Technology Adoption of Podcast in Language Learning: Using Taiwan and China as Examples

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Abstract: Podcasting is one of mobile learning applications. This study reports the adoption of applying podcasting in language learning. The purpose of this research is to find the factors that will influence the acceptance of applying Podcasting in language learning. In order to attain a better understanding of mobile technology acceptance, we conducted a survey of Taiwan and Chinese. The target of the sample was limited to the people who have experience of using Podcast or using Podcast learning language. The data were collected from 398 people using Podcast applications on a voluntary basis in Taiwan and collected from 533 people using Podcast application on voluntary basis in China. The theoretical framework for this study is based on the revised Unified Theory of Acceptance and Use of Technology (UTAUT) model.

Results indicate that performance expectancy, effort expectancy, social influence, and facilitating conditions will influence behavioral intention. The results of Taiwanese data indicate performance expectancy that has especially obviously, and the results of Chinese data indicate facilitating conditions that has especially obviously. In addition, with the moderating variables, gender, age and experiment, the results of Chinese data indicate that performance expectancy, effort expectancy, social influence and facilitating conditions have significant. But Taiwanese data indicated that effort expectancy has insignificant with the moderating variable, gender. And the findings can provide a high reference value and feasible theory to mobile learning of Podcast and the relative industries of Podcast.

Key words: Unified theory of acceptance, use of technology (UTAUT), podcasting, mobile leaning, language learning.

1. Introduction

Podcasting is the synthesis of two words, Apple Computer's digital multimedia player "iPod" and "broadcasting" (broadcast). A Podcast is a digital media file, or a related collection of such files, which is distributed over the Internet using syndication feeds for playback on portable media players and personal computers. In September 2004, Apples release of iPod was seen as a sign of podcasts appearing, and podcasting became a global craze [1]. The Oxford American Dictionary has selected Podcast as the hot new word of 2005.

Learning a second language has become a hot issue around the world. For example, there is no doubt that English has already become a universal language, so learning English is becoming more and more important in non-English speaking countries [2]. In Taiwan, English is also the most popular second language. Learning English has already become a very hot issue, and people always talk about how they can improve their English, no matter what age they are. Almost every student is required to improve their English ability

from elementary school to graduate school. In China, English has become more and more important. From the 1990s, English became a compulsory course in junior and senior secondary schools.

Podcasting, a new IT application is recently the fastest growing Internet media used in the application of many industries such as broadcasting, movie filming, education, entertainment, etc. Podcasting can obtain information automatically over the internet via publishers and subscriber models by using RSS technology (Really Simple Syndication, an XML (Extensible Markup Language)-based transmission system). Generally, learning a language through Podcasting can be a category of mobile learning. The progress and the current situation of adopting mobile technology in mobile learning is one of the concerns of this research. The purpose of this research is to investigate the intention of Taiwanese and Chinese people toward using Podcasting and discover which factors motivate an individual to adopt Podcasts to learn language.

2. Literature Review and Hypothesis

2.1. Podcasting

The term Podcast was originally used in 2004 and has become popular as a means of distributing audio and video material across the Internet. It combines the words "iPod" and "broadcast". A Podcast is a digital media file, or a related collection of such files, which is distributed over the Internet using syndication feeds for playback on portable media players and personal computers.

Podcasting is a term that was devised as a crisp way to describe the technology used to push audio content from websites down to consumers of that content, who typically listen to it on their iPod or other audio player that supports MP3 (Moving Picture Experts Group-1 Audio Layer 3) at their convenience. The term podcasting is meant to rhyme with broadcasting and is a derivative of the iPod platform. While not directly associated with iPod devices or the iTunes music service, the company did contribute both the desire and the technology for this capability [1]. Podcasting is not unlike time-shifted video software and devices, like TiVo, the pioneer of the digital video recorder, which lets you watch what you want when you want by recording and storing video, except that podcasting is used for audio and is currently free of charge. Note, however, that this technology can be used to push any category of file, including software updates, pictures, and videos.

