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VoScreen As A Listening Aid: A Digitalized Learning Experience

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ABSTRACT

While learning a foreign language, it is quite widespread now to take advantage of mobile devices and applications because they provide lots of authentic activities and abundant chances of repetition that language learners need. As a popular mobile application, VoScreen encapsulates several beneficial features for learners who have different proficiency levels. With numerous video materials in the application which are clipped from famous movies, TV series or advertisements, learners are provided with a vast number of audiovisual materials, which allows them to improve their language proficiency. Bearing those features of VoScreen in mind, this study was conducted to find out the differences in the perceptions of the elementary and intermediate level EFL students towards the use of VoScreen as an aid for listening comprehension. The participants of the study are 30 EFL students divided into 2 distinctive groups considering their language proficiency levels. During the study, each group utilized VoScreen application to scaffold their listening proficiency for eight weeks. At the end of the study period, students were asked to fill a survey and a questionnaire to find out their perceptions towards VoScreen practices. Also, semi-structured interviews were carried out to get in-depth sight of student opinions. The study demonstrated that there is no meaningful difference between the elementary and intermediate level EFL students in terms of their perceptions towards VoScreen use as an aid for listening comprehension even though elementary level EFL learners have slightly higher perception scores. The study also revealed that EFL learners are in the opinion that VoScreen use provides many benefits for them, and it is an effective listening aid.

Key Words: VoScreen, listening proficiency, mobile learning, mobile applications

**Dinleme Becerisine Yardımcı Olarak VoScreen:
Dijitalleşmiş Bir Öğrenme Deneyimi**

ÖZET

Yabancı dil öğrenirken, mobil cihazlardan ve uygulamalardan yararlanmak artık oldukça yaygındır çünkü bu araçlar, dil öğrenenlerin ihtiyaç duyduğu birçok özgün aktivite ve bol miktarda tekrar şansı sağlarlar. Popüler bir mobil uygulama olarak VoScreen, farklı yeterlilik seviyesindeki öğrenciler için birçok yararlı özelliği içerir. Bu uygulamada ünlü filmlerden, TV dizilerinden veya reklamlardan kesilmiş çok sayıda video materyali ile çok sayıda görsel-ışitsel materyal sağlanmaktadır. Bu çalışma İngilizceyi yabancı dil olarak öğrenen başlangıç ve orta seviyedeki öğrencilerin dinlediğini anlamaya yardımcı olarak VoScreen kullanımına yönelik algılarındaki farklılıkları ortaya çıkarmak için yapılmıştır. Araştırmanın katılımcıları, dil yeterlilik düzeyleri dikkate alınarak 2 farklı gruba ayrılan 30 yabancı dil hazırlık öğrencisidir. Her grup, sekiz hafta boyunca dinleme yeterliliklerini desteklemek için VoScreen uygulamasını kullanmıştır. Çalışmanın sonunda öğrencilerden, algılarındaki farklılıkları ortaya çıkarmak için bir algı anketi doldurmaları istenmiştir. Ayrıca, öğrenci görüşleri hakkında derinlemesine bilgi edinmek için araştırmacılar tarafından yarı yapılandırılmış görüşmeler yapılmıştır. Çalışmanın sonucu, farklı yeterlilik seviyesindeki öğrencilerin VoScreen uygulamasının dinleme becerisini geliştirmek için kullanılmasına yönelik algıları arasında anlamlı bir fark olmadığını ortaya koymuştur. Çalışma ayrıca, öğrencilerin VoScreen kullanımının kendileri için birçok fayda sağladığını düşündüğünü ve VoScreen uygulamasının etkili bir dinleme yardımcısı olduğunu ortaya koymuştur.

Anahtar Kelimeler: VoScreen, dinleme becerisi, mobil öğrenme, mobil uygulamalar

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Introduction

Since the entire world experience the digital era within the scope of numerous technological augmentations, it is not a surprise to find out that mobile phones are highly proven to have plenteous assets for foreign language learners, especially during the last decade. The usefulness and handedness of these devices can be metaphorically described as a 'pocket-size-world,' which nearly has become indispensable limbs of our bodies. Despite the practicality of these mobile devices, using them is not free from risk for young people. In fact, some studies (Kuss, 2017; Wallace, 2014) have exposed that the use of mobile devices is likely to create some problems for all ages and both genders around the world. Accordingly, it is a generally known fact that the uncontrolled, inappropriate, or excessive use of the mobile phone can give rise to social, behavioral and affective problems (Choliz, 2010). However, one solution to these problematic mobile device use may be to encourage learners to use mobile applications for language learning instead of using them just for social media and online gaming purposes, which take considerable time and effort to feel the sense of success and motivation. In this sense, there are plenty of popular free mobile applications for language learning, most of which have several language options so that people around the world can practice language easily. These mobile applications provide numerous opportunities to learn and develop a foreign language. As identified by Ekinci and Ekinci (2017) mobile apps are rewarding for the foreign language learning and learners in terms of (1) helping learners feel motivated during language learning, (2) making the learning process more efficient, especially vocabulary learning, (3) providing authentic materials in the apps catch students' attention, leading to meaningful learning, and (4) having some preferable features such as simple interface, clear function buttons, reminder notifications, speaker variance and assessment of voice recordings. All of these features made mobile applications valuable in the process of language learning.

