



**T.C.**

**BURSA ULUDAG UNIVERSITY**

**INSTITUTE OF EDUCATION SCIENCES**

**FOREIGN LANGUAGE EDUCATION**

**DEPARTMENT OF ENGLISH LANGUAGE TEACHING**

**THE INTEGRATION OF ICT TOOLS INTO  
LISTENING SKILL CLASSES TO IMPROVE  
LISTENING COMPREHENSION OF EFL LEARNERS**

**MASTER'S THESIS**

**SAMET BAL**

**BURSA**

**2019**





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**SUPERVISOR**

**Assoc. Prof. Dr. Levent UZUN**

**BURSA**

**2019**

## BİLİMSEL ETİĞE UYGUNLUK

Bu çalışmadaki tüm bilgilerin akademik ve etik kurallara uygun bir şekilde elde edildiğini beyan ederim.



Samet BAL

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Yukarıda başlığı gösterilen tez çalışmamın a) Kapak sayfası, b) Giriş, c) Ana bölümler ve d) Sonuç kısımlarından oluşan toplam 116 sayfalık kısmına ilişkin, 26/04/2019 tarihinde şahsım tarafından *Turnitin* adlı intihal tespit programından (*Turnitin*)\* aşağıda belirtilen filtrelemeler uygulanarak alınmış olan özgünlük raporuna göre, tezimin benzerlik oranı % 10 'tür.

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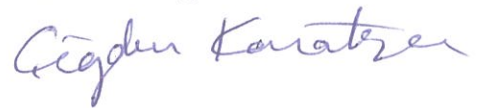
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### **İNGİLİZ DİLİ ÖĞRENCİLERİNİN DİNLEDİĞİNİ ANLAMA BECERİLERİNİ GELİŞTİRMEK İÇİN BİT ARAÇLARI'NIN DİNLEME BECERİSİ DERSLERİNE ENTEGRASYONU**

21. yüzyılda öğretmenler geleneksel öğretim yöntemlerinden vazgeçmeye başlamışlardır zira bu yöntemlerin “dijital yerliler” için beklendiği kadar etkili olmadığını farketmişlerdir (Prensky, 2001; Uzun, 2012; 2016); buna ek olarak, öğrenme süreci çok daha yaratıcı ve yenilikçi hale gelirken öğretme süreci gücünü kaybetmeye başlamıştır (Uzun, 2017). Bu gerçeklerin ışığında, bu çalışma teknolojiyi dil öğrenme süreciyle bütünleştirmeyi amaçlamaktadır; bu nedenle, çalışma BIT araçlarını dinleme becerisi sınıflarıyla bütünleştirmekte ve EFL öğrenenlerin dinleme anlama becerilerini geliştirmek amacıyla, uygulama öncesi ve sonrasında öğrencilerin başarı seviyelerindeki farklılıkları araştırmaktadır. Araştırmanın katılımcı sayısı 50 öğrencidir ve



bu öğrenciler kontrol ve deney grubu olmak üzere iki gruba ayrılmıştır. Deney grubu BIT araçları ile dinleme becerilerini uygularken, kontrol grubu ders kitabı kayıtlarını dinleyerek pratik yapmıştır. Çalışma, karma yöntem araştırma tasarımı yapmış ve gruplar arasındaki başarı farklılıklarını anlamak ve anlamlı bir fark olup olmadığını görmek için öntest son test tekniği ile nicel veri toplamıştır. Ayrıca araştırmacı, öğrencilerin uygulanan bu derse karşı ve BIT araçlarına karşı algılarını araştırmak için nitel veri toplamak amacıyla 10 öğrenci ile mülakat yapmıştır. Nicel veriler IBM SPSS 25 ile analiz edilirken, niteliksel veriler daha ileri düzeyde anlaşılması için kodlama yöntemi uygulanmıştır. Çalışmanın sonuçları, BIT araçlarının dinleme becerilerinin geliştirilmesinde ve EFL öğrencilerinde olumlu bir tutum yaratılmasında oldukça etkili olduğuna işaret etmiştir zira deney grubunun kontrol grubundan son testte anlamlı bir farklılık gösterdiği görülmüş; ayrıca, öğrencilerin araçlara yönelik algılarının son derece olumlu olduğu ve kursu öğrenme süreçleri için çekici ve etkili olarak tanımladıkları mülakatlar yoluyla tespit edilmiştir.

*Anahtar Kelimeler:* BIT araçları, çevrimiçi eğitim, dinleme becerileri, İngilizce eğitimi, WEB 2.0 araçları

## **Abstract**

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Thesis : The Integration of ICT Tools into Listening Skill Classes to Improve Listening Comprehension Skills of EFL Learners

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### **THE INTEGRATION OF ICT TOOLS INTO LISTENING SKILL CLASSES TO IMPROVE LISTENING COMPREHENSION SKILLS OF EFL LEARNERS**

In this century, teachers start to abandon traditional teaching methods since they are aware of that these methods are not as effective as it is expected for the students who are digital natives (Prensky, 2001; Uzun, 2012; 2016); in addition to that, teaching process has started to lose its power while learning process becomes much more creative and innovative (Uzun, 2017). With regard to these facts, the current study aims to integrate technology with language learning process; thus, the study integrates ICT tools with listening skill classes and investigates the differences in achievement levels of students before and after the treatment with the purpose of improving EFL learners listening comprehension skills. The participants of the study were 50 students; they were divided into two groups as the control and the experimental group. The experimental group practiced listening skills through ICT tools while the control group practiced

it through course book tracks. The study conducted mixed-method research design and applied pretest-posttest technique to gather quantitative data in order to understand achievement differences between the groups and see whether a significant difference occurred or not. Besides, the researcher conducted interviews with 10 students to gather qualitative data to investigate learners' perceptions towards the course and ICT tools. The quantitative data were analyzed through IBM SPSS 25 while the qualitative data were put into coding for further understanding. The results of the study pointed out ICT tools were highly effective in improving listening skills and creating a positive attitude in EFL learners since it was found out that the experimental group outperformed the control group with a significant difference in the posttest scores; besides, it was seen that learners' perceptions towards the tools were highly positive and as digital natives, they identified the course as attractive and effective for their learning process.

*Keywords:* EFL learners, ICT tools, listening skills, online learning, WEB 2.0 tools

## TEŐEKKÜR

Öncelikle hem ders hem tez sürecinde bana her yönüyle yardım sağlayan, tez sürecimini bu şekilde ilerlemesinde uzmanlığı ve yardımlarıyla en önemli paya sahip kişi olarak Doç. Dr. Levent UZUN hocama çok teşekkür ederim; gelişim sürecime olan yardımları, desteęi ve tezimi uygulama safhasında uzmanlığı için ve de öğretmen olarak gelişimime yaptığı katkılardan dolayı kendisine çok müteşekkirim.

2 yıl süresince derslerine katıldığım, yardımlarını gerektiğinde esirgemeyen ve gelişim sürecinde bizlere birçok katkısı olan Uludağ Üniversitesi İngiliz Dili ve Eğitimi bölümündeki hocalarımıza teşekkür ederim.

Bu süreçte bana desteklerini esirgemeyen BAL ve ALTUĞ ailesine, beni bu sürece takdir ve destekleriyle sokan başta Kazım ALTUĞ olmak üzere babam Murat BAL, annem Hanım BAL'a; teşekkür ederim.

Özetle, bu süreçte her türlü; az veya çok; yardımını, fikirini, desteęini esirgemeyen herkese teşekkürü borç bilirim.

Samet BAL

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## CHAPTER INTRODUCTION

### 1.1. Background to the Study

Language learners need to be proficient in four main skills; listening, speaking, reading and writing; have enough knowledge of vocabulary and grammar to use the target language effectively. Language learners should have conscious grammar knowledge; however, the ones who acquire it comprehend and speak the language easily and well (Krashen and Terrell, 1995, p.18).

EFL learners need to improve their main skills and subskills in a conscious way as it is a different process when it is compared to the acquisition process which is the process seen in native speakers. Krashen and Terrell explains it by stating that there are two different systems which affect the performance of a second language; the first one is ‘the acquired system’ which is a subconscious process of acquiring the language; it has meaningful interaction and people focus on the meaning rather than the form through natural communication, which resembles the way a child acquires a language. However, the second one ‘the learned system’ is a conscious process in a formal context; people have a conscious knowledge of grammar.

In addition to that, they claim that acquisition of a language is the product of listening and reading; and EFL learners can use the target language in a meaningful way through natural communication by listening to stories, reading books and conversations (Krashen and Terrell, 1995, pp. 16-17). At this point, Krashen and Terrell highlight the role of listening and reading. Similarly, Rivers and Temperly (1978, p.62) reported that “it has been estimated that of the time adults spend in communication activities; 45 percent is devoted to listening, only 30 percent to

speaking, 16 percent to reading, a mere 9 percent to writing". It is obvious that four main skills play a major role in using a language; however, listening has a relatively much important role as it can be seen in the statements of Krashen and Terrell (1995) and Rivers and Temperly (1978).

Underwood (1989, p.1) defines listening as an activity to pay attention to what is heard. Rost (2002) claims that it is the most important skill for learning a language because the most widely used skill in our daily life is listening. Additionally, Rost (1994) states that listening is an important skill as it has a vital role in the language learning process because listening skill enables EFL learners to have the chance to receive comprehensible input; and thus, they are only able to reply the input in a meaningful manner after comprehending it. We cannot undermine the fact that listening is of much importance. (Brown, 2007)

With regard to previous statements and estimations, it can be claimed that students should have good listening comprehension to be successful in the target language. Siregar (2017, p.1) states that listening comprehension and listening are generally regarded synonymous in the literature and defines listening comprehension as the process in which listeners think; keep what the speaker has said in mind and comprehend it. Listeners should have the linguistic and nonlinguistic knowledge and then, get the meaning, comprehend the main ideas and the details. As it stands, listening seems to be a problematic skill for foreign language learners because it may be hard for them to perceive and comprehend the input totally. This case results from the learning process that they have been taught to produce the language slowly and in a clear way; moreover, teachers speak to the learners in a simple way like speaking to foreigners, which can also be called stupid or deaf style, to be clear and slow. The point is that native speakers of the target language do not talk in the way EFL learners face in the class.

Another essential point is that exposure to the target language is also a vital factor to learn and perceive the language; however, the learners are generally exposed to their teacher's accent that is the only source of the exposure; however, the teacher speaks in a clear, slow and artificial way. If this entire listening process is analyzed, it will be seen that the learners get used to a model in which each segment of the language is produced clearly (Brown and Yule, 1983, p.54). Based on the ideas of Brown and Yule, we can conclude that the traditional teaching habits of teachers result in the weakness of listening skill of learners because the teachers do not vary the listening sources; hence, EFL learners are just exposed to their teachers simplified language. Because of this fact, students relatively tend to perform badly when it is necessary to make use of their listening skills, especially when the input or a foreigner talk is not simplified. At this point, Ur (1999, p.107) states that EFL learners have to practice with some real-life situations in which they deal with real-life features; these activities provide the learners with practicing listening comprehension with real-life materials and this will make them ready for effective functioning when they are out of the classroom. The problems that have been stated by Brown and Yule (1983) actually have some solutions when the statements of Ur (1999) are regarded as a technique to improve the way the listening is taught in the classes. Since the functioning of listening skill is relatively hard for those who are used to perceive a simplified and clear input; they have to be practicing with real-life materials and features to comprehend the accents of native speakers.

According to the previous discussion, it is clearly seen that the methods and the techniques used in the class affect the learning process significantly. Rost (2012, p. 115) explains that teaching listening explicitly is rather a recent issue. Starting from the times when the target language was taught formally until the end of 19th century, learning a language was essentially

based on written mode accompanied by descriptive grammar. Correct translation and bilingual dictionaries had a vital role at that time. However, listening started to gain a vital role in language learning and teaching process during the early years of 20th century thanks to 'reform movement'. Throughout the reform movement, linguists studied on a psychological theory in which they analyzed the language acquisition process of a child and implemented this process into foreign language teaching. Therefore, the spoken language started to be seen as the key source as it was in the acquisition process for learning a foreign language. Vandergrift (2004) says that recent research in the instruction of listening shows that the approach to teaching listening has developed to a significant extent. "Listen and repeat" technique of audio-lingual method has been followed by "question-answer" technique of comprehension approach; however, teaching listening has started to focus on the process rather than focusing on the product recently.

Listening skill is relatively a crucial skill and it is not possible to underestimate it (Brown, 2001). It is apparent that listening instruction has changed fairly since the early language teaching methods. The researchers and linguists started to see 'listening' as a key component in language teaching and learning process. Listening once was seen as a passive process; but, it has been understood that it is an active process since it requires the learners to perceive and comprehend the input (Nunan, 2003). Vandergrift (2004) states that learners need to learn to listen; thus, the learners are able to better listen to learn. Krashen states;

We have made a serious error in language education: We have confused cause and effect.

We have assumed that students first need to consciously learn their "skills" (grammar, vocabulary, spelling) and that only after skills are mastered can they actually use these skills in real situations. This assumption, the "Skill Building Hypothesis," insists on

delayed gratification. Only after hard and tedious work do we earn the right to actually enjoy the use of language (Krashen, 2004, p.3).

Sheppard and Butler (2017, p.81) state that listening comprehension is a challenging and basic skill for learners; at the same time, it may be challenging for teachers since teachers do not have direct access to the process of listening inside the minds of learners. In this century, teachers should become aware of how vital listening skill is and offer students new opportunities to expose the language in a natural spoken way instead of simplified classroom language, which cannot help them to be enough proficient in listening comprehension. Gebhard (2006, p.103) states that EFL and ESL teachers should adapt their materials; offer authentic materials to learners by moving beyond the limitations of a text. Teachers can achieve this by getting help from the internet; makes use of ICT tools and benefit from computers in their classes. Collins (1991) believes that computers are likely to overthrow the didactic view seen in education; it enables active learning. Maxwell and Meiser (1997, p.99) say that teachers are able to teach listening; they should teach it by making students engage in authentic communication, not by speaking about the listening skill. Teachers can benefit from TV shows, movies, songs, and videos, online tools to offer their students to cope with real life situations and get exposed to speech by native speakers; therefore, it will be much more possible that these learners will not have the problems that Brown and Yule (1983) mentions in their study such as not being accustomed to speech of native people, willing to hear every segment of the spoken language; being used to deal with simplified language produced by their teachers in the class. When the advantages that the computers and the internet offer are taken into account many curricular development movements, teacher training programs, reform movements for education systems,

professional development centers have started to integrate technology with education (Kati, 2008).

Moreover, Tsitouridou and Vryzas (2004) side with Kati (2008) by stating that it is not likely to find a country that has not started to integrate its education system with information and communication technologies (ICT).

