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## ‘Why Do I Listen to This?’ Voices from University Students Using Websites to Practice Listening Comprehension

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### Abstract

*Technological advancements in the 4.0 era have made it possible for English language learners to access online resources at any moment in any place, including websites that provide learners with a wider variety of auditory inputs. Despite this, some students may find it difficult to navigate independently owing to the vast quantity of websites. This research aims to discover the websites utilized by English major students at a state university in West Sumatra in independent listening practices, as well as their underlying motivations for selecting those websites. Using a qualitative case study, the data were collected using a questionnaire that was administered to 105 fifth-semester university students, and presented according to the frequency. The findings recorded a total of 34 websites used by students for practicing listening to enhance proficiency in deciphering unfamiliar words, acquiring knowledge of English sounds, and comprehending spoken utterances. The students further confirmed that materials found through the sources provided them with a sense of ease in learning. These initiatives demonstrated the students’ proficiency in utilizing technology for additional learning inputs. Nevertheless, the effectiveness of these learning modes still needs to be confirmed as the duration spent by learners may not be sufficient. Further research is recommended to analyze the websites selected by students to provide more tangible evidence regarding the suitability of the material for learning.*

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## 1. INTRODUCTION

The goal of English language teaching is globally known to primarily foster communication skills (H. D. Brown, 2001; Harmer, 2015). To develop excellent communication abilities, students must receive enough English input, one of which is through English listening activities. In other words, effective English competence may depend on the fundamental skill of listening (Latupono & Nikijuluw, 2022; Nation & Newton, 2009; Renukadevi, 2014; Rost, 2009; Wilson, 2008). Nonetheless, the use of these activities in the classroom influences students' lack of practice due to the limited time allocation, particularly concerning authentic inputs (Agustin & Wirza, 2020; Hanifa, 2018; Hanifa & Yusra, 2023; Rintaningrum, 2018). As a result, teachers and students must understand the value of practicing independent listening outside of the regular learning periods.

In this 4.0 era, the presence of technology has infiltrated our daily lives, including in the field of English language learning. Consequently, English as a Foreign Language (EFL) websites or digital resources are increasingly in demand as resources for language learning (Alhabahba & Mahfoodh, 2016; Aşık et al., 2020; Lai et al., 2016; Sadeghi & Heidar, 2016; Shen et al., 2015; Taghizadeh & Yourdshahi, 2020). The use of technology and ease of access to the internet provides more types of inputs for listening materials, including podcasts, videos, English songs, as well as authentic materials sourced from various websites (Afriyuninda & Oktaviani, 2021; Fakhruddin et al., 2020; Hanifa & Yusra, 2023; Puspita & Amelia, 2020) to present learning experiences that have various impacts and improve students' listening skills (Gilakjani & Sabouri, 2016; Hwang et al., 2019).

Nonetheless, the variety of websites that provide EFL-related content may be overwhelming for beginner-level learners who mostly require guidance. Students may find it challenging to learn via online platforms such as websites due to their lack of proficiency in digital tools and poor time management (Sriwichai, 2020). Furthermore, to obtain the required and appropriate learning materials from websites, learners must have the ability to select, evaluate, and analyze the sites (Dudeney & Hockly, 2007; Yang & Chan, 2008). This is not a simple task, especially for students who are not accustomed to performing material analysis (Silvhiany et al., 2021). Regarding this, students' capacity to choose the most appropriate learning materials greatly influences the success of using websites for studying.

Issues related to the use of EFL learning websites as a source of learning materials have been investigated in several previous studies (see, for example, Alhabahba & Mahfoodh, 2016; Alhabdan, 2021; Cengiz et al., 2021; Destianingsih & Satria, 2017; Gangaiamaran & Pasupathi, 2017; RahmtAllah & Mohamedahmed, 2021). These previous studies focused on assessing and researching the usage of EFL websites for general English learning, which includes all areas of language skills such as listening, reading, speaking, and writing. Furthermore, they emphasized the evaluation and analysis based on researcher perspectives. As a result, research into examining listening materials from websites based on students' choices remains a

topic worth exploring. In response, the current study looks into the usage of websites for practicing listening skills from the perspective of university students.

This study is designed to answer the following questions:

1. What are the prominent websites that university students use to practice listening?
2. What motivates the students to choose the websites?

It is highly expected that understanding more about EFL websites for learning listening will enable learners to obtain up-to-date inputs from various sources to be communicatively competent. Besides, these research results are believed to be useful and can provide information for educators to design English materials, especially for those who design tasks that develop students' listening skills.

