

TERTIARY LANGUAGE LECTURERS' PREFERENCES AND VIEWS ON THE USE OF INTERNET RESOURCES FOR EFL LISTENING

by **Ferit Kılıçkaya**

Burdur Mehmet Akif Ersoy University, Burdur, Turkey

ferit.kilickaya @ gmail.com

Joanna Kic-Drgas

Adam Mickiewicz University, Poznań, Poland

j.drgas @ amu.edu.pl

and **Marek Krawiec**

Wielkopolska University of Social and Economic Studies

Środa Wielkopolska, Poland

marass24 @ wp.pl

Abstract

This exploratory study reports on the results of a survey on the tertiary language lecturers' preferences regarding the access of EFL listening materials by Internet resources. A total of 80 EFL lecturers participated in the study. The data were gathered using an online survey that included short-answer questions. Moreover, semi-structured individual interviews were conducted with 10 participants. The study demonstrated that the participants used the Internet mainly for preparing extra materials for their learners so that they could also practice listening outside the classroom. The materials selected were mainly educational videos on a variety of topics, which were spoken by EFL speakers representing different native languages. The participants used these materials outside the class to support their autonomous L2 learning.

Keywords: L2 learning, EFL, listening, Internet resources, learner autonomy

1. Introduction

The process of globalization has initiated new opportunities in terms of the use of Information and Communication Technology (ICT) in L2 learning. The multimodal solutions have become an efficient alternative to traditional methods and helped language teachers to expand "their views on how to create student-oriented and open-ended learning environments" (Lee *et al.*, 2005, pp. 3-4). The use of new technology has also changed teachers' perspective about training listening comprehension skills. It is this perspective which is subjected for presentation and discussion in this paper, and which is related to in the theoretical and empirical parts, as

well as recommendations resulting from the study on EFL teaching practices. The first part of this paper offers a background for the empirical study described in the second part. Listening comprehension and its diversity and meaning in the current world are delineated here. Further, the elements of listening skills (macro- and micro-components) are presented and elucidated. Following this is a description of the listening process and the main difficulties learners face when developing listening comprehension. The subsequent part focuses on the modern teaching approach to the development of listening skills.

Online materials and their impact on the development of listening comprehension skills are also discussed here. In the second part, all the necessary methodological details are provided, including the general background of research, materials used, participants, instruments, procedure, and data analysis. The methodological part is followed by the results section which presents the main research findings and their interpretation. The paper ends with conclusions and suggestions for further research in the chosen area.

2. Literature review

2.1. Introducing listening

Listening is, alongside reading, a receptive skill that refers to the comprehension of shorter or longer sequences of orally produced texts. The meaning of the skill in everyday life is crucial since it plays an integral part in social interactions (usually consisting of listening and speaking intervals) (Goh, 2002; LeLoup *et al.*, 2007; Vandergrift, 1999, 2002; Woodrow, 2018).

Due to its complex nature, scholars present different viewpoints on listening. This can be seen in the definitions below:

- Listening is the process of receiving, constructing meaning from, and responding to spoken and/or non-verbal messages (Brownell, 2002).
- Listening is an active, purposeful process of making sense of what we hear (Helgesen, 2003).
- Listening comprehension is a highly complex problem-solving activity that can be broken down into a set of distinct sub-skills (Byrnes, 1984).

In the different aspects of listening mentioned above (construction of meaning, problem-solving, the existence of subskills), a crucial feature of each definition is an emphasis on the active side of the process, revealing the presence of at least two interlocutors. Lacey (2013), however, states that in this respect listening is disregarded compared to other skills because it is mistakenly perceived as a passive act. It is nevertheless not so as “the presence of

an active listener introduces the dynamics, the element of intersubjectivity” (Lacey, 2011, p.12).

Moreover, including different kinds of listening is strongly influenced “by the metaphor of concentric circles as one moves out from the role as a participant in interaction towards the one-way role of an overhearer or bystander to being a member of a live audience to being a member of an audience at a distance – via media” (Council of Europe, 2018, p. 55). Therefore, listening can also be related to the understanding of a conversation between other speakers (as an overhearer). With all this in mind, the authors of this paper have formulated their definition of listening. They view it as an active and dynamic process of constructing meaning from the available sound material in an interaction between a listener and a hearer. Such a definition has been developed by them for the purposes of this paper and the research which they conducted.

Having formulated a definition of listening, we shall now take recourse to Richards (2005), who notes that second-language learners use listening for two purposes: firstly, because they want to comprehend incoming messages; secondly, listening is a vital part of foreign language acquisition. Numerous studies have demonstrated that listening can support:

- acquisition of aspects of pronunciation (Trofimovich et al., 2009);
- development of lexical resources (Vidal, 2003);
- extension of syntactic knowledge (De Jong, 2005).

