p-ISSN: 2356-0401
e-ISSN: 2621-9158

# Celtic

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**Volume 8, No 1, June 2021**

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Celtic: A Journal of Culture, English Language Teaching, Literature, and Linguistics is published biannually every June and December (P-ISSN: 2356-0401, E-ISSN: 2621-9158) presenting articles on culture, English language teaching, literature, and linguistics. Contents include analysis, studies, application of theories, research reports, material development, and book reviews. Celtic was first published in June 2014.

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Celtic Volume 8, Number 1, pp. 1-139 Malang, June 2021

Celtic
A Journal of Culture, English Language Teaching, Literature and Linguistics

# VIDEO-ASSISTED EXTENSIVE LISTENING PROGRAM TO IMPROVE PRE-SERVICE EFL TEACHERS' LISTENING SKILLS

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E-ISSN: 2621-9158
P-ISSN:2356-0401

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Submitted: 19 May 2021
Approved: 21 June 2021
Published: 24 June 2021

Citation:
Purnamaningwulan, R. A. (2021). Video-Assisted Extensive Listening Program to Improve Pre-Service EFL Teachers' Listening Skills. *Celtic: A Journal of Culture, English Language Teaching, Literature and Linguistics, 8(1), 33-43. Doi: 10.22219/celtic.v8i1.16566*

**ABSTRACT**

Listening is an essential skill from which learners can acquire a vast amount of language input. Pre-service English teachers need to have excellent listening skills as they are demanded to develop meaning through various listening activities to prepare themselves to be qualified EFL teachers. A video-assisted Extensive Listening (EL) program was administered to facilitate pre-service EFL teachers to improve their listening skills. Using a quasi-experimental design, this research aimed to see whether there was a significant difference between the listening skill of pre-service teachers who received a video-assisted EL program for one semester and those who received regular instructions. Fifty-two pre-service teachers taking the Intermediate Listening course participated in this study. The participants were randomly assigned to two classes, namely the control group and the experimental group respectively. The quantitative data were collected from both groups' post-test results. An independent sample t-test that was performed to compare the post-test scores of both groups showed a non-significant result ($t = 0.757$, $p > .05$). Therefore, it can be concluded that the difference in scores between the experimental and the control group was not significant. This adventitious empirical result might have resulted from the swift change to emergency online learning due to the Covid-19 pandemic.

**Keywords:** *Extensive Listening; Listening Skills; Pre-Service Teachers; Video-Assisted Extensive Listening*

**ABSTRAK**

Keterampilan menyimak memungkinkan siswa untuk menguasai suatu bahasa dengan lebih efektif. Tidak terkecuali, calon guru Bahasa Inggris perlu memiliki keterampilan menyimak yang baik agar mereka dapat senantiasa mengembangkan penguasaan Bahasa Inggris. Program *Extensive Listening* (selanjutnya disingkat *EL*) berbasis video diberikan kepada mahasiswa/i calon guru bahasa Inggris untuk membantu mereka mengembangkan kemampuan menyimak dalam Bahasa Inggris. Penelitian quasi-experimental ini bertujuan untuk melihat apakah ada perbedaan yang signifikan antara keterampilan menyimak pada para calon guru yang mengalami program *EL* berbasis video selama satu semester dibandingkan dengan mereka yang tidak mengalaminya. Ada lima puluh dua orang mahasiswa calon guru Bahasa Inggris yang berpartisipasi dalam penelitian ini, di mana mereka masuk ke dalam dua kelas yang berbeda. Satu kelas merupakan kelas eksperimen, dan kelas yang lainnya merupakan kelas kontrol. Data yang dikumpulkan berupa hasil tes sebelum dan sesudah pemberlakuan program *EL* berbasis video dari kedua kelas tersebut. Uji *independent sample t-test* dilakukan untuk membandingkan nilai tes dari kedua kelas, dan hasilnya tidak signifikan ($t = 0.757$, $p > .05$). Maka, tidak dapat dicapai kesimpulan bahwa perbedaan nilai menyimak antara kedua kelas cukup signifikan. Hasil empiris yang diperoleh dari penelitian ini kemungkinan diakibatkan oleh adanya peralihan dari pembelajaran tatap muka ke pembelajaran daring secara darurat karena adanya pandemi Covid-19.