## **2. LITERATURE REVIEW.**

### **2.1 Listening Skills in Language Learning**

The ability to listen is essential for learning a language since it aids in understanding our surroundings and is one of the components of effective communication (Rost, 2009). When learning a language for communication, listening teaches learners to familiarize themselves with pronunciation, word stress, vocabulary, and grammar (Yusra & Hanifa, 2023). Also, it enables students to understand messages by focusing on voice tone, pitch, and accent (Renukadevi, 2014). Emphasizing the importance of listening, Anderson and Lynch (2003) assert that speaking and listening abilities must coexist for effective face-to-face communication, making listening skills just as crucial as speaking skills. The capacity to listen is necessary for learning because it allows students to learn new knowledge and develop new perspectives (Wallace et al., 2004). Strong listening abilities not only improve comprehension but also make it easier for learners to speak clearly and smoothly.

Furthermore, listening is considered to be a fundamental skill to be mastered in language classrooms. Rost (1994) highlights some main reasons for this. First, listening gives students input. Any learning cannot start if the information is not understood at the proper level. Then, spoken language gives students a way to interact because comprehension requires interaction between students (Pica et al., 1987; Richards, 2008). It is imperative to have access to language speakers (Rost, 2016). Furthermore, language learners' lack of ability to comprehend what they listen to encourages interaction and learning rather than acting as a barrier (Chang & Read, 2006; Wilson, 2008). Also, understanding the language used by native speakers creates a challenge for language learners to keep on learning (Goh, 2000). Lastly, listening activities give educators a way to alert students to new linguistic forms (vocabulary, grammar, and interaction patterns) (Newton & Nation, 2020; Tsuda et al., 2023).

It is important to bear in mind that in order to have effective listening ability, learners need to pay attention to the process of listening which involves a collection of skills. Anderson and Lynch (2003) assert that students need to possess the ability to (1) differentiate between spoken signals and background noise; (2) break down the uninterrupted speech into identifiable word components; (3) comprehend both the speaker's intended meaning and the syntax of the utterance; and (4) utilize their language expertise to generate a precise and relevant response to the spoken content. Besides, listening activities commonly require learners to work on top-down and

bottom-up processes (Berne, 2004; S. Brown, 2006; Cook, 2008; Richards, 2008; Rost, 2002; Surkamp & Yearwood, 2018). Top-down processing refers to using prior knowledge and experiences about certain topics and situations to understand meaning. Meanwhile, bottom-up processing is the method of assembling our understanding of what we hear one step at a time using the information we have about sounds, word meanings, and discourse markers like first, then, and after that. Therefore, listening is regarded as a complex and interactive process in which students participate in a dynamic production of meaning. Learners comprehend the oral inputs based on sound discrimination, prior vocabulary knowledge, grammatical structures, stress, and intonation, as well as other linguistic, paralinguistic, or even non-linguistic indicators in contextual speech (Rost, 2016).

Additionally, during listening comprehension activities, students are provided with comprehensible input tailored as purposeful listening activities that promote certain listening abilities including, but not limited to, understanding of sounds and vocabulary of the language, inferring goals and participants in the text, identifying cause and effect, and understanding literal and implied meanings (Richards, 1983). Schmidt (2016) proposes an idea to enhance one's listening skills by engaging in both extensive and intensive listening activities by keeping a listening journal. Waring (2008) asserts that learners trying to achieve better fluency in listening could engage more in extensive listening activities where it is not necessary to listen for precise information, the exact words of a phrase or expression, or for details. Learners may focus on the meanings of the texts of their own choice and listen at their own pace without intrusion from teachers (Mayora, 2016) and continue to work on more intensive activities such as decoding the texts and doing exercises to fill in the gaps, writing transcriptions, and marking prosody or pronunciation features that overall train the listening abilities (Schmidt, 2016). In other words, extensive listening activities allow students to access a vast amount of target language while not being confined to only doing listening activities in the classroom as suggested in intensive listening activities. Hence, with more frequent practice on listening, learners will have more opportunities to develop their listening abilities (Ivone & Renandya, 2019).

## 2.2 Learning English from Websites

One of the most magnificent inventions of our day is the internet, which has brought about many transformations including in academic life. Nowadays, English language learning frequently necessitates using websites as technological aids to advance learners' proficiency in this foreign language (Aşık et al., 2020; Taghizadeh & Yourdshahi, 2020). There are currently countless websites, pages, and web portals where students can find a variety of exercises, practices, and explanations to help them reinforce their language learning. The incorporation of the internet in technological advancements in language learning allows learners to enhance knowledge acquisition while improving language skills (Aminah, 2018; Blake, 2011; Son, 2007, 2008). The significance of using the internet triggers a phase of freedom and autonomy through the websites, through which students find out for themselves lesson topics and resources in the English language that best suit their interests and needs (Suriman et al., 2019). Web-based English resources also can alleviate learners' anxiety levels, allowing them to complete the assignment at their own pace (Bashori et al., 2022; Pino, 2008).

