Developing Extensive Listening for EFL Learners Using Internet Resources

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Abstract

With Internet resources, EFL learners can enhance their extensive listening both inside and outside the classroom. In this paper, I first review the literature and show the benefits of and rationales for extensive listening using Internet recourses in comparison with audio-only listening materials regarding visual support, authentic content, comprehensible input, vocabulary acquisition, and student motivation. I then suggest some Internet sources and materials for extensive listening. Finally, the paper concludes with sample teaching activities that demonstrate how Internet resources can be used in and beyond the classroom in student-centered instruction to develop extensive listening for EFL learners.

Introduction

With the development of information technology, teaching with Internet resources is becoming a trend in foreign language teaching environments. According to Warshauer, Shetzer, and Meloni (2000), there are five main reasons to use the Internet for English teaching: authenticity, literacy, interaction, vitality, and empowerment. In terms of authenticity, the authors stated, "language learning is most successful when it takes place in authentic, meaningful contexts" (p. 7). Another reason for using the Internet for language teaching is literacy, as the Internet offers students opportunities to develop their abilities of listening, speaking, reading, writing, communicating, researching, and publishing (p. 7). Interaction is additionally an important reason why English teachers should use the Internet in their teaching. It provides students with opportunities to interact with native speakers and non-native speakers around the world (p. 7). For vitality, the fourth reason for using the Internet, "the Internet can inject an element of vitality into teaching and motivate students as they communicate in a medium that is flexible, multimodal, constantly changing, and connected to their real-life needs" (p. 7). Lastly, regarding empowerment, the Internet allows teachers and students to empower their teaching and learning. The Internet offers them chances to become "autonomous lifelong learners" (pp. 7-8). Research has indicated that language teachers can use Internet resources to improve students' extensive listening, both inside and beyond the language classroom (Bingham & Larson, 2006). In this paper, I will give the definition and benefits of extensive listening, review some studies on developing students' extensive listening with Internet resources, suggest Internet sources and materials for extensive listening, and conclude with some teaching activities for extensive listening with support from Internet recourses.

What Is Extensive Listening?

Waring (2010) stated that in extensive listening, students often listen for pleasure. It includes listening to a large amount of texts that learners can understand reasonably and smoothly with a high level of comprehension. It is listening without being constrained by pre-set questions or tasks, or listening at or below one's comfortably fluent listening ability. Extensive listening does not require listening for specific information, listening for the exact words of a phrase or expression, or listening for details. Ucán (2010) likened extensive listening to extensive reading and saw the same principle in both: "students are exposed to large amounts of comprehensible material that is enjoyable to them" (p. 37). Extensive listening aims to develop learners'

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listening skills based on the notion of learner-centered instruction. In extensive listening**,** learners may choose any listening sources and materials that they find suitable for their English proficiency, are highly enjoyable for them, and not very difficult for them to understand. Students choosing their favorite program on English radio to listen to every day is an example of extensive listening because students can choose for themselves what they want to listen to and they do so for pleasure and general language improvement. Another example of extensive listening is watching a movie, understanding, and enjoying the story. In contrast to extensive listening, intensive listening involves listening for specific information, for instance, listening to find answers for specific questions or doing a detailed study of a language point. For example, students assigned to listen to an announcement about an upcoming fair, a weather forecast, or sport scores on the radio are examples of intensive listening because students are listening for specific information and details as well as for particular responses.

Benefits of Extensive Listening

In extensive listening, students are more engaged and highly motivated to learn because they select their own listening materials. Moreover, the teacher can conduct extensive listening both inside and outside the language classroom to enhance students' listening skills. Extensive listening is especially useful in EFL settings where teachers tend to pay more attention to English grammar, reading, and vocabulary. Moreover, students become aware of their responsibilities for their self-study and make their own decisions about their study. For example, they have to think about the types of listening materials, including topics, length, and difficulty, to listen to. Therefore, "extensive listening should not only foster the development of learners' listening skills, but also their ability to more consciously guide themselves in independently learning a second language" (Holden, n. d., p. 310).