While learning a foreign language, listening proficiency carries a substantial eminence as it is one of the most central human skills used in communication. For most of the students, listening is quite challenging language proficiency, especially when they are supposed to hear and reply to audio materials during a lesson and exams. In order to solve listening related language problems, the listening proficiency development of language learners should be taken into account exponentially with the help of recent technologies. As some of the convenience that technology bestows us today are mobile phones and several functional applications, they might act as a means of listening proficiency development for language learners. As stated by Khaddage, Lattemann and Bray (2011), mobile devices and apps provide many benefits for the listening proficiency of foreign language learners because they are easy, convenient, efficient, flexible tools for collaboration, coordination, and communication. Sharples, Taylor and Vavloula (2005) defined that the mobility of learning provided by mobile devices and applications creates individualized, learner-centered, positioned, collaborative and lifelong learning. Despite the availability of mobile devices and apps that can be used to improve language proficiency, the number of studies dealing with the effect of mobile application on language learning is very rare in the literature. What is more, the studies concentrating on the perception of EFL learners towards using mobile applications as an aid for listening comprehension and increase their motivation for language learning are even rarer. As an attempt to fill this gap in the literature, this study was conducted to learn whether the proficiency level of EFL learners affects their perceptions towards VoScreen use as an aid for listening comprehension.

Aim and Scope of the Study

The main aim of the study is to identify the differences in the perceptions of the elementary and intermediate level EFL students towards the use of VoScreen as an aid for listening comprehension. It is also aimed to shed light on the opinions of EFL learners towards the use of VoScreen to support their listening comprehension. In this scope, related research questions of the study are;

1. Are there any significant differences between the elementary and intermediate level EFL students in terms of their perceptions towards VoScreen use as an aid for listening comprehension?
2. What are the opinions of EFL learners about using VoScreen to support their listening comprehension?

Limitations and Suggestions

It is vital to note that this study was examined with two groups of EFL learners; each one of them consists of 15 students. The number of participants may be extended in order to improve the generalizability and representativeness of the study. Because of the institutional restrictions, this study includes two different levels of EFL learners. With additional levels, those results would have consisted of several other aspects.

Literature Review

Use of Audiovisual Materials in the Classroom

The use of audiovisual materials and their integration into the curriculum via technological devices have expanded significantly in educational institutions. It is an essential fact that audiovisual materials are great aids that facilitate the learning of a foreign language. Mainly, the use of mobile devices as the sources of audiovisual materials has proliferated as a result of the expanding focus on communicative techniques, and mobile technologies have begun to provide boundless assistance for foreign language learners and teachers in simplifying the comprehension in the target language. As it is stated by Gebhard (2006), so as to exceed the limitations of a text, foreign language learners and teachers need to generate and use audiovisual materials and authentic media. As stated by Grant and Starks (2001), audiovisual materials such as carefully screened videos provide many benefits for the language learning process.

Many studies are demonstrating the positive influence of using audiovisual material to improve language skills, especially that of listening (Han, 1994; Mathew and Alidmat, 2013). For example, Han (1994) examined the use of video materials in an ESL classroom to find out the influence of video-based instruction on motivation, listening comprehension, communicative competence, and cultural awareness. The results verified that using audiovisual materials in the classroom improved listening comprehension, competence, and motivation of the participants. Mathew and Alidmat (2013) directed research on the practicality of audiovisual materials for ELT students in Saudi Arabia. The result of their study indicated that using audiovisual materials in language teaching was a supportive technique both for the teachers and the learners. It is clear that the utilization of audiovisual materials such as mobile devices provides many satisfactory outcomes both for the learners and the educators of a foreign language.

Listening Skill Development Through Audiovisual Materials

With the advances in technology and the digital world, the eminence of the audiovisual technologies in language teaching and learning increased unprecedentedly in history. As a result, these advances paved

the way for the utilization of mobile devices and audiovisual materials as a means of foreign language learning and improvement. One of the most widespread utilization of these mobile devices and audiovisual material is their usage to improve listening proficiency. Considering the importance of listening comprehension and the difficulty of mastering this receptive skill, the use of multimedia materials, including the use of audiovisual content to improve listening proficiency, carry great eminence for the language learners and the educators.

The listening comprehension process can be surveyed under two categories, namely top-down and bottom-up processing. Top-down processing stresses the macro-features of listening, such as the speaker's purpose and the subject of the message. In contrast, as stated by Nunan (1998), bottom-up processing strategies deal with the individual components of spoken messages such as the phonemes and individual lexical and grammatical elements that are to be comprehended while conveying the aural message. In other words, the top-down processing components are the general understanding and retention of the produced listening materials, while bottom-up processing components are the building blocks of listening comprehension. As stated by Ekinci (2017), it is apparent that it is difficult to consider one processing model superior to the other because they support the integration of each other, paving the way for cognition. A proficient listener is the one who mixes the elements of bottom-up and top-down listening processes and makes use of their unique potentials to get optimum benefit from listening strategies.