Teachers can benefit from songs, films, visuals, and web 2.0 tools or ICT tools in their classes to integrate the class with technology and get the student exposed to the native speakers and reach a relatively better understanding of listening comprehension in time. For instance, learners can watch a movie or a cartoon clip during the class and try to understand what happens and is spoken there by receiving the language in its natural form; this will also take their attention because the listening activity is visualized through real-life materials. These clips and videos will be attractive for learners when they are chosen regarding the needs and interests of learners, which will help them to focus on the class much more since they will follow the actions and listen to the language produced by native speakers. Thanks to these clips and videos, they will also get the chance to comprehend missing points by guessing them regarding the actions although they do not understand them just by listening to the dialogue. Besides, teachers can benefit from songs since it may reduce the anxiety in foreign language classes and offers exposure to the language through authentic materials. For instance, teachers can ask learners to fill in the blanks in the lyrics of a song while making them listen to music, which is an authentic material instead of making them busy with classical 'find the missing word' activities.

In this century, teachers can achieve making learners busy with real-life materials to improve their listening comprehension by offering exposure to the natural language forms

through ICT tools. This study will make use of two websites *Voscreen.com* and *Edpuzzle.com* to provide them with adequate exposure to the language by giving sufficient input. These ICT tools will make use of movie clips, videos, and visuals. These materials can attract the learners more than classical listening tracks and they also offer the learners find and comprehend the unclear points by regarding the context when they are not able to catch some points while listening to them.

Finally, we can conclude that integration of ICT into teacher training programs have started to take much attention (Bardakci & Keser, 2017) and it should also be noted that policy makers start to make much more investment in technology and ICT tools to increase the quality of the education (Şimsek & Sarsar, 2019) since teaching starts to lose its power although learning becomes more innovative and creative (Uzun, 2017). It is clear that listening plays a major role in foreign language education because learners do not have the chance to reply or understand the language without comprehending what they have already heard. However, learners can get a better opportunity to develop their listening skills through ICT tools offering them video materials and this situation can change their attitudes, ideas and anxiety level towards the foreign language classes since the developments that have been seen in technology have started to make significant effects on education in general and specifically on the programs that learners attend (Wasserman, 2019).

## **1.2. Statement of the Problem**

Listening has been attributed to great importance by previous researchers and the perception towards the listening skill has greatly changed from regarding it as a passive process into an active process in which the listener perceives what is produced orally and is supposed to

reply it after comprehending the input. This process shows that listening comprehension plays a vital role in the language learning process and functioning in the target language.

However, the problem is that learners cannot master in listening comprehension when they are just exposed to teachers' language in the class, which is simplified in terms of word choice, grammar, and accent. As a result of getting exposed to that simplified language, these learners cannot comprehend the language that is produced by native speakers and used in the real-life situations, which do not have the features used in the class since it is not a simplified language and foreigner talk which is actively used by the teacher in the class.

At this point, it can be inferred that learners need to be exposed to the language in a natural way to be able to function actively in the target language and practice language skills relatively in a better way. To achieve this aim, teachers need to change or adapt the materials or input sources in their classes to let their students practice the listening skill in a way in which they perceive the language in natural forms, comprehend it and get the meaning.

Teachers can achieve this by offering learners songs, movies, cartoons, videos, and some ICT tools. Internet and Communication Technology (ICT) tools offer great opportunities in education because it can make use of real lifelike materials and get students familiar with the forms, accents of the target language.

Learners will have the opportunity to get exposed to the language from different sources except for their teachers and get the chance to comprehend it in natural forms which may increase their listening comprehension skills. This study will investigate whether ICT tools will affect the listening comprehension skills of EFL learners and will make use of two websites *Edpuzzle.com* and *Voscreen.com*. The first one *Edpuzzle.com* functions videos from various websites and enable



teachers to place some questions in the video to check the comprehension of learners while they watch the video. They are supposed to watch the video and answer the questions popping up on their screens; they can replay the video and listen to it again to find the answer. The latter one *Voscreen.com* offers short movie clips one after another. Learners are supposed to understand what is spoken there completely and choose the correct rephrased sentence after watching the movie clip. These ICT tools make use of movies, songs, videos that are of real-life language features. That is the reason why this research believes they will help EFL learners to show better performance in listening comprehension. The learners will be busy with these ICT tools and get exposed to the language in their listening classes instead of being busy with the listening parts of their main course book through an academic term in 2018-2019.

### **1.3. Research Questions**

1. Do ICT tools affect the listening comprehension skills of EFL learners?
2. Is there a significant difference between the achievement levels of the experimental group and the control group?
3. What are the perceptions of EFL learners towards ICT tools?

### **1.4. Aim of the Study**

This study aims to provide EFL learners with sufficient comprehensible input to give them a chance to develop their listening comprehension skills in an alternative way which makes use of ICT tools in listening skill classes. Furthermore, this study also aims to investigate whether ICT tools can help learners to improve their listening skills and it can be regarded as an alternative for the listening parts of main course books. In fact, this study aims to reveal to what extent effective ICT tools are in listening skill classes by investigating whether the authentic

visual materials that ICT tools offer will affect the aptitude of learners towards English language classes and their achievement levels in listening comprehension skills.

This study will make use of visuals and authentic materials which are offered and produced by two websites and engage students in these materials rather than making them busy with the listening tracks in main course books since the listening activities were defined by students as not attractive enough. The reason for that is they do not offer visuals and they generally do not offer daily language in natural forms contrary to ICT tools, which might be regarded as the negative features of the main course books. However, the websites that this study has integrated with the listening skill classes will provide learners with natural language forms by native speakers; thus, they will be introduced to the target language in a natural way, which will help them comprehend the language relatively in a better way and they will get the chance to be exposed to alternative language sources except their teachers who generally produce the language in simplified forms or have some features of 'foreigner talk'.

This simplified language results in failure in listening comprehension tests for learners because of the fact that they do not have sufficient and different listening sources. When they are just exposed to the classroom language; it causes a problem that learners do not become familiar with the daily language, which native speakers tend to produce. Thus, they have difficulties in understanding what native speakers say or comprehending a dialogue that takes place in a TV show or in a radio program. With this said, this study will offer students daily language forms in a natural way by engaging them in movie clips, animation clips, and extracts from other real-life visual materials.

The ultimate aim of this study is to seek whether any differences will occur in the experimental group after the integration of ICT tools into listening skill classes in terms of the listening comprehension achievement level and their attitudes towards English language classes in comparison to the learners in the control group regarding the scores in the pretest and posttest.

### **1.5. Significance of the Study**

Traditional language teaching methods have been regarded as out-of-date and abandoned by the new generation teachers because they are not as effective as they are expected to be; they have become insufficient for the learners of this century (Prensky, 2001; Uzun, 2012; 2016; 2017). On this subject, Prensky (2001, p. 2) claims that digital immigrant teachers speaking an outdated language are asked to teach digital native learners speaking a completely new language; they attempt to teach those digital natives who like to learn fast and multitasks; they also prefer to deal with graphs rather than visuals; moreover, they prefer games rather than serious works. However, digital immigrants do not appreciate these skills that much; they are not familiar with these skills good enough; that is why this type of teachers tend to teach slower than these digital natives expect; step by step and individually and seriously. Besides Prensky, Vandergrift (2011) explains that teaching and learning environment has changed; furthermore Vandergrift explains the current situation by stating that since the lifestyles of people have been changing rapidly, environments of learning a language have started to adapt to the new era in which the improvement of the listening skills relied on mostly authentic audiovisual materials.

Teachers who like to take a step to get familiar with this new tendency to make use of videos in their language classes because this approach offers not only audio but also visuals, which can affect the attitude of the students and can take their attention relatively easily if the

appropriate materials are chosen. Since the learners have a kind of digital life, it would be natural to expect them to like to see digital forms of English language materials to follow and pay attention to the classes.

On the other hand, traditional methods make learners listen to the tracks in their main course books and their teachers as the only source of listening, which do not regard the possible differences between the learners and do not offer various natural language forms. However, ICT tools provide learners with various materials, which can attract them and offer natural language forms in a meaningful manner; this may appeal to the interest of the learners in listening classes unlike the traditional teaching methods and materials.

This study is important because it will integrate two ICT tools into listening skill classes and provide learners with updated digital materials which include speeches by native speakers and daily language forms unlike the listening tracks in the main course books and their teachers' simplified classroom language, which might be more useful in developing their listening comprehension in an academic term when compared to the traditional classroom.

This study can be an example for teachers who are not familiar with ICT tools and educational websites. Because of the fact that many teachers still apply traditional teaching methods and techniques in their classes with learners who spend their hours on the internet, social websites and online games, and mobile applications, it is not surprising to generate a group of learners who are not motivated and have negative attitudes towards the English classes. At this point, this study can inspire them to make use of these tools to appeal to the needs of the learners and boost up their attitudes towards English classes. They can get basic ICT literacy by analyzing

the methodology of this study since it will offer sufficient data and explanations about the integration process of ICT in education.

This study is one of the few studies in Turkey which focuses on the integration of ICT tools into listening classes and neglecting the listening tracks in main course books to provide learners with sufficient input which doesn't reflect the features of simplified teacher speeches and classical listening tracks which are not authentic and audiovisual. Therefore, the present study is significant within the local context, too. Results of this study can also guide not only teachers but also policymakers in education since the outcomes of the whole process will be discussed in detail and this study will investigate whether this integration process will make English language teaching process more effective and create a positive attitude in English classes. Moreover, the researchers in other countries who aim to apply the English classes with ICT tools can benefit from this study by comparing the tools, the process, and the results. Besides, these researchers can see whether different contexts will have similar results or not. As it has been discussed, this study has significant aspects in terms of teachers who make use of traditional methods, students who are willing to deal with updated digital materials, policymakers who have the key role in making decisions in education and the researchers integrating their classes with ICT tools in different contexts.

## **1.6. Assumptions**

1. Language level of materials assigned to the students is assumed to be appropriate for their proficiency level.
2. Students in the control group are assumed to be willing to improve their listening skills and attend these listening skill classes with high motivation.

3. One hour listening skills class with the integration of ICT tools is assumed to be enough to give students the opportunity to improve their listening skills.
4. Treatment of the study during one academic term is assumed to provide students with sufficient input and give them enough time to be able to investigate any difference between the beginning and the end of the process.
5. Students are assumed to take pretest and posttest willingly and show their best performance at those tests.
6. 50 participants are assumed to offer enough data for the current study in order to give the researcher the chance to observe possible differences during the process.

### **1.7. Definitions**

ICT: It is the abbreviation of Internet and Communication Technologies; an online tool, a website, software, a mobile application can be regarded as a component of ICT. It offers us the opportunity to benefit from the technology in each field of our life to move it one step forward.

Listening Comprehension: It can be defined as the ability to comprehend the meaning that an oral message conveys.

Foreign Language: It is the language that someone learns beside his mother tongue.

Foreign Language Classroom: It is the classroom in which learners attend the classes that aim to provide them with sufficient input and skills to function in the foreign language successfully.

Authentic Material: The materials that have real-life features and components are called to be authentic.

**Audio-Visual Material:** The audio materials which are visualized are called audio-visual materials such as videos and movie clips.

**Attitude:** These are the behaviors and the perceptions that are in favor or disfavor of what someone deals with.



## CHAPTER 2

### LITERATURE REVIEW

#### 2.1. Presentation and Overview

Learning a language necessitates to be able to activate four main skills; reading and listening which are called 'receptive skills' in the literature, and 'speaking and writing which are called 'productive skills'. It cannot be claimed that one of these skills is superior to the other skills however research shows that listening plays a vital role and is of a high significance when someone needs to function in the target language (Field, 2008; Flowerdew and Miller, 2005; Hamouda, 2013; Mendelson, 1994; Peterson, 2001; Peterson, 2001). At this point, teachers are required to give their students the opportunity to develop their listening skills. However, research shows that traditional methods and techniques do not offer sufficient input and appropriate practice for students' needs and proficiency level because of some factors such as teacher's simplified speech, foreigner talk, the lack of authentic materials and audiovisual materials. Regarding that problem, teachers can look for an alternative way to provide their students with sufficient input by engaging them in attractive and appropriate materials through which these students can exercise and practice the language in an enjoyable way. To achieve this aim, teachers can benefit from the research on 'integration of ICT tools' into English classes or, specifically, listening skill classes to make use of alternative methods and techniques in their own classes (Gaber, 2015). This part of the current study will review the literature on listening skill, listening comprehension, strategies for listening comprehension, the importance of listening, difficulties listeners face with, ICT and ICT tools, CALL (Computer Assisted Language Learning), MALL (Mobile Assisted Language Learning).



Furthermore, it will investigate the previous researches on ICT integration with foreign language classes and look for examples to observe successful and unsuccessful attempts and these previous researches will also be regarded to compare with the results of the current study.

## **2.2. The Theoretical and Philosophical Ground of the Study**

With the purpose of setting the philosophical ground of the current study, firstly educators and researchers should keep a problem in their minds, which has been pointed out by Prensky (2001). In the study of Prensky, the definitions of “digital natives” and “digital immigrants” have been discussed and it has been made clear that teachers who are digital immigrants have problems in teaching to the students who are digital natives; Prensky explains that the digital natives tend to learn fast; prefer graphs rather than texts; prefer multitasks; besides, they like to deal with games rather than serious works; however, the digital immigrant teachers do not appreciate these skills much; they prefer to teach step by step, slower and seriously, which can reduce the efficiency of the education process.

To understand the teachers and students explained in the study of Prensky, Uzun’s model of modern and postmodern approaches can be useful; Uzun (2012) states that the modern approach is teaching-oriented, generally authoritative; based on group education, pen and paper and it is also local since it is fixed in terms of place, method and time. On the other hand, the postmodern approach is learning-oriented, contributory and participatory, individualized, digitalized, online, blended, global; it is also modular and flexible since it is flexible in terms of place, time and method. Today’s learners are digital natives and postmodern approaches seem to be better to meet their needs and expectations. To achieve that, many countries and policymakers start to make investments in technology with the aim of improving the quality of education;

besides, the teachers start to integrate their classes with ICT tools and innovate the teaching and learning process thanks to technological developments (Şimşek, & Sarsar, 2019). These developments have affected education in this century as well as training programs (Wasserman, 2019).

The current study tries to develop listening skills of the digital natives (Prensky, 2001) with the basics of postmodern approaches (Uzun, 2012) to meet the learners' needs and expectations and give them the chance to perform their skills at best.

### **2.3. Definitions of Listening**

Listening is the primary skill which people get exposed at very early ages, after which they start to function their speaking, reading and writing skills. Similarly, Wolvin and Coakley (1988) state that listening is the primary language skill which develops before speaking, reading and writing. It is known that acquiring a language firstly necessitates listening and people cannot function in other skills at their best without having any listening practices and aural input; for example, people cannot activate their speaking skills unless they get familiar with the correct pronunciation of words; thus, they are not able to express themselves in a comfortable and understandable way.

