet and Mahsefat (2012) also mentioned, "According to what has been stated by Krashen (1987) in input hypothesis, listening materials plays a great role in "natural" development and moving from one step to the others, to learn effortlessly, he argues that, learners should be in a acquisition-rich environment and be in natural exposure to language (p. 217). To acquire learners listening competence, learners should immerse themselves in a situation in which real life situation could impact a lot for their learning development. In terms of acquisition of real life interactional skills, learners need to get in touch with the native speakers of their target language but according to situation, almost every students of underdeveloped country cannot get any chance to absorb themselves in real life situation of target language. Students can watch movies, TV shows, video songs, news etc. of their target language to develop their listening skills. But as Krashen (2003) suggests that teacher should be known about the learner's ability of language skills and should propose the materials accordingly (p. 40). If these materials are not simplified, sometimes it becomes so tough for the students to understand the message and input become lower. When podcast become the materials of listening skills, most of podcasts contains a .pdf file by which learners can check what

they have missed out while listening. Another important issue of using podcast to provide better listening input, PDF files consist some explanation of unknown vocabularies and some task.

It is often assumed that acquiring listening skill depends on exposure rather than teaching. Remarkably, a big problem for ESL and EFL students is the lack of exposure to real life situation for natural development of language. In a relation with input hypothesis, affective filter hypothesis also contributes in some extents in this research. According to affective filter hypothesis, affective filters should be low when learners learning a language. Which means learners should feel comfortable and their anxiety level should not affect their acquisition. Materials which is inclined to lower the affective filter, as Krashen (1989) identifies, "comprehensible input on topics of real interest", authentic materials could be the best solution (p. 29). In regards, using podcast to develop listening skill by handheld devices, as learners have an access to those materials from inside and outside of the classroom, learners can feel much comfortable to use those materials. Learning can facilitate better when learner's anxiety level is much lower when they are in home condition rather than classroom. So podcasts can be a very good material in terms of developing learners listening skill.

CHAPTER 3: RESEARCH METHODOLOGY

3.0. Introduction

This chapter presents an over view of the research methodology to find out the effective ways to use podcast in language classroom to develop listening skill to the learners in Bangladesh.

3.1. Research design

For the data collection both qualitative and quantitative analysis were applied. Thus, in this paper mixed method research approach has been selected for data collection and analysis. According to John Creswell (2003), "Mixed methods research is a research design (or methodology) in which the researcher collects, analyzes and mixes (integrates or connects) both quantitative and qualitative data in a single study or a multiphase program of inquiry" (as cited in Johnson, Onwuegbuzie & Turner, 2007, p. 120). In other words, mixed methods research involves the mixing of quantitative and qualitative research method or paradigm characteristics (Johnson and Christensen, 2004, p. 10). The purpose of mixed method can be divided into three major goals. Firstly, to achieve an elaborate and comprehensive understanding of complex matter, looking at it different angles. Secondly, the goal of triangulation, namely to validate one's conclusion by presenting converging results obtained through different methods. Thirdly, the main rationales for mixing: to reach audiences that would not be sympathetic to one of approaches if applied alone (Dornyei, 2007, p. 164).

The paper will mainly emphasize on quantitative data analysis as the participants do not have vast knowledge about listening materials like podcast and related instruments and will be able to give quantitative data easily.

3.2. Theoretical framework

Krashen believes, through "comprehensible input." That is, second-language students acquire language competence by exposure to language that is both understandable and meaningful to them (Tricomi, 1986, p. 60). Students subconsciously acquire forms and skills of language by concentrating on meaning. Krashen identified comprehensible language input as "the only causative variable in SLA" (Krashen, 1981, p. 57). Listening some episodes of podcast can provide some linguistic input where learners are just only enjoying the shows.

Another aspect of the input hypothesis in relation to acquiring the language in informal settings (out of the classroom environment) is the importance of direct exposure to a source of language input. According to Krashen (1981), "language acquisition can take place in an informal environment if language learners are directly involved in intensive exposure to language input" (p. 31). As the podcasts are mainly produced based on the real life events and situations sometimes in informal way, learners can emerge themselves in the authentic situations which are completely related with Krashen's input hypothesis.

On the other hand, according to constructivist theories, learning is a social advancement that involves language, real world situations, and interaction and collaboration among learners (Ozer, 2003, p. 5). Our learning is intimately associated

with our connection with other human beings, our teachers, our peers, our family as well as casual acquaintances, including the people before us or next to us at the exhibit (Hein, 1991, p. 19). The podcasts which specially prepared to teach for English as Second Language (ESL) learners are also associated with the situations which are very common and sometimes show the difference in different cultures all over the world. Learner's can make their own podcasts which are related with their environment and culture. According to Reinfried (2000), "Constructivist language learning should be action oriented where language is learned through collaboration, free creation is praised, and learning is achieved by actively doing projects and self teaching. Constructivist language learning should be learner centered that supports individualization of learning and autonomy." (p. 9).