2.2. Unified Theory of Acceptance and Use of Technology (UTAUT)

In Management Information System (MIS) research, there are many studies that have investigated user acceptance and usage of new information technology (IT). Many studies [3]-[5] have used the technology acceptance model (TAM) or made changes to it. Other models, such as the theory of planned behavior (TPB), and social cognitive theory (SCT) are also well known.

Venkatesh and Davis [6] introduced an extension to TAM, TAM2, which examined the influences of select antecedent social influences and cognitive instrumental constructs on perceived usefulness and usage intentions. Models for technology acceptance and adoption, including the technology acceptance model (TAM) [7], theory of reasoned action (TRA) [8], and innovation diffusion theory (IDT) [9] have been established and tested extensively. More recently, through reviewing and empirically testing the technology acceptance models, Venkatash *et al*. [10] proposed a unified model integrating acceptance determinants across eight competing models. The eight reviewed models are: the theory of reasoned action (TRA) from Fishbein and Ajzen [8], the technology acceptance model (TAM) from Davis [7] and Davis *et al*. [11] , the motivational model (MM) from Davis *et al*. [12] the theory of planned behavior (TPB) from Taylor and Todd [13], a model combining the technology acceptance model and the theory of planned behavior (C-TAM-TPB) from Taylor and Todd [13], the model of PC utilization (MPCU) from Thompson *et al*. [14] the innovation diffusion theory (IDT) from Rogers [9], and the social cognitive theory (SCT) from Compeau *et al*. [15]

Referring to the UTAUT, Venkatash *et al.*'s model has been validated in empirical settings as having superior explanation power over past models. According to the UTAUT, intention to use the information technology can be determined by three antecedents: performance expectancy (PE), effort expectancy (EE) and social influence (SI) and, as a consequence, intention to use is to exert influence on actual behavior toward IT adoption with facilitating conditions (FC) [10].

UTAUT posits that performance expectancy, effort expectancy, social influence and facilitating conditions are determinants of behavioral intention or use behavior, and that gender, age, experience and voluntariness of use have moderating effects in the acceptance of IT.

2.3. Research Model and Hypotheses

The model of this research revises the Unified Theory of Acceptance and Use of Technology (UTAUT) proposed by Venkatesh *et al.* [10] The foremost purpose of this research is to discover the factors that can influence user's intention to use Podcasts in language leaning. The UTAUT model is a more complete model of technology acceptance, and it discusses more influencing factors about the acceptance of new technology. Thus, this research ignores the aspect of user behavior but rather reconnects all constructs and assumes they have effects on Behavior Intention. Furthermore, the research model is modified and adopted by Park *et al.*'s research [16] based on UTAUT. There are four moderating variables in UTAUT: age, gender, experience and voluntariness of use. In this research, it only includes age, gender and experience to moderate variables because the environment is different from Venkatesh's survey. Exploring voluntariness of use in this research would not match the objective of this research. Therefore, the research model of this study is shown in Fig. 1.
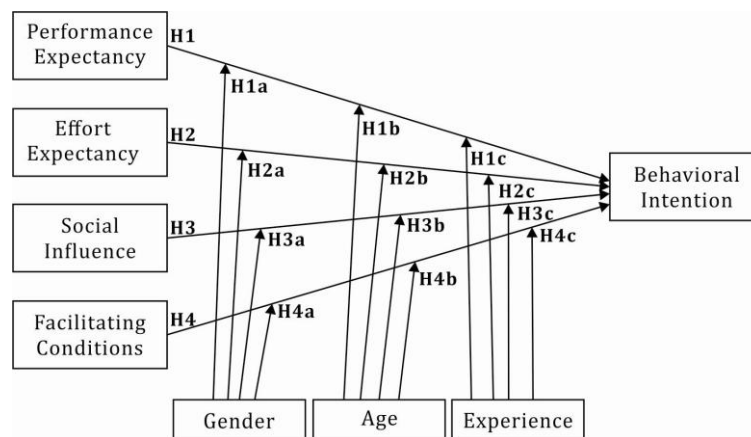

Fig. 1. Research mode.

