IMPLEMENTING EXTENSIVE LISTENING PRINCIPLES IN LISTENING CLASS

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Abstract: Studies have shown the implementation of extensive listening, the materials used, and the benefits of conducting extensive listening in EFL / ESL classes in university levels. However, it is important to know how extensive listening is really implemented in the classes. This study discusses how the application of extensive listening in EFL class is. It is conducted to know how teachers apply the principle of extensive listening in the EFL class. The results show that the principles of EL have been applied in classroom settings.

Keyword: *Extensive Listening, Extensive Listening Principles*

INTRODUCTION

Extensive listening is defined as all types of listening activities that allow learners to receive a lot of comprehensible and enjoyable listening input (Renandya & Farrell, 2011). Further, they explain that the key consideration is that learners get to do a lot of meaningful listening practice. They emphasize that the activity provides support to motivate L2 learners to keep listening, so they can eventually improve their listening proficiency to listen more fluently. In line with it, Chang, et al. (2018) explain that extensive listening refers to students being exposed to massive amounts of comprehensible and enjoyable aural input via television, radio, video, and internet sources, or audio books and magazines. Thus, extensive listening refers to listening activities in which learners receive a lot of comprehensible and enjoyable listening input via any available media.

The concept of extensive listening (EL) is less familiar than extensive reading (ER). However, Renandya and Jacobs (2016) explain that extensive listening is similar to extensive reading in which ER principles are also applied in extensive listening. Further, Renandya and Jacobs (2016) explain 7 (seven) principles that could be used to implement an extensive listening program. The first principle is that the objectives of the ER/EL programs should be made clear to everyone involved. When the ob-jective is not clearly understood by the learners / students, the programs are not likely to succeed. Then the program should ensure that learners listen in quantity. Listening to large amounts of spoken text should be actively promoted and encouraged in the programs. The third principle is that the programs should make available listening materials which are within students' linguistic competence. Materials for EL should be pitched at or even below students' current level of competence. The important point is that the students should be able to comprehend the materials on their own, without any external help from the teacher. The next principle of EL is that teachers should provide ongoing support to every learner, especially those who need help most with their listening. Teachers play an important role in the success of the program. The fifth principle is that students' motivation should be kept high throughout the programs. As listening is challenging and it is not easy for EFL students to sustain their motivation, it is important for teachers to keep their motivation during the program. The learners are also encouraged to do simultaneous listening activities as it can provide an important support to help lower proficiency L2 learners achieve greater comprehension. Finally, teachers should provide interesting and enjoyable post-listening activities.

In English Language Education Program (ELEP), Universitas Brawijaya, Extensive Listen-

ing is one compulsory course taken by fourth semester students. The course is administered for those who have finished 3 listening courses, those are Basic Listening, Guided Listening, and Listening Comprehension. Extensive Listening is presented in 2 credit hours. This EL course was actually a new course presented to the new curriculum. Previously, all the listening courses led to intensive listening which occupied students' time with drilling the listening skill and concentration.

As Extensive Listening course has become a part of the curriculum, this study seeks to find out the application of extensive listening in the classroom setting. In other words, this study is conducted to know how teachers apply the principles of extensive listening in the EFL class. Specifically, this study is intended to find whether the EL program in ELEP is in line with EL principles and whether the lectures apply EL principles in the class.

REVIEW OF LITERATURE

Extensive listening can be conducted in various activities, depending on the learners' level and the materials' availability. As the learners need to listen to comprehensible and enjoyable texts chosen based on their interest, the activities are supposed to be within their levels. Listening only can be conducted in class using teacher-directed dictations and read-alouds outside the classroom in the form of self-directed listening for pleasure (Renandya & Farrell, 2011; Chang et al, 2018). Such activities are appropriate for beginner and low-intermediate learners (Ivone & Renandya, 2019). The other activity is listening while reading which can be conducted when the spoken texts provides written formats, such as in songs and the song lyrics, podcasts and audio scripts, and graded readers and audiobooks (Renandya, 2012; Tsai, 2019; Ivone & Renandya, 2019). Learners are also possible to listen to audio recording while reading the printed materials in a published course book followed by some exercises (Chang et al, 2018). Another EL activity that is mostly done these days is listening and viewing as there are alot of materials which are in audiovisual formats or videos (Metruk, 2018; Widodo & Rozak, 2018).

Previous studies on extensive listening and viewing have found that EL helps learners to improve their language competence and solve listening problems. The extensive listening activity helps the learners to be able to understand the contents because they were able to 'catch' the words more quickly (Renandya & Farrell, 2011). In line with it, practicing listening outside the classroom through viewing English videos is also beneficial to the development of students' listening skills and fluency (Chang & Millet, 2014; Metruk, 2018; Chang et al., 2018). Extensive listening was also said to enhance learners' vocabulary acquisition and help them to develop other language skills (Pamuji et al., 2019).Learners also tend to have higher levels of comprehension when there is textual support (Chang et al., 2018; Tsai, 2019). Extensive Listening (EL) activities might also contribute to the successful acquisition of L2 for those who are not immersed in the formal classroom learning (Pamuji et al., 2019).