The meaning of the separate skills is crucial for the optimal continuation of the listening process, which consists of three interrelated processes: perceptual processing, parsing, and utilization (Anderson, 1983, 1985). The processes are recursive; they flow one into the other, are recycled, and may be modified based on what occurs in prior or subsequent processes (Figure 1).

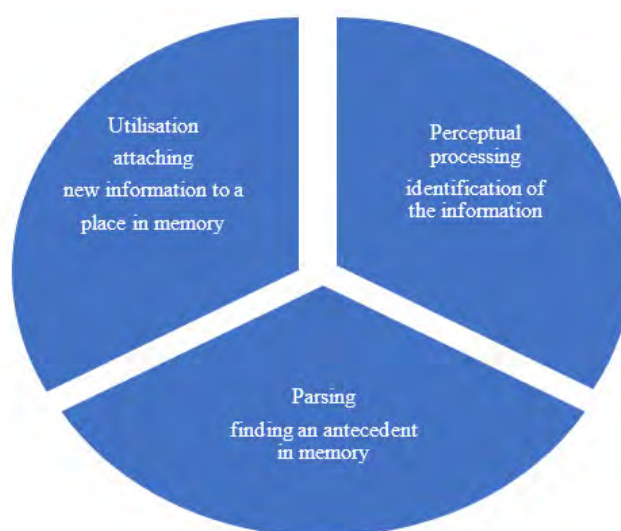


Figure 1. Components of listening comprehension (Authors' own elaboration)

Perceptual processing is the first stage of information processing in listening comprehension. It contains the decoding of an acoustic message (Anderson, 1985). The focus of perceptual processing is mainly on listening materials. The sounds, words, and sentences are stored in short-term memory. During this process, attention is attached to selected special aspects of the task or context (Bao, 2017, p. 196).

The second phase of listening comprehension is parsing, which is a sound-related process. The sounds in the sensory stores are segmented into words or phrases referring to meaningful mental representations. At this stage, the heard words are saved in permanent memory, enabling the meanings of individual words to be identified. The crucial element of parsing is the context that on the one hand limits the amount of mental space corresponding with the right meaning, and on the other one makes certain meanings of words available (Bao, 2017, pp. 196-197). Prior knowledge is understood as knowledge of the topic, familiarity with the discipline, and awareness of the listening context, the text-type, the culture, or some other information usually held in long-term memory. The knowledge is used in the process to recognize and internalize the meaning of the language input.

The ultimate stage of the listening process is utilization. It involves linking the information heard with existing knowledge. The stages forming the listening process are exposed to the influence of external and internal factors that can cause potential difficulties. According to Wilson (2008), the factors can be divided into two main categories: content and delivery. Content refers to the subject of the text that should be interesting for potential listeners and is correlated with their interests. Apart from this, cultural accessibility is also a crucial factor. It supports learners' intercultural competence and provides information about the target countries (Wilson, 2008). The terminological density of the listening text significantly affects its quality. The repetition of key terms, words, and phrases makes the text less demanding for listeners. On top of that, the more complex grammatical structures the text includes, the more demanding it will be for listeners. Delivery refers to the way the text is presented. This includes the length and quality of the material, accent, and method of delivery. The listening text should be delivered in a manner that is suitable for the target group of learners (Rost, 2002; Vandergrift, 2007; Vandergrift & Goh, 2012; Wilson, 2008).

Listening comprehension skills seem to be more difficult to develop than reading skills since the content is dealt with on an intermittent basis because it is available at the moment of speaking and the interlocutor cannot come back to it. Listening comprehension needs more

concentration and quick understanding is also required. Flowerdew and Miller (1996) state that the main reasons for the problems that learners have with listening are:

- lack of effort to understand each word while listening;
- failure or laziness to build up their vocabulary gradually;
- different pronunciation and accents;
- the listener's concentration power or listening stamina influencing listening skills;
- distraction by the physical setting or the environment in which listening is carried out.

Moreover, Wise et al. (2014, p. 186) maintain that ineffective listening tends to occur when the communication takes the form of 'a series of parallel monologues rather than a true discussion'.

2.2. The use of technology in today's L2 listening practice

Despite its significance, scholars agree that the concept of listening has been overlooked and remains undertheorized (e.g., Dobson, 2014; Lacey, 2013). Nevertheless, over the years various approaches to teaching listening skills have been developed. These approaches have influenced the current methods used for developing listening skills. Krashen's Input Hypothesis (1985) was significant for the development of the meaning of listening and the intensity of the research conducted in this area. According to this hypothesis, learners can learn best by exposure to comprehensible input slightly beyond their current level of competence. According to Krashen (1985), learning a second language is similar to the first language acquisition, and listening is the first step on the way to language proficiency. Research in this area contributed to the development of the direct method based on extended contact with native communities. Using this method, questions and tasks cover more knowledge of facts, text translation of ideas, and interpretation of ideas than simply linguistic aspects (Asemota, 2007). Nowadays, the Direct Method has gained newfound popularity due to widespread media access (cable television, the Internet, social media networks).