Importantly, according to Waring (2010), extensive listening is an approach to improve learners' listening fluency. He considered that the best way of learning and acquiring English is to read and listen to the language. He argued that, "If you understand almost all of the text you listen to, you can build your word recognition speed, you'll notice more uses of grammar points, more collocations and generally your brain will be working very effectively." He added that extensive listening helps students develop learners' automatic processing of language, which enables them to have high concentration and listening comprehension of what they are listening to. In addition, Waring suggested that extensive listening helps to direct learners' attention to pronunciation and intonation patterns of the spoken language.

In terms of vocabulary acquisition, Brown, Waring, and Donkaewbua (2008) argued that a benefit of listening to stories is the potential for acquiring new vocabulary incidentally. They suggested that:

> A considerable amount of vocabulary knowledge was gained from the exposure, but was not assessed. Such knowledge might include the noticing of lexical phrases, collocational and colligational patterns, new nuances of meanings, improved lexical access speed, and so on. It is probably here that the true benefit of reading and listening extensively occurs. (p. 158)

It is believed that learners can pick up new vocabulary as they listen to stories. This is called incidental vocabulary learning from extensive listening – an effective way of acquiring vocabulary from context.

In general, extensive listening empowers language learners since they can choose listening materials appropriate to their proficiency. They can listen in a relaxing manner and direct their attention to comprehending speech as well as have opportunities to acquire vocabulary and learn about other features of language such as stress, pronunciation, and intonation through

listening. Thus, extensive listening can promote a sense of success, which in turn fosters motivation to continue learning.

Reasons for Using Internet Resources in Listening Comprehension

Research shows that a multimedia listening environment which includes video and audio in combination with text offers learners more effective listening comprehension and performance than either audio or video only (Brett, 1997). In fact, listening to materials on the Internet supplies students with multimedia input including visual support, such as texts, captions, illustrations, photographs, etc., while CDs and tapes provide only audio input. There are five specific benefits from listening with multimedia materials. First, listening with visual support helps to promote students' listening comprehension and is more facilitative for less proficient language learners (Mueller, 1980; Rubin, 1975, as cited in Suvorov, 2008, p. 16). Second, research suggested that the advantage of multimedia over audio-only format is providing learners with more authentic content, context, discourse, paralinguistic feature, and cultural aspects (Coniam, 2001, as cited in Suvorov, 2008, p. 15), which can aid listening comprehension. Third, Jones (2003) indicated that using visual and verbal annotation assists learners in listening comprehension and vocabulary acquisition (p. 41). Fourth, according to Peterson (2010), Internet resources are effective in improving listening comprehension because listening to digital audio or watching a video clip on the Internet provides learners with the opportunity to control their listening processes through the optional use of repeated viewings, subtitles, transcripts, and feedback. Moreover, the audio-video input visualizes what is being said and facilitates the task of guessing and expecting what is going to be said so it helps learners to enhance their comprehension (p. 140). In terms of motivation, Nobar and Ahangari (2012) stated that the introduction of computers and the Internet into language classrooms helps to improve language learners' attitudes and motivation since language lessons become practical and enjoyable for learners (p. 39). Luu (2011), in her paper on "Adopting CALL to Promote Listening Skills for EFL Learners" in Vietnamese Universities, also suggested that "computer use in listening instruction should be given much more consideration so as to improve the listening skills of EFL learners, and to motivate both teachers and learners." Finally, Chapelle (1999) indicated that teaching listening skills with Internet resources contributes to enhancing EFL students' listening comprehension both in and beyond the classroom. For example, CALL software, online discussion boards, and online conference tools such as text chat, whiteboard, and audio and video can be used in an extensive listening program to offer opportunities for comprehensible input and output, and meaning negotiation.

Internet Sources And Materials for Extensive Listening

There are a great variety of Internet sources for students to extend their listening skills inside and outside of the classroom. Waring (2010) suggested some appropriate sites for extensive listening, including those listed in Table 1.