The previous studies above emphasize on the implementation of extensive listening, the materials used, and the benefits of conducting extensive listening in EFL / ESL classes at university levels. Even though the reported studies show positive and convincing evidence regarding the use of EL, there is still the need for examining how extensive listening is really implemented in the classes.

METHOD

The design of the present study employed a mixed method, where it was presented in quantitative and qualitative approach. The instrument used was a set of questionnaires which consists of two parts. The first was a Likert-scale questionnaire which was created to obtain the necessary information and designed by the writers based on the principles of EL proposed by Renandya and Jacobs (2016). These principles became the dimensions of developing the questionnaires and each dimension is then elaborated into some questions. The second part of the questionnaire consists of four additional open-ended questions which are used to get more detailed information about the application of extensive listening in the class. This questionnaire has been validated by three ELT lecturers.

The study was conducted by the end of the academic year 2019/2020. The participants were 34 sophomores students of English Language Education Program (ELEP) of Universitas Brawijaya Malang. Based on the curriculum, Extensive Listening is the last listening course presented for the fourth semester students after they finished three basic listening courses.

Instrument

Instrument used in this research was a four-Likert-scale questionnaire developed based on the

seven principles of Extensive Listening proposed by Renandya and Jacobs (2016). These principles, later, became the dimensions of the questionnaire which were then elaborated into some items. However, as the fifth and the sixth principles are related, they were combined into 1 dimension. The elaboration of the principles are presented in Table 1.

Tabel 1   Developed Extensive Listening Questionnaire

Principle	Question Items
The objectives of the EL programmes should be made clear to everyone	1. The class objectives are clearly informed 2. The students understand about EL program 3. The topics of the class are explained in the beginning of the semester. 4. The listening materials, either audio or video, related to the topics are easy to find 5. The instructions in the worksheet are difficult to understand.
The programmes should ensure that students listen in quantity	1. Students are supposed to do EL often. 2. Students are supposed to search as many video / audio as possible 3. Students do EL everyday. 4. Students are supposed to do EL from many different media every week. 5. Students do EL once a week.
The programmes should make available listening materials which are within students' linguistic competence	1. Students choose the material that they like 2. Students choose the comprehended material 3. Students change the difficult material 4. Students choose videos with subtitles 5. Students listen to the materials many times to get the idea. 6. When they have problems in comprehending the content, they change the material.
Teachers should provide on-going support to every student, especially those who need help most with their listening	1. When the material is too difficult, the students may discuss it with the teacher. 2. The students do not need to discuss the material 3. The teacher reviewed the materials chosen by the students
Students motivation should be kept high throughout the programmes and Teachers should encourage students to do simultaneously reading and listening	1. The teacher always encourages the students to do EL from any sources. 2. Students are motivated to find materials for EL. 3. The teacher always reminds the students to do EL on a regular basis. 4. The students are encouraged to do EL outside the class. 5. The students have to do EL everyday
Teachers should provide interesting and enjoyable post-listening activities	1. The post activities done in class were interesting and enjoyable. 2. The students are enthusiastic to listen and watch others' EL presentations in the class. 3. The students are enthusiastic to do the assignments

Data Collection Techniques

In collecting the data, the questionnaire was distributed to the participants in the classroom. The students were handed the questionnaire and they submitted it on the same day. The four additional open-ended questions were responded by the students, both in written and spoken form. In other words, to clarify their answers, class discussion was conducted .

Data Analysis

The result of the questionnaire from the students was computed and converted into numbers to make it easier to analyze. The result of each dimension was then calculated to get the average score. Based on it, we categorized into 2 categories. When the average of the students' response was between 1.00 – 2.50, it is considered the EL principles are less implemented in the class. Then, when the responses' average was between 2.51 – 04.00, it is considered that the principles are mostly implemented.

FINDINGS

In this part, the findings and the discussions are presented based on the principles proposed by Renandya and Jacobs (2016). The chart below shows the summary of all principles.
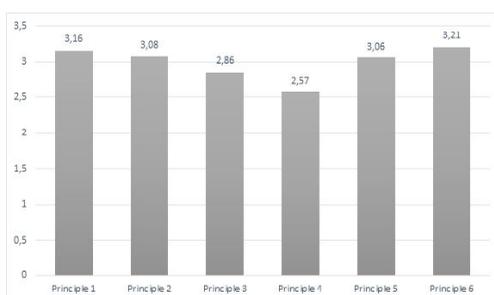

Figure 1 The summary all principles

Based on the figure above, the value of all principles are above 2.5, showing that the principles are mostly implemented. In detail, the interpretation of each principle is presented below.

