EFL High School Teachers' Perceptions on Teaching Listening Online

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ABSTRACT	Published Online: August 15, 2023

In recent years, research on teaching listening skills online has addressed its role and positive impact on students' listening learning and improved teacher teaching methods. Therefore, this study carried out a descriptive study aimed at understanding the perception of English teachers about the advantages and challenges as well as demands of teaching listening online. The study was designed as a mixed-method study, a questionnaire, and semi-structured interviews were used as collecting data instruments. 44 EFL teachers in various high schools in Can Tho city responded to the questionnaires. Then 6 of them were invited to participate in the interviews. The study found the following main results. Online listening teaching brings significant benefits to both teachers and students in English. For teachers, they pointed out that teaching online listening will give teachers flexibility in time and location in sending listening materials, assigning homework or online tests. Besides, due to online tools, online listening teaching helps teachers save time and effort in preparation. For students, they preferred online listening classes and gained confidence when learning online listening lessons. Some of the challenges that English teachers in high schools face in online listening classes. First, teachers have difficulty in interacting with their students. Second, students are not focused when learning listening online. The next difficulties are the limitation of the teacher's observation through the platforms and students are not aware of the importance of listen lessons. Besides, some internal and external factors influence on teaching listening online. External factors for online listening classes include technology and the environment. Internal factors include teaching methods and proper guidance or training for online listening lessons and learner autonomy. The results revealed that EFL teachers had positive views about teaching online listening.

KEYWORDS:
EFL teachers, online teaching, listening comprehension, Vietnam

1. INTRODUCTION

The Covid 19 pandemic has raised a new tendency for teaching listening online in recent years. Therefore, online courses became a policy for students to adapt and to get more concern. As a result, online learning has emerged as a compelling global trend requiring teachers to prepare themselves with skills to teach online.

Among the four skills of listening, speaking, reading and writing, listening is generally recognised as the key to knowing a language (Wilson, 2008). Listening, as one of the four macro-language skills, plays a significantly unique role as a means of input in language acquisition as well as a target skill that learners must master. In other words, through

listening, learners are provided with necessary input of ideas, language forms such as vocabulary, grammar, new interaction patterns, which are seen as a fundamental component in the process of language learning and development (Krashen, 1985). While giving enough attention to listening, how to teach listening effectively needs to obtain serious attention.

In academic context, listening is viewed as the most basic skill (Nunan, 1998), which is "critical to academic success at every level of education" (Vandergrift & Goh, 2018, p.123). Unfortunately, one of the skills that is given the least importance in school education is listening (e.g., Brown, 2006; Flowerdew & Miller, 2005; Vandergrift & Goh, 2018, Wilson, 2008). Teacher plays an important role in organizing and managing teaching listening in a language class.

Within the development of technology, teachers can have many advantages in teaching English online. It can be sustainable, save on transport, travel costs and reduce the

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printed materials. It also allows flexibility in teaching students when the teachers are away from school and the classroom (Pope, 2020). Moreover, students can certainly learn English by using technology, where there are many different types of technology, both new and old, which support teaching English. As Castle and McGuire (2010, p. 36) pointed out, "e-learning can enhance the quality of learning experiences because it provides flexible access to content and instruction at any time, from any place, and enables students to maintain the learning outcome equivalent to face-to-face instruction". Therefore, students may have the opportunity to learn listening lessons in a different way from how they have in a traditional classroom.

In conclusion, teaching listening is so important that English teachers are able to adapt the curriculum and schedules issued by their schools at the time of Covid -19. This research would be able to bring more values for the pedagogy of teaching English through listening lessons. If the findings of the study will be positive, Vietnamese English teachers would use technological tools to teach their students listening skills in a more professional manner. Students may have the opportunity to learn listening skills using technology, which is distinct from their traditional English class. Furthermore, there is a few researches conducted in the context of EFL online classes, especially listening lessons. Hence, this research aims to fill the gaps in which few studies are carried out in that area in Vietnam regarding the benefits, challenges and demands of teaching listening online.