Table 1
Extensive Listening Sources Online

	Site Names and URL	Brief descriptions
1	BBC Learning English http://www.bbc.co.uk/ worldservice/learningenglish/	This site has hundreds of listening activities and texts from the BBC's extensive archives. It is about news and stories that learners can read and listen to. Some words are marked so that they can be studied as vocabulary. It is appropriate for all levels.
2	Beeoais.com Beeoasis.com	The website has stories with audio about people and their lives, spoken slowly. Learners can listen to and read along with the stories. It is recommended for three levels: beginning, intermediate, and advanced.
3	Connect with English http://www.learner.org/resources/ series71.html	The website has video stories about people and their lives spoken in slow English. It includes 50 fifteen-minute video programs and coordinated books. It is suggested for college and high school classrooms and adult learners.
4	Elllo http://www.Elllo.org	This website supplies teachers and students with free online listening activities. Many of them have quizzes and transcripts. There are many kinds of authentic materials, such as songs, interviews, and casual lectures on this website. It is suitable for intermediate and advanced students.
5	Euronews http://www.euronews.net	The website has Euro news TV, radio, and video about news, European affairs, business, special reports, sports, and culture. It is suggested for advanced level.
6	L.E.A.R.N. http://learnintl.com	The website is recommended for intermediate and advanced learners. It is about stories in fairly hard English, but read slowly. Learners can also read the scripts on-line.
7	NPR http://www.npr.org/	The website is recommended for advanced language learners who are interested in listening to stories. These short stories are deep and touching.
8	Spotlight http://www.spotlightradio.net	The site is about podcasts, stories, and news. The English is at almost normal level. Language learners can listen to and read at the same time. It uses a specially modified form of English to make listening to the radio easier. It is suggested for beginning and intermediate levels.

9	Successful English www.successfulenglish.com	This website is a good place to find clear explanations and practical suggestions for better English. Especially it supplies intermediate and advanced English learners with online listening and video resources about subjects related to life in the United States: daily life, business, entertainment, health/medicine, relationship, shopping, etc.
10	Takako's Great Adventure http://international.ouc.bc.ca/takako/index.html	This is a full novel told in parts that learners can listen to. They can also download PDF files of it to read. The site is good for advanced learners.
11	VOA Learning English http://www.voanews.com/specialenglish/index.cfm	This website is recommended for adult learners and students who are interested in politics, current news, as well as special features on life in the U.S. including science, education, health, famous Americans, and American history. They can read and listen to them on their computer or download them to their iPod or mp3 player.

With these many Internet resources for extensive listening, language teachers and learners can use them to improve listening skills both inside and outside of the classroom. The following teaching activity is a sample of an application of using Internet resources to developing extensive listening for language learners.

Application: Group Project for Extensive Listening

Teaching Context

This project is designed for 12th grade students (17-18 years old) in a public high school in Vietnam. There are 20 students in the class and their level of English is advanced. The class meets once a week for 90 minutes. The students need to develop the four skills of English: listening, speaking, reading, and writing, which are requirements for their English examinations. They also need to develop computer skills that can assist their long-life learning. Through this project, students will be able to work in a collaborative learning environment, develop critical thinking skills, use the Internet as a resource to support their leaning, find and organize information, make decisions, and give an oral presentation.

Objectives

- Language: Not limited
- Skills:
  Language skills: Extensive listening, listening for main ideas, listening for specific details, inferencing, critical listening, and any relevant listening skills depending on the materials.

  Other skills: Computer literacy, brainstorming, researching for information, gathering and organizing information, synthesizing information, predicting

Teaching materials

- Handouts:
  - Handout #1: Extensive Listening
  - Handout #2: A survey of Extensive Listening
  - Handout #3: Report on Extensive Listening
  - Handout #4: Search Engines and Tips
  - Handout #5: Websites for Extensive Listening
  - Handout #6: Group Project Presentation Guide
  - Handout #7: Grading the Students' Group Project
- One-computer classroom, computer lab, Internet access
- Web Sites: http://www.youtube.com/watch?v=fBoYZqmcZuc

Note. Materials are included in the appendices and are hyperlinked to the lesson plans.