The use of internet website resources is regarded as useful and meaningful for teaching and learning listening. Internet website resources including videos, movies, podcasts, songs, captions, and even translated scripts will bring varieties of inputs at the right level for a wider range of learning styles (Agustin & Wirza, 2020; Fakhruddin et al., 2020; Robin, 2007). Moreover, Saitakham (2012) pointed out that the perceived usefulness of websites-assisted listening is influenced by four crucial factors. The first of these is learning lesson interactivity. Students can access and practice any of the learning materials that are easily accessible electronically in a variety of formats via websites. These websites normally already have numerous additional links that lead to resources that are relevant to the students' topics and increase their exposure to up-to-date information (Suriman et al., 2019). The second aspect is to allow students to complete their listening practice rapidly due to online components that websites offer such as animations and multimedia content. The next factor is to facilitate student-student and student-teacher interactions by making relevant learning material readily available whenever and wherever possible. The last consideration is to boost students' effectiveness and productivity. This aspect results from enabling learners to complete their practice sessions swiftly and accomplish their goals.

### 3. METHODS

The current study aimed to investigate and explore the websites that English major students use to enrich their listening capacities while also recording the students' motivations for choosing the websites. It employed case study research under a qualitative approach. The participants of this study were 105 fifth-semester male and female West Sumatran university students majoring in English, all of whom had completed three-leveled courses on listening (Basic Listening, Intermediate Listening, and Advanced Listening). The participants of this study were selected purposively due to the considerations of learners' familiarity with the listening activities and experiences in finding online listening materials.

In order to gather the necessary data, the researchers administered a questionnaire to all participants. The questionnaire was modified from Chapelle's (2001) criteria for learning websites, Richards' (1983) skills associated with listening comprehension, and Ivone and Renandya's (2019) intensive and extensive listening activities. The purpose of the questionnaire was to collect data about the listening websites that language learners visit frequently, as well as the reasoning behind their website selection. The questionnaire comprised thirty items and was divided into three major sections. The purpose of the first section, which consisted of open-ended inquiries, was to ascertain the types of websites that language learners visit frequently. The objective of the second section was to identify potential language learning benefits associated with the websites that the students utilized, coded with L1-L13. The final section was to explain their reasoning for selecting the websites, labeled with R1-R14. The responses provided by the participants for parts 2 and 3 were recorded using a 5-point Likert Scale, which encompassed the range of "strongly disagree" (1) to "strongly agree" (5). The values for each component provided insight into the language learning potential that the students encountered most commonly.

In analyzing the data for this study, the researchers went through all the data and took note of the frequency of the students' responses for sections 1, 2, and 3 of the

questionnaire. In section 1, the information on websites that students visit, the amount of time spent studying from the websites, as well as the kinds of media that they listened to were highlighted and sorted according to the highest to the lowest frequency. Meanwhile, data on language learning potential (section 2) and motives for choosing the websites (section 3) were categorized in response to the degree of frequency on the Likert scale. Students' responses on scales 4 (agree) and 5 (strongly agree) were added to obtain the total frequency of students who agree with the statements within sections 2 and 3. In addition, the results of the questionnaire interpretation were presented in the form of a narration. Finally, the final stage was to develop some clear conclusions based on the investigation's results.

