

**THE EFFECTS OF MOBILE PODCAST ON LISTENING
COMPREHENSION OF THAI EFL UNIVERSITY
STUDENTS**



**A Thesis Submitted in Partial Fulfillment of the Requirements for the
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ผลของการใช้พอดคาสท์แบบเคลื่อนที่ที่มีต่อการฟังเพื่อความเข้าใจของ
นักศึกษาไทยในระดับมหาวิทยาลัยที่เรียนภาษาอังกฤษในฐานะ
ภาษาต่างประเทศ



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วิทยานิพนธ์นี้เป็นส่วนหนึ่งของการศึกษาตามหลักสูตรปริญญาศิลปศาสตรมหาบัณฑิต
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Suranaree University of Technology has approved this thesis submitted in partial fulfillment of the requirements for a Master's Degree.

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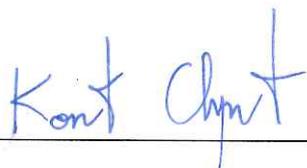
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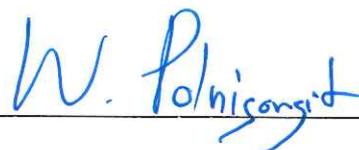
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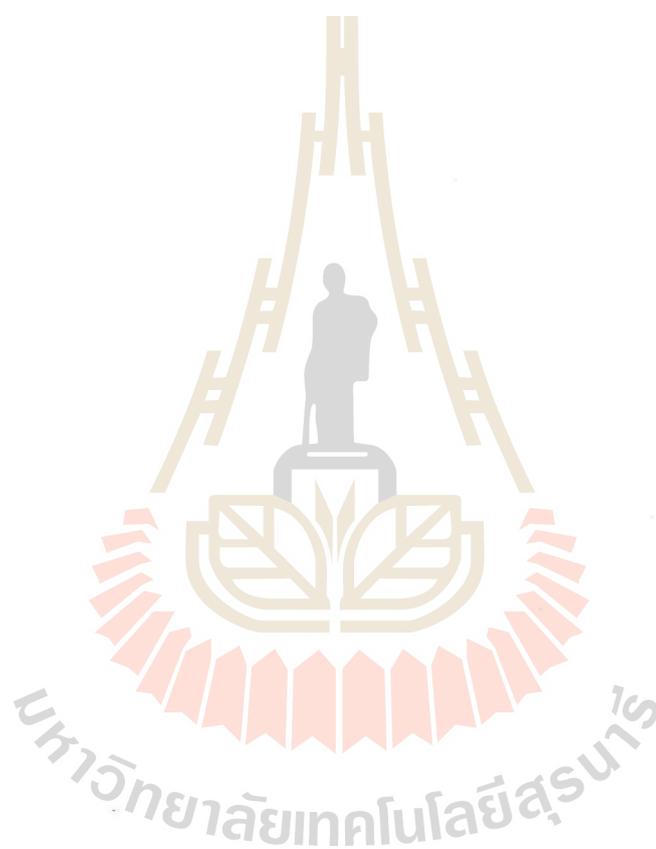
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วชิรญาณ บังคะดารา : ผลของการใช้พอดคาสต์แบบเคลื่อนที่ที่มีต่อการฟังเพื่อความเข้าใจ
ของนักศึกษาไทยในระดับมหาวิทยาลัยที่เรียนภาษาอังกฤษในฐานะภาษาต่างประเทศ
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งานวิจัยนี้เป็นการศึกษาผลของการใช้พอดคาสต์แบบเคลื่อนที่ที่มีต่อการฟังเพื่อความเข้าใจ
ของนักศึกษามหาวิทยาลัยเทคโนโลยีสุรนารี มีจุดมุ่งหมายเพื่อพัฒนาพอดคาสต์แบบเคลื่อนที่เพื่อ
ส่งเสริมการฟังของนักศึกษามหาวิทยาลัยเทคโนโลยีสุรนารี สํารวจผลของการใช้พอดคาสต์แบบ
เคลื่อนที่ที่มีต่อการฟังของนักศึกษามหาวิทยาลัยเทคโนโลยีสุรนารีและสํารวจความคิดเห็นของ
นักศึกษามหาวิทยาลัยเทคโนโลยีสุรนารีต่อการใช้พอดคาสต์แบบเคลื่อนที่ที่มีต่อการฟังเพื่อความ
เข้าใจ

กลุ่มตัวอย่างวิธีพหุคูณของนักศึกษาจากสำนักวิชาวิศวกรรมศาสตร์ สำนักวิชาเทคโนโลยี
สังคมและสำนักวิชาวิทยาศาสตร์ ที่ลงทะเบียนในวิชา 213102 ในภาคการศึกษาแรกของปีการศึกษา
2562 จำนวน 45 คน ได้รับการคัดเลือกให้เข้าร่วมการวิจัยครั้งนี้ เนื่องจากการฟังเป็นทักษะที่สำคัญ
ที่สุดในการได้มาซึ่งภาษาที่สองและพอดคาสต์ถูกใช้เพื่อส่งเสริมการฟังของนักศึกษาที่ใช้
ภาษาอังกฤษในฐานะภาษาต่างประเทศในระดับอุดมศึกษาอย่างแพร่หลาย ดังนั้นการนำพอดคาสต์
มาส่งเสริมการฟังเพื่อความเข้าใจในบริบทของการเรียนรู้ออนไลน์ตามอรรถศาสตร์จึงถูกพัฒนาขึ้น โดย
ใช้รูปแบบการวิจัยแบบผสมผสานระหว่างการวิจัยเชิงปริมาณและเชิงคุณภาพ แบบทดสอบก่อน
และหลังเรียนใช้ในการรวบรวมข้อมูลเชิงปริมาณขณะที่แบบสอบถามจำนวน 24 ข้อและการ
สัมภาษณ์กึ่งโครงสร้างใช้รวบรวมข้อมูลเชิงวิจักษ์ของนักศึกษาเกี่ยวกับการใช้พอดคาสต์แบบ
เคลื่อนที่ในการเรียนรู้ออนไลน์ตามอรรถศาสตร์บริบท การวิเคราะห์คะแนนก่อนและหลังพบว่า
ผลการวิจัยมีระดับนัยสำคัญอยู่ที่ .05 ซึ่งตอบรับผลของพอดคาสต์แบบเคลื่อนที่ที่มีต่อการฟังเพื่อ
ความเข้าใจ พอดคาสต์แบบเคลื่อนที่ที่มีต่อการฟังเพื่อความเข้าใจของนักศึกษามหาวิทยาลัย
เทคโนโลยีสุรนารีในบริบทของการเรียนรู้ออนไลน์ตามอรรถศาสตร์ช่วยให้นักศึกษามีความเข้าใจใน
การฟังเพิ่มมากขึ้นด้วยคะแนนเฉลี่ยก่อนเรียน ($\bar{x} = 8.98$, $SD = 2.973$) และคะแนนเฉลี่ยหลังเรียน
($\bar{x} = 14.16$, $SD = 3.593$) จากแบบสํารวจความคิดเห็นและการสัมภาษณ์กึ่งโครงสร้าง ผลการวิจัย
พบว่านักศึกษามหาวิทยาลัยเทคโนโลยีสุรนารีมีความคิดเห็นที่มีค่าเฉลี่ยเท่ากับ 4.09 หมายความว่า
นักศึกษาเห็นด้วยต่อการใช้พอดคาสต์แบบเคลื่อนที่ที่มีต่อการฟังเพื่อความเข้าใจในบริบทของการ

เรียนรู้ออนไลน์ตามอัธยาศัย เนื่องจากพอดคาสท์แบบเคลื่อนที่เพิ่มโอกาสในการฟังและเปิดโอกาส
ให้การฟังเกิดขึ้นได้ทุกที่ทุกเวลา



สาขาวิชาภาษาต่างประเทศ
ปีการศึกษา 2562

ลายมือชื่อนักศึกษา

วชิรพร

ลายมือชื่ออาจารย์ที่ปรึกษา

สุรพล ๕๓๒๗

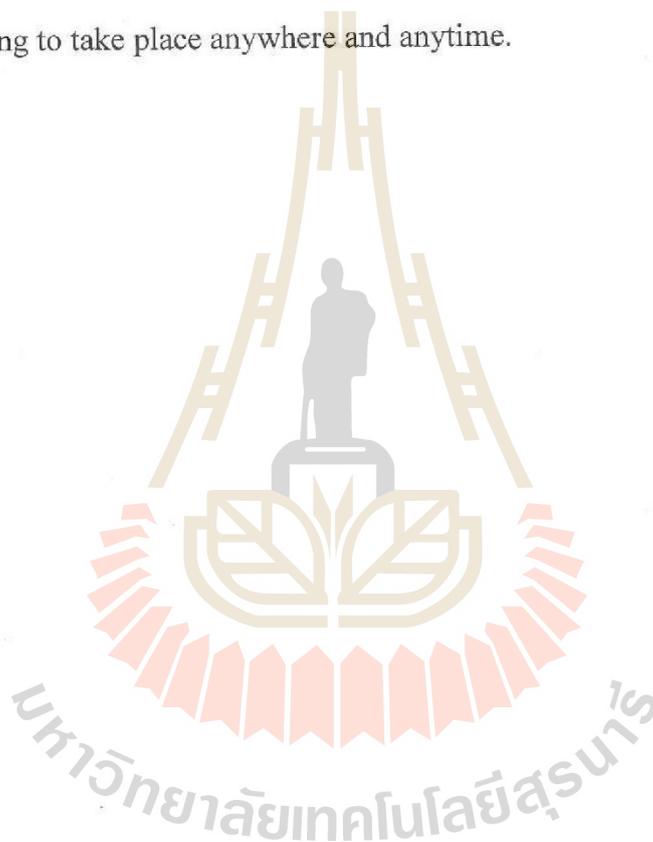
WACHIRAYA BANGKHADARA : THE EFFECTS OF MOBILE
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INFORMAL ONLINE LEARNING/ LISTENING COMPREHENSION/
MOBILE PODCAST

This research study implicated the effects of Mobile Podcast on listening comprehension of SUT students. The present study aims to develop Mobile Podcast for enhancing listening comprehension of SUT students, investigate the effects of Mobile Podcast on listening comprehension of SUT students and examine the SUT students' opinions towards the use of Mobile Podcast on listening comprehension.

A heterogeneous group of 45 students from Institution of Engineering, Institution of Social Technology and Institution of Sciences who enrolled in 213102 course in the first trimester of academic year 2019 was selected to participate in this study. As listening is the most important skill required in the second language acquisition and podcast has been widely used in higher education for enhancing EFL students listening skill, an implementation of Mobile Podcast on listening comprehension in informal online learning context was conducted by employing a combination of quantitative and qualitative research approach. Pretest and Posttest were used to collect quantitative data whereas 24-items-questionnaire and semi-structured interview were used to gain critical information of students towards the use of Mobile Podcast in informal online learning context. In response to the effects of Mobile Podcast on listening comprehension, the analysis of pretest and posttest scores showed the

significant difference at the level of .05. It helped the SUT students enhanced their listening comprehension with the average score of the pre-test ($\bar{x} = 8.98$, $SD = 2.973$) and the average score of post-test ($\bar{x} = 14.16$, $SD = 3.593$). The results from questionnaire and semi-structured interview on students' opinions towards the use of Mobile Podcast, the average score ($\bar{x} = 4.09$) indicated that the students agreed with the use of Mobile Podcast because it provided sufficiency of listening exposures and allowed listening to take place anywhere and anytime.



School of Foreign Languages

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Student's Signature

Advisor's Signature

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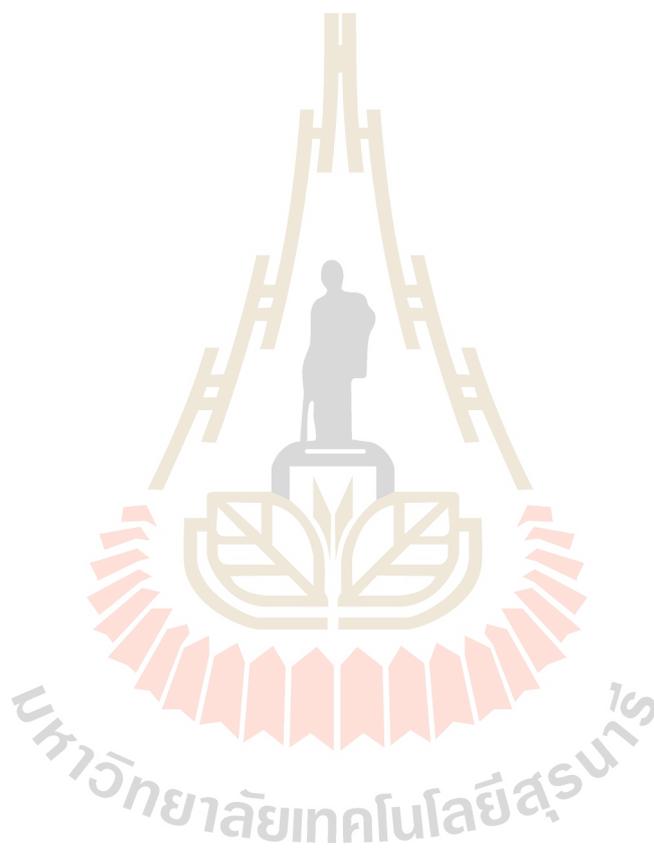
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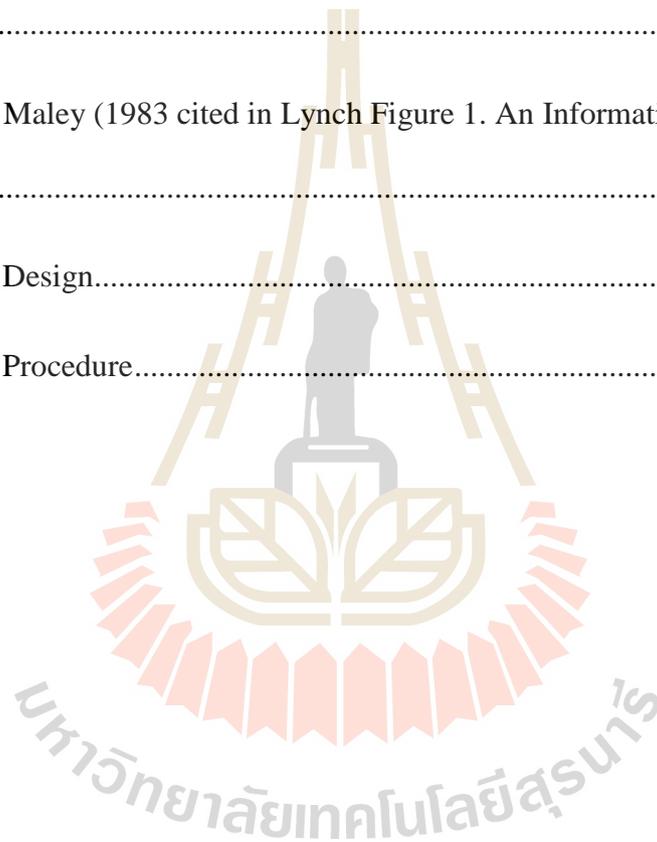


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LIST OF ABBREVIATIONS

EFL = English as a Foreign Language

IP = Information Processing

OC = Online Courseware

OCL = Online Collaborative Learning

ODE = Online Distance Education

RSS = Really Simple Syndication

SD = Standard Deviation

SLA = Second Language Acquisition

WPM. = Word per Minute

WWW = World Wide Web

มหาวิทยาลัยเทคโนโลยีสุรนารี

CHAPTER 1

INTRODUCTION

The purpose of this chapter is to present the introduction of this research which is composed of seven main parts. The first part is the presentation about the background of the study which talks about the current English language problems of Thai students. The second part addresses the statement of the problem. The third part talks about the rationale of the study. Then, the objectives of the study will be informed while the fifth part deals with the research questions. The sixth part covers the significance of the study and the last part proposes definitions of key terms.

1.1 Background of the Study

In the age of globalization and the rise of the internet, everything seems to be connected to each other harmoniously, especially the roles of the English language which dramatically involve in the economy, education, technology innovations, and daily life. In the past 20 years, the French used to be an official language in many countries; however, English has replaced it and used as an indicator of well-educated class nowadays. English serves as a glue that creates cohesion among people around the world and bridges people with inconsistent technology. A study from the Institution of Electrical and Electronics Engineers in 2014, mentioned that the top 10 programming languages in the world are all English-based (EF Education First, 2016). Therefore,

people who know English have more chance of using and learning through many technological programs more effectively. Besides being the first major language used in information technology, English also connects people across companies, countries, and cultures, creating networks for innovation. Therefore, it cannot be denied that English is an important core skill in the 21st century.

In education, English plays multiple roles in serving people variously such as an international language, lingua franca, and compulsory subject. Historically, the English language has been used as an official language in many countries that do not have English as the first language. People who speak different languages can exchange ideas and communicate understandably via English. Moreover, it also acts as a lingua franca – a communicative tool of immense political, ideological, and economic power (Kachru 1996). In the EFL context, English is used as a medium of instruction in many primary schools, secondary schools, and universities (Dearden, 2014); therefore, students can learn English through particular contents together receive English grammar knowledge.

Another important channel of English is regarded as a compulsory subject which is accepted across the world, especially in Asian countries, such as, Vietnam, Malaysia, and Korea, students are required to receive an instruction approximately four hours per week (Nunan, 2003). Similar to Thailand, nowadays, English is also a mandatory subject that Thai students are required to learn in school at K-12 levels. Most of the students learn English more than fifteen years approximately; however, their English proficiency is still dramatically low. Supported by a report of English Proficiency Index (2017), Thailand appears at the 15th out of 20 Asian countries and ranks 53rd out of 80 countries far behind many of its neighbors and most of the world. Khamkhien (2011)

suggests that knowing and possessing the English language seems to be a crucial problem of Thai students that should be taken charge by administrators, educators, parents and even students themselves in order to find the most appropriate solution to develop and support students' language learning.

Especially in the ages of globalized and advanced technology, making use of the existing technology to adapt and implement to language classrooms can support and motivate students to actively learn a language (Pineida, 2011). Due to the fact that technology and innovation are developed and updated very quickly, students need to possess technological competence, which is very important in the 21st century, in order to manage digital pieces of stuff effectively. Vuorikari (2015) states that technological competence can help students to get a master's in language skill because they will know how to reach to information resources and regulate their learning paces. Moreover, İlter (2015) supports that technological tools and social media affect learners' language awareness and increase enjoyment in learning English outside the classroom. Therefore, implementing and using technology to enhance and motivate Thai students in learning English should be emphasized by educators and teachers nowadays.

1.2 Statements of the Problem

Listening is claimed as the most important fundamental skill in language acquisition (Nunan, 1997; Rost, 1994) and a foundation of communicative skill (Foster, 2016). According to the second language acquisition (SLA) theory, in order to acquire a second language, EFL students should gain enough Comprehensible input (Krashen, 1981). Thus, input received from listening plays a key role in learning the language

(Hedge, 2000). Thai students still lack good listening skills even though English learning has been taken place in Thai education for many years. Because their capability of listening and familiarity with the English spoken language is low, they cannot acquire and understand the input effectively. Chonprakay (2009) also supports that when the exposure of spoken language or skills is replaced by contents in a classroom, the biggest problem for Thai students in learning the language is listening comprehension. Therefore, reading and grammar are emphasized mostly and left listening out from a classroom because most of the students are afraid of making mistakes in speaking, however, they are good at grammar (Toolsiri, 2005).

In regards, listening is the most difficult skill in both ways of learning and teaching (Vandergrift, 2004, 2008), teachers usually find the most comfortable ways for themselves to teach listening. Normally, listening instruction is normally taught in a sound lab or regular classroom where audio files are opened for students to listening together in the whole class. By a whole class listening, it helps teachers to save time in teaching. However, for students who cannot follow or get lost from a track, they are left confused alone. Bennui (2007) reported that inadequate listening practice and activities are still found as problems of Thai students over twenty years. Even though listening instruction in Thailand is still marching at the same pace, listening texts are more variety used by students. A study of Abivaddhano (2017) assisted that listening instruction in Thai still uses unvaried kinds of listening text which makes students have low exposure to new and different kinds of the listening text. Cubalit (2016) supported that most of Thai university students have listened to song, movie, and lecture to practice their listening, however, only a few of them can understand.

Even though there are many listening texts available online for students to download and use to listening, Thai students still get struggle with listening ability. A study of Anadapong (2011), Cubalit (2016), and Promhiran (2008) claim that one of the most crucial issues that effects on listening problems of Thai students are listening texts. Most listening texts which are available online and commercially for teachers and students to use are authentic. Even if there are many suggestions to use authentic listening texts which are available on the internet because they provide students comprehensible input with thick and rich of real information, they are still too difficult for Thai students. Liu (2016) mentioned that an authentic listening text is effective for EFL students when teachers adapt some of the information to meet the level of students. Teachers should provide students listening text which is a little slower than the authentic one as Cubalit (2016)' study also suggested that speed of speech is important at the beginning of the first stage of listening. Therefore, the listening text which is appropriated with Thai EFL students is still needed. Moreover, Jones (2008) suggests that the listening texts should be well-designed and adapted with technological tools appropriately to serve English levels of EFL students.

Moreover, the researcher had conducted a need analysis on problems in learning English and needs for the use of the technology of Suranaree University of Technology student. The results revealed that very few of the students know and have used podcasts in language learning. Most of them normally familiar with using songs, movies, and lectures to practice listening. However, the podcast is claimed to be one of the most effective tools for enhancing listening for EFL students (Read and Kukulkska-Hulme, 2015) and listening to a podcast through mobile devices can bring students from informal to academic learning. Therefore, in order to help Thai students to develop their

listening skill, employing graded listening text – a listening text which is adapted to be slower and easier than authentic text, with adequate listening practice, well-designed or appropriate technological tools can motivate and enhance students to practice and learn more effectively.

1.3 Rationale of the Study

Since the internet has played an important role in language learning, podcast – ‘a multimedia digital file made available on the internet for downloading to a portable media player, computer, etc.’, is integrated into higher education extensively (Rosell-Aguilar, 2007 and McGarr, 2009). The podcast is one of a Web 2.0 technologies or World Wide Web (WWW) platform which has the potential of connecting people to communities through social media and provides users interconnected resources of information. According to Flannery (1998) and Hsueh (2011), Web 2.0 has characteristics of interaction and participation capabilities that are proper for language teaching and learning. Therefore, podcast, which is included in Web 2.0 technologies, seems to be of the most potential technology that can enhance students listening skills as it provides an online audio file to listen anywhere and anytime.

Caladine (2008) mentions that podcast has been widely integrated into high education since it provides educators flexible styles of teaching and increases the quality of the class (Campbell, 2005). Moreover, the podcast has been used as a supplementary tool in traditional teaching method by creating a self-produced podcast which record lecture in class to listen outside of class (Copley, 2007). Because podcast allows students to access very easy, they can use it for reviewing lecture and doing a

note-taking in the meantime. Moreover, writing a journal of what they listened to the podcast and presenting their listening report progress to classmates can also improve students' listening skills (Yeh, 2013). Because writing can help students to process carefully before producing the output, students also can check their understanding from their summaries.

Middleton (2009) proposes that a podcast more emphasize student-center pedagogy. Since podcast allows students to control their listening on their own, it can enhance students to develop self-regulation in their learning strategies. Podcasts also provide students and teachers a large resource of listening texts (Constantine, 2009). Students have more chances to expose to authentic listening inputs which can encourage them to develop their listening skills. Besides providing students to learn at their own pace, the podcast also affects students' and teachers' motivation (Fernandez, Sallan, and Simo 2015). When students have more choices in selecting topics which meet their interest, this can motivate them to keep listening to a podcast on their own preferences.

In the EFL context, it is very difficult for students to listen to podcasts that are available online because most of them are authentic texts. Due to the fact that the existing podcast normally available variously for students and teachers to choose on the internet, however, not all podcasts are equally created (Nurmukhamedov and Sadler, 2011). In addition, Chen (2016) supports that there are some issues such as irreverent contents, speech rate and vocabulary that can be problems for employing the existing podcasts to EFL students. However, in order to find a podcast which appropriates for EFL students' levels and needs, creating a self-developed podcast can solve this

problem. Yaman (2016) states that creating a self-developed podcast enhances a sense of learning by doing which identified as constructivism. It allows students and teachers to record and listen to themselves repeatedly as needed (Swain and Lapkin, 1995) and they also have more time to rehearse and check contents and pronunciation of themselves which can increase their confidence in speaking skills. Consequently, the present study will employ self-developed podcasts as listening texts for EFL students and also enhance them to create their own podcasts for developing their listening skills.

According to the portability of mobile devices, it motivates students to learn one of their own paces anywhere and anytime (Martin, McGill, and Sudweeks, 2013). Mobile devices do not limit learning only in the classroom, students can learn and practice by themselves outside the class. Scanlon, Jones, and Waycott (2005) propose that personal ownership of mobile devices also affects psychological dimensions which makes students value the informal way of learning with a podcast. Students would learn more from the informality way to academic learning through mobile devices (Sharples, 2000) because there is no monitor of a teacher to pressure students. Therefore, integrating podcasts through mobile devices can motivate students to listen independently and support them to practice listening anywhere and anytime.

According to the review of research studies on podcasts and listening skills, there are very few research studies conducted in Thailand context. Since the podcast is claimed to be the most effective tool for enhancing EFL students' listening skills (Read and Kukulska-Hulme, 2015), it could bring the students from an informal learning environment to an academic context. Moreover, the results of the need analysis on problems in learning English and needs for the use of the technology of Suranaree

University of Technology student reveals that very few of the students know and have used podcasts in language learning. Therefore, the present study aimed to employ a self-developed podcast, which developed by the researcher, to access on mobile devices in an informal online learning context as a challenge for the present study in investigating the effects of accessing the podcast through mobile devices for enhancing students listening comprehension in the informal online learning context.

1.4 Purposes of the Study

The main purposes of the study are as follow:

- 1.4.1 To develop Mobile Podcast on listening comprehension of SUT students;
- 1.4.2 To investigate the effects of Mobile Podcast on listening comprehension of SUT students;
- 1.4.3 To examine the SUT students' opinions towards the use of Mobile Podcast on listening comprehension

1.5 Research Questions

The research is designed to answer the following questions:

- 1.5.1 What are the elements of Mobile Podcast on listening comprehension in SUT students?
- 1.5.2 How does Mobile Podcast have any effects in SUT students' listening comprehension?

1.5.3 What are the SUT students' opinions towards the use of Mobile Podcast on listening comprehension?

1.6 Significances of the Study

The significances of the present study on effects of Mobile Podcast on listening comprehension in Thai EFL university students were detailed as follows:

1.The present study could help SUT students to enhance their listening comprehension skills through the use of Mobile Podcast. The students would have more time to practice listening outside the classroom anywhere and anytime. Moreover, the Mobile Podcast would reinforce students about self-regulation to regulate and direct their own pace when, where and how to listen and learning by themselves. With the variety of topics provided in the Mobile Podcast, the student would have many choices to choose what to listen to. Furthermore, the Mobile Podcast also provided more opportunities for the students to listen and expose to listening texts in form of Mobile Podcast, improve their listening skills, get familiar with spoken language, and effectively communicate in daily and career life.

2.The elements of Mobile Podcast website developed in the present study could be a guideline or examples for teachers who interested in implementing technological tools such as podcast and mobile devices to their language class. As the Mobile Podcast of the present study was a self-developed podcast which developed by the researcher, it could reduce listening text's budget because it was very cheap to develop and it also

motivate teachers and students both of language skills (listening and speaking) and technological competence which is the most important required in the 21st century.

3.The lesson plan, listening activities in Mobile Podcast units and summarizing podcast assignment of the present study could also be an example of informal online learning for teachers who interested in online learning and mobile learning. Moreover, the listening activities also allowed students to integrate a sense of informality to formal learning in other fields of work as it encouraged students to learn with free and relax environment to formal online learning.

4.The results from this study, both strengths and weaknesses could suggest teachers, researchers or people who interested in this field of study to apply the design of the Mobile Podcast into their classroom context. The students' opinions and suggestions could also be guidance for teachers who want to integrate this kind of listening texts in teaching listening.

5.The results from this study could be a guide for designing a curriculum on enhancing listening skills for EFL students. Since the present study conducted the Mobile Podcast, there were lesson plans, elements of Mobile Podcast and steps of development for teachers to integrate and implement these elements to use in the course and curriculum design on listening skills.

1.7 Definitions of Key terms

In this present study, the following key terms are defined:

Authentic listening text refers to audio, recording files or video of discourse or conversation which is created by native speakers.

Formal learning refers to a learning normally takes place in school or classroom by having teachers or educators to support and direct learning paces of students.

Google Forms refers to a free online platform provided from Google which can be created in many forms such as questionnaires, tests, and quiz. The forms can be attached or sent to people through a URL or link format. After the forms are completed, the results will be collected and notified to the creator via e-mail.

Graded listening text refers to audio or recording files or videos of discourse or conversation adapted to be slower and involved control of the rate of speech, content, and articulation to be easier than authentic text.

Informal Online Learning refers to a learning environment that enhances students to regulate their learning paces flexibly outside the classroom and dynamically allows students to find their own solution to solve problems through the accessing of the internet.

Listening Comprehension refers to an ability of understanding spoken language in terms of certain information such as people's names, dates, certain facts and events such as location, situations, context, etc., and main ideas or conclusions.

Mobile 2.0 refers to a learning platform that allows students to access Web 2.0 in learning, collaborating, and communicating through smartphones and mobile devices.

Mobile Podcast refers to online courseware where audio files (MP3 or MP4) are contributed on web 2.0 frequently via the accessing of the internet through mobile

devices to listen online or download and listening activity and assignments are also provided for students to assess their understanding after listening to podcast audios.

Mobile Podcast Episode refers to each episode which is launched three episodes a week by each episode composes of podcast audios and listening activities.

Mobile Podcast Website refers to a website of Mobile Podcast developed on Web 2.0 technology which consists of six menus which are homepage, registration, course objective, Mobile Podcast units, summarizing podcast, and communication channel.

Mobile Podcast Units refers to the collection of Mobile Podcast episodes

NaturalReader refers to a kind of Text to Speech software that can work offline and online to create sounds from texts. Various sounds of men and women in different accents, languages and speech rates provided in this program.

Platform refers to hardware and software used to base upon other applications or technologies to process.

Podcast refers to Web 2.0 platform where audio files (MP3 or MP4) are contributed on web 2.0 frequently via the accessing of the internet to listen online or download to listen offline anytime and anytime.

Podcast Audio refers to an MP3 file created by the researcher as a listening text which is published to podcast website for students to listen.

Summarizing Podcast refers to the pair assignment which aimed to assess students' listening comprehension by asking them to summarize main ideas, and certain information such as people's names, dates, certain facts and events such as location,

situations, and context and recording summary through a recorder before submitting to the Mobile Podcast website.

Web 2.0 refers to the World Wide Web (WWW) platform which consists of features of social networking (O'Reilly, 2005) which allows users to create their own websites, share contents, and collaborate work with people across the world via the internet connection.

WordPress refers to a free and open-source web builder program that provides many features to customize by dragging and dropping menus to the website and it is claimed to be the most appropriate web builder for a podcast.

In conclusion, this chapter shows the statement of the problems, rationale of the study, research objectives, research questions, significances of the study and the definitions of key terms. The present study aims to develop Mobile Podcast for enhancing the listening comprehension of SUT students, thus, the following chapter will present the reviews of literature and relevant research studies that provide frameworks and supports for the present study to rely on.

CHAPTER 2

LITERATURE REVIEW

This chapter presents reviews of literature related to listening comprehension, listening comprehension instruction for EFL students, Mobile Podcast, and theoretical frameworks. The first part talked about the theoretical frameworks employed in the present study which were constructivism, informal online learning and podcasting and language study. In the second part, listening comprehension was about various definitions of listening, listening processes, listening models, listening difficulties and listening practices. The third part discussed the implementation of website technologies in language learning. The fourth part introduced Mobile Podcast – technological tools used for enhancing listening comprehension. Finally, previous studies of Mobile Podcast and listening comprehension would be discussed in the fifth part.

2.1 Theoretical Frameworks on the Present Study

A podcast is one of the effective tools which can enhance listening skills (Kavaliauskiene, 2008, Kim, 2013, Naidionova and Ponomarenko, 2018) and also widely used in higher education (Rosell-Aguilar, 2007 and McGarr, 2009). Especially, EFL students who need more time of exposure to spoken language or listening inputs in order to be able to construct new knowledge through repetition of listening. Since the podcast allows EFL students to listen to contents repeatedly, students also can

playback or pause the podcast when they get lost from their tracks. By exposing to new listening texts and listen repeatedly, EFL students have more chances to acquire and learn the target language. As the present study aimed to employ Mobile Podcast as a learning tool to enhance EFL student's listening comprehension, it was very important to have theoretical frameworks for backing up the present study's plan. Therefore, the theoretical frameworks employed to support the present study were constructivism theory, informal online learning, and podcasting and language studies.

2.1.1 Constructivism

A constructivism theory normally focuses on how people learn. Since the perspective of transforming information was rejected by many scholars in the educational field, a process of learning and receiving the information has been emphasized controversially (Harasim, 2017). According to cognitive theory, human constructs knowledge through living their life and past experiences. If new things match with formal knowledge, understanding will take place. On the other hand, if the new does not work properly with formal knowledge, a human will alternative way to solve the problem by questioning and discussing with others in order to crack the unknown to become exist understanding in mind (Rost, 2016). This is how humans construct new knowledge actively.

Jean Piaget, one of the most famous constructivist in learning and teaching, believed that acquiring new knowledge processes within a person through different phases of age from naïve to adulthood – Cognitive constructivism. The cognitive constructivism of Piaget's perspective is an internal process that develops and constructs new knowledge though experiencing and interacting with the external world.

There are three stages of a cognitive constructivist theory constructed inside the human mind of Piaget (1952 cited in McLeod, 2018) See in figure 2.1:

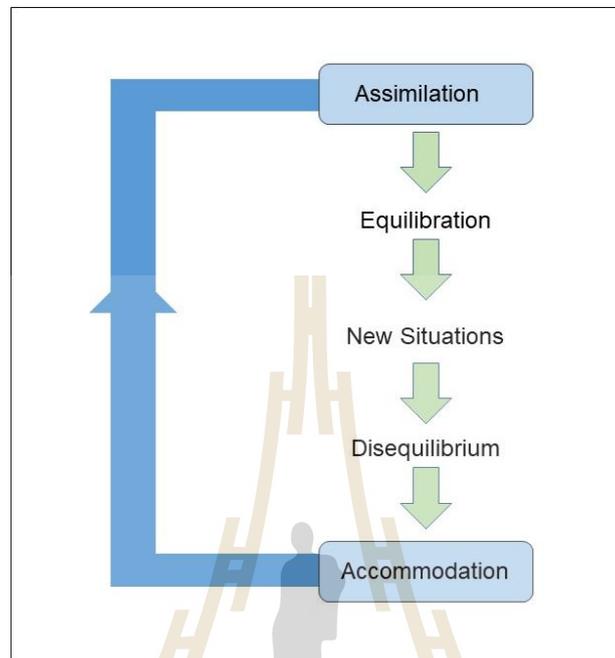


Figure 2.1 Piaget's Three Stages of Cognitive Constructivist Theory

(McLeod, 2018)

Assimilation – takes when place students encounter new things and try to make sense, modify or transfer to the pre-existing structure. If the new is not assimilated, this stage is called “disequilibrium”, it is a sign to students that they need to reconstruct the schemes.

Accommodation – occurs when students encounter new things but do not meet the expectation, so restructuring needs to be employed in order to fit the new with the existing structure.

Equilibration – is a process when students have finished reconstructing new things to fit with the pre-existing structure which means that new knowledge has already constructed in students' cognitive structure.

The three stages of cognitive constructivism theory had been adopted as the backup framework of the present study due to the researcher believed that students could not receive or transfer new knowledge from teachers' speech or listening texts. On the other hand, the students themselves constructed new knowledge from the active interacting of previous knowledge, experiences, and spoken language in the external world. In order to construct new knowledge, Piaget proposed three processes of cognitive constructivism which were assimilation, accommodation, and equilibration (Profkelly, 2012). The assimilation process occurs when students learn something and new knowledge can fit with the existing schemata. On the other hand, students would create a new box of a schema to give a meaning of new knowledge and contain the new knowledge if new information could not fit with the existing schemas. This process is called accommodation. However, encountering new various information could frustrate students and disequilibrate their cognitive process. Giving affirmation and reinforcement from teachers could build up students' confidence and make their cognitive process turn to equilibrium position or equilibration process.

Moreover, Jerome Bruner, one of the scholars who stands on the same side of this concept, supported that it is very important to provide students an opportunity to experience and expose to the environment that leads them to problem-solving. The role of the teacher changed to be an instructor or facilitator in order to help and suggest students some guidance to complete their new knowledge construction. Moreover,

Applefield, Huber, and Moallem (2001) suggested that a constructivist learning environment should be a real-world context that allows students to use various resources and materials in order to construct new knowledge through the guidance of teachers and problem-solving activities. Therefore, letting students face and find their own solutions can assist them to construct their own knowledge based on their current and prior background, also known as Discovery Approach (Culatta, 2015).

In conclusion, the present study would employ the two aspects of cognitive constructivism of Piaget and Bruner as the backup framework of the learning theory. The researcher would design a learning activity that provides students a sufficiency of learning exposure in a real-world context, allows them to learn, solve problems, and construct themselves new knowledge together with the assistance of teachers' guidance and suggestions.

2.1.2 Informal Online Learning

Online learning stands under the umbrella term of constructivist learning context and technology. In the present study, it referred to a learning environment that enhanced and supported students to generate content, discussion, and working projects in the virtual world. To define a definition of online learning clearly, a clear picture of the theoretical and epistemological (nature of learning) need to be set first. According to Harasim (2002), he proposed three types of online learning: collaborativism aka online collaborative learning (OCL), online distance education (ODE) and online courseware (OC). The characteristics of the three types of online learning are shown in Table 2.1.