Listening has been defined in various ways; one of the early definitions by Allen and Corder (1974) states that listening is being able to comprehend the accent or pronunciation of a speaker, grammar and to recognize the words and understand what he means. Nichols (1974) defines it as “the attachment of meaning to aural symbols” in a short way (p. 83). Brown and Yule (1983) regard listening as the ability to comprehend the spoken forms of a language (p. 54). Vandergrift (1999, 168) gives a long definition by stating that listening is a complex and active

process; the listener must distinguish the sounds and comprehend vocabulary and grammar structures; make sense of stress and intonation, grasp all of the above and comprehend it within the context it takes place.

As Vandergrift (1999) states, listening is a complex process and people should not get confused with listening and hearing because they are basically different. At this point, Kline (1996, p. 7) states that “Hearing is the reception of sound, listening is the attachment of meaning to the sound. Hearing is passive, listening is active”. Rost (2002) support Kline (1996) by claiming that despite fact that they both involve the perception of sounds; they are different in terms of intention (p. 27). So, it can be said that listening is an active process in which people aim to perceive the message and the meaning underlying the message intended by the speaker in contrast to the hearing process.

#### **2.4. Listening Skill as an Active Process**

Listening is one of the main skills, but, it may be regarded as a passive skill as is mentioned in the study of Littlewood (1981). However, when the studies of Willis (1981), Anderson and Lynch (2003), Lindsay and Knight (2006) are taken into account, it would be misleading to define listening as a passive skill since the listening process necessitates and functions many micro-skills and it involves a multiplicity of skills. In order to comprehend the message of a speaker and understand the meaning, a listener benefits from his background knowledge, linguistic knowledge and besides, he makes use of some other nonlinguistic sources to understand the message in a clear way.

Furthermore, a listener attends in a dialogue by following the messages, asking some questions, waiting for the replies to those questions besides activating their background, linguistic

and nonlinguistic knowledge. When all these statements are taken into account, listening is surely an active process in contrast to common belief in the past.

Willis (1981) prepared a list of micro skills that a listener activates during the listening process. Willis called these micro-skills "enabling skills" since these skills are what enable someone to listen to a speaker and to attend in conversations as a listener. These micro skills are predicting, guessing, identifying, retaining, recognizing and understanding. In a detailed way, it can be said that listeners predict what is next in dialogue or what people will speak about; they need to guess some words with which they are unfamiliar without panicking; activate their background knowledge about the subject; identify some points which are seen as relevant or neglect the points which are seen as irrelevant; retain some relevant points by writing down some notes or summarizing the subject, recognizing discourse markers such as well, finally, now and etc.; recognizing cohesive devices, for instance; link words, pronouns, references, etc.; understanding various intonation patterns and uses of stress that offer some tips about the meaning and the context; understanding inferred information, attitude and intention of the speaker (p. 134).

Similarly, Anderson and Lynch (2003) have also listed various skills and elements which create the listening process when people have a dialogue. First of all, the listener focuses on the spoken signals and identify them by neglecting other sources of sounds around; he needs to divide the continuous speech stream into segments and recognize the known words; the grammatical structures in the speech and the intended meaning of the speaker should be understood; a listener should also make use of his linguistic knowledge to produce a correct and appropriate reply to what the speaker has said before (p. 4).

## 2.5. Significance of Listening Skill

In the early days of language teaching, grammar was regarded as a vital skill and it was thought to be superior to other skills because translation, memorizing, achieving a high reading proficiency were the key techniques to learn the target language. Flowerdew and Miller (2005) uttered in their study that listening was never able to get the primary concern in Grammar Translation Method (GTM); moreover, teachers were not educated to teach listening as one of the main skills in language classes. When GTM had its popular days in the field of language teaching, it was a natural result of this view to overlook the importance of listening skill in GTM oriented classes, which regards grammar and translation as a key to learning a language.

On the contrary, Direct Method (DM) started to gain importance in language teaching after GTM was seen as an ineffective method to help learners have rather high language proficiency in the target language by functioning in all language skills. While this is the case, DM focused on the listening skill to be developed before the other skills (Flowerdew and Miller, 2005). It attributed importance to listening skill in contrast to the methods and techniques presented by GTM in the early days. Direct Method claimed that the target language should be the primary language of the language classes instead of the mother tongue of learners; which is in contrast to GTM techniques regarding mother tongue as the primary language in classroom dialogues. However, it didn't focus on listening skill as a separate skill and didn't make an effort to help learners improve and concentrate on listening strategies. (Flowerdew and Miller, 2005)

Complementary to the statements of Flowerdew and Miller (2005), Field (2008, p. 13) says that “listening chiefly served as a means of introducing new grammar through model dialogues”. Hence, it can be claimed that listening was not thought to be a primary skill; so,

teachers did not focus on it separately or listening strategies in the early days of language teaching. On the other hand, Communicative Language Teaching was attributed a great significance since it offered to teach English for communicative purposes; hence, listening skill gained a new role.

Teaching listening skills started to become primary in language classes thanks to those developments in the field of ELT in the 1970s. Later in the 1980s, Krashen (1982) stated that it is not possible to acquire a language for people without exposure to comprehensible input. Subsequently, listening became much more important in the 1990s and listening comprehension gained a vital role in language learning due to the increased awareness (Richards and Rodgers, 2001). A study by Mendelson reports that “of the total time spent on communicating, listening takes up 40-50 %; speaking 25-30 %; reading 11-16 %; and writing about 9 %” (Mendelson, 1994, p. 9). With regard to the statement of Mendelson, it is apparent that listening comprises of more language functions of which people make use in their lives when it is compared to the other language skills. Besides Mendelson (1994), Ferris (1998), Vogely (1998) and Hamouda (2013) also stated that among the language skills, listening is the most often used skill; learners make use of listening skills in their classes more than other skills to function in the target language. This may be regarded as one the reasons why listening comprehension became to be seen as an important skill and increased attention was paid in the 1990s. In the same way, Morley (2001) expressed that learners need an instruction of listening comprehension to be able to become competent in the target language. Therefore, we can conclude that aural input is essential not only for acquiring a language but also learning a second language; it is not possible to neglect its vital role in the language learning process (Krashen, 1982; Mendelson, 1994; Richards and Rodgers, 2001).

Hamouda (2013) states that listening enables people to get comprehensible input; and, it is not possible to observe a learning process without access to the input. This statement is also in accordance with Krashen (1982) who claims that people cannot acquire a language without access to the input. Rost (1994) supports Krashen (1982) by stating that listening is significant because of the role it plays in the learning process in which it offers the learners the opportunity to receive comprehensible input.

Rost's study (1994, p. 141-142) also focuses on the significance of listening skill in language lessons by indicating some important points which constitute vital roles in the language learning process. Firstly, listening skill is significant in terms of the input it provides for the learners because the learning process cannot begin without any comprehensible input. Secondly, Rost claims that spoken language offers a chance for interaction for language learners and learners need interaction in order to achieve understanding. It is necessary for learners to have access to the speakers of the target language. Besides, failure to comprehend the language that learners receive is a kind of stimulus for further learning rather than an obstacle. Thirdly, it may be rather difficult for learners to understand the language that native speakers actually use in their lives when they are exposed to authentic spoken language. Furthermore, as a final statement, listening activities can contribute to the class by taking learners attention to new forms such as vocabulary and grammar. Rost underlines these four points and attempts to increase awareness of researchers and teachers about the critical role of listening skills.

A study of Peterson says that “through listening, learners can build an awareness of the interworkings of language systems at various levels and thus establish a base for more fluent productive skills” (Peterson, 2001, p. 87). In other words, learners get the opportunity to access

the target language and get exposed to the system of language at different levels; so, it can make them build productive skills in a more fluent way.

With regard to previous studies of Mendelson (1994), Rost (1994), Morley (2001), Peterson (2001), Flowerdew and Miller (2005), Field (2008), Hamouda (2013), it is not possible to neglect the significance of listening skills during language learning process; it provides learners with sufficient input to get exposed to the target language and engages them with new forms of vocabulary and grammar; it requires to activate some micro skills and schemata, background knowledge. Moreover, one another essential point mentioned in the study of Anderson and Lynch (2003, p. 3) claims that people become aware of how vital listening is when they have to function their listening skills in a language with which they are not familiar enough or are not that much proficient. For instance, someone learning Persian will easily be aware of significance of listening at the time he has to deal with the authentic daily language with new forms especially if his proficiency level is not high since he will be required to take part in conversations, reply to questions, and interact with the other people in a meaningful way.

## **2.6. Listening Comprehension**

There are different attempt to define listening comprehension by different researchers at different times. According to Brown and Yule (1983), it means comprehending what we have heard. Besides, O'Malley, Chamot, and Kupper (1989, p. 434) defined it "an active and conscious process in which the listener constructs meaning by using cues from contextual information and from existing knowledge while relying upon multiple strategic resources to fulfill the task requirements". Rost (2002) also discussed listening comprehension and stated that;



In terms of language processing, comprehension is the experience of understanding what the language heard refers to in one's experience or in the outside world and sensing how any incoming burst of language enhances or suppresses one's current understanding.

Complete comprehension then refers to the listener having a clear concept in memory for every reference used by the speaker, not necessarily the same referents in the speaker's memory. (Rost, 2002, p.54)

According to the study of Kemp (2010), listening comprehension helps learners perceive what they receive aurally and enable them to write and speak about them. Besides, Nadig (2013) defined it in a similar way as the previous studies by asserting that listening comprehension consists of different processes in which learners grasp the language spoken in that environment.

Listeners need to benefit from bottom-up and top-down processing skills to understand an aural input in a clear way and should make use of not only linguistic knowledge but also non-linguistic knowledge; these two processing skills enable listeners to interpret an aural input (Eastman, 1991). Top-down listening processing skills are based on macro-skills like the purpose of the speaker, topic of the message, checking the background knowledge and etc. while bottom-up processing listening skills focuses on micro-skills such as recognizing phonemes, lexical and grammatical elements and patterns, which a listener should perceive to comprehend a message (Nunan, 1998).

Brown (2006) defines bottom-up and top-down processing skills in a clear way and states that learners activate processing skills of bottom-up or top-down while they function in listening skills; they have to hear some sounds; keep in their working memory for a time to gather them create a meaningful input and connect them with each other to comprehend it before something

new is received, which is defined as bottom-up processing; besides, they simultaneously need to activate their background knowledge to find out the meaning in regard to previous knowledge and schemata which is called top-down processing.

According to Richards, some examples of bottom-up processing are:

1. Scanning the input to identify familiar lexical items
2. Segmenting the stream of speech into constituents-for example, in order to recognize that 'abookofmine' consists of four words.
3. Using phonological cues to identify the information focus in an utterance
4. Using grammatical cues to organize the input into constituents-for example, in order to recognize that in 'the book which I lent you' [the book] and [which I lent you] are the major constituents rather than [the book which I] and [lent you] (Richards, 1990, p. 52).

Some examples of top-down processing in listening are;

assigning an interaction to part of a particular event, such as storytelling, joking, praying, complaining; assigning places, persons, or things to categories; inferring cause- and – effect relationships; anticipating outcomes; inferring the topic of a discourse inferring the sequence between events; inferring missing details (Richards, 1990, p.52).

As it was stated by Nunan (1990) and Brown (2006), bottom-up processing deals with small units of the aural input; focuses on sounds or phonemes. These smallest units are linked to each other, and then they create phrases, clauses, and sentences. Subsequently, these separate sentences make up thoughts, concepts while the listener combines them (Wolvin, 2010, p. 167).

On the other hand, when it comes to discuss top-down processing, Brown and Yule (1983, p. 61) attributes a vital role to background knowledge since a listener understands a message through activating its linguistic knowledge and non-linguistic knowledge, especially it is vital to perceive the context to have a successful comprehension because of the fact that listeners deal with the spoken language in the context of different situations.

The point is that native speakers generally have enough background knowledge on the context of a situation, which enables them to overcome the problems arising from the discourse of the conversation with respect to speaker, listener, place, time genre, topic, and co-text, which has not been learned yet by the learners of the target language according to Brown and Yule (1983).

## **2.7. Listening Difficulties**

With respect to the listening problems and the difficulties described and demonstrated by the previous studies as it has been seen in the works of Underwood (1989), Mendelson (1994), Goh (1999), Rost (2002), Ur (2007); it can be claimed that mastering listening skill is rather hard and requires more effort with respect to other main skills since it is necessary to activate the schemata that helps the learners achieve a better understanding; furthermore, listeners should also activate the concepts in their mind (Rost, 2002, p.54).

Considering the significance of listening skill, learners need to overcome the difficulties and problems they encounter in time to reach a successful listening comprehension; at that point, teachers are not able to guide the learners without being aware of the problems investigated and detected in the field.

Underwood has listed 7 main problems that learners have to deal with while they function their listening skills (1989, p. 16-19).

1. The speed of delivery: learners are not able to control or decide the speed of speech. They may not be familiar with the fast speeches by native speakers in daily life and cannot achieve an understanding of listening, which results in breakdowns in communication.
2. Limited vocabulary: a learner can speak by relying on his vocabulary knowledge and make decisions on vocabulary usage and he can create a safe zone while he produces the language; however, when it comes to listening, the control is not on the listener; thus, the listener can face with some unknown words or it may make him deal with unfamiliar words in different contexts, which can arise some listening comprehension problems.
3. Learners do not always have the opportunity to listen to a word for twice, which can result in failure in comprehending the aural input. For learners, it is likely to cope with uncommon or unfamiliar words and they may not perceive it for the first time they are exposed to it, which arise the need of listening for one more time to achieve a successful understanding; however, it is not always possible when they handle the context of real-life situations to listen for twice as they are used to do in their English classes at the school.
4. Listeners may not detect the signals which show that the conversation changes its direction; gives some examples.
5. Background knowledge: speakers can build their speech based on some previous knowledge, background knowledge, cultural issues, and items. Learners may not

achieve an understanding of listening just because they lack background knowledge.

That is to say, learners do not only make use of linguistic knowledge; they activate their background knowledge and schemata to understand the underlying meaning of what they perceive.

6. Concentration: Since learners function in the target language, they may lack enough concentration, which can result from the topic, the context or the environment; they may not seem enough attractive and take attention of the listener. Moreover, the listener may not focus on the streaming dialogue since it is not a familiar discourse.
7. Learning habits: learners may have built some habits in the learning process. In particular, they can believe that they need to perceive every single word they hear. As an expected result of this habit, it is highly possible to feel anxious when they have to handle some unfamiliar and unknown words in different contexts.