Another (integrated) approach to the teaching of listening relates to the viewpoint that listening is not an isolated act, but rather an integral part of communication. It consists of the development of listening skills in combination with reading, writing, and speaking skills to better resemble real everyday situations. In the communicative context, these four language skills are taught in an integrated way, allowing each to influence and support the development of the others. Initially, listening is used as a prompter or a first step before productive skills (Solak, 2016, p. 31).

The incidental approach is known as learning to ‘listen by listening’. The effort made to listen by itself improves the listening ability. To develop communicative efficiency in pronunciation, learners need to understand how sounds are made and how stress is used. They can practice pronunciation by first reproducing sounds through imitation, a process that leads to the subconscious acquisition of language sounds and patterns (Asemota, 2007). The current standard approach to listening, which Field (2008) refers to as the comprehension approach (CA), has resulted from this commonly accepted viewpoint. Lessons focus on listening to medium-length passages and answering questions checking the learners’ comprehension of the text. Field (2008) has outlined a typical CA lesson sequence involving three stages: pre-listening, while-listening, and post-listening.

The current method highlights the significance of teaching listening skills in a practical, communicative, and integrated way. In order to achieve it, teachers are expected to implement authentic materials corresponding to their learners’ language level and skills. All the activities suggested by them should provide opportunities not only to train listening skills but also to deepen learners’ knowledge of a given subject. This modern listening method involves a student-centered approach, activating learners’ engagement, and hindering the teacher’s control (Ayu, 2016, p. 154).

A way of developing listening skills is the use of new media (especially freely available online materials). In recent years, researchers have discovered authentic materials as sources for vocabulary learning in listening classes (Aidinlou & Moradinejad, 2016). Renandya and Farrell (2011) note that the practice of extensive listening is useful in exposing learners to real-life input. Technological advancement facilitates the provision of different options for language teaching. Berardo (2006) points out that authentic materials have a positive effect on learners’ motivation. The easy availability of materials enables continuity in the training of listening skills. Currently, learners do not have to end their listening training when they leave the classroom. Thanks to the possibilities of autonomous work (through listening training available on websites or authentic materials available online), they can continue the learning process outside the classroom. This has made autonomy an important aspect of the modern approach to the development of listening skills.

In summary, the modern trends in listening development have a rather eclectic character benefiting from some elements of previous approaches. What should be emphasized is the strong influence of new technologies that facilitate integration not only in terms of skill development but also in the use of multimodal authentic materials.

2.3. Online materials for learners' L2 listening practice

The Internet contains a vast number of listening resources that can be adjusted to the needs of different groups of learners (Peterson, 2010). Resources of this sort complete the criterion of actuality (raising current issues that are usually interesting for listeners) through the vast abundance of topics available, from literature (audiobooks) to reports (TV, radio) that offer authenticity (increase listeners' motivation through contact with original materials) and multimodality (correlation of sound and picture).

The majority of resources mentioned above represent 'raw material' that requires exact and careful evaluation according to such criteria as learner motivation, authenticity, technology, relevance and interest, appropriateness of the topic, newsworthiness, and length (Banville, 2005). Considering this notion, it is worth relating to Krajka (2007, p. 147) who notes that the selection of online resources increases the flexibility of the material, the possibility of linking online resources with various needs of learners, and the diversification of themes. The technical aspects of online materials (such as audio/video delivery, file formats, and size and audio/video players that support the recording) also play a crucial role (Krajka, 2007, pp. 147-148).

Internet radio and television stations are the sources which present many different types of short and long programs that can be freely adapted to the needs of the target group. The greatest advantage of these programs is that they are related to current issues and are additionally provided with a visualization material (TV). The Internet also offers a wide variety of free access audiobooks (for example, LibriVox), which can be used for listening comprehension. Audiobooks guarantee significant cultural insights (contact with literature written in the target country) and can influence the motivation of learners by referring to perhaps familiar literary works and addressing current issues. They also provide an opportunity for learners to develop their vocabulary. Crucial for the enhancement of listening skills are podcasts which are viewed as audio files delivered off a website via an RSS feed and stored on a computer hard drive or portable player to be listened to at any time (Adamczak-Krysztofowicz, 2014; Constantine, 2007; Trojan, 2012; Aidinlou & Moradinejad, 2016). Podcasts facilitate exposure to the target language. The fact that online materials can be played at a slower or faster pace for better comprehension makes them more learner-friendly and allows them to be used autonomously (Krajka, 2007, p. 149).

Another online medium is YouTube, which in the opinion of scholars can be successfully used in foreign language teaching (Adamczak-Krysztofowicz, 2014; Educause, 2006; Trojan, 2012) and in assessment (Kılıçkaya, 2018, 2020). YouTube videos offer a

valuable material for improving vocabulary, accents, and pronunciation, as well as listening, reading, writing, and speaking skills (Chhabra, 2012). The main advantage of YouTube videos is that they provide authentic examples of the use of language in context and are also usually accessible for free, which makes them easily available (Alwehaibi, 2013; Trojan, 2012).