Table 2.1 Three Types of Online Learning (Harasim, 2017, p.118)

Collaborativism or Online Collaborative Learning (OCL)	Online Distance Education (ODE)	Online Courseware (OC)
• Online discourse	• Online delivery	• Online content + quiz
• Group Learning	• Individual learning	• Individualized learning
• Instructure led	• Tutor support	• Computer assessment
• Asynchronous	• Asynchronous	• Asynchronous
• Place independence	• Place independence	• Place independence
• Text-based discussion	• Text-based assignments	• Video-based lecture
• Internet-mediated discourse	• Internet-mediated delivery	• Internet-mediated presentation

According to the main listening material of the present study is Mobile Podcast which was a website platform where podcast episodes were contributed through the connection of internet and presented online for students to listen by themselves anywhere and anytime (Sakamura and Koshizuka, 2005), the most appropriate online learning types of Harasim (2017) was the online courseware (OC). Because OC emphasized on individualized learning through an online platform (internet-mediated presentation) which delivered online contents and assessments (exercise, quiz, assignment) and media base lecture for students to learn on their own paces anywhere (place independence) and anytime (asynchronous), it could accommodate students to listen to podcasts on their paces independently. With the providing of online assessment, OC allowed students to access their understanding of listening contents through the quiz, exercises, and assignments on mobile devices immediately after finish listening to podcasts.

However, as the interaction between students and teachers is the key term of constructivism (Anderson, 2011). Thus, providing a communicational channel (Harasim, 2017) would increase more interactional opportunities among students and students to teachers in moving to further levels of learning. Therefore, the researcher

aimed to add the communicational channel for students to communicate, ask, and share ideas in order to receive some feedback and suggestions from one another.

Informal Online Learning is another choice of online learning environment when learning is a daily unstructured or organized process (Merriam, Caffarella and Baumgartner, 2007) which dynamically allows students to find their own solutions to solve problems through the accessing the internet (Holland, 2019). Informal learning is when learning takes place outside the usual learning environment (Rosell-Aquilar, 2007) by it happens intentionally or accidentally embedded in every learning life (Naismith, Lonsdale, Vavoula, and Sharples, 2005). Informal learning aligns with heutagogy which can identify as constructivism theory. Hase and Kenyon (2000) propose a heutagogy as self-directed learning which emphasizes on the capability of a student in the learning process through website technologies (Blaschke, 2012). Under the providing resources of content and information of teachers, students can design and direct their leaning paces beyond the classroom limitation.

Since technology such as the internet, mobile devices, and social communication has played an important role in online education, learning only inside a classroom seem to be not a limitation of online learning. A Mobile Podcast, which is one of the Web 2.0 technology platforms, is normally employed outside classrooms to enhance listening skills and allow students to regulate their learning anywhere and anytime of learning (Sakamura and Koshizuka, 2005). Moreover, increasing times on listening practices, which was not enough in the classroom, through informal online learning could bring a sense of informal to academic learning. By employing this Mobile Podcast, it could be a good solution to solve EFL students' listening problems.

Therefore, the present study would employ the framework of online courseware of Harasim (2002) in the informal online learning context (Merriam, Caffarella and Baumgartner, 2007, Holland, 2019) as the backed-up framework of learning model by creating a Mobile Podcast website as a courseware containing Mobile Podcast listening units, and other features to accommodate students to listen to Mobile Podcast online and offline. Exercises inside the Mobile Podcast would be designed for enhancing students to construct new knowledge on their own paces while assignments would provide the students more chances to summarize and interact with one another to achieve the tasks anywhere and anytime as much as their hearts pretend.

2.1.3 Podcast and Language Study

Podcast has capitalized on authentic and graded materials and promoted listening comprehension (McBride, 2009; McQuillan, 2006; Schimdt, 2008; and Sze, 2006). As podcast provides comprehensible input, be meaningful, and promotes target language, it is fit with the way of how language is learned (Rosell-Aguilar, 2007). To employ podcasts into language learning, there are two parties of podcasting for teachers to take account of in choosing the most appropriate once which to fit in a particular context. Rosell-Aguilar (2007) proposes a taxonomy of uses of podcasting for language learning as follows:

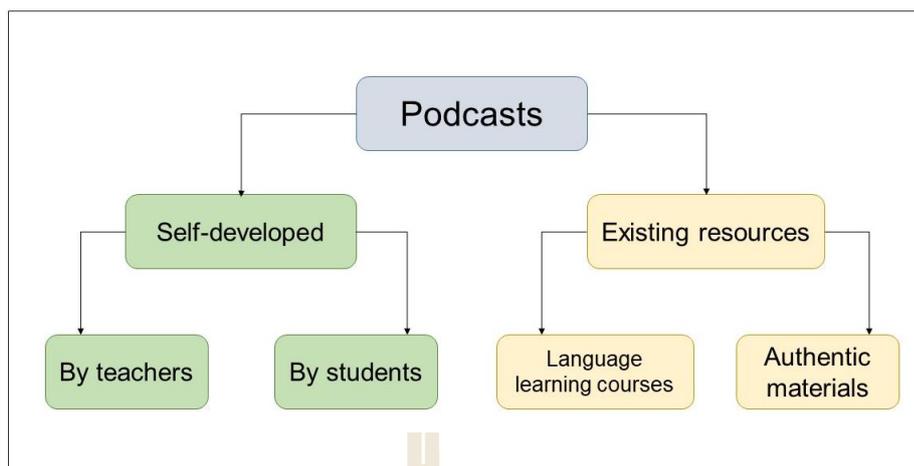


Figure 2.2 Taxonomy of uses of podcasting for language learning of Rosell-Aguilar (2007, p.476)

According to the figure 2.2, podcasting can be divided into two parties which are self-developed podcasts and existing resource podcasts. Due to the fact that the existing resource podcast normally available on the internet, however, not all podcasts are equally created (Nurmukhamedov and Sadler, 2011). In addition, some of the issues such as irreverent contents, speech rate and vocabulary (Chen, 2016) can be problems for employing the existing podcasts. Moreover, because of copyright, this kind of podcast cannot be edited or modified in order to serve the needs of students in the EFL context. On the other hand, employing self-developed podcasts can decrease these problems and also increase opportunities for developing listening skills for both students and teachers. Therefore, the present study aims to employ self-developed podcast as the listening material to enhance listening comprehension in EFL students.

Since producing a podcast is inexpensive and requires only devices that have the capability of recording and playing MP3 files, a self-developed podcast can serve both ways in enhancing and motivating students to practice listening. Creating a self-

developed podcast enhances a sense of learning by doing which identified as constructivism (Yaman, 2016). It allows students to record and listen to themselves repeatedly as needed (Swain and Lapkin, 1995) and they also have more times to rehearse and check contents and pronunciation of themselves which can increase their confidence in speaking skills. Rosell-Aguilar (2015) suggests that by allowing students to create their own podcasts, a teacher should take consideration of an adequate length of podcasts and mediums of the podcast (mobile devices) which should be portable and supports every time learning.

In summary, the present study aims to employ self-developed podcast as a basic framework of podcasting and tools which use to integrate and enhance students' listening comprehension. Both teacher-developed and student-developed podcasts will be emphasized as learning tools and assignments which enhance students to interactively construct new knowledge through creating the self-developed podcast. Therefore, integrating this kind of podcasting activities with portable mobile devices, especially smartphones, can primarily be assumed that Mobile Podcast can enhance EFL students to learn and practice listening skills in informal learning context effectively.

2.2 Listening Comprehension

Listening plays the most vital role in daily life due to the frequency of use. According to Celce-Murcia (2001), people spend time on listening, which is used the most in daily language use, 45 percent, speaking 30 percent, reading 16 percent, and writing 9 percent. In the EFL context, listening is basically the most important skill in

second language acquisition (Nunan, 1997) as EFL students need efficient input from spoken language before producing a target language. Nevertheless, in order to produce the target language proficiently, listeners have to comprehend messages from the inputs effectively and exposure to sufficiency spoken languages. Therefore, input from spoken language is the primary source of sound which EFL listeners can easily receive by hearing and listening.

Generally, hearing is the primary receptive system that receives and converses sounds occurring around a listener continuously while listening is the second system that temporarily works. Hearing and listening are very similar to each other because the conversion process happens inside the inner ears and the brain. However, both of them can be distinguished from each other depends on the intention (Rost, 2002), consciousness (Roth, 2012), and desire to understand of listeners (Kriegel, 2013).

Rost (2002) explained the differences between hearing and listening that to hear is a basic physical system which receives sound's vibration through ears and proceeds without any intention. In other words, a listener would only hear the sounds but cannot understand the message which the speaker tries to convey because there is no intention to process on what a speaker says consciously. On the other hand, if the listener has more intention in listening to the sounds, the listening process would work consciously making meaning takes place in the listening process, it is called listening. Therefore, the difference which distinguishes hearing to listening is the degrees of intention the listener has in listening to sounds (Roth, 2012).

Although listening is a vital ability that mostly employed in daily conversation and helps listeners understanding messages in communication, however, it is the skill

which generally ignored in language classes. Because listening seems to be a passive skill which cannot be observed directly, it is usually assumed by teachers that students would automatically acquire by themselves like breathing (Thomas and Dyer, 2007). To raise the importance of teaching listening and emphasize on the listening process, Aponte-de-Hanna (2012) suggests that well planning of listening strategies and continuous of practicing listening should be emphasized in a language class. According to the advice, the present study desires to inform language teachers about the actual and precise meaning of the listening and listening process. Therefore, the following section will discuss definitions of listening from various perspectives.

2.2.1 Definition of Listening Comprehension

Listening Comprehension is a complex and invisible process that happens inside a human brain. With a large complicated process and unobservable outcome, there are many different perspectives and definitions of listening defined by scholars. There are two main perspectives of listening which conceptualizes about its process and manner of the listener. One believes that listening is a passive skill, while the other one regards that listening is an active skill.

Anderson and Lynch (1988) believe that listening is a passive activity when it takes place. In their perspective, listeners are viewed as a “tape-recorder” who remember and understand exactly in what they heard. In other words, the listeners do not have to be active while they are listening to because only grammatical and lexical knowledge possessed in their heads or what is called “bottom-up process”, will make them understand messages.

Similar to Nunan (1999), who also categorized listening as a passive skill which views learners as a “sponge” absorbing the language furnished by speakers or listening texts. Supported by Nunan’s (1990) perspective of how listening processes, it explains that “...we segment the stream of speech into its constituent sounds, link these together to form words, chain the words together to form clauses and sentences, and so on. This view is known as the ‘bottom-up’ approach to listening” (p. 7). In other words, listening in Nunan’s view is the passive process in which a listener has to combine the smallest units into a bigger component in order to understand spoken language.

From the perspectives mentioned previously, it can be seen that listening is a skill that passively works. In regards, there is no engagement with other components; thereby, listening in the aspect of Anderson and Lynch (1988) and Nunan (1990, 1999) relies only on linguistic features that work linearly in terms of a procession. Contrary to this perspective, the other concept of listening, which believes that listening is not a passive process but works actively and harmoniously with other components, is an active listening process.

Vandergrift (1999) rejects the belief of listening as the passive skill and proposes that listening is a complex active skill that requires listeners to identify sounds, vocabulary, stress, and intonation, then attempt to retain all components received from spoken language and immediately interpret meaning through utterance synchronously with background knowledge. This model of listening needs good cooperation of linguistic and schematic knowledge, or it is called bottom-up and top-down process, and also good mental of listeners. Consequently, listening is hard work.

Similar to Rost (2002) who defines listening as an active process when listeners interpret what they hear and what they know interactively. The process of listening which defined by Rost have four stages of orientation: (1) receptive orientation (listeners receive speaker's sound); (2) constructive orientation (listeners construct and represent meaning of sounds); (3) collaborative orientation (listeners negotiate meaning with the speaker and respond to); and, (4) transformative orientation (listeners create meaning through involvement, imagination, and empathy).

In this study, listening will be defined as an active process that requires both linguistic and background knowledge together with an integrating of four stages of orientation (Rost, 2002) to proceed interactively of making meaning of received sounds. Due to the definition of listening stated, still, a process of which operated inside human is unclear demonstrated; therefore, the next part will describe about the listening process.

2.2.2 Listening Comprehension Processes

Listening is usually seen as a Cinderella skill (Flowerdew and Miller, 2005) or receptive skill due to it has been seen as a less active skill in spending time on development. In fact, listening is one of the most active skills which works inside a human brain vigorously, thus, it is very difficult to explain a complicated cognitive process. As listening has a very complex process, one model which can describe the procession on how the listening process works is an Information Processing (IP) model.

The IP model was developed to explain how human process language in communication which relevant to input, processing, and output. In order that human has limited capacity in processing incoming information, especially in listening skills –

the skills that require an interlocutor to receive sounds, immediately interpret information, and produce output spontaneously, high levels of attention are needed to deal with the complexity of working process because it can take place only one at a time. Anderson (1985) mentioned that there are three stages related to IP in listening skills: perception, parsing, and utilization.

For a reason that the IP is extremely difficult to define, it is demonstrated a cognitive development of the listening process in forms of computer processing which is explained by Maley (1983) (see Figure 2.3). In a real-world conversation, input that a listener will receive is not only from verbal information, much non-verbal information such as facial expression, gestures, tone, etc. also play important roles in communication. Thus, a listener has to decode what received from input by selecting significant elements at phonological, syntactical and lexical levels. However, not all elements will be memorized, only some parts which will be committed to short-term memory which lasts 15-30 seconds.

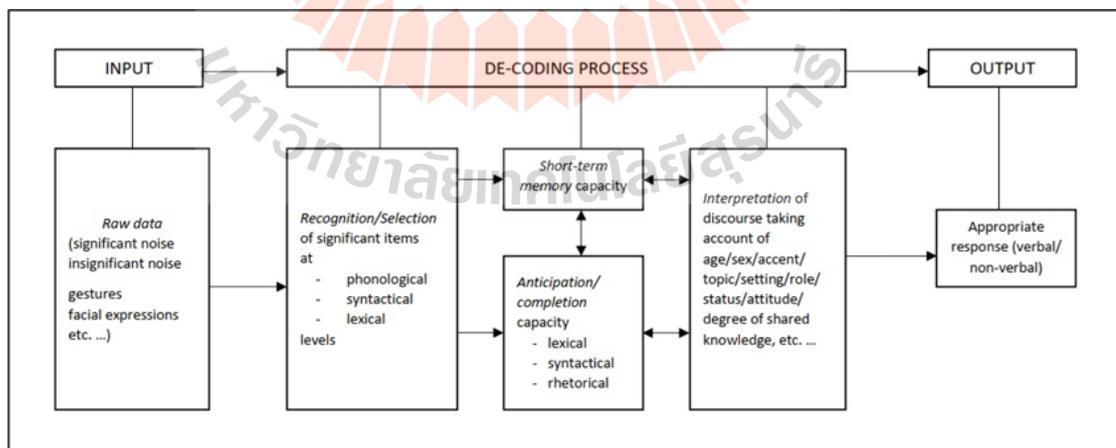


Figure 2.3 Model of Maley (1983 cited in Lynch. An Information Processing, 2009)

Linguistic knowledge or Formal Schemata is called on to anticipate the capacity of lexicon, syntax, and rhetoric in order to complete and predict what the next utterance will be spoken. After activating the Formal schemata, the listener needs to call upon background knowledge or Content schemata to interpret the discourse of the speaker by taking account of a topic, setting, role, degree of shared knowledge and so on. If those elements are closed enough to the background knowledge of the listener, comprehension will take place. Finally, appropriate output or new messages will be formed and delivered.

According to the IP model of Maley (1983), he classifies the listening process in terms of input, processing, and output as selecting, anticipating and interpreting respectively. From this concept, it also reflects and shares the common theme of the Three stages concept of Anderson that selecting refers to perception of important phonological, syntactical, and lexical elements (short-term memory), anticipating means to parsing sentence forms in order to predict upcoming linguistics elements, and interpreting relates to utilizing when a listener interprets messages and be ready to form appropriate responses or answers.

Therefore, the present study will rely on the concept of Information Processing to describe the listening process which emphasized on perception (input), parsing (processing), and utilization (output). However, it still has been controversial issues whether listening comprehension employs linguistic knowledge (Formal Schemata) or background knowledge (Content Schemata) or both ways to function in a human's brain nowadays. Thus, the researcher wants to provide crucial models of

listening comprehension in order to demonstrate more detailed and precise procedures of the listening process in the following part.

2.2.3 Models of Listening Comprehension

In this section, three widely known models of listening comprehension which are Bottom-up, Top-down, and Interactive model are reviewed as follow:

2.2.3.1 Bottom-up Model

A Bottom-up model is completely reversed to a Top-down model as a listener starts to work with a listening text itself (Johnson, 2001). The Bottom-up model is a traditional process when a listener works on a serial of basic linguistic knowledge hierarchically from sounds to phrases (Flowerdew and Miller, 2005). It begins with encoding sounds from a speaker and then interpreting meaning inside the brain (Richards, 2008). Small acoustic units will be crafted to words, words to sentences, and sentences to phrases. By the role of listener, relationships of all linguistic elements will be established in order to get the meaning and understand a listening text. Therefore, Bottom-up model is usually employed when a listener encounters with unfamiliar words and have no clues or background knowledge because analyzing language from small units can provide a listener to figure out a big theme of particular topics which is listening to. However, as a listener is responsible to give a meaning of sounds by oneself, the whole part of the interpreted message may rely on a listener's prior background.

2.2.3.2 Top-down Model

Listening by the mean of Top-down model, a listener starts to construct meaning with prior knowledge of oneself (Johnson, 2001). In the process of Top-down, comprehension is processed when a listener initiates listening texts from one own meaning. This phenomenon works together with the listener's prior knowledge, ideas, information and expectation as a primary source to interpret the meaning of the listening text. When encountering unfamiliar topics, the listener will motivate themselves by asking themselves questions. This stage is to activate the cognitive process in order to find appropriate strategies to deal with the task. In this process, the listener may ask themselves which strategies that supposed to be used. Richards (2008) concludes that having background knowledge which matches with a topic in the listening text can benefit the listener to make use of Top-down process to understand and comprehend listening texts.

2.2.3.3 Interactive Model

Interactive model in listening is a combination of Bottom-up and Top-down process which works together interactively. McNeil (2011) mentioned that both Bottom-up (data-driven) and Top-down (concept-driven) are efficient tools that lead a listener to comprehension. However, selecting listening strategies to deal with a task depends on background knowledge of the listener whether it carries some similar components that close enough to the task. Similar to Richard (2008) the combination of Bottom-up and Top-down model collaboratively occur depends on the degrees of the familiarity of topic and context. If the prior knowledge of the listener can match with the spoken language, the Top-down process is required to use. On the other hand, if the listener has no background knowledge about what one is listening to, the Bottom-up

process will be employed to deal with the listening text from small units. In other words, the more the listener knows or share the background knowledge with the speakers, the less s/he has to process linguistic units. Richards (2008) also claims that there are many research studies which mention that both of Bottom-up and Top-down process working simultaneously effectively support listening comprehension.

Moreover, according to Pauk and Owens (2013) who mentioned that there are three characteristics of a listener who seems to effectively make use of the interactive model in listening to spoken language. The three characters are known as the Triple 'A' which are attitude, attention, and adjustment. Firstly, the listeners should be opened to listen to every spoken language of the speaker by trying to understand the ideas of the speaker. Secondly, the listener should concentrate or allow themselves to attend all of the utterances of the speaker (Bottom-up) because some ideas can be lost from memory (short-term memory). The last, the listener should be able to adjust the listening process when to employ the Bottom-up or Top-down model. The flexibility of calling on each listening model should be available for any kind of incoming utterance.

Thereby, the Interactive model will be employed as a listening model of the present study. Due to an individual difference in linguistic and background knowledge of EFL students, teaching students a great solution of dealing with listening texts by using both of Bottom-up and Top-down process to work interactively will create successfully a good comprehension. Moreover, applying this model to other fields can also benefit students to handle listening and reading tasks effectively. Nonetheless, in daily communication, listening to spoken language produced by native

speakers efficiently is very difficult for EFL students because there are very few familiarities of linguistic knowledge and low opportunity of exposure to the appropriate spoken language (Suetrong, 2013). Thus, the following section discusses difficulties that may have effects on EFL students in listening comprehension.

2.2.4 Listening Comprehension Difficulties

The fact that listening is an active process, which requires linguistic and background knowledge to function interactively, and can support EFL students to comprehend spoken language and listening texts efficiently. By a means of listening, EFL students normally encounter many difficulties while listening to spoken languages such as quality of recorded material, cultural differences, accent, unfamiliar vocabulary, and length and speed of listening. Moreover, Bloomfield, Wayland, Rhoades, Blodgett, Linck, and Ross (2011) claim that speaker accents, hesitations and pauses, noise and distortion, speech rate, and length are features of listening input that have effects on the comprehension of EFL students. Thus, these mentioned factors play a great impact on the listening process by causing problems in perception, comprehension, integration, and response to the spoken language.

The present study would like to take an account to the overlapped surface features from both schools which are accents, rate of speech, and vocabulary. These obstacles which normally affect to listening abilities of ESL students will be discussed as follows:

2.2.3.4 Accents

The accent of speakers is one factor mentioned and debated crucially that has major influences in the listening comprehension of EFL students. As English has been used across the world in the role of international language, there are many English accents depending on geological factors which cause difficulties to EFL students. Native English accents (American and British accents) have been commonly used in commercial book series, and some research studies support that native English accents are favored by EFL students and enhance listening comprehension ability (Tara, Yanagisawa and Oshima, 2010). Due to the fact that people always understand English easily when encountering with a familiar accent than a different one (Matsuura, Chiba, Mahoney and Rilling, 2014), while Harding (2012), Moinzadeh, Rezaei, and Dezhara, (2012) support that for non-native English accents which shared L1 of ESL students is more comprehensible and facilitated than the native ones.

However, there are several research studies suggesting to use a variety of English accents to enhance ESL students' listening comprehension (Cheng, 2018; Hu and Liao, 2016; Yildiz, 2017). Even in an IELTS, the most popular English language proficiency test provides ten accents in listening parts. Thereby, both of native and non-native English accents will be used in this study. Because in reality, EFL students have no chance to choose the familiar accent to listen to when they have to speak with foreigners in daily conversation; therefore, getting familiar with various English accents can advance students to deal with difficulties of different accents in listening comprehension.

2.2.3.5 Rate of Speech

A rate of speech is an uncontrollable factor that EFL students normally expose in a conversation, thus it is the biggest difficulty in understanding the English spoken language (Cubalit, 2016). In a daily conversation, perceiving and responding between listeners and speakers need to work spontaneously for effective communication. It is more difficult for EFL students since there is no time to process what they are listening to. Overload incoming input can overwhelm students and some information can be missed out because of the fast speech rate. Thus, Rost (2016) summarizes that the faster speech rate is perceived, the worse comprehension processes in one's listening.

By the mean of speech, the rate is commonly known as Word per Minute (WPM) which measured by total words divided by numbers of a minute. In order to be precise on the speech rate which is appropriate for EFL students to comprehend spoken language, Tauroza and Allison (1990) have mentioned about an average speech rate in English conversation. The speech rate is categorized into four types which are radio (150-170 wpm), lecture (125-160 wpm), interview (160-210 wpm), and normal speech (130-220 wpm). Thus, the present study will employ the average speech rate adapting in listening comprehension as McBride (2011) suggests. Otherwise, an uncontrollable speech rate can attribute listening's difficulty of EFL students to other factors.

2.2.3.6 Vocabulary

According to Wilkin's (1972, pp. 111-112) famous quote about the importance of vocabulary that "without grammar little things can be conveyed, but

without vocabulary, nothing can be conveyed”, thus vocabulary is one of the key roles for successful listening comprehension (Stæhr, 2009). Bonk (2000) claims that EFL students need to own at least 90 percent of lexical familiarity covers in listening text for successful comprehension. In other words, the more breadth of vocabulary knowledge students possess, the more opportunities they can comprehend listening text. Thus, Stæhr, 2009 suggests that students need to know at least 5,000-word families in spoken discourse in order to be successful in listening comprehension.

However, it is impossible for EFL students to cope with all words in the listening text. Therefore, possessing a depth of vocabulary knowledge, which defined by Nation (1990) as knowing the form, position, meaning, and function of words in different contexts, can help EFL students to deal with heavy comprehension loads and probe all aspects of giving word in the listening text (Teng, 2014). To conclude, the present study will emphasize on both of breadth and depth of vocabulary knowledge to enhance EFL students’ listening comprehension as one is the strongest meaning predictor (Wang and Treffers-Daller, 2017) and one furnishes depth word’s pronunciation, function, and meaning in particular contexts effectively (Teng, 2014). Therefore, providing vocabulary introduction before starting listening can support students to understand spoken language more.

In conclusion, due to the fact that the present study focuses on listening comprehension in EFL students, the researcher needs to conclude all issues which mentioned listening comprehension in order to specify the points which will be used in the present study. Listening comprehension, in this study, will be referred to as an active process of constructive meaning which employs new information, given

information, linguistic knowledge, and background knowledge to function interactively. The difficulties of listening which are accents, rate of speech, and vocabulary, will be taken into consideration by the researcher in selecting and designing listening texts employed in the present study in order to prevent these difficulties happening to EFL students.

However, in order to reduce these obstacles in EFL students' listening comprehension and motivate them to eager to practice listening to the English language confidently in the meantime, teachers have to understand the real factors which would create difficulties when students encounter while they are listening. Plus, knowing various types of listening practice and understanding how to utilize listening input with appropriate instruction are also necessary factors for teaching listening effectively. Thereby, the following part will discuss more detail of listening practice for EFL students.

2.2.5 Teaching Designs of Listening Comprehension for EFL Students

Listening has been widely emphasized and taken back to a language class after being ignored and misunderstood by teachers as it is a receptive skill that students can acquire by themselves automatically for ages. Due to listening is a cognitive process which requires linguistic information, contextual clues, and prior knowledge to work interactively (Hedeg, 2000), EFL students need to be introduced to listening instruction or to be taught on how to listen in order to listen to learn the language effectively (Vandergrift, 2004). Thus, enhancing listening practice should be taken into account for the essential listening instruction in order to reduce the cognitive load and listening difficulties of EFL students.

In the field of listening, there are many kinds of listening practice and its instruction will depend on particular types of practicing. To choose the best choice of instruction, teachers should consider on purposes of the listening practice which aims students to achieve. According to Nation and Newton (2009), listening can be classified into two types which are transaction (one-way listening) and interaction (two-way listening). The transactional listening is a traditional way of information transformation, such as announcement and news, through monologue while interactional listening is a vogue way to exchange information as in everyday life conversation through dialogue (Brown, 2001). Thus, Rost (2011) concludes that understanding the main points and details of information while listening is the main principle of both transactional and interactional listening.

However, in the EFL context, it is very difficult for EFL students to catch all words and understand the messages immediately while they are listening. Because EFL students cannot see the script or exact words which receive from speakers, there are some barriers such as stress falls, intonation, and emotion of speakers which can cause misunderstanding of verbal messages. Therefore, listening purposively and providing efficient time on listening practice is very important for EFL students' listening instruction because students will have the goal of what to listen for and also enough time of practicing. According to the Rost (2016), he has classified listening practice into five types which are intensive, selective, interactive, extensive, and autonomous listening. Each of listening practice has differences in learning and activity focus. There is a listening practice that seems to be adaptable to the EFL context, as it focuses on key information which students will listen to speakers purposively, it is called a selective listening.

2.2.5.1 Selective Listening Practice

Brown (2001) gives a definition of the selective listening that a listening which a listener is scanning the listening texts selectively for particular information. Rost (2011) supports that selective listening is a performance when the listener sets a goal to what is listen for, then attends to only certain sounds and information which planned to hear. Vandergrift and Goh (2012) assist that selective listening would help students when encountering with overloaded information, then attending to some parts for specific information is needed. However, Morley (1972 as cited in Rost, 2016) proposes that the only way to develop listening comprehension is to hang around on practicing listening but to reduce time on task, listening purposefully is the solution. Therefore, he proclaims that selective listening is a *sin qua non* which fosters students to practice listening in an academic context which has been one of the most important listening instructions nowadays.

By the meaning of certain information in selective listening, Brown (2001) asserts that a student usually asked to listen for: “people’s names, dates, certain facts and events such as location, situations, context, etc., and main ideas or conclusions” (p. 257). In addition, time, numbers, directions, amounts, comparison and contrast, and facts from actual reading are also suggested to add in listening contents (Morley, 1972). As these kinds of information are normally needed purposed attention in listening selectively, note-taking is a task widely used to collect certain information which already expected in students’ minds. However, Flowerdew and Miller (2010) suggest that teachers should emphasize on preparation for taking note because note-

taking itself does not increase listening ability but strategies in selective listening practice do.

Rost (2016) suggests instruction to develop with selective listening which composed of two major strategies: planning and evaluating. Planning is the stage which aims students to organize their goals and manage their strategies to deal with listening tasks. After finishing the tasks, checking their overall performance whether it committed with the goals, identify the main problems encountered with, and choosing alternative strategies to deal with the tasks one more time or listening again to affirm understanding, these steps are included in the evaluation stage. However, he also emphasizes that the pre-listening stage is the most vital stage of selective listening. Thus, focusing on planning strategies together with pre-set tasks in the pre-listening stage is very important in selective listening for EFL students. Besides providing background information and preparation of goals setting, teachers should instruct students on strategies preparation which would be employed to deal with problems that may encounter in a task such as predicting content, looking for keywords, and asking oneself questions.

2.2.5.2 Three Stages of Listening Activities

As the previous section mentions about the important of pre-listening stage, which used to activate students' listening purposes, background knowledge, and planning before getting to the listening texts, creating listening activities which can motivate students to get involved with listening practice, listening exercise, and receiving feedback is also the standard procedure of teaching listening (Hedge, 2000). The standard listening procedure which usually employed in listening

class composed of three stages: pre-listening, while-listening, and post-listening. Due to this procedure accommodates students to process listening skills systematically and helps teachers to teach and observe students' performance methodically, clarifications of each stage are clarified respectively.

Pre-listening stage: the most important stage for activating students' prior knowledge, providing relevant topic' contents, and introducing vocabulary. Normally, EFL students have limited of linguistics knowledge and common background in particular areas, hence, preparing them to get ready before listening to listening texts can reduce difficulties that may occur. Molavi, and Kuhi (2018) conducted a comparative study on pre-listening tasks and the results reveal that facilitating students by providing relevant content and vocabulary is the most effective task. Therefore, introducing vocabulary which students will encounter in listening texts is also necessary for a pre-listening stage, especially contents words which normally contain more meaning (Field, 2008), because EFL students have limited L2 cognitive process, language knowledge, and background about particular topics. Moreover, Lustick (2010) suggests that providing a list of focus questions that would help students to predict what should extract from a listening text. Supported by Supornsirisin (2007) who has an agreement on using pre-listening questions because they can help students to narrow down the information which planned to listen to and motivate them to listen confidently.

While-listening stage: focuses on comprehension of the main ideas, details, event sequences, or consequences of listening texts. In this stage, students will listen to the listening texts and can do a note-taking to jot down some important

information on paper or in exercises. Ahour, and Bargool (2015) conducted a study on the effect of while-listening tasks and the results showed that note-taking can develop EFL student's listening comprehension. Scrivener (2011) suggests that teachers should design or select the listening texts which not too long. One to two minutes long is enough because longer than this may lead to cognitive load for EFL students to process. Moreover, teachers should play listening texts sufficient numbers of times. If students have little chance of listening to the listening text, it can make students fail to comprehend the listening text and find it difficult to listen. Teachers also should give feedback to students' performance and also guide them when they get to the wrong track because receiving some feedbacks on tasks or exercises can help students to reflect their comprehension and motivate them to complete the task successfully.

Post-listening stage: the stage which aims to assess students' whole comprehension of the listening texts and provide them opportunities to integrate the comprehension to other skills and real-life situations. In this stage, teachers can create activities to check the correctness of students' understanding and implication to other situations such as role-play, problem-solving, and jigsaw listening. Moreover, employing a pair work or group work rather than individually can reduce stress and build up confidence in students (Harmer, 2007). Therefore, providing group activities can encourage students to share ideas and support one another to reach a task's goal.

According to the purposes, characteristics of information, and listening instruction of selective listening practice mentioned previously, this listening practice is very useful and the main goal and for EFL students to be successful in listening comprehension (Vandergrift and Goh, 2012). Especially low selective

proficiency students, who would face many difficulties in listening to the second language, should present the listening instruction in order to practice listen purposively and achieve listening for comprehension in daily life. Moreover, employing the three stages of listening procedure in the listening course would enhance students to practice listening systematically (Ramli, 2018) and help teachers to teach and observe students' performance clearly. Thereby, to employ the three stages of the listening procedure together with the integration of selective practice in all activities would be a good design of listening learning and practice for EFL students.

Besides the listening practice and instruction, listening texts or materials used to support and enhance EFL students are also very important for teachers to take account to. According to Rost (2016), he suggests that understanding real factors that cause difficulties in listening can help teachers to decide to choose authentic or graded listening texts for students. As it cannot be denied that, nowadays, technology is mainly integrated into every part of life. Amir and Kang (2018) propose that using various kinds of technological tools can motivate and develop students' listening comprehension competency. Especially, the internet which has the potential to connect people to a virtual world and online societies which less limitation to explore new information and knowledge. Therefore, taking advantage of technological innovations by using and integrating those into language classes would be wise for students and teachers to get more convenience and effective technological tools to practice listening comprehension.

2.3 Mobile 2.0 Technologies in Language Learning

Currently, the internet has been accessed to connect to social media and search for information through a platform called the World Wide Web (WWW) universally. After two decades, WWW has been established the new generation which is called Web 2.0. It comes with more features of social networking (O'Reilly, 2005) which allows users to create their own websites, share contents, and collaborate work people across the world. Furthermore, Web 2.0 is popularly adopted in language learning which known as Web-based Instruction (WBI) by using the World Wide Web as an instruction medium and resources to create a meaningful learning environment with interactivity, online searches, cross-cultural interaction, and time-independent (Khan, 1997). By implementing features of WBI with various hypermedia resources, Web 2.0 is proper for language teaching and learning (Flannery, 1998; Hsueh, 2011). There is some example of Web 2.0 technologies which have been developed and been popularly used in language learning which are Wiki, blogs, Facebook, File sharing site, and etc. However, since smartphones and mobile devices have more potential in displaying information and access to Web 2.0 as a desktop computer does, this new channel has been mostly visited and played as an important role in the age of mobility convenience indispensably.

2.3.1 Definition of Mobile 2.0

Beyond the popularity of Web 2.0 in language learning, mobile devices namely tablets, MP3 players, especially, smartphone are used as alternative channels to access Web 2.0 besides computer widespread. With the increasing of Web 2.0 technologies accessing via smartphones, these mobile devices have become advanced

tools that benefit students the most in education aspects. Because it can serve students more convenience in dealing with learning activities including reading e-books, participating in online courses, sending homework, watching lectures and so on anywhere and anytime, there is no need to done on a desktop computer in doing such activities. Due to portability qualification, it makes mobile devices are more convenient in usability and become an important part of everyone's life nowadays.

Since a smartphone is a device which has potential in operating systems as computer-like such as access internet, send e-mail, download application, etc., Wale (2006) defined Mobile 2.0 as a using of mobile devices to access web 2.0 technologies and information through the internet connection both Data and Wi-Fi. Wang and Heffernan (2009) claimed a new term "Mobile 2.0" to replace "Web 2.0 on mobile handset" (p.472) and explains that Mobile 2.0 is the "extension of Web 2.0 to mobile devices" (p. 475). As it affords users to access varieties of functions, information, and applications like computer features; Mobile 2.0 has been adopted in a field of language learning known as mobile-learning or m-learning. Language teachers and learners more become information providers and managers in particular courses and also be professional individual users in interactive learning environment (Hsueh, 2011) In addition, Wang and Heffernan (2009) also claim that Mobile 2.0 more emphasizes on user-led which provides users to learn language more individually and also focuses on learner-friendly which provides learners motivation to learn and practice language anywhere and anytime.

Therefore, the present study aims to use the term 'Mobile 2.0' due to the reason that the researcher needs to emphasize on a mobile device, which is a

smartphone, as the main platform of accessing to Web 2.0. Mobile 2.0 is defined as a learning platform that allows students to access the website in learning, collaborating, and communicating through smartphones or mobile devices. With these capabilities, it enables students to learn on their own paces and enhance technical competencies, which is a required skill in the 21st century. Consequently, in present study aims to employ Web 2.0 via mobile devices called Mobile 2.0 as a platform to enhance listening comprehension in EFL students.

2.3.2 Mobile 2.0 Technologies in Listening Comprehension

Since mobile devices such as a smartphone, tablet, and iPad, have a potential in accessing Web 2.0 through a connection of WiFi or Data communications, Mobile 2.0 has become a new channel for language students to access many websites through web browsers which have been one of the most popular features for many accounts on smartphone (Woodcock, Middleton, and Nortcliffe, 2012). Mobile 2.0 is a ubiquitous learning platform that allows students to enter any websites, therefore, they can design what to learn and how to practice their language learning on their own paces anytime and anywhere (Sakamura and Koshizuka, 2005). However, the name between Web 2.0 and Mobile 2.0 is changeable according to a device which is used in a particular time, they are the same platform of accessing to a website through the internet connection.

There are many Mobile 2.0 technologies which widely used as new platforms of language learning nowadays such as YouTube, Facebook, podcast, and etc. These technologies provide students varieties of information, media, and communities which accommodate students to collaborate and share information with others. For example, YouTube – the most visited website next below from Google

(www.Similarweb, 2019), has been used as a supplementary tool in language learning, especially, listening class. Due to it is a website which resources various videos of native language around the world in a variety of contents, Alqahtani (2014) and Medoukali (2015) conducted research studies on listening comprehension by employing videos on YouTube as a research treatment in an experimental group while a control group was given a tradition intervention. Both of the studies revealed that students who treated by watching videos on YouTube have higher development of listening comprehension. On the contrary, Chen (2016) employs the TED talks channel from YouTube as a listening material in a study of listening diaries in EFL students. The study revealed students have a development in listening and writing. However, the speech rate of audio and video and vocabulary are the reported problems. Because these kinds of videos are authentic materials, it is very difficult to control these difficulties.