Mendelson (1994) has identified three sources of problems with respect to listening difficulties which learners are required to deal with. Firstly, early methods in the field of ELT regarded listening as a passive skill and did not acknowledge that it is needed to be studied as a separate skill in an explicit way for a long time. The argument claiming that listening would be improved during the class while learners were exposed to the speech of their teachers was supported at that time. The other reason Mendelson identified was teachers themselves; they may feel uncomfortable with teaching listening to the learners; in other words, feeling insecure also plays a role. The final reason was the traditional language teaching materials which could not offer enough sources of listening to the learners; they seem to be weak in terms of instruction of listening skills.

Beside Ur (1989) and Mendelson (1994), Goh (1999) also investigated the other reasons why language learners lack listening comprehension to some extent; and the problems they come experience while activating listening skills; the first problem experienced by many listeners is that they are not able to remember what has been said; recognition of words which they already know sometimes cannot be achieved; they are unable to figure out the underlying meaning of a message despite the fact that they can comprehend the literal message.

One another problem is that learners cannot keep up with the continuous aural input since they focus on the meaning of the current input they receive at that moment, which results in neglecting the incoming speech. This situation prevents them from achieving an understanding of the whole input. The final problem demonstrated by Goh (1999) is that some learners are not able to use the words they hear to create a mental representation.

Anderson and Lynch (2003, p. 5-6) described four possible situations in which a listener is able or unable to achieve a successful comprehension of the incoming speech. The first situation is that a listener may not perceive the input fully; they couldn't hear the message by the speaker adequately, which affects the capability of a listener to process the speech.

The second situation is that a listener may perceive the input adequately but it may include some words and phrases which he is not able to comprehend. In the third situation, a listener may receive and comprehend the message very well however he switches off in a conscious or unconscious way. The last situation is that the listener achieves a great understanding of the speech and makes an effort to form an interpretation in regard to it.

Ur (2007, p. 11-20) has listed some other difficulties; some of which are in accordance with the previous studies (Mendelson, 1994; Rost, 2002; Underwood, 1989). The study has

explained some other problems which learners have to handle by stating that “hearing sounds, understanding intonation, and stress, coping with redundancy and noise, predicting, understanding colloquial vocabulary, fatigue, understanding different accents, using visual and aural environmental clues”. In the study, some explanations are given to figure out the reason why all language learners are not able to deal with the problems and difficulties in a foreign language.

First of all, it is stated that language learners cannot detect and comprehend some words and structures in spite of the fact that they already know these words; the explanation for this situation is that the failure in achieving a successful understanding may result from the fast speech and learners cannot keep up with the pace of speech or they are not familiar with them.

As the second reason, learners may not perceive some lexis, verb patterns, collocations, phrases that are able to give them the opportunity to guess the missing parts in a continuous speech which they receive; it is also likely to be unfamiliar with some combinations of sounds for some learners, which is a significant problem again. The third problem is that foreign language learners may have some misbeliefs such as they should comprehend every single word and what they receive fully to achieve a successful understanding of the target language.

In regard to the difficulties and problems which have been reported in the literature by previous studies, it can be claimed that the problems experienced in processing aural input generally results from various reasons which are related to the learners since it has been seen that they may have misbeliefs which decrease their motivations and affect their concentrations; and, they may lack background knowledge.

Besides, it is also seen that they sometimes have difficulty in keeping up with the speed of speeches that are delivered; they are not that much competent in the target language and this results in a problem that they are unable to detect some words in aural input although they know and detect them in written forms.

It can be concluded that the problems generally are related to the proficiency level of the learners; improving listening skills and listening comprehension requires learners to make much effort. To achieve this goal, teachers can guide their students by offering them alternative techniques and methods; detect their problems and let these learners see the deficiencies to give them the chance to change their attitudes and behaviors towards listening skill since they should be aware of how to cope with the aural input to achieve a successful comprehension and take part in conversations or function their skills in the target language.

## **2.8. Authentic Materials**

With respect to technological developments seen in this century, teachers have the opportunity to select various materials for their language classes, which ranges from worksheets, grammar books, and course books to web tools, ICT tools and etc. Beside all these materials, they can also make use of authentic materials which have been taken from real-life contexts such as songs, web pages, radio podcasts, movies, trailers or advertisements. Authentic materials do not aim to teach the language but to enable communication such as printed texts, digital texts or tapes (Gardner and Miller, 2005, p.101). They are not produced for the language classes; they are produced for communicative purposes; however, teachers engage their students in these materials to make them exposed to the daily language without any graded input. Authentic materials can



also be defined as the materials that native speakers prepared for communicative purposes and made use of for educational purposes (Dewi, 2018).

Today, it is open to the discussion whether level graded materials would be enough to prepare language learners for real-life situations in which EFL learners experience daily language produced by native speakers who generally do not adjust their speed of speech, word choice and other language patterns according to the listener unlike the teachers in the classrooms. In this case, it is predictable that teachers today start to make use of the materials beyond the limits and they produce and adapt new authentic materials (Gebhard, 2006, p.103). Authentic materials let the learners have the opportunity to deal with constructions and language patterns which seems to be less likely to be seen in formal EFL context. These materials create an atmosphere in which learning and real life meet; a connection between them can be built and thus, attitudes of EFL learners towards the classes start to be positive since they can convey what they learn during the class to real life matters (Belet Boyacı, Güner, 2018).

Furthermore, authentic materials make learners understand the daily language in real-life contexts and enable them to use the target language in appropriate situations with daily phrases and words, which make them sound more natural. They are more likely to meet learners' needs in communication and thanks to these materials; learners have an increased motivation (Guariento & Morely, 2001; Kılıçkaya 2004).

Beside the positive aspects of authentic materials such as an increase in motivation and the positive changes in attitudes of the learners, Hyland (2003) discussed some other advantages and disadvantages which authentic materials convey to the classroom. When it comes to discussing the opportunities, it has been said that authentic materials make learners deal with real

texts, real language and provide them with samples which are similar to learners' needs and information about the culture of that language; it can activate creativity and boost the motivation of learners; provides natural forms of language.

On the other hand, Hyland has also noted that authentic materials offer some other disadvantages. For example, the language level of the materials may be beyond the limits of understanding of learners; they are not adjusted with regards to level of learners, it may be time-consuming and hard for teachers to find the materials and get ready for the class; the materials could be poor in terms of the educational aspect (Hyland, 2003, p.94).

Based on the previous views on authentic materials, it can be claimed that authentic materials are not purely advantageous; it may be disadvantageous when it is designed poorly or it is far beyond the limits of understanding of learners as Hyland (2003) discussed in his article.

At this point, how to design English classes with authentic materials starts to gain importance. In the study of Mishan (2005, p.75), 6 principles which teachers should keep in their minds have been pointed out to perform as a guideline when teachers have classes that are designed with authentic materials;

In order for tasks to be authentic, they should be designed to

1. Reflect the original communicative purpose of the text on which they are based.
2. Be appropriate to the text on which they are based.
3. Elicit response to/engagement with the text on which they are based.
4. Approximate real-life tasks.
5. Activate learners' existing knowledge of the target language and culture.
6. Involve purposeful communication between learners (Mishan, 2005, p.75).

Briefly, it has been showed that teachers should follow a guideline as it has been modeled in Mishan (2005) study in their minds and consider the level of their students while designing a class which is based on authentic materials since it may be far beyond the proficiency of learners; teachers should adapt it and may design a class with authentic materials and created materials together to make it much more understandable for students.

However, teachers should ask some questions to themselves while adapting these materials such as “Why do I use it?”, “What is the purpose of this task?”, “Is it okay for my students' level?”, “What are they supposed to learn?”. Since it is possible to observe that materials which have been designed to trigger learning for specific aims in English classes may function better in some situations, teachers should be aware of advantages and disadvantages of authentic materials and created materials. Afterward, they should make their decisions and choose the appropriate one for their students.

## **2.9. Authentic Audiovisual Materials for Listening Skill Classes**

For many teachers, authentic materials can be made use of for different aims for educational purposes; they can distribute a passage from a newspaper or share a passage that has been published on a magazine; a banner that has been placed on storefront to hire someone or an advertisement poster to introduce a new product to housewives can be shown on the board for reading or writing classes in different ways and techniques. Roy (2010, p. 61) states that “when video became cheaper and more accessible, it was readily adapted into the repertoire of language teachers’ materials”. When it comes to listening and speaking classes, a podcast recorded from a popular radio show can be listened and discussed or a movie clip and some videos from popular

video-sharing websites such as Vimeo, YouTube, Dailymotion can be watched for different aims through different ways and techniques regarding the needs of learners in that classroom.

On this subject, Rost (1994, p. 145-146) has similarly stated that taped authentic conversation, video clips from a TV channel or a podcast from radio or some other clips from news or documentaries; movies that are popular in the target culture can be used as a source of input. Gower, Phillips, and Walters (1995) have supported this view by pointing out that students find them attractive since these materials are from real life and motivating them; they get the chance to see examples of real-life language and so, they start to feel confident as they comprehend the language that is spoken there, which are not edited to arrange the level.

Holden (2002) held the same point of view and said that using films in language classes do not only improve the listening skills and communication skills of learners but also increase their motivation levels. Luo (2003) similarly stated that DVD films can enable learners to increase their listening skills and motivation. Moreover, Davidson (2009) paid attention to a different aspect and reported that movies can also support the learners to learn the target culture beside the improvement in listening and communication skills. Chapple and Curtis (2000) also pointed out that movies can even serve a way of learning some other linguistic features such as mimics, gestures and facial expressions; they can also boost EFL learners understanding and they have a better chance to comprehend intended meanings through this kind of nonlinguistic features. Hekmati, Ghahremani, Navidinia (2018) stated movies have a great significance as they convey the spoken language to the learners through visuals; they utilize both visuals and the daily language. When it comes to daily phrases and idioms, Cooper (2012) movies are really helpful for foreign language learners since they employ the idioms much more; learners can also deal with the idioms in newspapers, books, and some other forms of discourse. On this subject,

Iranmanesh and Darani (2018) report that idioms help language learners to comprehend the target language to a great extent when they come across with discourses that include both metaphorical and lexical meanings, which is beyond the simple vocabulary knowledge. Besides, they can develop their competence of target language as they become more proficient with understanding and using the idioms that are practical and used commonly by the native speakers.

Apart from being a source of input linguistic and nonlinguistic competency, movies can also function as a way to decrease the level of affective filter of EFL learners as movies are what people spend time to watch for pleasure; it is not regarded as a task or a kind of assignment and exercise (Knee, 2001). It is not likely to observe that EFL learners get bored with movies as much as it is observed in traditional activities since they can easily take learners' attention. Brown (2001, p. 258) states teachers should not only use authentic materials but only make use of techniques that motivate learners in an intrinsic way; they should not neglect the significance of techniques that help learners develop their competence of listening comprehension; they need to support the development of listening strategies and the listening classes should require students to process both bottom-up and top-down listening techniques.

Previous studies on the field (Cooper, 2012; Davidson, 2009; Gower and et. al., 1995; Hekmati and et. al., 2018; Holden, 2002; Iranmanesh, Darani, 2018; Knee, 2001; Luo, 2003; Rost, 1994) supported the view that authentic materials like movies, DVD films, videos, taped broadcasts in specific, audiovisual authentic materials in general help learners to improve their competency in the target language in terms of listening skills and communication skills; help them reduce the stress and affective filter. It is also obvious that audio-visual materials have gained much significance as communicative approaches take steps forward and become popular in language teaching.

## 2.10. ICT

In today's world, technology has affected every field of life either direct or indirect way (Seferoğlu & Soylu, 2007). The communication is mainly dependent on the internet; the information spreads through the internet. ICT, which is defined as different sets of tools and resources which people utilize to store, regulate, spread out and create information and also to communicate (Tinio, 2003).

The education is also affected by the recent developments and has started to change its direction from the traditional classroom and online environment; there are many companies, websites, and apps which have started online education and look for teachers to hire for online classes. Whelan (2008) also reports that ICT has a great influence on economic growth and policies of the public sector and government and school practices as well as distance education.

Regarding the revolutionary effect of ICT on education as it is reported by the study of Whelan (2008), the integration of technology into the instruction has taken much attention from various researchers around the world (Azabdaftari, 2012; Gaber, 2015; Naderi and Akrami, 2018; Suwantarathip and Orawiwatnakul, 2015). They have made much effort to integrate or support their classes with ICT tools and provide the students with various opportunities to enhance their language skills through different kinds of input; visual, aural and audiovisual materials that can attract students with different kinds of learning strategies.

Muslem, Yusuf and Juliana (2018) reports in their study that ICT generally offers learners authentic materials and these materials are able to enhance the learners' reading, writing, speaking and listening skills. Hollenbeck and Hollenbeck (2009) also state that ICT tools can boost both linguistic knowledge and conceptual development; it enables learners to have various materials in

regards to their learning styles; equip teachers with different tools and also, it gives the learners the chance to have different learning experiences. So, it can be understood that new applications, websites, and programs may help teachers to build a class which is more attractive than usual and able to offer students much interaction; thus, the roles of EFL learners can change from passive listeners to active learners because of the fact that these learners will not only be busy with paper-based traditional activities and worksheets and experience different authentic, real-life materials and learning environments. In time, ICT has offered us different opportunities, devices, and tools that can be combined with the language learning process. The studies which focus on computers' roles in language learning process are called "Computer Assisted Language Learning" (CALL) while the studies that try to integrate language learning process with mobile devices are called "Mobile Assisted Language Learning" (MALL); besides, there are also Web 2.0 tools which can be facilitated from various devices for different educational purposes.

On this subject, Kern (2006, p.191) states that computers are able to provide feedback, instruct and test in various aspects of language and they are also effective in terms of getting familiar with the target culture. For Web tools, Zappavigna (2012) says that applications and the internet-based tools created opportunities for students making them use the language online and it also yields a corpus to analyze.

### **2.11. WEB 2.0 Tools**

Prior to WEB 2.0 tools, WEB 1.0 tools were dominant on the internet however they are not interactive; users are the passive readers of WEB 1.0 tools; visitors cannot send a comment or edit the post or share their ideas on the topic that is discussed on the page; whereas, as it is stated in the study of McLoughlin and Lee (2007), WEB 2.0 tools make it possible for visitors to share

their ideas; to interact with other users and contribute to the post and information that is shared on that website, which turns the page more effective and interactive thanks to the collaboration with other visitors and users. In today's world, we come across many of these tools; e-learning tools, quiz and test building tools, virtual learning environments; document sharing tools, wikis, blogs as well as social networking websites and web-based multimedia tools can be regarded as the products of WEB 2.0 (Light and Polin, 2010).