3.3. Participants

To conduct the survey an educational institute was selected. In the institute, different students from different colleges were available and this included many colleges of Dhaka city. Total 40 students were selected from different colleges. All the participants were the second year students of H.S.C and they are about 16 to 19 years old who are well-fitted for this research. Among the participants 16 students were male and 24 students were female. The survey conductor visited all the participants and they were requested to complete a survey questionnaire. All the participants were very young so the instructions were given before fill up the questionnaire. Each of the questionnaire paper was filled up one by one student at a time.

3.4. Setting

The survey settings of the students were both formal and informal. As the institute conducts male and female classes separately, survey conductor had to take both of the according to the system of the institute. Students were in the class, they were given the first part of the questionnaire to get the information about student's current technologies they were using and their purposes of using such technologies. At the beginning, each of the students was requested to fill up the questionnaires. Survey conductor also instructed students how to fill up the questionnaires before supplying the papers. The second part of the questionnaire was given to the students after second week of research started and they filled up the questionnaires from their home. Students were given instructions through mobile phone whenever they needed any.

3.5. Instrumentation

To conduct the survey two questionnaires and three podcasts were used as research instrument for this study. It is the easiest way of collecting quantitative data and allows the researcher to get a huge amount of data from a large number of subjects in the cheapest and fastest way through the questionnaires. Questionnaires can also provide qualitative data very easily for the study. Three podcasts (Podcast-1, Podcast-2 and Podcast-3) were given to the students which were in the same topic "Haircut". Podcast-1 was collected from English pod website www.englishpod.com, Podcast-2 was collected from the website www.hau.gr > download the English podcasts > learning resources and podcast-3 was collected from the website www.eslpod.com. Besides the transcripts and

important vocabularies were provided through printed-paper by which students can understand easily what was in the podcasts.

3.6. Data collection procedure

For data collection, the survey conductor contacted the authority of the institute. They gave permission to conduct the survey and survey conductor was allowed to observe the class and conduct the class. Research conductor played the role of a class teacher.

It should be noted that, as the participants are not so much familiar with listening activities, podcast and also enough knowledge about the research, some ideas have been given to them about these issues first. All the students were from Bangla medium under national curriculum. To conduct the survey, L2 was used as the medium of communication. In the general classroom of schools, teacher conducted the class in their L1 so students were also given instructions in Bangla whenever they needed.

After filling up the first part of the questionnaire, research conductor arranged a sound system by which he played podcast-1, podcast-2 and podcast-3 directly from mobile phone once. Then transcripts were given to the students and again both of the podcast played again. Research conductor clarified some issues where students faced any problem to understand. Students were given instructions what they have to do for the next two weeks.

Two weeks later, students were given the second questionnaire to fill up from their home. They were given instructions once in the classroom and also instructed them

to clarified any difficulties over the phone if the face to fill up the questionnaire. All of the students contacted with the research conductor whenever they faced and they submitted the questionnaire after two days from the date they were given the questionnaire.

3.7. Data analysis procedure

The collected data was analyzed using quantitative method. The results of the questionnaire were turned in to percentages. Data was arranged in a table created by MS Word of 2007. In addition, in findings and analysis part, graph has been used to demonstrate the actual psychology of using podcast to develop listening skill for the students of Bangladesh.

3.8. Obstacles encounter

At the quantitative questionnaire sessions it was a challengeable task for the survey conductor to manage the student's time. He had to take each of the student's data at a time because sometimes it was difficult for the students to understand every oral instruction had given by survey conductor. So he had to be very cautious that the students should not be misguided. That is why it was time consuming to some extent. Few students were distracted because of long length of the questionnaire. To make them concentrate survey conductor had to convince them that if they answer all the questions then they will get a treat.

CHAPTER 4: FINDINGS AND ANALYSIS

This section of the paper will present the results and findings of the study.

4.1. Data collection

In the below section, it is designed to show the usage of technologies and students pre-knowledge about podcast and research related technologies. It is already mentioned that students are categorized in male students and female students. The male students are categories in Group A category and female students are categories in Group B category.

4.1.1. Questionnaire Part-I

Question 1: What type of devices do you have in touch?

Devices	A		B	
	Yes (%)	No (%)	Yes (%)	No (%)
smart phone	68.75	31.25	45.83	54.17
tab	37.5	62.5	12.5	87.5
laptop	56.25	43.75	29.17	70.83
Basic phone	50	50	45.83	54.17
Personal Computer	87.5	12.5	58.33	41.67
Others :				
Mp3 player	12.5	87.5	12.5	87.5
None	0	0	0	0

Question 2: What are the features you have access in your devices?