**Kata Kunci:** *Calon Guru*; Extensive Listening; Extensive Listening *Berbasis Video*

## INTRODUCTION

Listening to an L2 is a complex mechanism that requires listeners to actively perceive speech sounds, understand vocabulary and grammatical structures, and interpret meaning reflected through the stress and intonation of the utterances (Bidabadi & Yamat, 2014). All those tasks need to be processed by the listeners at the same time. In authentic situations, for example, in oral communications, listening is performed real-time. Listeners have no control over the content and the speed of the utterances they are listening to (Renandya & Farrell, 2011). This complexity of listening to L2 adds challenges for EFL learners to comprehend language input and be successful in actual communications. Thus, these facts might be the factors that cause some L2 learners to experience listening anxiety (Prastiyowati, 2019).

Despite its complexity, listening is an essential skill that needs to be mastered by language learners. Azizinia, Sadeghoghli, and Mohebkhah (2017) state that listening is a fundamental skill that contributes significantly to one's language acquisition since it is one of the main sources of L2 input acquisition. As Renandya and Jacobs (2016) state that input is the main factor in language learning success, the urgency of enhancing EFL learners' listening skills becomes more obvious. Therefore, EFL teachers are urged to help learners develop their listening skills by giving a considerable amount of practice to increase the amount of input they can receive.

In the context of the EFL teacher preparation program, there are numerous benefits that a pre-service teacher can gain from having a well-developed listening fluency. Having excellent listening skills allows one to receive as broad meaningful input as possible. Through this, they can explore more authentic use of oral language spoken in different accents, which will improve their overall English competence. In addition, "the more listening skills a teacher gains in his pre-service education, the more he can get the students to learn this skill. In other words, if the teacher possesses effective listening proficiency, his students can develop it correspondingly" (Kazu & Demiralp, 2017, p.83). These notions confirm the importance of a well-developed listening proficiency for EFL pre-service teachers.

Understanding the significance of training EFL pre-service teachers' listening skills, listening classes are mainly provided in teachers' colleges. However, in the context of EFL teacher preparation programs, the main focus of listening instructions remains on intensive listening, in which learners are trained formally to be capable of answering comprehension questions (Widodo & Rozak, 2016). Concerning this, Pamuji, Waring, and Kurniawan (2019) argue that this form of listening typically conducted in a limited class duration does not allow learners to receive a sufficient amount of meaningful input or to experience a lot of listening practice.

Extensive Listening (henceforth, EL) offers language learners the opportunity to practice listening for pleasure and at the same time to get exposure to comprehensible listening materials (Renandya & Farrell, 2011). Thus, it is believed that the need for pre-service teachers to experience a wide range of oral input can be facilitated through EL. EL activities encourage learners to listen to multiple listening media to let them receive a plentiful amount of oral input to understand and enjoy. This notion is elucidated by Ivone and Renandya (2019, p.237), who

explain EL as "a language teaching and learning approach that encourages language learners to be exposed to a large amount of easily comprehensible and enjoyable materials presented in the target language over an extended period." Therefore, EL is seen as a practical approach that helps EFL learners, including pre-service teachers, improve their listening skills, which are best learned through numerous listening practices (Gonulal, 2020; Renandya & Farrell, 2011; Vandergrift & Goh, 2012).

**Types of Extensive Listening**

Practically, the activities of EL can take several forms. Ivone and Renandya (2019) propose five types of listening activities that learners can perform during EL. The first one is 'listening only,' in which learners simply listen and enjoy aural texts without seeing visuals or reading texts while listening. This may cause listening only to be too demanding for learners in low levels if the texts are not easy. The second activity is 'active listening.' In active listening techniques, learners either read aloud the script while listening or reproduce phrases right after listening to parts of the aural text without looking at the script (Yonezawa & Ware, 2008) to improve pronunciation. Thus, it is recommended that learners listen to texts with native speakers' voices to give them an authentic model of spoken language.

The third activity is 'reading while listening.' In this activity, learners can use texts that are available in the form of aural and textual formats, and then they read the script while listening to a passage. The 'reading while listening' activity is believed to help learners concentrate on the listening texts better (Renandya, 2012), although some opponents think otherwise. For instance, Yeldham (2016) believes that the advantages of reading while listening activities are impermanent and may make learners dependent too much on the written text.

The fourth type of EL activity is 'listening and viewing,' which is a typical activity performed when watching videos. Finally, the fifth and last type of EL activity suggested by Ivone and Renandya (2019) is combined listening, viewing, and reading, which is an extended variation of the listening and viewing activity. This type of activity is recommended for learners at any level since it is proven helpful for comprehending texts better and improving vocabulary. In this research context, the video-assisted EL program employed in this study serves as the implementation of the fourth and the fifth type of EL activity.