Mendelsohn (1994) illustrates that listening takes up most of the human communication (40-50%) while transmitting the message through language. Though it is very noteworthy, listening is one of the most robust skills to master for learners because it needs more attention, focus and interest. In face to face communication, listening entails complex interpretive processes. While learning a foreign language, learners encounter many different listening problems. According to Goh (1999), the most familiar problems confronted by students in listening are quickly forgetting what is heard, difficulty in remembering the words they know, comprehending the message but not the targeted one, ignoring the next part while thinking about meaning, unable to create a mental representation of the words. As stated by Ekinci (2017), another listening problem experienced by the students is that while listening, they begin to organize their replies without fully understanding the speaker, which leads to a lack of comprehension and missing the primary glance of the conversation. It is evident from the literature that various listening problems need to be dealt with through a particular focus and care.

One of the latest and most innovative ways of developing listening skill is to use audiovisual materials. Using these multimedia sources to teach and improve language skills, especially that of listening, is an advantageous procedure. For this reason, many researchers conducted studies that prove the favorable effects of audiovisual materials on the listening proficiency level of the learners. In the study conducted by Meskill (1996), it is proven that the use of audiovisual materials supports listening skills development in another language. Holden (2000) also supported the idea of using audiovisual materials to improve students' both listening and communication skills. As identified by Luo (2004), audiovisual materials such as DVD films are able to help enhance students' English listening comprehension and motivation. Furthermore, Luo (2004) studied the influence of DVD movies on students' listening proficiency. The results of the study displayed that students' listening skills improved thanks to the instruction of using DVD movies in an encouraging learning environment with a lower level of anxiety. This study proves that audiovisual materials are valuable tools to lower students' stress and assist them in feeling comfortable, which paves the way for the creation of a relaxing learning atmosphere.

Integration of Mobile Devices and Applications into Language Learning

Technology is an indispensable part of our lives. It is an effective means of education, and it can be used in several ways to make teaching and learning influential. In parallel with the advances in technology, the focus of learning and improving a foreign language oriented towards the use of mobile technologies. As stated by Pachler, Bachmair and Cook (2009), mobile technologies affect the cultural practices of the users and allow new contexts for language learning. Mobile technologies provide many benefits for language learners thanks to their flexibility, low cost, small size and user-friendliness (Huang et al., 2012). Moreover, mobile learning by using a mobile device provides learners a more individualized experience as they possess the chance to choose the time, place and learning content (Narayanasamy and Mohamed, 2013). They also provide numerous opportunities to re-design the way English is taught and learned. It is clear that mobile technologies present many advantages for learners, and there are many different mobile devices to utilize for teachers. However, the most popular mobile device used for language learning is mobile phones. As illustrated by Pęcherzewska and Knot (2007), mobile phones are the most frequently used devices, followed by PDAs and other handhelds. Kukulska-Hulme, Traxler and Pettit (2007) state that concerning mobile learning, the majority of MALL activities appear to make use of mobile phones. As stated by Thornton and Houser (2004), mobile devices such as phones and PDAs can be practical tools for delivering foreign language learning materials to students. Liu et al. (2003) state that integrating mobile phones with wireless internet communication and the network may help teachers and students on:

- reducing the time for tedious work,
- helping students to be actively involved in the learning process,
- enabling teachers to observe the learning of the students,
- facilitating collaborative learning in terms of group activities and applying technology learning activities seamlessly (p. 371).

It is evident that mobile phones provide various assistance not only for the language teachers but also for the learners who want to improve their language proficiency.

As it is clear from the literature, mobile phones can have many beneficial uses in order to teach and improve a foreign language. The widespread use of mobile phones to improve a foreign language paved the way for the introduction of mobile applications that are rapidly growing in importance. These applications are not just developed to have fun and have a good time. Many applications have also been developed for educational purposes (Demuynck and Laureys, 2002). These applications are also able to help learners to conduct discussions on a given task or homework and to practice the language in an authentic context providing suitable vocabulary and language materials (Godwin-Jones, 2011).

There have been some studies focusing on the use of mobile phones and applications in language learning. Nah, White, and Sussex (2008) conducted a study with mobile phones. The results suggested that students were more motivated to learn and exposed positive attitudes towards using mobile phones as a means of mobile online language learning. On the other hand, the study conducted by Jašková (2014) dealt with the e-learning education, especially with a new language learning portal called Duolingo. The result of the study demonstrated that the students improve their language skills through the mobile application. In another study conducted by Munday (2016), the researcher explored the use of a language learning app, Duolingo, to improve Spanish proficiency as a second language. The result illustrated that students find Duolingo an easy-to-use, helpful, and enjoyable application to practice

Spanish; they also enjoy its gamification aspects. Taylan (2018), also conducted a study in order to illustrate the results of the literature review in which VoScreen, a web application, is used as a foreign language education aid. The results revealed that watching movies and videos in English on the application improves listening and pronunciation skills in foreign language education.