Devices	A		B	
	Yes (%)	No (%)	Yes (%)	No (%)
Music Player	100	0	100	0
Video Player	87.5	12.5	66.67	33.33
PDF or E-book Reader	87.5	12.5	70.83	29.17
Apps	75	25	79.16667	20.83
Internet Access	100	0	87.5	12.5
None	0	0	0	0
Others	0	0	0	0

Question 3 : Do you listen or enjoy songs, news or audio tracks and videos in your

devices?

	Songs		News		Audio Tracks (Except Songs)		Videos (like movies, drama series except songs)	
	Yes (%)	No (%)	Yes (%)	No (%)	Yes (%)	No (%)	Yes (%)	No (%)
Very frequently	81.25	70.83	18.75	8.33	31.25	4.17	50	54.17

Frequently	18.75	12.5	6.25	8.33	18.75	16.67	25	20.83
Sometimes	6.25	8.33	25	20.83	25	12.5	12.5	0
Rare	0	0	12.5	25	25	16.67	6.25	16.67
Very rare	0	0	37.5	37.5	0	50	0	8.33

Question 4 : Did you browse internet form your devices?

A		B	
Yes (%)	No (%)	Yes (%)	No (%)
81.25	18.75	66.67	33.33

If your answer is yes, than write down some purposes—

a) To browse Facebook and some other social networking sites

b) To download movies, songs and watch them

c) To talk to my relatives over Skype who are staying abroad

d) Search Google to get the meaning of unknown words and phrases

Question 5: Do you ever use your device language learning?

A		B	
Yes (%)	No (%)	Yes (%)	No (%)
31.25	68.75	12.5	87.5

If yes, give a detail of your learning:

a) Search some terms to know the details which were unknown to me.

b) Watch some tutorial of different grammatical terms in Youtube.

c) Search unknown vocabularies and get their synonyms, antonyms and sentence

usage

Question 6: Do your teachers encourage you to use a mobile device inside and outside

the classroom for language learning?

A		B	
Yes (%)	No (%)	Yes (%)	No (%)
25	75	0	100

If yes, in which purposes ….

a) Teacher encourages searching Goggle to find out meaning of the important

vocabularies, get the rules of different grammatical terms.

4.1.2. Questionnaire Part-II

Question 1: Did you ever hear about podcast before participating in this study?

A		B	
Yes (%)	No (%)	Yes (%)	No (%)
6.25	93.75	0	100

If your answer is yes, then describe

a) What kind of podcast was it?

a.1) It was a podcast about technology which I have got from a website.

b) Did it contribute to your language learning?

b.1) Not fully.

Question 2 :   How many times did you listen the podcasts you have been provided?

	A (%)	B (%)
Once	0	0
Twice	0	4.17
Three times	12.5	0
Four times	6.25	4.17
More than four times	81.25	91.67

Question 3 :   Have you downloaded any extra podcasts from the links you have been

provided or other links?

A		B	
Yes (%)	No (%)	Yes (%)	No (%)
81.25	18.75	58.33	41.67

If yes, give details of them—

a) http://www.thisamericanlife.org/

b) http://www.bbc.co.uk/podcasts

c) https://archive.org/details/audio_podcast

d) http://learnenglish.britishcouncil.org/en/elementary-podcasts

e) http://www.englishclass101.com/

f) http://learningenglish.voanews.com/podcast/0.html

g) http://www.betteratenglish.com/

h) http://culips.com/

i) http://www.businessenglishpod.com/

j) http://englishlingq.com/

k) http://www.eslpod.com/website/index_new.html

Question 4 : Do you properly understand everything of the podcasts which you have been provided?

A		B	
Yes (%)	No (%)	Yes (%)	No (%)
87.5	12.5	79.17	20.83

If no, give details of them—

	Podcast-1		Podcast-2		Podcast-3	
	Yes (%)	No (%)	Yes (%)	No (%)	Yes (%)	No (%)
a) Rate of speaking was high-	50	60	100	100	0	40
b) Situation is unfamiliar-	0	0	0	0	0	0
c) Others-	0	0	0	0	0	0

Question 5: According to your opinion, podcasts are –

According to your opinion, podcasts are –	A (%)	B (%)
very interesting	81.25	79.17
interesting	12.5	8.33
something interesting	6.25	0
not interesting	0	12.5

Question 6: Do you think that after listening provided podcasts grow interests to –

	A		B	
	Yes (%)	No (%)	Yes (%)	No (%)
a) develop your listening skill more?	100	0	95.83	4.17
b) listen more materials?	100	0	100	0
c) motivate other peers to listen podcast?	81.25	18.75	70.83	29.17

Question 7: Do you think that listening podcast can develop our language skills in many ways?