## 4. RESULTS AND DISCUSSION

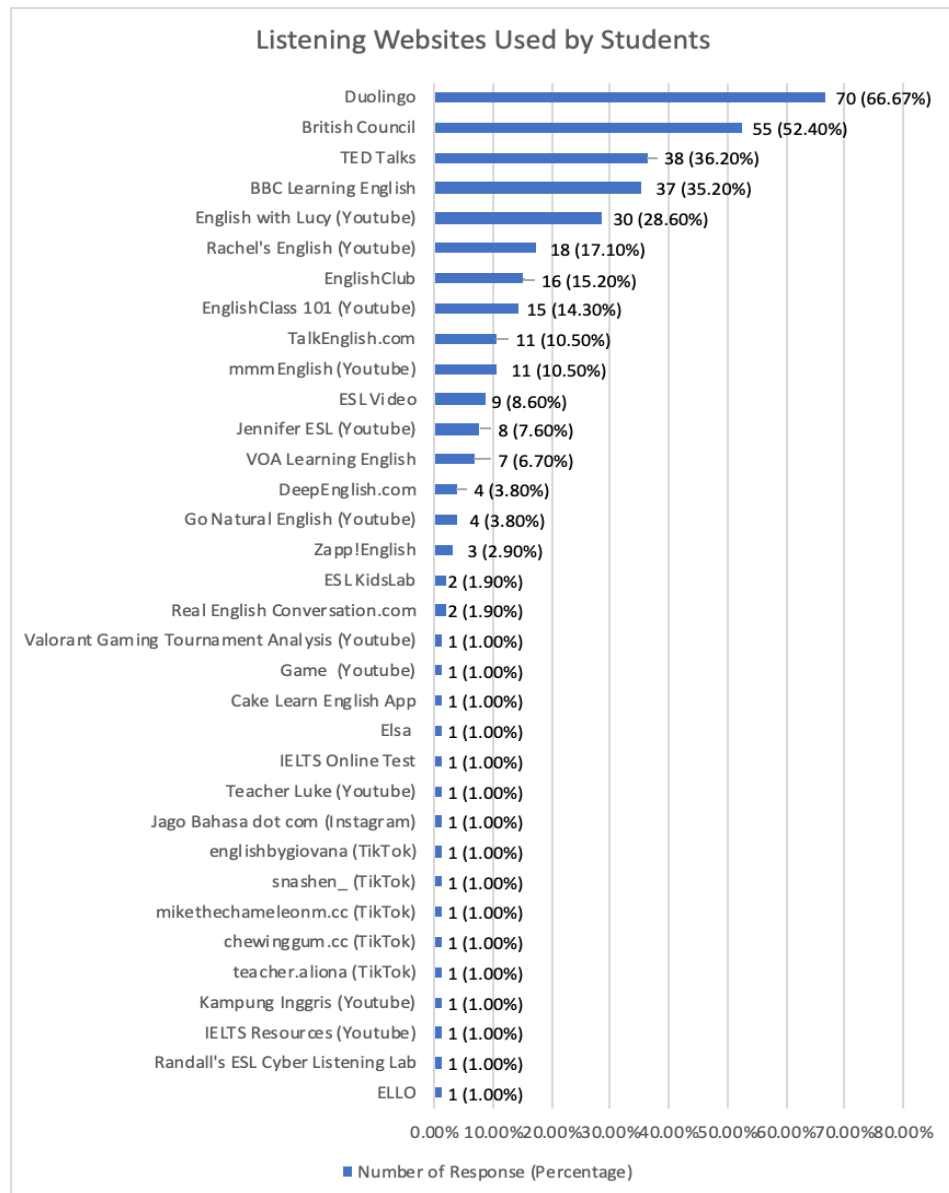
### 4.1 Websites Used by Students to Enhance Listening

Based on the research results, 34 websites were mentioned as useful resources to enhance their listening skills (see Figure 1). Among these websites, the five most popular websites were Duolingo (with 70 or 66.7% responses), British Council (with 55 or 52.40% responses), TED Talks (with 38 or 36.20% responses), BBC Learning English (with 37 or 35.20% responses), and English with Lucy (YouTube) (with 30 or 28.60% responses). Interestingly, almost all of these prominent websites and channels were dedicated to boosting English learning except for TED Talks which mainly provide videos of highly inspiring talks. Although the percentage of YouTube usage was lower, students still exhibited strong interest in using the site to practice their English, particularly their listening skills through viewing videos, as evidenced by the 11 channels that were highlighted. Students also listed various TikTok social media pages as their sources for learning.

From the results, it is apparent that learners seem to engage with mainstream websites and channels consisting of meaningful content where students can perform listening practices. This is inseparable from the fact that today's generations are attached to technology and gadgets. Access to the websites exposed students not only to listening materials but also other English-related learning aspects such as grammar, vocabulary, structure, and many more through the variety of contents provided. These contents would not only help students become better at listening but also enhance their capacity for other language skills. Therefore, students may use the materials found from the online resources more effectively and receive various inputs that support their respective learning styles (Kılıçkaya, & Krawiec, 2022; Robin, 2007). At the same time, they also could experiment with their devices and enjoy experiences when trying out new things of their own free will (Aminah, 2018).

In terms of the media that the websites and channels offered, it turns out that learners showed a higher preference for videos (81 or 77.1% responses), followed by songs (68 or 64.8% responses) and conversational lecture/audio (57 or 54.3% responses) (see Table 1 for more details). The choice of websites that contain videos is related to students' preferences for learning. This is in line with Woottipong's (2014) and Jao et al.'s (2022) findings that students showed more positive attitudes and improvement in listening skills when learning with materials from English videos. With access to English videos, students would get exposure to authentic materials from

which they would learn to understand meaning based on the context as the inputs were delivered from more than one mode (Agustin & Wirza, 2020; Renandya & Jacobs, 2016).