Facebook also ranks the third place of the most visited website in the world (www.Similarweb, 2019). According to Zuckerberg's declaration about the purposes of Facebook "Give people the power to build community and bring the world closer together" (Chaykowski, 2017), it is designed to be a platform for people to socialize by sharing contents, pictures, or links, communicating, building up communities, even doing marketing and financial. However, in a field of language, Facebook has been widely used in undergraduate students for academic purposes of sharing notes and lectures (Bosch, 2009). Moreover, Roth and Suppasetserree (2016) conducted a study on listening comprehension by employing Facebook as a platform for launching videos. The participants were asked to do summary writings to assess their comprehension. The results revealed that students performed better in the post-test significantly different from the pre-test and also showed that using videos and Facebook is an effective

medium in teaching listening skills. In addition, Read and Kukulska-Hulme (2015) suggest that Facebook can also motivate students in practicing listening comprehension via this kind of social networking platforms.

Besides two of these popular websites mention previously, another Mobile 2.0 technology, which is most popular and widely used for enhancing listening skills in higher education (Rosell-Aguilar, 2007 and McGarr, 2009), is a podcast. On a concept of learning anywhere and anytime (Sakamura and Koshizuka, 2005) of mobile devices, the podcast provides more chances for students to access a podcast and listen to the broadcast online or download to students' device to listen offline. Due to the fact that podcast technology is normally employed in both of computer and mobile devices, especially smartphones, it provides chances for students to listen repeatedly as much as their heart pretend and promote listening skills (Lin and Chen, 2012). Similarly to many research studies reported in literature claim that podcast is the most effective technology to enhance EFL students' listening skills (Read and Kukulska-Hulme, 2015). Therefore, with availability of accessing anywhere and anytime and adaptable portability to any devices, especially mobile phones, of the podcast which is appropriate the most in enhancing students' listening comprehension, the researcher needs to emphasize an implementing of podcast on mobile devices or Mobile 2.0 to the present study and discuss more details about Mobile 2.0 podcasts and an implementing in informal learning context in the following part.

2.4 Mobile Podcast

According to the popularity of Mobile Podcast which is extensively implemented and integrated into language courses as a learning material in higher education, accessing podcasts via mobile devices seems to provide students more flexibility and portability in employing this kind of technological tool (Faramazi and Bagheri, 2015). Similarly, with the perspective of 'on the go' learning process, this makes podcasts can facilitate students to get involve learning process anytime they want. To utilize podcasts as a tool in language learning, teachers need to concern about the nature of the podcast, pedagogical used, and implementation in a language course. The following topic will discuss definitions of the podcast, types of the podcast, theoretical framework behinds podcast and implications in different contexts.

2.4.1 Definition of Mobile Podcast

In 2004, the word 'podcast' originally termed by Ben Hammersley (Copley, 2007) to define a radio broadcast on the internet which can be atomically downloaded and synchronized into mobile devices (iPod). This blended word is composed of a word iPod and broadcast (Chinnery, 2006). Podcast meaning sometimes rhymes with a word broadcasting. Constantine (2007) defines a podcast as a digital recording of a radio program that publishes MP3 files on the internet by allowing listeners to download the files to listen at any convenience and subscribe to a podcast through RSS (Really Simple Syndication). Mathieu (2009) describes the podcast as a platform where audio files are distributed through a connection of the internet then downloaded and played on computers or mobile devices. Similar to Gribbins (2007) who defines a podcast as a

mobile technology that allows listeners to subscribe to the website in order to get notified a new file that is created and distributed via the internet.

Normally, the podcast is usually generated in the form of an MP3 or MP4 file format which usually accesses through the MP3 player or music player function on a mobile phone. With a small size of an audio file, this makes audio podcast downloadable and usable in any kind of device without the low speed of data connection and running out of memory problems. As employing the MP3 and MP4 files for easiness of downloading, it is also easy for uploading in launching each episode. Lewis (2010) also suggests the frequency of podcast launching which normally launches the episodes depends on a podcast's content. For example, the podcast can be launched every day as frequently as news or weekly like a TV show or monthly.

Nowadays, mobile phones or smartphones play a major role in human life among other technological devices. According to the main intention of the present study that wants to emphasize on Mobile 2.0 technology – an accession of Web 2.0 technologies via mobile devices, accessing podcast via mobile phone can be called Mobile Podcast. Consequently, the definition of Mobile Podcast of the present study is a platform where audio files (MP3 or MP4) are contributed to Mobile 2.0 frequently via the accessing of mobile phones to listen online or download to mobile phones to listen anytime and anytime.

2.4.2 Notification Feed

According to the definitions of podcasts mention previously, it is a platform where the audio files are distributed through the internet connection that requires listeners to subscribe in order to receive new audio files or updated information. One

of the most special functions of the podcast which differentiates podcast from publishing an audio file on a webpage is RSS (Really Simple Syndication) (Zacharis, 2012). RSS is a feed reader function that requires a user to subscribe to a particular webpage and it will notify the user whenever new information is updated. The RSS feed reader is normally embedded on a web browser such as Google Chrome, Firefox, and Internet Explorer. So to speak, once users visit and subscribe to interesting topics on podcast webpage or click at RSS sign, new episodes or updated audio files will be automatically notified on the website when it connects to the internet.

However, to embed the RSS feed feature to a podcast is quite complicated for language teachers or a person who is not keen on technology. Viswanathan (2009) mentions that podcasting also can be referred to a situation when an audio file or listening content is delivered to the music player in mobile phones. Thomas and Toland (2015) conducted studies on imitating podcasts by employ e-mail as a platform to delivered audio contents to students. The students have notified a new episode whenever the podcast e-mail is completely delivered to their inboxes. Similar to a result of Lin and Chen's (2012) research study which confirmed that students gained listening skills by receiving podcasts on mobile phones via e-mail. Consequently, under the basis of notifying users when new information is updated, downloading MP3 files from the podcast, e-mail, or other channels, if the files can be played through a music player function effectively, it can be counted as podcasting.

2.4.3 Types of Podcasts

Physically, a podcast can be distinguished according to a format of media files into four types for teachers to integrate into language class: audio, video, screencast, and enhanced podcast.

Audio Podcast: a normal format of the podcast which requires MP3 files to process with any audio software or music players e.g. MP3 player

Video Podcast: a combination of sound, image, and animation which requires more storage capabilities and any devices which provide a screen to display videos e.g. mobile phones, tablet, MP4 player, computer

Screenshot Podcast: computer screen casting which normally comes with an explanation of a narrator

Enhanced Podcast: other types of the podcast which combine audio podcast with still images – like a slide show, and normally used with specific software

However, the podcast can be differentiated according to the purposes of using, especially in language purposes. According to Nurmukhamedov and Sadler (2011) who categorized podcasts into four categories from over 150,000 podcasts cover various topics listed in the iTunes store. The four types of podcast will be described as follows:

Table 2.2 Four Types of Podcasts (Nurmukhamedov and Sadler, 2011)

Types of Podcasts	Characteristics
Discrete Category Podcasts	<ul style="list-style-type: none"> - designed for native speakers - focuses on grammar and vocabulary from Standardize Test (SAT, GRE, GMAT)
ESL-Focused Podcasts	<ul style="list-style-type: none"> - designed for ESL learners - focuses listening practice on familiar topics from school (e.g.travel, home, family, etc.) - offers transcript, exercises, and quizzes - slow speech rate
General Audience Podcasts	<ul style="list-style-type: none"> - designed for ESL non-learners - focuses on General topics (TED Talk, lectures) - no scripts and exercises - complex speech rate and vocabulary
ESL Super-Podcasts	<ul style="list-style-type: none"> - designed for advanced ESL learners - focuses on academic topics, phrases, pronunciations, and advanced vocabulary - offers scripts - normal speech rate (Native speakers) - e.g. BBC News, Voice of America Broadcasting

According to the table 2.2, all of these podcasts are free and can be accessed through any kind of devices. The first type, Discrete Category Podcasts is for native speakers to learn grammar and vocabulary for standardized tests. General Audience Podcasts is designed for anyone who aims not to learn but listen for information and pleasure while ESL Super-Podcasts covers with academic and business topics that aim to train ESL learners to master. The last type is ESL-Focused Podcasts which seem to be the most appropriate podcast to integrate into language courses for lower to intermediate ESL students. It provides students familiar topics that usually are used in daily life. Moreover, low speech rate, scripts, and exercises are also offered. Thus, employing existing podcast provided on the internet seem to benefit some groups of student and teacher.

Nowadays, there are numerous podcasts for EFL students available on the internet; however, not all podcasts are equally created (Nurmukhamedov and Sadler,

2011) and served the needs of students in the ESL context. Since podcasts that are available online are authentic materials, there are various topics and language issues such as vocabulary and speech rate need to be concerned (Chen, 2016). Moreover, the objective of learning and needs of the student are different in a particular context. Therefore, the present study aims to create a Mobile Podcast for EFL university students in Thailand context.

2.5 Previous Research on Mobile Podcast and Listening

Comprehension

Since Mobile Podcast has been widely used in teaching listening context (Gruba, Clark, Ng and Wells, 2009), it still continuously widespread integrated to listening courses nowadays. Under the basic conception of anywhere and anytime, this concept allows teachers and students to employ podcast as listening material beyond the limits of inside classroom learning. Ramli (2018) integrated Mobile Podcasts together with three stages of listening instructions (pre-listening, whilst listening, and post-listening). The study revealed that podcast can improve the listening skills of students and also increase teachers' knowledge of educational technology.

A study of Qasim and Fadda (2013), the researchers conducted a study on the effectiveness of podcast on EFL higher education students' listening comprehension. The samples of the study were separated into a control group and experimental group. By the experimental group received the listening to nine podcasts via mobile devices for six weeks treatment while in the control group there was no special given treatment. The results revealed that the experimental group performed better on the posttest than

the control group. This indicates that the experimental group outperformed the control group in terms of listening comprehension.

Moreover, the research study of NamazianDost, Bohloulzadeh, and Rahmatollahi (2017), illustrating the implementation of podcasting in an asynchronous learning environment let the students in the experimental have a higher score on the posttest. In the study, 30 Iranian intermediate students performed the English listening comprehension better after listening to podcasts asynchronously as the posttest score was better than the other thirty students in the control group. The difference between the two groups is significant ($p < 0.05$). This means that there is a significant difference between the means scores of experimental and control groups. Thus, it can be concluded that podcasts developed the listening comprehension of pre-intermediate EFL learners.

Phillips (2015, 2017) employed a student-produced podcast as the assignment of the study. Both of the studies assigned students to work in a group of three to create a podcast on a particular topic chosen by teachers. The podcasts uploaded to the Moodle and all students need to listen and vote for their favorite three and provide personal feedbacks in the Moodle forum. The studies suggested that the self-created podcast could enhance students to produce effective learning tools in digital ages.

With the capability of internet connection and portability, this makes podcast can be accessed through many devices, especially mobile devices or smartphones. Scanlon, Jones, and Waycott (2005) propose that personal ownership of mobile devices also affects psychological dimensions which makes students value the informal way of learning with the podcast. Supported by Sharples (2000), students would learn more from the informality way to academic learning through mobile devices. Therefore, a

Mobile Podcast seems to affect students' confidence in listening to a podcast in an informal learning context.

According to the flexibility of time and location in listening to the podcast, it is claimed to be an effective tool that has the potential on listening development of EFL students because it provides students to listen to podcast episodes repeatedly (Hsueh, 2011). Since podcast allows students to listen to an episode both online and offline (download), students have more opportunities to practice listening as much as they want. To motivate students to enthusiastic in listening by themselves, Edirisingha, Rizzi, and Rothwell (2007) suggest that teachers should provide various kinds of content and flexibility of choices consisted in the podcast in order to increase more channels of choosing and interesting fields of a topic can motivate students to learn more.

Besides providing students various interesting podcast contents, the familiarity of the platform is also an important issue that teachers should take into considerations. Edirisingha et al., (2007) investigated the effective of a podcast on English for communication which is designed through Web 2.0 revealed that students were not familiar with Web 2.0 technologies. Thus, teachers need to give students training and orientation before letting them learn by themselves especially the target devices. Moreover, the same study also reported that most of the students do not prefer to download podcast files into their mobile devices, they like to watch them live instead.

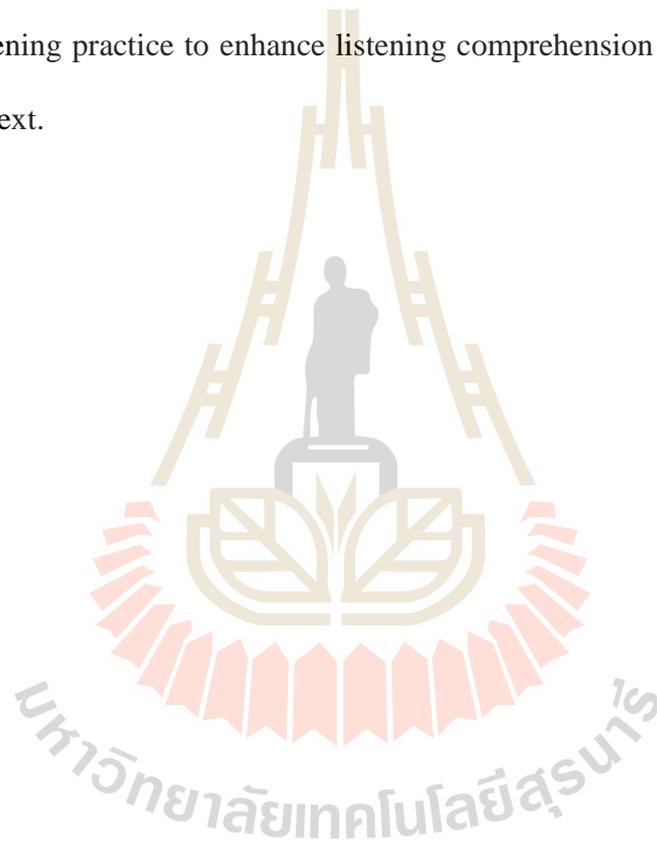
Ducate and Lomicka (2009) give a comment on this issue that teachers should be careful about podcast design and how to relate to mobility. Consequently, in a process of creating a podcast for EFL students, teachers need to provide different kinds of

contents and also alternative channels of listening to the podcast online and offline (download). Because the preferences and convenience of each student in the learning context are different, providing more choices will encourage them to learn effectively and confidently.

With the informal context of learning, the podcast can decrease anxiety and increase motivation (Kim, 2013, Read and Kukulska-Hulme, 2015) in listening to the target language. Because podcast allows students to create learning paces of their own, there was no pressure like inside classroom context which is under a monitor of a teacher. Another way of gaining students' motivation is creating a podcast (Huann and Thaong, 2006). Due to the fact that publishing podcasts can serve students to improve their performances both listening and speaking. They will be aware of how to speak meaningfully and also choose interesting contents to catch listeners' attention. In the meantime, revising podcasts before launching also requires students to listening repeatedly. It is a chance to practice their listening comprehension. Moreover, receiving comments and suggestions from peers and teacher can motivate them to improve their performances and also brings a sense of informal learning to the academic context. Thereby, to make students feel more relax and motivated in an informal learning context, mobile devices can raise the notion of informality to formal learning.

According to reviews of research study on Mobile Podcast, it can be assumed that podcast has a great potential in improving listening skill since it provides students to learn the target language and practice listening, especially, in an informal context. To develop EFL students' listening comprehension, podcast need to be designed to probe on mobility (a sense of informality to formal learning) (Ducate and Lomicka, 2009);

flexibility of contents (Edirisingha et al., 2007) and notification channel; and increase motivation (Huann and Thaong, 2006, Kim, 2013, Read and Kukulska-Hulme, 2015) in order to effectively enhance listening skills. Together with providing selective information practice (e.g. main ideas, name, date, etc.) and purposive tasks (questions oriented) also helps students to achieve listening comprehension goals (Rost, 2016). Therefore, the present study aims to propose integrating Mobile Podcast with the selective listening practice to enhance listening comprehension in an informal online learning context.



CHAPTER 3

RESEARCH METHODOLOGY

This chapter presents methods and procedures that were used to investigate the effects of Mobile Podcast for enhancing listening comprehension for SUT university students. The first part introduces the subject of the study and follows by the research instruments in the second part. Research design is presented in the third part while research procedures are demonstrated in the fourth part. The data collection and data analysis are discussed in part fifth and sixth parts respectively. The pilot study will be demonstrated in the final part to show and discuss the results of the trying out processes.

3.1 Subjects of the Study

The subjects who participated in the research study were a group of heterogeneous undergraduate students. There were 45 students who aged between eighteen to twenty-two years old and were from three institutions which were Institution of Engineering, Institution of Social Technology and Institution of Sciences. The subjects enrolled in 213102 (English for Communication II) in the academic year 1/2019. All of the subjects already passed 213101 (English for Communication I) or their English score of the university placement test have to be above the A1 level, according to CEFR Framework, so they could start at 213102 (English for Communication II).

Furthermore, most of the subjects have average years of studying English for fifteen years.

The reason that the researcher selected students enrolled in this course because the course objective was English for communication which aims the students to practice communicative skills. According to the need analysis that researchers had conducted on problems in learning English and needs for the use of technology of Thai EFL students, there were 260 students from heterogeneously departments who have studied English for fifteen years on average. The results revealed that the skills which the SUT students need to improve are speaking and listening respectively. However, in order to master in speaking skill, students need to have a good listening skill because is the most important skill in acquiring and learning the English language (Nunan, 1997). Moreover, listening skill is still ignored in a language class and also have a limited time to practice in class. Therefore, the present study needed to enhance and provide the students with more opportunities in learning and practicing the listening skill in order to understand spoken language and communicate effectively.

3.2 Research Instruments

The research instruments which were designed to be used to collect data in the present study were pre-test and post-test, lesson plan, Mobile Podcast website, questionnaires, and semi-structured interview questions. The information of the research instruments will be detailed as follows:

3.2.1 Pre-Test and Post-Test

The tests which were used in the present study were an achievement test constructed by the researcher. The objective of the present study aimed to test the sample students' listening comprehension achievement before and after listening to the mobile podcast by using pre-test and post-test. The test contents relied on the "Touchstone Students' Book 3A, Cambridge University Press" textbook. The pre-test and post-test were designed as a listening test consisted of four parts according to the numbers of units taught in one trimester. The test consisted of twenty items in the form of multiple choices. Topics were designed relevantly to the units in the textbook. The test specification see in appendix A.

The steps of conducting the pre-test and post-test are explained as follows:

Step 1: The researcher learned about how to construct a test and looks through the textbook "Touchstone Students' Book 3A, Cambridge University Press" in order to have a clear objective and expected outcomes of listening skills.

Step 2: The researcher set a test specification according to the textbook expected outcomes of listening skills. Then the researcher wrote the test audio scripts and constructed the listening test 80 items. After that, the audio sounds were recorded.

Step 3: The researcher examined the quality of audio sounds and scripts by asking three experts in the language and teaching field to listen and comment. For the listening test, the contents were validated by having the three experts in the language and teaching field to do Items Objective Congruence (IOC). The IOC of the test was 0.8083 (see Appendix B). The three experts have to score +1, 0, and -1 for each attribute or item. The meanings of each score were shown as follows:

Evaluation scale: +1 = Congruent

 0 = Questionable

 -1 = Incongruent

After the experts finished scoring the IOC test, the researcher calculated the score of each item given by each experts in order to find a mean score of each item by using the following formula:

$$IOC = \frac{\sum R}{N}$$

$\sum R$ = the sum of score from all experts in one item

N = the number of the experts

After having the IOC score, if the score was more than 0.5 ($IOC > 0.5$), it meant that the item met the objective or relevant to the content of a certain topic, so it could be used in the test.

The criteria of the experts in the present study are detailed as follows:

1. The experts' professional experience has to do with special education at least three years.
2. The expert must be one who teaches English in school or university at least three years.
3. The expert has experience in teaching the 213102 course (English for Communication).

Step 4: The researcher conducted a pilot study by the testing with a group of students who studied English for specific purpose (213203) because they just passed

the 213102 English for Communication II (213102). There were 100 students who were studying Management technology and Engineering. The test was administrated in two hours by having the students listening to the audio files twice then do the test.

Step 5: The researcher analyzed the test items by finding the difficulty and discrimination value in order to confirm the quality of the test. These values could be calculated by a mathematical formula which was described as follows:

Difficulty is the strength of the test which normally ranges between 0.2-0.8. In the present study, the difficulty level of the pre-test and post-test was 0.432 and 0.455 respectively (see Appendix C). It could be implied that both of these tests have a capability in differentiating students because they had an acceptable level of difficulty. The formula for calculating the difficulty value or p-value is showed as follows:

Test Difficulty Formula:

$$P = \frac{R_H + R_L}{N_H + N_L}$$

P = Difficulty of the test

RH = Number of students who answer a test item correctly in the high group

RL = Number of students who answer a test item correctly in the low group

NH = Number of students in the high group

NL = Number of students in the low group

Discrimination (r-value) is the test index which tells an item's capability of discriminating students who know the content and ones who do not know. In general,

the r-value ranges from -1.0 to +1.0. The value between 0.20-0.39 can be accepted as an agreeable level but have to improve at some point. The value at 0.4 or higher is counted as good. The r-value of the pre-test and post-test of the present study was 0.404 and 0.407 respectively (see Appendix C) and it meant that both of the tests possess a good capability of distinguishing student who knows and does not. The discrimination formula is displayed as follows:

Test Discrimination Formula:

$$r = \frac{R_H - R_L}{N_H + N_L}$$

r = discrimination index

R_H = number of students who correctly answered in the high group

R_L = number of students who correctly answered in the low group

N_H = number of students in the high group

N_L = number of students in the low group

Step 6: After the test analysis, the researcher selected classifies items as the pre-test and post-test equally base on the similarity of difficulty values and discrimination values. The pre-test and post-test consisted of twenty items each. Then, the researcher calculated the reliability value in order to check the similarity in both of the test.

Reliability is the consistency of the test results in particular times. There are four methods to find the reliability value which are Split-Half, Test-Retest, Parallel

Forms, and Inter-Rater Reliability. The present study chose the Split-half method to calculate the errors in the test score due to the poor test construction by employing the reliability in the index of Kuder-Richardson formula 20 (KR-20) formula because the test has only one correct answer in each item. The reliability score ranges from 0 to 1 by the closer the score is to 1, the more reliable the test is. Normally, the score which is above 0.5 is considered reasonable. In the present study, reliability value or KR-20 of the pre-test and post-test was 0.73326 and 0.7988 (see Appendix D) which meant that the reliability of both pre-test and post-test is acceptable. The formula of the reliability or KR-20 is demonstrated as follows:

Kuder-Richardson 20 (KR-20) Formula:

$$r_{KR-20} = \left(\frac{K}{K-1} \right) \left(1 - \frac{\sum pq}{s^2} \right)$$

r_{KR-20} = the reliability of the test

K = the total number of test items

Σ = indicates to sum

P = the proportion of the test takers who pass an item

Q = the proportion of test takers who fail an item

s^2 = the variation of the entire test

$$s^2 = \frac{N\sum x^2 - (\sum x)^2}{N^2}$$

Finally, the present study get the completed version of the pre-test and post-test which meets the specification. The twenty-five items pre-test and post-test contained four listening tests and the test form were conducted in multiple choices form (see Appendix E).

3.2.2 Lesson Plan

The lesson plan of the present study relied on the constructivism theory, informal online learning and podcast and language study framework. In order to enhance students and force EFL students to exposure to spoken language efficiently, listening to Mobile podcasts in the informal online context allows the students have more time to listen reputedly anywhere and anytime on their own paces. Since the course in the present study was full- online learning, it meant that the students have the freedom to listen to Mobile Podcast independently and also direct their learning paces in order to achieve the learning objectives.

At the beginning of the course, the introducing course objectives, evaluation, assignments, and training on how to use the Mobile Podcast were manipulated in a classroom. The training sessions would be including informing features that navigates students to each site. According to the condition of the 213102 English for Communication course, there were only four units chosen to teach in one trimester which are Unit 2: Experiences, Unit 3: Wonders of the World, Unit 4: Family Life and Unit 5: Food Choices. Each unit had two stories and each story had three episodes. Thus there would be 24 episodes in total.

The exercises in the mobile podcast were designed according to the Three Stages of Listening: pre-listening, while-listening, and post-listening strategies

(Scrivener, 2011). Because the strategies were built upon cognitive and social strategies, it provided students processes to plan, practice and rehearse listening systematically. In the pre-listening stage, motivating and drawing background information through pictures and questions were manipulated. In the while-listening stage, students would listen to listening units through the Mobile Podcast and do exercises after listening in order to assess listening comprehension (formative assessment). After listening to three episodes each week, summarizing the whole of main ideas and important details would be an assignment to assess students' comprehension. According to the podcast and language study framework, in pair work, the self-developed summarizing podcast would be recorded in spoken language and shared into the mobile podcast. Thus, the students' summarizing podcasts would be shared and listened to by peers.

Teachers could track students' learning and participation through the registration, exercises' scores and the submission of summarizing podcasts weekly. Thus, the teachers needed to set the listening duration and handing exercises of each listening unit in order to prevent students from late submission and doing all at once before the due date. The lesson plan of the course see Appendix H.

The steps of conducting the lesson plan are explained as follows:

Step 1: The researcher looked through the “Touchstone Students’ Book 3A, Cambridge University Press” textbook and the course syllabus of the 213102 English for Communication course.

Step 2: The researcher designed a lesson plan of the present study according to the constructivism theory, informal online learning, and podcast and language study

frameworks. The exercises were designed on the framework of the three stages of listening (Scrivener, 2011).

Step 3: The researcher sent the lesson plan and evaluation form of the lesson plan to the three experts in the English language teaching field to examine the correctness of objectives, contents, and activities (see Appendix F). In the present study, the IOC value of the lesson plan was 0.888 (see Appendix G).

Step 4: The researcher edited and revised the lesson plan before employing the real course.

3.2.3 Mobile Podcast Website

The Mobile Podcast is one of the Web 2.0 technologies which accesses a website via a mobile device through the internet connection. It was developed on the website platform which allowed students to receive information, share new contents, and socialize with others interactively. The Mobile Podcast website consisted of six menus: homepage, registration, course objectives, Mobile Podcast Units, summarizing podcast, and communication channel (see Appendix N).

Homepage: displayed as the homepage of the website. It contained pictures, new podcast episodes, warm-up activities, and cool-down activities which updated three times a week.

Registration: displayed a registration form requiring students to put their account names and passwords.

Course Objectives: displayed the course objectives and course description.

Mobile Podcast units: displayed former podcast episodes, warm-up activities, and cool-down activities which could listen to repeatedly and redo.

Summarizing Podcast: displayed direction of creating podcast audio and provided two types of file attachment part which allowed students to submit summarizing podcasts. It was created by Google Form.

Communication channel: displayed the QR code of the Line group. Because Line application is very popular and easy to use in communication, it provided teachers to create a group for students. Moreover, Line also notified people in the same group when there is a new message instantly. Therefore, it was very appropriate to adopt this application as a communication place on this website.

According to the Mobile Podcast website features mentioned previously, students could listen to the new episode in the homepage while doing warm-up and cool-down activities. Moreover, the previous podcast episodes, which were already launched, and activities were collected in the Mobile Podcast Units menu where students could go back to practice listening and doing activities.

The following details are steps of the development of a web podcast.

Step 1: The researcher investigated the contents in the “Touchstone Students’ Book 3A, Cambridge University Press” textbook and find some information under the theme of the units.

Step 2: The researcher wrote a script and transferred words to sounds by using the NaturalReader online program. The NaturalReader is one kind of Text to Speech software that can work offline and online to create sounds from texts. There

were many sounds of men and women in different accents and languages provided in this program. Moreover, it allowed users to customize the speech rate to be slower or faster in a wide range of speed. After customizing types of sound and speed, it could be downloaded as an MP3 file.

Step 3: The researcher edited sounds by using the Audacity program. The Audacity is a voice recording and editing program which is widely recommended to use in sound works. After downloading from the NaturalReader, even if the sounds were customized in the previous program, the researcher still needed to edit the pause between each phrase and sentences to be longer (about 2 seconds) for EFL students to process what they heard.

Step 4: The researcher designed exercises that were used in the warm-up, cool-down activities, and podcast submission by using Google Form by Google. It is a free platform for creating forms of the questionnaire, survey, test, etc. which can be sent to anyone to fill out and send back. For creating a test, the Google form provides the 'Quiz' feature which allows teachers to create a quiz, set scores, and set feedbacks for students when finishing the quiz. It also records the time of submitting the file and provides an analysis feature that will analyze the received data.

Step 5: the researcher designed a Mobile Podcast Website by employing a WordPress – a free and open-source web builder program which provides many features to customize a website by dragging and dropping menus to the web site. Moreover, it was claimed to be the most appropriate web builder for a podcast (Morris, 2018). The researcher designed the menus, as mentioned previously, which are Homepage, registration, course objectives, Mobile Podcast units, summarizing

podcasts, and communication channel respectively. The Mobile Podcast could be accessed easily by scanning QR code which was modified from the Mobile Podcast's URL.

Step 6: The researcher tried out the mobile podcast by introducing it to students, training how to use it and allowed students to use it by themselves to find out whether there were any problems and suggestions.

Step 7: The researcher edited and improved the Mobile Podcast according to the suggestions and problems found by students and finalize the last version of it (see Appendix F).

3.2.4 Questionnaires

The questionnaire of the present study was designed to gather in-depth students' opinions after using the Mobile podcast in an informal online context. The questionnaire employed in the present study was adapted from Abdulrahman, Basalama, and Widodo (2018)'s study. The questionnaire aims to gain the students' opinions who listens to a podcast by asking about the objectives, contents, features, listening task, and benefit of listening to the podcast. However, there should have one part of the participants' personal information in order to observe the general background of the students. Therefore, the questionnaires of the present study consisted of three parts: (1) personal information, (2) students' opinions in listening to Mobile podcast for enhancing listening comprehension, and (3) students' suggestion about Mobile Podcast (open-ended question). There were five items in the first part, twenty-four items in the second part, and one ended question in the third part. The second part is divided into five themes: (1) contents of the Mobile Podcast, (2) the Mobile Podcast

features, (3) listening comprehension tasks, (4) informal online learning, and (5) benefits of Mobile Podcast. The questionnaire was narrated in the native language in order to avoid anxiety and misunderstanding of the language barrier to occur.

The present study employed the Five-point Likert rating scale as a tool to measure opinions' levels of student in listening to Mobile podcast for enhancing listening comprehension. In the questionnaires, declarative statements came with five scales for students to choose one which was the close most to their opinions. This scale was categorized into five degrees which are demonstrated as follows:

5 = Strongly agreed

4 = Agreed

3 = Neutral

2 = Disagreed

1 = Strongly disagreed

In order to conduct an effective questionnaire, there are steps to construct and develop the questionnaire mentioned as follows:

Step1: The researcher searched for information and review literature about how to conduct a questionnaire.

Step 2: The researcher set the objectives of the questionnaires.

Step 3: The researcher classified the questionnaire into two parts: (1) personal information and (2) Student's opinion towards in listening to Mobile podcasts for enhancing listening comprehension. In the second part, the researcher set the themes

of the questionnaire into five themes and created the declarative statements according to the themes (24 items).

Step 4: The questionnaires' contents were validated in the IOC method by three experts in the English language teaching field whether the questionnaire was congruent with the objective and content or not.

Step 5: The researcher calculated the IOC score from the validation of the three experts in a field of English language teaching. According to the IOC scoring method which was mentioned previously, items that have the score lower than 0.5 must be removed but ones that have the score higher than 0.5 have to be reserved. In the present study, the IOC score of the questionnaire was 0.8687 which means that it was acceptable to be used in the study (see Appendix I).

Step 6: The researcher revised the questionnaires according to the IOC score of each item. Therefore, the completed version of the questionnaires consisted of three parts: (1) Personal information, (2) Student's opinion towards listening to Mobile Podcast for enhancing listening comprehension, and (3) Open-ended questions about student's suggestions on Mobile Podcast. In the second part, after the revision, there are twenty-five declarative statements (see Appendix J).

3.2.5 Semi-structured Interview's Questions

The semi-structured interview was employed to gather in-depth student' opinions after listening to Mobile podcast for enhancing listening comprehension in an informal online learning context. Thirty percent of the students or thirteen students were purposively selected to do the semi-structured interview. The interview would be administrated in the native language. There were five interview questions that would

be asked face-to-face as it happened at a time directly between an interviewer and interviewee privately. Each interview was last about five to six minutes. The researcher might have to ask the interviewee's permission to record the conversation.

The steps of the semi-structured interview questions are demonstrated as follows:

Step 1: The researcher searched information and review literature about how to conduct semi-structured interview questions.

Step 2: The researcher set the objectives of the semi-structured interview questions.

Step 3: The researcher designed the interview questions according to themes of questionnaire's items (Abdulrahman, Basalama, and Widodo, 2018) in order to search for in-depth information about students' opinions in listening to the Mobile Podcast and any problems which they may encounter with. The researcher came out with five interview questions under the five themes which conducted in the questionnaire.

Step 4: The semi-structured interview questions were validated in the IOC method by three experts in the English language teaching field whether they are congruent with the objective and content or not.

Step 5: The researcher calculated the IOC score from the validation of the three experts in a field of English language teaching. According to the IOC scoring method mentioned previously, items that have the scores lower than 0.5 must be removed but ones have the scores higher than 0.5 have to be reserved. In the present

study, the IOC score of the interview questions was 0.9333 which meant that the questions are acceptable to be used in the study (IOC score see Appendix K).

Step 6: The researcher revised the interview questions according to the IOC score of each item. Therefore, the completed version of the semi-structured interview questions consists of five themes with ten questions in total (see Appendix L).

3.3 Research Design

The research design of the present study was the quantitative and qualitative method which planned to answer the research questions. The research design was a one group experiment treated by doing a pre-test, receiving the treatment, and requiring a post-test to assess the effects of the research treatment respectively (figure 3.1).

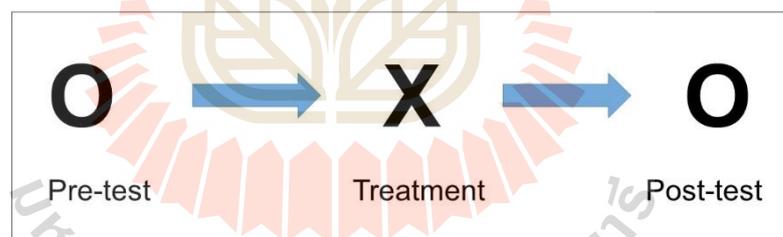


Figure 3.1 Research Design

3.3.1 Variables

According to the research questions, the variables of the research study were classified as follows:

3.3.1.1 Independent Variables

- The independent variable in this study was listening by using Mobile Podcast.

3.3.1.2 Dependent Variables

The dependent variable in this study could be distinguished into two variables:

- students' listening comprehension achievement after learning with the Mobile Podcast
- students' opinions towards the uses of the Mobile Podcast to enhance listening comprehension

3.4 Research Procedure

This present study was quasi-experimental research which employed a quantitative method to analyze and interpret the collected data. For in-depth suggestions from participants after the experiment was collected through a semi-structured interview, then analyzation and interpretation were demonstrated according to a qualitative process. The research design was demonstrated in figure 3.1. Due to the fact that the present study aimed to enhance EFL student's listening comprehension, the Mobile podcast which allows students to listening to the podcast anywhere and anytime via mobile devices had been employed as a treatment of the present study.

The research procedure started by the researcher set the objectives of the research study, then designed a pre-test and post-test, the Mobile Podcast website, lesson plan,

questionnaires, and semi-structured interview questions which would be used as research instruments. After finishing, the design, the pre-test and posttest, lesson plan, questionnaires, and semi-structured interview questions were validated for their contents by English language professionals in Item Objective Congruence (IOC). After the process of the test validation, the pre-test, the mobile podcast, lesson plan, post-test, questionnaires, and questions of the semi-structured interview were tried out with a group of students in a pilot study.

When the preparation of research instruments was finished, a pre-test would be given to the students. The experimental process was taken in the academic year of 1/2019 for eleven weeks. Next, students were introduced to the Mobile Podcast, which was the treatment of this research study. The sample students would listen to Mobile Podcast units, do exercises, create a summarizing podcast by recording their summary in pairs, and share the summarized Mobile Podcast on the podcast website weekly. After that, a post-test was provided to the students in order to examine the listening comprehension achievement. A questionnaire was launched to all of the students to complete and, finally, some of the students were selected purposively to have a semi-structured interview. The research procedure is demonstrated in figure 3.2.

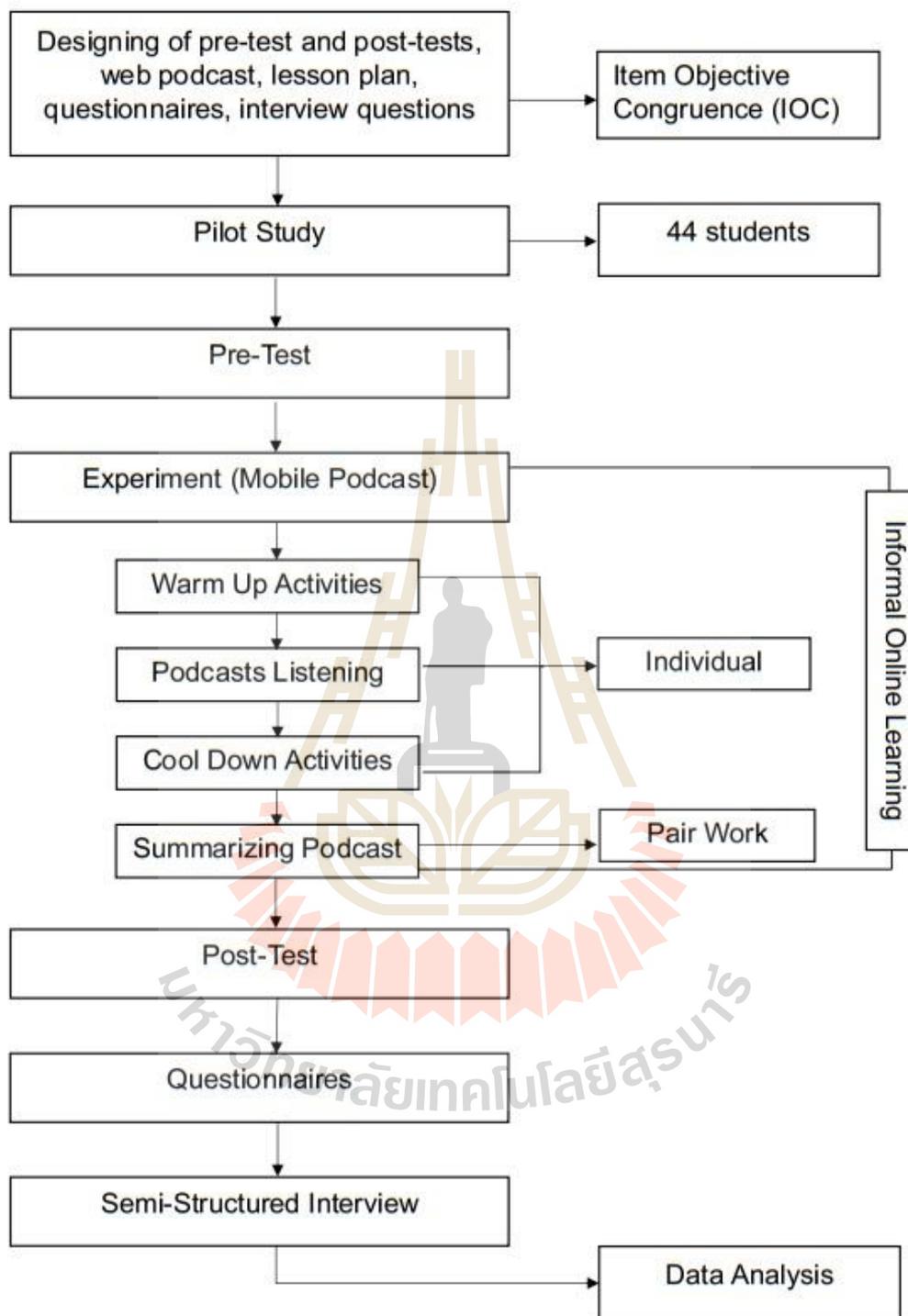


Figure 3.2 Research Procedure

3.5 Data Collection

This part highlighted the research procedures the researcher employs in the data collection.