II. LITERATURE REVIEW
2.1. Teaching listening

A typical lesson in current teaching materials involves a three-part sequence consisting of pre-listening, while-listening, and post-listening and contains activities that link bottom-up and top-down listening (Field, 1998). In the first part, the pre-listening phase prepares students for both top-down and bottom-up processing through activities involving activating prior knowledge, making predictions, and reviewing key vocabulary. In the second part, the while-listening phase focuses on comprehension through exercises that require selective listening, gist listening, sequencing, etc. In the last part, the post-listening phase typically involves a response to comprehension and may require students to give opinions about a topic. However, it can also include a bottom-up focus if the teacher and the listeners examine the texts or parts of the text in detail, focusing on sections that students could not follow. This may involve a microanalysis of sections of the text to enable students to recognize such features as blends, reduced words, ellipsis, and other features of spoken discourse that they were unable to process or recognize.

In summary, a typical session in modern teaching materials includes exercises that link bottom-up and top-down listening in a three-part sequence of pre-listening,

while-listening, and post-listening (Field, 1998). In the first section, the pre-listening phase engages students in exercises that involve activating past information, forming predictions, and reviewing important language to prepare them for both top-down and bottom-up processing. The second section's while-listening phase, which includes exercises requiring selective listening, gist listening, sequencing, etc., focuses on understanding. In the final section, the post-listening phase, students are often asked to respond to their understanding and may be asked to express thoughts on a subject.

2.2. Teaching listening online

Nobre (2018) found that teaching listening online, though a more receptive skill, can be integrated with the productive speaking skill. It's possible and crucial to use the right equipment. Teachers need to ensure the students can listen to the videos and audio files, as well as listen to the teacher themselves. All listening tasks can be perfectly conducted online, such as pre-listening tasks, watching a video or listening to an audio file, post-listening tasks, and decoding techniques (with the help of the whiteboard, chat box or by sharing resources on the screen). The audio can be rewound as many times as needed.

In addition, Codreanu (2020) stated that listening to audio and video files depends more than any other skill on having the right equipment. In most of the listening contexts the students should try to use headphones or ear plugs in order to muffle the outside noise whereas the teacher should share his/her computer sound while assigning listening tasks. If for successful speaking practice, a functional microphone and a reliable camera are more than necessary, for successful listening practice, a headset would ensure the message is got across perfectly. Here the point at issue is not exactly the prepared beforehand listening materials that can be easily rewound, but the way the students understand one another in collaborative work and the way they understand the teacher, especially when setting tasks, introducing new vocabulary or correcting errors. Also, both pre-listening and post-listening tasks can be addressed similarly online by using the virtual whiteboard, the chat box or the shared screen. As in the case of speaking, the possibility of recording may extend students' self-awareness and incorporate their listening practice into future comparisons and even self-assessment exercises. As the results, teachers can design different listening tasks using online apps so that students can practise at home.

To sum up, teachers can readily instruct their pupils in virtual classrooms with regard to the mode of education in listening lessons. As long as teachers can choose the necessary tools, look into and choose an online platform, and learn how to develop resources and activities for English listening lessons. Aslo, they have the same kind of procedures that the follow in the face-to-face classroom for delivering listening lessons. An online listening lesson still consists of a pre-listening task or activity of some sort, a while-listening task or activity for comprehension or for

developing a specific subskill, and then there will be a follow-up such as a bit of language work or maybe a speaking activity. As a result, the principles remain the same, teachers still have our kind of framework for listening lessons.

2.3. Advantages of teaching online

The first benefit of online instruction is that it offers greater flexibility and convinient than traditional classroom instruction. Hawai.edu (2020, p. 1) outlined several benefits of online teaching and learning. First, online teaching and learning might take place at times that are more convenient and effective for the students. Second, online teaching and learning can be held in any location and can involve lecturers and students from all over the world. Also, Almutairi (2020) shared the same view that online teaching can be defined as a type of mobile teaching through mobile computational devices. Teaching could happen anywhere and anytime with the advance of technology as long as the electronic devices are by your side. Moreover, Fitria (2020) found that online teaching is good, simple, and cheap because there is no need for a fee for transportation.

Second, there are numerous advantages to teaching English online for teachers. Selwyn (2003) stated that teaching and learning using technology make the process more interactive and collaborative. The use of ICT in education now is to help teachers to do administrative tasks more competently and students to learn more efficiently. Similarly, online teaching system is fascinating, and students' motivation is increasing because the task for the students is also significant and they prefer to have the technology to help them to learn as motivation. Besides, online learning system guides us as the lecturers to handle subjects efficiently and effectively from a distance. The researcher also found that it helps lecturers in the teaching and learning process. It makes our materials more detailed and understandable. It's useful, fun, and challenging (Fitria, 2020).