When these main products of WEB 2.0 are evaluated, it is obvious that they occupy much space in our daily life since everyone benefits from wikis to learn about a subject or edit the content to contribute it; besides, almost all of us have an account on social networking sites and spend hours on them; teachers upload the worksheet of a lesson on a document hosting and sharing website and share the link with the registered students by e-mail; or someone learning a language can post a question on a blog or forum and wait for answers by the other users; at this point, what makes web 2.0 tools different from web 1.0 tools is seen thanks to the collaboration that is observed in that learning process since a teacher could upload the worksheet he prepared in seconds in an interaction with the website that produces a link for the teacher to make it possible to share the file with other users and visitors; the teacher copy the link and share it with the registered students in seconds again; finally, learners are able to download and view the worksheet to get ready for the next day's classes; the entire process takes just minutes and it is obvious that web 2.0 tools facilitate the whole process; thus, it can be claimed that it is a vital advantage that these tools can make learning and teaching process much more effective, interactive and practical for both sides.

In addition to this view, Özel (2013) states in his master thesis that Web 2.0 tools can boost language skills of EFL learners by helping to improve their listening, reading and speaking



skills in different ways. Moreover, in his study on the integration of a web 2.0 tool into EFL classes, Bal (2018) reports that this integration process enhances the aptitude of EFL learners and make English lessons much more attractive since the vocabulary learning process is gamified through an ICT and Web 2.0 tool "quizizz.com". Additionally, Balbay and Erkan (2018) say that learning language does not take place in the language classroom; it is also a process which should go on outside the classroom and the integration of web 2.0 tools gives the learners this chance and their learning process can be supplemented by the outclass experience; thus, this integration process help teachers in terms of setting a outclass informal learning environment.

When the previous research on Web 2.0 tools are considered (Bal, 2018; Balbay and Erkan, 2018; Light and Polin, 2010; McLoughlin and Lee, 2007; Özel, 2013), it can apparently be claimed that integrating language classes with web 2.0 tools can help to change the atmosphere of the classroom; it can increase the performance of EFL learners; these learners have the chance to involve in the ongoing class much more than usual; the learning process tends to be more enjoyable, which decreases the affective filter of EFL learners and can increase their motivation and attitudes towards the foreign language classes.

## **2.12. CALL**

Computer Assisted Language Learning (CALL) is a method of language teaching and learning in which computers are utilized in different ways. Beatty (2003) briefly defines it as a process in which a learner facilitates to improve his language skills; however, Chapelle and Jamieson (2008) defines it in a more clear way and states that it is a different area of applied linguistics and carries out learning and teaching language process through computers.

Besides, Garrett (2009) states a similar definition and says it is the complete integration of technology into the process of language learning. Thus, it can be said that CALL is a method in the language education field and tries to take full advantage of computers in the language learning process by integrating technology into language classes.

With the developments that CALL has offered in time, Uzunboylu, Biçen and Çavuş (2011) state that these technological developments have effects on the methods and techniques of English teachers. EFL learners and teachers start to change the techniques they apply in and out of the classroom thanks to the opportunities offered by CALL. For instance, teachers are able to conduct classes through Skype and similar applications; they can easily get in touch with the learners through e-mail and messenger programs; besides, that they have the chance to meet in the virtual world even if they are in different cities and countries (Chapelle, 2010).

However, teachers used to go on with traditional techniques in EFL classrooms; they could not have lessons at a remote location; they used to have a course book CD with them to have the sources of the book while all these sources are downloadable today with a few clicks; teachers did not have the chance to assign online exercises and evaluate them in seconds.

With regards to all these benefits, it is clearly seen that CALL can facilitate the language learning process and help both teachers and learners in different aspects; EFL learners can get the opportunity to have a learning experience in and out of the classroom and make this learning process more practical. Besides, teachers can manage and follow the classes in a relatively easier way since computers also start to have a vital role in the education process in those classes that are integrated with technology.

### 2.13. MALL

The modern world starts to be directed by mobility; course books and classrooms cannot dominate the language learning process; learners use digital tools on their own, which lets a self-directed learning process to be improved (Al-Kadi, 2018). This mobility has given the birth of a new area in applied linguistics; Mobile Assisted Language Learning (MALL). Lotherington (2018) defines MALL as “a riff” on CALL. Besides, MALL can be defined as a language learning method in which mobile devices are utilized to boost learning through some applications that facilitate learning techniques such as Duolingo, Memrise, Busuu and etc. Bijker (2010) claims that technology does not only help our life; but also, it shapes learning while it is shaped by social practices and by acts of political forces. On this subject, Lotherington (2018) makes a similar statement that schools and institutions show different reactions towards the mobile phone use in classes; some integrate their system with the devices; on the contrary; some of them prohibit the usage of mobile devices in classes and prefer to go on with traditional methods; these preferences show us that smartphone is continuing its evolution with real-life practices and policies of the institutions.

There are also some studies which have been carried out to understand to what extent mobile apps could make effects on the language learning process and the skills of EFL students. For instance; Azabdaftari (2012) carried out a study to compare two groups in terms of the relationship between their vocabulary learning methods and achievements by comparing the results of pretest and posttest; the first group, including 40 students, was chosen as the experimental group and they were taught vocabulary through a mobile app “Spaced Repetition System” while the other group, including 40 students, went on learning vocabulary through flashcards.

At the end of the treatments, it was detected that the experimental group scored higher than the control group on the posttest at the end of 7-weeks-long treatment. Suwantarathip and Orawiwatnakul (2015) also made a study to seek for any differences between the teaching vocabulary through mobile phones and traditional activities. The study was designed as an experimental study and there were two groups as the experimental and the control groups. The experimental group practiced vocabulary through SMS messages for 6 weeks and the control group practiced them through traditional vocabulary exercises. Finally, it was seen that the experimental group outscored the other group at the end of the treatment that lasted for 6 weeks.

Another study by Naderi and Akrami (2018) investigated the integration of a mobile app which is Telegram into reading classes; they designed an experimental study and formed two groups by using a placement test; the first group, including 55 students, was chosen as the experimental group while the rest of the students, including 49, became participants of the control group. Before all, two groups took a reading proficiency exam as the pretest. During the process, twelve texts were taught through the groups in telegram while the control group was taught through traditional reading comprehension classes. At the end of the treatment, the researchers designed a posttest and applied it as the posttest. The results have been analyzed to figure out the achievement differences and effects of telegram on reading proficiency skills of EFL learners; it has been detected that the experimental group outperformed the control group and scored higher, which shows that MALL can play a vital role in improving students language skills in harmony with previous studies (Azabdaftari, 2012; Suwantarathip and Orawiwatnakul, 2015).

Additionally, a similar study to the one by Naderi and Akrami (2018) has been conducted by Hazaea and Alzubi (2018). However, they designed a mixed method research; both applied pretest and posttest beside the interviews with participants. They aimed to investigate the

efficiency of MALL on reading proficiency levels of EFL students at a prep school. Actually, they aimed to understand whether the integration of mobile apps to the language classes would have any effects on the reading skills of learners. Before the treatment, they applied a pretest and during the process, they made use of self-reflection journals, WhatsApp groups, and semi-structured interviews and then, they applied a posttest at the end of the process. The findings of the study showed that MALL can help learners to improve their code-breaking and text participation practices to a great extent through online and offline dictionaries, online resources, WhatsApp groups. The students made use of apps to know about unknown words; their meanings and pronunciations; and understand how to use it in a sentence; they shared photos and summaries through their mobile phones.

There are limited numbers of studies that investigate the effects of MALL on listening skills. One of those studies has been conducted by Gaber (2015). Gaber tried to understand whether the integration of mobile phones into listening classes would have any effects on both the achievement level of learners and the autonomy level of them. To understand that, he applied the pretest and posttest method as well as autonomy scales. There were two different groups; the experimental group practiced listening skills through an app as the control group went on practicing through traditional ways. At the end of the treatment, it was figured out that the experimental group outscored the other group and their learner autonomy level improved much.

## **CHAPTER 3**

### **METHODOLOGY**

#### **3.1. Introduction**

This study was carried out to investigate the effects of integration of ICT tools into listening skill classes with the purpose to develop the listening comprehension skills of EFL learners who studied at an engineering department of a state university. This chapter aims to explain the research design, participants, data collection tools, materials and treatments in detail for further understanding.

#### **3.2. Research Design**

This study has been carried out for 50 minutes during 12 weeks in the 2018-2019 academic year. Both qualitative data and quantitative data were collected and analyzed in order to increase the trustworthiness and validity of the study. The current study used mixed method design; and collected qualitative data from some participants that also offered qualitative data for the current study (Creswell, 2015). With the application of mixed method design, the study collected qualitative and quantitative data separately in order to investigate the research questions and understand findings better (Creswell and Plano-Clark, 2007). To increase the reliability of the study, the triangulation that required conducting to utilize some other strategies like interviews and observations was conducted (Johnson, 2019). Two groups of students were formed and they both took a pretest at the beginning of the treatment and also a posttest after the treatment to collect quantitative data; interviews were also conducted to understand the perceptions of learners towards the treatment and were considered as a source of qualitative data.

The first group was considered as the experimental group and they were supposed to practice listening skill for a full hour in computer lab of the faculty with the videos on *Edpuzzle.com*, which required them to follow the video and answer the questions appearing on the screen from time to time to check the listening comprehension of learners; and then, they continued to practice listening skills with *Voscreen.com* videos that required students to translate the speech in a video, a movie scene to their mother tongue; at this stage, the students were told to choose their mother tongue as English during the registration to *Voscreen.com* to make them be capable of rephrasing English sentences and make them reach a better understanding of the target language through being familiar with synonyms and antonyms of words that were heard from the video. In the meantime, the other group was considered as the control group and they did not spend a full lesson at the computer lab with ICT tools with the aim of improving their listening comprehension skills each week on a regular basis; however, they continued to practice listening skills through the audio tracks provided with their main course books by completing the traditional tasks.

After 12 weeks, both groups attended a proficiency test and their scores were compared to see the differences that were observed in comparison to pretest scores. Two researchers also conducted interviews with the participants of the experimental group to understand EFL learners' perceptions and investigate possible problems and experiences that they had during the process. In the end, the data were used to analyze the results and reach a conclusion.

### **3.3. Participants**

This study was conducted at an engineering department of a state university for twelve weeks during the fall semester of 2018/2019 education year. All of the students at this department

were required to attend a placement test at the beginning of the term. Regarding the results of this placement test, students were placed to the proficiency classes; each of these classes included around 25 students. There were nine intermediate classes and they followed the main course book *Speak Out Intermediate Edition 2*. The EFL students at this department took one midterm exam and a final exam besides a few quizzes in a semester.

Two intermediate classes were chosen for the study and two groups were formed; the first group was chosen as the experimental group while the other group was chosen as the control group. These two classes were intentionally chosen since their achievement levels on the final exam of the previous year was almost same and the researcher knew much about students in both groups since he taught in both of these classes. The class that the researcher instructed this year was chosen as the experimental group while the group he instructed in the last term was chosen as the control group. The participants of the former group were 24 and the participants of the latter group were 26; in other words, the total number of participants was 50 and their age ranged from 19 to 21 and all of the participants were male.

### **3.4. Data Collection Tools**

The current study facilitated mix-method research by gathering both qualitative and quantitative data. Firstly, qualitative data was collected through pretest and posttest technique to answer the research questions about the changes in the listening comprehension skills of participants and probable differences between the scores of both groups. Besides, interviews were held to gather qualitative data.

**3.4.1. Pretest and posttest.** The pretest and posttest that were implemented in the study were in the same format; they both included 25 questions in four parts; the first part of the test



included seven questions and required students to listen to different short dialogues that lasted around one minute and choose the correct answer among three options; the second part of the test included six questions and students were supposed to listen to an interview around five minutes and answer the multiple choice questions about it; the third part of the test included six questions that asked students to find the missing information and fill in the blanks with the correct word with correct spelling. Students listened to a conversation around four minutes and tried to complete the blanks; the final part of the test necessitated students to listen to a long dialogue and decide whether the six statements are correct or incorrect. Both the pre-test and the post-test were Cambridge Preliminary (PET) examinations; the researcher did not make any adaptations since it was a product of a professional study and met the expectations of the researcher. For this reason, the exams were delivered in the same format that Cambridge prepared.

**3.4.2. Interview.** At the end of the treatment, the researcher conducted interviews with 10 participants of the experimental group and one of his colleagues, who was an instructor at the department of foreign language education, accompanied him during the interviews to increase the reliability of the interviews and helped to categorize the answers under similar themes. The participants were randomly selected regarding the attendance sheet of the classroom; every second student was asked to take part in the interview. The data gathered from interviews were highly needed to understand the personal experiences of EFL learners to understand how the treatment affected their attitudes and perceptions towards the treatment which they faced during the process; besides, the interviews also gave the chance the researcher to focus on related problems or unexpected outcomes, which were identified by the participants during 12 weeks. The questions that were asked to the participants were prepared by two instructors at the foreign languages department at the university and checked by Assoc. Prof. Dr. Levent Uzun lecturing at

Uludağ University; he conducted many studies on ICT tools and the integration of technology into the language learning process as well as supervising the current study.

The interviews were held at the language studying hall of the faculty; the hall was comfortable and silent ensuring that a smooth record by the smart phone of the researcher would be saved since it was needed to record all the interviews to be listened and analyzed when it was needed for further investigation. The participants were told about the protocol and asked for their permission for recording verbally by explaining the reasons why the interviews were held and their statements would have no effect on the evaluation of their exams and kindly asked to share their ideas honestly without any hesitation. After their consent was ensured, the interviews were started and the following questions were asked to each of the participants one by one;

1. Do you believe that listening is an important skill? Why or why not?
2. Do you think that ICT tools help you improve your listening skills?
3. Do you practice listening except these tools? If yes, how do you practice it?
4. What are the advantages and disadvantages of *Edpuzzle.com* and *Voscreen.com* for you?
5. Do you prefer to practice listening skills through course book tracks or ICT tools? Why or why not?
6. What did you like and dislike with regard to the course?

With the purpose of explaining the aims of the questions briefly, it can be said that the first question aimed to understand students perceptions and why they think so; the second one aimed to investigate whether these students believed ICT tools were effective or not; the third one aimed to understand whether the students had other techniques to practice listening and they were asked to share it if they had alternative methods; the fourth question aimed to understand students perceptions about the tools used during the courses and asked to share advantages and

disadvantages regarding the classes; the fifth question intended to investigate students preferences and the reasons why they made their choices; the final question aimed to reveal the overall evaluations of students regarding the entire course.