VoScreen and Its Application in Language Learning

Voscreen is a mobile application that can be used as a language learning accelerator to support foreign language learning. The main objective of the application is to improve the listening skill, listening strategies and listening comprehension of the users with short video clips taken from popular TV series, movies and other common audiovisual authentic materials. The application, which allows users to learn by seeing and hearing, or to refresh their memory in subjects they know, consists of a maximum of 15 seconds of video content. As it is stated by Taylan (2018), the number of users has surpassed 1.7 million, and the application has been used in 74 different countries. The application can be operated by using desktops, laptops, tablets and mobile phones, and it is a user-friendly application that is designed to answer the needs of language learners who have different language proficiency levels.

Method

Research Design

This study was designed as mix-method research and intends to find out the differences between the elementary and intermediate level EFL students in terms of their perceptions towards VoScreen use as an aid for listening comprehension. The study employed not only quantitative but also qualitative research methods. In this study, quantitative methods were used to learn whether the proficiency level of EFL learners affects their perceptions towards VoScreen use as an aid for listening comprehension. On the other hand, qualitative methods were employed to uncover the opinions of EFL learners about using VoScreen to support their listening comprehension.

Sampling and Participants

This study was conducted during the Spring Term of 2018-2019 education periods at the School of Foreign Languages of Osmaniye Korkut Ata University in Osmaniye, Turkey. The participants of this study were 30 university EFL students (15 elementary and 15 intermediate level) who were selected through the convenience sampling strategy. Those participants are in their first year in university, attending non-compulsory preparatory classes from different departments of the faculties such as the Faculty of Engineering, Faculty of Economics and Administrative Science, and Faculty of Art and Literature. While 30 participant students filled in the survey and the questionnaire, 14 of them could participate in the semi-structured interview.

Data Collection Tools

The researchers applied different methods to collect the intended data for the study. Research questions and data collection tools are given in Table 1 below.

Table 1. *Research Questions and Data Collection Tools*

Research Questions	Data Collection Tools
1. Are there any significant differences between the elementary and intermediate level EFL students in terms of their perceptions towards VoScreen use as an aid for listening comprehension?	<i>VoScreen Perception Survey adapted from Hsieh et al. (2017)</i> <i>Technology Acceptance Model Questionnaire adapted from Davis (1989)</i>
2. What are the opinions of EFL learners about using VoScreen to support their listening comprehension?	<i>Semi-Structured Interview</i>

As it is evident in Table 1, three data collection tools were used to find data for the research. The VoScreen Perception Survey, which was adapted from Hsieh et al. (2017) and the T.A.M. (technology acceptance model) questionnaire adapted from Davis (1989) were used to find out any differences in the perceptions of the elementary and intermediate level EFL students towards the use of VoScreen as an aid for listening comprehension. While the survey included 11 items with 5 Likert Scale, the questionnaire included 22 items with a Likert Scale again. The items of the survey and the questionnaire demonstrated positive reliability (std. alpha > .79 for the survey, std. alpha > .81 for the questionnaire) as a result of the pilot study, which was conducted with 19 participants who were excluded from the study later on. On the other hand, the semi structured-interview that includes 5 questions was utilized in order to find out the opinions of the EFL learners towards the use of VoScreen to support their listening comprehension.

Data Collection Procedure and Analysis

At the very beginning of the study, the researchers asked the participants to install and use VoScreen Mobile Application for 10 weeks. In the first and second weeks of the study, the researchers introduced the application and helped the participants learn the key points and functions of the application. After then, the participants received directions and assignments from the researchers and used the application as an aid for listening comprehension. At the end of the treatment, both the intermediate and elementary level students filled up the VoScreen Perception Survey and the TAM (technology acceptance model) questionnaire. After the collection of quantitative data, the researchers conducted a semi-structured interview with 14 of the participants. The researchers kept the data obtained through the survey, questionnaire and semi-structured interview for future analysis.

The data obtained through the survey and the questionnaire were analyzed by using SPSS 25 statistical package, and the mean scores and standard deviations of the items were calculated by using descriptive analysis on the software. On the other hand, the data obtained from the semi-structured interviews were examined by using a categorical-content analysis strategy. The researchers identified the categories and tabulated the results to find out relations between the data collected through different data collection tools.

Findings

The Perception Difference Between the Elementary and Intermediate Level EFL Students

In order to answer the first research question of the study, data taken from two different data collection tools, namely 'VoScreen Perception Survey' adapted from Hsieh et al. (2017) and 'Technology Acceptance Model Questionnaire' adapted from Davis (1989) were utilized, and the results were tabulated as follows in the next sections.

Findings Obtained Through the VoScreen Perception Survey

The VoScreen Perception Survey that is used to find out the differences between the elementary and intermediate level EFL students in terms of their perceptions towards VoScreen use as an aid for listening comprehension includes 11 items with 5 Likert Scale. The researchers analyzed the items via SPSS 25, and Table 2 demonstrates the findings of the descriptive statistics of the survey filled by the elementary level participants.