Otherwise, Hawai.edu (2020, p. 1) stated that online teaching and learning gives teachers and students access to a wider range of resources and information. Subsequently, Fitria (2020) shared the similar view that online teaching is useful for the reason of giving materials, assignments, or tests. It is more exciting, flexible, and useful than teaching in the classroom.

In addition, some researchers found that online teaching can bring many benefits for learners. It also promotes students to be more responsible and autonomous. In addition, they have to be self-directed learners with high motivation who spend time effectively to prepare, maintain, manage, and reflect on their learning and participation (Gonzalez & Louis, 2018). Following that, Fitria (2020) investigated that teaching English using e-learning or online makes students more creative and confident. For instance, based on its application of online learning, students are more motivated to ask a lot of questions than when learning in the classroom. Besides, online learning system is useful to help the students understand the materials more effectively. Next, online learning system would be an interesting English teaching medium for the student and will engage them to learn English more. He is also claimed that online learning system is very easy to learning and enjoys learning. It is an excellent way of teaching. Aslo, online learning system is flexible, enjoyable, and practical for students.

2.4. Disadvantages of teaching online

According to Carter (2019), online teaching maybe remains some problems. For teachers or lecturers who are teaching at the front of a classroom or face-to-face, then move into the virtual classroom (online class) maybe presents new and exciting challenges.

The first challenge for online listening classes is related to the choosing of suitable technological devices, system and application used during the class (Susilowati, 2020). Additionally, Fitria (2020) stated that some students lack support in their smartphone or laptop or internet charge. Also, he found that the internet connection and gadget availability would be a big issue. It is sometimes useful, but sometimes it is not. Therefore, teaching is sometimes also not effective due to limited access in some cases. Moreover, it needs an extra process because lectures should be prepare everything. For example, the lectures should prepare material and internet access, so teaching English using the Online Learning System is complicated and ineffective.

The second challenge for online listening lessons is related to English teachers. Susilowati (2020) investigated that a challenge is the packaging of material delivered for online listening class so that it will be simplified but not to decrease the quality level of the material. Besides, the challenges EFL teachers faced include the lack of suitable teaching materials (Khatoony & Nezhadmehr, 2020). For the teachers, the application of effective method and strategy suit to online learning in listening class is another challenge. Additionally, the researchers found some more challenges when teaching online. Preparing online learning spend more time than preparing face-to-face class (Krish, 2008). Subsequently, online teaching needs a bigger investment than face-to- face class to make it properly designed and implemented (Green, 2016). Otherwise, Moorhouse (2020) stated teachers should be trained to provide online instruction in the event of an emergency.

Following that, Lazareva (2018) claimed that the discussion on students' engagement in the online teaching and learning environment is still very limited. Fitria (2020) shared the same view that it is not entirely supporting the process of learning since indirect interaction limits the communication between the lecturer and students in understanding the course. Similarly, Khatoony & Nezhadmehr (2020) investigated that EFL teachers faced many challenges such as learners' less attention and motivation toward online classes.

2.5. Factors for online listening

Aldina, Dayu & Haura (2020) stated that there are two dominant factors for listening skill in virtual classrooms. They included Internal and External factors as mentioned below:

(1) Internal factors are a problem that comes from the students themselves in listening in online classrooms. First, there is interference from the students' hearing aids so that when listening to the material being discussed it becomes unclear and difficult to understand. Second, low intelligence or learning disability, which is the limited memory or intelligence of students in understanding the material they are listening to. Third, lack of vocabulary, their difficulties were related to the limitation of vocabulary. In addition, low motivation, there is no motivation and spirit in learning to listen in a virtual classroom. Finally, they have no concentration when listening to the speaker.

(2) External factors are problems that come from outside conditions in listening in a virtual classroom. First, the media or tools such as audio, laptop, earphones used when listening process sometimes broke. Second, condition of environmental that can make teachers and students distracted during online classes. Third, there is a lack of interaction between lecturers and students in the listening process. Finally, signal issues also affect listening classes. When there is a poor Internet connection, the lecturer's voice can occasionally become muddled and the videos can become blurry.