Step 1: The researcher would administrate a pre-test with the sample (45 students) who enrolled in the 213102 course in the academic year 1/2019 at Suranaree University of Technology. The researcher administrated a pre-test with the sample students by firstly, introducing them objective, components, and directions or the pre-test to the sample students. In each listening, the researcher allows the sample students to read all the questions first, then played the audio twice and lets the sample students choose the best answers. This process would take around 45 minutes.

Step 2: The researcher introduced the Mobile Podcast to the sample students. The training session on the use of the Mobile Podcast took place in the first hour of the course in order to make the sample students understand and know how to use the Mobile podcast correctly. Then teaching methods were demonstrated according to the lesson plan (see Appendix F).

Step 3: The researcher conducted a post-test with the sample students by firstly, introducing them objective, components, and directions or the post-test to the sample students. In each listening, the researcher allowed the sample students to read all the questions first, then played the audio twice and let the sample students choose the best answers. This process would take around 45 minutes.

Step 4: The researcher conducted a questionnaire to measure the sample students' opinions in listening to the Mobile Podcast for enhancing listening comprehension in

an informal online learning context. Then, the researcher let the sample students read each declarative statement and chose the criteria which were close the most to their opinions. This process would take around 15 minutes.

Step 5: The researcher conducted a semi-constructed interview with the purposive selected sample students in order to gather in-depth information of students' opinions in listening to the Mobile Podcast for enhancing listening comprehension in an informal online learning context. Firstly, the researcher introduces them to objectives, components, and directions of the semi-constructed interview to the sample students. Then, the researcher asked the sample students for their permissions of recording the interview's conversation and informs them of the confidential issues which would not be disclosed without their permission. This process would take around one hour.

3.6 Data Analysis

The data that the researcher received from the data collection processes were analyzed and interpreted according to the types of data as follows:

3.6.1 Quantitative Data

The quantitative data which were from the pre-test, post-test were analyzed by using the Paired Sample Test from the Statistical Package of Social Sciences (SPSS) in order to find the means of the data.

The data from questionnaires was calculated to find a mean score of each item and compared the scores with the criteria. Ketkham (2004) suggests the criteria of interpretation for the five-point response scale will be calculated by the formula of Best.

By adding 0.8 for each level of the five-point scale, the criteria of the interpretation of the questionnaire's results of the present study will employ as follows:

4.21-5.00 = Students strongly agreed with statement (SA).

3.41-4.20 = Students agreed with statement (A).

2.61-3.40 = Students were uncertain with statement (UN).

1.81-2.60 = Students disagreed with statement (DA).

1.00-1.80 = Students strongly disagreed with statement (SD).

3.6.2 Qualitative Data

The semi-structured interview data obtained from thirteen students were analyzed by using the content analysis. The data were transcribed, coded, and condensed to codes before presenting to the discussion part. Content or thematic analysis is normally employed to deal with verbal data (Smith, 2000). In the qualitative data analysis process, the researcher would need to group the data from transcribing to find the similarity and differences of the data.

The steps of content analysis were described as follows.

Step 1: After finishing the semi-structured interview, the researcher transcribed the data from sounds to words and then labelled the contents according to the similarity and differences (Structuring and familiarizing).

Step 2: The researcher identified the themes according to the group of labelling and then code those labelling.

Step 3: After the identification of coding, the researcher organized the data according to the themes.

Step 4: When the data were finished coding and grouping, the researcher organized and arranged the data into the themes and immerge themes.

3.7 Pilot Study

The subjects of the pilot study were forty-four first-year Management Technology and engineering students who are taking the 213102 (English for Communication II) course in the third trimester, the academic year 2018 at Suranaree University of technology. The average year of their studying the English language is thirteen years. Before the students enroll in this course, they have to pass 213101 (English for Communication I) course or their English score of the university placement test has to be above the A1 level, according to CEFR qualification, so they can start at 213102.

The pilot study was aimed to evaluate the accessibilities, feasibilities, and appropriateness of Mobile podcasts for enhancing students' listening comprehension in an informal online learning context and other research instruments which are the pre-test and post-test, questionnaires, and semi-structured interview questions. Thus, the result from the pilot study will be very important and useful for the researcher to improve the instruments before launching in the real experiment.

The steps of the pilot study were done systematically as designed to be done in the real experiment. The researcher followed these steps of piloting administration in order to conduct the data systematically and effectively.

Step 1: The researcher reviewed and studied the processes of the pilot study.

Step 2: The researcher defined and set the objective of the pilot study.

Step 3: The researcher presented the objectives of the pilot study to an expert in order to check the correctness and appropriateness. After the consulting, the researcher revised the instruments according to the expert's comments.

Step 4: The researcher identified and set the participant, plans, and evaluation approach, analysis evaluation, criteria for making a judgment which will be used in the pilot study.

Step 5: The researcher administrated the pilot study according to the plan.

Step 6: After the pilot study had done, the questionnaires and semi-structured interviews were demonstrated with the participants.

The results of the pilot study see Appendix M.

Table 3.1 The Pair Sample T-Test

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	post - pre	5.178	2.871	.428	4.315	6.040	12.100	44	.000

**significant difference at $p < .05$

According the table 3.1, the mean difference of the pre-test and post-test scores is 2.068 with the statistical different level at .000 (sig = .000). It can be implied that the students' listening comprehension abilities improved after listening to the Mobile podcast in informal online learning context. After finishing the post-test, the students were asked to do the questionnaires by rating the scale which is close the most to their

opinions of each statement. The results from questionnaires which is conducted after the pilot study are demonstrated in a table 6 as follows:

Table 3.2 Student's Opinions Levels in Listening to the Mobile Podcast on

Listening Comprehension

Statements	(\bar{x})	Interpretation
Contents of the Mobile podcast		
1. The contents of the Mobile podcasts stand on the objectives of each unit.	3.8163	Agreed
2. The contents the Mobile podcasts are relevant to each unit.	3.9592	Agreed
3. The contents of the Mobile podcasts are interesting and relevant to student's background knowledge.	4.0000	Agreed
Mobile podcast's Features		
4. The sounds in the Mobile podcast are in a good quality.	3.7551	Agreed
5. The sounds in the Mobile podcast are clarity.	3.6327	Agreed
Mobile podcast's Features		
6. The speech rate in the Mobile podcast makes sounds understandable (not too slow or fast).	3.4490	Agreed
7. The navigation bars help student to use the Mobile podcast easily.	3.8367	Agreed
8. Chatting room is available for communication.	3.7347	Agreed
9. Submission Space feature is easy to work on.	3.5510	Agreed
10. Mobile Podcast on the website platform is easy to use	3.7347	Agreed
11. The exercises are presented from easy to difficult.	4.1633	Agreed
12. The various types of exercise help student to develop listening comprehension.	4.0000	Agreed
13. The number of exercises in each unit is sufficient for self-learning	3.9184	Agreed
14. The exercises help student to develop student's listening comprehension.	4.0816	Agreed
15. The frequency of listening lessons' launching is sufficient (3 times a week).	4.0000	Agreed
Informal Online Learning		
16. Listening to the Mobile podcast helps student to listen repeatedly.	4.3469	Strongly agreed
17. Listening to Mobile podcast helps student to listen anywhere and anytime	4.4898	Strongly agreed
18. Doing exercises in Mobile podcast provides student immediate feedbacks.	4.0000	Agreed
19. Creating 'Summarizing Podcast' helps student to practice summarizing in listening comprehension	4.0612	Agreed
Benefits of Listening to Mobile podcast		
20. Listening to the Mobile podcast can help student understand spoken languages in daily life.	4.000	Agreed

Table 3.2 Student's Opinions Levels in Listening to the Mobile Podcast on Listening Comprehension (Cont.)

Statements	(\bar{x})	Interpretation
Benefits of Listening to Mobile podcast		
21. Listening to the Mobile podcast inspires student to keep practice listening.	4.1020	Agreed
22. Listening to the Mobile podcast reduces student's anxiety in listening English spoken language	3.8367	Agreed
23. Listening to the Mobile podcast helps student feel more confident in listening.	3.9592	Agreed
24. Listening to the Mobile podcast saves student's time to practice listening in the class room.	4.1837	Agreed
Total	3.9421	Agreed

According to table 3.2, it demonstrates the student's opinions in listening to the Mobile podcast for enhancing listening comprehension in an informal online learning context. The student agreed that the Mobile podcast could enhance listening comprehension. According to the first three highest mean scores, the results can be discussed in three points.

First, the students were strongly agreed that Mobile Podcast helps students to listen to the podcast anywhere and anytime at the mean score of 4.4898. Supported by results from the interview, most of the students listen to a podcast on a mobile phone because it is convenient and portable anywhere they go. One of the students said that *"I'm always on the mobile phone, so it is very convenient for me to listen to the podcast without going back to my dorm and opening my laptop to do it – Ss1"*.

Second, the students were strongly agreed that the Mobil podcast supports students to listen repeatedly as much as they want. The mean score of this point is 4.3469. The Mobile podcast allows students to control the play button of the podcast, so students can pause, stop, or replay a podcast to listen repeatedly as they can. Similar

to one of the students' who said that "*I can repeat the podcast as much as I can, but listening in the class, I could not – Ss6*".

Thirdly, the mean score is 4.1837, the students were agreed that the Mobile podcast can save their times in practice listening in class. Because, it provides students more time to practice outside the classroom, students have more chances to practice by themselves outside the classroom as mentioned by student number 5 – "*I listened to the podcast after the class and also in my free time*".

However, after the researcher finished the pilot study, there were some problems occurred while the pilot study was conducted. The first was a file attachment process. The students who mostly had the problem on attaching an MP3 file to the Google form, as they could not find where the file was stored, were students who use IOS operating System while students who use Android phones had no problems on this point.

Second, the sounds in some episodes sometimes are faster than usual so some sentences or phrases are not clear and hard for the students to catch words and understand. One student said that "*I have to repeat the Mobile podcast more than four times to be able to catch words because the sounds were too fast – S12*".

Third, the Mobile podcast was difficult to control. Because the researcher embedded the podcast player in the mobile podcast, the students had to scroll down a bit to find the play button. Thus, this problem was annoying the students while listening to the podcast. Although, this problem obstacles the student in listening to the podcast, the students still want to keep practicing their listening skills by listening to the podcast as mentioned that "*I want you to develop and fix the problem because I want to develop my listening skill. So, I want to listen to the podcast – Ss4*".

Therefore, the researcher has to find solutions to solve these problems mentioned previously. The points that the researcher have to solve were:

1. Find the solution on the file submission. Actually, the researcher had already given a solution for this problem by asking the IOS users to export a file from the Voice Memos to iCloud Drive, Google Drive or internal phone storage in order to find it easily. In the file attachment feature, it allows students directly select the file from their devices or iCloud to upload. However, the researcher needs to find an alternative way to support the IOS operating system users to attach files more easily.

2. Edit the sounds to be slower and clearer. Even though the researcher had edited the pauses between each sentence and phrases, there are some technical problems that cause the sounds to be faster in some chunks. Therefore, the researcher has to edit the sound more carefully in order to make the sounds look natural and smooth.

3. The last problem that the researcher has to find the solution is embedded podcasts which are less complex in searching, selecting an episode, and playing control. According to the Google Sites are the free platform, there are some contents which are not allowed to display on the web page due to the copyright and permission. Therefore, the researcher may need to find a new web builder platform that provides the embedding podcast to stay.

1.7.1 The Improvement after the Pilot study

According to the problems found in the pilot study of Mobile Podcast improvement for enhancing listening comprehension, here was the improvements described as follows:

1. Find the solution on the file submission

Improvement: the researcher training the file submission in the course orientation. By asking the IOS users to export a file from the Voice Memos to iCloud Drive, Google Drive or internal phone storage in order to find it easily. In the file attachment feature, it allows students to directly select the file from their devices or iCloud to upload.

2. Edit the sounds to be slower and clearer

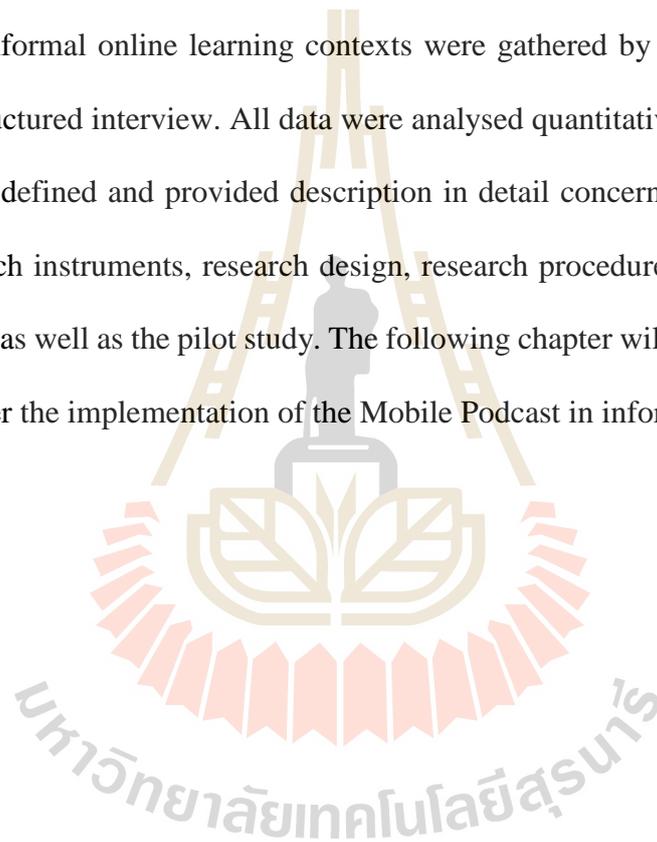
Improvement: The researcher re-edited the sound by having a slower rate and put longer pauses between phrases and sentences.

3. Find the solution is embedded podcast

Improvement: According to the former site used to develop Mobile Podcast website was Google Sites. The researcher had employed WordPress - a free and open-source web builder program which provides many features to customize a website by dragging and dropping menus to the web site. Moreover, it was claimed to be the most appropriate web builder for the podcast (Morris, 2018). After trying out the completed version of the website by students and teachers, the Mobile podcast Website developed on WordPress worked successfully.

The pilot study of the present study showed that the Mobile Podcast has effects on the students listening comprehension and also motivates them to practice listening more. Moreover, the results from other research instruments such as the pre-test and post-test, questionnaires, and interview questions also demonstrated the positive effects on the students' listening skills and opinions.

To sum up, this chapter shows the deliberate steps for the development and efficiency testing of Mobile Podcast website, pre-test and post-test' s score, the questionnaire, and semi-structured interviews. As the present study aimed to develop Mobile Podcast for enhancing listening comprehension of SUT students, the website was conducted, validated, and redesigned to unsure with the efficiency without any disruption. The data regarding the SUT students' opinions towards the use of Mobile Podcast in informal online learning contexts were gathered by using a questionnaire and semi-structured interview. All data were analysed quantitatively and qualitatively. This chapter defined and provided description in detail concerning the subject of the study, research instruments, research design, research procedure, data collection, and data analysis as well as the pilot study. The following chapter will present the results of the study after the implementation of the Mobile Podcast in informal online learning.



CHAPTER 4

RESULTS AND DISCUSSION

To assess the effects of Mobile Podcast for enhancing EFL students' listening comprehension, this chapter presents the results and discussion of data analysis in the relation of research questions as follows:

- 1) What are the elements of Mobile Podcast for enhancing listening comprehension in SUT students?
- 2) How does Mobile Podcast have any effects on SUT students' listening comprehension?
- 3) What are the SUT students' opinions toward the use of Mobile Podcast for enhancing listening comprehension?

The chapter is separated into two parts. The first part is research results that report the data analysis regarding three parts which are elements of Mobile Podcast, SUT students' listening comprehension enhancement, and opinions toward the use of Mobile Podcast while the research discussion of the data analysis is discussed in the second part respectively.

4.1 Results

In this part, the results from the data collection are separated into three sections according to the research questions. The first section concerns the elements of Mobile Podcast for enhancing listening comprehension. The second section describes the results regarding SUT students' listening comprehension enhancement and the last section explains the SUT students' opinions toward the use of Mobile Podcast. In order to answer the research questions, the present study employed both quantitative and qualitative data analysis methods to analyze data from the pre-listening test, post-listening test, questionnaire, and students' semi-structured interviews respectively.

4.1.1 Elements of Mobile Podcast for Enhancing Listening Comprehension

This section presents the results of the Mobile Podcast development which aimed to answer the research question 1: what are the elements of Mobile Podcast for enhancing listening comprehension in SUT students? The research instruments which were used to collect data were theoretical frameworks in the literature reviews. Since the podcast is a platform where audio files are distributed through the internet connection then downloaded and played on computers or mobile devices (Mathieu, 2009), it is one of the most popular web 2.0 technology which commonly emphasized on individual learning and widely used in higher education. As podcast provides comprehensible input, be meaningful, and promotes target language, it is fitted with the way of how language is learned (Rosell-Aguilar, 2007). Consequently, the researcher decided to develop a Mobile Podcast under the constructivism, informal online learning, and podcast and language studies frameworks.

By the development of Mobile Podcast website in the present study, the Mobile Podcast website was designed based on the model of online courseware of Harasim (2002, 2017) which the courseware or website supposed to present contents (online contents), video and audio lectures (media-based lecture) through internet-mediated presentation, provide assessment through website (computer assessment), allows students to learn on their own paces (individualize learning) in anywhere and anytime (asynchronous and place independent), and enhance the communication between students and teachers (interaction). Therefore, there are seven elements which are (1) Mobile Podcast's platform, (2) homepage, (3) registration, (4) course objectives, (5) Mobile Podcast units, (6) summarizing podcast, and (7) communication channel. All of these elements were designed and put into the Mobile Podcast website in order to provide students podcast episodes and exercises to listen and practice their listening skills anywhere and anytime they wanted. Each element is detailed as follows:

4.1.1.1 Mobile Podcast's Platform

Mobile Podcast was designed on the web 2.0 platform which allows students to access the Mobile Podcast site through link or URL. The URL of the Mobile Podcast was www.enghotpod.com. Based on the Web 2.0 technologies and language learning, Web 2.0 is proper for language teaching and learning (Flannery, 1998; Hsueh, 2011) and popularly adopted by using a website as an instruction medium and resources to create meaningful learning environment with interactivity, online searches, cross-cultural interaction, and time-independent (Khan, 1997). Moreover, Web 2.0 also be able to be adaptive with different sizes of devices screen such as mobile phones, tablets,

laptops, and computers. This capability was friendly uses which accommodates students to be able to see and find information easily.

The podcast could be accessed anywhere and anytime, mobile devices seem to be the most suitable and convenient ones which allowed students to access the Mobile Podcast website and listen to podcast episodes immediately when the internet is connected. Therefore, the present study employed Web 2.0 or website as the platform of Mobile Podcast because this platform allowed students to create their own contents, socialize with others, and use it as a big resource. Moreover, it provided students an adaptive site which made students were able to read and navigate the site easily in different kinds of devices.

The researcher designed the Mobile Podcast by employing a WordPress – a free and open-source web builder program which provides many features to customize a website by dragging and dropping menus to the web site. Moreover, it was claimed to be the most appropriate web builder for the podcast (Morris, 2018). The researcher designed the menus, as mentioned previously, to have six menus which were Homepage, Course Objectives, Podcast Units, Summarizing Podcasts, Let's Talk, and Log in and Join Us respectively. The Mobile Podcast can be accessed easily by scanning QR code which is modified from the Mobile Podcast's URL or www.enghotpod.com.

4.1.1.2 Homepage

The second element is homepage. The homepage was the first page or the main page that students would encounter or see firstly when accessing to the Mobile Podcast website. It presented all menus, announcements, the latest podcast episode, and a list of five recent podcast episodes that were launched. When students accessed

www.enghotpod.com, the first page that they would see was the homepage. At the top of the page, all menus were shown in order to provide students the navigation such as Homepage, Course objectives, Podcast Units, Summarizing Podcasts, Let's Talk, and Log in and Join Us respectively. Below the menu bar, a box of the announcement was placed. This space was to inform students of the upcoming episode which would be launched three episodes within a week.

The latest podcast episode was placed after the announcement box. This space was used to show students some pictures and videos in order to inform information and draw up prior knowledge of students before listening to the particular podcast. After watching or seeing medias, a pre-listening activity was presented right there for students to assess their understanding before listening to the podcast episodes. Moreover, they could also learn some vocabulary that would appear in the podcast episode from the pre-listening activity. Next, the students would go to the next page to listen to the podcast episode. The reason that the researcher did not show the podcast audio file on the homepage was to encourage students to do the pre-listening activity for drawing up their background knowledge and learning some vocabulary before listening to the podcast episode. In addition, five recent podcast episodes, which were launched, were listed on the right-hand side of the homepage in order to be easily seen by the students when they wanted to follow up and listen to the recent podcast episodes.

4.1.1.3 Registration

The third element of Mobile Podcast is a registration or log in menu. In order to track students' participation, the researcher decided to have a login menu for students to sign in before listening to podcast episodes. At the beginning of the course,

all of the students were asked to register on the Mobile Podcast website by creating their own accounts and passwords. The students needed to log in every time when accessing the Mobile Podcast website in order to be able to listen to the podcast episodes and do exercises throughout the course.

From the findings of data collection, most of the students log in successfully to the website before listening to the podcast episodes and doing exercises. There were only a few students who could not remember their passwords, so they could not be able to access the podcast episodes. The students told the admin (the researcher) about their problems through a Line application (communication channel of the mobile website). The admin fixed these problems by deleting the students' accounts from the Mobile Podcast website's membership and asked them to register again. After this process, the students could also log in normally as they used to do.

4.1.1.4 Course Objectives

The fourth element, which was added to the Mobile Podcast website, was the course objective of this courseware. To inform students of the objectives of using the Mobile Podcast website and listening to the podcast episodes, the course objectives menu also told the students what they would be able to do when they completed listening to the Mobile Podcast. In order to make this menu obviously seen by the students, the course objectives menu was placed secondly next to the homepage menu.

4.1.1.5 Mobile Podcast Units

The fifth elements are Mobile Podcast units. The Mobile Podcast units are the place where all launched podcast episodes were collected in this menu. The Mobile Podcast units consisted of four units by each unit had two stories, and each story

was separated into three episodes of the podcast. Thus, there were twenty-four podcast episodes in total that needed to be launched three times a week. In each podcast episode, it composed of podcast audio and exercises. The following parts will describe how the podcast audios and exercises were developed.

- **Podcast Audios**

The sounds which were used in the Mobile Podcast website were developed by the researcher based on the taxonomy of uses of podcasting for language learning Rosell-Aguilar (2007). A self-developed podcast could help teachers to develop their own podcasts that met the needs of students and also help them to control difficulties which could be a barrier for EFL students to listen to English spoken language such as speech rate, vocabulary range, topics, accents, and etc. Thus, the self-developed podcast was employed in the present study. According to Tauroza and Allison (1990), they mentioned about an average speech rate in English conversation was about 130-220 words per minute (wpm.). However, McBride (2011) suggested to use the adapted speech rate for EFL students since an uncontrollable speech rate can attribute listening's difficulties. In addition, from the results of the pilot study, it showed that the average speech rate was still too fast for the students. Therefore, the speech rate employed to develop the podcast audios was about 120-150 wpm., which was classified as moderately slow, according to the average speech rate of Tauroza and Allison (1990).

After the selection of speech rate, podcast audios were developed by employing a NaturalReader program, a text to speech software that provides various voices of men and women in different accents. It provides users to use the program both online and offline to create sounds from texts. Moreover, it allows users to customize the

speech rate to be slower or faster in a wide range of speed. Since the speech rate of the average rate ranges between 0 to +1, the researcher decided to use the speech rate ranges between -2 to -1 in order to make the audios' speed rated at moderately slow. After customizing types of speakers' voices and rate of speed, the audios were downloaded as MP3 files.

When the process of audio creating was done, the researcher edited the sounds by using an Audacity program. The Audacity is a voice recording and editing program which is recommended widely to use in sound works. Even though the sounds of audios had already been customized to the speech rate and speakers' voices, the audios were still fast for the students. Thus, after downloading the audio files from the NaturalReader program, the researcher needed to edit the pauses between phrases and sentences to be a little bit longer (about 2 seconds) in order to provide time for EFL students to process what they heard.

After the finish of audio editing, the researcher employed the "Podbean" as a podcast hosting to publish all edited audios to be podcast. The Podbean is a podcast publisher monetization service that provides free and paid podcast hosting for individuals and businesses. It offers users a user-friendly interface which integrates publishing, management, syndication, and analysis tools for them to produce their own podcast. Each audio file was published separately into twenty-four episodes. The HTML code of each podcast was embedded into the Mobile Podcast units menu of the Mobile Podcast website.

- **Exercises**

The exercises in the Mobile Podcast episodes were developed by the researcher. Morley (1972 as cited in Rost, 2016) proposes that the only way to develop listening comprehension is to hang around on practicing listening but to reduce time on task, listening purposefully is the solution. Thus, the selective listening is a *sin que non* which fosters students to practice listening in an academic context which has been one of the most important listening instructions nowadays. Vandergrift and Goh (2012) insisted that selective listening would help students when encountering with overloaded information, then attending to some parts for specific information is needed.

By the meaning of certain information in selective listening, Brown (2001) asserts that a student is usually asked to listen for: “people’s names, dates, certain facts and events such as location, situations, context, etc., and main ideas or conclusions” (p. 257). In addition, time, numbers, directions, amounts, comparison and contrast, and facts from actual reading are also suggested to add in listening contents (Morley, 1972). Therefore, in the present study, the researcher chose the selective listening practice as the listening strategies and the exercises were aimed to ask students to listen to important details, certain events, and main ideas or conclusions.

There were three stages of listening activities: pre-listening, while listening, and post-listening which were provided for students to practice their listening skills and also construct new knowledge by themselves. Each podcast episode consisted of pre and post exercises. In the pre-listening stage, the exercise aimed to activate students’ background knowledge and give some vocabulary knowledge by asking students to look at pictures or words and match with the correct definition. While listening

to a podcast episode, students could listen to it repeatedly as much as they wanted and also go through the post exercises' question in order to know what to listen to purposively.

After listening, the post exercises contained different kinds of activity such as true/false, choose the best answer, matching types, and rearrange situations which aimed to ask students important details, the conclusion of the story. There were five items of exercise in pre and post-listening activity. Thus, there were ten exercises in each podcast episode. The exercises were developed through the Google Form – a survey or quiz administration app from Google which allows a quiz developer to collect information or responses from users individually and give feedback to them in the meantime. However, in order to identify the responses of each user, the Google form requires users to fill their personal information so the developer names the responses with the correct users. After the users had finished doing exercises or quiz, they could submit and the results and scores would be automatically collected and sent to the developer in a spreadsheet.

4.1.1.6 Summarizing Podcasts

The sixth element placed in the Mobile Podcast website is a summarizing podcast. According to Facer and Abdous (2011) after listening to the podcast, students should do a summary to reflect their understanding and share with friends in order to discuss. Moreover, creating podcasts allows students to record and listen to themselves repeatedly as needed (Swain and Lapkin, 1995) and they also have more time to rehearse and check the contents and pronunciation of themselves which can increase their confidences of speaking skills. Thus, the assignments of the present study would ask students to create a summarizing podcast by summarizing the main ideas and

important details of three episodes weekly, then working in pairs to record their summary 1-2 minutes length and uploading to the website for other students to listen and share their ideas. By doing this assignment, students had more time to rehearse and check their understanding through creating the summarizing podcast.

4.1.1.7 Communication Channel

The last element which was developed in the Mobile Podcast website is a communication channel. Since the Mobile Podcast was developed under the constructivism and online courseware model of Harasim (2017) in order to provide students to learn and listen to a podcast anywhere and anytime, the interaction between students and teachers is the key term of constructivism (Anderson, 2011). Thus, providing a communicational channel (Harasim, 2017) will increase more interactional opportunities among students and students to teachers in moving to further levels of learning. Consequently, the researcher aimed to add the communication channel for students to ask, communicate and share ideas in order to receive some feedback and suggestions from one another.

The communication channel which was employed in the present study was Line Application. Due to the fact that Line was the most popular chatting application used the most in Thailand. (Thailandredcat, 2018). The Line application allowed users to send various stickers instead of words and expressions, record their voices and have both voice calls and video calls to communicate. The process of friend adding could also be done very easily by scanning QR code, searching for ID, and adding through phone numbers. By employing this application, students and teachers could use this channel to communicate, share ideas, and inform announcement.

To summarize, there were seven elements in developing the Mobile Podcast which was Mobile Podcast's platform, homepage, registration, Mobile Podcast units, summarizing podcasts, and communication channel. When the development of Mobile Podcast was done, it was tried out with students in the pilot study. The results showed that the students in the pilot study were agreed with the Mobile Podcast website. However, there were three problems that needed to be solved which were file attraction, speech rate, and the stability of the website. The researcher had found the solutions and solved those problems before collecting data in the real experiment.

4.1.2 Student's Achievement of Listening Comprehension by Using Mobile

Podcast

This section reports the results of the comparison between the student's pre and post-listening tests. The results were analyzed and answered the research question 2: how does Mobile Podcast have any effects in SUT students' listening comprehension? The research instruments which were employed to collect student's listening enhancement were pre and post-listening tests.

Before the experiment was demonstrated, all of the samples were asked to do the pre-listening test. The results from the pre-listening test were employed as standard scores to compare with the post-listening tests in order to investigate the effects of Mobile Podcast on student's listening comprehension. After the end of the last episode of the Mobile Podcast was launched, the post-listening test was administrated. There were four listening parts in the post-listening test as same as in the pre-listening test. The samples were asked to listen to each audio file twice and then choose the best answers. The

comparison of the scores of student's listening comprehension proficiency before and after the initial implementation is shown as follows:

Table 4.1: The Results of Paired Samples Statistics

Variables	Mean	N	Std. Deviation	Std. Error Mean
posttest	14.16	45	3.593	.536
pretest	8.98	45	2.973	.443

According to table 4.1, the results of the paired sample t-test shows the differences between the average of the pretest ($\bar{x} = 8.98$) and the average of the posttest ($\bar{x} = 14.16$). The comparison between these two values indicates that the average of the posttest is higher than the average of the pretest. In other words, the use of Mobile Podcast could enhance students (14.16 ± 3.593) as opposed to the pretest average score (8.98 ± 2.973) when they had not listened to the Mobile Podcast in online learning environment yet. However, to find out the effects of the use of Mobile Podcast in a statistically significant different value between the average of the posttest and pretest scores, a Paired Sample test was employed in order to calculate this value as can be seen in Table 6.

Table 4.2: The Results of Paired Sample T-Test

Variables	Paired Differences					t	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
posttest-pretest	5.178	2.871	.428	4.315	6.040	12.100	44	.000

**significant difference at $p < .05$

According to table 4.2, it can be seen that the difference of the posttest and pretest scores is 5.178 and it confirms that there is statistically significant differences at the .05 level (Sig. = .000).

The results reveal that the practicing of listening comprehension through the use of Mobile Podcast in the online learning environment has effects on SUT students' listening proficiency. Especially, when the exposure of listening is sufficient – anywhere and anytime, SUT students have significantly improved their listening comprehension proficiency. Moreover, the students could direct their own learning paces and develop their technological skill through using the Mobile Podcast which is the required skill in the 21st century. Therefore, the use of the Mobile Podcast in the online learning environment was counted prosperous as it could increase the enhancement of SUT students' listening comprehension.

4.1.3 Students' Opinions toward Listening by Using Mobile Podcast

This section reports the results of EFL students' opinions toward the use of Mobile Podcast in the online learning environment. The results were analyzed and answered the research question 3: what are the SUT students' opinions toward the use of Mobile Podcast for enhancing listening comprehension? The research instruments which were employed to collect student's opinions toward the use of Mobile Podcast were questionnaire and semi-structured interview. Due to the fact that the results from the questionnaire were displayed in numerous forms which could not reflect the analyzed data in a descriptive way. Thus, the semi-structured interview was employed to collect some in-depth data and details of students' opinions in order to establish the validity of the data analysis from different perspectives.

In the following sections, data analysis of the SUT student's opinion from the questionnaire is presented firstly then followed by the analysis of semi-structured interview data respectively. According to the researcher methods in Chapter 3, the questionnaire was given to the SUT students after the end of the post-listening test then some of the students were purposively asked to have the semi-structured interview individually.

4.1.3.1 The Results of Questionnaire

In the present study, the questionnaire was designed into two parts. In the first part, it tended to collect the students' personal and background information such as gender, age, year of student, institution, and the current English course. The descriptive statistic of the participants in the present study is shown in table 4.3 as follows:

Table 4.3: The Results of the EFL Students' Personal Information

Number of Students	Gender		Average Age (18-22)	Year				Institutions			Current English Course
	Male	Female		1	2	3	4	SC	TE	EN	
45	23	22	21.06	4	32	6	3	1	9	35	213102

** SC = Sciences, TE = Technology, EN = Engineering

According to table 4.3, it can be seen that the group of participants in the present study was a heterogeneous group. There were twenty three male and twenty two female students. The average ages was twenty one as their ages were from eighteen to twenty two years old. The major group (70%) of the participants were the students in the second year while only six percent were the students in the fourth year. However, most of the participants (77%) were from the Institution of Engineering while only two percent were from the Institution of Sciences. Currently, all of the participants were

enrolling in the 213102 course (English for Communication II) in the first trimester of the academic year 2019.

In the second part of the questionnaire, it aimed to examine the participants' opinions toward the use of the Mobile Podcast in the online learning environment in five different themes which were contents of Mobile Podcast, features of Mobile Podcast, listening comprehension tasks, informal online learning environment, and benefit of Mobile Podcast. The questionnaire was designed based on the Five-point Likert Rating Scale and the results which were manipulated by the participants were shown in table 4.4 as follows.

Table 4.4: The Results of the Questionnaire

No.	Statements	\bar{x}	SD.	Opinion' Levels
A. Contents of Mobile Podcast				
1.	The contents of the Mobile Podcasts stand on the objectives of each unit.	4.00	0.67	Agreed
2.	The contents the Mobile Podcasts are relevant to each unit.	4.04	0.82	Agreed
3.	The contents of the Mobile Podcasts are interesting and relevant to student's background knowledge.	4.07	0.72	Agreed
Average		4.04	0.74	Agreed
B. Features of Mobile Podcast				
4.	The sounds in the Mobile podcast are in a good quality.	4.20	0.73	Agreed
5.	The sounds in the Mobile podcast are clarity.	4.11	0.83	Agreed
6.	The speech rate in the Mobile podcast makes sounds understandable (not too slow or fast).	3.80	0.87	Agreed
7.	The navigation bars help student to use the Mobile podcast easily.	4.04	0.82	Agreed
8.	Chatting room is available for communication.	3.98	0.84	Agreed
9.	Submission Space feature is easy to work on.	3.91	0.85	Agreed
10.	Mobile Podcast on the website platform is easy to use.	4.04	0.77	Agreed
Average		4.01	0.82	Agreed
C. Listening Comprehension Tasks				
11.	The exercises are presented from easy to difficult.	3.98	0.84	Agreed
12.	The various types of exercise help student to develop listening comprehension.	4.07	0.81	Agreed
13.	The number of exercises in each unit is sufficient for self-learning	4.07	0.75	Agreed
14.	The exercises help student to develop student's listening comprehension.	4.18	0.65	Agreed
15.	Creating 'Summarizing Podcast' helps student to practice summarizing in listening comprehension.	4.00	0.77	Agreed
Average		4.06	0.76	Agreed

Table 4.4: The Results of the Questionnaire (Cont.)