**Figure 1.** Listening websites used by students.

Aside from exploring content related to learning, some students indicated their fondness for other types of content such as TED talks and YouTube gaming videos from which they received authentic language inputs. Such inputs are needed for exposure to real-life language use (Afriyuninda & Oktaviani, 2021; Fakhruddin et al., 2020; Hanifa & Yusra, 2023; Puspita & Amelia, 2020). Furthermore, as social media is gaining popularity in society, English language learners also often find learning content on social media, such as TikTok in which learning materials are presented in a more fun and engaging way. Such platforms are arguably beneficial for enhancing one's language skills while improving their creative and critical thinking skills (Ariantini et al., 2021). Students would also benefit from social media as they are

provided with platforms to socialize using visual communication and exposure to cyber linguistics (Rwodzi et al., 2020). These modes lead students to the essence of how to use English for communicative purposes and provide ample examples of linguistic, paralinguistic, or even non-linguistic aspects in contextual speech (Rost, 2016).

The data also revealed the amount of time students spent utilizing the websites for learning listening. From 105 participants, only 7 respondents mentioned they used these sources for around and more than 10 hours per week. Most students only occasionally accessed the websites for less than 5 hours per week (54 responses or 51.4%). Meanwhile, the rest of the respondents either used the websites for around or more than 5 hours a week (45 responses or 42.80%). (see Table 1 for more details)

**Table 1.** Students' listening duration and types of media selected.

Students' responses	Quantity/Percentage	
Duration of using listening websites	<5 hours/week	54 (51.4%)
	5 hours/week	25 (23.8%)
	>5 hours/week	20 (19%)
	10 hours/week	4 (3.8%)
	>10 hours/week	3 (2.95%)
	>15 hours/week	0 (0%)
Types of media listened to	Videos	81 (77.1%)
	Songs	68 (64.8%)
	Conversational / lecture audio	57 (54, 3%)

The data from Table 1 illustrates that students' willingness to spend more time practicing listening might not be adequate to achieve high listening levels and thus remains an issue. Scholars have highlighted the importance of engaging with learning to improve automaticity in listening and improving the meaning processing from the audio resources (Li & Renandya, 2012; Maftoon & Alamdari, 2020; Mahdavi & Miri, 2019; Rost & Wilson, 2013). It is suggested that for learners to become good listeners, they need to develop their competencies through listening frequently (Ivone & Renandya, 2019; Schmidt, 2016). This means that learners are encouraged to engage in more listening activities and attempt to hone their listening skills to achieve better proficiency and comprehension, one of which is through listening repetitively. Even though repetitive listening might be a monotonous activity, it could highly likely contribute to learners' enhanced listening comprehension and motivations for learning (Luu et al., 2021; Şendağ et al., 2018).

In essence, the research findings highlight the critical role of online platforms in increasing learners' listening abilities, particularly in the context of English language acquisition. The poll indicated that various websites and channels, including Duolingo, British Council, TED Talks, BBC Learning English, and English with Lucy, were the most popular among participants. Today's extensive use of technology and electronics has made it simpler for students to gain access to a wide range of learning tools, including grammar, vocabulary, structural elements, and listening skills. Students' preference for multimedia resources was demonstrated by their preference for video content, followed by music and conversational lectures/audio. Furthermore, students' access to authentic language inputs via various types of information, such as TED talks, YouTube gaming videos, and social media platforms such as TikTok, revealed the shifting nature of language learning. Nonetheless, the data indicated a discrepancy

in the amount of time students spent practicing listening, with the majority devoting less than five hours per week. This raises concerns about pupils' commitment to achieving a high degree of listening competence. To address this issue, both educators and learners must recognize the need for frequent and repetitive listening activities, as noted by most academics, to develop automatization and enhance overall listening comprehension.

#### 4.2 Students' Motives for Using Websites

Responses on students' motives to choose the websites and channels for their listening practices originally consisted of 27 items. At the analysis stage, it was found that several items consisted of similar prompts. Therefore, the researchers took the liberty to summarize the questionnaire into 25 items, which were labeled L1-L13 for the language learning potential, and R1-R14 for other rationales. The results are presented in Tables 2 and 3.