2.6. Definition of perceptions

Educational studies have emphasized the importance of conducting research on teachers' perceptions, beliefs, and attitudes, as these influence teaching methodology. According to Maria (2012), in an educational setting, teachers' increased understanding and knowledge of inclusive concepts will assist them in developing close relationships with children's families and local communities. Furthermore, teachers are thought to remember their distinct sets of language teaching ideas. The teaching process appears to be informed not only by teachers' knowledge but also by their perceptual system (Li Xu, 2012). Teachers' learning and experiences, professional development, and academic background are thus thought to have a strong influence on perception (Maria, 2013). As the results, perception is also implied to play a role in shaping our belief system and determining our actions.

2.7. Related studies

These studies were ordered by the year. The earliest research mentioned is usnida, Muslem & Manan (2017) and the most recent research mentioned belongs to Ma'fiyah, Sitoresmi & Yulianto (2021).

Yusnida, Muslem & Manan (2017) conducted a study of teaching listening. The objectives of this study were to investigate the process of teaching learning listening at the English Language Education Department of UIN Ar-Raniry

in terms of (a) preparation, (b) teaching materials and media used, (c) teaching method, (d) and evaluation. The results showed that the two lecturers organized and prepared the lesson plans well before starting the lessons in terms of preparing the listening lessons.

Fitria (2020) carried out a study on Teaching English through online learning system during Covid-19 pandemic. This study aimed at investigating the online learning system in teaching English, which included the institution's support related to the online learning system and the lecturers'opinion in using the online learning system. The results suggest that the online learning system has the potential to help the lecturers and students in the teaching and learning process.

Ma'fiyah, Sitoresmi & Yulianto (2021) explored a study about EFL students' perception of virtual learning in listening class: A classroom implementation. This study aims to determine EFL students' perception of virtual learning in listening class. It specifically describes how higher education students perceive the implementation and challenges towards virtual learning in listening class. The findings about students' perceptions of listening class are analyzed through the internal and external factors.

All of the studies mentioned above contribute to the literature of teachers' perceptions about teaching online and teaching listening. However, the gaps should be filled because of two following reasons. Firstly, a few studies was conducted about teaching listening online. Second, not too much research has been done to investigate teaching listening online in high schools, especially in the teaching and learning contexts, in Can Tho city, Vietnam. Therefore, this research would aim to fill these gaps with its findings.

III. METHODOLOGY

3.1. Aim and Research Questions

The primary goal of this study is to investigate teachers' perceptions on teaching listening online in EFL high school classes relating to the benefits, challenges, and demands. As the result, the research question is that

What are EFL high school teachers' perceptions on teaching listening online?

3.2. Participants

The participants of this study are 44 EFL teachers of high schools in Can Tho city, Vietnam. The teachers had previous experiences in teaching listening online for high schools students.

3.3 Procedure

The study lasted twelve weeks. Two major procedures took place: the researcher distributed questionnaires to high school teachers in Can Tho, Vietnam. Following the collection of data from the questionnaires, the researcher invited six EFL teachers to participate in semi-structured interviews. The teachers would share their perspectives in semi-structured interviews after they had some experience teaching listening online in their high schools.

IV. FINDINGS

4.1. Teachers' perceptions about the benefits of teaching listening online

A Descriptive Statistics Test was run on the total mean score of teachers' perceptions the benefits of teaching listening online. As observed in Table 4.1, it can be seen that the mean score of the teachers' perceptions about the benefits of teaching listening online was high (M = 3.58).

Table 4.1: Teachers' Perceptions about the Benefits of Teaching Listening (N=44)

	Min	Max	Mean	S. D
Teachers' perceptions about the benefits of teaching listening online	1,09	4,91	3,58	,76

81% of EFL high school teachers believed that when teaching listening online, they could use the Internet for listening resources. According to information gathered from the interviews, EFL high school teachers mentioned that

[...] Teachers, they can take exploit more materials. It means that in the classroom, teachers can not show or prepare many things. When teaching online, they can use more methods and materials and extra ones that make online listening lessons more interesting and students can learn better and have more exercises. (Teacher C, Block 10)

[...] We can use online websites, especially dictionary apps on the website. We can instruct the students on the differences between sounds that are familiar as we ask them to listen and see the spellings directly when teachers press the sound symbol so that students can recognize the differences among other words. (Teacher C, Block 12)

[...] Students can be able to get access to many materials. Teachers can supply students with materials that on the website or Youtube so students can practise listening skills and feel that they can get in touch with authentic materials that are practical and familiar with their real life. (Teacher E, Block 12)

Next, the participants also believed that they use other online tools to design more exercises or games to help the students memorize the vocabulary relating to the listening materials (77%). The result of the interview found clear support that teachers create more exercises or games for the students to play online using other tools in order to help them remember the vocabulary associated with the listening materials.