**Previous Studies on Extensive Listening in ELT**

A growing concern on the implementation of EL in EFL classrooms has been reported in several current studies both in and outside Indonesia (Alm, 2013; Bidabadi & Yamat, 2014; Chang & Millett, 2014; Mahmudah, 2014; Pamuji et al., 2019; Sholihah et al., 2018; Takaesu, 2015). Particularly in the Indonesian context, EL has been researched in some studies, one of which is conducted by Pamuji et al. (2019). This research investigates student teachers' experience in practicing video-assisted EL for a considerable amount of time and their improvement of L2. It is reported that through EL, there is an improvement in student teachers' vocabulary and other language skills. It was also found that the student teachers also experienced pleasure in listening to their choice of topics and resources.

Examining EL from students' perspectives, Nugroho's (2020) study looks at EAP (English for Academic Purposes) students' perceptions of EL. The study found that most students perceived EL positively as they think EL contributes to their listening fluency and speaking fluency improvement. In addition, the students admit that being exposed to different English accents is helpful to boost their confidence in speaking. This study also found that EAP students become motivated to practice EL in the future even when the course program has ended.

Another study conducted in the Indonesian context examines listening fluency improvement after integrating a blended learning strategy that integrates portfolio in EL activities (Sholihah et al., 2018). The action research result suggests that after implementing two cycles of portfolio-based EL activity, students' listening skill improves as indicated in their test results. Besides, students responded positively towards the EL model.

The vast body of literature has suggested that EL provides fundamental contributions in enhancing L2 learners' language skills, especially listening skills, besides seen positively by learners. Embarking from this belief, this research tries to investigate the contribution of video-assisted EL in improving L2 learners' listening skills. Furthermore, because there is a deficiency in EL research that investigates video-assisted EL program implementation with pre-service teachers as the subjects (e.g. Widodo & Rozak, 2016), this research tries to fill the gap in the literature by investigating the effect of an EL program experienced by EFL pre-service teachers.

The research question that this study is trying to answer is "is there any significant difference between the listening skill of pre-service teachers who receive a video-assisted EL program for one semester and those who receive regular instructions?" Thus, this study hypothesizes that there is a significant difference between the listening skill of pre-service teachers who receive a video-assisted EL program for one semester and those who receive regular instructions.

## METHOD

This research adopted a quasi-experimental design since it was impossible to assign participants into groups in a college setting randomly. This is in accordance with what Ary, Jacobs, Sorensen, and Razavieh (2010) suggest, that the quasi-experimental research design should be adopted when the researcher cannot randomly assign the participants into treatment groups (p.316).

The research procedures include assigning two groups into an experimental group and a control group, respectively. The experimental group was treated with a fourteen-week video-assisted EL program. Throughout the implementation of this program in the Intermediate Listening course, the students were given the opportunity to exercise their listening skills facilitated by authentic videos. In this program, students practice listening by viewing at least four authentic videos per week and write weekly listening journals. The videos used in this study were authentic English videos of students' selection, such as news reports, short movies or serials, speeches, talk shows, and other videos produced by educational channels. Since EL works best when students receive much comprehensible language, the students were suggested to adjust the video material selection to their level of

ability. Therefore, the students were not given any criteria of minimum video duration nor subtitles use.

To supplement the video watching activities, the students were also required to write weekly listening journals. In these journals, the students were required to write a short report that contained the video summary and their comments as well as reflections on the video. Also, they were encouraged to note down the newly-learned vocabulary obtained from the video. These journals were to be reported by students every week.

Different from the experimental group, the control group did not experience the EL program the same way as the other group did. Instead, the control group received standard instruction as written in the course syllabus. The researcher taught both classes who controlled the variations in instruction, lecture material, topic coverage, and tests.

**Settings and Participants**

This study was conducted in a private university in Yogyakarta, Indonesia, from February to May 2020. Since the nature of the setting assigns students to be naturally together in separated classes, it was impossible to select random samples for this study. Therefore, the cluster sampling method was used, as also suggested by Ary et al. (2010).

The sample of this study comprised of fifty-two students studying at the English Language Education Study Program (henceforth, ELESP). These students belonged to two different Intermediate Listening courses, which was a compulsory course for second-semester students. At this level, the students' language proficiency was approximately at the B1 level of CEFR. By the end of the course, they were expected to have a B2 level of listening proficiency. As all students enrolling in ELESP are prepared to be teachers, the participants were addressed as pre-service teachers in this study context.

