



SNAP TO READ

TEACHING ONLINE LISTENING CLASS DURING COVID-19 PANDEMIC

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Abstract:

This article discusses about how teaching listening class was implemented in the English practice program during covid-19 pandemic. Descriptive method was applied to find out whether selected material utilized by effective instructional media could meet the learning objective of the English practice program. The result showed that both the intensive and extensive material in listening class could be applied by using some media that can be used during online class by considering both students and instructors' internet access. The selected online media platform that can replace face-to-face meeting is Google Meet application, while Google Classroom, YouTube, and WhatsApp application are selected to share and submit the class's assignments. The teacher's role in engaging the students with particular activities are highlighted.

Keywords: teaching online, listening class, Covid-19 Pandemic

The emergence of Covid-19 has forced the closure of schools from the elementary to tertiary level around the globe in response to the spread of the disease. The digital platform then become very popular in accommodating the need of delivering teaching and learning process for students around the globe (Mahaye, 2020). As the condition persists, E-learning would eventually replace the formal education system. Even though, (Mishra, 2020) argued

that there is no pedagogical approach other than formal conventional formal education that can replace a teacher-taught direct interaction. Direct teaching has been the subject of various researches and proven to be applicable to impose in most conventional classes but then it must be shifted to other form of deliverance in order to adjust to the present condition (Moser at all, 2021). The remote teaching which uses blended learning approach constitutes the best model of activating teaching and learning process in this unprecedented and uncertain period of time in the future. Despite the fact that teaching online is relatively old model yet there are many challenges to online education with this sudden transition.

Therefore, the teachers are struggling with the online teaching in the sense of familiarity with available internet-based teaching application, the inevitably technical obstacles such as internet access and its connection stability and also the online class management in terms of engaging the students' interest (Lapitan, et. al, 2021) since monitoring the students from the camera bears boredom to both the instructors and the students.

Consequently, instructor should seek for the best model of teaching online consisting two elements namely 1) asynchronous meaning the instructor broadcast pre-recorded lecture videos on YouTube or shared through media social such as WhatsApp or Instagram and 2) synchronous which means utilizing zoom video conferencing platforms. Many instructors and students have little to no training online education. In fact, they are required to be adaptive to this fast-changing world (Moser, 2021). As a result, most instructor broaden the horizon to utilise as many sources as possible to accommodate the teaching needs during the pandemic by tailoring the materials themselves. They were selected from the myriad open sources available. Despite its abundance, selecting the best to accommodate the teaching learning objective is another challenging constraint. In this study, the researchers tried to tailor listening material and observed its teaching during the pandemic. That teaching listening using intensive and extensive approach would be compatible during the pandemic, and that the students

could follow the instruction well with the limited band with are two research questions that rise along the condition.

Listening comprehension is defined as a process of constructing meaning from various acoustic signal-based knowledge source which in one sense cannot be taught apart from other skills since we have to think to understand, using any or all of our language knowledge to get meaning from what we are seeing or hearing (Rost, 2013 in Kajiura 2021, Harmer, 2007:265). However, listening comprehension is an elaborate process which comprises multiple difficulties either cognitive (inability to decode, pick up contextual clues, build meaning) or affective (anxiety, loss and motivation; Yeldham, 2016). It is also prone of (de)motivation, engagement, and anxiety to English listening and speaking (Zhang et al, 2020). Therefore, to achieve comprehension learners must be cognitively engaged with the text they are interacting with. In order to achieve comprehension in questions learners must be exposed to varied listening materials both authentic or self-tailored material.

The materials to be implemented were intensive and extensive. The combination of the two were so important that they enabled the learners to be engaged to voices other than the instructors' which in the long run would definitely acquire good speaking habits as a result of the spoken English they encountered and help to improve their pronunciation (Harmer, 2007). According to Nunan (2015) intensive materials refer to bottom-up strategy which engaged to perception of the language components such as phonemes, words, intonation, discourse markers etc. while the extensive one which refers to top-down strategy was about broaden global understanding of spoken language. It is important to bring those two listening skills to be developed in the listening class. Thus, bottom-up processing skills and top-down were significantly important to be considered as the core aspects in developing courses, materials and lessons.

Some studies have been conducted concerning with Teaching Online Listening Class during pandemic. The study was done by Aldina, et.al. (2020)

found that there were both internal and external factors affecting students' challenge on learning in virtual listening class. The internal factors were related to the students' language competence, motivation, and concentration. While the external ones regarded with the students' environmental support including family and technology usage. Therefore, it was suggested that teaching online listening intensively by providing English listening materials with the assistance of vocabulary list could improve students' language competence. Another study was also investigated by Susilawati (2020) who figures out that the listening material can be simpler but it does not lessen the quality of the content. The resources of online listening material are provided in the form of audio with variety of topics, questions, quizzes and games and taken from internet so that the students could also learn independently. Moreover, she suggested WA application to share links for the materials in listening class since the students can access it easily.