**Table 2.** Responses on students' motives for using the websites (1).

Language learning potential for using the websites		1	2	3	4	5
Vocabulary and meaning	Learning new words and how to use them (L1)	0.95%	4.76%	24.76%	44.76%	24.76%
	Learning how to guess the meanings of words (L4)	0.00%	3.81%	19.05%	49.52%	27.62%
	Distinguish between literal and implied meaning (L9)	0.00%	3.81%	23.81%	45.71%	26.67%
	Focusing more on the meanings of the utterances than on the forms/structure of the utterance (L13)	0.95%	3.81%	19.05%	42.86%	33.33%
Sounds of the language	Discriminating different sounds of English (L2)	0.95%	1.90%	14.29%	40.95%	41.90%
	Recognizing patterns of stress, rhythm, and intonation in English (L3)	0.00%	2.86%	18.10%	44.76%	34.29%
General information and details	Identifying the topic of the audio (L10)	0.00%	5.71%	20.95%	56.19%	17.14%
	Getting information about the situations, goals, participants, and procedures in the materials (L5)	0.00%	3.81%	29.52%	42.86%	23.81%
	Detecting the main idea, supporting idea, and other information (L8)	0.95%	6.67%	29.52%	43.81%	19.05%
	Identifying the attitude of the speakers towards the topic/subject (L11)	1.90%	5.71%	23.81%	44.76%	23.81%
	Learning to deduce cause and effects from the events (L7)	0.95%	3.81%	31.43%	47.62%	16.19%

Table 2 continued...

Learning to predict the upcoming events/situations (L6)	0.00%	4.76%	23.81%	52.38%	19.05%
Recognizing instructions, warnings, suggestions, recommendations, and advice (L12)	0.00%	8.57%	22.86%	46.67%	21.90%

Based on the learners' responses, the main reasons for selecting the websites could be attributed to the learners' eagerness to learn which focuses on three aspects that contribute to listening comprehension namely vocabulary and meaning, sounds of the language, and general information and details. Regarding the focus on vocabulary and meaning, most participants aimed to learn new meanings by guessing the words spoken (L4) in the listening materials (77.14%). This is also in line with the responses on L13 (focusing more on the meanings of the utterances than on the forms/structure of the utterance) with 76.19%. Attempts to understand the literal and implied meanings (L9) were also expressed by 72.38% of the respondents. Furthermore, 69.52% of respondents also used the opportunities to learn from websites to enrich their vocabulary with new words and how to use them (L1).

As speakers of other languages who learn English as a second (or third) language, students in Indonesia may not have the richest environment for English language inputs. Therefore, the actions of exploring materials through websites are ways for learners to obtain the inputs they lack in need to develop their language skills (Hanifa & Yusra, 2023). Exposure to comprehensible input opens up the opportunity for learners to acquire their second language by focusing on meaning in an environment that eases up the learners' emotional states (Schmitt & Celce-Murcia, 2010). English learners may then learn by paying attention to the ideas and messages delivered through the listening materials and expand their understanding of what creates effective communication (Newton & Nation, 2020; Rost, 2009). As they become more competent in comprehending spoken English, they also become better at communicating their thoughts (Anderson & Lynch, 2003). Hence, the more comprehensible inputs students internalize, the greater the outputs they may potentially produce.

The ultimate motive for students' online listening activities came from their intentions to learn how to distinguish the sounds of the language. Almost 85% of the participants agreed that listening activities from the websites provided ways to discriminate different sounds of English (L2). Moreover, they also learned how to recognize patterns of stress, rhythm, and intonation in English (L3, with 79.05% responses) which heavily rely on oral inputs corresponding to certain contexts of language use. When doing listening practices, learners are expected to identify spoken signals and words from continuous speech along with pronunciation, stress, voice tone, pitch, and accent to grasp the meanings being communicated (Anderson & Lynch, 2003; Renukadevi, 2014). For this reason, students' listening practices are regarded as necessary to establish knowledge of English sound patterns. Moreover, with materials found from various websites, learners could encounter varieties of English models, accents, and pronunciations spoken by people all over the world. Building awareness of the varieties of English accents could induce students to pay respect to non-native-

like English accents and have more positive attitudes towards their own local accents (Fransisca & Subekti, 2022; Kim, 2021; Orelus, 2020).

The other objective of students' learning from websites to achieve comprehension is to understand general information and details presented in the listening materials. On this aspect, the results revealed that most participants were keen on identifying the topic of the audio (L10), with 73.33% responses. Respondents also learned to predict upcoming events/situations (L6) based on the information provided by the listening sources (71.43%). Additionally, the data confirmed that identifying the attitude of the speakers towards the topic/subject (L11) and recognizing instructions, warnings, suggestions, recommendations, and advice (L12) were among the motives of students accessing materials to practice listening from websites (68.57%). Apart from that, it was noted that the online materials from websites encouraged students to deepen their capability in getting information about the situations, goals, participants, and procedures in the materials (L5) (66.67%). Lastly, around 62% of students expressed that the listening practices from websites helped them in learning to deduce cause and effect from the events (L7) as well as detecting the main idea, supporting idea, and other information (L8) within the oral texts.