A		B	
Yes (%)	No (%)	Yes (%)	No (%)
93.75	6.25	87.5	12.5

If yes, in which particular skills do you think podcast can contribute?

	A		B	
	Yes (%)	No (%)	Yes (%)	No (%)
Listening skill	100	0	95.83	4.17
Speaking skill	93.75	6.25	87.5	12.5
Reading skill	0	100	4.17	95.83
Writing skill	12.5	87.5	12.5	87.5
Others (vocabulary, grammar etc.) -	87.5	12.5	79.17	20.83

Question 8: Do you think that you can learn more when learning is related with your real

life?

A		B	
Yes (%)	No (%)	Yes (%)	No (%)
87.5	12.5	79.17	20.83

Question 9: Do you think that podcast can provide a lot of real life situation?

A		B	
Yes (%)	No (%)	Yes (%)	No (%)
87.5	12.5	91.67	8.33

Question 10: Do you think that you have got some more knowledge which is beyond

your previous knowledge after listening podcast?

A		B	
Yes (%)	No (%)	Yes (%)	No (%)
100	0	100	0

Question 11: What are the benefits that you have got from the podcasts?

a) Podcast paid my full attention to listen them actively.

b) Podcasts are so convenient to get because they are easily downloadable.

c) Easy way to get information without reading.

d) Cost effective, as podcast can be downloaded only by browsing charge.

e) Unclear items are clearly discussed.

f) Podcasts give new ideas and new views.

g) Summarizing podcasts can easily provide the gist.

h) Easily portable.

i) After listening podcasts, obviously get much more ideas, vocabularies, phrases and real life expressions about a situation were familiar to me.

j) Got plenty of knowledge of culture of different countries around the world.

Question 12: What are the draw backs or difficulties you have faced to use podcasts?

a) Huge problems to get podcasts those who do not have internet access or have slow internet connection.

b) Video podcasts are large in size.

c) Sometimes tough to understand when transcript are not available.

d) Using podcasts in mobile devices are sometimes very tough for its small screen.

e) In mobile devices, listening podcasts reduces battery charge in a larger extent.

f) No benefit as podcast does not have any value in examination.

g) (All the participants of Group B) Sometimes family restricted to use mobile devices.

Question 13: According to your perceptions, if we want to implement podcast to develop our listening skill, what can be the possible ways to implement them according to Bangladeshi context?

a) We should blend podcast to our curriculum with giving priority to develop listening skill.

b) Every school should have internet accessible devices and other required devices.

c) We can keep some marks in the final examination which can be evaluated as practical marks.

d) Most importantly, teacher should be well trained to use podcast effectively.

4.2. Analysis relating to the Krashen's input theory and constructivism theory

As we acquire a language, The Input Hypothesis deals with the question of how. The hypothesis addresses that we acquire (not learn) language by understanding input that is a little beyond our current level of acquired competence (Krashen & Terrell, 1983, p.32). This has been recently spoken intelligibly by Krashen (2003): 'we acquire

language in only one way: when we understand messages; that is, when we obtain "comprehensible input" (p.4). In educational podcasts especially which are specially prepared for teaching English as second language, most of the podcasts contains the conversation along side the discussions which can clarify the intention to make that podcast. As in question 4 of Part-II, students have been given the question to answer as they have got the total message of the podcast or not. In Group A, 87.5% of the students agreed that they got the message of podcasts and 12.5% of them were not able to understand the message.

On the other hand, in Group B, 79.17% of the students approved that they got the message of podcasts and 20.73% of them were not able to understand the message of podcasts. So it is clearly visible that the provided linguistics input through the podcasts gave students the message which was intended to. The rest of those who were not able to got the message, among them from Group A, 50% in Podcast-1, 100% in Podcast-2 and 0% in   Podcast-3, from Group B, 60% in Podcast-1, 100% in Podcast-2 and 40% in Podcast-3, complain against the rate of speech of those podcast which can be easily overcome as in every podcasts have contains the transcripts.

In input hypothesis, where *i* is the acquirer's current level of competence, it is concerned with how we move from *i*, to *i+1*, where *i+1* is the stage immediately following *i* along the natural order. To get the answer to how we can understand language that contains structures we have not yet acquired is 'through context, our knowledge of the world, our extra-linguistic information' (Krashen 1982: 21). In question 10 of Part-II, students have been asked that have they got more knowledge about the particular situation which they are familiar with. From the both of the groups, 100% have given yes

which means all the students have got more ideas from their current level of learning. As the situation is familiar to them, they have got more knowledge like new vocabularies, phrases and expressions which can provide them some extra linguistic input. So acquisition can take place as the students enjoy podcasts and at the same time subconsciously acquire linguistics inputs.