No.	Statements	\bar{x}	SD.	Opinion' Levels
D. Informal Online Learning				
16.	The frequency of listening lessons' launching is sufficient (3 times a week).	4.20	0.69	Agreed
17.	Listening to the Mobile podcast helps student to listen repeatedly.	4.31	0.79	Strongly Agreed
18.	Listening to Mobile podcast helps student to listen anywhere and anytime.	4.36	0.77	Strongly Agreed
19.	Mobile podcast provides student immediate feedbacks.	4.04	0.77	Agreed
	Average	4.23	0.76	Strongly agreed
E. Benefits of Listening to Mobile podcast				
20.	Listening to the Mobile podcast can help student understand spoken languages in daily life.	4.16	0.67	Agreed
21.	Listening to the Mobile podcast inspires student to keep practice listening.	4.04	0.60	Agreed
22.	Listening to the Mobile podcast reduces student's anxiety in listening English spoken language.	4.24	0.77	Strongly agreed
23.	Listening to the Mobile podcast saves student's time to practice listening in the class room.	4.11	0.57	Agreed
24.	Listening to the Mobile podcast helps students to get familiar with technology in language learning.	4.18	0.68	Agreed
	Average	4.15	0.66	Agreed
	Total Average	4.09	0.75	Agreed

According to Table 4.4, it presents the statistical summary of the second part of the questionnaire about the participants' opinions toward the use of Mobile Podcast in the online learning environment. Since the total average score of the whole table was $\bar{x} = 4.09$, $SD. = 0.75$, according to the criteria of value interpretation which ranges from 3.41 - 4.20 means students agreed with the statements, the total average value of the table fell into the "Agreed" interpretation. Therefore, it apparently showed that the students were agreed with the use of the Mobile Podcast for enhancing their listening comprehension in the informal online learning environment of the present study.

Furthermore, to summarize the students' opinions toward the use of Mobile Podcast which were analyzed by themes, it can be seen that the students were strongly agreed with theme (D) The use of Mobile Podcast in informal online learning environment ($\bar{x} = 4.23$, $SD. = 0.76$), followed by theme (E) The benefit of listening to Mobile Podcast which was agreed at $\bar{x} = 4.15$, $SD. = 0.66$ and theme (C) The listening

comprehension tasks which were agreed at $\bar{x} = 4.06$, $SD. = 0.76$ respectively. In the contrary, the theme which the students agreed with the least was the theme (B) The features of Mobile Podcast was agreed at $\bar{x} = 4.01$, $SD. = 0.82$. Even though theme B was the theme that the SUT students agreed with the least, according to the criteria of value interpretation which ranges from 3.41 - 4.20 means students agreed with statement, the students still agreed with the theme B.

By the whole results of all five themes, the highest opinion's levels regarding (18) Listening to Mobile Podcast helps student to listen anywhere and anytime, (17) Listening to the Mobile Podcast helps student to listen repeatedly, and (22) Listening to the Mobile Podcast reduces student's anxiety in listening English spoken language, which scored $\bar{x} = 4.36$, $SD. 0.77$; $\bar{x} = 4.31$, $SD. = 0.79$; and $\bar{x} = 4.24$, $SD. = 0.77$ respectively.

In contrast, the three lowest items which were agreed the least by the SUT students were (6) The speech rate in the Mobile Podcast makes sounds understandable (not too slow or fast) ($\bar{x} = 3.8$, $SD. = 0.87$), (9) Submission Space feature is easy to work on ($\bar{x} = 3.91$, $SD. = 0.85$), and (8) Chatting room is available for communication ($\bar{x} = 3.98$, $SD. = 0.84$) respectively. Even if these three items were ranked at the bottom of the table, all of them still fell into the 'Agreed' interpretation. Therefore, the analyzed data from the questionnaire apparently showed that the EFL students were agreed with the use of the Mobile Podcast for enhancing their listening comprehension in the informal online learning environment.

4.1.3.2 The Results of Semi-Structured Interview

The implement of the semi-structured interview to gain in-depth information. The results will be presented in four themes which are (1) listening ability of SUT students, (2) listening strategies of SUT students, (3) problems, and (4) suggestions. Each theme would be detailed as follows:

- **Listening Ability of SUT Students**

Thirteen students reported their listening routines on Mobile Podcast. Most of the students listened to the Mobile Podcast every week and repeated the podcast episodes many times to understand the episodes. Moreover, they normally listened to the podcast outside the classroom, after classes, and in their free time. A device that the students employed the most in listening to the podcast was smartphone or mobile phone because it allowed the students to listen to the Mobile Podcast anywhere and anytime while listening to the podcast via laptop were employed when they were at a dormitory. Some examples of the comments are presented as follows.

Student 2: *‘I listened to the Mobile Podcast once a week after it was launched and listened to each episode about two to three times so I could be able to understand it. I normally listened to the Mobile Podcast at my dorm through my mobile phone.’*

Student 5: *‘I always listened to the podcast on weekends. I listened to each episode about 5 times to understand it and... listened to the podcast outside the classroom’*

Student 9: *'I listened once or twice a week and it took about two to three times to understand the episodes. I listened to it almost everywhere when I am free. I normally listened to the podcast through mobile phone.'*

• Listening Strategies of SUT Students

Listening strategies that the students employed to solve when they encountered to problems were stopping or pausing, searching for words meaning, and repeating the podcast. Since the Mobile Podcast allowed students to direct their own learning and listening, the students could find their own solutions to solve the problems when they could not catch words, encounter with unknown words, and feel unfamiliar with the accents. After that, they summarized the main ideas and some important details in the form of the summarizing podcast. By employing these strategies mentioned above, the students could understand the podcast successfully and get familiar with spoken language. Some examples of the comments are illustrated as follows.

Students 5: *'I always do the exercises together with listening to the podcast in order to get some information and clues about the story. Because listening to the audio only is quite difficult for me so always do it together with the exercises.'*

Student 7: *'I have to listen repeatedly and also stopped and started over again. Errr... And I also have to search for some vocabulary meaning in order to understand the podcast and then summarize what I understood on my own words.'*

Student 10: *'I have to pause and find the word's meaning and then play it again. When I finished listening to it about I don't understand, I replay it one more time. And jot down some information from when I understood. And then I summarize them together.'*

• Problems

While listening to the Mobile Podcast, there are some problems that the students encountered to. The researcher separated the problems into two themes: vocabulary and speech rate and Mobile Podcast website. The reasons behind these themes were explained as follows.

a) Unknown Vocabulary and Speech Rate

Even if the students could understand the contents of Mobile Podcast, there were some unknown words which caused difficulties to them while listening to the Mobile Podcast. Before listening to each podcast episode, although the pre-listening activities had already presented some vocabulary which might appear in the podcast, the students still found that there was some vocabulary that they did not know. However, this reason may be because the students could not catch a word or hear the word clearly because of the unfamiliar speech rate. According to the comments on listening strategies, most of the students mentioned that they had to pause or stop the podcast and look for vocabulary, this meant that one of the problems the students faced with was unknown vocabulary. Thus, the following statements are the students' comments which are supported by the current theme.

Student 4: *'Sometimes, there are some words in the podcast and exercises which I don't know and haven't encountered to. So, looked for those vocabulary's meaning in order to memorize. Sometimes I don't get familiar with the accents of the speakers and, also, the speed of the sound is a bit fast.'*

Student 6: *'Maybe I couldn't catch the words so... Because of the unknown vocabulary rather than the speed of the sound. Some words I haven't encountered with.'*

Student 11: *'I couldn't understand English because I could not catch words. Is this when are you going to create the summarizing podcast? Yes. So you mean the sounds so too fast? Yes.'*

b) Mobile Podcast Website

The main problem which students encountered with the most was exercise platform. Due to the fact that the exercises in the Mobile Podcast website were developed in the Google Forms (one of Google service), which requires all users to fill up their personal information (such as name or students number) in order to classified responses of each users for the exercises developer to check and analyse students' answers, it required students to fill up their name every times they do the exercises. There are some comments of the students to support this theme which are illustrated below.

Student 5: *'I have no problems with listening and creating the summarizing podcast. But before doing the exercise, I have to fill personal information every time I do. So, I think it is a bit too much.'*

Students 10: *'I think I don't want to fill personal information every time I do exercises. So you want it to be changed about the exercise feature? Yes. I think it is very complicated.'*

Student 11: *'When the students do exercises, part by part, it think it too many processes. So, I want you to make it simpler'*

• Suggestions

Most of the students suggested about the interesting of the Mobile Podcast website including contents and media. The suggestions pointed out that the

students need more interesting topics which could encounter in daily life and adding more media such as videos, songs, and games into the Mobile Podcast website.

Student 9: *'I think the teacher should make the podcast be more interesting. For example, add more pictures if I were you. I think it could help the website be more interesting and more listenable.'*

Student 12: *'I think it depends on each student that who wants to listen or practice listening. So you may have to motivate the students to listen by making the podcast more interesting or have some extra points for them.'*

Student 13: *'The podcast should be more interesting like you should have more animation and media for motivating students to listen. And it should be in the form of application, so it is easier to download and access to the application, for example.'*

In addition, the students also suggested the researcher to decrease the easiness of the exercises. The items in each exercises and varieties of activity should also be increased. Some comments and suggestions about improvements of exercises and activities were presented as follows.

Students 4: *'I think the exercises in each part are too few. It should be increased from 5 to be 10.'*

Student 6: *'Improve exercises to be easier to access and increase various kinds of exercises.'*

Student 8: *'I think some exercises are too easy and it should be increased.'*

By having these improvements, the students believed that it could motivate the students to listen and use the Mobile Podcast to enhance their listening comprehension and they also have a willingness to continue listening to Mobile Podcast if it was redeveloped.

4.2 Discussion

In this part, the discussions of the data analysis are separated into three sections according to the research questions. The first section discusses elements and developments of Mobile Podcast. The second section discusses the listening comprehension achievement of SUT students and the last section discusses the SUT students' opinions toward the use of Mobile Podcast respectively.

4.2.1 Elements and Development of Mobile Podcast

This section aimed to give the explanation and discuss the elements of Mobile Podcast that the present study had developed for enhancing listening comprehension of SUT students. According to the results mentioned in the finding sections, the discussions were separated into two parts which were elements of Mobile Podcast and steps of development of Mobile Podcast. The discussions were detailed as follows.

4.2.1.1 Elements of Mobile Podcast

After the designing and development of Mobile Podcast for enhancing listening comprehension of SUT students. The results from the finding sections showed that there were seven elements of Mobile Podcast which the researcher had designed to put them in the Mobile Podcast website: (1) Mobile Podcast platform, (2) registration, (3)

course objectives, (4) homepage, (5) Mobile Podcast units, (6) summarizing podcast assignments, and (7) communication channel.

Due to the fact that the main learning material of the present study was the Mobile Podcast, it was one of the most popular Web 2.0 technologies where audio files were distributed through the connection of the internet (Constantine, 2007; Gribbins, 2007; Mathieu, 2009) and it was normally developed on the website platform. Since the podcast was widely used to in higher education to provide students online listening contents to listen anywhere and anytime, the model of online learning which the researcher had chosen was online learning as the online courseware (OC) of Harasim (2002) which its characteristics consisted of online content and quiz, individualized learning, computer assessment, asynchronous, place independence, video-based lecture, and internet-mediated presentation (Harasim, 2017, p.118) According to the characteristic of online courseware of Harasim (2017), the researcher came up with the first elements of Mobile Podcast website which was the platform of Mobile Podcast.

1) Mobile Podcast Platform

The Mobile Podcast was developed on the Web 2.0 platform which allows students to access the Mobile Podcast website on any mobile devices through link or URL. According to Heffernan (2009), he proposed the term Mobile 2.0 as the extension of Web 2.0 technologies where users could access websites through the internet connection on any kind of mobile device. Thus these two terms normally meant the same process of website accession but on different kinds of devices. Due to the fact that the URL of the Mobile Podcast website was www.enghotpod.com, it allowed students to be

able to visit the site anywhere and anytime when mobile devices are connected to the internet.

The Mobile Podcast website on Mobile 2.0 platform also allowed the students to create their own learning paces by deciding when, where, and how to listen to Mobile Podcast episodes. After listening to the podcast episodes, they also can do exercise and assignment by creating the summarizing podcast in order to summarize their understanding of Mobile Podcast listening. Thus, it could be seen that the Mobile Podcast website developed on Mobile 2.0 platform could enhance students to listen to podcast episodes under the flexibility of time and place (Sakamura and Koshizuka, 2005).

Moreover, Cochrane and Bateman (2013) who studied on Mobile Web 2.0 framework supported that the Mobile Podcast which developed on the Web 2.0 platform and allowing students to access through mobile devices supported the students to create learners generate-context which shifted from teacher-directed to student-directed pedagogies. As the students could decide when, where, and how to listen to the Mobile Podcast, they could be able to regulate their own learning paces and become autonomous learners. Moreover, the Mobile Podcast website which developed on Web 2.0 also supported the students to learn in the environment of authentic learning (Herrington and Harrington, 2006). Since the students created the summarizing podcast after listening to podcast episodes, they could generate their own contents based on the construction of new knowledge related to the constructivist learning of Bruner (1966) and Piaget (1973). By the students constructed their new knowledge through the three stages of the cognitive constructivist process: assimilation, accommodation, and equilibration

together with some guidance of a teacher who provided challenging problems for the students to solve in order to construct new knowledge.

Therefore the Mobile Podcast on Web 2.0 development and accessed via mobile devices (Mobile 2.0) could enhance students to learn and develop their listening skills because it could provide students to access the Mobile Podcast website anywhere and anytime. The students could also learn and develop their listening comprehension in their own directions with the guidance of teachers which could enhance them to learn by themselves beyond the classroom.

2) Homepage

The second element of the Mobile Podcast website was a homepage. The homepage was the first page or the main site where the students would see first when accessing the Mobile Podcast website. This page contained all menus, announcements, the latest podcast episode, and a list of five recent podcast episodes that were launched. According to Lewis (2011) – a podcaster and podcast developer suggested the elements of an effective podcast website to be attractive to listeners was the front page or homepage. Because the homepage could help the listeners to know the site was about, it also could present the listeners a showcase of podcast episodes on the website and provide a subscription channel for the listeners to subscribe and revisit to the website.

Due to the fact that the main part of the homepage was to present the current podcast episode which was launched for students who accessed the homepage could immediately see the updated episode before starting listening to it. Sharpe (2018) supported that the current episode could motivate or suggest listeners to it, which also

called 'a call to action'. On the homepage of the Mobile Podcast website, the students would be introduced by some information, pictures, or videos about the story they were going to listen to in order to activate their prior knowledge. Then they would be asked to do the pre-listening activity which aimed to teach some vocabulary through the matching types exercises. Therefore, the homepage was one of the most important elements of the Mobile Podcast website as it introduced the current podcast episodes, descriptive some information of podcasts and list of lunched podcast episodes for students to check and reach to the recent ones easily.

3) Registration

The third element that the researcher decided to add to the Mobile Podcast website is a registration or log in menu. This feature aimed to track the students' attendance to the Mobile Podcast website. According to Credé, Roch, and Kieszczyńska, (2010), there was a positive correlation between students' attendance and grades. From the results of the study also revealed that students who also attended and listened to the podcast episode on the Mobile Podcast website, they had a higher score in the post-listening test.

As the present study would require all students to log in every time they visit the website, this helped students to stay on the learning track and also helped teachers to connect with the students which could promote a sense of connectedness to all students (Bergin and Ferrara, 2019). Furthermore, Moore, Armstrong, and Pearson (2008), who studied on the relationship between the absentness and learning motivation of university students, supported that attendance of students could indicate motivation,

performance, and the accession of specific information which brings a sense of belonging.

However, there were some students who faced with the forgetting of their passwords because they were absent and had not logged in to the website for a while. Bergin and Ferrara (2019) mentioned that when students felt less motivated and disconnect to the class (website), they would less frequently attend to the learning environment. Consequently, the researcher designed the registration menu for tracking and raise the sense of connectedness to the students to feel motivated and belong to the learning environment.

4) Course Objectives

The fourth element of the Mobile Podcast is the course objective. The objectives of the Mobile Podcast placed in the website were aimed to inform students what they would be able to do when the instruction is completed. According to Suetrong (2013), she developed a web-based podcast for developing EFL listening comprehension. In the process of website development, she presented clear states of course objectives for students to know before listening to the podcast. The results revealed that the students felt motivated to complete podcast units because they knew what the goals they were going to achieve. Therefore, the course objective was placed on the website in order to inform and provide clear purposes for students to focus on learning efforts and goals.

5) Mobile Podcast Units

The fifth element of the Mobile Podcast website was Mobile Podcast units. The mobile podcast units were the feature where all launched podcast episodes were collected in this menu. There were four units and each unit consisted of

two stories. Each story was separated into three podcast episodes. Thus, there were twenty four podcast episodes in total. Each podcast episode was composed of podcast audio and post-listening activity. Both of the podcast episodes and activities were developed by the researcher.

According to the results of the study, the students agreed with the Mobile Podcast Units because there were various topics of a podcast episode to listen to and also exercises to do after listening to each podcast episode. The students could listen to each podcast episode repeatedly as much as they wanted. Moreover, they could also play the podcast while doing the post-listening exercises in the meantime because the website allowed the students to play the podcast while opening other pages of the website. It was because of the feature of Web 2.0 technology. Suetrong's (2013) study also supported that the podcast units provided many choices of listening texts for students to listen to. The students could decide by themselves what topic to listen which motivated them to listen to the podcast on their interesting.

6) Summarizing Podcast Assignment

The sixth element of the Mobile Podcast was the assignment which is called Summarizing Podcast. The summarizing podcast was the assignment that aimed to assess student's understanding of the podcast stories. The Summarizing podcast was counted as a self-developed podcast according to the taxonomy of podcasting and language study of Rosell-Aguilar (2007). By allowing the students to create the summarizing podcasts, they would be able to summarize the main ideas and important details of the podcast stories, rehearse listening repeatedly, and practice speaking skills

as they were required to record the summary into audio files. After that, the students need to submit the files on the file attachment or Google form.

Phillips (2015, 2017) also employed students-produced podcasts as the assignment of the study. Both of the studies assigned students to work in a group of three to create a podcast on a particular topic chosen by teachers. In the first study, the podcasts were uploaded to the Moodle and all students need to listen and vote for their favourite three while the second study asked students to listen to peers' podcasts and provide personal feedbacks in the Moodle forum. Both studies required students to submit the self-created podcast to the website where peers and teachers could listen to and give comments. Phillips (2017) also suggested that the self-created podcast could enhance students to produce effective learning tools in digital ages. Nie, Cashmore, and Cane (2008) also supported that student-generated podcast assignment was beneficial to the cognitive process as well as motivated students in language production. Thus, the present study would employ the summarizing podcast elements as one of the most vital elements of the Mobile Podcast as it could enhance students to practice summarizing of listening skills and provide students to be able to produce authentic language outside the classroom.

7) Communication Channel

The last element of the Mobile Podcast website was the communication channel. The communication channel which was employed in the present study was Line Application. Since Mobile Podcast is one of the Web 2.0 technology which stands under the framework of constructivism, Anderson (2011) and Harasim (2017) suggested to provide a communicational channel for students and teachers to discuss, share ideas, give feedback to one another in order to create supportive

learning community and interactions which facilitate learning development (Cochrane, 2013).

Thus the present study decided to employ Line Application – a communication application that allows users to exchange texts, images, video, and audio, and conduct free voice calls and video conferences, as the communication tool. Because Line is easy to use both in texting and adding a new contact, it is widely used in Thailand (Thailandrescat, 2018). Akaraborworn, Petnarong, and Sangtong (2016) conducted a study about usages and attitudes of employing Line Application as a communication channel on General Surgery Residents in Southern Thailand. The results revealed that most of the participants used Line Application for sending a text, and pictures sharing ideas and feedback and discussing academically. Moreover, they also agreed that Line Application is convenient as it accommodates the participants to communicate faster and privately.

4.2.1.2 Steps of Mobile Podcast Development

In this part, the seven steps of Mobile Podcast development would be discussed and detailed as follows.

- 1) The researcher investigated the contents in the “Touchstone Students’ Book 3A, Cambridge University Press” textbook and found some information under the theme of the units.

- 2) The researcher wrote scripts and transferred words to sounds by using the NaturalReader online program. The NaturalReader is one kind of Text to Speech software which can work offline and online to create sounds from texts. There were many sounds of men and women in different accents and languages which were

provided in this program. Moreover, it allowed users to customize the speech rate to be slower or faster in a wide range of speed. Flood (2007) supported that this program was very useful and consisted of various enhancements of feature which was valuable to pay for it. After customizing types of sound and speed, it could be downloaded as an MP3 file.

3) The researcher edited sounds by using the Audacity program. The Audacity is a voice recording and editing program which is recommended widely to use in sound works. After downloading from the NaturalReader, even though the sounds were customized in the previous program, the researcher needed to edit the pause between each phrase and sentences to be longer (about 2 seconds) for EFL students to process what they heard.

4) The researcher designed exercises that would be used in pre-listening, post-listening activities and summarizing podcast submission by using Google Form. It is a free platform for creating forms of the questionnaire, survey, test, etc. which can be sent to anyone to fill out and send back. For creating exercises, the Google form also provided the 'Quiz' feature which allowed the developer to create a quiz, set scores, and set feedbacks for students when responses were collected and analysed. It also recorded the time of file submitting and students' responses which allowed teachers to monitor students' attentions and participation.

5) The researcher designed the Mobile Podcast website by employing a WordPress – a free and open-source web builder program which provides many features to customize by dragging and dropping menus to the website. Moreover, it is claimed to be the most appropriate web builder for the podcast (Morris, 2018). According to Morris (2018), he claimed that WordPress was the most appropriate web builder for the podcast.

Supported by Lewis (2011), WordPress also provides plugin – software features or components used to add-on to program or website in order to customized a website's appearance (George, 2019), which the developer could customize a website to be a podcast website. The researcher designed the six menus, as mentioned previously, which were homepage, registration, course objectives, Mobile Podcast units, Summarizing Podcast, and communication channel respectively. The Mobile Podcast can be accessed easily by scanning QR code which was modified from the mobile podcast's URL which is www.enghotpod.com.

6) The researcher tried out the Mobile Podcast by introducing it to students, training how to use it and allowing students to use it by themselves to find out whether there are any problems and suggestions.

7) The researcher edited and improved the Mobile Podcast according to the suggestions and problems found by students and finalize the last version of it (see Appendix F).

4.2.2 Listening Comprehension Achievement of SUT Students

The results of the study revealed that the Mobile Podcast in an informal online learning environment was effective to help EFL students at Suranaree University of Technology to enhance their listening comprehension according to the result of paired t-test demonstrated that there was a statistically significant difference. Based on the theoretical frameworks which were employed in the present study: constructivism, online learning, and podcasting and language studies, these frameworks played a significant role in molding the construction of Mobile Podcast website and admiration of procedures. The results showed that the difference between the average score of pretest ($\bar{x} = 14.16$). The

differences between the pretest and posttest was 5.178 and it confirmed that there was significant differences at the .05 level (Sig. = .000).

The finding of the present study is consisting of a study of Qasim and Fadda (2013), the researchers conducted a study on the effectiveness of podcast on EFL higher education students' listening comprehension. The samples of the study were separated into a control group and an experimental group. By the experimental group received the listening to nine podcasts via mobile devices for six weeks treatment while in the control group there was no special given treatment. The results revealed that the experimental group performed better on the posttest ($\bar{x} = 13.96$, $SD = 1.17$) than the control group ($\bar{x} = 11.62$, $SD = 2.94$). There was also a significant difference at $p < 0.05$ for the two groups' test scores. This indicates that the experimental group outperformed the control group in terms of listening comprehension.

Moreover, the results of the present study also correlated with the previous work in NamazianDost, Bohloulzadeh, and Rahmatollahi (2017), illustrating the implementation of podcasting in an asynchronous learning environment let the students in the experimental to have a higher score on the posttest. In the study, 30 Iranian intermediate students performed the English listening comprehension better after listening to podcast asynchronously as the posttest score ($\bar{x} = 16.1667$, $SD. = 2.03$) was better than the other thirty students in control group ($\bar{x} = 14.9333$, $SD. = 1.87$). The differences between the two groups were significant ($p < 0.05$). This means that there is a significant differences between the means scores of experimental and control groups. Thus, it can be concluded that podcasts developed the listening comprehension of pre-intermediate EFL learners.

According to the findings of the present study showed that the average score of the posttest was significantly different from the average score of pretest after the implementation of Mobile Podcast in an informal online learning environment. There were several reasons which could be used to support and explain the enhancement of listening comprehension in SUT students which are (1) flexibility of leaning and (2) learning activities. The discussion of each theme will be discussed as follow.

4.2.2.1 Flexibility of Learning

This present study was conducted for SUT students in order to increase the exposure of spoken language and introduce a new technology, which widely used for enhancing listening skills in higher education (Rosell-Aguilar, 2007 and McGarr, 2009), which is called a Podcast. Since the listening skills seemed to be difficult to teach and observe the process when it functions, time in teaching and practicing listening skills in the classroom was decreased. Therefore, the SUT students' listening comprehension enhancement appears to link with learning time which correlates with the frameworks which underlie podcasting.

Mobile Podcast is one of Web 2.0 technology which consistent with a constructivist view of learning and constructing new knowledge. According to basically gist of Constructivism, this theory believes that students learn language through interaction with the outside world and construct the new knowledge independently instead of studying directly from teachers. This concept also got accepted by Piaget who also believes that learning is a cognitive process driven by schemas and reflected those experiences through as new knowledge. In order to construct new knowledge, Piaget proposed three processes of cognitive constructivism which were assimilation,

accommodation, and equilibration (Profkelly, 2012). Moreover, Jerome Bruner, one of the scholars who stands on the same side of this concept, supported that it is very important to provide students an opportunity to experience and expose to the environment that leads them to problem-solving. Letting the students to face and find their own solutions can assist them to construct their own knowledge based on their current and prior background, also known as Discovery Approach (Culatta, 2015). Bruner also believes that students still need guidance or instruction of teachers to assist their learning achievement. Since podcast allows students to access their own paces through different kinds of device, it can enhance students to individually listen to audio files contributed through in the connection of the internet and allows them to subscribe and download the files to their devices. The students can be able to listen to the podcast, direct their learning paces, and solve problems that encounter while listening in order to construct new knowledge by themselves.

Since Mobile Podcast episodes were launched every week, the students could direct their learning paces when, where and how to listen to the Mobile Podcast independently. Therefore, it provides students a sense of informal learning as the accession of podcasts could happen anywhere and anytime depending on students' intentional or accidental learning (Resell-Aguilar, 2007). Some examples from the present study showed that most of the students normally access and listen to Mobile Podcast in free time and outside the classroom through their mobile devices such as mobile phones, iPad, and tablet. Thus, Mobile Podcast is an appropriate tool which allows learning paces to take place accidentally or by defaulting outside classroom environment (Naismith, Lonsdale, Vavoula, and Sharples, 2005)

Due to the fact that the Mobile Podcast was designed and developed under the model of online courseware (Harasim, 2017), it allows students to access to the website to listen to podcast episodes asynchronously and independently (anywhere and anytime). The students also could listen to the podcast episodes repeatedly, pause and take time to process language while listening on their own. Moreover, they also can create their own contents (summarizing podcasts) and share or communicate with peers through the website. The current study found that the SUT students enhanced their listening comprehension through the use of Mobile Podcast in the informal online learning context. With regard to the flexibility of learning, Mobile Podcast allows students could access to the website anywhere and anytime (Mohammadzadeh, 2010; Rosell-Aguilar, 2007; and McGarr, 2009) which provides sufficient exposure of listening to spoken language authentically.

4.2.2.2 Learning Activities

Learning activity also played an important role in Mobile Podcast for enhancing listening comprehension of SUT students. According to the development of Mobile Podcast, the listening activity was separated into two phases which were pre-listening and post-listening activities. In the pre-listening activity, the students were provided some of information, pictures, or videos to activate their prior knowledge. Then they would do the pre-exercise which aimed to introduce vocabulary which might find in the podcast audio through the matching types exercises. Molavi, and Kuhi (2018) conducted a comparative study on pre-listening tasks and the results revealed that facilitating students by providing relevant content and vocabulary is the most effective task. Therefore, introducing vocabulary which students would encounter in listening texts is also necessary for a pre-listening stage, especially contents words which normally

contain more meaning (Field, 2008), because EFL students have limited L2 cognitive process, language knowledge, and background about particular topics.

While listening stage, the students would be able to control the podcast audio by stopping, pausing, or repeating it as much as they wanted. In the meantime of listening to podcast audio, the students could also look for unknown words and look through the question in post-listening exercises in order to gain some clues. As providing a list of focus questions that would help students to predict what should extract from a listening text (Lustick, 2010). Supported by Supornsirisin (2007) who has an agreement on using pre-listening questions because they can help students to narrow down the information which planned to listen to and motivate them to listen confidently. Thus the students could gain some information and clues as the guidance of listening purposively and be able to take their time in listening, processing and construct their understanding inefficient time as they wanted.

In the post-listening activity, after sufficient listening to the podcast audios, the students would be asked to do the post-listening exercises which aimed to assess students' comprehension towards the podcasts. Since the present study employed selective listening as the framework of exercise development, the post-listening activity aimed to ask students main ideas, actual information and important details of the story. By the mean of actual information in selective listening, Brown (2001) asserts that a student usually asked to listen for: "people's names, dates, certain facts and events such as location, situations, context, etc., and main ideas or conclusions" (p. 257). In addition, time, numbers, directions, amounts, comparison and contrast, and facts from actual reading are also suggested to add in listening contents (Morley, 1972). According to the

results of the post-activity, the students could complete the exercises in various formats such as true-false, sequences ordering, and choosing the best answers.

Besides the pre and post-listening activities that the students needed to do before and after listening, a summarizing podcast assignment was also provided for students to create in order to assess their comprehension of Mobile Podcast through summarizing and creating the podcast. The finding showed that the students could summarize the main ideas and some important details, record their summaries, submit the audio files to the teacher to give some feedback and share with peers. The students created more effective summarizing podcast after the affordance of doing it because they had more chances to listen and rehearsed the spoken skills before recording repeatedly.

Supported by research studies of Phillips (2015, 2017) also employed student-produced podcasts as the assignment of the study. Both of the studies assigned students to work in a group of three to create a podcast on a particular topic chosen by teachers. The podcasts were uploaded to the Moodle and all students need to listen and vote for their favourite three and provide personal feedbacks in the Moodle forum. The studies suggested that the self-created podcast could enhance students to produce effective learning tools in digital ages. Therefore, the summarizing podcast assignments which employed to assess the students' comprehension and enhanced the production of authentic language, it was beneficial to cognitive process as well as motivated students in language production (Nie, Cashmore, and Cane, 2008) and improve both listening and speaking skills.

4.2.3 SUT Students' Opinions towards the Use of Mobile Podcast

The results from the questionnaire and semi-structured interview of this research study revealed that the SUT students agreed with the use of Mobile podcasts for enhancing their listening comprehension in an informal online learning context. According to the results of the questionnaire, the SUT students were agreed with the use of Mobile Podcast due to the total average score was (was $\bar{x} = 4.09$, $SD. = 0.75$). According to the results of the semi-structured interview, the finding also similar to the questionnaire' results as all students were agreed that the Mobile Podcast could enhance their listening comprehension. The study of Qasim and Fadda (2013) also encourages the present study's results that the employment of podcasts via mobile devices to enhance listening comprehension gained positive attitudes from EFL students. Due to the fact that mobile device has potential as much as computer desktop and more convenience with the portable option, Mobile Podcast provides students positive attitudes towards conveniences and anywhere anytime learning the most (Al-Baekani and Ridwan, 2018). The present study also found that the students were agreed the most was the flexibility of Mobile Podcast. Therefore, with the flexible of time and place which Mobile Podcast provided to students is the main factor which makes students feel good about using Mobile Podcast for enhancing language learning.

Employing podcasts in language learning in an informal context could also motivate students to listen to the podcast and increase anxiety at the same time (Kim, 2013; Read and Kukulska-Hulme, 2015). The present study also in line with the previous studies as it was found that most of the student feel more relax while listening to Mobile Podcast by themselves because it decreased anxiety in listening to spoken language.

When listening to Mobile Podcast independently, students have more chance to control podcast audios and have more time to process languages. Besides the positive agreement of the students that have on the implementation of Mobile Podcast in Informal online learning context, there were other aspects from the students' comments which will be discussed as follows.

4.2.3.1 Listening Ability of SUT Students

According to the results of the semi-structured interview, it revealed that the listening ability of SUT students normally listened to the podcast audios repeatedly in order to comprehend the stories. It was shown that the speech rate, vocabulary, and unfamiliar accents were the factors behind this ability. While listening to the podcast audio, encountering with the unknown words made students to pause the podcast, look for words meaning, memorize the meaning and play the podcast again. It can be seen that the listening strategies which employed by most of the SUT students were the Bottom-up process.

According to Flowerdew and Miller (2005), the Bottom-up model is a traditional process when a listener works on a serial of basic linguistic knowledge hierarchically from sounds to phrases. It begins with encoding sounds from a speaker and then interpreting meaning insides the brain (Richards, 2008). Small acoustic units will be crafted to words, words to sentences, and sentences to phrases. By the role of listener, relationships of all linguistic elements will be established in order to get the meaning and understand a listening text. Therefore, Bottom-up model is usually employed when a listener encounters with unfamiliar words and have no clues or background knowledge

because analyzing language from small units can provide a listener to figure out a big theme of particular topics which is listening to.

Even though the students already got motivated in the pre-listening activity, they could not still drawback and accommodate their schemata for new information. In addition, the difficulties which encountered by the students which were speech rate, vocabulary, and unfamiliar accents could be a boundary for students to process language (Cubalit, 2016). However, after listening to the Mobile Podcast for a while, some students mentioned that they felt familiar with the accents and could understand spoken language in daily conversation more. This could be described by sufficient exposures and comprehensible input (Krashen, 1982) that make the student be able to comprehend the spoken language.

However, most of the students reported about their listening ability that they normally use mobile devices such as mobile phones to listen to Mobile Podcast when they were 'on the go' of doing something and listen via the laptop when they were at a dormitory. By employing mobile devices in listening to the podcast, Rosell-Aguilar (2015) assisted that students could learn something in informal rather than informal learning context. Moreover, this also showed that the SUT students have the familiarity of employing mobile devices in language learning in an informal online context.

4.2.3.2 Problems

There are two types of problems reported from the results of the study. The first one is listening difficulties and the second one is about Mobile Podcast website.

1) Listening Difficulties

As mentioned in the previous part, the difficulties which made students to listen to the mobile podcast unsuccessfully were speech rate, unknown vocabulary, and unfamiliar accents. Since these difficulties were the elements which the researcher tried to avoid in podcast audio development, all of them still appears and make students struggling in listening to Mobile Podcast. The researcher had followed the step of podcast audio development by employing the moderately slow rate (120-150 wpm.) comparing with Tauroza and Allison (1990) the average speech rate which was slower than average speech of normal conversation. Moreover, if the researcher employ slower rate of speed, it could effect to the authenticity and nature of spoken language.

Moreover, the students also encountered with unknown vocabulary appeared in the podcast episodes. Although, the researcher had already provided the introduction of vocabulary through the pre-listening exercises which might appear in the podcast episode. The students also needed to stop listening and search for vocabulary's meaning and back to the track again. The other difficulties was unfamiliar accents of speakers. The students reported that the accents was the easiest difficulties among these two which they could overcome by exposing the podcast episodes frequently.

Even though the preventing of these difficulties were taken account to, they still appeared as listening barriers for the SUT students. However, it may because of the students' linguistic competences and lack of schematic knowledge. According to Richards (2008) suggested that, having background knowledge which matches with a topic in the listening text can benefit the listener to make use of Top-down process to understand and comprehend listening texts. Thus, the students should try to activate

cognitive process by assimilating existing schemata and accommodating a new box of schemata for new information to fit.

2) Mobile Podcast Website

The other problem found in the report of students was the complexity of the exercise platform. Due to the fact that the platform which was employed in the present study to develop listening exercises was Google Form. The Google Form is a survey or quiz administration app from Google which allows a quiz developer to collect information or responses from users individually and give feedback to them in the meantime. Nevertheless, in order to identify the responses of each user, the Google form requires users to fill their personal information so the developer named the responses with the correct users. After the users had finished doing exercises or quiz, they could submit and the results and scores would be automatically collected and sent to the developer in a spreadsheet.

In the view of students, it might be seen that there were lots of process before doing the exercises, it is the requirement of the software which the researcher could not refuse. However, it may be the responsibility of the researcher in finding an alternative platform for developing exercises which could accommodate and serve students' needs.

4.2.3.3 Suggestions

There are some suggestions suggested by the students to improve the Mobile Podcast to be more effective in employing to enhance listening comprehension. Providing more various and interesting topics of Mobile Podcast and adding some media such as video, games, and songs to the website were the suggestions commented by the

students. To motivate students to enthusiastic in listening by themselves, Edirisingha, Rizzi, and Rothwell (2007) suggest that teachers should provide various kinds of content and flexibility of choices consisted in the podcast in order to increase more channels of choosing and interesting fields of a topic can motivate students to learn more. In addition, the researcher should also add various kinds of multimedia such as videos, audio, picture, or animation to the Mobile Podcast website could also motivate students to learn through the website. However, Rosell-Aquilar, (2007) suggested that too many integrations of multimedia could decrease the mobility and flexibility of podcasts. Therefore, the researcher or teachers should take this point into account in order to choose appropriate and sufficient media for students to learn effectively.

To sum up, this study was designed to evaluate the effects of Mobile Podcast to enhance SUT students' listening comprehension in an informal online learning context. The findings clearly indicated that the Mobile Podcast has an effect on students' listening ability based on the paired t-test score. The Mobile Podcast elements, the flexibility of learning, the listening assignment would be strong factors to enhance the students' listening comprehension. However, the students still encountered some difficulties while listening to the Mobile Podcast in informal online learning such as speech rate, unknown vocabulary, and unfamiliar accents. However, the students get used to the accents of speakers in the podcast audio after expose to the Mobile Podcast regularly. In the next chapter, the conclusions of the present study will be presented as well as the recommendations from the present study and suggestions for further studies.

CHAPTER 5

CONCLUSIONS AND RECOMMENDATIONS

This chapter presents the value of the present study that concludes the findings from the SUT students who use the Mobile Podcast for enhancing listening comprehension in an informal online learning context. The limitations and recommendations of the present study for implementation on Mobile Podcast and suggestions for further studies are described respectively.

5.1 The Findings

The current study found that the Mobile Podcast which was administrated to SUT students in informal online learning context provided indispensable documentation towards listening comprehension. The data was collected from pretest, posttest, and questionnaire were analyzed quantitatively whereas the semi-structured interview was analyzed qualitatively. The data analysis of the present experimental study can result in two parts.

1. The Mobile Podcast implemented in informal online learning context to accommodate SUT students to enhance their listening comprehension with the average score of the pre-test ($\bar{x} = 8.98$, $SD = 2.973$) and the average score of post-test ($\bar{x} = 14.16$, $SD = 3.593$). The result is significant at the $p = 0.05$ level which means that the

SUT students' listening comprehension enhancement increased after listening to Mobile Podcast in an informal online learning context.