2.3.1. Performance expectancy

Language learners always care about their learning performance. If they wonder whether adopting a Podcasting system will help them to learn language, the effect of the system might be their consideration. Also, whether the Podcasting system could help them learn the language easier and faster might be another concern.

H1a: Gender will moderate the influence of performance expectancy on behavioral intentions to use Podcast.

H1b: Age will not moderate the influence of performance expectancy on behavioral intentions to use Podcast.

H1c: Experience will moderate the influence of performance expectancy on behavioral intentions to use Podcast.

2.3.2. Effort expectancy

Once people feel they can operate or learn new technology easily, they will have a stronger intention to use it. In a Podcasting system, compared to traditional learning methods, if people feel that it is easy to use and they do not need to put too much effort into learning it, they would be more willing to use it in language learning.

H2a: Gender will moderate the influence of effort expectancy on behavioral intentions to use Podcast.

H2b: Age will moderate the influence of effort expectancy on behavioral intentions to use Podcast.

H2c: Experience will moderate the influence of effort expectancy on behavioral intentions to use Podcast.

2.3.3. Social influence

Sometimes, other people's opinions will affect one's action. In UTAUT, Venkatesh *et al.* have proven that the acceptance by people of new technology will be influenced by other people, and this category influence will also affect the intention to use new technology.

H3a: Gender will moderate the influence of Social influence on behavioral intentions to use Podcast.

H3b: Age will moderate the influence of Social influence on behavioral intentions to use Podcast.

H3c: Experience will moderate the influence of Social influence on behavioral intentions to use Podcast.

2.3.4. Facilitating condition

If people want to use new technology, they should have the hardware, software, and knowledge to support it. Without these, they may not access that new technology, even though they really want to use it. Also, if someone can help them if they have problems using it, it will also influence the use behavior of people on systems.

H4a: Gender will moderate the influence of s Facilitating conditions on behavioral intentions to use Podcast.

H4b: Age will moderate the influence of facilitating conditions on behavioral intentions to use Podcast.

H4c: Experience will moderate the influence of facilitating conditions on behavioral intentions to use Podcast.

3. Research Method

3.1. Questionnaire Design

The questionnaire is based on the measures in our framework adopted from the original UTAUT, and the items of the questionnaire in this research have been modified to fit the subject of this research. The original UTAUT questionnaire obtained from Venkatesh *et al.* [10] The measurement items were based on a 7 point Likert scale from strongly disagree (= 1) to strongly agree (=7).

3.2. Participants

In order to exclude alternative explanations and add the internal validity, we targeted the people who had used the podcast system or used podcasting in learning language before. In this research, there are two samples that we surveyed, the users in Taiwan and China. The target of the sample was limited to the people who have experience of using Podcasting in Taiwan. A total of 398 responses were received, with 316 responses being valid. The target of the sample was limited to people who have experience of using Podcasting in China. A total of 533 responses were received, with 451 being valid. In the Taiwanese demographic data. The male samples occupy 47.9% of valid responses whereas females occupy 52.1%. The ratio of male to female is 1:1.09. In the Chinese demographic data. The male samples occupy 54.8% of valid responses whereas females occupy 45.2%. The ratio of male to female is 1.21:1.

3.3. Analysis Method

After data collection, Data analysis proceeded in two stages: the measurement model was first examined for validating and refining the research instrument, after which an analysis of PLS was made for finding the associations of our model. Partial least square path modeling (PLS-SmartPLS V 2.0 M3) [17], [18] was applied to evaluate the predictive research model. PLS path modeling is one of the statistical methods for structural equation modeling (SEM), and Partial Least Squares (PLS) was used to test the theoretical model and hypothesis. PLS is a structural modeling technique that is well suited for highly complex predictive models [19].