Furthermore, Can (2009) described, "Constructivist theory poses that knowledge is a "web of relationships" and is constructed actively by learners as they attempt to make sense of their experiences and environments." (p.62). Constructivist approach also acknowledges that learning can be happened more when it is in context (Duffy and Jonassen, 1991, p.8). In question 8 of Part-II, from Group A, 87.5% students agree with language learning with real life situation suited best for them where 12.5% students disagree with others and from Group B, 79.17% of the students are agree with language learning with real life situation suited best for them where 20.83% students disagree with others. In the next question (question 9), students have been asked that the podcasts are able to give the real life situation or not. Again, from Group A produces the similar result as 87.5% students agree that the real situation can be provided by podcasts where 12.5% students disagree with others. From Group B, 91.67% of the students agree that podcast contains real life situation where only 8.33% students disagree with others. So, after analyzing both of questions it is clarified that the learners can learn better with the real life situations and podcasts can provide huge amount of real life situation which can lead them a life-long continuous process to achieve. As Brown (1989) mentioned, "learning of knowledge could only be achieved through meaningful activity, learning is a continuous, life-long process resulting from acting in situations" (p.33).

4.3 Overall analysis based on questionnaire

In this part single question from the Part-I and Part-II will be described**.**

4.3.1 Analysis based on questionnaire Part-I

In response to question no-1(see table-1) it was found that from Group A, 68.75% of the participants have smart phone in touch where 31.25% of the students do not have any touch of smart phone, 37.5% of them have tab where 62.5% of them do not have any tab, 56.25% of them have laptop where 43.75% of them do not have any laptop, 50% of the participants have basic phone where rest of them do not have basic phone, 87.5% of them have personal computer where 12.5% of them do not have any personal computer and 12.5% of them have laptop MP3 player.

On the other hand, from Group B, 45.83% of the participants have smart phone in touch where 54.17% of the students do not have any touch of smart phone, 12.5% of them have tab where 87.5% of them do not have any tab, 29.17% of them have laptop where 70.83% of them do not have any laptop, 45.83% of the participants have basic phone where 54.17% of them do not have basic phone, 58.33% of them have personal computer where 41.67% of them do not have any personal computer and 12.5% of them have laptop MP3 player. In none category, nobody have chosen which indicate every participants at have one devices of the list. So from this question analysis, it is clearly visible that all of participants have access to any of those devices which is required for them to participate in this study.

But from question no-2 (see table-2) 100% participants of both groups have music player feature access from their devices. 87.5% of A group and 66.67% of B group have video player feature. 87.5% of A group and 70.83% of B group have E-book reader feature where 75% of A group and 79.17% of B group have apps feature. 100% of A group and 87.5% of B group have internet access feature. The option none is not choose by any of participants. It more interesting result found that, all the participant have music player feature where most of them have PDF or E-book Reader and internet access which indicates that all them are able to listen podcast and those who do not have PDF reader, a printed transcript can help them out.

Question number 3 is chosen to identify which purposes the participants are using their devices mostly. From the participants 81.25% from group A and 70.83% from group B have chosen songs very frequently, only 18.75% from group A and only 8.33% from group B have chosen news very frequently, 31.25% from group A and only 4.17% from group B have chosen audio tracks (except songs) very frequently and 50% from group A and only 54.17% from group B have chosen videos (like movies, drama series except songs) very frequently. The result shows that the young generations are so much manic to use their devices to enjoy music and watching movies and drama series rather than enjoying news or other video tracks. As podcast have different genres like lifestyle, movie, education, earth and space, science and technology, music etc. which could give the learners a new taste to make them avid listener of podcasts.

The next question (4) provides significant data that, 81.25% participants said yes they browse internet where 18.75% said they do not use internet from Group A and from

Group B, 66.67% participants said yes they browse internet where 33.33% said they do not use internet. So it is clearly visible that Group A is using internet more than Group B.

From the above results of the question those who used internet they have been asked to write down some purposes to use internet. Most of the participants browse internet for Facebook and other social networking site like Twitter, Google+, different messengers etc. They also browse internet to download movies, songs and get clarifications of meaning of unknown words and phrases.

To know the students have used their devices for learning purposes or not, in questions 5, 31.25% have used and 68.75% have not used from Group A where 12.5% have used and 87.5% have not used mobile phone for learning purposes from Group B. This clearly indicates that participants actually did not much use their devices to learn. Those who answered yes they have given some details what actually they do like for vocabulary development and clarify ideas which are unknown to them through Google search engine. Some of them watch Youtube tutorials to learn grammatical rules.