Both studies above implied that either intensive or extensive listening materials were considered as the learning materials in listening class. While in this study, both selected intensive and extensive materials could be accommodated to meet the learning objective of the English practice program. In addition, several online media platforms were chosen as the instructional media to support the learning activities designed by the instructors.

METHOD

The research design used in this study is descriptive method as Creswell proposed that this method is an approach that allow the researcher to interpret data collected into a descriptive and understandable points. Therefore, an analytical approach has been employed by using questionnaires, content analysis and in-depth interview to the instructors. Despite some constraint dealing with the subjectivity issues, the interview was done online by asking the instructors to write down the statements. Meanwhile, the content analysis has helped to determine the conceptual aspects of the listening comprehension strategies allow the students to focus on building their listening skill.

RESPONDENTS

The subjects of this study were thirty-three (33) undergraduate students of Civil Engineering taking General English course in Language Laboratory and two instructors. The students heterogeny ranging from the low to pre-intermediate level. They were in their fifth semester. They have previously taken the elementary level. Whereas, the instructors to be interviewed were the ones in charge of teaching them listening class.

INSTRUMENTS

Questionnaire

The questionnaire was distributed to the students of Civil Engineering department taking English Practice in Language Laboratory. It comprises the demographic, the type of listening material, and learning media or platform.

Interview

Unlike the students, the instructors were asked to have a written interview. The questions of the interview cover the rationale of learning, the listening material used, the applicability of the materials, the existing problem of teaching listening during pandemic, and the pandemic learning strategy.

Procedures

Collecting data and how they are collected are two main aspects in research. There were two methods in collecting the data; questionnaires and interview. Despite qualitative approach tendency to direct interaction (Creswell, 2007), due to the pandemic this research collected the data virtually. The respondents were asked to fill in the questionnaires through digital survey platform; google form. The data then tabulated in order to get the percentile of each of the responds. However, of the fifty (50) students given the link of the form only thirty-three students responded. Like the questionnaires which was done online, the researcher employed written interview. Upon given the questions, the interviewee wrote the responds and handed them in a form of photos via WhatsApp.

Data analysis

The data gathered then analysed to know their frequency distribution. Since it was a descriptive analysis then the researcher fell upon two criteria on the type of questionnaires; the ones that were endowed the researchers required and the others were the analysable ones. In this study the types of questionnaires applied were the mix of Yes/No and open-ended types of questions. Meanwhile, the thematic content analysis was applied since it is the most effective way of analysing data in qualitative research. The transcript taken from interview were then thematically analysed. There are six steps to qualitative analysis of interviews introduced by (Canary, 2019); 1) read the transcript, 2) annotate the transcript, 3) conceptualized the data, 4) Segment the data, 5) analyse the segment, and the last 6) write the result.

FINDINGS AND DISCUSSION

Questionnaire

Based on the preliminary survey of the materials desired by the students, there were five (5) basic questions enlightened. For the first question all the respondents answered that learning General English was important. The following question was about the most skill needed. 93,6% of the respondents said that speaking and listening were two language skills that they needed. Question number three relating with the attractiveness of the material or topic presented, 78,1% of the respondents said that the material used was interesting, and only 18.8% of the respondents said the opposite. Questions number 4 was about whether or not listening skill assisted the learners to comprehend language mastery; 65.1% of them said that it was a such a help and 34% said it was not a great help. The last question dealing with applicability of the material was in accordance with the learners' language necessity, 78.1% of the respondents said that it was suitable yet 21% of them said it was not related to their need. The following is result of the questionnaires

Table 1. The need analysis of the listening material

No	Questions	Options of answer	Student's respond
1	Is the general English course important?	a. Yes b. No	100%
2	Which skills of English that need to be taught?	a. Speaking b. Listening c. Speaking and Listening	6,2% 93.8%
3	Is the topic of the (previous) material or the current material interesting?	a. Yes b. Some c. None	78.1% 18.8%
4	Does the listening skill taught in the (previous) or present class enable the learners to comprehend better?	a. Yes b. Sometimes c. No	65.6% 21.9%
5	Does the material given meet the student learning need?	a. Yes b. Some c. None	78.1% 21.9%

The second chunk of the research problem was dealing with applicability of the listening skill taught during the covid 19 Pandemic. The first question was about the problem arose in having online listening class. Most of the respondents by 54.5% said that they had no problem, 33.3 % of the respondents said sometime they had problem, and the rest of the respondents by 12.1% said that they had problem. The second problem dealing with the content of the material especially with the vocabulary exercises. Most of the respondents by 83.9 % said that the vocabulary sections in the material given were much ado in their understanding overall text being listened to, while the other 16.1% respondents stated that they weren't helpful. The third question relating to illustration or pictorial segments were said to be helpful by 90.6 % of the total respondents and 9.4% of them said they sometimes aided their understanding. There was no respondent said they were not much effective in helping them understanding the material.