4. Data Analysis and Result

4.1. The Measurement Model

Reliability and convergent validity results are given in Table 1, Table 2 and Table 3. The data indicates that the measures are robust in terms of their internal consistency reliability as indexed by the composite reliability. Reliability of the instrument was evaluated using Cronbach's alpha. The Taiwanese data, Cronbach's alpha of the different measures range from 0.765 to 0.938 and The Chinese data, Cronbach's alpha of the different measures range from 0.793 to 0.961. Cronbach's alpha greater than the acceptable level of 0.70 indicate that the measurement errors were relatively small [20]. After recognizing the high reliability, the confirmatory factor analysis (CFA) was applied to examine the convergent and discriminant validity.

Convergent validity, which is the degree with which the items of a given scale are measuring the same underlying latent variable, was assessed with three distinct criteria recommended by Anderson and Gerbing [21]. First, standardized factor loadings, which are indicators of the degree of association between a scale item and a latent variable, are each highly significant, while Hair *et al*. [22] suggests that factor loadings greater than 0.50 were considered to be very significant. Second, composite reliabilities, which are similar to Cronbach's α, exceed the customary lower limit of 0.70. Third, average variance-extracted (AVE), exceed the 0.50 lower limit recommended by Fornell and Larker [23]. As a result, the instruments exceed generally accepted validity and reliability standards for basic research.

According Table 1 and Table 2 each square root of AVE is larger than the variances shared between the construct. It can be validly interpreted as high discriminant.

Table 1. Reliability, Convergent Validity And Discriminant Validity of Measurement Model of Taiwanese Data

constructs	Cronbach's Alpha	AVE	Composite Reliability	BI	EE	FC	PE	SI
BI	0.912	0.745	0.935	(0.863)				
EE	0.938	0.844	0.956	0.672	(0.919)			
FC	0.765	0.593	0.849	0.569	0.736	(0.770)		
PE	0.916	0.798	0.941	0.737	0.731	0.606	(0.894)	
SI	0.780	0.512	0.835	0.355	0.387	0.316	0.456	(0.715)

4.2. The Structural Model

Specifically, in Taiwanese data, the influences of performance expectation (β = 0.514; *p*-value <0.001) and effort expectation on behavioral intention using Podcast learning language were significant and positive as hypothesized (β = 0.231; *p*-value < 0.01). Social influence exhibits a significant influence on behavioral intention using Podcast learning language (β = 0.20; *p*-value < 0.01). Also as hypothesized, the effect of

facilitation conditions on behavioral intention using Podcast learning language is also supported statistically (β = 0.186; *p*-value <0.05). All beta path coefficients are positive (i.e. in the expected direction) and statistically significant (at $p < 0.05$). To model the interaction effects, we conformed to Chin *et al.* [24].

Table 2. Reliability, Convergent Validity and Discriminant Validity of Measurement Model of China Data

constructs	Cronbach's Alpha	AVE	Composite Reliability	BI	EE	FC	PE	SI
BI	0.961	0.868	0.970	(0.931)				
EE	0.910	0.790	0.937	0.764	(0.889)			
FC	0.793	0.636	0.866	0.809	0.728	(0.798)		
PE	0.932	0.830	0.951	0.782	0.695	0.687	(0.911)	
SI	0.851	0.617	0.889	0.629	0.533	0.566	0.563	(0.786)

Table 3. Standardized Factor Loading of Each Measurement

Construct	Measurement	Standardized Factor Loading of Taiwanese data	Standardized Factor Loading of Chinese data
Performance Expectancy	1	0.893	0.931
	2	0.917	0.920
	3	0.886	0.897
	4	0.877	0.896
Effort Expectancy	1	0.907	0.957
	2	0.921	0.857
	3	0.924	0.903
	4	0.924	0.768
Social Influence	1	0.838	0.810
	2	0.867	0.834
	3	0.874	0.801
	4	0.638	0.769
	5	0.701	0.709
Facilitating Conditions	1	0.888	0.962
	2	0.874	0.911
	3	0.747	0.791
	4	0.612	0.798
Behavioral Intention	1	0.895	0.902
	2	0.873	0.971
	3	0.909	0.962
	4	0.906	0.950
	5	0.716	0.869

In Chinese data, the influences of performance expectation (β = 0.306; *p*-value <0.01) and effort expectation on behavioral intention using Podcast learning language were significant and positive as hypothesized (β = 0.209; *p*-value <0.05). Social influence exhibits a significant influence on behavioral intention using Podcast learning language (β = 0.136; *p*-value < 0.05). Also as hypothesized, the effect of facilitation conditions on behavioral intention using Podcast learning language is also supported statistically (β = 0. 370; *p*-value <0.01). All beta path coefficients are positive (i.e. in the expected direction) and statistically significant (at $p < 0.05$).