The first class meeting (90 minutes): Introduce Extensive Listening and Listening Materials

1. Get the class to listen to a song for pleasure (refer to the following link): http://www.youtube.com/watch?v=fBoYZqmcZuc
2. Ask the students some question about the song:
   a. Do you know this song?
   b. What is the song about?
   c. Which words have you heard or viewed from the video?
3. Introduce the lesson: "Today, I am going to put you into groups for a project of extensive listening. You may have heard about 'extensive listening.' So, what is extensive listening? And what are its benefits? In extensive listening, you often listen for pleasure, not listening for specific information. You can choose your own listening materials which interest you. The following activity will help you better your understanding of extensive listening.
4. Introducing extensive listening to the class: Ask the class to work in groups of three to discuss and answer some questions that will help the students better understand about extensive listening.

   Questions for group discussion:
   a. What do you know about extensive listening?
   b. What are the differences between intensive and extensive listening?
   c. What are the benefits of extensive listening?
   d. What are sources and materials you may find for extensive listening?

   Check the groups' answers and give feedback to the students by giving a handout of answers to the questions above (See Appendix 1) and then discuss the answers with the class.
5. Conduct a class survey of student interests for extensive listening (See Appendix 2 - A Survey of Extensive Listening).

The second class meeting (90 minutes): Group Formation And Group Project Requirements

1. Based on the results of the class survey, the teacher puts the students into groups to do a four-week group project for extensive listening according to their interests, with a group leader and secretary in each group.
2. Guide the students how to access the class blog at http://yenvo.edu20.org/ and use it during the course.
3. Talk about the requirements for group projects:
   Each group member will choose at least two listening materials to listen to and view weekly. For example, each member in the group 'Listen to songs' will choose two songs to listen to weekly. They are required to share their best listening materials with their group members and the class by posting a weekly report in the *Forum* of the course at http://yenvo.edu20.org/. Each report should mention the titles of the materials, the links, the summary, and useful words and structures they have learned through their extensive listening. (See Appendix 3 – Report on Extensive Listening)
   Group members post their reactions to each listening material, their recommendations on listening materials to the whole class, and a preview for their selection.

4. Assign homework
   a. Search on the Internet for your selections (a song, a story, a short clip, news, etc.) (Follow guidelines referred to the handout in Appendix 4)
   b. Prepare for group work in the computer lab to show your group about your work more and also investigate the best listening materials suggested by your group members. (See Appendix 3 – Report on Extensive Listening)
   c. The teacher suggests some useful websites to support her students' searches (Refer to Table 1 and the handout in Appendix 5).

The third class meeting (90 minutes)

1. Ask the students to work on their group projects to share with each other about what they have heard or viewed, and what they have learned for their work in week 1. Go around the class to assist students if they have any questions to ask and also to see how well the groups did on their projects.
2. Create new groups in which they have a variety of types of extensive listening, such as listening to songs, news, stories, lectures, movie clips, etc. They will share with the new group members about their former group projects.
3. Restart the listening circle. Students prepare their own work at home, and also prepare for meeting with their group members outside the classroom and in the computer lab to share what they listened to or viewed, and wrote in their listening log. Individual students need to post their listening report at least twice a week, and they need to respond to all of their group members' reports. Every three weeks, students are required to visit another Forum and leave comments.

The fourth class meeting: (90 minutes)

1. Students share their group project presentations in which they reflect on what they learned in their project. (See Appendix 6 – Group Project Presentation Guidelines)
2. The teacher gives her comments on each group's work, the students' group forum, and group presentation and gives grades to each group. (See Appendix 7 - The handout for grading the students' group projects)

Conclusion

To conclude, the notion of extensive listening has been paid much attention by the academic world in recent years since it brings benefits for language learners. The massive development of computer technology has supported language learners both inside and outside of the classroom. Therefore, they can improve their listening skill with Internet recourses. In extensive listening, learners will have opportunities to listen to what they desire to listen to at their language level. They can also share with their classmates about what they have learned and support each other through peer or group work. Language teachers should guide their students to extensive listening with the Internet resources to enhance their listening skill. Online interactive reports and comments not only allow students to learn from each other but also enable the teacher to monitor students' progress.

However, there are possible challenges that both teachers and students may face in their language learning and teaching with the Internet including inadequate equipment, limited computer literacy, insufficient interaction between the teacher and students, and insufficient teacher support. For extensive listening using Internet resources to work, one-computer classrooms and a language laboratory with Internet access are needed to support the English language teaching and learning. The teacher needs to be available to help students both inside and outside of the classroom in case they have troubles with using computers and the Internet. The students are also encouraged to raise questions relating to issues of the lessons by emailing the teacher, thus, students need to be trained to be independent learners.