Table 2. *Descriptive Statistics of the Survey Items (Elementary Level Participants)*

ITEMS	Mean	Std. D
1. VoScreen is a better way of learning English.	4,00	1,19
2. I enjoyed the VoScreen application.	4,00	,92
3. I think VoScreen is an effective and efficient way to learn.	4,33	,72
4. I feel motivated while using VoScreen.	3,53	1,24
5. The content of VoScreen caught my attention.	3,66	1,23
6. VoScreen made me a better listener.	3,73	1,09
7. The time and effort I spent using VoScreen were worthwhile.	3,80	1,08
8. VoScreen enables me to listen more effectively.	3,53	1,24
9. After VoScreen, I became more active in listening courses.	2,93	1,22
10. Generally, I am happy and satisfied with using VoScreen for listening activities.	3,53	1,30
11. I am going to use the application to improve my listening skills.	3,33	1,23

Table 2 provides comprehensive data about the mean and standard deviation scores of the distinct research items. The mean scores of the items confirmed that item 3 about the VoScreen applications' effectiveness (4,33), item 1 about VoScreen's being a better and alternative way of learning English (4,00), item 2 about the enjoyable nature of VoScreen application (4,00) and item 7 about the practicality and effectivity of VoScreen use (3,80) have the highest mean scores for the elementary level participants. On the other hand, item 9 that is about VoScreen application's impact on the success level in listening courses (2,93), item 11 about the participants' personal use of VoScreen to improve their listening skills (3,33) and item 10 about participant students' happiness and satisfaction provided by using VoScreen for listening activities (3,53) have the lowest mean scores amid the other survey items.

Table 3 below demonstrates the findings of the descriptive statistics of the survey filled by the intermediate level participants.

Table 3. *Descriptive Statistics of the Survey Items (Intermediate Level Participants)*

ITEMS	Mean	Std. D
1. VoScreen is a better way of learning English.	4,26	,79
2. I enjoyed the VoScreen application.	3,86	1,06
3. I think VoScreen is an effective and efficient way to learn.	4,13	,74

4. I feel motivated while using VoScreen.	3,33	1,11
5. The content of VoScreen caught my attention.	3,73	1,16
6. VoScreen made me a better listener.	3,46	1,12
7. The time and effort I spent using VoScreen were worthwhile.	3,46	1,06
8. VoScreen enables me to listen more effectively.	3,26	1,33
9. After VoScreen, I became more active in listening courses.	2,60	1,54
10. Generally, I am happy and satisfied with using VoScreen for listening activities.	3,80	1,01
11. I am going to use the application to improve my listening skills.	3,53	,99

As it is evident from Table 3, item 1 about VoScreen's being a better and alternative way of learning English (4,26), item 3 about the VoScreen applications' effectiveness (4,13), item 2 about the enjoyable nature of VoScreen application (4,00) and item 10 about participant students' happiness and satisfaction provided by using VoScreen for listening activities (3,80) have the highest mean scores. On the other hand, item 9 that is about VoScreen application's impact on the success level in listening courses (2,60), item 4 about the motivating effect of VoScreen application (3,33) and item 8 about the impact of VoScreen on participants practical listening proficiency (3,26) have the lowest mean scores for the intermediate level participant students.

The VoScreen Perception Survey results of both groups were analyzed by using the Independent Sample T-test to detect the difference between the elementary and intermediate level EFL students' perceptions towards the use of VoScreen as an aid for listening comprehension. The results are demonstrated in Table 4.

Table 4. *Independent Sample T-test Analysis for the VoScreen Perception Survey*

Group	N	Mean	Std. Deviation	df	p
Elementary	15	3,67	0,81		
Intermediate	15	3,58	0,76	28	.113

As indicated in Table 4, the mean score of the elementary level participants is 3,67, whereas it is calculated 3,58 for the intermediate level participants. While the standard deviation score of the elementary level participants is .81, it is calculated .76 for the intermediate level participants. If 'the p-value' of a study is calculated higher than .05, it means that there is no significant difference between the groups. In the current study, 'the p-value,' which is the most critical figure in Table 4, is calculated as .113. Therefore, it indicates that there is not a statistically significant difference between the survey scores of the elementary level participants and the intermediate level participants ($p=.113$; $p >.05$) despite the fact that elementary level participants have a slightly higher level of perception.

Findings Obtained Through the Technology Acceptance Questionnaire

The Technology Acceptance Model Questionnaire adapted from Davis (1989) was used to find out the differences between the elementary and intermediate level EFL students in terms of their perceptions towards VoScreen use as an aid for listening comprehension. The questionnaire includes 22 items with a 5 Likert Scale. The researchers examined the items by using SPSS 25, and Table 5 presents the findings of the descriptive statistics of the questionnaire filled by the elementary level participants.