It is also necessary to point to TED talks which are a special category in the area of online materials (available, for example, on www.ted.com). TED talks are lectures on different topics delivered by speakers from around the world. Each talk is supplemented with a free transcript that can be downloaded and used as an additional support while listening to the lecture (Astika & Kurniawan, 2019). Online materials hosted on various Internet websites for individual and classroom use offer another opportunity to exercise listening skills (www.ello.org – different listening activities with a wide range of topics; www.esl-lab.com – ready lessons for individual listening and learning; www.eslgold.com/daily_lessons – listening skills for everyday practice; www.engvid.com – videos for English learning). Beneficial to the educational process are MOOCs which are massive open online courses which leverage the use of social networks, modern mobile technologies, broadband Internet, and finally, the globalization of society. The main element that differentiates MOOCs from other sources is the possibility of interaction with other course participants. Learners are free to decide on the necessity and sufficiency of the course and to determine the scope of their interaction (Sir *et al.*, 2013).

The influence of modern media on the efficiency of teaching listening skills has become of interest to many scholars, who have devoted their research to analyzing the impact of modern technologies on the development of listening skills (selected areas of expertise are discussed below): According to the study conducted by Alimemaj (2010) with university sophomore students, learners' learning results were much better when they used YouTube not only during regular classes but also individually. Moreover, the learners were able to develop their knowledge because YouTube allowed them to repeat videos and clear up any uncertainties.

Another study described by Liu (2010) referred to the use of social media in teaching listening skills. The study's objective was to determine the tendency to use social media platforms as learning resources. The results of the study indicate that YouTube is used by a large number of learners (70%) who appreciate its ease of access, authenticity, and the abundance of information available on the platform. Mayoral *et al.* (2010) pointed out, based on their research among teachers in primary and secondary schools as well as universities, that YouTube provides visual aids that are crucial for understanding longer passages. A positive

impact of online materials was also confirmed by Abdulrahman *et al.* (2018), who noted that learners who were taught by using podcasts performed better in listening comprehension than those who were not taught in this way. In Pamuji and Setyarini's (2020) recent study which involved a survey among 21 EFL teachers from three countries and additionally an interview with three of them, from Indonesia, YouTube was recognized as the most popular resource for EFL listening, just before WhatsApp and Instagram. The participants in their study also valued the availability, accessibility, and practicality of these resources.

The studies conducted by other researchers and their implications prove the positive impact of the use of online resources on the learning process. Interestingly, the majority of these studies concentrate on how materials from the Internet affect the process of teaching, whereas the way the available materials are technically implemented remains an insufficiently examined field. It is hoped that this paper will fill this missing research gap. The study undertaken by the authors, thus, aims to present tertiary language lecturers' preferences about the use of Internet resources in the preparation of EFL listening materials for their students.

3. Methodology

3.1. The aim of the study

The main aim of the study was to answer the following research questions:

1. What are tertiary language lecturers' preferences about the use of Internet resources in the preparation of EFL listening materials for learners in preparatory classes?
2. What are tertiary language lecturers' views and suggestions on the use of Internet resources in the preparation of EFL listening materials?

3.2. Participants and the context

The participants included 80 EFL lecturers working at foreign language schools at several universities in Turkey. These schools offer various English classes, such as General and Professional English, to the learners whose programs and departments require compulsory preparatory language education. Out of 80 EFL lecturers who responded to the online survey, 10 subjects also decided to participate in semi-structured interviews related to their responses to the survey. 77 lecturers were native speakers of Turkish, whereas 3 other persons had English as their first language. The mean age was 33.4, and the percentage of men was 29.6%, while the percentage of women was 70.4%. The participants were qualified English lecturers with postgraduate degrees. 50 of them had M.A. degrees in English Language Teaching, 20 held

M.A. degrees in English Language and Literature and 10 of them were attendees of the M.A. program in educational sciences.

3.3. Data collection instruments

There were two sources of data collection for the study: an online survey and semi-structured interviews. The survey included short-answer questions aimed at investigating which Internet resources lecturers used in their classes, how they used them, and what possible reasons were behind this use. To ensure the validity and reliability of the survey form, the questions were submitted to two experts in the field, and necessary changes and revisions were introduced in them. The interviews were semi-structured and related to the list of questions which were earlier addressed in the survey. The interviewees were asked to analyze and explore the issues and responses more thoroughly than in the questionnaire. They were requested to elaborate on their use of websites and resources for listening activities and to point to the major benefits and limitations of such materials.