2. With the available of learning flexibility (anywhere and anytime) and appropriated developed listening material as Mobile Podcast of the experimental treatment, the noticeable outcome of the study is the SUT students can listen to Mobile podcast independently, direct their own learning paces, construct new information, answer to the questions in exercises, and complete the summarizing podcast assignment. The present study also made the SUT students agree with the use of Mobile Podcast for enhancing listening comprehension in the informal online learning context due to the average score of the questionnaire ($\bar{x} = 4.09$, $SD. = 0.75$), the data obtained from the semi-structured interview. Furthermore, the students suggested providing diverse interesting topic podcasts and multimedia such as video, audio, pictures, or animation as they intentionally desire to keep listening to the Mobile Podcast after the greater development.

To sum up, these results generated significant support to the conceptual framework that listening Mobile Podcast in informal online learning context could develop SUT students' listening comprehension and also gaining agreeing opinions towards the use of Mobile Podcast since the students were able to enhance their listening abilities, gain sufficient exposures of spoken language, access to the Mobile Podcast anywhere and anytime, and learn the target language effectively.

5.2 Implications of the Study

This part will attempt to formulate a list of implications on the practical implementation of the Mobile Podcast in an informal learning context. These suggestions are detailed as follows.

Firstly, the elements of Mobile Podcast and steps of development could be applied to other studies. According to the elements of Mobile Podcast, they could be a framework for other teachers to develop their own podcast websites. Moreover, with the provided steps of development, these could be a guideline to develop the podcast website systematically. Thus, the results of the present study could be supportive research studies for teachers and course developers to develop a course or curriculum in order to enhance and support EFL students' listening skills.

Secondly, the results of the present study could link informal learning to in-class learning. Since the Mobile Podcast was developed upon the online learning framework, it provided students to learn a language anywhere and anytime they want. However, integrating the Mobile Podcast into the inside classroom learning could also accelerate students to learn independently in the academic environment, receive immediately feedbacks and suggestions from teachers, and cooperate with peers in terms of problem-solving and communication.

Thirdly, the Mobile Podcast could promote EFL students the life-long learning and autonomous learning in second language acquisition. Since the Mobile Podcast provided the students to access the podcast website and listen to the podcast episode anywhere and anytime, it could enhance students to decide their own learning paces by choosing what and when to listen. After repeatedly listening to the Mobile Podcast, it could help students

to be autonomous learners by being able to learn and solve problems by themselves in order to learn new knowledge and learn life-long in a daily situation.

Lastly, the results of the present study by developing Mobile Podcasts could highlight the technology implementation in a field of English language teaching and learning in the EFL context. This could be a guideline for other teachers want to employ the Mobile Podcast into their listening course. Due to the fact that the present study employed the self-developed podcast which generated by the researcher and students. This allowed both teachers and students to be able to podcasting by generating authentic language through podcasts. Moreover, podcasting could also motivate and increase students' confidence in producing authentic language. Thereby, implementing the Mobile Podcast both in the informal learning environment and inside classroom could enhance EFL students to practice listening skills anywhere and anytime.

5.3 Limitations of the Study

A number of limitations of the present study need to be informed. In this part, therefore, aims to describe the limitations based on the present experiment

The first limitation of the present study is concerned with the generalizability of the study results. Even though there was a homogenous group in the present study, the number of participants was too small to possibly generalize. Therefore, it would be good to have more participants combined with both genders.

The second limitation in terms of implementation. According to the present study had developed the Mobile Podcast for enhancing EFL students' listening comprehension,

the present study focused on the improvement of listening proficiency. Therefore, the Mobile Podcast might not be able to use it in developing or improving other skills.

To conclude, the study has shown that there are significant limitations such as numbers of participants which was too small to generalize and the limitation of the implication to other skills of the Mobile Podcast. The following section will discuss the recommendations that may benefit those who are interested in the podcast and informal learning context.

5.4 Recommendations for Further Studies

This research has thrown up many interesting questions in need of further investigation. In this part, some of the suggestions will be highlighted for raising the positive quality research in listening comprehension and the Mobile Podcast concept.

Firstly, further studies might explore podcasting pedagogy through the accession of mobile devices. Since mobile devices, such as smartphones, iPad, and tablet have potential compatible with computers, they become one of the most important parts of every life nowadays. They are quality devices that provide more chances in learning and exploring new information within seconds. Moreover, they also allow users to learn something new while ‘on the go’ which could take place in an informal context.

Secondly, further studies might concern on the interaction between students to students and students to teachers in the Mobile Podcast website. A teacher might allow students to post or share their self-generated podcasts to the website for peers to give

comments, feedback and also voted the most favorite one. This could motivate students to be more confident and productive in authentic language.

Thirdly, further studies should concern about the control of students' attendance. Since the present study was conducted in an informal online learning context, it would be a little hard for a teacher to track all students closely. Teachers should design a website that requires students to register on and also design learning activity which could bring a sense of connectedness to students. If the students feel that they belong to the community, they would attend to the website regularly.

Finally, the recommendation for further studies to focus on the development of podcasts. According to the present results, it showed that the students still encountered some difficulties with podcast audio and the Mobile Podcast website. By the mean of podcast audio difficulty, teachers should concern on speech rate, vocabulary, and accents created in the podcast audios. On the other hand, teachers also need to be masters in website development or website programming in order to provide a great appropriate platform for students to access successfully.

5.5 Conclusion

The present study was set out to (1) develop Mobile Podcast for enhancing listening comprehension of SUT students in informal online learning context, (2) investigate the effects of Mobile podcast for enhancing listening comprehension of SUT students in informal online learning context and (3) examine the SUT students' opinions towards the use of Mobile podcast for enhancing listening comprehension in informal online learning

context. In the present study, there were 45 students from different years and institutions at Suranaree University of Technology were required to listen to Mobile Podcast in an informal online learning context. The pretest and posttest score was collected from SUT students listening comprehension ability. The experiment took place for one trimester in academic years 1/2019. The questionnaire and semi-structured interviews were employed after the experiment to gain critical information of each student towards the use of Mobile Podcast in an informal online learning context. The conclusions of the findings based on each research question were mentioned previously. In the first research question, theoretical frameworks were employed to answer this research question. There were seven elements which developed in the Mobile Podcast website: Mobile Podcast platform, homepage, registration, course objectives, Mobile Podcast units, summarizing podcast, and communication channel. The second question, pretest, and posttest scores were employed to answer this research question and the results revealed that SUT students enhanced their listening comprehension because of the use of Mobile Podcast in an informal online learning context, there was a significant difference in the experiment at the level of .05. While the third research question on students' opinions towards the use of Mobile Podcast, the mean score ($\bar{x} = 4.09$) indicated that the students agreed with the use of Mobile Podcast because it allows students to listen to Mobile Podcast anywhere and anytime, direct their own learning paces, and generated authentic language through the summarizing podcast in informal online learning context.

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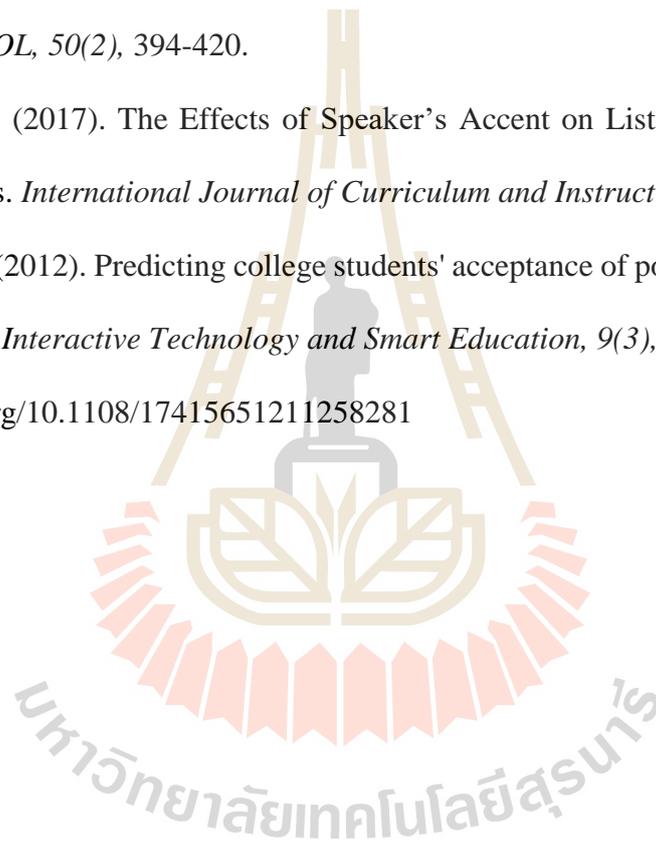
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Appendix A

Test Specification of Pre-test and Post-test

Table 1. Test Specification of Pre-test and Post-test

Students:	EFL university students who take 213203 (English for specific purpose course) at SUT
Test Objective:	To investigate the effects of the Mobile podcast for enhancing listening comprehension in informal online learning context.
Type of test:	Listening test
Test format:	Multiple choices
Scoring:	1 point for the correct answer; 0 point for incorrect answer.
Time:	20 minutes
Test material:	Audio files

Units	Listening for details		# of Items	% of Items
	Pre-Test	Post-Test		
Unit 1 Experiences	5	5	10	25
Unit 2 Wonders of the World	5	5	10	25
Unit 3 Family Life	5	5	10	25
Unit 4 Food Choices	5	5	10	25
# of Items	20	20	40	
% of Items	50	50		100

Appendix B

Content Validity Check of the Items of the Pre-Test and Post-Test

Form for checking the Items of the Pre-Test and Post-Test

Item no.	Expert no. 1	Expert no. 2	Expert no. 3	Total Score	IOC Score	Interpretation
1	0	1	1	2	0.6667	Reserved
2	0	1	0	1	0.3333	Removed
3	1	1	1	3	1.0000	Reserved
4	1	1	0	2	0.6667	Reserved
5	1	1	1	3	1.0000	Reserved
6	1	1	0	2	0.6667	Reserved
7	1	1	0	2	0.6667	Reserved
8	0	1	0	1	0.3333	Removed
9	1	1	1	3	1.0000	Reserved
10	1	1	1	3	1.0000	Reserved
11	1	0	1	2	0.6667	Reserved
12	1	1	1	3	1.0000	Reserved
13	0	1	1	2	0.6667	Reserved
14	1	1	1	3	1.0000	Reserved
15	1	1	1	3	1.0000	Reserved
16	0	1	1	2	0.6667	Reserved
17	0	1	1	2	0.6667	Reserved
18	1	1	1	3	1.0000	Reserved
19	1	1	1	3	1.0000	Reserved
20	1	1	1	3	1.0000	Reserved
21	1	1	0	2	0.6667	Reserved
22	1	-1	0	0	0.0000	Removed
23	1	1	1	3	1.0000	Reserved
24	1	1	1	3	1.0000	Reserved
25	1	1	1	3	1.0000	Reserved
26	1	1	1	3	1.0000	Reserved
27	1	1	0	2	0.6667	Reserved
28	1	1	1	3	1.0000	Reserved
29	1	1	1	3	1.0000	Reserved
30	1	1	0	2	0.6667	Reserved

Item no.	Expert no. 1	Expert no. 2	Expert no. 3	Total Score	IOC Score	Interpretation
31	1	1	1	3	1.0000	Reserved
32	1	1	1	3	1.0000	Reserved
33	1	1	1	3	1.0000	Reserved
34	1	1	0	2	0.6667	Reserved
35	1	1	1	3	1.0000	Reserved
36	0	1	1	2	0.6667	Reserved
37	1	1	0	2	0.6667	Reserved
38	1	1	0	2	0.6667	Reserved
39	1	1	1	3	1.0000	Reserved
40	1	1	1	3	1.0000	Reserved
41	1	1	0	2	0.6667	Reserved
42	1	1	1	3	1.0000	Reserved
43	1	1	0	2	0.6667	Reserved
44	1	1	0	2	0.6667	Reserved
45	1	1	0	2	0.6667	Reserved
46	1	1	0	2	0.6667	Reserved
47	1	1	0	2	0.6667	Reserved
48	1	1	0	2	0.6667	Reserved
49	1	1	0	2	0.6667	Reserved
50	1	1	0	2	0.6667	Reserved
51	1	1	1	3	1.0000	Reserved
52	1	1	1	3	1.0000	Reserved
53	1	1	1	3	1.0000	Reserved
54	1	1	1	3	1.0000	Reserved
55	0	1	1	2	0.6667	Reserved
56	1	1	0	2	0.6667	Reserved
57	1	1	1	3	1.0000	Reserved
58	1	1	0	2	0.6667	Reserved
59	0	1	0	1	0.3333	Removed
60	1	1	1	3	1.0000	Reserved
61	1	1	0	2	0.6667	Reserved
62	1	1	1	3	1.0000	Reserved
63	1	1	1	3	1.0000	Reserved
64	1	1	1	3	1.0000	Reserved
65	1	-1	0	0	0.0000	Removed
66	1	1	1	3	1.0000	Reserved
67	1	1	0	2	0.6667	Reserved
68	1	1	1	3	1.0000	Reserved
69	1	1	1	3	1.0000	Reserved

Item no.	Expert no. 1	Expert no. 2	Expert no. 3	Total Score	IOC Score	Interpretation
70	1	1	1	3	1.0000	Reserved
71	0	0	1	1	0.3333	Removed
72	1	1	1	3	1.0000	Reserved
73	1	1	0	2	0.6667	Reserved
74	1	1	0	2	0.6667	Reserved
75	1	0	1	2	0.6667	Reserved
76	1	1	1	3	1.0000	Reserved
77	1	1	1	3	1.0000	Reserved
78	1	1	1	3	1.0000	Reserved
79	1	1	1	3	1.0000	Reserved
80	1	1	1	3	1.0000	Reserved
IOC Value					64.6667	
Percentage (% > 0.5)					0.8083	Valid



Appendix C

Item Analysis of the Pre-Test and Post-Test (80 items)

Item no.	Levels of Difficulty Index (p)	Levels of Discrimination Index (r)	Pre-Test	Post-Test
1	0.46	0.55	√	
2	0.56	0.30	√	
3	0.49	0.39	√	
4	0.33	0.45	√	
5	0.25	0.45	√	
6	0.6	0.12		
7	0.21	0.03		
8	0.6	0.18		
9	0.02	0.00		
10	0.63	0.03		
11	0.63	0.09		
12	0.63	0.09		
13	0.57	0.15		
14	0.18	0.12		
15	0.17	0.09		
16	0.51	0.45		√
17	0.48	0.24		√
18	0.26	0.42		√
19	0.54	0.30		√
20	0.51	0.33		√
21	0.48	0.36	√	
22	0.51	0.21	√	
23	0.28	0.36	√	
24	0.5	0.24	√	
25	0.52	0.42	√	
26	0.66	0.00		
27	0.59	0.21		
28	0.65	-0.03		

Item no.	Levels of Difficulty Index (p)	Levels of Discrimination Index (r)	Pre-Test	Post-Test
29	0.48	0.06		
30	0.58	0.24		
31	0.5	0.36		√
32	0.39	0.39		√
33	0.57	0.27		√
34	0.51	0.33		√
35	0.45	0.64		√
36	0.6	0.18		
37	0.53	0.33		
38	0.63	0.09		
39	0.2	0.06		
40	0.64	0.06		
41	0.64	0.06		
42	0.64	0.06		
43	0.52	0.36		
44	0.41	0.15		
45	0.56	0.18		
46	0.59	0.15		
47	0.57	0.15		
48	0.63	0.09		
49	0.52	0.18		
50	0.65	-0.03		
51	0.5	0.42	√	
52	0.45	0.52	√	
53	0.34	0.48	√	
54	0.53	0.27	√	
55	0.44	0.61	√	
56	0.51	0.45		√
57	0.57	0.21		√
58	0.39	0.76		√
59	0.25	0.39		√
60	0.48	0.36		√
61	0.52	0.18		
62	0.56	0.30		

Item no.	Levels of Difficulty Index (p)	Levels of Discrimination Index (r)	Pre-Test	Post-Test
63	0.58	0.24		
64	0.59	0.15		
65	0.56	0.12		
66	0.39	0.33	√	
67	0.4	0.36	√	
68	0.41	0.21	√	
69	0.43	0.45	√	
70	0.37	0.70	√	
71	0.54	0.30		√
72	0.35	0.58		√
73	0.4	0.61		√
74	0.49	0.45		√
75	0.4	0.30		√
76	0.51	0.27		
77	0.6	0.18		
78	0.52	0.24		
79	0.16	0.18		
80	0.12	0.24		
Reliability (KR-20) = 0.8817			20 items	20 items

Appendix D

Reliability Index of the Pre-Test and Post-Test (20 items)

Items	Pre-Test		Post-Test	
	Levels of Difficulty	Levels of Discrimination	Levels of Difficulty	Levels of Discrimination
1	0.5600	0.3030	0.5100	0.4545
2	0.3300	0.4545	0.4800	0.2424
3	0.2500	0.4545	0.2600	0.4242
4	0.4600	0.5455	0.5400	0.3030
5	0.5100	0.2121	0.5100	0.3333
6	0.2800	0.3636	0.3900	0.3939
7	0.5000	0.2424	0.5700	0.2727
8	0.4900	0.3939	0.5100	0.3333
9	0.4800	0.3636	0.4500	0.6364
10	0.5200	0.4242	0.5100	0.4545
11	0.4400	0.6061	0.5700	0.2121
12	0.5000	0.4242	0.2500	0.3939
13	0.4500	0.5152	0.4800	0.3636
14	0.3400	0.4848	0.5400	0.3030
15	0.5300	0.2727	0.4000	0.6061
16	0.3900	0.3333	0.4900	0.4545
17	0.4000	0.3636	0.4000	0.3030
18	0.4100	0.2121	0.3500	0.5758
19	0.4300	0.4545	0.5000	0.3636
20	0.3700	0.6970	0.3900	0.7576
\bar{x}	0.432	0.404	0.455	0.407
KR-20 = 0.73326			KR-20 = 0.7988	

Appendix E

Pre-Test and Post-Test

Pre-test

20 items

Listening 1

Direction: Listen to the story about ‘An Amazing Krabi Trip’. Choose the best answer.

1. When did the speaker arrive?

a. early morning	b. late afternoon
c. at midnight	d. very late at night

2. What did the hotel offer to the speakers?

a. surfing and sunbathing program	b. dinner and breakfast courses
c. free drinks and services	d. diving and massage program

3. Has the speaker dived in Krabi before?
 - a. Yes. He has done it three times.
 - b. Yes. He doesn't like the sea in Krabi.
 - c. No. He has never dived here.
 - d. No. He doesn't know how to dive.

4. What did he do after diving?

a. had a sunbathe	b. had lunch
c. had a massage	d. had dinner

5. How did the speaker feel after having Thai massage?

a. excited	b. bored
c. hurt	d. relax

Listening 2

Direction: Listen to the story about 'Machu Picchu'. Choose the best answer.

6. How high of Machu Picchu is located above sea level?
- | | |
|-----------------|-----------------|
| a. 2,340 meters | b. 3,420 meters |
| c. 2,430 meters | d. 4,320 meters |
7. What is the capital city of Machu Picchu?
- | | |
|------------------|----------|
| a. Peru | b. Cusco |
| c. Huayna Picchu | d. Inca |
8. Machu Picchu is the most visited tourist attractions in what area?
- | | |
|------------------|------------------|
| a. South Africa | b. South America |
| c. Latin America | . Latin Africa |
9. What is the other name of Machu Picchu?
- | | |
|--------------------------|---------------------------|
| a. The long city of Inca | b. The lost city of Inca |
| c. The last city of Inca | d. The large city of Inca |
10. What is 'Huayna Picchu'?
- | | |
|---------------|----------------|
| a. a river | b. a waterfall |
| c. a mountain | d. a village |

Listening 3

Direction: Listen to the conversation between Ms. Graham and Tracy about her family's trip. Choose the best answer.

11. What kind of Tracy's family is?
- | | |
|---------------------|--------------------|
| a. single family | b. extended family |
| c. immediate family | d. blended family |
12. What did Tracy's family do last week?
- | | |
|-------------|------------|
| a. trekking | b. hiking |
| c. camping | d. fishing |
13. What did Tracy and her brother do?
- | | |
|------------------|----------------|
| a. cooked dinner | b. set on fire |
| c. cut trees | d. set up tent |

14. Why did Tracy's mother ask her to help cooking?
- | | |
|------------------------|---------------------------|
| a. to be a good chef | b. to know how to survive |
| c. to learn a new menu | d. to taste good food |
15. Who set fire on?
- | | |
|-------------------------------|------------------------------|
| a. Tracy and her brother | b. Tracy's mother and father |
| c. Tracy's father and brother | d. Tracy and her mother |

Listening 4

Direction: Listen to the story about 'Healthy Snacks'. Choose the best answer.

16. What are healthy snacks mentioned in the story?
- | | |
|------------------------------------|----------------------------------|
| a. mixed fruits and nuts | b. mixed nuts and yogurt |
| c. mixed fruits and dark chocolate | d. mixed nuts and dark chocolate |
17. Which of nuts are **not** mentioned in the story?
- | | |
|----------------|------------|
| a. peanuts | b. walnuts |
| c. cashew nuts | d. almond |
18. Why are mixed nuts good for health?
- | | |
|---------------------------------|-----------------------------|
| a. They increase heart disease. | b. They improves your mood. |
| c. They prevent cancer. | d. They reduce cholesterol. |
19. Why does dark chocolate have very few calories?
- | | |
|--------------------|---------------------|
| a. It has no fat. | b. It has no sugar. |
| c. It has no milk. | d. It has no cream. |
20. What is the benefit of dark chocolate?
- | | |
|---------------------------|-----------------------|
| a. reduce cholesterol | b. prevent cancer |
| c. increase heart disease | d. improves your mood |

Post-test**20 items****Listening 1**

Direction: Listen to the conversation between Jimmy and Jane about things they have done. Choose the best answer.

1. What did Jane do last night?
 - a. She wrote a new song.
 - b. She watched a movie.
 - c. She listened to music.
 - d. She went to a concert.

2. Whose concert did Jane go to?
 - a. Eddie Redmayne
 - b. Ed Sheeran
 - c. Elton John
 - d. Ed Reed

3. Did Jimmy know the Singer of the concert?
 - a. Yes, he did. He has listened to Ed's songs.
 - b. Yes, he did. He has been to Ed concert.
 - c. No, he didn't. He has not watched Ed's movie.
 - d. No, he didn't. He has not been to Ed concert.

4. Who has watched Ed's movie?
 - a. Jimmy
 - b. Jane
 - c. Both of them
 - d. None of them

5. What is the name of the movie?
 - a. Guardians of the Galaxy
 - b. Game of Thrones
 - c. Gladiator
 - d. Ghostbuster

Listening 2

Direction: Listen to the conversation between Dan and Alice about 'Wonderful Beaches'. Choose the best answer.

6. What do the speakers think about all beaches in summer?
 - a. crowded
 - b. quiet
 - c. dirty
 - d. clean

7. What beach has Alice gone to?
 - a. Kata beach
 - b. Paradise beach
 - c. Karon beach
 - d. Pathong beach

Listening 4

Direction: Listen to the conversation between Alex and Betty about 'Clean Food'.
Choose the best answer.

16. What does Alex want Betty to suggest?
- a. exercise
b. diet
c. girlfriend
d. clothe
17. What are things does Betty suggest Alex to eat?
- a. mineral, carbohydrate, and water
b. protein, mineral, and vitamin
c. protein, carbohydrate, and fat
18. Which cooking method uses oil?
- a. steaming
b. frying
c. grilling
d. boiling
19. What can make the clean food taste good?
- a. fish sauce
b. sugar
c. salt and pepper
d. honey
20. Why does chicken breast make Alex's body lean?
- a. It contains a lot of vitamins.
b. It is a major source of carbohydrate.
c. It doesn't have any fat.
d. It has very little mineral.

APPENDIX F

Evaluation Form of the Lesson Plan

Direction: Please mark/ in the evaluation options about the lesson plan that is closest to your opinions

Evaluation scale: +1 = Congruent, 0 = Questionable, and -1 = Incongruent

Items	Evaluation List	+1	0	-1	Note
1	Objective of the study is appropriated for the student				
2	Objectives are suitable with the contents				
3	Study time is suitable with the objective of the study.				
4	Activities are relevant to the objective of the study.				
5	Activities (Warm up and Cool down) can enhance students to listen to podcast and practice listening more.				
6	Summarizing Podcast activity motivates student to listen to podcast and practice listening more.				

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APPENDIX G

Content Validity Check of the Items of Lesson plan

Form for checking the Items of the Lesson plan

Item no.	Expert no. 1	Expert no. 2	Expert no. 3	Total Score	IOC Score	Interpretation
1	1	1	1	3	1	reserved
2	1	0	1	2	0.666667	reserved
3	0	1	1	2	0.666667	reserved
4	1	1	1	3	1	reserved
5	1	1	1	3	1	reserved
6	1	1	1	3	1	reserved
					5.333333	
Percentage (% > 0.5)					0.888889	reserved

APPENDIX H

Lesson Plan

Week	Unit	Podcast Topics	Activities	Assessments	Note
1	-	-	Mobile Podcast training session	Asking questions	
2	Unit 2 Experiences	Have You Ever Tried a Marathon?	Listen to podcast episode 1, 2, and 3	Exercises, Summarizing podcast	
3	Unit 2 Experiences	My Last Summer Trip	Listen to podcast episode 4, 5, and 6	Exercises, Summarizing podcast	
4	Unit 3 Wonder of the World	The world biggest cave: Hang Son Doong	Listen to podcast episode 7, 8, and 9	Exercises, Summarizing podcast	
5	Unit 3 Wonder of the World	The Bucket Lists	Listen to podcast episode 10, 11, and 12	Exercises, Summarizing podcast	
6	Midterm Examination				
7	Unit 4 Family life	Good Relationship Family	Listen to podcast episode 13, 14, and 15	Exercises, Summarizing podcast	
8	Unit 4 Family life	My Amazing Family Memories	Listen to podcast episode 16, 17, and 18	Exercises, Summarizing podcast	
9	Unit 5 Food Choices	Healthy Snacks	Listen to podcast episode 19, 20, and 21	Exercises, Summarizing podcast	
10	Unit 5 Food Choices	Clean Food Cooking	Listen to podcast episode 22, 23, and 24	Exercises, Summarizing podcast	
11	Final Examination				

Training Plan (1 hour)

No.	Activities	Teacher's roles	Student' roles	Time	Note
1.	Account creating	T explains how to create an account T accesses to the web podcast	S accesses to www.enghotpod.com S fills up personal information S set his/her ID and password	5 mins 10 mins 5 mins	www.enghotpod.com
2.	Logging-in	T records Ss' IDs and passwords	S accesses to the web podcast	3 mins	
3.	Navigation bar introduction	T introduces navigation bars and how to use: 1. Home page – to introduce objectives of the lessons and announcing board 2. Listening lessons – to listen and do exercises 3. Chat room – to ask questions 4. Work submission – to submit assignments 5. Contact – to inform a teacher' s contact	S follows T to: 1. Home page – S reads objectives of the lessons and announcing board 2. Listening lessons – S tries to listen podcast and does exercises 3. Chat room – S tries to type questions and replies to Ss 4. Work submission – S tries to attach a file and submit 5. Contact – S reads and notes a teacher' s contact	20 mins	
4.	Podcast subscription	T tells Ss to click RSS to subscribe the listening lessons	S clicks RSS button to subscribe the listening lessons		

No.	Activities	Teacher's roles	Student' roles	Time	Note
5.	Asking and answering questions	T informs Ss to read announcing board every time before logging out	S reads announcing board every time before logging out	5 mins	The RSS will notify Ss when the new podcast is released
6.	Logging-out	T allows Ss to ask questions about using the web podcast	S asks questions (if s/he has)	5 mins	
			S logs out from the web podcast	2 mins	

Lesson Plan

Unit 2 Experiences

Skill: Listening comprehension

Language focuses:

- Present perfect/ past simple
- Past participle of irregular verbs

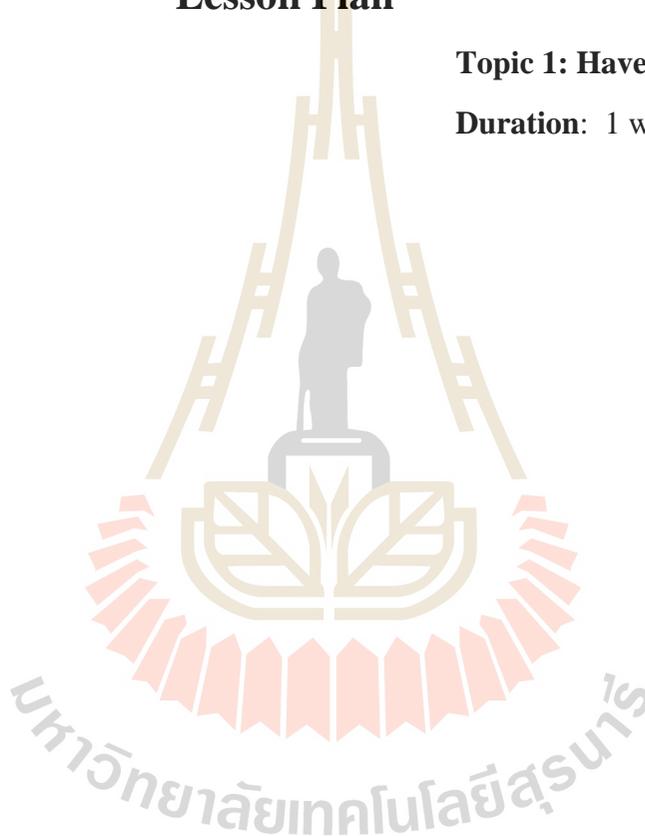
Objectives: Students will able to

- justify the statement
- arrange sequences of situations
- match words with events, pictures
- select the best choice
- summarize the main points through podcast

Assessments: Exercises, assignments

Topic 1: Have You Ever Tried a Marathon?

Duration: 1 week (Week 1)



Episodes	Activities	Teacher's roles	Student' roles	Exercises	Time	Note
1	<p>Logging in to the web podcast</p> <p>Pre-listening</p> <p>While- listening</p> <p>Logging out the web podcast</p>	<p>T launches the podcast episode 1 to the web podcast</p> <p>T checks Ss participation and answers Ss questions (if they ask)</p> <p>T announces the date of the next episode in the announcing board</p>	<p>S accesses to the web podcast</p> <p>S looks at the picture and reads vocabulary</p> <p>S listens to the podcast about 'Have You Ever Tried a Marathon?'</p> <p>S justifies the statements whether they are true or false</p> <p>S leaves questions in the chat room (if s/he has)</p> <p>S logs out from the web podcast</p>	<p>Matching words with pictures</p> <p>True/false (5 items)</p>	<p>5 mins</p> <p>5 mins</p>	<p>www.enghotpod.com</p> <p>S can listen to the podcast repeatedly</p> <p>S can do the exercise until S/he feel sufficient</p>

Episodes	Activities	Teacher's roles	Student' roles	Exercises	Time	Note
2	<p>Logging in to the web podcast</p> <p>Pre-listening</p> <p>While- listening</p> <p>Logging out the web podcast</p>	<p>T launch the podcast episode 2 to the web podcast</p> <p>T checks Ss participation and answers Ss questions (if they ask)</p> <p>T announces the date of the next episode releasing in the announcing board</p>	<p>S accesses to the web podcast</p> <p>S does exercise to remind the previous listening by rearranging situations follow the sequences</p> <p>S listens to the podcast about 'Have You Ever Tried a Marathon?'</p> <p>S completes the sentences with the correct words</p> <p>S leaves questions in the chat room (if s/he has)</p> <p>S logs out from the web podcast</p>	<p>Matching types (5 items)</p> <p>Gap filling (5 items)</p>	<p>5 mins</p> <p>5 mins</p>	<p>www.enghotpod.com</p> <p>S can listen to the podcast repeatedly</p> <p>S can do the exercise until S/he feel sufficient</p>

Episodes	Activities	Teacher's roles	Student' roles	Exercises	Time	Note
3	<p>Accessing to the web podcast</p> <p>Pre-listening</p> <p>While- listening</p> <p>Post-listening</p>	<p>T launches the podcast episode 3 to the web podcast</p> <p>T assigns Ss to</p> <ul style="list-style-type: none"> - summarize the whole story - record of conversation asking what, where, when, how questions - 1-2 mins length - in Thai or English version 	<p>S accesses to the web podcast</p> <p>S does exercise to remind the previous listening by matching words with events</p> <p>S listens to the podcast about 'Have You Ever Tried a Marathon?'</p> <p>S chooses the best answers</p> <p>S works in pair. To</p> <ul style="list-style-type: none"> - summarize the whole story - record of conversation asking what, where, when, how questions - 1-2 mins length. - in Thai or English version 	<p>Arranging sequences of situations (5 items)</p> <p>Multiple choices (5 items)</p>	<p>5 mins</p> <p>5 mins</p>	<p>www.enghotpod.com</p> <p>S can listen to the podcast repeatedly</p> <p>S can do the exercise until S/he feel sufficient</p> <p>The Ss records will be released in the web podcast for other Ss to listen and comment.</p>

Episodes	Activities	Teacher's roles	Student' roles	Exercises	Time	Note
	Logging out from the web podcast	<ul style="list-style-type: none"> - submit it into the 'Work Submission' <p>T checks Ss participation and answers Ss questions (if they ask)</p> <p>T announces the due date and the date of the next episode in the announcing board</p>	<ul style="list-style-type: none"> - submit it into the 'Work Submission' <p>S leaves questions in the chat room (if s/he has)</p> <p>S reads or checks announcing board</p> <p>S logs out from the web podcast</p>			

Lesson Plan

Unit 2 Experiences

Skill: Listening comprehension

Language focuses:

- Present perfect/ past simple
- Past participle of irregular verbs

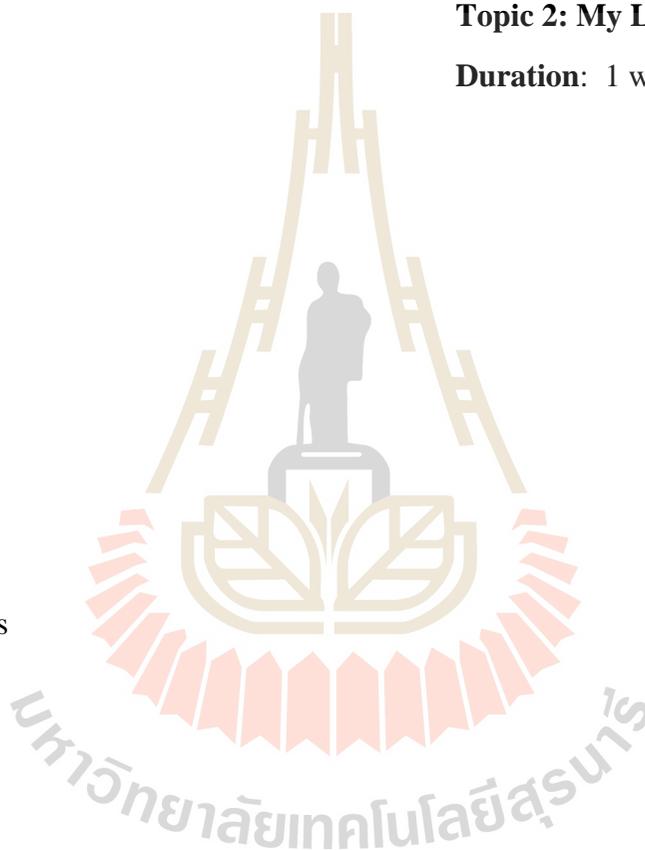
Objectives: Students will able to

- justify the statements
- arrange sequences of situations
- match words with events, pictures
- select the best choice
- complete the sentences with the correct words
- summarize the main points
- create summarizing podcasts

Assessments: Exercises, assignments

Topic 2: My Last Summer Trip

Duration: 1 week (Week 2)



Episodes	Activities	Teacher's roles	Student' roles	Exercises	Time	Note
4	<p>Accessing to the web podcast</p> <p>Pre-listening</p> <p>While- listening</p> <p>Logging out the web podcast</p>	<p>T launches the podcast episode 4 to the web podcast</p> <p>T checks Ss participation and answers Ss questions (if they ask)</p> <p>T announces the date of the next episode in the announcing board</p>	<p>S accesses to the web podcast</p> <p>S looks at the picture and reads vocabulary</p> <p>S listens to the podcast about 'My Last Summer Trip'</p> <p>S justifies the statements whether they are true or false</p> <p>S leaves questions in the chat room (if s/he has)</p> <p>S logs out from the web podcast</p>	<p>Matching words with pictures</p> <p>True/false (5 ites)</p>	<p>5 mins</p> <p>5 mins</p>	<p>www.enghotpod.com</p> <p>S can listen to the podcast repeatedly</p> <p>S can do the exercise until S/he feel sufficient</p>

Episodes	Activities	Teacher's roles	Student' roles	Exercises	Time	Note
5	<p>Accessing to the web podcast</p> <p>Pre-listening</p> <p>While- listening</p> <p>Logging out the web podcast</p>	<p>T launch the podcast episode 5 to the web podcast</p> <p>T checks Ss participation and answers Ss questions (if they ask)</p> <p>T announces the date of the next episode releasing in the announcing board</p>	<p>S accesses to the web podcast</p> <p>S does exercise to remind the previous listening by rearranging situations follow the sequences</p> <p>S listens to the podcast about 'My Last Summer Trip'</p> <p>S completes the sentences with the correct words</p> <p>S leaves questions in the chat room (if s/he has)</p> <p>S logs out from the web podcast</p>	<p>Arranging sequences of situations (5 items)</p> <p>Gap filling (5 items)</p>	<p>5 mins</p> <p>5 mins</p>	<p>www.enghotpod.com</p> <p>S can listen to the podcast repeatedly</p> <p>S can do the exercise until S/he feel sufficient</p>

Episodes	Activities	Teacher's roles	Student' roles	Exercises	Time	Note
6	Accessing to the web podcast	T launches the podcast episode 6 to the web podcast	S accesses to the web podcast			www.enghotpod.com
	Pre-listening		S does exercise to remind the previous listening by matching words with events	Matching types (5 items)	5 mins	S can listen to the podcast repeatedly
	While- listening		S listens to the podcast about 'My Last Summer Trip' S chooses the best answers	Multiple choices (5 items)	5 mins	S can do the exercise until S/he feel sufficient
	Post-listening	T assigns Ss to <ul style="list-style-type: none"> - summarize the whole story - record of conversation asking what, where, when, how questions - 1-2 mins length - in Thai or English version - submit it into the 'Work Submission' 	S works in pair. To <ul style="list-style-type: none"> - summarize the whole story - record of conversation asking what, where, when, how questions - 1-2 mins length. - in Thai or English version - submit it into the 'Work Submission' 			The Ss records will be released in the web podcast for other Ss to listen and comment.