Table 5. *Descriptive Statistics of the Questionnaire Items (Elementary Level Participants)*

ITEMS	Mean	Std. D
1. Using VoScreen made learning activities more realistic.	3,40	1,18
2. Using VoScreen provided stimulating learning.	3,60	,98
3. Using VoScreen made me feel more comfortable while practicing listening.	3,82	1,05

4. I was able to use various activities of VoScreen application to improve my listening.	3,80	1,01
5. Thanks to the features of the application, I was able to follow my own development.	4,40	1,18
6. Thanks to the features of the application, it made me happy that our teacher could follow our progress.	3,66	1,29
7. The scoring feature of the application motivated me.	3,13	1,64
8. The videos in the app helped me improve my listening skill.	3,93	1,09
9. The lengths of the videos in the application were suitable for my level.	4,00	1,00
10. The videos in the app were very complicated.	3,66	1,17
11. Videos in the application were comprehensible.	3,80	,94
12. The videos in the app were motivating.	3,60	1,12
13. The way to use the VoScreen application is clearly explained.	3,60	1,29
14. It is easy to use the VoScreen application to practice listening.	4,26	,70
15. It is not stressful to use VoScreen while practicing listening.	3,53	1,35
16. Using VoScreen improved my English listening skills.	3,86	,74
17. The use of VoScreen increased my willingness to listen in English.	3,46	,91
18. VoScreen application increased my proficiency and contributed to my success in the classroom.	4,20	,97
19. I liked using VoScreen to improve my English listening skills.	3,66	1,17
20. I think using VoScreen is a good idea to improve your English listening skills.	4,40	,82
21. I will continue to use VoScreen to improve my listening skills.	4,20	1,35
22. I will recommend using VoScreen for those who want to improve their English listening skills.	4,20	1,14

Table 5 provides data about the mean and standard deviation scores of the technology acceptance questionnaire filled by elementary level students. The mean scores of the items confirmed that item 5 about following the own development of the participants with the assistance of VoScreen application (4,40), item 20 about the improvement of listening proficiency levels of the participants thanks to VoScreen (4,40), item 14 about the practical use of VoScreen application to improve listening proficiency (4,26), item 18 about the contribution of VoScreen to the success and proficiency levels of the participants in the classroom (4,20), item 22 about the participants' continuity to use VoScreen to improve their listening skills (4,20) and item 22 about the VoScreen recommendation of the participants for those who want to improve their English listening skills (4,20) have the highest mean scores. However, item 7 about the motivative effect of VoScreen Application (3,13), item 1 about the contribution of VoScreen to make learning activities more realistic (3,40), item 17 about the impact of VoScreen on the participants' willingness to listen in English (3,46) and item 2 about the stimulated learning provided by VoScreen (3,60) possess the lowest mean scores among the other questionnaire items for the elementary level participants.

Table 6 below reveals the findings of the descriptive statistics of the questionnaire filled by the intermediate level participants.

Table 6. *Descriptive Statistics of the Questionnaire Items (Intermediate Level Participants)*

ITEMS	Mean	Std. D
1. Using VoScreen made learning activities more realistic.	3,46	1,06
2. Using VoScreen provided stimulating learning.	3,80	1,20
3. Using VoScreen made me feel more comfortable while practicing listening.	3,53	1,30
4. I was able to use various activities of VoScreen application to improve my listening.	3,60	,98
5. Thanks to the features of the application, I was able to follow my own development.	3,53	1,30
6. Thanks to the features of the application, it made me happy that our teacher could follow our progress.	3,73	1,22

7. The scoring feature of the application motivated me.	4,00	1,30
8. The videos in the app helped me improve my listening skill.	3,73	1,27
9. The lengths of the videos in the application were suitable for my level.	3,80	1,26
10. The videos in the app were highly practical.	3,00	,92
11. Videos in the application were comprehensible.	3,66	,48
12. The videos in the app were motivating.	4,26	1,22
13. The way to use the VoScreen application is clearly explained.	3,53	1,06
14. It is easy to use the VoScreen application to practice listening.	4,60	,91
15. It is not stressful to use VoScreen while practicing listening.	4,13	1,18
16. Using VoScreen improved my English listening skills.	3,80	1,47
17. The use of VoScreen increased my willingness to listen in English.	3,86	1,35
18. VoScreen application increased my proficiency and contributed to my success in the classroom.	3,80	1,08
19. I liked using VoScreen to improve my English listening skills.	4,20	1,26
20. I think using VoScreen is a good idea to improve your English listening skills.	3,73	1,09
21. I will continue to use VoScreen to improve my listening skills.	3,73	1,03
22. I will recommend using VoScreen for those who want to improve their English listening skills.	4,06	,70

It is evident from the Table 6 that item 14 about the practical implementation of VoScreen activities to practice listening (4,60), item 12 about the motivating effect of VoScreen for the participants, item 19 about the improvement in listening proficiency level provided by the VoScreen use for the participants (4,20), item 15 about the stress-free nature of VoScreen and item 22 about the VoScreen recommendation of the participants for those who want to improve their English listening skills (4,06) have the highest mean scores. On the other hand, item 10 about the practical use of VoScreen (3,00), item 13 about the instruction provided in VoScreen application (3,53) item 3 about the participants' feeling more comfortable while practicing listening (3,53) and item 1 about the contribution of VoScreen to make learning activities more realistic (3,46) hold the lowest mean scores among the other questionnaire items for the intermediate level participants.