[...] In online learning, we can operate applications quickly. For example, we show an online whiteboard to give correct answers, and giving comments by typing will be quicker than writing on the classroom's board. And I can combine different tools. For instance, I can ask students to play games and listen to practice and other apps. (Teacher A, Block 12)

[...] Besides, for me before or after my lesson, I use some games or educational foundations so that learners learn vocabulary such as the Quizlet app or after the lesson, teachers can review or test the knowledge that students have just learned using Google form or Kahoot app as well as to help students more interested during listening lessons. (Teacher B, Block 10)

[...] Besides, when teaching online, I can ask my students to see pictures, learn vocabulary through video clips or play games by designing on some apps such as Quizlet, Quizziz or Bamboozle. (Teacher D, Block 10)

[...] When teaching vocabulary for online lessons, we use powerpoint so much, pictures or situations and so on that is easier than in the classroom. (Teacher F, Block 36)

Besides, teachers stated that absent students can re-learn through recorded content after each online lesson (75%). Below are extracts from teacher interviews.

[...] Besides, the lessons that teachers taught can be recorded and saved can share with the students if they were absent or they have any problem that can not join the online classroom, especially for listening lessons, teachers can share so students can re-learn or watch again and they do not miss the knowledge. (Teacher B, Block 10)

[...] In addition, when teaching online, I always record the lessons and send the files on Microsoft Teams so it's convenient for students to listen many times anywhere and anytime. (Teacher D, Block 10)

[...] With a computer and internet connection, students can listen again and practise listening anytime they want. (Teacher E, Block 16)

The participants also stated that when teaching listening online, I can provide knowledge relating to topic contents to the students through showing short video clips (73%). The details of what the teachers shared are presented.

[...] Basically, I teach some important vocabulary before, or ask some expanded questions so that students can guess the contents of listening lessons or we can ask students to guess the answers based on their own knowledge or we can show students short clips about the topic and ask some questions relating to this clip. (Teacher D, Block 12)

[...] Teaching vocabulary online to activate prior knowledge is quite simple. We can ask questions or use eliciting questions, dquestions, or some short questions or show short clips relating to the topic at the beginning of the lesson. (Teacher F, Block 34)

In addition, teachers found that to promote students' autonomy in learning, they design different listening exercises on online apps for them to practise at home (71%). Examples of these views are presented below:

[...] Besides, we ask students to listen in the classroom, we can give homework for them to listen by themselves and submit the answers or we can ask students to do online quizzes. Students get access to listen and give the

answers that the online apps can show them the right or wrong ones and give them points. (Teacher A, Block 20)

[...] Besides teachers can introduce students to some websites such as ESL.lab that they can join to listen and listen at home or teachers can send some ebooks or links to listening files so students can listen. In general, it's really good for students who have learning autonomy. (Teacher C, Block 12)

In the questionnaire, 64% of participants believe that when teaching listening online, I easily redesign the online listening tasks so that students can re-study on their own phones/ laptops. The following extracts illustrate their views:

[...] After introducing some vocabulary, we can design some exercises such as True/ False or Multiple Choice so that students can have an impression of the vocabulary. (Teacher B, Block 12)

[...] Based on each type of exercise, teachers can design various pre-listening activities. (Teacher D, Block 12)

[...] After the lesson, I give my students another task or an exercise I re-design to make a multiple choice exercise instead of the True/False one in the textbook, but it's still the same audio that they have learned so that they can practice at home. (Teacher E, Block 12)

In addition, 56 % of EFL teachers believe that they make use of the breakout room function for students to discuss in groups. In the interview, a teacher mentioned that

[...] However, we can also use the breakout room function if the class has lots of good students that they can discuss and present their own products. (Teacher A, Block 18)

Also, teachers state that they can easily divide my class into small groups for discussion with exact timing. Some teachers share this point that

[...] Sometimes I also use the breakout room function for students to discuss comfortably and after the time is up, they will have to return to the main screen themselves. It is also more advantageous in the classroom to wait for the students to stop the discussion. (Teacher B, Block 10)

[...] For students' discussion in groups, I use the breakout room function so that they are randomly divided into groups and then set a time on it for them to be motivated to do a serious and punctual task. (Teacher C, Block 10)

Besides, high school teachers find that students in online group discussion is less worried about giving opinions than in class discussion (47%).