Episodes	Activities	Teacher's roles	Student' roles	Exercises	Time	Note
	Logging out from the web podcast	<p>T checks Ss participation and answers Ss questions (if they ask)</p> <p>T announces the due date and the date of the next episode in the announcing board</p>	<p>S leaves questions in the chat room (if s/he has)</p> <p>S reads or checks announcing board</p> <p>S logs out from the web podcast</p>			

Lesson Plan

Unit 3 Wonders of the world

Skill: Listening comprehension

Language focuses:

- Superlative/ How...+adj...? question
- Vocabulary about building and structures
- Natural features

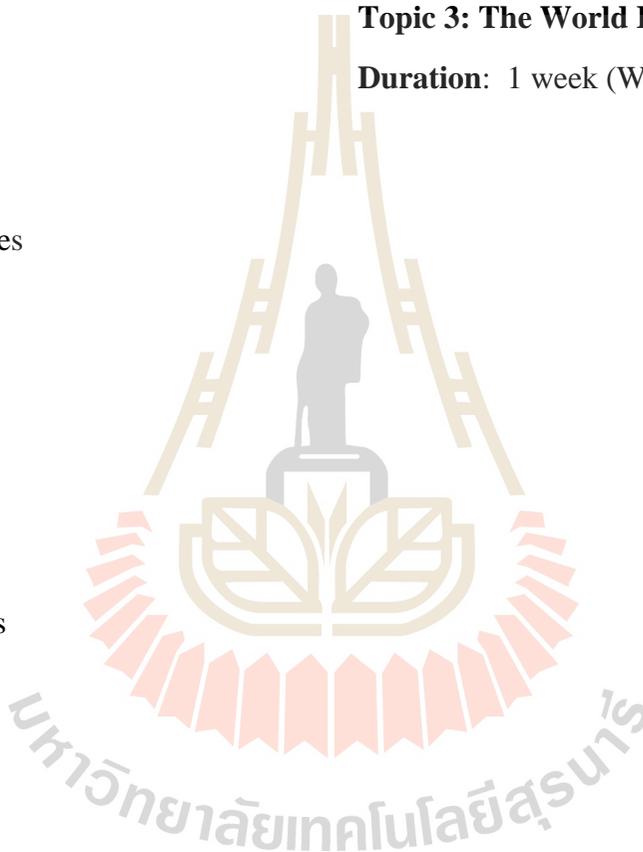
Objectives: Students will able to

- justify the statements
- arrange sequences of situations
- match words with events, pictures
- select the best choice
- complete the sentences with the correct words
- summarize the main points
- creating summarizing podcasts

Assessments: Exercises, assignments

Topic 3: The World Biggest Cave: Hang Son Doong

Duration: 1 week (Week 3)



Episodes	Activities	Teacher's roles	Student' roles	Exercises	Time	Note
7	<p>Accessing to the web podcast</p> <p>Pre-listening</p> <p>While- listening</p> <p>Logging out the web podcast</p>	<p>T launches the podcast episode 7 to the web podcast</p> <p>T checks Ss participation and answers Ss questions (if they ask)</p> <p>T announces the date of the next episode in the announcing board</p>	<p>S accesses into the web podcast</p> <p>S looks at the picture and reads vocabulary</p> <p>S listens to the podcast about 'The World Biggest Cave: Hang Son Doong'</p> <p>S justifies the statements whether they are true or false</p> <p>S leaves questions in the chat room (if s/he has)</p> <p>S logs out from the web podcast</p>	<p>Matching words with pictures</p> <p>True/false (5 items)</p>	<p>5 mins</p> <p>5 mins</p>	<p>www.enghotpod.com</p> <p>S can listen to the podcast repeatedly</p> <p>S can do the exercise until S/he feel sufficient</p>

Episodes	Activities	Teacher's roles	Student' roles	Exercises	Time	Note
8	<p>Accessing to the web podcast</p> <p>Pre-listening</p> <p>While- listening</p> <p>Logging out the web podcast</p>	<p>T launch the podcast episode 8 to the web podcast</p> <p>T checks Ss participation and answers Ss questions (if they ask)</p> <p>T announces the date of the next episode releasing in the announcing board</p>	<p>S accesses into the web podcast</p> <p>S does exercise to remind the previous listening by rearranging situations follow the sequences</p> <p>S listens to the podcast about 'The World Biggest Cave: Hang Son Doong'</p> <p>S completes the sentences with the correct words</p> <p>S leaves questions in the chat room (if s/he has)</p> <p>S logs out from the web podcast</p>	<p>Arranging sequences of situations (5 items)</p> <p>Gap filling (5 items)</p>	<p>5 mins</p> <p>5 mins</p>	<p>www.enghotpod.com</p> <p>S can listen to the podcast repeatedly</p> <p>S can do the exercise until S/he feel sufficient</p>

Episodes	Activities	Teacher's roles	Student' roles	Exercises	Time	Note
9	Accessing to the web podcast	T launches the podcast episode 9 to the web podcast	S accesses into the web podcast			www.enghotpod.com
	Pre-listening		S does exercise to remind the previous listening by matching words with events	Matching types (5 items)	5 mins	
	While- listening		S listens to the podcast about 'The World Biggest Cave: Hang Son Doong'			S can listen to the podcast repeatedly
	Post-listening	T assigns Ss to <ul style="list-style-type: none"> - summarize the whole story - record of conversation asking what, where, when, how questions - 1-2 mins length - in Thai or English version 	S works in pair. To <ul style="list-style-type: none"> - summarize the whole story - record of conversation asking what, where, when, how questions - 1-2 mins length. - in Thai or English version 	Multiple choices (5 items)	5 mins	S can do the exercise until S/he feel sufficient
						The Ss records will be released in the web podcast for other Ss to listen and comment.

Episodes	Activities	Teacher's roles	Student' roles	Exercises	Time	Note
	Logging out from the web podcast	<p>submit it into the 'Work Submission'</p> <p>T checks Ss participation and answers Ss questions (if they ask)</p> <p>T announces the due date and the date of the next episode in the announcing board</p>	<p>submit it into the 'Work Submission'</p> <p>S reads or checks announcing board</p> <p>S logs out from the web podcast</p>			



Lesson Plan

Unit 3 Wonders of the world

Skill: Listening comprehension

Language focuses:

- Superlative/ How...+adj....? question

Vocabulary:

- building and structures
- Natural features

Objectives: Students will able to

- justify the statements
- arrange sequences of situations
- match words with events, pictures
- select the best choice
- complete the sentences with the correct words
- summarize the main points
- creating summarizing podcasts

Assessments: Exercises, assignments

Topic 4: The Bucket Lists

Duration: 1 week (Week 4)



Episodes	Activities	Teacher's roles	Student' roles	Exercises	Time	Note
10	Accessing to the web podcast	T launches the podcast episode 10 to the web podcast	S accesses into the web podcast			www.enghotpod.com
	Pre-listening		S looks at the picture and reads vocabulary	Matching words with pictures	5 mins	
	While- listening		S listens to the podcast about 'The Bucket Lists'			S can listen to the podcast repeatedly
			S justifies the statements whether they are true or false	True/false (5 items)	5 mins	S can do the exercise until S/he feel sufficient
		T checks Ss participation and answers Ss questions (if they ask)	S leaves questions in the chat room (if s/he has)			
		T announces the date of the next episode in the announcing board				
	Logging out the web podcast		S logs out from the web podcast			

Episodes	Activities	Teacher's roles	Student' roles	Exercises	Time	Note
11	Accessing to the web podcast	T launch the podcast episode 11 to the web podcast	S accesses into the web podcast			www.enghotpod.com
	Pre-listening		S does exercise to remind the previous listening by rearranging situations follow the sequences	Arranging sequences of situations (5 items)	5 mins	
	While- listening		S listens to the podcast about 'The Bucket Lists'			S can listen to the podcast repeatedly
			S completes the sentences with the correct words	Gap filling (5 items)	5 mins	S can do the exercise until S/he feel sufficient
		T checks Ss participation and answers Ss questions (if they ask)	S leaves questions in the chat room (if s/he has)			
		T announces the date of the next episode releasing in the announcing board				
	Logging out the web podcast		S logs out from the web podcast			

Episodes	Activities	Teacher's roles	Student' roles	Exercises	Time	Note
12	Accessing to the web podcast	T launches the podcast episode 12 to the web podcast	S accesses into the web podcast			www.enghotpod.com
	Pre-listening		S does exercise to remind the previous listening by matching words with events	Matching types (5 items)	5 mins	
	While- listening		S listens to the podcast about 'The Bucket Lists'			S can listen to the podcast repeatedly
	Post-listening	T assigns Ss to <ul style="list-style-type: none"> - summarize the whole story - record of conversation asking what, where, when, how questions - 1-2 mins length - in Thai or English version 	S chooses the best answers	Multiple choices (5 items)	5 mins	S can do the exercise until S/he feel sufficient
			S works in pair. To <ul style="list-style-type: none"> - summarize the whole story - record of conversation asking what, where, when, how questions - 1-2 mins length. - in Thai or English version 			The Ss records will be released in the web podcast for other Ss to listen and comment.

Episodes	Activities	Teacher's roles	Student' roles	Exercises	Time	Note
	Logging out from the web podcast	<p>- submit it into the 'Work Submission'</p> <p>T checks Ss participation and answers Ss questions (if they ask)</p> <p>T announces the due date and the date of the next episode in the announcing board</p>	<p>- submit it into the 'Work Submission'</p> <p>S leaves questions in the chat room (if s/he has)</p> <p>S reads or checks announcing board</p> <p>S logs out from the web podcast</p>			

Lesson Plan

Unit 4 Family life

Skill: Listening comprehension

Language focuses:

- Verbs let, make, help , have, get, want, ask, and tell
- Used to and would

Vocabulary:

- Types of family/ relative and family members

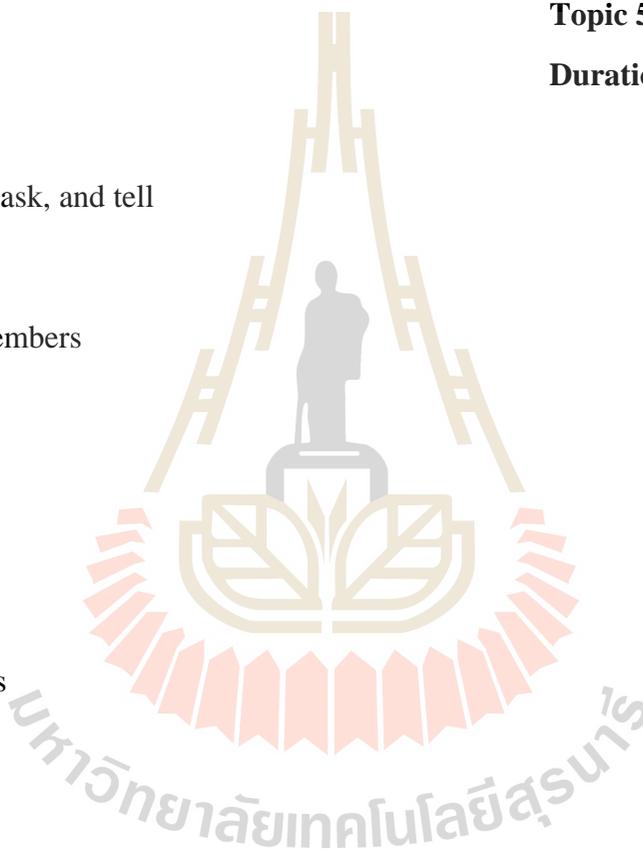
Objectives: Students will able to

- justify the statements
- arrange sequences of situations
- match words with events, pictures
- select the best choice
- complete the sentences with the correct words
- summarize the main points
- creating summarizing podcasts

Assessments: Exercises, assignments

Topic 5: Good Relationship Family

Duration: 1 week (Week 5)



Episodes	Activities	Teacher's roles	Student' roles	Exercises	Time	Note
13	Accessing to the web podcast	T launches the podcast episode 13 to the web podcast	S accesses into the web podcast			www.enghotpod.com
	Pre-listening		S looks at the picture and reads vocabulary	Matching words with pictures	5 mins	
	While- listening		S listens to the podcast about 'Good Relationship Family'			S can listen to the podcast repeatedly
			S justifies the statements whether they are true or false	True/false (5 items)	5 mins	S can do the exercise until S/he feel sufficient
		T checks Ss participation and answers Ss questions (if they ask)	S leaves questions in the chat room (if s/he has)			
		T announces the date of the next episode in the announcing board				
	Logging out the web podcast		S logs out from the web podcast			

Episodes	Activities	Teacher's roles	Student' roles	Exercises	Time	Note
14	<p>Accessing to the web podcast</p> <p>Pre-listening</p> <p>While- listening</p> <p>Logging out the web podcast</p>	<p>T launch the podcast episode 14 to the web podcast</p> <p>T checks Ss participation and answers Ss questions (if they ask)</p> <p>T announces the date of the next episode releasing in the announcing board</p>	<p>S accesses into the web podcast</p> <p>S does exercise to remind the previous listening by rearranging situations follow the sequences</p> <p>S listens to the podcast about 'Good Relationship Family'</p> <p>S completes the sentences with the correct words</p> <p>S leaves questions in the chat room (if s/he has)</p> <p>S logs out from the web podcast</p>	<p>Arranging sequences of situations (5 items)</p> <p>Gap filling (5 items)</p>	<p>5 mins</p> <p>5 mins</p>	<p>www.enghotpod.com</p> <p>S can listen to the podcast repeatedly</p> <p>S can do the exercise until S/he feel sufficient</p>

Episodes	Activities	Teacher's roles	Student' roles	Exercises	Time	Note
15	Accessing to the web podcast	T launches the podcast episode 15 to the web podcast	S accesses into the web podcast			www.enghotpod.com
	Pre-listening		S does exercise to remind the previous listening by matching words with events	Matching types (5 items)	5 mins	
	While- listening		S listens to the podcast about 'Good Relationship Family'			S can listen to the podcast repeatedly
			S chooses the best answers	Multiple choices (5 items)	5 mins	S can do the exercise until S/he feel sufficient
	Post-listening	T assigns Ss to <ul style="list-style-type: none"> - summarize the whole story - record of conversation asking what, where, when, how questions - 1-2 mins length - in Thai or English version - submit it into the 'Work Submission' 	S works in pair. To <ul style="list-style-type: none"> - summarize the whole story - record of conversation asking what, where, when, how questions - 1-2 mins length. - in Thai or English version - submit it into the 'Work Submission' 			The Ss records will be released in the web podcast for other Ss to listen and comment.

Episodes	Activities	Teacher's roles	Student' roles	Exercises	Time	Note
	Logging out from the web podcast	<p>- submit it into the 'Work Submission'</p> <p>T checks Ss participation and answers Ss questions (if they ask)</p> <p>T announces the due date and the date of the next episode in the announcing board</p>	<p>-submit it into the 'Work Submission'</p> <p>S leaves questions in the chat room (if s/he has)</p> <p>S reads or checks announcing board</p> <p>S logs out from the web podcast</p>			

Lesson Plan

Unit 4 Family life

Skill: Listening comprehension

Language focuses:

- Verbs let, make, help , have, get, want, ask, and tell
- Used to and would

Vocabulary:

- Types of family/ relative and family members

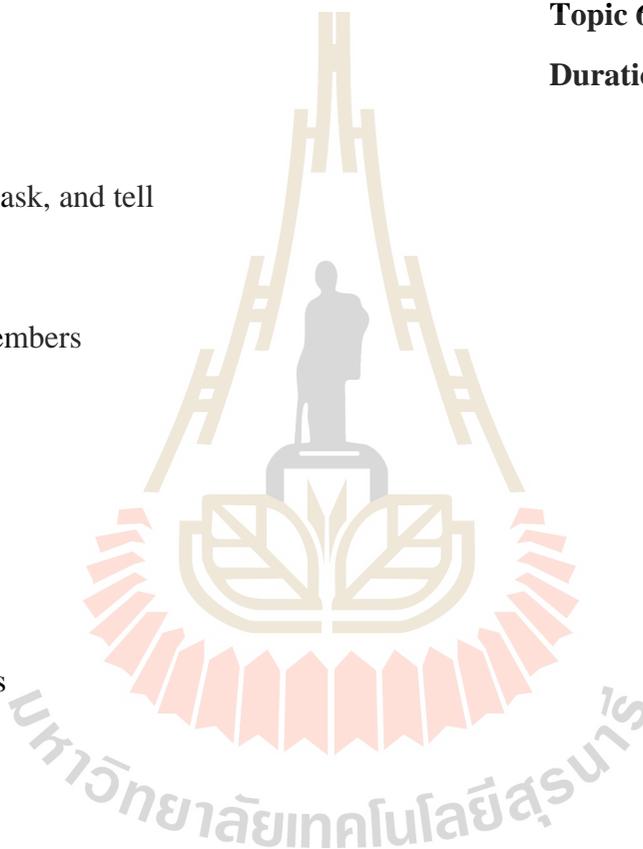
Objectives: Students will able to

- justify the statements
- arrange sequences of situations
- match words with events, pictures
- select the best choice
- complete the sentences with the correct words
- summarize the main points
- creating summarizing podcasts

Assessments: Exercises, assignments

Topic 6: My Amazing Family Memories

Duration: 1 week (Week 6)



Episodes	Activities	Teacher's roles	Student' roles	Exercises	Time	Note
16	Accessing to the web podcast	T launches the podcast episode 16 to the web podcast	S accesses into the web podcast			www.enghotpod.com
	Pre-listening		S looks at the picture and reads vocabulary	Matching words with pictures	5 mins	
	While- listening		S listens to the podcast about 'My Amazing Family Memories'			S can listen to the podcast repeatedly
			S justifies the statements whether they are true or false	True/false (5 items)	5 mins	S can do the exercise until S/he feel sufficient
		T checks Ss participation and answers Ss questions (if they ask)	S leaves questions in the chat room (if s/he has)			
		T announces the date of the next episode in the announcing board				
	Logging out the web podcast		S logs out from the web podcast			

Episodes	Activities	Teacher's roles	Student' roles	Exercises	Time	Note
17	<p>Accessing to the web podcast</p> <p>Pre-listening</p> <p>While- listening</p> <p>Logging out the web podcast</p>	<p>T launch the podcast episode 17 to the web podcast</p> <p>T checks Ss participation and answers Ss questions (if they ask)</p> <p>T announces the date of the next episode releasing in the announcing board</p>	<p>S accesses into the web podcast</p> <p>S does exercise to remind the previous listening by rearranging situations follow the sequences</p> <p>S listens to the podcast about 'My Amazing Family Memories'</p> <p>S completes the sentences with the correct words</p> <p>S leaves questions in the chat room (if s/he has)</p> <p>S logs out from the web podcast</p>	<p>Arranging sequences of situations (5 items)</p> <p>Gap filling (5 items)</p>	<p>5 mins</p> <p>5 mins</p>	<p>www.enghotpod.com</p> <p>S can listen to the podcast repeatedly</p> <p>S can do the exercise until S/he feel sufficient</p>

Episodes	Activities	Teacher's roles	Student' roles	Exercises	Time	Note
18	Accessing to the web podcast	T launches the podcast episode 18 to the web podcast	S accesses into the web podcast			www.enghotpod.com
	Pre-listening		S does exercise to remind the previous listening by matching words with events	Matching types (5 items)	5 mins	
	While- listening		S listens to the podcast about 'My Amazing Family Memories'			S can listen to the podcast repeatedly
	Post-listening	T assigns Ss to <ul style="list-style-type: none"> - summarize the whole story - record of conversation asking what, where, when, how questions - 1-2 mins length - in Thai or English version 	S chooses the best answers	Multiple choices (5 items)	5 mins	S can do the exercise until S/he feel sufficient
			S works in pair. To <ul style="list-style-type: none"> - summarize the whole story - record of conversation asking what, where, when, how questions - 1-2 mins length. - in Thai or English version 			The Ss records will be released in the web podcast for other Ss to listen and comment.

Episodes	Activities	Teacher's roles	Student' roles	Exercises	Time	Note
	Logging out from the web podcast	<p>submit it into the 'Work Submission'</p> <p>T checks Ss participation and answers Ss questions (if they ask)</p> <p>T announces the due date and the date of the next episode in the announcing board</p>	<p>submit it into the 'Work Submission'</p> <p>S leaves questions in the chat room (if s/he has)</p> <p>S reads or checks announcing board</p> <p>S logs out from the web podcast</p>			

Lesson Plan

Unit 5 Food choices

Skill: Listening comprehension

Language focuses:

- Countable and uncountable nouns
- A little, a few, very little, very few, too, too much , too many, enough

Vocabulary:

- containers, quantities
- ways of cooking

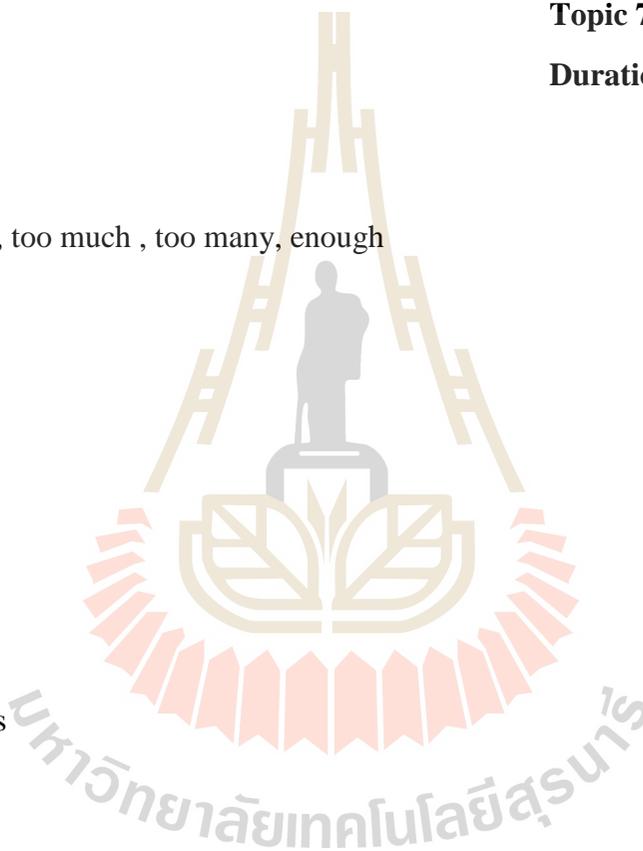
Objectives: Students will able to

- justify the statements
- arrange sequences of situations
- match words with events, pictures
- select the best choice
- complete the sentences with the correct words
- summarize the main points
- creating summarizing podcasts

Assessments: Exercises, assignments

Topic 7: Healthy Snacks

Duration: 1 week (Week 7)



Episodes	Activities	Teacher's roles	Student' roles	Exercises	Time	Note
19	Accessing to the web podcast	T launches the podcast episode 19 to the web podcast	S accesses into the web podcast			www.enghotpod.com
	Pre-listening		S looks at the picture and reads vocabulary	Matching words with pictures	5 mins	
	While- listening		S listens to the podcast about 'Healthy Snacks'			S can listen to the podcast repeatedly
			S justifies the statements whether they are true or false	True/false (5 items)	5 mins	S can do the exercise until S/he feel sufficient
		T checks Ss participation and answers Ss questions (if they ask)	S leaves questions in the chat room (if s/he has)			
		T announces the date of the next episode in the announcing board				
	Logging out the web podcast		S logs out from the web podcast			

Episodes	Activities	Teacher's roles	Student' roles	Exercises	Time	Note
20	<p>Accessing to the web podcast</p> <p>Pre-listening</p> <p>While- listening</p> <p>Logging out the web podcast</p>	<p>T launch the podcast episode 20 to the web podcast</p> <p>T checks Ss participation and answers Ss questions (if they ask)</p> <p>T announces the date of the next episode releasing in the announcing board</p>	<p>S accesses into the web podcast</p> <p>S does exercise to remind the previous listening by rearranging situations follow the sequences</p> <p>S listens to the podcast about 'Healthy Snacks'</p> <p>S completes the sentences with the correct words</p> <p>S leaves questions in the chat room (if s/he has)</p> <p>S logs out from the web podcast</p>	<p>Arranging sequences of situations (5 items)</p> <p>Gap filling (5 items)</p>	<p>5 mins</p> <p>5 mins</p>	<p>www.enghotpod.com</p> <p>S can listen to the podcast repeatedly</p> <p>S can do the exercise until S/he feel sufficient</p>

Episodes	Activities	Teacher's roles	Student' roles	Exercises	Time	Note
21	Accessing to the web podcast	T launches the podcast episode 21 to the web podcast	S accesses into the web podcast			www.enhotpod.com
	Pre-listening		S does exercise to remind the previous listening by matching words with events	Matching types (5 items)	5 mins	
	While- listening		S listens to the podcast about 'Healthy Snacks'			S can listen to the podcast repeatedly
			S chooses the best answers	Multiple choices (5 items)	5 mins	S can do the exercise until S/he feel sufficient
	Post-listening	T assigns Ss to <ul style="list-style-type: none"> - summarize the whole story - record of conversation asking what, where, when, how questions - 1-2 mins length - in Thai or English version 	S works in pair. To <ul style="list-style-type: none"> - summarize the whole story - record of conversation asking what, where, when, how questions - 1-2 mins length. - in Thai or English version 			The Ss records will be released in the web podcast for other Ss to listen and comment.

Episodes	Activities	Teacher's roles	Student' roles	Exercises	Time	Note
	Logging out from the web podcast	<ul style="list-style-type: none"> - submit it into the 'Work Submission' <p>T checks Ss participation and answers Ss questions (if they ask)</p> <p>T announces the due date and the date of the next episode in the announcing board</p>	<ul style="list-style-type: none"> - submit it into the 'Work Submission' <p>S leaves questions in the chat room (if s/he has)</p> <p>S reads or checks announcing board</p> <p>S logs out from the web podcast</p>			

Lesson Plan

Unit 5 Food choices

Skill: Listening comprehension

Language focuses:

- Countable and uncountable nouns
- A little, a few, very little, very few, too, too much , too many, enough

Vocabulary:

- containers, quantities
- ways of cooking

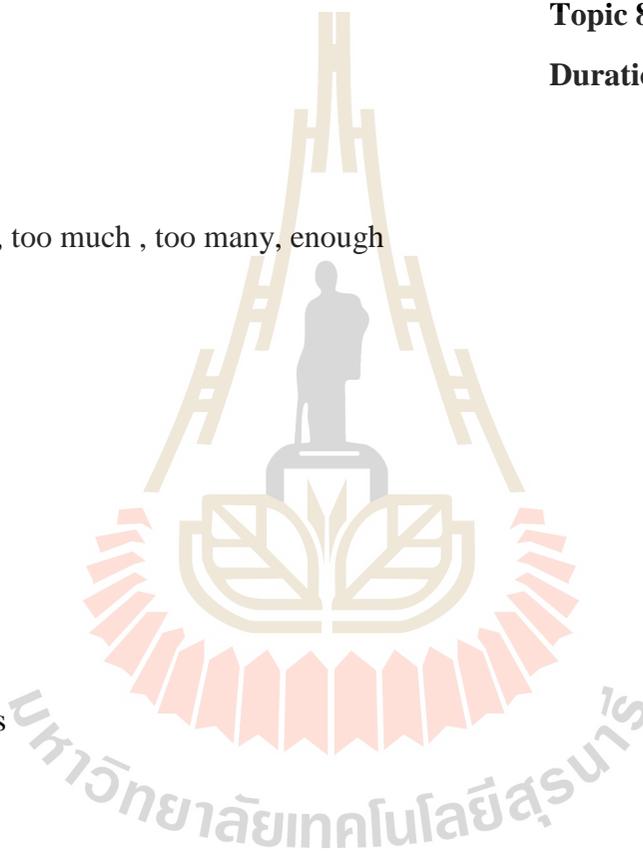
Objectives: Students will able to

- justify the statements
- arrange sequences of situations
- match words with events, pictures
- select the best choice
- complete the sentences with the correct words
- summarize the main points
- creating summarizing podcasts

Assessments: Exercises, assignments

Topic 8: Clean Food Cooking

Duration: 1 week (Week 8)



Episodes	Activities	Teacher's roles	Student' roles	Exercises	Time	Note
22	<p>Accessing to the web podcast</p> <p>Pre-listening</p> <p>While- listening</p> <p>Logging out the web podcast</p>	<p>T launches the podcast episode 22 to the web podcast</p> <p>T checks Ss participation and answers Ss questions (if they ask)</p> <p>T announces the date of the next episode in the announcing board</p>	<p>S accesses into the web podcast</p> <p>S looks at the picture and reads vocabulary</p> <p>S listens to the podcast about 'Clean Food Cooking'</p> <p>S justifies the statements whether they are true or false</p> <p>S leaves questions in the chat room (if s/he has)</p> <p>S logs out from the web podcast</p>	<p>Matching words with pictures</p> <p>True/false (5 items)</p>	<p>5 mins</p> <p>5 mins</p>	<p>www.enghotpod.com</p> <p>S can listen to the podcast repeatedly</p> <p>S can do the exercise until S/he feel sufficient</p>

Episodes	Activities	Teacher's roles	Student' roles	Exercises	Time	Note
23	<p>Accessing to the web podcast</p> <p>Pre-listening</p> <p>While- listening</p> <p>Logging out the web podcast</p>	<p>T launch the podcast episode 23 to the web podcast</p> <p>T checks Ss participation and answers Ss questions (if they ask)</p> <p>T announces the date of the next episode releasing in the announcing board</p>	<p>S accesses into the web podcast</p> <p>S does exercise to remind the previous listening by rearranging situations follow the sequences</p> <p>S listens to the podcast about 'Clean Food Cooking'</p> <p>S completes the sentences with the correct words</p> <p>S leaves questions in the chat room (if s/he has)</p> <p>S logs out from the web podcast</p>	<p>Arranging sequences of situations (5 items)</p> <p>Gap filling (5 items)</p>	<p>5 mins</p> <p>5 mins</p>	<p>www.enghotpod.com</p> <p>S can listen to the podcast repeatedly</p> <p>S can do the exercise until S/he feel sufficient</p>

Episodes	Activities	Teacher's roles	Student' roles	Exercises	Time	Note
24	Accessing to the web podcast	T launches the podcast episode 24 to the web podcast	S accesses into the web podcast			www.enghotpod.com
	Pre-listening		S does exercise to remind the previous listening by matching words with events	Matching types (5 items)	5 mins	
	While- listening		S listens to the podcast about 'Clean Food Cooking'			S can listen to the podcast repeatedly
			S chooses the best answers	Multiple choices (5 items)	5 mins	S can do the exercise until S/he feel sufficient
	Post-listening	T assigns Ss to <ul style="list-style-type: none"> - summarize the whole story - record of conversation asking what, where, when, how questions - 1-2 mins length - in Thai or English version 	S works in pair. To <ul style="list-style-type: none"> - summarize the whole story - record of conversation asking what, where, when, how questions - 1-2 mins length. - in Thai or English version 			The Ss records will be released in the web podcast for other Ss to listen and comment.

Episodes	Activities	Teacher's roles	Student' roles	Exercises	Time	Note
	Logging out from the web podcast	<p>-submit it into the 'Work Submission'</p> <p>T checks Ss participation and answers Ss questions (if they ask)</p> <p>T announces the due date and the date of the next episode in the announcing board</p>	<p>- submit it into the 'Work Submission'</p> <p>S leaves questions in the chat room (if s/he has)</p> <p>S reads or checks announcing board</p> <p>S logs out from the web podcast</p>			

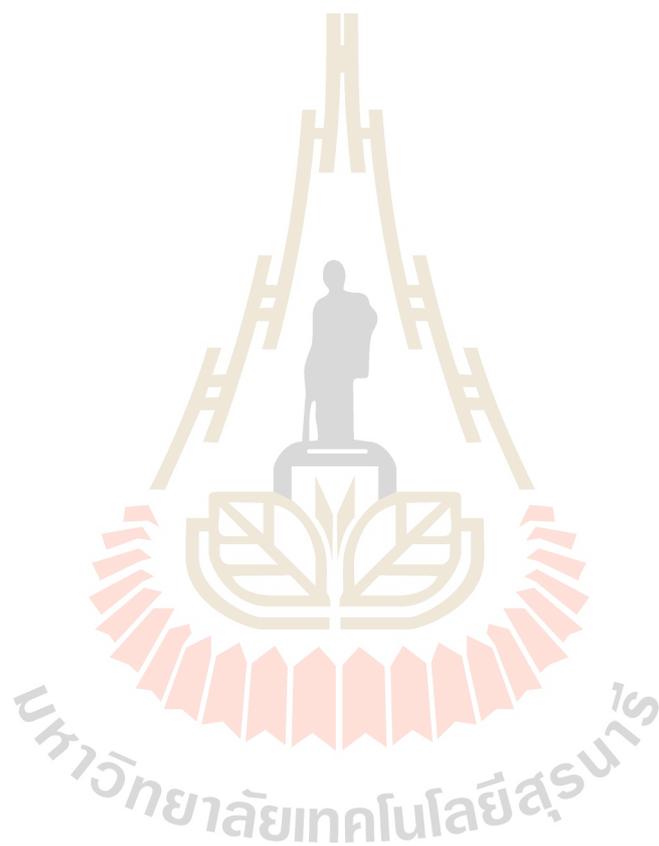
APPENDIX I

Content Validity Check of the Items of the Questionnaires

Form for checking the Items of the Questionnaire

Item no.	Expert no. 1	Expert no. 2	Expert no. 3	Total Score	IOC Score	Interpretation
Part1						
1	1	1	1	3	1.0000	reserved
2	1	1	1	3	1.0000	reserved
3	1	1	1	3	1.0000	reserved
4	1	1	1	3	1.0000	reserved
5	1	1	1	3	1.0000	reserved
Part2						
1	1	1	1	3	1.0000	reserved
2	1	1	1	3	1.0000	reserved
3	0	1	1	2	0.6667	reserved
4	1	1	1	3	1.0000	reserved
5	1	1	1	3	1.0000	reserved
6	1	1	1	3	1.0000	reserved
7	0	0	1	1	0.3333	removed
8	1	1	0	2	0.6667	reserved
9	1	1	1	3	1.0000	reserved
10	1	1	1	3	1.0000	reserved
11	1	1	1	3	1.0000	reserved
12	1	1	1	3	1.0000	reserved
13	1	1	1	3	1.0000	reserved
14	1	1	1	3	1.0000	reserved
15	0	1	1	2	0.6667	reserved
16	1	1	1	3	1.0000	reserved
17	1	1	1	3	1.0000	reserved
18	1	1	1	3	1.0000	reserved
19	-1	1	1	1	0.3333	removed
20	1	1	1	3	1.0000	reserved
21	0	1	1	2	0.6667	reserved
22	1	0	0	1	0.3333	removed
23	1	0	1	2	0.6667	reserved
24	0	1	1	2	0.6667	reserved

Item no.	Expert no. 1	Expert no. 2	Expert no. 3	Total Score	IOC Score	Interpretation
25	0	1	1	2	0.6667	reserved
26	1	1	1	3	1.0000	reserved
27	1	1	1	3	1.0000	reserved
28	1	1	1	3	1.0000	reserved
ICO Value					28.6667	
Percentage (% > 0.5)					0.8687	Valid



APPENDIX J

The Questionnaires of Students' Opinions towards Listening to Mobile Podcast for Enhancing Listening Comprehension (English version)

Questionnaire

Student's Opinions about Mobile Podcast to Enhance Listening Comprehension

.....

Part 1 Personal information

Direction: Please mark/ in the appropriate box and fill in the blanks if necessary.

1. Gender male female
2. Age 18 -19 20-21 21-22 23-24
 other
3. Year 1 2 3 4
 other
4. Institute of School of
5. You are studying English 1 English 2 English 3
 English 4 English 5

Part 2 Student's Opinions

Direction: Please mark/ from the evaluation options that is closest to your opinions and personal experiences.

Evaluation scale: 5 = strongly agreed, 4 = agreed, 3 = neutral, 2 = disagreed, 1 = strongly disagreed

Topics	statements	Opinion Scale				
		5	4	3	2	1
Contents of the Mobile Podcasts	1. The contents of the Mobile Podcasts stand on the objectives of each unit.					
	2. The contents the Mobile Podcasts are relevant to each unit.					
	3. The contents of the Mobile Podcasts are interesting and relevant to student's background knowledge.					

Topics	statements	Opinion Scale				
		5	4	3	2	1
Mobile Podcast's Features	<i>Sound Qualities</i>					
	4. The sounds in the Mobile Podcast are in a good quality.					
	5. The sounds in the Mobile Podcast are clarity.					
	6. The speech rate in the Mobile Podcast makes sounds understandable (not too slow or fast).					
	<i>Helping Functions</i>					
	7. The navigation bars help student to use the Mobile Podcast easily.					
	8. Chatting room is available for communication.					
	9. Submission Space feature is easy to work on.					
	10. Mobile Podcast on the website platform is easy to use.					
	Listening Comprehension Task	11. The exercises are presented from easy to difficult.				
12. The various types of exercise help student to develop listening comprehension.						
13. The number of exercises in each unit is sufficient for self-learning						
14. The exercises help student to develop student's listening comprehension.						
15. The frequency of listening lessons' launching is sufficient (3 times a week).						
Informal Online Learning	16. Listening to the Mobile Podcast helps student to listen repeatedly.					
	17. Listening to the Mobile Podcast helps student to listen anywhere and anytime.					
	18. Doing exercises in Mobile Podcast provides student immediate feedbacks.					
	19. Creating 'Summarizing Podcast' helps student to practice summarizing in listening comprehension					
Benefit of Listening to the Mobile Podcast	20. Listening to the Mobile Podcast can help student understand spoken languages in daily life.					
	21. Listening to the Mobile Podcast inspires student to keep practice listening.					