From the questions 4 and question 5, it is shown that participants are using internet mainly for the purposes of Facebook browsing and also getting clarifications of the terms by searching Google when they face any problem. So if we can motivate our learners to use podcast as tool of their learning, then learning can be facilitate in many ways.

In question 6, it was selected to get information about the teacher's current situation where they are encouraging their students to use mobile devices to develop their language skill inside classroom and outside classroom. From Group A, 25% of the

participants have encouraged by the teacher to use their mobile devices for language learning and 75% of the participants have not encouraged by the teacher to use their mobile devices for language learning on the other hand from Group B, nobody have been encouraged by their teacher to use mobile devices for language learning. For those who said yes they have actually verbally instructed by their teacher to use mobile devices for learning which is not actually instructed for achieving bigger linguistics goals. Though using podcast is so easy to use and instructions can be given very easily, students current level of understanding, skill of using devices as learning tool and teacher view towards using devices and their training should be considered very carefully before implementing podcast in the classroom.

4.3.2 Analysis based on questionnaire Part-II

Question 1 is prepared to know that the participants had any idea about the term podcast before participating in the study or not. Only 6.25% of the participants of Group A said that they had idea about podcast before participating in this study and 93.75% of them do not have any idea of podcast before. On the other hand, all the participants of Group B had no idea about podcast before participating in this study. As it had been asked what type of podcast it was, the participants gave the answer that podcast was based on technology genre and it was found in a website. Through the next question it was also found that the podcast was not fully contributed in language learning. So it was found that the huge portion of participants actually did not have any idea before participating this study.

In response to the question number 2, 81.25% of the participants from Group A and 91.67% of the participants from Group B have listened provided podcasts more than 4 times, 6.25% of the participants from Group A and 4.17% of the participants from Group B have listened provided podcasts 4 times, 12.5% of the participants from Group A and none of the participants from Group B have listened provided podcasts 3 times, none of the participants from Group A and only 4.17% of the participants from Group B have listened provided podcasts 2 times where nobody listened the podcasts once from both of the group. This statistics shows the provided podcasts grow a lot of interests to the students to listen more.

Next question (question 3) is also triggered to know that are participants motivated or not. From Group A, 81.25% said yes that they downloaded some extra podcast from the links they have been provided or other links and only 18.75% said no they did not do that. On the other hand, From Group B, 58.33% said yes that they downloaded some extra podcast from the links they have been provided or other links where 41.67% said no they did not do that. Students have provided some links from which they have downloaded some podcasts. Most of the links they provided contains huge numbers of podcast where specially prepared podcasts for language learning are also available.

The question 4 is already discussed in analysis relating to the theory part which is specially prepared to know in which extent actually the podcasts provided the learners linguistic input and an optimistic result come out in this regards.

As the student's opinion is required to know about their interests directly, the question 5 is prepared to know that. From Group A, 81.25% among the participants said

that podcast is very interesting, 12.5% among the participants said that podcast is interesting, 6.25% among the participants said that podcast is something interesting and none said not interesting. From Group B, 79.17% among the participants said that podcast is very interesting, 8.33% among the participants said that podcast is interesting, none of the participants said that podcast is something interesting and 12.5% of participants said not interesting. From the above data it is clearly visible that a huge amount of the participants from both of the group got interest in using podcast.

Question 6 is prepared to get more in-depth information of participant's motivation. From Group A, 100% of the participants grow interests to develop their listening skill more after listening podcast, 100% of the participants grow interests to listen more materials after listening podcast and 81.25% of the participants grow interests to motivate other peers to listen podcast where only 18.75% of the participants do not grow interest to motivate other peer to listen podcasts after listening podcast. In Group B, 95.83% of the participants grow interests to develop their listening skill more after listening podcast where only 4.17% of the participants do not get interests, 100% of the participants grow interests to listen more materials after listening podcast and 79.83% of the participants grow interests to motivate other peers to listen podcast where 29.17% of the participants do not grow interest to motivate other peer to listen podcasts after listening podcast. This data analysis shows that participants are not only motivated to develop their listening skill more but also motivated to listen more podcasts and motivate other peers to listen podcast.

In question 7, 93.75% of the participants of Group A think that listening podcast can develop their language skill many ways where 6.25% do not think like that. 87.5% of

the participants of Group B think that listening podcast can develop their language skill many ways where 12.5% do not think like that. Those whose answer yes, among them from Group A think that podcast can contribute 100% in listening skill, 93.75% in speaking skill, 0% in reading skill, 12.5% in writing skill where from Group B think that podcast can contribute 95.83% in listening skill, 87.5% in speaking skill, 4.17% in reading skill, 12.5% in writing skill. According to the response from the participants, it is very easily shown that podcast contribute in a great extent on communications skills like listening skill and speaking skill.