4.3. Moderating Effects

In this research, we consider moderators included gender, age, and experience. We analyze interaction

effects to determine the changes of situation to investigate more findings about user's behavior intention to use Podcasting. Table 3 and Table 4 show the results of the structural model with interaction effects.

Table 3. Interaction with Moderator-Taiwanese Data

The Relationship of Variables		Path Coefficient	*P*-value	Significance
Performance Expectancy*Gender→ Behavioral Intention	Male	0.427	***	Yes
	Female	0.557	***	Yes
Effort Expectancy*Gender → Behavioral Intention	Male	0.183	0.165	No
	Female	0.279	0.086	No
Social Influence*Gender →Behavioral Intention	Male	0.121	*	Yes
	Female	0.129	**	Yes
Facilitating Conditions*Gender → Behavioral Intention	Male	0.16	*	Yes
	Female	0.011	0.22	No
Performance Expectancy*Age→ Behavioral Intention	Under23	0.548	***	Yes
	Over 24-	0.496	***	Yes
Effort Expectancy*Age →Behavioral Intention	Under23	0.337	**	Yes
	Over 24-	0.168	*	Yes
Social Influence*Age →Behavioral Intention	Under23	0.243	***	Yes
	Over 24-	0.076	0.186	No
Facilitating Conditions*Age → Behavioral Intention	Under23	0.151	*	Yes
	Over 24-	0.251	***	Yes
Performance Expectancy*Experience→ Behavioral Intention	Under 1 year	0.487	***	Yes
	Over 1 year	0.515	***	Yes
Effort Expectancy*Experience → Behavioral Intention	Under 1 year	0.095	0.176	No
	Over 1 year	0.130	**	Yes
Social Influence*Experience → Behavioral Intention	Under 1 year	0.15	**	Yes
	Over 1 year	0.29	**	Yes
Facilitating Conditions*Experience → Behavioral Intention	Under 1 year	0.016	0.506	No
	Over 1 year	0.154	*	Yes

* *p*-value < 0.05, ** *p*-value < 0.01, *** *p*-value < 0.001

4.3.1. Interaction with gender

The four dimensions interact with the moderator variable: gender, the result of the Taiwanese data, Effort Expectancy interact with Gender and Facilitating Conditions interact with Gender of female have no significant effect on behavior intention at a significant level of 0.05. These results pointed out gender have no significant interactive effect with effort expectancy on behavior intention. And only gender of male has a significant interactive effect with facilitating conditions on behavior intention. And the Chinese data, Effort Expectancy and Social Influence interact with Gender of male have no significant effect on Behavior Intention at a significant level of 0.05. These results pointed out gender have partially significant interactive effect with Effort Expectancy and Social Influence on Behavior Intention.

4.3.2. Interaction with age

The four dimensions interact with the moderator variable: age, the result of the Taiwanese data, Social Influence interact with Age over 24 has no significant effect on behavior intention at a significant level of 0.05. That younger people have stronger interactive effect with social influence on behavior intention. And the Chinese data, all of them have a significant effect. It is safe to say age has interaction effect in this research model.

4.3.3. Interaction with experience

The four dimensions interact with the moderator variable: experience, the result of the Taiwanese data,

Effort Expectancy and Facilitating Conditions interact with Experience of less than 1 year has no significant effect on behavior intention at a significant level of 0.05. Thus, these results pointed out user who has more experience have stronger interactive effect with effort expectancy and facilitating conditions on behavior intention. And the Chinese data, only Social Influence interact with Experience of less than 1 year have no significant effect on behavior intention at a significant level of 0.05. These results pointed out experience have partially significant interactive effect with Social Influence on Behavior Intention.