Since comprehension requires an understanding of contexts, the website-based materials that offered more modalities and clues about cultural and situational contexts would better promote students' perceptions of the contents (Shaojie et al., 2022). As a result, students' developed perspectives and language knowledge would allow them to give appropriate responses to the tasks they are engaging with (Anderson & Lynch, 2003; Shaojie et al., 2022; Wallace et al., 2004). Learners are also likely to be relieved from the pressures of not knowing every word spoken in an oral text as they manage to predict the meanings of concepts being delivered from the contextual clues provided in the talk (Vellanki et al., 2022). As learners are aware of the contextual information within the text, they will be more ready to engage in the coming listening tasks and activities.

Besides the aspects mentioned above, the findings also figured out other rationales behind the usage of the website for listening, as illustrated in Table 3.

**Table 3.** Responses on students' motives for using the websites (2).

<b>Other rationales for using the websites</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
Increasing comprehension of real-life use of English (R1)	0.00%	2.86%	14.29%	38.10%	44.76%
Accessing free English listening materials (R2)	0.95%	1.90%	15.24%	30.48%	51.43%
Boosting motivation to learn and listen to English audio (R4)	0.00%	2.86%	20.95%	40.95%	35.24%
Providing materials in the form of video (R3 & R5)	2.86%	3.81%	16.19%	34.29%	42.86%
Providing materials with transcript and/or closed caption (R6)	0.95%	7.62%	17.14%	40.95%	33.33%
Materials are easy to understand (R7)	0.00%	5.71%	24.76%	42.86%	33.33%
Increasing understanding of spoken English (R8)	1.90%	0.95%	8.57%	34.29%	54.29%
Teachers at university recommend me to find online materials (R9)	3.81%	13.33%	28.57%	34.29%	20.00%
I seek out websites with English listening materials due to my conscious reasons to learn more (R10)	0.00%	3.80%	24.80%	45.70%	25.71%

Table 3 continued...

Listening activities from websites are fun to do (R11)	0.00%	1.90%	22.86%	41.90%	33.33%
I chose the websites because they provide topics that I am interested in (R12)	0.00%	3.81%	20.95%	40.95%	34.29%
Enhancing confidence in doing listening activities (R13)	0.00%	3.81%	24.76%	44.76%	26.67%

Results of the data analysis highlighted that learners are motivated to explore the listening materials on websites mainly to increase their understanding of spoken English (R8), with 88.58% responses, and comprehension of real-life use of English (R1), with 82.86% responses. These two motives are in line with the responses on students' expectations of finding materials that can potentially help their language learning in Table 2. The types of materials they found also became high factors in students' preferences of the websites. Students were likely to choose the websites as the materials were free (R2, with 81.91% responses), presented in the form of videos (R3 & R5, with 77.15% responses), were easy to understand (R7, with 76.19% responses), provided topics that the students are interested in (R12, with 75.24% responses), offered fun listening activities (R11, with 75.23% responses), and equipped with captions/transcripts of the oral texts (R6, with 74.28% responses). These motives could also relate to students' motivation to learn and listen to English audio (R4, with 76.19% responses) which allowed them to enhance their confidence when engaging in listening activities (R13, with 71.43% responses). Surprisingly, a lot of learners who accessed the websites admitted that they consciously sought out websites with English listening materials due to their conscious reasons to learn more (R10, with 71.41%) instead of only doing so by teacher's recommendation (R9, with 54.29% responses).

The current research results confirmed that students' main motivations for exploring English resources, particularly audio inputs, are motivated by their need to have a better comprehension of the target language. Being aware of their weaknesses shows that students gradually move on to become independent learners who have clear learning goals to achieve. Yang (2020) underlined that during independent practice sessions, students may consider applying multiple strategies when aiming to fulfill their learning goals which affect the selection of materials, learning method, as well as evaluation of the outcomes. Chang (2005) also suggests that students who can employ self-regulated learning strategies especially when learning using websites shown to be more responsible, challenging, intrinsically motivated, and confident in improving their understanding and performance. Similarly, the utilization of web-based learning could also result in the improvement of listening skills (Salem et al., 2020). Therefore, students' responses towards these motivations gave evidence of learning autonomy and awareness to become better language users. Reflecting on the results, it is apparent that the initiatives to explore listening online materials on websites come from the students themselves which means that the teachers' recommendations become a less preferable motive. Learners who express the desire to learn from inside themselves and take the initiative to manage their own learning while acknowledging the length of activities required to attain their goals can proactively move toward the intended quality and perform better (Huang & Yu, 2019). As students realized their own preferences in learning, they chose websites offering fun materials, easy to understand, and relate to the students' interests. Tomlinson (2011) underlines that good learning