### **3.5. Data Collection Procedure**

In the second week of the fall semester, the listening classes were introduced to the students and they were explained why they were supposed to take the pretest and a proficiency test was applied. Afterward, they started to practice their listening skills with ICT tools; videos on *Edpuzzle.com* and *Voscreen.com*. During the lessons, they were required to watch one or two videos on *Edpuzzle.com* depending on the length of videos and then continue to practice on *Voscreen.com* by rephrasing what they heard from the videos as they were asked to choose their mother tongue as English during the registration; the tool asked them to translate what they hear in English to English again; which enabled them to rephrase the input by getting familiar with synonyms and antonyms of words and intended meanings. The researcher designed lessons in which students were planned to spend approximately 20-25 minutes on *Edpuzzle.com* and 20 minutes on *Voscreen.com*. That is the reason why students were assigned one video rather than two or more; these designs were made in regards to the length of the video. The videos that were assigned to them on *Edpuzzle.com* were chosen with regards to answers of these two criteria; "Is it attractive enough for the student group with respect to their age, gender and needs?" "Can the language in the video be regarded as comprehensible input?"; if the answers to both questions were yes, the videos were assigned to the online course on *Edpuzzle.com*.

At the end of 12 weeks, the students watched all those videos on *Edpuzzle.com* and the other videos which were based on rephrasing what they heard on *Voscreen.com* and they took a posttest at the same time with the control group. After they took the posttest at the end of the

treatment, qualitative data was collected with nearly 10 minutes long sessions with 10 participants from the experimental group; every second student on the attendance sheet were asked to participate in the study and the interviews were recorded by the smart phone of the researcher after the consent of the participants was ensured.

### **3.6. Materials**

The materials which were assigned to the students during the classes were intentionally selected by the researcher on Edpuzzle.com and they are listed below with the basic information about the videos are given respectively length, level and the content.

1. Banking + Humans = Renaissance (5:11, intermediate, economy)
2. 10 Most Beautiful Gardens In The World (7:48, intermediate, nature)
3. Did Finland's basic income experiment work? - BBC News (6:03, upper-intermediate, Social Studies)
4. A Brief Overview of World War II (3:31, upper intermediate, wars)
5. Food Chains (04:45, upper, nature)
6. Water Cycle (06:25, upper-intermediate, ecology)
7. History of the atom (05:16, intermediate, science)
8. Global Warming 101 | National Geographic (03:03; intermediate, science)
9. Pythons Invade The Everglades (04:22, upper, nature)
10. Cellular Respiration: Energy For All (05:00, intermediate, nature)
11. Central America Today: Life in Central America (18:20, upper-intermediate, social life)
12. Opium Wars (13:38, intermediate, history and economy)
13. Crash Course: Imperialism (13:01, upper-intermediate, history and social studies)

14. Collecting Animal Bones in Alaska | Best Job Ever (03:02, intermediate, nature and jobs)
15. Rome (18:18, intermediate, ancient history)
16. Globalization - a global network (8:28, intermediate, social life and 21<sup>st</sup> century)
17. Ancient China (14:22, intermediate, history)
18. Top 10 Extreme Sports (09:06, upper-intermediate, sports)
19. International Migration (7:35, intermediate, social life and 21<sup>st</sup> century)
20. Reformation (14:31, upper-intermediate, social life and history)
21. Christopher Columbus: What Really Happened? (5:29, intermediate, history and adventure)

### **3.7. Data Analysis**

Since the current study implemented the mixed method research design, different data analysis procedures were applied. For the quantitative data that was gathered from the pretest and posttest, IBM SPSS Statistics 25 was used to analyze data to answer the research questions related to achievement levels and differences in scores in comparison to pretest and posttest mean for both groups. The posttest and pretest scores were compared and their means were calculated; a nonparametric test was applied to see whether a significant difference between the groups was observed or not; two independent samples *Mann Whitney U test* was applied with the purpose of understanding any significant differences since the sample size of each group was less than 30. In addition the data gathered from the interviews, content analysis procedure was applied and the similar responses were put into the same coding by two colleagues. Moreover, the descriptive analysis of the coding was made and thus, percentages and frequencies were found out and shown in the related tables.

## Chapter 4

### Results and Findings

#### 4.1. Qualitative Results

The current study made use of qualitative data that were gathered through the interviews conducted by the researcher and one of his colleagues who was an instructor at the foreign languages department also accompanied him during the interviews and helped the process of coding and creation of themes under similar categories.

Six questions were asked to the in the experimental group students; the questions aimed to find out their perceptions about the tools and the course that lasted for 12 weeks.

**4.1.1. The first interview question.** This question “Do you believe that listening is an important skill? Why or Why not?” aimed to investigate the perspectives of EFL learners on the listening skill and understand their reasons why they thought it was important, unimportant or very important.

Table 1  
*The importance of listening skill*

Variables	Frequency	Percent
important	5	55.55%
very important	3	33.33%
not important	1	11.11%

With regards to frequencies of the answers “important” and “very important”; it can be clearly claimed that almost all of EFL learners in the study believe it is a vital skill in the language learning process despite the answer “not important”.

Following the answers of “important”, “unimportant” and “very important”, the interviewees were asked the reasons why they stated in that way. At this point, many different answers were noted down and eight themes were created as it can be seen in Table 2.

Table 2  
*The reasons that make listening important*

Variables	Frequency	Percent
Comprehension	6	25%
Communication	4	16.6%
mastering the language	4	16.6%
being productive	3	12.5%
feeling confident	2	8.3%
feeling successful	2	8.3%
the hardest skill	2	8.3%
a lifelong skill	1	4.16%

It is apparent that the learners believe that listening is significant highly since they think listening is the key skill to communicate and perform in the target language; it can be understood from the answers of comprehension (%25), mastering the language (%16.6), communication (%16.6), which covers more than %50 among all answers. Besides the need to perform properly in the target language, the learners also believe that listening skills help them being productive

since they get the chance to understand what they are told to; then, they can produce output accordingly. Furthermore, they think that listening plays a vital role in their perceptions of how successful they are since they believe there is a harmony between being successful and listening skills (%8.3). Besides, it can also make them feel confident (%8.3). Moreover, it is believed that listening is a lifelong skill (%4.16) and it is the hardest one to master, which makes it relatively important.

Finally, it can be said that interviewees think it is a highly important skill since it enables them to communicate with others, perform in the target language properly and make them feel successful and confident; some of the interviewees states some reasons why they think so by claiming that it is the hardest skill and a lifelong necessary skill.

**4.1.2. The second interview question.** The second interview question “Do you think that ICT tools help you improve your listening skills? If they affect, how do they it?” intended to find out whether the learners believed ICT tools helped their skills to improve after the end of the treatment and investigate in what ways these ICT tools helped them to improve their listening skills according to their perceptions.

Table 3

*Do you think that ICT tools help you improve your listening skills?*

Variables	Frequency	Percent
Yes	9	100%
No	0	0%

It is obviously seen that all of the interviewees (%100) think that ICT tools have helped them during the term and improved their listening skills with various reasons. Therefore, one



more question has been asked to figure out the reasons which make them believe their listening skills have been improved. When the answers of the participants are evaluated (see Table 4 below), it is seen that the primary reasons why they thought ICT helped them are “comprehension” (%20) and “learning vocabulary” (%20); they claimed that the videos offered by the ICT tools on *Edpuzzle.com* and *Voscreen.com* helped them to increase their comprehension skills and they were able to learn new words through the input enabled by them.

In addition to the comprehension skills, the learners also stated that they started to detect the structures in a relatively easier than before and started to learn new structures as they were able to hear different conversations in various contexts in which different structures were made use of (%13.3).

Table 4  
*How does it help?*

Variables	Frequency	Percent
learning vocabulary	3	20%
Comprehension	3	20%
Pronunciation	2	13.3%
enables input	2	13.3%
learning structures	2	13.3%
Practice	1	6.6%
daily language	1	6.6%
Familiarity	1	6.6%

Moreover, the interviewees also stated that the tools guided them in terms of the way they pronounced some words (%13.3); they said that the videos also guided them to learn pronunciations of many words. Additionally, they believed that the tools helped them to enhance their listening skills through the practice, exposure to the daily language and increasing their familiarity with the target language.

As a conclusion for this question, it is clearly seen that EFL learners believe these tools are really effective in the language learning process since they affect it in various ways, which lead us to conclude that they built a positive perception and attitude towards the tools thanks to all these comments.

**4.1.3. The third interview question.** This question “Do you practice listening skills except for ICT tools? If so, how?” was asked with the aim of understanding whether the learners used alternative techniques during the semester to enhance their listening skills; if so, they were asked to share these sources from which they benefited.

Table 5  
*Do you practice listening skills outside the class?*

Variables	Frequency	Percent
Yes	8	89.9%
No	1	11.1%

Nearly all of the interviewees stated that they made use of other sources to practice their listening skills, which is in harmony with the first interview question; nearly all of them thought that it was important and needed to be mastered for communication and comprehension, which led them to practice it outside the class in alternative ways.

Table 6  
*How do you practice listening skills outside the class?*

Variables	Frequency	Percent
Watching series	7	36.6%
Watching songs	4	24.05%
Using ICT tools	3	15.78%
Watching movies	2	10.52%
Watching cartoons	2	10.52%
Watching news	1	5.26%

The interviewees who made use of alternative ways to practice the language were asked how they did it. Regarding the answers of them, it is apparently seen that most of them prefer to watch series (%36.6) since it not only enables them practice the listening and offer input; but also, they get the chance to enjoy the time. The second most common answer was "songs" (%24.05); the reason why learners prefer "songs" actually same as "series"; it offers them input in a way they enjoy; "songs" also sometimes offer them daily language, some of them regarded important in the second question. The next common response was "ICT tools" (%15.78); some interviewees reported that they liked to benefit from ICT tools like *lyricstraning.com* and *Voscreen.com* since they enjoyed music and movie clips; and, they could easily check the meanings of unknown words and these tools could give them instant feedback. The fourth common response was "movies" (%10.52) and "cartoons" (%10.52) since they were fond of audiovisual materials offering them both input and a good time. One of the interviewees reported that news was a favorite way to practice listening on news websites like CNN international and BBC (%5.26).

It can be concluded that EFL learners enjoy audiovisual materials such as series, movies and cartoons much more than other sources of input; the reason why they prefer those sources is the chance they get to make the learning process pleasure time in which they get relaxed and free of stress while listening to various input in different contexts. Besides, some other learners prefer to be busy with ICT tools, which show us that the course has shown them the internet can offer them alternative ways to learn the language in a way they are fond of. In addition to that, the ones who concern about the agenda of the country and would prefer to follow news in English news videos, which enable them both follow the news and latest events as they get input in the target language.

**4.1.4. The fourth interview question.** This question “*What are the advantages and disadvantages of Edpuzzle.com and Voscreen.com for you?*” aimed to understand what the participants thought about the tools with which they were busy for the whole term. They were supposed to share their ideas and the points they regarded as advantages or disadvantages one by one on the tools. (see Table 7 below).

According to the responses, the biggest advantage of *Edpuzzle.com* is the various videos that cover many different topics and fields ranging from agriculture, politics to science and history (%18.75) and in fact, the second most frequent response "general knowledge" (%12.5) is also related with the first answer since it again deals with the topics *Edpuzzle.com* offers through its videos; these EFL learners believed that watching these videos during the lessons not only make them practice the language but also improve their knowledge in various fields. The next common answers with a frequency of two are "internet use" and "practice" (%12.5); the interviewees believed that *Edpuzzle.com* led them to practice the language through the videos since they were supposed to answer the questions appearing on their screens and they were

graded and given feedback instantly (%6.25). Some of them also stated that they could take some notes while watching the video; the tool increased their cognitive skills as they needed to keep some key information in mind for future questions by improving their comprehension skills; besides, one of them thought that it could make them accustomed to follow and watch long videos in a foreign language without getting bored through extensive listening activities.

Table 7  
*The advantages of Edpuzzle.com*

Variables	Frequency	Percent
interesting topics	3	18.75%
general knowledge	2	12.5%
internet use	2	12.5%
practice	2	12.5%
taking notes	1	6.25%
comprehension	1	6.25%
cognitive skills	1	6.25%
helped me to see my level	1	6.25%
extensive listening	1	6.25%
instant feedback	1	6.25%
long videos	1	6.25%

Afterward, they were asked what they considered as disadvantageous and their answers were coded under similar themes (see Table 8). The most frequent answers were “boring” and “too hard” with a percentage of 24.42; both responses covered nearly fifty percent of all

responses' frequencies; to understand the reasons why they thought it was “boring” and “too hard”; we could evaluate the other frequent responses regarded as disadvantages by them such as “compulsory task”, “not attractive”, “too long,” and “not fluent”; thus, it could be seen why the learners regarded this tool boring and hard since the videos seemed to be not attractive enough, longer and harder than they expected; besides, the compulsory tasks on this tool were another factor; they all had to watch and submit their answers.

One another disadvantage that the interviewees pointed out by "not fluent" (%14.28), "replay" (%14.28) is that videos instantly stop when a question appears on the video and it does not start again until you answer it; at this point, they are able to replay it; however, it starts replaying from the point of the previous question; so, it becomes a burden on them to replay the scene if the durations are relatively long.

Table 8  
*The disadvantages of Edpuzzle.com*

Variables	Frequency	Percent
boring	3	24.42%
too hard	3	24.42%
not fluent	2	14.28%
not attractive	2	14.28%
too long	2	14.28%
compulsory	1	14.28%
replay	1	7.14%

After the questions about *Edpuzzle.com*, interviewees were asked about *Voscreen.com* and the questions tried to investigate what the interviewees considered advantageous or disadvantageous about this tool. Firstly, the participants talked about advantages of *Voscreen.com* (see Table 9 below); “short videos” (%20) is the most frequent response among others; the learners liked to deal with short movie clips in comparison to long videos which they dealt with on *Edpuzzle.com*. It was also understood that movie clips were attractive to them (%13.33); they were fond of watching interesting scenes from various movies; it was fun, attractive and cultural items beside daily language were offered to the learners.

Table 9  
*The advantages of Voscreen.com*

Variables	Frequency	Percent
short videos	3	20%
movie clips	2	13.33%
rephrasing	2	13.33%
choosing the level	2	13.33%
intended meaning	1	6.66%
daily language	1	6.66%
various videos	1	6.66%
fun	1	6.66%
attractive	1	6.66%
cultural items	1	6.66%

Additionally, some other features of *Voscreen.com* such as “choosing the level” (%13.33) and “choosing the mother language” (%13.33) were considered helpful; since when they choose their mother tongue as English, *Voscreen.com* required them to rephrase what they heard (%13.33); so they could learn synonyms and antonyms of many words; besides, they started to focus on intended meaning rather than focusing on the literal meaning (%6.66). Furthermore, some students were grateful since they had the opportunity to change the difficulty level of clips they were supposed to watch; therefore, they could deal with relatively comprehensible input.