The researchers also made use of the data obtained through the Technology Acceptance Questionnaire to find out any differences between the elementary and intermediate level EFL students in terms of their perceptions towards VoScreen Implementation as an aid for listening comprehension. The Technology Acceptance Questionnaire results of both groups were analyzed again by using the 'Independent Sample T-test,' and the results are presented in Table 7 below.

Table 7. *Independent Sample T-test Analysis for the Technology Acceptance Model Questionnaire*

Group	N	Mean	Std. Deviation	df	p
Elementary	15	3,82	1,17		
Intermediate	15	3,80	0,98	28	.096

As specified in Table 7, the mean score of the elementary level participants is 3,82, although it is calculated 3,80 for the intermediate level participants. While the standard deviation score of the elementary level participants is 1,17, it is calculated .98 for the intermediate level participants. In this study, 'the p-value' is calculated as .096. Therefore, it indicates that there is not a statistically significant difference between the questionnaire scores of the elementary level participants and the intermediate level participants ($p=.096$; $p > .05$), although elementary level participants have a slightly higher level of perception level about using VoScreen as a listening aid.

The Opinions of EFL Learners About Using VoScreen Application as a Listening Aid

Findings of Semi-Structured Interviews

A semi-structured interview was utilized to expose the opinions of EFL learners about using VoScreen to support their listening comprehension. The researchers interviewed 14 of the participants, and they recorded the answers of the participants by using a smartphone.

Interview Question 1. Do you believe that VoScreen helps you as a listening aid? Explain.

The detailed results of the content analysis for the first interview question were tabulated and presented in Table 8.

Table 8. Content Analysis of the First Interview Question

VoScreen Evaluation	Positive	Negative	Total
<i>f</i>	10	4	14
%	71,42	28,58	100

It is obvious from the table that while most of the participants think that using VoScreen application as a listening aid helps them improve their listening proficiency levels (%71,42), a few of them have the opinion that this process didn't provide a considerable benefit (%28,58). The subsequent extracts may provide additional details:

Participant 3: 'At first, I had difficulty in adapting to this new application. However, when I found out the way it operates, it helped me a lot to improve my listening proficiency.'

Participant 7: 'This application helped me to improve my listening scores from the exam. Also, it developed my understanding.'

Participant 11: 'It didn't help me a lot as you need to do more to improve your listening proficiency.'

Interview Question 2. What are the positive sides of using VoScreen as an aid for listening comprehension?

The second interview question is addressed to learn the participants' opinions about the positive sides of using the VoScreen application as an aid for listening comprehension, and the codes created by means of the participant answers are given in Table 9.

Table 9. Content Analysis of the Second Interview Question

Positive Sides	<i>f</i>	%
Easy to Use	7	23,33
Audio-Visual Content	7	23,33
Vocabulary Improvement	5	16,66
Accent Recognition	4	13,33
Adjustable Levels	4	13,33
Exposure to English	3	10
TOTAL	30	100

Table 9 identifies that most of the participant students (%23,33) thought that the VoScreen application is easy to use, and it provides audiovisual materials for the participants (%23,33) who want to improve their listening proficiency levels. On the other hand, %16,66 of the participants shared the opinion that VoScreen use facilitates vocabulary retention. A few others stated that VoScreen helps them recognize the different accents (%13,33), and the same number of participants (%13,33) stated that the inclusion of

adjustable levels in the software provides practicality for the participants. The next extracts may illustrate participants' views about the positive sides of VoScreen use as an aid for listening comprehension:

Participant 2: 'This mobile application is very easy to use. Everything in the software is placed neatly, and it is user friendly.'

Participant 3: 'It provides visual materials for you. I made use of both the videos and the subtitles to improve my listening skill.'

Participant 11: 'Unlike the other language mobile applications, VoScreen helped me hear the different accents, and understand the difference between them.'

Interview Question 3. What is your favorite feature in VoScreen?

The third interview question deals with participants' favorite features in VoScreen. Table 10 below demonstrates the results of the participants' responses.

Table 10. Content Analysis of the Third Interview Question

Favorite Features	<i>f</i>	%
Motivating	7	28
Enjoyable	6	24
Practical	6	24
Video Selection	4	16
No Advertisement	2	8
TOTAL	25	100

It is clear from Table 10 that most of the participants (%28) think that VoScreen is a highly motivating software for their language learning process. Also, most of the participants stated that VoScreen is an enjoyable (%24) and practical (%24) application, which assists them in improving their language proficiency. On the other hand, a few of the participants (%8) drew attention to the advertisement-free nature of the application. As illustrations, the following extracts are given below from the responses of the participants:

Participant 2: 'This application is so motivating for me, and event at home, I feel like using the application.'