Despite the above challenges, with the teacher's clear instructions and students' responsibility for their own learning, extensive listening with Internet resources can become effective. In an EFL context where exposure to the target language is limited, extensive listening is crucial for language development.

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Appendix 1

Extensive Listening

Extensive listening involves listening to a recording to get a general understanding, for example, watching a film, understanding and enjoying the story; or listening and carrying out instructions.

Thus EL involves

- listening to (or being involved in) massive amounts of text
- text which learners can understand reasonably smoothly
- high levels of comprehension
- listening without being constrained by pre-set questions or tasks
- listening at or below one's comfortable fluent listening ability

EL is NOT …

- listening for specific information
- listening for the exact words of a phrase or expression
- listening for details

Intensive listening on the other hand involves more detailed analysis of the language used or listening for specific information. Listening for specific information involves finding the answers to specific questions.

Benefits of Extensive Listening:

- to improve our automaticity in recognizing spoken text
- to enjoy the listening (the aim is not to study the text intensively)
- to practice the listening skill
- for knock on effects such as tuning into pronunciation and noticing intonation patterns

(Adapted from http://er-central.com/teachers/learn-about-extensive-reading-and-listening/what-is-extensive-listening/)

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Appendix 2

A Survey of Extensive Listening

A Survey of Extensive Listening

Your name: _____

Circle your answers or write your answers in the blanks

1. What type of extensive listening would you like best to listen to in this project?

A. English songs

B. Short stories

C. Movies or movie clips: Comedy, horror, love, science fiction, action, adventure, fantasy, war. (Circle the kinds of movies you like).

D. News reports

E. Lectures

F. Others: _____

2. What kinds of sources and materials for extensive listening do you want to use in your project?

- A. Audio and video materials
- B. Audio-only materials
- C. Listen-while-reading materials

3. What are the topics you are interested in? (you may choose one or more)

- A. Sports
- B. Fashion
- C. Teenage issues: School, sex, dating, stress
- D. Romance
- E. Travel
- F. Current events
- G. Controversial issues: Politics, economics, history, environment, media
- H. Others:_____

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Appendix 3

REPORT ON EXTENSIVE LISTENING
(Video clip, Audio file/ Report, …) ……..

Your name: ……
Group: ……..
Week: ……

I. Audio file/Video clip information:

Title:
Year:
Publisher/Producer:
Link:

II. Usefulness for language learning

Age: (who is appropriate to listen to the listening material?) ……..
Proficiency level: (Beginning/Intermediate/ Advanced level)……
Brief description:
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…….
Incidental vocabulary/structure learning:
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Most interesting things you learned from this material and why you find it useful to suggest to your group members and the class:
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Appendix 4
Search Engines and Tips

Search Engines:

http://www.google.com

http://www.yahoo.com

http://search.msn.com

www.ask.com/

www.alltheweb.com/

search.aol.com/

www.hotbot.com/

The websites above are the most popular search engines. You go directly to these websites and type what you are searching for into the search box. Then the search results will load into your browser. You can search types of material such as videos, songs, movies, or stories, etc.

Search Tips

Basic Search

Only documents that contain all words from your search request are shown.

Exact Phrases

Use double quotes to search for an exact phrase.

Exclude Terms

The "-" operator allows you to remove all documents containing a specific word or expression from the search results.

Site Search

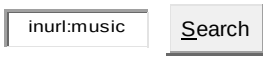
The "site:" operator restricts a search to a particular web site.

Title Search

The "intitle:" operator allows you to search for a word or a group of words found within the title of a document.

URL Search

The "inurl:" operator allows you to search for a word or a group of words found within the URL of a document.



Link Search

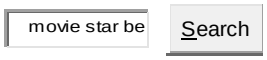
The "link:" operator allows you to search for pages that contain a given link.

Search Language

The "language:" operator restricts a search to documents written in the given language.