Table 4. Interaction with Moderator-Chinese Data

The Relationship of Variables	Path Coefficient		*P*-value	Significance
Performance Expectancy*Gender→ Behavioral Intention	Male	0.364	**	Yes
	Female	0.246	**	Yes
Effort Expectancy*Gender → Behavioral Intention	Male	0.086	0.219	No
	Female	0.336	***	Yes
Social Influence*Gender →Behavioral Intention	Male	0.077	0.182	No
	Female	0.209	***	Yes
Facilitating Conditions*Gender → Behavioral Intention	Male	0.471	***	Yes
	Female	0.276	**	Yes
Performance Expectancy*Age→ Behavioral Intention	Under23	0.272	*	Yes
	Over 24-	0.352	***	Yes
Effort Expectancy*Age →Behavioral Intention	Under23	0.214	**	Yes
	Over 24-	0.194	*	Yes
Social Influence*Age →Behavioral Intention	Under23	0.143	*	Yes
	Over 24-	0.154	*	Yes
Facilitating Conditions*Age → Behavioral Intention	Under23	0.386	**	Yes
	Over 24-	0.334	**	Yes
Performance Expectancy*Experience→ Behavioral Intention	Under 1 year	0.311	**	Yes
	Over 1 year	0.289	**	Yes
Effort Expectancy*Experience → Behavioral Intention	Under 1 year	0.202	**	Yes
	Over 1 year	0.185	*	Yes
Social Influence*Experience → Behavioral Intention	Under 1 year	0.128	0.06	No
	Over 1 year	0.152	**	Yes
Facilitating Conditions*Experience → Behavioral Intention	Under 1 year	0.347	**	Yes
	Over 1 year	0.422	***	Yes

* *p*-value < 0.05, ** *p*-value < 0.01, *** *p*-value < 0.001

5. Discussion

The purpose of this research is to modify the research model based on UTAUT to determine the factors that have an influence on the intention of accepting the use of Podcasts in learning language for users in Taiwan and China, Based on this research model, we conducted an online survey and learned that the results supported the hypotheses tested in this research. The hypotheses results are shown in Table 5 and Table 6, from these results, without interaction with moderators, Performance Expectancy, Effort expectancy, Social Influence and Facilitating Conditions have effects on Behavior Intention. And the results of Taiwanese data indicate performance expectancy that is especially obviously, and the results of Chinese data indicate facilitating conditions that is especially obviously.

In this research, we found that when Facilitating Conditions interact with Gender in Taiwanese data, only males have a significant interactive effect with Facilitating Conditions on Behavior Intention to use a Podcast. Males compare to females regarding that technical infrastructures exist to help them to use the

Podcast. In the Chinese data, when Social Influence interacts with Gender, only females have a significant iterative effect with Social Influence.

Table 5. Hypotheses Test Result of Taiwanese Data

Hypotheses	Result
H1: Performance expectancy will have an influence on behavioral intentions to use Podcast.	Support
H1a: Gender will moderate the influence of performance expectancy on behavioral intentions to use Podcast.	
H1b: Age will not moderate the influence of performance expectancy on behavioral intentions to use Podcast.	
H1c: Experience will moderate the influence of performance expectancy on behavioral intentions to use Podcast.	
H2: Effort expectancy will have an influence on behavioral intentions to use Podcast.	Support
H2a: Gender will moderate the influence of effort expectancy on behavioral intentions to use Podcast.	Not Support
H2b: Age will moderate the influence of effort expectancy on behavioral intentions to use Podcast.	Support
H2c: Experience will moderate the influence of effort expectancy on behavioral intentions to use Podcast.	Partial Support
H3: Social influence will have an influence on behavioral intentions to use Podcast.	Support
H3a: Gender will moderate the influence of s Social influence on behavioral intentions to use Podcast.	Support
H3b: Age will moderate the influence of Social influence on behavioral intentions to use Podcast.	Partial Support
H3c: Experience will moderate the influence of Social influence on behavioral intentions to use Podcast.	Support
H4: Facilitating conditions will have an influence on behavioral intentions to use Podcast.	Support
H4a: Gender will moderate the influence of s Facilitating conditions on behavioral intentions to use Podcast.	Partial Support
H4b: Age will moderate the influence of facilitating conditions on behavioral intentions to use Podcast.	Support
H4c: Experience will moderate the influence of facilitating conditions on behavioral intentions to use Podcast.	Partial Support