Table 10  
*The disadvantages of Voscreen.com*

Variables	Frequency	Percent
compulsory	2	33.33%
short	2	33.33%
boring	1	16.66%
unclear	1	16.66%

**4.1.5. The fifth question.** This question “Do you prefer to practice listening skills through main course book tracks or ICT tools? Why or Why not?” seeks for further understanding of their preferences about the way they like to practice listening skills in language classes; firstly, they were asked which one they would like to deal with in the classroom; seven of the interviewees reported that they would like to practice just by ICT tools while two of them said they would like to have a class in which ICT tools and main course tracks were combined; both of them seemed to be much more effective from their point of view (table 11).



Table 11  
*How do you prefer to practice listening?*

Variables	Frequency	Percent
only ICT tools	7	77.77%
both ICT tools and course book tracks	2	22.22%

After they stated their preferences, the interviewees were asked the reason why they would like to practice in that way. Firstly, the ones who stated that they would like to practice through both main course books and ICT tools were asked why they preferred main course books.

The most frequent answer was recycling units; they believed that it helped them learn better and reach a better understanding when the units were recycled. The next response to the question was “daily issues”; one of them stated that the tracks in the book could offer them a chance to practice conversations about daily issues, which could improve their comprehension.

Table 12  
*Why do you want to practice through main course books?*

Variables	Frequency	Percent
recycling units	2	40%
daily issues	1	20%
educational purposes	1	20%
international standards	1	20%

Furthermore, the next answer was educational purposes; one interviewee stated that “*We know the books are for education; they should have a point in making us listen to these tracks*”. Another answer was that “international standards”; the student explained it by stating that “*Our course book is popular all around the world; they have international standards; I do not want to ignore it; it may be useful for use when we need to take some international proficiency exams like TOEFL and IELTS in the future*”.

Afterward, the ones who stated that they would not like to practice listening through main course book tracks were asked why they did not prefer it and what the disadvantages were; the responses were listed in table 13 below.

Table 13  
*Why don't you want to practice through main course books?*

Variables	Frequency	Percent
artificial	4	40%
uninteresting	3	30%
Easy	2	20%
too hard	1	10%

The most frequent answers were “artificial” and “uninteresting”; one of the interviewees who stated that the tracks were artificial reported that “*Teacher, we don't come accross this kind of conversations in movies, series and in real life; nobody speaks that much clear and slow; it does not make us ready for real life*”, which was a clear summary of other responses of “artificial”; the interviewees believed that the tracks in the book could not cover daily speeches and make them well prepared for real life situations.

The next most common response was “uninteresting”; the interviewees said that the topics of course book tracks did not appeal to them; one of the interviewees even stated that “*there are always same topics; my holiday, my favorite job, travel to abroad, village life, technology, and life; we get tired of these things; the same thing is in front of us since we were in primary school*”.

The other common answers were respectively “easy” and “too hard”; some interviewees believed that the tracks were not challenging and seemed to be easy for them; however, in contrary to that response, another interviewee stated that “*teacher, the tracks are not easy; I cannot understand them sometimes but I can choose my level on Voscreen.com*”. These opposite answers show us that learners could evaluate the level of tracks differently and the level of tracks cannot meet the needs of learners.

After the questions about the main course book tracks, the interviewees were asked the reasons and advantages that made them choose to practice through ICT tools; the answers were listed in table 14 above. The most frequent answers were “interesting” and “visuals”; it is clearly seen that the interviewees considered ICT tools much more interesting and found visuals attractive as the tracks in main course book are not audiovisual. However, the aural input that was enabled by *Edpuzzle.com* and *Voscreen.com* were from real life videos, documentaries, series, movies and videos which were all audiovisual materials; this point is understood to be the most critical point that makes ICT tools a star from their point of view since they like to deal with audiovisual materials to focus on easily and enjoy it.

Table 14  
*Why do you like to practice listening skills through ICT tools?*

Variables	Frequency	Percent
interesting	4	16%
Visuals	4	16%
daily language	2	8%
replaying	2	8%
individual study	2	8%
internet use	2	8%
comfortable	2	8%
comprehensible	1	4%
extensive listening	1	4%
free	1	4%
choosing level	1	4%
challenging	1	4%
informative	1	4%
taking notes	1	4%

The next common answer was "daily language", "replaying", "individual study", "internet use" and "comfortable" with the frequency of two. Firstly, the interviewees considered ICT tools much valuable since the tools could offer them daily language and real life conversations much more than the main course book tracks. One of the interviewees stated that *"I sometimes watch a clip from a movie or watch different parts from series and cartoons; I have to listen to daily speeches and how they pronounce the words, this can increase my comprehension skills"*.

The second answer "replaying" was considered as one of the advantages since the learners could replay the parts that they could not comprehend for the first time; they were able to replay it many times until they believed it was okay to skip it; thanks to this feature of tools, each student could replay different parts until these parts turned to be clear and understandable for them.

Next, some interviewees stated that ICT tools were many comfortable thanks to individual study time and internet use since they were able to personalize the learning process through some other internet tools such as online dictionaries and language tools.

The other answers to the question with a frequency of one were "comprehensible", "extensive listening", "free", "choosing level", "challenging", "informative" and "taking notes". One of the interviewees stated that "*We can choose the level we like to deal with on Voscreen.com; I like to practice there to evaluate and see my level; I think it is a big advantage*" and pointed out being able to choose proficiency levels was one of the key advantages they had on *Voscreen.com*. Another interviewee said that "*there are many videos and clips from various sources, I do not get bored because I also increase my general knowledge*". The next interviewee also pointed out that this learning process may turn to be challenging for them from time to time when they change the proficiency level of videos and deal with various videos from different fields. Taking notes was also considered as an advantage that these tools offered them since they were able to copy and paste some unknown words and structures for further classes on their emails and cloud storage accounts. For the purpose of understanding the negative aspects of ICT tools usage in the classroom; the interviewees were asked to share the things they considered disadvantageous. Actually, most of the interviewees replied to the question by saying that they regarded nothing as disadvantageous; however, some of the interviewees shared these points as disadvantages; "internet failures", "not suitable for exams", "boring".

Table 15  
*What are the disadvantages of ICT tools for you?*

Variables	Frequency	Percent
internet failures	1	33%
not suitable for exams	1	33%
Boring	1	33%

One of the interviewees expressed himself by saying that “*teacher, you know our internet is not that much good, we have to start the activity from the beginning when the connection is lost; you have to refresh the page and replay the video; when I watch it for the second time; it gets boring*”. Another interviewee also pointed out that “*exams are not designed regarding the content and language in these tools; it may turn to be a problem for us; exams are important, too*” and intended to mean that he would like to deal with the materials that he could face with in exams with the intention of passing the class in a well-prepared way.

**4.1.6. The sixth interview question.** At the end of the interview, the participants were asked: “*What do you like or dislike about the listening course in this term?*”. It was seen that none of them had a negative opinion about the course. All of the interviewees were seen to be satisfied with the listening course with some various reasons as it was shown in table 15 above.

Table 16  
*What do you like or dislike about the listening course in this term?*

Variables	Frequency	Percent
satisfied	9	100%
unsatisfied	0	0%

With the intention of finding out the reasons that made them satisfied or unsatisfied with the course, the interviewees were asked to share the points they liked or disliked; the most frequent answer was “increasing proficiency” with a frequency of five, then it is followed by “attractive” with a frequency of three; the next common answers were “practical”, “fun”, “autonomous learner” with a frequency of two.

Table 17

*What did you like/dislike about the listening course in the current term?*

Variables	Frequency	Percent
improving skills	5	28.41%
Attractive	3	17.67%
Practical	2	11.76%
Fun	2	11.76%
autonomous learner	2	11.76%
enough input	1	5.88%
Motivating	1	5.88%
compulsory assignments	1	5.88%

The less common answers were “enough input” and “motivating”. The interviewees believed that their listening skills were developed significantly; it was actually one of the key things that kept them motivated and ready for the classes since most of them considered the classes helpful for their skills. Besides, some of the interviewees also stated that the classes were attractive and they liked to attend these classes since it was enjoyable.

They also regarded the class as fun and practical as they were not supposed to do something else except signing in their own accounts on these websites; furthermore, some of the interviewees believed that this course could help them become autonomous learners as they knew how to increase their listening skills on their own through this kind of tools; one of the interviewees stated that *“I started to use lyricstraining.com too, it is also fun and I think it is better than Edpuzzle.com”*. The only unsatisfying thing about the course was “compulsory assignments” with a frequency of one, the interviewee said that *“When it is a must for us, it may turn to be a burden and I do not like to do that”*.

**4.1.7 The summary of the qualitative findings.** The qualitative findings were used to figure out the perceptions of EFL learners and how they evaluated the learning process that lasted for 12 weeks; the questions that were asked to them during the interviews guided the researcher to find out an answer to the third research question of the study and to analyze their perceptions in the discussion part.

## **4.2 Quantitative Results**

The researcher conducted a pretest and a posttest that included 25 questions to be able to see achievement differences between the groups at the end of the treatment that lasted for 12 weeks. IBM SPSS Statistics 25 was used to find means for tests and the differences between and within the groups. With regards to the data in table 17, the means of pretest scores of experimental group and control group were respectively 10.6667 and 10.9615, which showed us that the control group performed slightly better in the pretest than the experimental group.

However, the posttest scores of the experimental group and the control group were respectively 14.8750 and 12.6923. The data make it clear that the experimental group outscored the control group in the posttest even though the control group was slightly better in the pretest; it



shows us that the group attended the treatment for 12 weeks was more successful than the other group. However, *Mann Whitney U* tests were conducted to figure out the difference between the group are significant or not since the sample size is not more than 30; the data that have been produced by *Mann Whitney U* tests can be seen in table 18 and table 19.

Table 18

*Pretest and Posttest Scores of Each Group*

control or experimental		pretest scores	posttest scores
Experimental group	Mean	10.6667	14.8750
	N	24	24
	Std. Deviation	3.05979	3.32726
	Max. Score	16	22
	Min. Score	6	7
Control group	Mean	10.9615	12.6923
	N	26	26
	Std. Deviation	4.05444	4.94586
	Max. Score	19	23
	Min. Score	7	6
Total	Mean	10.8200	13.7400
	N	50	50
	Std. Deviation	3.57822	4.34629

Table 19

*Mann Whitney U Test Pretest Scores*

control or experimental	N	Mean Rank	Sum of Ranks
experimental group	24	25.79	619.00
control group	26	25.23	656.00
Total	50		

The mean ranks of the experimental group and the control group in the pretest were respectively 25.79 and 25.23 (Table 18); however, the mean ranks of posttest of each group were 30.25 for the experimental group and 21.12 for the control group (Table 19).

Table 20

*Mann Whitney U Test Posttest Scores*

control or experimental	N	Mean Rank	Sum of Ranks
experimental group	24	30.25	726.00
control group	26	21.12	549.00
Total	50		

Table 21

*Test Statistics<sup>a</sup>*

	pretest scores	posttest scores
Mann-Whitney U	305.000	198.000
Asymp. Sig. (2-tailed)	.891	.026

a. Grouping Variable: control or experimental

The test statistics produced by *Mann-Whitney U Test* indicates a significant difference in the posttest scores of each group since the P value is 0.026 which is less than 0.05 although no significant difference can be observed in the scores of pretest scores since the value is much higher than 0.05.

**4.2.1 The summary of the quantitative findings.** The quantitative findings of the research have pointed out the participants of the experimental group have significantly outperformed the control group with regards to the scores in the posttest. The quantitative findings firstly guided the researcher to investigate whether the treatment affected the listening comprehension skills of EFL learners to find an answer to the first research question; furthermore, the findings also helped the researcher to investigate the second research question that tries to figure out a significant difference between the achievement levels of the experimental group and the control group occurred or not.

## Chapter 5

### Discussion

#### 5.1. Overview

This chapter provides the discussion of the findings and results that have been gathered through qualitative and quantitative results and it also aims to find answers to the research questions and presents the conclusion of the study besides the recommendations for further studies.

#### 5.2. Discussion of Findings with Relation to the Research Questions

The current research tried to find answers to the following research questions;

1. Do ICT tools affect the listening comprehension skills of EFL learners?
2. Is there a significant difference between the achievement levels of the experimental group and the control group?
3. What are the perceptions of EFL learners towards ICT tools?

**5.2.1. Discussion of the first research question.** First of all, the research has aimed to understand whether ICT tools would have an effect on listening comprehension skills of EFL learners as it is stated in research question 1; the quantitative results that have been presented in chapter 4 can guide us to find the answer to this question. When the results of pretest and posttests are compared, it can be understood whether these tools are effective on the improvement of listening skill or not.

With regards to the comparison of means of scores in the pretest, it can be clearly seen that there was not a significant difference between scores of both groups as the mean of the experimental

group was 10,6667 and it was 10,9615 for the control group; in other words, these scores pointed out that there was no significant difference between groups before the treatment. However, when the scores of posttest were evaluated and a comparison was made it is clear that the group that made use of ICT tools in their listening skill classes each week outperformed the control group with the mean of 14,875 while the mean of scores of other group was just 12,6923. As a result, it is obvious that ICT tools can increase the achievement levels of EFL learners and help them improve their listening comprehension skills. These findings are actually in accordance with some previous studies. For instance, Buran (2008) reported similar results with the current study; her study also found out that technological tools can create an important difference between groups and affect their listening skills in a positive way. In addition to that study, Sejdiu (2017) found out that multimedia technology helps EFL learners improve their listening skills to a great extent. Besides, a recent study by Famarzi, Tabrizi, Chalak (2019) reported that video podcasting technology has significantly affected the listening comprehension levels of students, which is again in accordance with the present study.

**5.2.2. Discussion of the second research question.** The second research question has aimed to find out whether there is a significant difference between the groups after the treatment. With the intention of finding an answer to that question, the quantitative findings of the research can be used for further understanding. The pretest scores of both groups were analyzed through Mann-Whitney U test and it was found out that the P value was 0.891 which was considered as an insignificant value; in other words, achievement levels of both groups were not significantly differentiated; however, the same analysis process was conducted on the posttest scores of both groups and it was found out that the P value was 0.026; thus, the results pointed out that there is a significant difference between the achievement levels of both groups in favor of the experimental

group. As it is critical for the research to see whether any difference between the groups would be considered significant is crucial, this question played a vital role for the conclusion and discussion chapter of the study since it was found out that ICT tools could affect the listening skills of EFL learners with a significant difference on which the research was built. With regard to significance value of the present study, it can be seen that it is in harmony with the previous studies (Buran, 2008; Sejdiu, 2017; Faramarzi, Tabrizi and Chalak, 2019). All of these previous studies have reported a significant difference within or between the groups after the treatment, which shows that the current study is in accordance with the various previous studies from different contexts.