Topics	statements	Opinion Scale				
		5	4	3	2	1
Benefit of Listening to the Mobile 2.0 Podcast	22. Listening to the Mobile podcast reduces student's anxiety in listening English spoken language.					
	23. Listening to the Mobile podcast helps student feel more confident in listening.					
	24. Listening to the Mobile Podcast saves student's time to practice listening in the class room.					

Part 3 Suggestions of the overall Mobile podcast for enhancing listening comprehension

Direction: Please write your comments in the provided space.

- Are there any suggestions to improve the Mobile podcast?

.....

The Questionnaires of Students' Opinions towards Listening to Mobile 2.0 Podcast for Enhancing Listening Comprehension (Thai version)

แบบสอบถามความคิดเห็น
 การใช้พอดคาสต์โมบายในการส่งเสริมการฟังเพื่อความเข้าใจ

ส่วนที่ 1 ข้อมูลส่วนตัว

คำชี้แจง: กรุณาทำเครื่องหมาย / ลงในช่องให้ถูกต้องและกรอกข้อมูลให้เรียบร้อย

- เพศ ชาย หญิง
- อายุ 18 -19 ปี 20-21 ปี 21-22 ปี 23-24 ปี
 อื่นๆ ระบุ.....
- ชั้นปี 1 2 3 4
 อื่นๆ ระบุ.....
- สำนัก สาขา.....
- นักศึกษาที่กำลังเรียนวิชาภาษาอังกฤษใด ภาษาอังกฤษ 1 ภาษาอังกฤษ 2
 ภาษาอังกฤษ 3 ภาษาอังกฤษ 4 ภาษาอังกฤษ 5

ส่วนที่ 2 ความคิดเห็นของนักศึกษาจากการใช้พอดคาสต์โมบายในการส่งเสริมการฟังเพื่อความเข้าใจ

คำสั่ง: กรุณาทำเครื่องหมาย / ลงในช่องที่ตรงกับความคิดเห็นและประสบการณ์ของท่านมากที่สุด

ระดับความเห็น: 5 = มากที่สุด, 4 = มาก, 3 = ปานกลาง, 2 = น้อย, 1 = น้อยที่สุด

หัวข้อ	ข้อความ	ระดับความคิดเห็น				
		5	4	3	2	1
เนื้อหาของพอดคาสต์โมบาย	1. เนื้อหาของพอดคาสต์โมบาย ตรงกับจุดประสงค์ของแต่ละบทเรียน					
	2. เนื้อหาของพอดคาสต์โมบาย มีความสอดคล้องกับแต่ละบทเรียน					
	3. เนื้อหาของพอดคาสต์โมบาย น่าสนใจและสอดคล้องกับพื้นฐานความรู้ของนักศึกษา					
เค้าโครงเว็บไซต์พอดคาสต์โมบาย	คุณภาพเสียง					
	4. เสียงในพอดคาสต์โมบาย มีคุณภาพดี					
	5. เสียงในพอดคาสต์โมบาย มีความคมชัดดี					
	6. ระดับความเร็วในการพูดที่ใช้ในพอดคาสต์โมบาย ทำให้เสียงสามารถเข้าใจได้ (ไม่ช้าหรือเร็วเกินไป)					
	ระบบความช่วยเหลือ (Navigators)					
	7. ระบบนำทาง (navigation bars) ในพอดคาสต์โมบาย ช่วยนักศึกษาใช้งานได้ง่ายขึ้น					
	8. มีห้องสนทนาเพื่อใช้ในการสื่อสาร					
	9. ฟีเจอร์พื้นที่ส่งผลงาน ใช้งานง่าย					
	10. พอดคาสต์โมบาย บนช่องทางเว็บไซต์ใช้งานง่าย					
	แบบฝึกหัดการฟังเพื่อความเข้าใจ	11. แบบฝึกหัดมีการเรียงลำดับจากง่ายไปยาก				
12. ความหลากหลายของแบบฝึกหัด สามารถช่วยพัฒนาการฟังเพื่อความเข้าใจของนักศึกษา						
13. จำนวนแบบฝึกหัดต่อหนึ่งบทเรียนนั้นเพียงพอต่อการเรียนด้วยตนเอง						
14. แบบฝึกหัดมีส่วนช่วยนักศึกษาในการพัฒนาการฟังเพื่อความเข้าใจ						
15. ความถี่ในการปล่อยบทเรียนการฟังนั้นเพียงพอ (3 ครั้งต่อสัปดาห์)						
กระบวนการการเรียนรู้ด้วยตนเอง	16. การฟังพอดคาสต์โมบาย ช่วยให้นักศึกษาสามารถฟังซ้ำไปซ้ำมาได้					
	17. การฟังพอดคาสต์โมบาย ช่วยให้นักศึกษาสามารถฟังได้ทุกที่ทุกเวลา					
	18. การทำแบบฝึกหัดในพอดคาสต์โมบาย สามารถให้ผลสะท้อนกลับแก่นักศึกษาได้อย่างรวดเร็ว					
	19. การสร้าง 'พอดคาสต์สรุปความ' ช่วยให้นักศึกษาได้ฝึกสรุปความในการฟังเพื่อความเข้าใจ					

หัวข้อ	ข้อความ	ระดับความคิดเห็น				
		5	4	3	2	1
ประโยชน์จาก การฟังพอด คาสท์โมบาย	20. การฟังพอดคาสท์โมบาย ช่วยให้นักศึกษาสามารถเข้าใจภาษาพูด ที่ใช้ในชีวิตประจำวัน					
	21. การฟังพอดคาสท์โมบายกระตุ้นนักเรียนให้หมั่นฝึกฝนการฟัง					
	22. การฟังพอดคาสท์โมบาย ช่วยลดความประหม่าในการฟังภาษา พูดภาษาอังกฤษ					
	23. การฟังพอดคาสท์โมบาย ช่วยให้นักศึกษาประหยัดเวลาในการ ฝึกฟังในห้องเรียน					
	24. การฟังพอดคาสท์โมบาย ช่วยให้นักศึกษาประหยัดเวลาในการ ฝึกฟังในห้องเรียน					

ส่วนที่ 3 คำแนะนำของภาพรวมจากการใช้พอดคาสท์โมบายเพื่อส่งเสริมการฟังเพื่อความเข้าใจ

คำสั่ง กรุณาเขียนความคิดเห็นของท่านในพื้นที่ที่จัดเตรียมไว้ให้

1. คำแนะนำอื่นๆเพื่อพัฒนาพอดคาสท์โมบาย

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APPENDIX K

Content Validity Check of the Items of the Semi-Structured Interview Questions

Form for checking the Items of the Semi-Structured Interview Questions

Item no.	Expert no. 1	Expert no. 2	Expert no. 3	Total Score	IOC Score	Interpretation
1	1	1	1	3	1	Reserved
2	1	1	1	3	1	Reserved
3	1	1	1	3	1	Reserved
4	1	1	0	2	0.6667	Reserved
5	1	1	1	3	1	Reserved
IOC Value					4.6667	
Percentage (% > 0.5)					0.9333	Valid

APPENDIX L

Semi-Structured Interview Questions (English Version)

1. How do you listen to the podcast?
2. How do pre listening and after listening activities help you in listening to the podcast?
3. How does the creating summarizing podcast help you in listening?
4. Are there any difficulties in listening to mobile podcast website? What are they?
5. Why would you keep listening to the podcast?

Semi-Structured Interview Questions (Thai Version)

คำถามสำหรับการสัมภาษณ์

1. คุณฟังพอดคาสต์อย่างไร
2. กิจกรรมก่อนฟังและหลังฟังช่วยให้คุณในการฟังพอดคาสต์อย่างไร
3. การสร้างพอดคาสต์สรุปความช่วยให้คุณในการฟังอย่างไร
4. คุณพบปัญหาในการฟังพอดคาสต์บนเว็บไซต์หรือไม่ อะไรคือปัญหาเหล่านั้น
5. เพราะเหตุใดคุณยังคงฟังพอดคาสต์ต่อไป

Transcription of Semi-structured Interview

Student #1: How often did you listen to the mobile podcast?

'Normally, I listen to the podcast at my dorm (outside the class room) and listened to it before the examination. I listened to each episode many times until I could understand it.'

What are benefit of listening summarizing podcast?

‘Creating summarizing podcast helped me to be able to do the listening part in the examination more than the past. Because it helps me to get more familiar with the English accent and spoken language, I could do the test in the examination.’

Are there any problems in creating summarizing podcast?

‘I think we (the student and her friends) didn’t pay attention in learning English much, so we didn’t really care about it.’

Suggestions?

‘I want you to add more features or exercises into the podcast, so the students would be more interested with the mobile podcast.’

How to encourage students to listen to the mobile podcast by themselves more?

‘I think, it depends on each person. I think they don’t have any motivation that pushes them to listen such as an examination, they would go to listen.’

Student #2: How often did you listen to the mobile podcast?

‘I listened to the mobile podcast once a week after it was launched. I listened to each episode about two to three times so I could be able to understand it. I normally listen to the mobile podcast at my dorm through my mobile phone.’

What are benefits of listening summarizing podcast?

‘I felt that it made me be able to understand more and it was convenient. And I more understood.’

Are there any problems in creating summarizing podcast?

-

Suggestions?

‘I think the design of the podcast website is a bit ambiguous. For example, the menu buttons should be showed, but I understood that it was minimized when it was displayed in the mobile phone. So if all menu are showed, it would be easier to use the website. And, I want podcast and exercises of the new episode are all showed in the first page.’

How to encourage students to listen to the mobile podcast by themselves more?

‘I think for ones who already interested in learning the English language, they would definitely tell themselves to go to listen to the mobile podcast. But for one who

are not interested in this, we may find some topics which are interesting such as trending movies, soundtrack movies, and songs. For example, of this song is so trending and we listen to it so often but we don't understand the some sentences in the lyric, so using the songs might encourage students to learn through listening the podcast. So it should be the topics that the students are interested? I think it should be a topic that is general and regularly happen in daily life.'

Will you keep listening to the podcast?

'Yes, I will. I think it helps, yeah it can help in a conversation. Although I can speak but I can't understand the meaning of the spoken language well, I still cannot talk communicatively.'

Student #3: How often did you listen to the mobile podcast?

'I listened to the podcast every time it was launched. I tried to listen to each episode many times about five times in order to understand it'.

What are benefits of listening summarizing podcast?

'I think creating the summarizing podcast could help me to increase my listening skill. I also looked for some vocabulary's meaning that I didn't in order to understand, for example. However, sometimes I didn't search for the meaning by myself, I listened to my friend's summary.'

Are there any problems in creating summarizing podcast?

'Some episodes I completely did not understand because I was very weak at English and I didn't know how to solve this problem.'

Suggestions?

-

How to encourage students to listen to the mobile podcast by themselves more?

'It depends on each person. I think there should have a motivation to motivate students such as extra scores which can benefit to their GPA.'

Student #4: How often did you listen to the mobile podcast?

'I listen to the podcast about 3 times a week. I listen to only once in each time. It is possible to listen to the mobile podcast everywhere. Sometimes when I am free, I will listen to the mobile podcast on mobile, sometime listen to it when I get dorm. If I am outside, I would listen through the mobile phone and if I am at my room I would listen to it through my laptop.'

What are benefits of listening summarizing podcast?

'Sometime, there are some words in the podcast and exercises which I don't know and haven't encounter to. So, looked for those vocabulary's meaning in order to memorize and use them to summarize the main ideas of the podcast.'

Are there any problems in creating summarizing podcast?

'I have a little problem when I was listening to the mobile podcast. Sometimes I don't get familiar with the accents of the speakers and, also, the speed of the sound is a bit fast. So, I have to play back and repeat the episode again.'

Suggestions?

'I think the exercises in each part is too few. It should be increased from 5 to be 10.'

How to encourage students to listen to the mobile podcast by themselves more?

'The topic in the podcast should be updated, more interesting, or a little bit fun more than this.'

Student #5: How often did you listen to the mobile podcast?

'I always listen to the podcast on weekend. I listened to each episode about 5 times to understand it. I listen to the podcast outside the classroom and learn grammar from the book and do exercise in the podcast unit.'

What are benefits of listening summarizing podcast?

'For me, I quite didn't understand while I was listening to what the speakers said but I always do the exercises together with listen to the podcast in order to get some information and clues about the story. Because listening to the audio only is quite difficult for me so always do it together with the exercises.'

Are there any problems in creating summarizing podcast?

'I have no problems about listening and creating the summarizing podcast. But before doing the exercise, I have to fill personal information every time I do. So, I think it is a bit too much.'

Suggestions?

'Decrease the process of filling personal information in the exercises part or change the platform of the exercises in order to be easier in doing the exercises. I think, in the exercises, it should add some information about grammar to teach the student.'

'Grammar of each unit because when I don't understand I could read about grammar rules. You should also add some exercises about grammar. Do you want

grammar to be shown in which form: audio or written form? I want it to be in a written form so I can read it together with the grammar exercises.'

How to encourage students to listen to the mobile podcast by themselves more?

'It should be something that more convenient. The platform of the podcast could be develop to be application, something like this. However, I think this platform is also okay. It just because people don't know that it has this kind of technology, so they don't pay attention on it. Are you going to listen to the podcast after it is developed? I will listen to the podcast and will keeping listening to it if I will be developed to be better.'

'I think it should add the self-evaluation form for each student to evaluate themselves after doing each exercise in order to check what the mistakes are and what points should improve.'

Student #6: How often did you listen to the mobile podcast?

'I listened to the podcast one to two times a week and repeated it two to three times in order to understand it.'

What are benefits of listening summarizing podcast?

'I could understand more. How do you create summarizing podcast? Sometime when I couldn't catch a words. I stopped, repeated it, or started over again.'

Are there any problems in creating summarizing podcast?

'Maybe I couldn't catch the words so. Because of the unknown vocabulary rather than the speed of the sound. Some words I haven't encountered with.'

Suggestions?

'Improve website to be more practical. Improve exercises to be more difficult to access and increase various kind of exercises.'

How to encourage students to listen to the mobile podcast by themselves more?

'Make to podcast to be more interesting such as adding game and more activities to do. Are you going to listen to the podcast after it is developed? For me, I will listen to the podcast when it is developed.'

Student #7: How often did you listen to the mobile podcast?

'I listened to the podcast about twice a week. And listened 2-3 times to understand it. I normally listened after the class in the evening.'

What are benefits of listening summarizing podcast?

'It helped me to practice listening and pronunciation and get more familiar with the spoken language.'

Are there any problems in creating summarizing podcast?

'I don't know how to summarize it well because it has a lot of episodes. I have to listen repeatedly and also stopped and started over again. Are there anything else while you are listening to the podcast? And I also have to search for some vocabulary meaning in order to understand the podcast and then summarize what I understood on my own words.'

Suggestions?

'I think it should have variety of topic to choose to listen. And the speed should be a little bit slower than this. I think the number of episode should be one or two episodes a week. Launching three episodes a week is too much and increase more work load.'

How to encourage students to listen to the mobile podcast by themselves more?

'I think it depends on each person whether they are interested to listen to the podcast or not. One way is to motivate them by creating more interesting website and encourage students repeatedly to listen and learn by themselves.'

Student #8: How often did you listen to the mobile podcast?

'I listened to the podcast two to three times a week. And I listened it many times around three to four times to understand it. Where did you listen to it? I sometimes listened in class and also outside of class through mobile phone.'

What are benefits of listening summarizing podcast?

'It helped me to practice listening, doing exercises, learning new vocabulary in the same time. It also make me more familiar with the spoken language. Sometime will listen to it unclearly in the real life, so I can practice listening it more familiarly. How do you summarize a podcast? I listened to it repeatedly, when I encountered with the unknown words, I paused and looked for the meaning until I understand. And then I summarized.'

Are there any problems in creating summarizing podcast?

'I don't have any.'

Suggestions?

'I think some exercises are too easy and it should be increased. About the sound, I think I don't have any problems with it. It is okay.'

How to encourage students to listen to the mobile podcast by themselves more?

'I think we should pronounce to students to do go to listen or inform them through many places that easy to observable, such as ทีวี, facebook, sms, notification, etc.'

Student #9: How often did you listen to the mobile podcast?

'I listened once or twice a week and two to three times to understand it. I listen to it almost everywhere when I am free. I normally listen to the podcast through mobile phone.'

What are benefits of listening summarizing podcast?

'It makes me know more. Do you mean you can practice listening and understand more? Yes, I can get familiar with spoken language more and understand more.'

Are there any problems in creating summarizing podcast?

'Sometimes it has no sounds. Only one problem that I encountered with, around 1 to 2 times. I have to refresh the page then the sounds could play.'

Suggestions?

'I think the website is too complicated especially on the page that collect all episodes. I think too hard to find when I want to go back and listen. So, it want you to make it to be simpler, maybe show them all in the home page.'

How to encourage students to listen to the mobile podcast by themselves more?

'I think teacher should come to the class or give the link for student to access or place the link in a group (chatting group) something like this. I think teacher should make the podcast be more interesting. For example, add more pictures if I were you. I think it could help the website be more interesting and more listenable.'

Student #10: How often did you listen to the mobile podcast?

'I listen to the podcast about three times a week and listen to it repeatedly around three times to understand. I normally listen to it at night at my dorm.'

What are benefits of listening summarizing podcast?

'I think it helps me to practice my listening skills. And it helps me to prepare myself when I have a test, I could do it.'

Are there any problems in creating summarizing podcast?

'I have to pause and find the word's meaning and then play it again. When I finished listening to it about I don't understand, I replay it one more time. And jot down some information from when I understood. And then I summarize them together.'

Suggestions?

'I think I don't want to fill personal information every time I do exercises. So you want to it to be changed about the exercise feature? Yes. I think it is very complicated.'

How to encourage students to listen to the mobile podcast by themselves more?

'I want you to make the podcast as an application not on the website. Like download app and listen and do on it. I think it is more convenient. Are you going to listen to the podcast after it is developed? Yes, I think I am going to use it.'

Student #11: How often did you listen to the mobile podcast?

'I listened to the podcast not very often. I listened to it once a week in one day, like three episodes in one time. I listened to each episode two or three in order to understand it. Sometimes I still don't understand it so I guessed.'

What are benefits of listening summarizing podcast?

'I think it made me more understand English because I'm not good at English.'

Are there any problems in creating summarizing podcast?

'Yes, I think sending the audio file is difficult when I sent it. Are there any problems about how to listen? Yes, I have. I couldn't understand English because I could not catch words. Is this when are you going to create the summarizing podcast? Yes. So you mean the sounds so too fast? Yes.'

How to encourage students to listen to the mobile podcast by themselves more?

'When I listen to the foreigner, I could not understand it. Because the there was no pauses, like I could not identify each word. So how to encourage students to listen by themselves? Err if you want students to go to the website, it should be like, it should be made interestingly more than this. When the student go do exercises, part by part, it think it too many processes. So, I want you to make it to be simpler.'

Student #12: How often did you listen to the mobile podcast?

'I listened to the podcast two to three times a week and listened to it around three or four times so I could understand. I sometimes listen to it after the class and also when I wait for the class through mobile.'

What are benefits of listening summarizing podcast?

'It made me in practicing listening skills and I could understand more English.'

Are there any problems in creating summarizing podcast?

'When I listening to the podcast, sometimes I couldn't catch a words because the sound was too fast. but after listening many times I think I could understand it well. You mean you get familiar with the sound? Yes. When I didn't understand a word, I paused and find the word's meaning. Sometime I tried to look at the exercises for some clues. And then do a summary.'

Suggestions?

'Hmmm I want you to make it more interesting. Add some pictures and videos. And I think it too much episodes to summarize in one week.'

How to encourage students to listen to the mobile podcast by themselves more?

'I think it depends on each student that who want to listen or practice listening. So you may have to motivate the students to listen by making the podcast more interesting or have some extra points for them.'

Student #13: How often did you listen to the mobile podcast?

'I listen to the podcast not often about two or three times a week and listened repeatedly about three times to understand. I normally listened to the podcast at my room and sometimes after the class. I listened to it both through laptop and mobile. I use mobile when I am outside.'

What are benefits of listening summarizing podcast?

'it helped me to practice my listening skills. When I listen to the podcast I could understand more. And it made me to be able to do a test. But it was a bit fast for me, so I stopped it and look for words and their meaning. And then play it again.'

Are there any problems in creating summarizing podcast?

'I think the sound was too fast so I could not catch some words. And I think the website was easy to use but when I want to send the audio files, it was very complicated. But it was good that there was two options for the file attachment. But it would be better if there other simpler platform for this.'

Are there any problems in creating summarizing podcast?

'The podcast should be more interesting like you should have more animation and media for motivate students to listen. And it should be in form of application, so it is easier to download and access to the application, for example.'



APPENDIX M

The Students' Pre-Test and Post-Test Scores in the Pilot Study

Students No.	Pre-Test Score	Post-Test Score	Difference
1	13	15	2
2	10	16	6
3	17	16	-1
4	18	16	-2
5	12	9	-3
6	9	8	-1
7	12	10	-2
8	13	9	-4
9	12	15	3
10	12	14	2
11	12	14	2
12	10	17	7
13	17	18	1
14	14	11	-3
15	15	15	0
16	14	12	-2
17	11	15	4
18	17	18	1
19	19	18	-1
20	16	15	-1
21	9	9	0
22	18	19	1
23	18	18	0
24	14	17	3
25	12	15	3
26	15	16	1

Students No.	Pre-Test Score	Post-Test Score	Difference
27	15	18	3
28	13	19	6
29	15	15	0
30	13	18	5
31	10	15	5
32	8	13	5
33	16	14	-2
34	17	15	-2
35	9	16	7
36	8	16	8
37	9	11	2
38	12	18	6
39	13	19	6
40	13	19	6
41	12	10	-2
42	8	15	7
43	11	16	5
44	8	18	10
Total	569	660	91
Mean (\bar{X})	12.9318	15	2.0681
S.D.	3.1208	3.0727	3.5332

APPENDIX N

Mobile Podcast Website

There are six menus contain in the English Hot Pod website or www.enghotpod.com. There are Homepage, registration, course objectives, Mobile Podcast units, Summarizing Podcast, and let's talk or communication channel

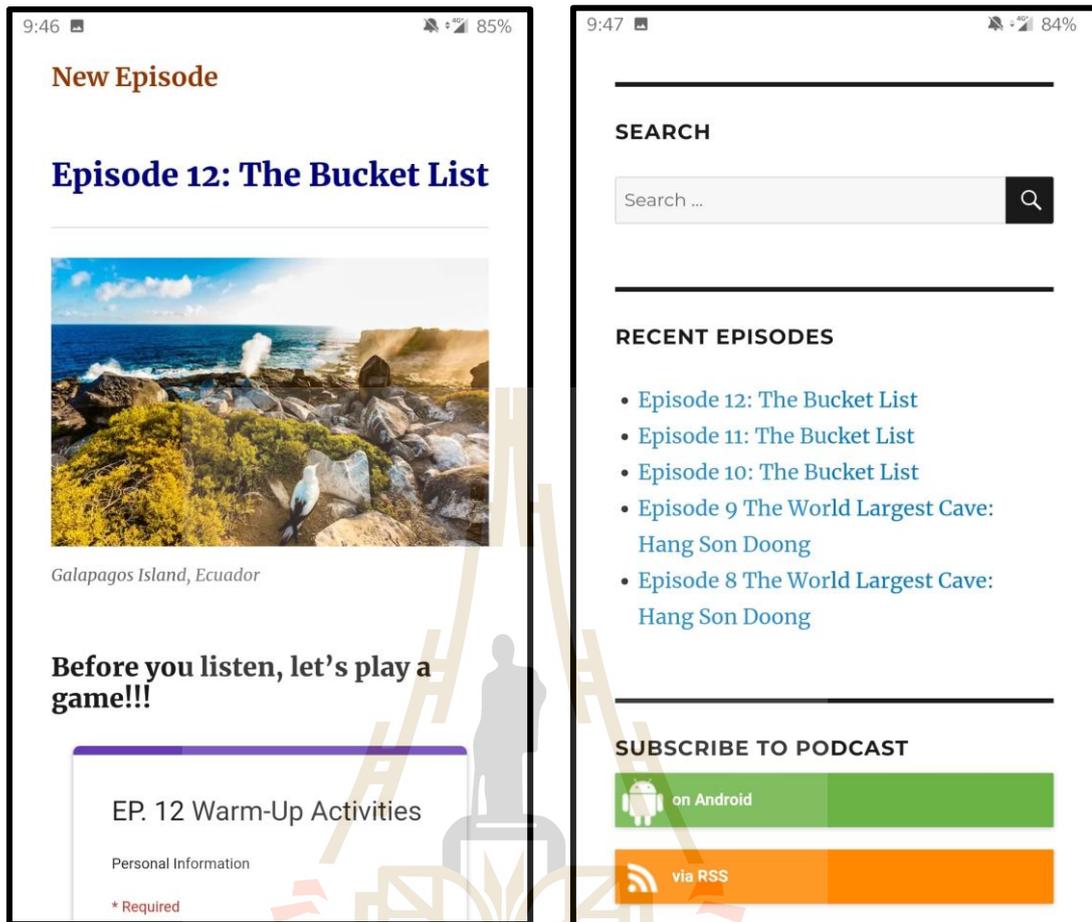
- 1. Home Page:** displays as the homepage of the website. It contains pictures, announcement, current and recent podcast episodes, warm up activities which updated three times a week.



Homepage of the Mobile Podcast



List of menu



Introduces a picture about current podcast episode before starting doing pre-listening activity

- 1) Recent launched podcast episodes were listed for students to easily access
- 2) RSS button for students to subscribe in order to see the updated podcast episode

2. **Registration:** displayed a registration form and log in part requiring students to put their account name and passwords.

The image displays three screenshots of the English Hot Pod website interface, showing the registration and login process.

Join Us (12:27): The page features the English Hot Pod logo and a 'MENU' button. The main heading is 'Join Us'. Below it, the text reads: 'Please register in order to be able to do exercises'. A link is provided: 'Click >>>> [HERE](#) <<<<< to register'. At the bottom, there is a search bar with the placeholder text 'Search ...' and a magnifying glass icon.

Registration (12:26): The page features the English Hot Pod logo and a 'MENU' button. The main heading is 'Registration'. Below it, the text reads: 'I LOVE YOU'. The registration form consists of several input fields: 'Username', 'Email', 'Password', 'Repeat Password', 'First Name', and 'Last Name'. A dropdown menu for 'Membership Level' is set to 'Students'. A black 'REGISTER' button is located at the bottom right of the form.

Member Login (11:51): The page features the English Hot Pod logo and a 'MENU' button. The main heading is 'Member Login'. Below it, there are two input fields: 'Username or Email' and 'Password'. A checkbox labeled 'Remember Me' is present. A black 'LOGIN' button is located below the input fields. At the bottom, there are two links: '[Forgot Password?](#)' and '[Join Us](#)'.

3. Course Objective: displayed the course objectives and course description in order to inform students what they would be able to do when complete the instruction.



11:54 The1 23%

Course Objectives
enghotpod.com

English Hot Pod MENU

Course Objectives

This course aims students to:

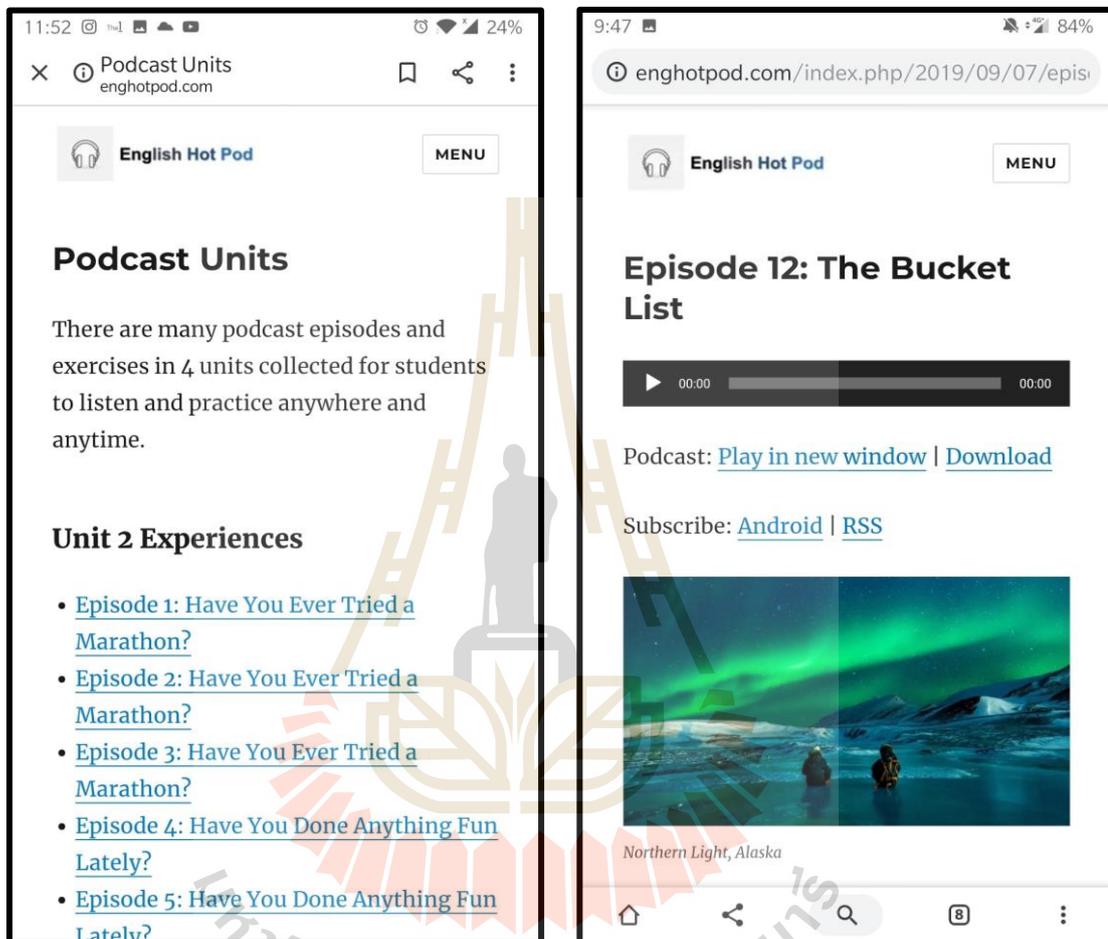
- listen more confidently
- familiar with English spoken language
- understand the main ideas and important details

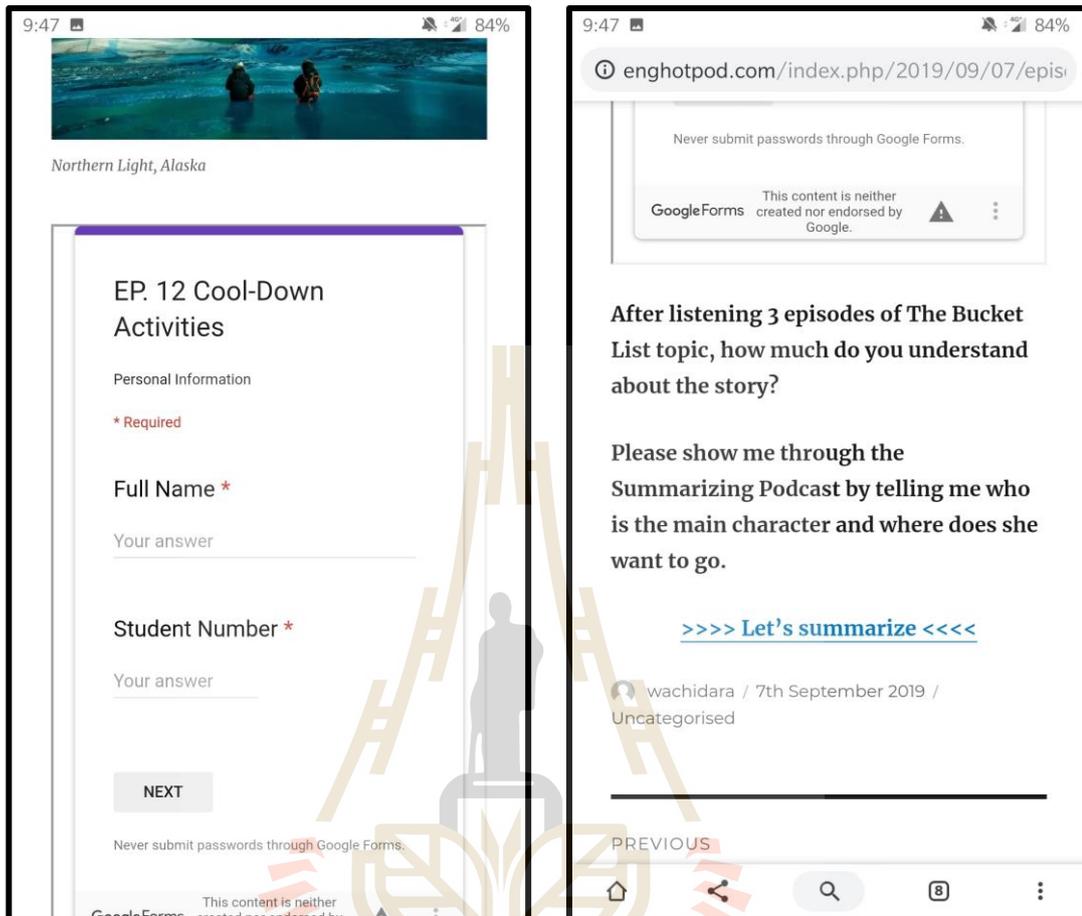
Course description

The English Hot Pods course:

- is designed to support students listening skills
- provides listening units which have similar contents to the English for communication II textbook
- provides student warm-up exercises, listening podcasts, and cool-down

4. Mobile Podcast units: displayed a collection of former podcast episodes, warm up activities, and cool down activities which allows students to listen to repeatedly and redo as much as they want.





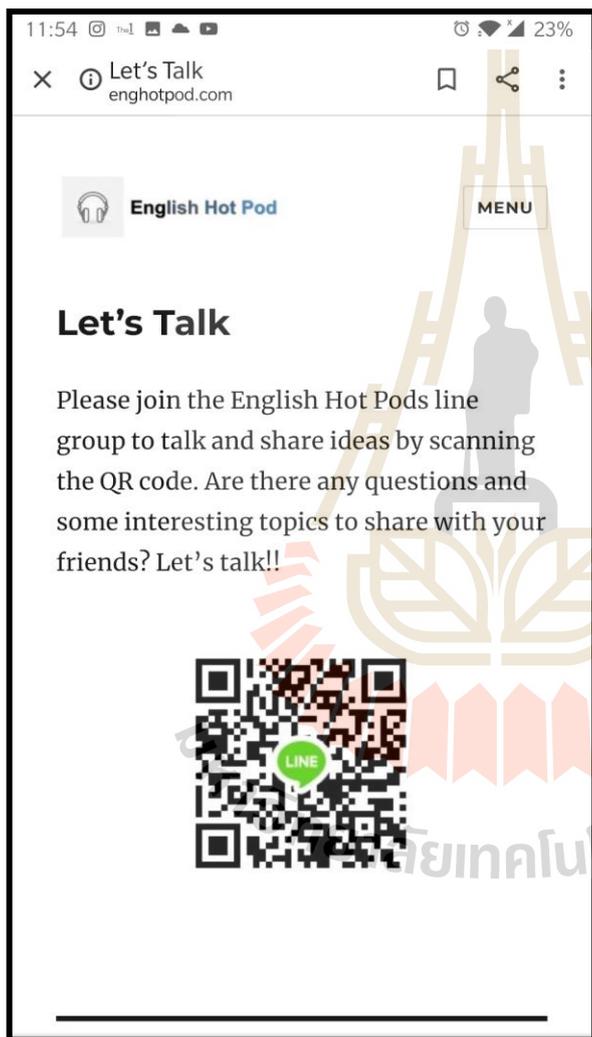
After listening and doing post-listening activity, students need to do a summary of 3 episodes. There is a link to navigate students to do a summarizing podcast assignment

5.Summarizing Podcast: displayed direction of creating podcast audio and provided two types of file attachment part which allowed students to submit summarizing podcasts, the first one is file attachment and the second one is submitting through Google Form.

The image consists of two side-by-side screenshots of a mobile browser. The left screenshot shows the website 'Summarizing Podcasts' on 'enghotpod.com'. The page has a header with 'English Hot Pod' and a 'MENU' button. The main heading is 'Summarizing Podcasts' followed by 'Assignment: Summarizing Podcast'. Below this, it says 'After listening to 3 podcast episodes in each unit, every week, please' and lists instructions: work in pair, summarize main ideas and important details of 3 episodes, record summary as storytelling or interview (two speakers), use 'Voice Memos' for IOS and a voice recorder for Android, recording 2-3 minutes length (MP3 file), and submit via a file uploader or Google forms. The right screenshot shows a Google Form titled 'work in pair' with the same instructions as the website. It includes a file upload section with 'Upload files', a 'SELECT FILE' button, and an 'UPLOAD FILE' button. Below this is a search bar with the text 'SEARCH' and a search input field with a magnifying glass icon. A large watermark is visible across both screenshots.

6. Let's Talk or Communication channel: displayed the QR code of Line group.

Because Line application is very popular and easy to use in communication, it provided teachers to create a group for students. Moreover, Line also notified people in the same group when there is a new message instantly.



CURRICULUM VITAE

Wachiraya Bangkhadara was born on December 10, 1992 in Surin, Thailand. She obtained a Bachelor of Arts degree in English at Khon Kaen University in 2015.

On graduation from Khon Kaen University in 2015, Wachiraya Bangkhadara began her teaching career at Sirindhorn School, Surin, Thailand. She taught the students in ASEAN Unit and English subject. After 6 months, she started to teach English at General Education, Mahasarakham University, Mahasarakham, Thailand.

In 2016, she enrolled her Master's degree on English Language Studies (ELS) program at the school of Foreign Language, Institution of Social Technology, Suranaree University of Technology, Nakhon Ratchasima, Thailand. Her research interests include Computer Assisted Language Learning (CALL), Mobile Assisted Language Learning (MALL), and Technology in Language Teaching and Learning.