**Research Instruments and Data Collection Techniques**

The instrument employed in this research was a pre-test and post-test adopted from the Cambridge English First 2 book (Cambridge English, 2016), which presents authentic examination papers for the Cambridge FCE (First Certificate in English) examination. This test is targeted at level B2 of the CEFR (Council of Europe, 2018). Therefore, this test was suitable for assessing the research participants who objected to reaching level B2 of CEFR at the end of the Intermediate Listening course. In addition, the items in this test were in line with the videos used in the EL program since the test questions were derived from authentic listening materials, such as daily conversations and monologues. The set of the test consisted of four parts with thirty questions in total. The first and the fourth parts were close-ended questions with multiple choices. The second part was a summary gap-fill exercise, while the third part was a matching exercise.

**Data Analysis Technique**

The quantitative data acquired from the pre-test and post-test were in the form of students' scores ranging from 0-100. Therefore, an independent sample t-test was performed to compare the mean pre-test and post-test scores from the two

groups. The independent sample T-test is considered the most appropriate analysis technique as "it is used to compare the mean score on some continuous variable, for two different groups of participants" (Pallant, 2011, p.239).

## FINDINGS

This quasi-experimental study intends to see if there is a significant difference between the listening skill of pre-service teachers who receive a video-assisted EL program for one semester and those who do not. To answer the research question, the research participants were required to take a pre-test at the beginning of the program and a post-test at the end of the program. All participants who were pre-service teachers in both the experimental group (N=25) and the control group (N=27) were to take these tests.

The pre-test taken at the beginning of the semester was also aimed to ensure the homogeneity of participants' level of listening competence. To ensure the homogeneity of the participants' listening competence, the mean scores of the pre-test from the two groups were compared using an independent sample t-test. The result is presented in the following table.

**Table 1.** Comparison of the two groups' pre-test scores

| | | **Groups** | | | |
|---|---|---|---|---|---|
| | | ***Control*** | ***Experimental*** | ***t-value*** | ***p value (2-tailed)*** |
| **Pre-test** | N | 27 | 25 | 0.998 | 0.323 |
| | M | 27.0989 | 30.5996 | | |
| | SD | (13.59) | (11.68) | | |

From Table 1, it can be seen that the mean pre-test score of the control group was 27.1 (SD = 13.59), while the mean pre-test score of the experimental group was 30.6 (SD = 11.68). These pre-test score means were compared using an independent sample t-test. The independent sample t-test result showed no significant difference in scores between the control group and the experimental group's pre-test scores as the sig. value is p = 0.323, which was far higher than 0.05 (p > .05). In other words, it could be concluded that the participants in both groups had relatively the same level of listening competence before the research was conducted. Once the participants' competence level had been ensured to be homogenous, the study could be continued.

The experimental group then received instruction based on the video-assisted EL program, while the control group received regular listening instruction as written in the course syllabus. Finally, after approximately 14 weeks of implementing the video-assisted EL program to the experimental group, an evaluation was conducted on both the control and experimental groups using a post-test. Table 2 displays the summary of the scores from both the experimental and the control groups.

**Table 2.** Descriptive statistics of pre-test and post-test scores of both groups

| | **Pre-test** | | | **Post-test** | | |
|---|---|---|---|---|---|---|
| ***Group*** | ***N*** | ***Mean*** | ***SD*** | ***N*** | ***Mean*** | ***SD*** |
| **Experimental** | 25 | 30.5996 | 11.68546 | 25 | 51.8664 | 22.99596 |
| **Control** | 27 | 27.0989 | 13.59181 | 27 | 46.7281 | 25.94511 |

A descriptive statistics analysis indicated an increase in the mean scores of the experimental group, from 30.6 (SD = 11.685) to 51.86 (SD = 22.996). Similarly, the control group also experienced an increase from the pre-test (M = 27.099, SD = 13.59) and the post-test (M = 46.73, SD = 25.945). The descriptive statistics show that the experimental group demonstrated a higher difference score (D = 21.27) than the control group (D = 19.63). Despite this finding, inferential statistics needs to be performed to answer whether or not there is a significant difference between the listening skill of students who receive a video-assisted EL program for one semester and those who receive regular instructions.

Next, to test the hypothesis, the post-test scores from both the control and experimental group were compared using an independent sample t-test. This test was performed to prove whether or not there is a significant difference in pre-service teachers' listening skills after the implementation of the video-assisted EL program. The following table shows the result of the independent sample t-test.

**Table 3.** Comparison of the two groups' post-test scores

| | | **Groups** | | | |
|---|---|---|---|---|---|
| | | ***Control*** | ***Experimental*** | ***t-value*** | ***p value (2-tailed)*** |
| **Post-test** | N | 27 | 25 | 0.757 | 0.453 |
| | M | 46.728 | 51.8664 | | |
| | SD | 25.945 | 22.996 | | |

As seen in Table 3, the students in the experimental group scored slightly higher than the students in the control group on the listening post-test. However, the independent t-test result showed that this score difference was not large enough to be statistically significant ($t = 0.757$, $p > .05$). This result indicated that although the experimental group outperformed the control group in terms of listening skills, their mean score was not significantly different from the control group's mean score. Therefore, it can be concluded that the research hypothesis cannot be accepted.