materials should instill students with feelings of ease, and comfort so that they are willing to take part in the activities without feeling threatened and humiliated. In this regard, students' choice of video as the most favored type of material could improve students' understanding as the materials presented audio and visual inputs (Almurashi, 2016; Chen, 2016; Woottipong, 2014). Furthermore, being exposed to listening materials with captions that utilized two modalities (audio and visual) helped learners acquire new vocabulary better than only relying on one modality (Hsieh, 2020; Hwang et al., 2019).

The results from Table 2 and Table 3 also represent the facts that the participating learners in this study engaged with activities of both intensive and extensive listening proportionately. Students' exploration of materials that are easy to comprehend and enjoyable in a large amount over an extended period would present opportunities to strengthen their listening fluency and overall meaning comprehension (Ivone & Renandya, 2019; Waring, 2008). It is also noteworthy that exposure to a variety of language inputs, although carried out mostly for fun activities, would have benefits on language production such as in pronunciation (Trofimovich et al., 2009). As students progress with the vast inputs they find from various sources, they could switch the activities from meaning-based extensive listening to more focused-on-detail intensive tasks (Robin, 2007; Schmidt, 2016). From the exercises that provoke learners' attention to the details, they would likely attain more intricate information about the language, not only of the vocabulary spoken but also the grammatical patterns and syntactical structures used to deliver the meaning (Rost, 1994; Renukadevi, 2014). These activities, in the end, would promote learners' quick reactions to listening practices as well as increase productivity and effectiveness which have positive effects on students' academic and non-academic performances (Saitakham, 2012; Suriman et al., 2019).

## 5. CONCLUSION

The current study concluded that learners' technological familiarity could aid English language learning, particularly listening. English language learners can increase their knowledge of the language and advance their listening abilities at their own pace by using a variety of listening materials from 34 websites that were recorded. Students who had access to the websites were exposed to listening materials as well as other language-related learning materials like grammar, vocabulary, structure, and many others through the variety of contents offered, which led to improvements in both listening and other language skills. Students are exposed to a variety of inputs, including real-life language uses that were supplied through more than one mode, by using materials that mostly center around videos of English talks and English-related items.

It is underlined that the students were the ones who have taken the initiative to look into listening resources on websites. The length of the actions required to increase students' comprehension in interpreting spoken utterances, improving their acquaintance with the distinctive sounds of English, and deciphering the meanings of unknown words are acknowledged by the students as they manage their learning. The ability to better comprehend general information and details in listening materials is another factor that encourages students to learn from websites. In addition, it is clear

that the information provided on the websites could entice students to learn more through engrossing audio and pictures, which made learning much more enjoyable, cozy, relaxed, and less stressful.

The findings would be useful in directing novice learners to websites that can help them improve their listening abilities. Understanding students' reasons for participating in listening activities will also help teachers/educators direct their pupils and provide better learning materials. In addition, investigating the motivations for students' participation in listening activities might shed light on the specific issues they confront and the preferences they hold. This deep understanding can help instructors customize their teaching approaches, ensuring that the learning materials properly resonate with the requirements and preferences of the learners. Educators may create more engaging and targeted classes by understanding the motivating elements that motivate students to participate in listening exercises, promoting a more dynamic and successful learning environment. Furthermore, the findings of this study could enable educators to use a variety of online resources and platforms that correspond with students' interests, enhancing the influence of these tools in refining listening abilities. In short, the study not only assists novice learners in browsing appropriate websites but also provides educators with the knowledge necessary to build a more tailored and effective learning experience.

However, despite the potential benefits that are offered from the website-based materials, an issue about the amount of duration spent practicing listening might still need to be addressed. To gain benefits from the websites optimally, students are strongly suggested to spend more time engaging in activities rich with auditory inputs and learning experiences for either extensive or intensive listening. The current research was limited to students' perceptions only. Therefore, it is highly recommended that further studies conduct deeper analysis and investigation on websites with English learning potentials to provide more concrete evidence on learning suitability. It would also be interesting to explore the digital resources used by low and high-performing students to map out their strategies to enhance listening comprehension.

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