[...] For group discussion, I use the breakout room function so that the students can discuss freely without being influenced by the opinions of other groups. (Teacher D, Block 10)

Finally, teachers believe they can easily reduce the speech rate of the listening material when teaching listening online. In the interview, a teacher stated that

[...] When teaching listening online, I find a lot of advantages relating to technology. For example, I can adjust the speed of the listening file a little slower if students can't hear. Then, they put on headphones so as to hear better. (Teacher D, Block 10)

Finally, EFL high school teachers believed that teaching listening online could provide numerous benefits both during and after the lessons.

In online listening classes, using the Internet for listening resources and other online tools to create more exercises or games to help the students memorize the vocabulary associated with the listening materials gave them the greatest benefit from teaching listening online. Next, they can provide knowledge relating to the topic contents to the students by showing short video clips. Another benefit is that they can easily reduce the speech rate of the listening material when teaching listening online. Additionally, for group discussion, teachers can use the breakout room function so that the students can discuss freely in random groups effectively and punctually.

After the online lessons, teachers thought that by creating various listening exercises for students to practice on online apps at home, they could encourage students' independence in their learning. Furthermore, when teaching listening online, they easily redesign the online listening tasks so that students can re-study on their own phones/ laptops. In addition, they thought that each online lesson could be recorded so that absent students could review listening materials.

4.2. Teachers' perceptions about the challenges of teaching listening online

The total mean score of teachers' perceptions of the challenges of teaching listening online was subjected to a Descriptive Statistics Test. It can be seen in Table 4.2 that the mean score of the teachers' perceptions about the challenges of teaching listening online was medium (M = 3.42).

Table 4.2: Teachers' Perceptions about the Challenges of Teaching Listening Online (N=44)

	Min	Max	Mean	S. D
Teachers' perceptions about the challenges of teaching listening online	1,00	5,00	3,42	,99

60% of EFL high school teachers believed that when teaching listening online, they have difficulty interacting with their students. There is some evidence in the interviews that it's difficult for teachers to interact with their students in listening online classes. They mentioned

[...] Students don't want to interrupt when the teacher is teaching. They don't turn on the microphone to ask so the efficiency of studying is not as good as in the classroom. (Teacher B, Block 14)

[...] Although the teacher plays the audio many times, students can hear a word or a sentence that is quite difficult for the teacher to explain because I can not see my students' facial feelings. I am not sure about the reasons why they can not hear whether they don't know the vocabulary or they also can not tell the teacher the problems they are facing. (Teacher C, Block 14)

[...] I find the popular challenge that we must solve is that the interaction between the teacher and students is slow because of the manipulation. For example, it takes time for students to turn on the microphone when the teacher calls their name. (Teacher F, Block 24)

In addition, the participants also perceived that students are not focused when learning online listening skills (46%). When asked in the interviews, the teachers stated that

[...] It's difficult for the teacher to observe all students in the classroom although I ask them to turn on the camera. When we teach, there is some limitation of the screen so we can not see all of them. As a result, I don't know whether they have any problems or whether they are in the virtual classroom or not. (Teacher A, Block 14)

[...] Teachers can not observe directly what students don't understand and some students are shy or afraid. (Teacher B, Block 14)

[...] For teachers, the most difficult thing in teaching online is that we can not control the students. Some of the students often turn off the camera and microphone, so it's difficult for teachers to know that students are studying or doing other things. (Teacher B, Block 14)

[...] When the students are using their phones to study, the announcement of apps makes them not concentrated on the lessons. (Teacher E, Block 26)

In conclusion, the biggest problems are actually the students' lack of concentration while learning online listening skills and their inability to interact with them. First of all, when a teacher taught online listening classes, interacting with the students was one of the challenges. Most of the responses provided by participants during the interviews matched those listed in the questionnaire. Second, despite it being challenging because teachers could not see what students were doing through the screen, students did not pay attention to the lessons when they were taking an online listening class. Because they can search any other websites or Google while studying.