Questions 8 and question 9 is discussed in details in the analysis relating to the theory part which mainly showed that the contribution real life learning through podcast in relation of constructivism theory. Question 10 is discussed in details in the analysis relating to the Krashen's input theory part. Questions 11 and question 12 is discussed answer to the central research questions part which mainly deals with the benefits and draw backs of using podcast to develop listening skill. Question 13 is also discussed in the answer to the central research questions section which shows the perceptions of the participants about how to implement podcast to develop listening skill according to Bangladeshi context.

4.4 Answer to the central research questions:

This part will chiefly discuss about the final findings of the central research questions.

a. Is it possible to motivate learners to develop listening skill providing extra linguistics input through authentic materials like podcast?

Podcast can provide way in to a huge amount of authentic input simultaneously have different approaches to language learning behind them to teaching materials of changeable quality which are actually depends on provider, from behaviourist to cognitive constructivist and communicative approaches, situated learning, and lifelong learning (Rosell-Aguilar, 2007, P.474). In Krashen's Input Hypothesis, it has been described that only the language input that is a little beyond the learners' language competence is useful for SLA (as cited in Bahrani, 2013, p.1376). From the analysis of question 4 of Part-II, it is clear as a daylight that participants were capable to understand what was in the podcast and its indicates that if podcast is implemented in the curriculum with its written transcript learners can pick up the provided input very easily. From the analysis of the questions 8, 9 and 10 it is clearly visible that learners will be able to learners can learn more when they are familiar with the situations and podcasts are the best medium which can provide authentic conversation from native speakers and learners can immerge themselves in the conversations from which they can subconsciously and consciously pick up the linguistic input for listening and other skills.

b. What are the present conditions of learners of using mobile technologies and knowledge about podcasts?

Before implementing podcast in language classroom, it is very important to get the information about the student's current technologies they are using. In this regards,

before providing podcasts, most of questions of Part-I of the questionnaire is prepared to get the basic information. Most of the students have access of smart phone, personal computer and basic phone (in question 1 of Part-I). Almost all of them have access of music player from their devices (in question 2 of Part-I) which represents that learners can listen podcast in the home and outside of their home. Though a large amount of the learners use internet but very few of them are using internet for learning purposes (in question 4 and 5 of Part-I). Those who are using internet, most of the learners are using their devices for Facebook, social connecting sites, unknown terms clarifications etc. which means that learners are capable to use internet. The teachers are not encouraging learners to use device for their learning purposes (in question 6 of Part-I), most of the learners do not have idea about podcast (in question 1 of Part-II), so we have to give more focus on these issues more if we want to implement podcast. It is good to see that most of the learners confidently rated themselves lower intermediate of their current proficiency level in listening skill.

c. What are the benefits and draw backs learners will face by using podcast to develop their skill?

It is really great to watch that learners have got huge potentiality to use podcasts to develop their listening skill. As in the response of question 11, learners have described so many benefits they have got from podcasts. Podcasts motivated them in a great extent by which their attention was caught and they learnt actively. Without reading, learners can get information easily which can give them new ideas and views. In most of the podcasts, unknown words and expressions are clarified and at the end of discussions learners can get the gist of the podcasts from summarization part. Without internet

browsing charge, learners do not have to pay money to download podcast as podcasts can be downloaded very easily from internet which is very convenient to get as well as cost effective. Learners can get more vocabularies, ideas, and real life expressions in situations they are familiar with before and they can also get huge knowledge of cultural differences all over the world. Most importantly, podcasts are portable from anywhere, anytime.

On the other hand, in response of questions 12, it is also clearly visible that learners have got some problems. It is a big problem for those who do not have any internet access or have a very slow internet connection to download podcasts. Vodcasts have big size which creates problem to download, size problem of storage device and also watching and listening podcasts or vodcasts reduces mobile devices charge very rapidly. Podcasts are very tough to understand when transcripts are not available and small screen size of some devices also create problem. A very important issue, learners are not directly get benefited for using podcast as it is not embedded into their examination. Most importantly for all the participants of Group B, where they are representing female students, sometimes they face problem to use mobile devices out of their home for family restrictions.

d. How to implement podcast in language classroom in Bangladesh according to learners' perspective?