Table 2. The applicability of material

No	Questions	1	2	3
1	Do you have any difficulties in following the online listening class during the covid 19?	12.1%	33.3%	54.5%
2	Is the list of vocabulary given helpful in comprehending the passage you are listening?	83.9%	-	16.1%
3	Are the pictorial materials helpful in comprehending the passage you are listening?	90.6%	9.4%	-

The fourth question was about material suited the independent online learning for the learners. Video or popular movie was the highest in percentage that was by 58.3%. The other 25% of the respondents fell for general interest such as art, technology, sport etc. 8.3% of the respondents chose Basic English material. There were no respondents thought that ESP and daily conversation suitable. The result of the questionnaires appears as the following:

Table 3. The Suitability of the material for independent learning during Covid 19

No	Question	Options of answer	Students' responds
4	During the online learning which of the following materials suitable for independent learning?	a. Basic English material b. ESP (English for Specific Purposes) material c. Daily conversation d. Video / popular movies e. General interest (sports/arts/music/science, etc.) f. Others	8.3% - - 58% 25%

The last question was about the exercises presented in the material. The respondents said by 47.2% that instructional clarity was the most important thing in doing most of the exercise in listening class. The variety in types of activity supported the ability to do the exercise by 8.3%. The respondents liked types of activity that accommodated the student creativity by 44.4%. The tabulation of the data is as the following:

Table 3. The criteria of exercise

No	Question	Options of answer	Students' responds
5	The exercise is applicable based on the following criteria	a. Clear instruction b. Variety of types of exercise c. Student creativity content d. Others	47.2% 8.3% 44.4%

Interview

The last discussion fell for the interview. There were two instructors involved in the research. Both of them taught the listening class during this pandemic. From the interview the researchers found out that listening skill was very important to be taught to the engineering students since it is the first skill to be mastered in learning a language. Despite the fact that it is said to be passive skill it is actually as active learning a language as that of speaking skill. Further question was about the materials given. The entry level skills were done offline before the pandemic which covered both audio and audio visual; monolog, dialog, songs, biography, movie review and also standardized test like TOEFL or TOEIC. The instructor derived the materials in question from any open sources in internet. However, the materials lacked in some aspects namely ESP content, attractivity in the sense of pictures and illustration. The existing materials only focused on the intensive kind of material and there was no room for students' creativity. In addition, from the interview it was noted that the top problem faced by the learners was the unfamiliarity of the words being spoken. The other problems were about the bad source of audio quality and some of the learners were not familiar with English sounds. The last segments of the interview were about the applicability of material which should include games into the learning activities. That tailored material derived from internet should be well adopted to minimize the plagiarism, and that the coming materials should accommodate a learning independency by applying blended learning

were the aspects that should include in the material. Therefore, the offline or online kind of material would be better ways of learning. The instructor also would like to have a self-tailored listening material through podcast.

Intensive listening materials

The materials were presented in two parts; the intensive and extensive. There were three topics in intensive listening section; history, technology, and art which covered lexical and grammatical chunks. The listening comprehension activities were presented in forms of matching, completion, true or false, multiple choice and discussions. The points of teaching and learning focused on the detail information derived through the recording. All the activities done were intended to help the learners comprehend the listening material from the lexical and grammatical components. Unlike, the extensive listening which enable the learners to study independently, in intensive listening the learners were engaged and hooked to the intended material specifically woven by the instructor. The materials were designed in such a way that the learners learned more on the language components without neglecting the detail information from the audio.

Extensive listening materials

The extensive listening material taught include two topics, namely listening or watching video of biography of famous people in the world, such as actors, athletes, TV show hosts, politician, or many other public figures and movie reviewing in which the students could select a movie of their interest to review. In contrast to the activities in intensive listening materials where the provided materials by the instructors focusing on looking for specific details and information of certain listening texts through the language components, the activities in extensive listening materials rather allow the students to listen the global meaning or the general ideas about a text. The instructors gave the students certain topics to listen or discuss and provided some website links to access as the model of the activity to do. The activities of extensive listening materials were intended to provide pleasure listening for the students, so that they were free to select their own materials

by accessing the listening materials on YouTube application, not limited by the links provided by the instructors. This is in line with Vo (2013) who argued that in extensive listening, learners can choose any source of listening text suitable with their proficiency so that they will not find any difficulties to understand it. Moreover, he also proved that by selecting their own listening texts, learners could get pleasure and general language improvement.

CONCLUSION

All in all, teaching listening during Covid 19 pandemic fall for the following conclusion; teaching listening through intensive and extensive approach is applicable despite the troubles in internet connectivity. The online listening platform such as Google Meet, Zoom and WA can be utilized in the deliverance of the teaching and learning process. Extensive listening enables the learners to study independently and in the way they desire since they decided what they wanted to learn and accorded their learning pace.

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