3.4. Design and procedure

The study was of both qualitative and quantitative character, which allowed the authors to find answers to their research questions. A mixed-method research design was thus adopted. It is necessary to note, however, that the study mainly involved an exploratory qualitative research design which helped to identify tertiary language lecturers' preferences about the use of Internet resources in the preparation of EFL listening materials for learners in preparatory classes. The data was gathered through both an online survey distributed among participants via emails and social networking sites (Facebook and Instagram) as well as semi-structured interviews which helped the authors to gain in-depth information on the subject being studied by them.

The data collection procedure was completed in two steps. In the first step, the survey form was placed on online networking websites such as Facebook and Instagram. Participants willing to contribute to the study were directed to the online survey on *SurveyMonkey*. They had an opportunity to respond to the questions anonymously without being identified. The number of questions was kept to a minimum in order to encourage participants to respond. At the end of the survey, they could share their email addresses or any other contact information if they wanted to be interviewed with regard to their responses.

Out of all the participants who responded to the online survey, 10 agreed to participate in the semi-structured interviews which were carried out through *WhatsApp* or *Skype*. The

interviews had the individual character. Since the participants did not agree to be recorded, the researchers took notes in detail of the responses provided by them. The average length of the interviews was 15 minutes. The interviews were conducted in the participants' native language, which is Turkish, to make sure that they could express themselves and provide detailed responses. The interviews involved the 'why' and 'how' questions which allowed the authors to gain a more detailed picture on the use of Internet resources in language classrooms.

3.5. Data analysis

All the data collected through the online survey and semi-structured interviews were subjected to content analysis and analyzed qualitatively. However, some responses to the questions of the survey were also statistically analyzed via descriptive statistical procedures. The analysis of the semi-structured interviews resulted in several themes, codes, and sub-codes. These themes and codes were checked by two raters to ensure inter-coder reliability. Cohen's kappa coefficient was calculated and determined to be .81. Several quotes from the interviews were also provided in the results section to represent the participants' views on the use of the Internet for listening activities.

4. Results

Research Question 1. What are tertiary language lecturers' preferences about the use of Internet resources in the preparation of EFL listening materials for learners in the preparatory classes?

In order to provide answers to the first research question, the participants' responses to the online survey questions were analyzed (Table 1). The responses suggest that all the participants, in addition to the classroom textbooks and accompanying audio/video materials, used or tried to use Internet resources to encourage their learners to practice listening in their classrooms. The answers varied from 'once a week' to 'whenever I can' to the question of how frequently they utilized resources for practicing listening. A great majority (n=70) indicated that they preferred using in the classroom video-based listening materials to audio-only listening ones.

However, 10 participants noted that, due to storage issues, they sometimes used audio-only listening materials, especially when sharing these materials with their learners for homework or extra practice. The responses also revealed that the subjects benefited from various websites when preparing listening materials for their learners. The majority also indicated that they used listening materials as homework for their learners, as in classroom

conditions they did not have enough time to listen to the materials more than twice and do the comprehension questions and discuss the answers.

As Table 2 demonstrates, the subjects reported the use of various websites for listening activities. YouTube (94%) seems to be the most common one, which may be due to its huge storage capacity and popularity among its users. ESL Video is the second most popular website (80%) which is followed by the English Listening Lesson Library Online (ELLLO) (70%), Randall's Cyber Listening Lab (65%), British Council (60%), TalkEnglish (30%), ESLGold (20), and TED (20%). Apart from these websites, a few participants also recorded their voice or asked their colleagues to record classroom texts for extra practice during listening activities.

Table 1. Participants' preferences about the use of Internet resources for listening materials

	<i>n</i>		<i>%</i>					
<i>Using Internet resources on the Internet to create listening materials</i>	80		100					
	<i>f</i>							
	never		Once a week		More than once a week		Whenever I can	
	<i>n</i>	<i>%</i>	<i>n</i>	<i>%</i>	<i>n</i>	<i>%</i>	<i>n</i>	<i>%</i>
<i>Frequency of using these resources</i>	0	0	50	62.5	20	25	10	12.5
	Audio-only				Video-based			
	<i>n</i>		<i>%</i>		<i>n</i>		<i>%</i>	
<i>Using audio-only or video-based listening materials</i>	12		15		70		85	

Table 2. Listening resources/websites used by the participants

Listening Resources	Description	%	URL
<i>YouTube</i>	Website that includes a variety of videos produced by native and non-native speakers of English.	94	https://www.youtube.com/
<i>ESL Video</i>	Website providing quizzes based on videos for English language learners	80	https://www.eslvideo.com/
<i>English Listening Lesson Library Online (ELLLO)</i>	Website providing free listening activities through videos with comprehension tests in multiple-choice questions. The videos include various topics and speakers.	70	http://www.elllo.org/
<i>Randall's Cyber Listening Lab</i>	Website providing short audio files with online multiple-choice quizzes	65	https://www.esl-lab.com/
<i>British Council</i>	The official website of the British Council. The listening section provides techniques and listening audio files supported with tasks and worksheets based on levels.	60	https://learnenglish.britishcouncil.org/skills/listening
<i>TalkEnglish</i>	Website providing listening exercises with comprehension questions, similar to Randall's Cyber listening lab.	30	http://talkenglish.com
<i>ESLGold</i>	Website including various activities for each language skill in English. DAILY LESSONS section provides listening files with comprehension questions.	25	https://eslgold.com/daily_lessons/
<i>TED</i>	Website of non-profit organization which shares videos in the form of powerful talks. Suitable for higher level learners.	20	<i>ted.com</i>
<i>Teachers/colleagues</i>	Teachers/colleagues recording their own voice based on classroom texts	3	---

Research Question 2. What are tertiary language lecturers' views and suggestions on the use of Internet resources in the preparation of EFL listening materials?