Search Before a Date

The "before:" operator restricts a search to documents created or modified before the given date (in the YYYY/MM/DD format).



Search After a Date

The "after:" operator restricts a search to documents created or modified after the given date (in the YYYY/MM/DD format).

(Adapted from http://www.exalead.com/search/web/search-syntax/**)**

For Example: How to Search on Google

First you will need to open **Internet Explorer** then enter **www.google.com** in the address bar. Here is what **www.google.com** looks like:

To conduct the search, point and click your mouse in the **search textbox**. Type in the textbox the words or words you would like to search. Use quotation marks around the terms when searching for a specific phrase. Then point and click your mouse on the **Google Search** button below the search textbox.

(Adapted from http://www.cefls.org/esenior_2_4_search_engine.htm)

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Appendix 5

Websites for Extensive Listening

Websites for songs:

	Site Names and URL	Brief descriptions
1	Alpozo's Phonetic Blog http://allphonetics.blogspot.com/search/label/videos	This is a great blog for songs. The blog is mainly based on the field of phonetics addressed to teachers and students of English at all levels. You can listen to songs you like and do the tasks following the songs if you wish. The activities are interactive and can be used as lessons in class, a language lab, on-line or off-line.
2	Elllo http://www.Elllo.org/english/1001.htm	This website supplies teachers and students with free online listening activities. Many of them have quizzes and transcripts. There are many kinds of authentic materials such as songs, interviews, and casual lectures on this website. It is suitable for intermediate and advanced students.
3	ESL Videos: Category: 'Songs' http://www.manythings.org/b/e/category/songs/	This site features folk songs, campfire songs, and group-singing songs that native English speakers sing. These podcasts are short and designed to be listened to more than once, so learners can listen and sing along as many times as they need to in order to learn the song.
4	Music Tube 101 http://www.youtube.com/watch?v=anxqSb3XrGE	This video is about a famous song, including its transcript. You can listen to the song and practice singing the song. It is recommended for all levels.
5	Songs for Teaching http://www.songsforteaching.com/phonemicawareness.htm	This website is a great one for using music to promote language learning. It has audio and video songs categorized into a broad range of topics. It also includes transcripts, so you can listen to the song and read its transcript at the same time. You not only listen to your favorite songs, but also practice phonetic features. It is appropriate for elementary and intermediate young learners.
6	VOA Learning English http://www.youtube.com/watch?v=33qbM-CuJ5XI&feature=player_embedded#	This is the video about a VOA Special English Education Report about songs. Through this report, you may find your favorite songs.

Websites for news reports:

	Site Names and URL	Brief descriptions
1	6 Minute English http://www.bbc.co.uk/worldservice/learningenglish/general/sixminute/	Students can listen to current news from Europe in a way that is easy to understand and download the files to listen to many times. Another great aspect is having a copy of the text available for reading at the same time or after listening. This site is suggested for advanced English learners or native-like speakers.
2	CNN Streaming Video News http://www.cnn.com/videoselect/	Learners can listen to clips of individual news items or to whole programs. The CNN site is predominantly American English.
3	ESL Videos http://www.manythings.org/b/e/	In this site, students can choose from a variety of videos to help them learn English, which can be accessed by date or subject. It is appropriate for adult learners.
4	Euronews http://www.euronews.net	The website has Euronews TV, radio, and video about news, European affairs, business, special reports, sports, and culture. It is suggested for advanced level.
5	Listen and Watch http://learnenglish.britishcouncil.org/en/listen-and-watch	The site has five-minute audio reports and transcripts on subjects such as famous people, pop music, and entertainment. Students can listen to or watch news on the computer, or download audio and video files to their mp3 players. Audio and video materials are accompanied by language practice activities that learners can do on their computers while they listen or watch, or print out and do them when they want to.
6	VOA Learning English http://www.voanews.com/specialenglish/	This website is recommended for adult learners and students who are interested in politics, current news as well as special features on life in the U.S. including: science, education, health, famous Americans, and American history. They can read and listen to them on their computer or download them to their iPod or mp3 player.