4.3. Teachers' perceptions about the demands of teaching listening online

A Descriptive Statistics Test was run on the total mean score of teachers' perceptions of the demands of teaching listening online. The result was indicated in Table 4.3 that the mean score of the teachers' perceptions about the demands of teaching listening online was high (M = 3.96).

Table 4.3. Teachers' Perceptions about Demands of Teaching Listening Online (N=44)

	Min	Max	Mean	S. D
Teachers' perceptions about the demands of teaching listening online	1,00	5,00	3, 96	,87

86% of teachers strongly agree and agree that both the teacher and students need a strong wifi connection for listening lessons. Participants in the interviews stated that

[...] Some of the demands are students can be able to use appliances. For example, they can use their platform to participate in their online listening class, use apps to do exercises. In addition, they must have a wifi connection and the Internet so that they can learn. (Teacher A, Block 6)

[...] For the students, they need to have appliances that make sure learning can be effective. For example, computers or smartphones have a wifi connection and this connection is strong enough to follow the lessons. (Teacher B, Block 14)

[...] As I mentioned above, the first difficulty is that how the sound of listening lessons is conveyed to the students. It is because of my wifi connection or students' wifi connection. (Teacher C, Block 14)

[...] Besides, both teachers and students must use computers that have stable wifi connections. (Teacher D, Block 8)

[...] In online classes, I consider that the first thing is that students have to equip appliances with skills in using information technology and the second one is a wifi connection. (Teacher E, Block 14)

[...]The first demand I see is the ability to use information technology the teachers and the students... as well as appliances such as the Internet connection, laptops, or smartphones. (Teacher F, Block 10)

Following that, it is critical to have a goal for every online listening activity. This statement is strongly agreed upon by 84% of teachers. In the interviews, teachers said

[...] Teachers need to prepare teaching materials carefully. Especially, for the listening ones in online classes, teachers need to prepare the lesson and carefully the high-quality audio. (Teacher B, Block 8)

[...] The preparation of teaching online listening classes can help students listen and understand the lesson. (Teacher B, Block 16)

[...] High school students have already had English textbooks. In case, the teacher has prepared extra materials, they must send them to the students before the lessons. Students can write on paper or print them which helps them take notes easily. (Teacher C, Block 8)

[...] Besides, I ask my students to listen to some more topics such as the environment. I also add more audio about

this topic but they are not in the textbook so that students can approach various resources and more exercises than in the classroom. (Teacher E, Block 24)

Besides, some teachers (84%) found that before they listen online, they need to teach the students some words and phrases. Three teachers were interviewed that agreed with this point from the questionnaire.

[...] Before we teach students listening lessons, we can choose a list of vocabulary. Then, we use apps or the Quizlet website so that we can teach students this vocabulary before they listen. With the vocabulary, we can ask the students to read and practice and after that, we give them some examples so that they can remember for a longer time. (Teacher B, Block 12)

[...] The second thing is that students must have enough vocabulary; in addition, it's also related to the culture. (Teacher F, Block 32)

Furthermore, in the questionnaire, 84% of the participants believed that they need to be able to effectively use online tools when teaching listening. From the interviews, the participants figured out the use of effective tools in teaching online listening. They said that they used some tools as follows.

[...] We know how to use tools effectively as well as operate skillfully. For example, we operate to show slides, a whiteboard function to give the correct answers or comments that is quicker than doing in the classroom instead of writing on the blackboard. We can also combine using other tools. For instance, we can ask students to play games, practice listening and some others. (Teacher A, Block 12)

[...] I use the Quizlet app for revision and to check the knowledge that students have listened in previous listening lessons. I can also use Google Forms or Kahoot for students to play games so that they can get interested during online listening classes. (Teacher B, Block 10)

[...] We must try on and prepare the lessons carefully and try teaching on the platform before the time of the class. For example, we teach on Zoom or Google Meet. When we listen we check which is better in connection and audible listening, then we choose it to teach. (Teacher B, Block 14)

[...] We can use Hot Potatoes to create exercises and add the audio too. Then, we share the link with the students to ask them to write the missing words or fill in the gaps and set the time for them to submit. (Teacher F, Block 16)

Besides, both the teacher and the students require a quiet environment which is highly agreed (75% of the participants). This view is illustrated in the following extracts.