The responses of 10 lecturers who agreed to participate in the semi-structured interviews were subjected to a thematic analysis based on the framework of Braun and Clarke (2006). Their responses were analyzed and potential themes and codes were generated (Table 3). The first theme *Benefits* included four codes: *various topics*, *World Englishes*, *cost*, *learner interest*, and *nonverbal signals*. The second theme, *Issues*, covered *technical knowledge and sharing*. The final theme, *Suggestions*, included *technical support/training*, *exposure to different accents*, *ignored skill*, and *learner autonomy*.

Benefits. This theme includes five categories: various topics, World Englishes (different accents), cost, student interest, and nonverbal signals. 9 participants indicated that it is very easy to access the audio/video-based listening materials about various topics and World Englishes (different accents) on the Internet. One of the participants remarked that:

There are several benefits of using listening resources on the Internet. However, to me, finding listening materials on various topics and speakers with different accents is the most important benefit. You cannot find easily this feature in the coursebooks accompanied with audio or video files [Participant ID: 08].

Several participants (n=6) noted that using listening materials on the Internet was cost-effective, which means that one can find and apply them for free. It is definitely a benefit which is highlighted, for instance, in the following passage:

There are several coursebooks providing listening materials for our learners. We use them in class. However, to provide extra practice in listening, we need other materials, and we cannot require learners to buy them as they are often too expensive to buy. However, there are several websites with video-based listening materials free, and our learners can easily access them [Participant ID: 6].

What is more, 6 participants stated that listening resources on the Internet provided them with an opportunity to select materials that suited their learners' interests and levels, which applies the fourth category in the above theme. The participants also stated that due to technical advances and relatively easy access to new tools that enable recording video materials, listening resources now include nonverbal signals such as body language and facial expressions, which help learners during listening comprehension activities. One participant remarked emphasized this aspect in the following way:

In daily life, while listening, we also benefit from body language. I mean facial expression and the way we stand. The videos that I find on the Internet are great because while they interact with each other, my learners can also benefit from what they see on the video. These gestures and expressions make a huge part of daily communication [Participant ID: 05].

Table 3. The themes and codes that emerged from the responses provided during the interviews

Theme	Code	Sample Response
<i>Benefits</i>	Various topics	I think the main advantage of the resources on the Internet is that I can find videos on a variety of topics for my learners to practice listening.
	World Englishes (different accents)	It is important to expose my learners to various speakers and accents. My learners will interact with people whose native languages will be French, German, Arabic, and others.
	Cost	It is very costly to buy books that include listening materials, especially with videos. Most sites on the Internet provide these videos free.
	Learner interest	Coursebooks that we use do not always include interesting listening or materials that appeal to my learners. But we can consider their needs and interest and find related listening materials based on their levels.
	Nonverbal signals	The video listening materials on the Internet mostly include videos and learners can benefit from body language and facial expressions.
<i>Issues</i>	Technical knowledge	Sometimes I need to use some part of the listening material or edit it. However, I don't have the knowledge to do it.
	Sharing	How to keep and share the file is a real problem. Sharing the listening materials is very difficult as video-based listening materials are sometimes too big to share.
<i>Suggestions</i>	Technical support/training	Teachers, I think, need to have some sort of training regarding how to edit audio and video files because sometimes it is necessary to use some part of the video, and sharing it as it is very difficult.
	An ignored skill	I and many teachers observe that listening is not practiced as much as it deserves. It is one of the most ignored skills in our classrooms. Also, I do not think we spend enough time for our learners to practice listening.
	Exposure to different accents	There are few coursebooks on the market that provide access to different varieties or accents regarding English, and they are very expensive. Teachers, using these videos and listening materials, can encourage their learners to practice listening to people with different language backgrounds.
	Learner autonomy	Learners should be informed about these resources and they should be encouraged to select the videos or audio files whose topics they are interested in. They can keep a notebook each week where they can note down the listening activities that they have done that week.

Issues. This theme includes two categories: technical knowledge and sharing. Most participants (n= 8) indicated that they faced some technical problems when using listening

materials on the Internet. These problems seem to be related to downloading and editing these materials. Also, several participants (n= 5) found sharing listening resources troublesome, especially the file size of video-based materials. Two participants expressed their concerns on this issue as follows:

Sometimes I do not want to use the whole of the listening material and want to share some part of it. However, downloading and editing the material requires some technical knowledge and special software [Participant ID: 05].