Websites for conversations:

	Site Names and URL	Brief descriptions
1	Elllo http://www.Elllo.org/english/1001.htm	This website supplies teachers and students with free online listening activities. Many of them have quizzes and transcripts. There are many kinds of authentic materials such as songs, interviews, and casual lectures on this website. It is suitable for intermediate and advanced students.
2	ELT Podcast http://www.eltpodcast.com/	ELT Podcast provides basic conversations for EFL and ESL students and classes. ELT Podcast presents a common conversation theme in each episode. The first presentation is spoken at a normal speed, and then at a slower, less natural speed to help with comprehension. The site also provides a transcript of the conversation.
3	Focus English: http://www.focusenglish.com/	This resource is suggested for intermediate to advanced EFL learners. Through this site, learners can hear real English, including idioms, vocabulary, and other commons words and phrases.
4	Learning English Online http://esl.wikidot.com/listening	This site provides teachers and students listening exercises from intermediate to advance levels. It also gives students many links to practice listening from many different sources. Most listening exercises focus on real speeches, or real life conversations. It is recommended for beginning, intermediate, and advance levels.
5	Learning Oral English Online http://www.rong-chang.com/book/	Learners have an opportunity to practice their listening and speaking through daily conversations on a wide range of topics. The website is recommended for all levels.
6	OM Personal English Conversation http://www.ompersonal.com.ar/omaudio/contenidotematico.htm	This site includes daily conversations on a variety of topics. The conversations are categorized according to elementary, intermediate, and advanced levels.
7	Real English http://www.real-english.com/	There are thousands of topics from easy to difficult levels on this website. Students can watch and listen at the same time. One special thing is that students can watch a short video with or without subtitles. It is useful for pre-intermediate to advanced levels.

Websites for stories:

	Site Names and URL	Brief descriptions
1	Annenberg Learners http://www.learner.org/resources/series71.html	The website has video stories about people and their lives in slow English. It includes 50 fifteen-minute video programs and coordinated books. It is suggested for college and high school classrooms and adult learners.
2	Beeoais.com Beeoasis.com	The website has stories with audio about people and their lives, spoken slowly. Learners can listen to and read along with the stories. It is recommended for three levels: beginning, intermediate, and advanced.
3	ESL Videos: Category: 'Stories' http://www.manythings.org/b/e/category/stories/	This site provides language learners with stories, videos with subtitles, and videos with transcripts, spoken at slow speed. Thus, they can listen to and read along with the stories. It is appropriate for beginning, intermediate, and advanced levels.
4	NPR http://www.npr.org/	The website is recommended for advanced language learners who are interested in listening to stories. These short stories are deep and touching.
5	Spotlight http://www.spotlightradio.net	The site is about podcasts, stories, and news. The English is at almost normal level. Language learners can listen to and read at the same time. It uses a specially modified form of English to make listening to the radio easier. It is suggested for beginning and intermediate levels.
6	StoryCorps http://storycorps.org/	The website has a collection of stories told by ordinary people in the United States. Visiting the website, you will have the opportunity to listen to over 80,000 people who have shared life stories with family and friends through StoryCorps. The site is recommended to advanced learners.
7	StorylineOnline http://www.storylineonline.net/	StorylineOnline is a collection of video recordings of children's stories being read by notable actors and famous people. The videos are short and easy to follow. Each video has a short introduction by the actor before transitioning to the reading of the story. Learners can follow along with the pictures and words of each story. It could be a nice resource for three levels: beginning, intermediate, and advanced.
8	Takako's Great Adventure http://international.ouc.bc.ca/takako/index.html	This is a full novel told in parts that learners can listen to. They can also download PDF files of it to read. The site is good for advanced learners.