**5.2.3. Discussion of the third research question.** With the purpose of understanding the perceptions of EFL learners who attended the treatment, nine of them were randomly selected and interviews were conducted with them; in these interview sessions, six questions about the course and the treatment were asked them and their answers were analyzed and were put into coding. At this stage, tables 3, 4, 6, 11, 14 that coded by regarding the answers of interviewees can make a great help to show us the perceptions of the learners.

As it is showed in table 3, all of the interviewees believe that ICT tools help them to develop their listening comprehension skills and so, they list eight different things through which ICT tools help them; they believe that ICT tools can promote their vocabulary knowledge, comprehension skills, learning structures and improve their pronunciation skills, daily language knowledge and offers them input; increase their familiarity with the target language. In this aspect, the findings of the present study are supported by some previous studies in the field; for example, Hismanoğlu (2012) reported that computer software was found to be useful in improving pronunciation skills of learners. Moreover, Gun (2016) revealed that the pronunciation

skills of learners were improved after a treatment based on using animations in EFL classes. In terms of entertainment, Başaran and Köse (2011) pointed out that video materials are regarded as attractive, fun and helpful by EFL learners.

On the other hand, the learners believe that the tools can give them the opportunity to practice the language. Therefore, it can be clearly seen that EFL learners consider ICT tools a great way to learn the language in an easier and effective way, which is in harmony with the findings of Hughes study (2015) that states students approach to ICT in a positive manner. With regards to the data in table 11, it is clearly observed that the learners perceive the tools as a great help to their language learning process as their preferences were asked: “Do you prefer to practice listening skills through main course book tracks or ICT tools?”; most of them told the interviewer that they just liked to practice listening skills through ICT tools; additionally, the other ones who preferred main course books did not like to choose it as the only way to practice; on the contrary, they stated that they would combine the tools with the main course book tracks.

Therefore, the data shown in table 11 points out that they all believe that making use of ICT tools is a good and effective way to practice listening skills. This inference can also be seen regarding the data showed in table 6; the most frequent third way to practice listening skills outside the class is ICT tools following series and songs, which points out that EFL learners find the tools useful and continue to practice listening through these tools not only in the classroom but also outside the classroom.

When the answers listed in table 14 are taken into consideration, the reasons why these EFL learners perceive the tools effective are seen clearly since they list many things which they consider as a reason why they like to practice listening through ICT tools. First of all, they

perceive the tools interesting, comfortable, and challenging; in addition to that, they think the materials offered by the tools are informative.

Besides, audiovisual materials are also perceived as a great advantage and comes one of the most frequent answers since the audiovisual materials can easily attract the learners and take their attention to the class and create a positive atmosphere (Belet Boyacı and Güner, 2018); the literature also advise the teachers to make use of them in EFL classes since they give the learners to understand an unclear point through what they see when they are not able to comprehend what they hear; in this aspect, the findings of the current research are in accordance with the previous research in the field, which supports the idea claiming the audiovisual materials can make great contributions to the language classes in different ways. With regards to the positive findings about the audiovisual materials; it is seen that the current research is in agreement with the previous studies. Boztepe (2013) stated that audiovisual materials influenced both motivation levels of learners as well as their achievement levels. Moreover, in the study of Becker and Sturm (2015), it is seen that audiovisual materials have made a great help the learners and increased their listening proficiency. Another study by Yasin, Faisal and Rizki (2018) showed that audiovisual materials contributed to the development of listening skills of EFL learners and help them improve their listening skills significantly.

Besides, they are fond of these tools since they are given the chance to change the level of input they are exposed to; therefore, they can deal with comprehensible input which suits their proficiency level and learning process; they are able to study individually through the internet with the opportunity to replay the input for many times until it becomes clear for them.



One another thing is that EFL learners perceive the tools as a source of daily language input; they can be exposed to the daily language items through the videos and clips offered by the tools, this finding actually approves what the previous research in the field points out. ICT tools can offer daily language items through audiovisual materials and so, the learners can become capable of understanding daily language structures and pronunciations, which can make it easier for them to understand real-life conversations and make them ready for daily speeches (Guariento & Morely, 2001). These points are all pointed out by the interviewees and it can be understood that they perceive that kind of features of tools helpful and believe they could make contributions to the learning process.

### **5.3. Discussion of the perceptions on the tools**

During the interviews, students were asked the advantages and disadvantageous of the tools which were used in the treatment for twelve weeks; the participants talked about *Voscreen.com* and *Eduzpuzzle.com* separately and expressed their perceptions on the positive and negative aspects of both tools.

When the data in Table 9, 10 are considered, it is obvious that learners are fond of *Voscreen.com* and perceive it very helpful despite a few disadvantages with low frequencies as they believe that *Voscreen.com* offers them short videos and movie clips; thanks to this feature, they do not get bored. Besides, this tool gives them the chance to choose the proficiency level; thus, they can adjust the level and deal with the input they could comprehend. Additionally, there are many different videos for each level from various sources; this can help learners to get aware of the target culture and daily language items in time.

Furthermore, the learners were required to choose a language to which they would translate what they hear from the videos in English; at this registration stage, they were told to choose English as their native language and the tool required them to translate the input in English to English; so, they rephrased the sentences and learned synonyms, antonyms of words; it is seen that students were also aware of this feature since they perceived it as an advantage and shared during the interviews.

On the other hand, the interviewees were also asked about their perceptions on *Edpuzzle.com*; and two tables (Table 7, Table 8) were prepared according to the data they provided during the interview. After their answers were put into coding, it was seen that learners were fond of *Edpuzzle.com* because of many reasons; many of them believed that it offered interesting topics for English classes that increased their general knowledge. Besides, it was regarded as practical and comfortable. They were also satisfied with the feedback that the tool offered them instantly. The tasks on *Edpuzzle.com* also were seen to improve cognitive skills as the students needed to make some conclusions, inferences to answer some questions and understand the input as much as possible, which also helped them develop their comprehension skills according to the data in table 7. On the other hand, they expressed some disadvantages with various frequencies; nearly 25% of them regarded it as boring and too hard; moreover, almost 15% of the interviewees stated that the videos were too long and they needed to stop and replay it for many times to find the correct answer, which made the way not to be seen attractive for *Edpuzzle.com*.

However, it should be pointed out although the interviewees expressed many advantages for *Edpuzzle.com* as they listed for *Voscreen.com*, they shared many disadvantages for *Edpuzzle.com* with high frequencies in contrast to *Voscreen.com*, which had some disadvantages

with low frequencies in comparison to the first tool (see Tables 7, 8, 9 and 10). The data can help us to conclude that the learners perceive *Edpuzzle.com* advantageous as much as *Voscreen.com* however they believe that the former comes with many disadvantages in contrast to the latter.

Finally, with the purpose of understanding the students' perceptions of the entire course, they were asked to share what they liked and disliked about the course in that academic term (see Tables 15 and 16). It should be noted out that all of the participants of interviews perceived the course as satisfying as the data in table 16 shows. This perception is understood to have some different reasons. First of all, it has been seen that interviewees found the course helpful for their language learning process; and attractive enough besides being fun. Furthermore, it was understood that the course led some students to become more autonomous learners as they got aware of how to learn a language on their own through tools. They also believed that this type of listening course was practical and motivating for them; at this point, the current study has the same findings with the previous studies claiming that there is a positive correlation between the audiovisual materials and motivation of students; Lin (2002) reported that movies can enhance the motivation levels of students; moreover, Boztepe (2013) stated that audiovisual materials affected the motivation levels of EFL learners in a positive way. It should not be forgotten that motivation also plays a vital role in the learning process and the learners consider the course as motivating.

## Chapter 6

### Conclusion

#### 6.1. An overview of the study

The current study has focused on the integration of ICT tools into listening skill classes to increase comprehension skills of EFL learners at the engineering department of a university. Differently from other studies conducted before in the field, the current study made use of audiovisual materials through two ICT tools; *Edpuzzle.com* and *Voscreen.com* at a university context. It investigated the listening comprehension skills of EFL learners and how much they improved it during the process. 50 EFL learners attended the treatment; and formed 2 groups as the control group and the experimental group. The study lasted for 12 weeks and the pretest-posttest technique was implemented; besides, interviews were conducted with nine of learners who attended treatment. Thanks to the data that have been gathered through the tests and interviews, the study conducted a discussion of finding; and in this chapter, the study is concluded with the final statements; answers to the research questions and references from the literature of the research field. The current study has aimed to investigate whether the integration of ICT tools into listening skill classes would affect the achievement levels of EFL learners on the tests and increase their competency in the target language. With the purpose of figuring it out, the current study made use of pretest and posttest technique; gathered data and reached findings. Besides, the study has also aimed to understand how EFL learners perceive the process and the tools that have been used for 12 weeks and what their perceptions were about the listening course that was based on just ICT tools. With the aim of understanding their perceptions, the study also held interviews with students and coded their responses; thus, it gathered data and understood how they perceived the process.

## 6.2. Conclusion

The qualitative results of the study have made it clear that the experimental group outperformed the control group with a significant difference in posttest scores despite the fact that there was not a significant difference between the groups in their pretest scores. Therefore, the study has shown that the integration of ICT tools is able to increase achievement levels of EFL learners and help them develop their listening comprehension skills. In this aspect, the study has found out similar results that the previous studies in the field presented as Iranmanesh and Darani (2018) reported in their study that ICT tools can help the students to a great extent; they help learners comprehend not only metaphorical but also lexical meanings and increase their comprehension skills; furthermore, Özel (2013) stated that the web 2.0 tools can help EFL learners improve their language skills including listening and boost them in different ways. Similarly in this study, the experimental group outscored the control group with a significant difference. Thus, it can be concluded that the study has proved ICT tools can create positive effects on the listening skills of EFL learners as they improve their comprehension skills with an increase in their posttest scores.

The qualitative findings of the study that have been gathered through the interviews have shown that the study has similar results with the previous studies in the field in terms of its findings on the audiovisual materials, real-life contexts, daily language items, changes in motivation, usage of movies and outclass activities. First of all, the study has found out the learners value audiovisual materials highly as it can take their attention easily and attract them much and offer idioms, which is in accordance with the study of Cooper (2012) and it was understood that the movie clips are important as it offers both audiovisual input and spoken language as it is stated in the study of Hekmati, Ghahremani, Navidinia (2018).

Besides, the learners were concerned about the real-life contexts and they expressed their pleasure since they faced with movies and videos that offered spoken language forms in appropriate real-life contexts. The previous studies in the field have also reported same results claiming that tools were advantageous and helpful for learners as they can offer students language in real life situations, which is in the same way that the current study points out (Belet Boyacı and Güner, 2018; Guariento and Morely, 2001; Kılıçkaya 2004).

Furthermore, the study has also found out that the listening course integrated with ICT tools can also affect the motivation of learners as it is expressed by the interviewees since the listening course required them to watch movie clips and various videos from different sources (Lin, 2002; Boztepe, 2013). Holden (2002) shared the same point of view and claimed that using movies does not only help learners to improve their language skills but also affect their motivation levels in a positive manner. On the other hand, Mishan (2005) stated that authentic materials such as movies may not be comprehensible and far beyond the understanding of the learner, which could affect the learning process negatively; however, the tool students used in the treatment enabled them to choose the appropriate level and they were asked to deal with that, which can also be regarded as one of the motivating points for the students as they shared that being able to choose the level was one of the advantages of tools; at this point, the current study could also offer a solution to the problem presented years ago in the field.

The study has also pointed out that ICT tools can guide learners outside the classroom on how to learn the language on their own as some students listed “ICT tools” as a way to practice the language outside the classroom during the interviewees as the most common third way following series and songs.

In the same way, Balbay and Erkan (2018) reports that the language learning process should not be limited to activities in the classroom; it should be continued outside the classroom, too; at this point, ICT tools can give learners this chance and they could go on practicing the target language, which is in accordance with the findings of the current study since it has been understood that these tools also can play a role in language learning process outside the classroom, too.

In conclusion, we need to integrate our classes with leading innovations (Uzun, 2016) as technological developments have reasoned in many changes in language instruction and the way people learn it thanks to the opportunities that teachers and students have today (Uzunboylu, Biçen and Çavuş, 2011). This study has shown that ICT tools are able to improve listening skills of learners through authentic audiovisual materials; in this aspect, the current study concludes in the same way with Dewi (2018); Dewi's study reported that authentic materials can affect the achievement of learners in listening comprehension. Besides the achievement levels, the current study found out that these materials affect learners' perceptions in a positive manner with many advantages such as being motivating, real-life situations, offering idioms, dealing with movie clips, internet use and instant feedback; it has been seen that their scores have also been affected to the significant extent (Boztepe, 2013; Becker, Sturm, 2015; Ekinci, 2017; Sejdiu, 2017; Yasin, Faisal & Rizki, 2018).

The current study is in accordance with the previous studies in terms of its qualitative and quantitative findings (Boztepe, 2013; Becker, Cooper, 2012; Sturm, 2015; Dewi, 2018; Ekinci, 2017; Hekmati and et. al., 2018; Prensky, 2001; Sejdiu, 2017; Uzun, 2012; 2016; 2017; Yasin, Faisal & Rizki, 2018) and showed that an integration process with various tools can be applied

for intermediate level students who study at a university and improve their competency in the target language as well as changing their language learning just in twelve weeks.

### **6.3. Limitations of the Study and Suggestions for Further Studies**

The current study has lasted for 12 weeks for one academic term; it may be advisable for further studies to be conducted for the whole year; thus, different results may be reached.

Secondly, the participants of the current study were less than 60; it would be better to conduct the study with a bigger sample size. The study has also investigated just intermediate level students; it can be conducted with various levels from beginner to advanced level students since different data from different levels may be reached.



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## ULUDAĞ ÜNİVERSİTESİ

## TEZ ÇOĞALTMA VE ELEKTRONİK YAYIMLAMA İZİN FORMU

Yazar Adı Soyadı	Samet BAL
Tez Adı	The Integration of ICT Tools into Listening Skill Classes to Improve Listening Comprehension of EFL Learners
Enstitü	Eğitim Bilimleri Enstitüsü
Anabilim Dalı	Yabancı Diller Eğitimi Anabilim Dalı
Bilim Dalı	Yüksek Lisans
Tez Türü	Yüksek Lisans
Tez Danışman(lar)ı	DOÇ. DR. LEVENT UZUN
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Hazırlamış olduğum tezimin yukarıda belirttiğim hususlar dikkate alınarak, fikri mülkiyet haklarım saklı kalmak üzere Uludağ Üniversitesi Kütüphane ve Dokümantasyon Daire Başkanlığı tarafından hizmete sunulmasına izin verdiğimi beyan ederim.

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