Consequently, with the moderating variables, gender, age and experience, the results of Chinese data indicate that performance expectancy, effort expectancy, social influence and facilitating conditions have significant. But Taiwanese data indicated that effort expectancy has insignificant with the moderating variable, gender.

6. Implication and Limitation

According to the discussions, people's receptivity behaviors on using Podcast learning language are the different between Taiwan and China. In Taiwan, people use Podcast learning language; they care about what performance they can obtain. But in China, people use Podcast learning language; they care about what performance they can obtain. In the Taiwanese data, the mean of performance expectation is most important factor which influences behavioral intention. Therefore, this gives an implication that performance might be the most important factor and problem while applying Podcasting in language learning. In the Chinese data, facilitating conditions is the most important factor which influences

behavioral intention. This gives an implication that facilitating conditions might be the most important factor and problem while using Podcast learning language. we strongly recommend when a foreign Apple retailer sells iPods, they sell Podcasting with it. The relative industry can head this way to integrate the portable player, Podcasting, and the language earning schedule in order to forward the development of the Podcasting, and then promote the effect of the application.

Table 6. Hypotheses Test Result of Chinese Data

Hypotheses	Result
H1: Performance expectancy will have an influence on behavioral intentions to use Podcast.	Support
H1a: Gender will moderate the influence of performance expectancy on behavioral intentions to use Podcast.	
H1b: Age will not moderate the influence of performance expectancy on behavioral intentions to use Podcast.	
H1c: Experience will moderate the influence of performance expectancy on behavioral intentions to use Podcast.	
H2: Effort expectancy will have an influence on behavioral intentions to use Podcast.	Support
H2a: Gender will moderate the influence of effort expectancy on behavioral intentions to use Podcast.	Partial Support
H2b: Age will moderate the influence of effort expectancy on behavioral intentions to use Podcast.	Support
H2c: Experience will moderate the influence of effort expectancy on behavioral intentions to use Podcast.	Support
H3: Social influence will have an influence on behavioral intentions to use Podcast.	Support
H3a: Gender will moderate the influence of s Social influence on behavioral intentions to use Podcast.	Support
H3b: Age will moderate the influence of Social influence on behavioral intentions to use Podcast.	Partial Support
H3c: Experience will moderate the influence of Social influence on behavioral intentions to use Podcast.	Partial Support
H4: Facilitating conditions will have an influence on behavioral intentions to use Podcast.	Support
H4a: Gender will moderate the influence of s Facilitating conditions on behavioral intentions to use Podcast.	Support
H4b: Age will moderate the influence of facilitating conditions on behavioral intentions to use Podcast.	Support
H4c: Experience will moderate the influence of facilitating conditions on behavioral intentions to use Podcast.	Support

Like all academic researches, this research also has its limitations. The limit of this research is the current situation of Podcasting in Taiwan. Podcasting in Taiwan is not very popular because it was introduced to Taiwanese people just four year ago. The applications of Podcasting are just starting up in many fields. People may feel a little strange about this category of application. Furthermore, this research is limited by the constraints of time, human resources, and cost, so certain degrees of appropriate modification of the UTAUT model is performed. For future researchers, they could refer to the results obtained from analysis conducted and place more emphasis on the dimensions of Usage Behavior. Also, this research is different from the original UTAUT model because the data is collected at one time. In the UTAUT model, research belongs to longitudinal research, and it could reflect different opinions at different periods.

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