Websites for film clips/drama:

	Site Names and URL	Brief descriptions
1	Annenberg Learners http://www.learner.org/resources/series71.html	The website has video stories about people and their lives in slow English. It includes 50 fifteen-minute video programs and coordinated books. It is suggested for college and high school classrooms and adult learners.
2	Learning English through movies http://cinema.clubefl.gr/	There are a series of videos and cartoon videos that provide learners with listening skills. Most of the videos have subtitles and they are quite easy to understand. Therefore, they are relevant to young learners at lower levels.
3	Living English (Australianetwork) http://australianetwork.com/livingenglish/	People speak at a slow speed. A drama is divided into forty-two parts, which look at the English language used in real life situations such as making an appointment or asking and giving directions. There are full transcripts to follow along with the audio files. It is good for beginners.
4	Movie trailers http://www.movies.com/movie-trailers/	You can download free movie trailers. Since it is to promote the movie, a trailer usually shows the high points and low points of a movie, which makes it exciting. The trailers are not very long which means students can see a variety of them in a short time. This also leaves a lot of time to reflect on what students saw in the trailers and focus on the language. It is appropriate for upper beginning to advanced levels.
5	Top Documentary Films http://topdocumentaryfilms.com/	This site is very helpful because it provides non-fiction movies. There are 25 documentary categories with 847 movies. You can choose many videos related to your topic. The language is appropriate and quite slow, so it is easy for students to understand. All the videos are free. The summary of each movie is also provided before you watch it. This site is recommended for high intermediate to advanced levels.
6	YouTube http://www.youtube.com/	There are endless possibilities for watching video clips from movies or TV shows, as well as videos created and contributed by regular people. The site is suggested for high school and adult learners who are interested in current events, or have niche interest areas.

Websites for lectures:

	Site Names and URL	Brief descriptions
1	FreeVideoLectures http://freevideolectures.com/	You can watch more than 18400 video lectures from top 30 universities on 35 categories. You can even download the lectures in MP4, FLV, 3GP, and MP3 for easy access later. The site is recommended for advanced learners.
2	Nobelprize.org http://www.nobelprize.org	The Nobel Prize web site has an archive of video lectures from winners dating back to 1999. You can watch winners in every subject talk about their lives and their research. This website is suggested for advanced learners.
3	Prezi http://prezi.com	On this website, you could listen to and watch great Prezi presentations with videos, images, texts and other presentation media. This site is recommended for advanced adult learners.
4	reddit http://www.reddit.com/r/ lectures/	The website provides advanced learners with video lectures on mathematics, physics, computer science, programming, engineering, biology, medicine, economics, politics, social sciences, and many other subjects. This website is suitable for advanced learners.
5	TED Ed Lessons Worth Sharing http://ed.ted.com/	On this site, you will find carefully curated educational videos, many of which represent collaborations between talented educators and animators nominated through the TED-Ed platform. The website is suggested for intermediate to advanced learners.
6	TED Ideas Worth Spreading http://www.ted.com/	On TED.com, you will watch the best talks and performances about Technology, Entertainment, and Design. More than 1500 TED Talks are now available, with more added each week. All of the talks are subtitled in English, and many in other languages, too. The website is suitable for advanced learners.
7	videolectures.net http://videolectures.net/	VideoLectures.NET is an award-winning free and open access educational video lectures repository. The lectures are given by distinguished scholars and scientists at the most important and prominent events like conferences, summer schools, workshops and science promotional events from many fields of Science. It might be best for students in college who are pursuing Computer Engineering since the site puts a special emphasis on that particular topic, but they also cover several general topics such as biology and mathematics.

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Appendix 6
Group Project Presentation Guidelines

Your presentation must:

- Show the best listening materials categorized according to songs, stories, lectures, film clips, reports, and conversations, with a brief description of the content of each listening material and any useful words and structures you learn through your listening and viewing.

- Recommend the best materials to your classmates (including Titles, and the URL (the address of the web page).

- Tell advantages and challenges you faced during your group project and how you addressed your difficulties.

- Discuss the most valuable language and information you learned from your group members and your project.

- Discuss changes you may do if you do the project again.

- Demonstrate how your listening skills have been improved through your project.

- Show your future plans for your listening improvement.

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Appendix 7
Grading The Students' Group Projects

Tasks	Criteria	Points	Total
1. Group work	- Participating in the group's activities adequately (posting informed reports)	5	
	- Interacting and sharing ideas with other group members (responding to others' postings with meaningful comments)	5	10
2. Group presentation	- Content: Knowledgeable, accurate, clear, informative	5	
	- Organization: well-organized	5	
	- Fluency: express ideas smoothly	5	
	- Interaction: eye contact, gesturing, movement, facial expressions, etc.	5	20

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