In response of question 13, participants have given some possible ways to implement podcast in their curriculum. For getting a better result of using podcasts, most of the participants have proposed to implement podcast in their course curriculum by which they will be befitted in their examination. Before implementation educational

institutes should have all the equipments which is required and effective teacher's training is also be considered very deeply. Very interestingly, some participants were also proposed that if in their final examination, practical marks can be added to evaluate their listening.

4.5 Overall findings from the data analysis:

The above discussion shows that, podcast can provide Bangladeshi students a plot in which they can develop their listening skills in a great extent as learners have got a huge interest to use podcasts. Moreover, they can use podcasts in a very low cost. Very importantly, though the present study focused on developing listening skill mainly but there are some other skills podcast can develop simultaneously like speaking skill, vocabulary skill and grammatical skill. Another important implication of using podcast in SLA, they are getting a real life situation where they can directly listen the accent and the ways of the native speakers are speaking so that they can communicate according to context. Last but not least, the above data significantly shows that the Bangladeshi students have such an ability to adopt new materials in their curriculum easily and eagerly.

CHAPTER 5: CONCLUSION

5.1. Summary of the findings

After all the data collection it can be said that, according to Krashen's Input Hypothesis, learners can develop their language skills when they have been provided some extra input beyond their current level. This study reveals the learners think that podcast can provide them some extra linguistic input. It has been found from the research that learners also think that they can learn better when situation is familiar with them and which connects them in their daily life and podcasts are providing such opportunities to listen those authentic communication processes according to context from anywhere, in any place. Moreover, as a developing country like Bangladesh where technology is taking part nearly all the spares of our life, even in low costly mobile devices have at least music player facility, according to this study, podcast can be implement very easily and with a very low cost. But a very concerning issue for the female students, as they are facing some restrictions from their family of using mobile devices outside of their home, this issue should be solved before implementing podcasts. Therefore, internet speed and browsing charge also be considered as well. Though having some problems, students suggested implementing podcast in their language study. That is why it can be say that, podcast have grown interests students to embedded into their course curriculum, as interestingly, they suggested to add a practical marking portion in their final exam.

5.2. Practical implication

The information gained from this study would be beneficial to the curriculum designer of Higher Secondary education of Bangladesh to think more practice task about listening skill. Hence, the paper will help to understand that how podcast can motivate learners to develop student's listening skill, podcast can also contribute other study related issue. Moreover, teachers can get some ideas to motivate students in language study more if they want to use podcasts as a supplementary material in the classroom. Also, learners can use podcasts by their own as a part of their self linguistic skill development. The paper also provides sufficient information about students currently using technologies of urban areas and should think more about the technology using by the rural area students. Further more, as our current net generation is using their handheld and other devices in social networking sites more, so using podcast can divert them into study subconsciously. Website provided by the students from where the podcasts can be taken is also described in this paper. In addition, what sorts of initiatives can be taken to implement podcasts in classroom by which learner can develop it is described according to learners perspective.

5.3. Recommendations

Students of the net generation are energetic, lively and spontaneous and it is easy to motivate them. So, every class teachers should make the best use of it. Though, all the class teachers may not handle their class properly but if they are trained up properly and a need analysis at the beginning of the using podcast in classroom based on the students

requirements and technology they are using, it would be very helpful for the teacher to implement podcast effectively. If students do not have enough access of using mobile devices or other devices which are required, teacher can manage a sound system which can be get in a very low cost and use his or her own mobile phone by those podcast can be played couple of times in the classroom. Moreover, if students device does not have PDF reader facility, a printed transcript can be provided in a low cost and if some podcast do not contain any transcript, teacher can compose the script by him or her own and provide them to the students which will help students develop further. Even if the students do not have any internet connection or slow connection, teacher can download them by his or her own mobile and can distribute to the students via Bluetooth, pen drive, card reader etc.

5.4. Conclusion

From this study, it can be said that podcast can develop learners listening skill by motivating them easily. However, podcast as a listening skill developing tool which provides a huge amount of linguistic input beyond their current level of learning, learners can be benefitted in some others skills like speaking, vocabulary and grammar also. As podcasts can be portable even in very small handheld devices also, that is why, learners can listen them anywhere, anytime which could get them a chance to best use of their time. However, in SLA, Bangladeshi learners like to achieve linguistic goals through real life communication and podcast provides the opportunity to get it as the podcasts contains authentic conversation most of the case. From the above data analysis it is discovered that, the students likes to listen podcasts the podcasts they have been, they

want to listen more podcasts from downloading different websites and they get an interests to motivate others to use podcast. Though female students are behind of using technologies and podcasts in some extent, but they can do better if opportunity provided equally as they not so far behind from male students. Further more, for getting better benefit, podcast can be implemented in curriculum. Here, adding practical marking system in the final examination can be an innovative process to implement podcasts.

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