## DISCUSSION

The advent of the internet and technology has provided ease for EFL learners to access abundant, authentic English listening materials in the form of videos. These authentic materials allow EFL learners to gain ample language input to enhance their language proficiency in general and listening skills in particular. Besides, authentic materials are believed to bring learners closer to reality since they present real language used in real-world situations (Primadona & Prastiyowati, 2018). This excellent learning potential allowed by the abundantly available videos on the internet inspired this research.

The present quasi-experimental study findings show that both control and experimental groups experienced progress in their listening skills, as indicated by the pre-test and post-test results. In addition, the result of the descriptive statistics suggests that the experimental group gained a slightly higher difference score (D) compared to the control group, which means that the experimental group slightly outperformed the control group in terms of the listening score. However, the difference was not statistically significant, as indicated by the independent sample t-test. In other words, the students who practiced video-assisted EL throughout the

semester achieved similar improvement to the students who received regular, syllabus-based listening instruction.

This study result that contradicts the findings of some previous studies (e.g., Le & Pham, 2020; Metruk, 2018) urges the researcher to do further analysis. The unforeseen shift to the emergency online learning format due to the Covid-19 pandemic might have influenced the non-significant contribution of the EL program. As mentioned earlier, this research was carried out from February to May 2020. Meanwhile, as we are all aware, in mid-March 2020, the Covid-19 pandemic struck Indonesia, and all forms of learning were shifted to the online mode. The video-assisted EL program in this study was no exception. Initially, this EL program was designed for an offline classroom format where students would have real interactions to report their personal EL experiences and results every week. However, the EL program might not have been carried out and given an impact optimally to the students because of the abrupt change of situation.

The EL program that continued to be implemented amid the emergency online learning format might have been one factor that hindered it from contributing significantly to students' listening skill improvement. The initial design of the video-assisted EL program required students to take turns to report their EL results and experiences either to the class or to peers. However, in the online class, the inability to conduct weekly virtual meetings due to network and funding issues had caused the program to be carried out ineffectively. Despite this, in the second half of the semester which was conducted online, the students were still encouraged to perform EL practices facilitated with authentic videos and asynchronously write weekly journals. Besides, the students were also still required to submit their journaling results twice, i.e., mid-semester and end of the semester. However, it was not easy to ensure students' consistency in practicing EL every week. Moreover, the synchronous reporting and discussion that should have taken place could not be carried out properly due to the limitations of synchronous interactions in the emergency online learning settings.

Carter and Rice (2020) argued that one of the success factors of online learning is students' self-regulated learning (henceforth SRL) ability. This SRL is consistently supported in traditional classroom settings, one of which is through teachers' presence and assistance (Ley & Young, 2001). However, in the emergency online classroom taking place in the early stage of the pandemic, this support might have drastically diminished, which probably contributed to the moderation of students' SRL. Consequently, the low SRL might have impeded students from achieving optimal listening skill improvements. This analysis is in accordance with Lem's (2019) and Yabukoshi's (2018) research findings, suggesting that students' level of SRL is likely to have associations with students' listening proficiency improvement outside the classroom.

## CONCLUSION

This study results indicated no significant difference between the listening skill of pre-service teachers who received a video-assisted EL program for one semester and those who received regular instructions. Thus, the empirical evidence instigated from this research does not resonate with the existing literature. There could be some factors that cause this research not to achieve the intended result.

One of them is that the teaching and learning process was forcibly shifted to the online mode due to the Covid-19 pandemic. This had caused the video-assisted EL program to be implemented in a non-ideal situation. The exemplary implementation of the video-assisted EL program should provide learners with a series of structured activities, i.e., routine listening practice through viewing authentic videos, writing listening journals, and delivering weekly reports in class. However, the emergency online learning format had limited the overall implementation of the video-assisted EL program.

The treatment of EL in this study context might not have proven to improve students' listening skills significantly due to a number of limitations. However, considering that the typical in-class listening instruction is rooted in intensive listening, which focuses on comprehension check and strategy training (Pamuji et al., 2019; Renandya & Farrell, 2011; Widodo & Rozak, 2016), it would be reasonably worthy to design and implement an EL program that is more relevant and well-adjusted to online learning context and necessities.

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