Video-based listening materials are very useful for my learners. However, sometimes it is not easy to share them with my learners. I can share the links for some of them, but sometimes I need to download and share them. Due to large file sizes, it becomes difficult to share them [Participant ID: 01].

Suggestions. The last theme comprises four categories: Technical support/training, exposure to different accents, an ignored skill, and learner autonomy. Most participants (n= 8) pointed to the need of technical support/training on how to edit audio/video materials. The majority also underlined that listening was an ignored skill in foreign language classrooms, which was reflected by one of the participants in the following comment:

Listening is an ignored skill in our country due to several reasons, such as language exams that do not involve listening, and the lack of opportunities to be exposed to people speaking English outside the classroom. Therefore, I believe that teachers can increase the amount of input that learners can be exposed to through assigning listening materials from websites [Participant ID: 02].

Related to the former, exposure to different accents was suggested as the third category. Given that learners of English will often interact with speakers of English as a foreign or second language rather than native speakers, several participants (n= 7) suggested that learners be exposed to different accents and speakers of different languages. One of the participants pointed this out in the way as the passage below shows:

Many people learn and speak English as a foreign language and these people have different mother tongues. Most of the time our learners will speak English with these people. So, I believe that they must be exposed to different varieties in addition to standard uses of British or American English. The internet provides rich resources to us (Participant ID: 03).

Finally, several participants (n= 5) also suggested learners be informed about the opportunities provided by the Internet and technology and be encouraged to practice listening outside the classroom as listening was not sufficiently practiced in school conditions due to several reasons such as time restrictions and the skills tested in a language class. One of the participants highlights this issue in the following way:

Our learners should also practice listening outside the classroom and they should be guided about the listening resources available on the Internet. They should be encouraged to do extensive listening by listening to a variety of talks, dialogues on various topics [Participant ID: 10].

5. Discussion

Research Question 1. What are tertiary language lecturers' preferences about the use of Internet resources in the preparation of EFL listening materials for learners in the preparatory classes?

All the participants indicated that they benefited from listening resources on the Internet. These resources were audio and video-based listening materials freely available on websites. The vast majority of the participants used these listening materials at least once a week, in and/or outside the classroom, which means that they benefited from technology and available resources whenever they wished to help their learners improve their listening skills. Another important finding of the study is the participants' preference of video-based listening materials which allow learners to see also body language and physical behaviors, and thus to obtain more information about the whole situation featured in a class. As Mayoral *et al.* (2010) and Renandya and Jacobs (2016) point out, visual elements help listeners comprehend messages by providing contextual support.

Apart from the above findings the authors identified the resources which the participants use when preparing listening materials. In spite of a variety of available resources such as (*Internet*) Radios, TVs, and podcasts, YouTube is placed at the top of their list. It is so because the respondents enumerated it most frequently. This finding is in line with the results obtained by Adamczak-Krysztofowicz (2014), Trojan (2012), Chhabra (2012), and Pamuji and Setyarini (2020). There are two main reasons why YouTube and other similar websites are popular among teachers. The first one is its huge storage capacity and the second one an easy and free access to them via a share of links (Alwehaibi, 2013; Krajka, 2007; Trojan, 2012). Since listening materials are not easy to be downloaded from and/or accessed and shared from other resources such as (*Internet*) Radios and TVs (Krajka, 2007), these resources were not reported to have been used in the participants' classes.

Other websites recognized in this study as popular listening resources are ESL Video, English Listening Lesson Library Online (ELLLO), Randall's Cyber Listening Lab, British Council, TalkEnglish, ESLGold, and TED. As highlighted by interviewees, most of these websites share audio and video materials specially created or produced for English language learners, which might be another reason why the participants pointed to them as their main listening resources. Besides, some participants indicated that they recorded classroom texts

using their own or colleagues' voices for extra practice. This might compensate for the lack of listening activities for low-resource contexts where teachers and learners cannot benefit from these resources.

Research Question 2. What are tertiary language lecturers' views and suggestions on the use of Internet resources in the preparation of EFL listening materials?

The interviews, held with 10 participants, yielded several views and suggestions on using listening resources in the language classroom. There are several benefits voiced by the participants, one of which is that listening resources on the Internet provide learners with various topics. Other benefits stressed by them are recognized within the categories of World Englishes (different accents), cost, learner interest, and nonverbal signals. As indicated by Flowerdew and Miller (1996), learners have a difficulty in understanding different pronunciation and accents, and this often results from a lack of practice and exposure to input. During the interviews, the participants acknowledged that they used coursebooks accompanied with listening materials whose content included a variety of topics and different accents which students could be exposed to and familiarized with. This must be seen as a factor which contributes to the use of listening materials on the Internet, a factor highlighted also by Pamuji and Setyarini (2020).