Participant 10: 'Despite being a free application, my language learning through it is not interrupted as a result of repetitive advertisements. This is my favorite feature of this application.'

Participant 13: 'I think my favorite side of this application is that it is very enjoyable and easy to use. I can watch videos having different difficulty levels, and I can arrange that difficulty myself.'

Interview Question 4. What are the negative sides of using VoScreen as an aid for listening comprehension?

The fourth interview question is about the negative sides of VoScreen for the participants. The results are presented below in Table 11.

Table 11. Content Analysis of the Fourth Interview Question

Negative Sides	f	%
Long Videos	4	36,36
Not Competitive Enough	3	27,27
Incompressible Videos	3	27,27
Scoring System	1	9,09
TOTAL	11	100

Most of the participants (%36,36) uttered that the videos in the application are too long to comprehend. Also, while some of the participants find the application not competitive enough (%27,27), some others think that the videos are incomprehensible and hard to understand (%27,27). The extracts linked with the fourth interview question are given below.

Participant 7: 'Some videos are very hard to comprehend. I understand nothing even with the subtitles. I cannot follow them.'

Participant 8: 'The scoring system is faulty. Sometimes, the software does not give the point that is supposed to give, and this creates inequality.'

Interview Question 5. Are you going to keep using VoScreen as an aid for listening comprehension after the study?

The fifth interview question is addressed to find out whether the participants are going to use VoScreen as an aid for listening comprehension after the study. Table 12 below displays the results of the related interview question.

Table 12. Content Analysis of the Fifth Interview Question

Use of VoScreen Application	Positive	Negative	Total
f	9	5	14
%	64,28	35,72	100

Participant 5: 'I can advise this application to everybody who wants to improve their English comprehension. I will keep on using this application to improve myself in English.'

Participant 11: 'This software can always be used to support English learning, but I don't think that it is suitable for everybody. The effectivity of the software depends on the user.'

Discussion and Conclusion

The results of the study verified that there is not a statistically significant difference between the elementary and intermediate level EFL students in terms of their perceptions towards VoScreen use as an aid for listening comprehension (see Table 4 and Table 7) despite the fact that elementary level participants have a slightly higher level of perception levels. The data indicated that both groups of EFL learners have high perception scores towards VoScreen implementation, and they have positive ideas about the use of the application as supportive material for their language development, especially that of listening comprehension. This outcome is consistent with the study of Luo (2004) that examined the influence of video materials on students' listening comprehension and found that students' listening skills developed through the instruction of using videos in a motivating learning environment with a lower level of anxiety.

Another important outcome of the study is that both elementary and intermediate level EFL learners are of the opinion that VoScreen is a favorable alternative to be used as an aid for listening comprehension while learning a foreign language. The EFL learners also identified that VoScreen application increased their proficiency and contributed to their success in the classroom as they took responsibility for their own learning via using a mobile application independently. This result of the study is parallel with the research conducted by Lin (2002) in which mobile devices and applications are proven to effectively boost learner-centered language learning and provide substantial benefits for the learners.

The learners also mentioned about the practicality and motivating effect of VoScreen application as well as the enjoyable and appealing learning conditions created by using technology to learn a foreign language. This finding is supported by the study of Viberg and Grönlund (2013) who inspected the perceptions of students toward mobile technology use for second and foreign language learning in higher education and found out that the perceptions of the participants were extremely positive, and their motivational level was high towards mobile learning.

Another advantage of the software for the participants is that it provided audiovisual materials that help them focus on both the verbal and non-verbal communication means of a language. They also find an opportunity to focus on different accents and social side of the language. It shows that implementing authentic materials to the lesson may boost students' relations and interest in foreign language education. The conclusion above agrees with the study of Safia (2013) in which she uncovered that audiovisual materials such as authentic videos create the opportunity to get live education and make the learners adapt to native accents.

It is also confirmed in the study that VoScreen implementation has a few negative sides for the students. It is apparent that these problems originate from the technical features of the application. Long and incomprehensible videos, lack of competitiveness and faulty scoring system were the most stated problems of the software. This outcome of the study has some similarities with the research conducted by Chu (2014), who found that mobile applications can create an unfamiliar learning environment for the learners by lowering their language learning motivation and proficiency. It is evident that despite the improvements in technology and the use of technology as language learning tools, developers and designers of this software still have things to do to improve the technical and educative functions of these mobile applications. Despite these bothering problems, the numbers of negative orientations were outnumbered by the positive ones, which indicates that learning through mobile applications has positive effects on the participants' perceptions and motivation levels.

In conclusion, in this study, it is confirmed that VoScreen, a mobile application for language learning and development, may help EFL learners improve their listening proficiency, and it can act as a beneficial language learning aid. Another significant conclusion is that using audiovisual materials such as videos and mobile technologies like mobile devices and applications can be a practical source of language development for EFL learners. It is also confirmed that the proficiency level of the EFL learners has a slight influence on their perceptions towards using VoScreen as a listening comprehension item.

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