[...] Besides, students in the rural area rarely have their own rooms in their house, so learing will be affected by the surroundings. For example, the brake or parents' work that the sound they make influences on students' learning. The teachers should have their private room or peaceful places to teach. (Teacher A, Block 10)

[...] In my opinion, before the lessons, I give my students some demands. For exapmle, I ask my students to turn off micro but I encourage them to turn on camera... The purpose of turning off the micro is not to make so much noise when I am teaching lessons. (Teacher B, Block 16)

[...] As the result, the teacher and students need to have a quite teaching and learing space. (Teacher C, Block 16)

[...] In the classroom, there are many students in each class and the school has lots of classrooms so the noise can not be avoided. When listening online, students put on headphones so they can hear clearly; in case, they are studying in their quiet own rooms. (Teacher D, Block 10)

[...] For example, students are studying at home in a quiet space, they wear headphones so they can hear. In constrast, if the students sit far in the classroom, they can not hear well. (Teacher F, Block 6)

70% of the teachers agree and highly agree with this statement. When asked in the interviews, the teachers also believed that technical skills were required to manage the platform when teaching listening online.

[...] Teachers and students can be able to use appliances such as using the platform to join in online listening classes. (Teacher A, Block 10)

[...] For teachers, they need to preapre the knowledge about using information technology and platforms... (Teacher B, Block 8)

[...] Teachers must be provided about using computers, specially using speakers in each kind of platform because they're different. (Teacher C, Block 8)

[...] Teachers must be trained to use the platform skillfully. Gradually, I myself inquire and experience more... (Teacher D, Block 14)

[...] Teachers must be fully equipped with skills to use information technology... Teachers have to self-study and learn a lot about the platform. (Teacher E, Block 14)

[...] The ability of both teachers and students to use information technology, the first thing is that teachers need to prepare a good platform, must be able to use that platform. (Teacher F, Block 10)

Also, EFL teachers state that they need to have a proper guidance or training on how to conduct teaching listening online (62%).

[...] Teachers should be able to participate in training sessions on online listening teaching as well as other skills to apply more information technology to better teach online listening. (Teacher D, Block 8)

In general, there are some demands for teaching listening online in term of external factors and internal factors.

Relating to external factors such as technology and the enviroment for online listening classes, the participants believed that not only the teacher but also students need a strong wifi connection for listening lessons. Furthermore, the

participants agreed that they needed to be able to use online tools effectively when teaching listening. Additionally, they needed technical skills to manage the platform when teaching listening online. Besides, devices or facilities, as high school teachers point out, are also important factors in teaching and learning listening online. Also, the teachers stated that there is a high demand for online listening lessons, and that both the teacher and the students require a quiet environment.

There are some internal factors relating to teaching methods for listening online lessons. Most EFL high school teachers agreed that each online listening activity have a goal. Also, most teachers agreed that they should teach them some words and phrases before students listen online. In addition, teaching listening online requires teachers to prepare their lessons carefully. Furthermore, some of them state that they need to have a proper guidance or training on how to conduct teaching listening online.

IV. DISCUSSION AND CONCLUSION

The objective of the study has been accomplished. High school teachers thought it had a positive impact on their pedagogy and students' performance. EFL teachers discovered that posting listening lesson materials, homework, or tests online allows for greater scheduling and location flexibility. Because it is supported by online tools, online listening instruction saves teachers time and effort in their preparation. Furthermore, high school teachers thought that their students preferred online listening classes. Students in high school gain confidence when they learn to listen online.

Regarding teachers' perceptions of the benefits of online listening during and after lessons. The most beneficial aspect of teaching listening online, for example, was using the Internet for listening resources and other online tools to create more exercises or games to help students memorize the vocabulary associated with the listening materials. For example, when teaching listening online, they can simply redesign the online listening exercises so that students can review them on their own smartphones or laptops. They also believed that each online lesson could be recorded and listened to by absent students.

Also, there are some challenges that EFL high school teachers faced in online listening classes. The first challenge was that when teaching listening online, teachers have a difficulty in interacting with their students. The second challenge was students are not focused when learning online listening skills. Two more challenges are teachers' limited observation through the platforms and students' low awareness for listening lessons.

In addition, some internal and external factors influence online listening education. External factors for online listening classes include technology and the environment. Internal factors include teaching methods and proper guidance or training for online listening lessons.

Hopefully, the research will shed light on how to improve the quality of EFL listening teaching and learning in both public and private high schools in Can Tho city, Vietnam and similar contexts.

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