Another noteworthy characteristic of listening materials identified by the participants is that video-based listening materials include nonverbal signals and rich visual elements, which make up a huge part of human communication. These materials which feature everyday interactions help learners to experience real life situations, leading to the enhancement of their motivation and an arousal of interest in the specific content (Wise *et al.*, 2014). Bearing these characteristics in mind, given easy access and no or low cost of these materials, the participants presumably were encouraged to use them in class.

Although using audio and video-based listening materials available on various topics and issues seems to be beneficial, it is not without drawbacks. Editing or using part of the material rather than the whole of it, and sharing materials appear to be two, leading problems pointed by the participants. While it might be possible to share a link to the listening material with learners who might listen/view it on their mobile devices without dealing with the huge file size, as is the case with video-based materials, editing requires some technical knowledge and special software. This implies that teachers need to be trained in editing if they want their learners to work with the materials they prepare.

The participants in the study also indicate that that they are well aware of listening being an ignored skill in language classrooms due to several reasons, such as the lack of its inclusion in local language tests and examinations. Being aware of this fact, the participants suggest that listening resources should be used to encourage learners to practice extensive listening outside the classroom. The participants state that they offer their students extra practice in listening that is related to the readings and other activities done in the classroom, and in this way help them to benefit from prior knowledge (Bao, 2017) and the content of the listening.

The surveyed lecturers believe that extensive listening contributes to the exposure of learners to various topics and speakers of different accents and native languages. They maintain that it also helps students to become responsible for the learning process and to be more autonomous in their educational work. In this way, learners would be informed about other listening resources and would also be responsible for their learning and do extra practice by benefiting from resources in addition to the activities in the coursebooks and other materials, which is believed to contribute to their autonomy. In other words, compared to practices in the past, due to certain technical restrictions, such as the lack of equipment like audio players, learners need not limit their listening practice to the classroom. By using listening resources available on the Internet, they can do intensive and extensive listening outside the classroom, which can also improve their attitudes towards listening and improve their skills (Metruk, 2018; Renandya & Jacobs, 2016).

With these implications in mind, it is worth relating to Renandya and Jacobs (2016) who also emphasize the importance of extensive listening. They indicate that fluency in listening can only be achieved by listening to a variety of materials in large quantities. By doing so can learners recognize words and meanings quickly and effortlessly. Similarly, as indicated by the study conducted by Metruk (2018), upper-intermediate and advanced EFL learners were surveyed regarding their habit of watching English videos and doing extensive listening and it was determined that they enhanced their listening skills by viewing videos on social networking websites, which contributed to learner autonomy. Extensive listening can further be practiced by quality listening materials and resources, task design, and learner characteristics which are intertwined with technology, and in this way, young people can become more motivated and engaged in listening activities (Berardo, 2006; Gruba, 2018).

6. Conclusion

The study aimed at identifying tertiary language lecturers' preferences about the use of Internet resources in the preparation of EFL listening materials for learners in preparatory classes. The participants of the study were 80 tertiary English language lecturers working at various language schools in Turkey. Necessary data was collected from them through an online survey that included short-answer questions, and additionally through semi-structured interviews conducted with only 10 volunteer participants who decided to provide more detailed information on the issues in question.

The results of the study indicate that the participants mainly benefited from websites that hosted audio and video-based listening materials and used these materials as extra practice for their learners outside the classroom. Video-based materials were preferred by the participants who by means of them provided learners with rich visual content that supported their listening comprehension. Another reason for choosing video-based materials by the subjects was their better reflection of daily communication and interactions carried out between interlocutors. The participants used listening materials from such websites as ESL Video, English Listening Lesson Library Online (ELLLO), Randall's Cyber Listening Lab, British Council, TalkEnglish, ESLGold, and TED. Listening resources on these websites were highly valued by the subjects who found them beneficial for practicing extensive listening and improving learners' knowledge and skills.

Considering the findings of the study and the pedagogical implications, the following suggestions can be offered. Using various listening materials and exposing learners to these resources can be a way of helping learners do extensive listening and improving their listening skills. As the current study indicates, EFL lecturers use a variety of audio and video-based listening materials to benefit their students from a variety of accents, topics, and interactions. However, it is necessary to note that there are certain limitations to this study and certain suggestions for further research need to be made. The findings of the current study might not be generalized due to the limited number and selection of the participants. However, these findings might be transferred to similar teaching and learning contexts. The data was collected based on the responses obtained from the participants through an online survey and semi-structured interviews. Therefore, the data and the results were based on the participants' perceptions and reports, rather than observations and other data collection tools. Further research is needed on several aspects, such as triangulation of data with other collection instruments and research methods, using respondents from a variety of universities and countries. Further research can also investigate other aspects of using websites in teaching and

practicing listening. For example, subsequent research can also focus on how these listening resources are/can be utilized in language assessment practices.

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