The objective of EL program should be made clear to everyone

The first principle was elaborated into 5 items that relates to the clarity of the program and the students' problem to apply the program. The students' responses show that they are well-informed about the program as the lecturers explained the class
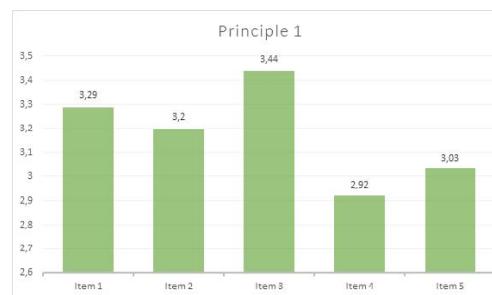

Figure 2 result of principle 1

objectives clearly in the beginning of the semester and the objectives were clearly written in the course outline. Moreover, the lecturers did not only explain the objectives of the class, but they also explained the details of the course, including the topics they were going to discuss during one semester and the listening rubrics they have to complete (Item 1-3).

Although the details of the class have been understood by all the students, it seems that some students found a little bit difficulty in finding the audios or videos related to the topics (Item 4). The students also showed their difficulties in completing the worksheets because of the unclear instructions (Item 5).

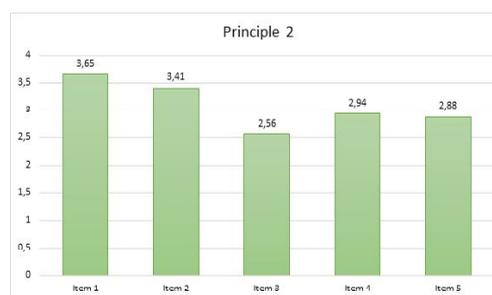## The programs should ensure that students listen in quantity

Figure 3 Result of principle 2

To know whether the students listen a lot, there are 5 items presented in the questionnaire. Item 1, 3 and 5 deal with the frequency of doing EL. The students often do the activity (Item 1), although they do not do it everyday (Item 3) or once a week (Item 5).

The other two items are related to the materials they tried to find. They searched for materials as much as possible (Item 2) and they tried to get them from many different media every week (Item 4).

Dealing with the quantity of the audio or videos that the students have listened to, the lecturers con-

firmed the number of media to the students both through the worksheets they have submitted and through informal interviews done during class activity.

The programs should make available listening materials which are within students linguistic competence

Figure 4 Result of principle 3

Dealing with the materials used by the students, the students choose the ones that they like (Item 1). The other consideration in choosing the materials is the difficulty level of the materials. The students tend to find the easy materials so that they can understand the contents of the materials (Item 2 and 3). Many students tend to find videos or materials without subtitles (Item 4). They tend to listen many times to get the ideas of the material (Item 5). On the other hand, they tend to change the materials when they think that they are too difficult (Item 6).

Teachers should provide ongoing support to every student, especially those who need help most with their listening.

Figure 5 Result of principle 4

Dealing with lecturers ongoing support to the students, this principle is described into three items. To help the students in doing EL at home, class consultation or discussion is possible to conduct. Half of the participants tend to do this activity and they contacted the lecturers or initiated the discussion during the course. The discussion dealt with the chosen materials and they showed their agreement toward the statement about the input from the lecturers.

Students' motivation should be kept high throughout the programs and the teachers should encourage students to do simultaneous listening.

Figure 6 Result of principle 5

This point is related to two related principles, those are the 5th and 6th principles. To motivate the students to do extensive listening the lecturers have big roles in encouraging them to listen to the audio or video materials from any sources (Item 1 and 2). They always support the students to get any materials that they like, as long as it is in line with the topics discussed. As the facilitators, the lecturers often remind the students to listen to the audio or video materials every day (Item 3). This support motivated the students to find materials and to do EL outside the class (Item 4). Thus, many of the students listen to the audio or video material everyday as instructed by the lecturers (Item 5).

Lecturers should provide interesting and enjoyable post-listening activities

Figure 7 Result of principle 6

Post-listening activities also become the section discussed in the activity of extensive listening. The activity done in the classroom is fun. As the students were supposed to present the materials that they had listened to, they were very enthusiastic about doing the activity (Item 1). They also showed their enthusiasm in listening to others' presentations (Item 2). The post activities were conducted either in small groups or in class.

DISCUSSION

This study tends to know the application of extensive listening in the ELT classroom. Although this study is taken from the students' point of view, some important points can be noted, especially dealing with the principles of Extensive Listening proposed by Renandya and Jacobs (2016)**.**

Basically, the principles of EL are related to clear objectives of the program, the quantity of students' listening activity done outside the regular class, the materials which are within students' linguistic competence, the support and encouragement from the teachers, and the interesting post-activity. Above all, it is also important to know the positive impacts of EL towards students' linguistic competence.

The objectives of the EL program should be made clear to everyone involved. Without clear, well-articulated objectives, the program is not likely to succeed (Renandya and Jacobs: 2011). In this study, the lesson plan of the extensive listening class becomes the important tool as it contains information about the class. Moreover, the lecturers' explanations which were given in the beginning of the class helped the students understand the goals and the tasks.

To make sure that the students listen in quantity, can be seen from the number of topics that they have to discuss, the materials and sources that they can use to do extensive listening, and the worksheets that they have to fill in. This study found that the lecturers give them different topics that the students have to deal with and they had to search the materials or videos from many different channels or sources. After watching the materials they were supposed to fill in worksheets and be ready to present what they have watched in the post-listening activity in the class.

The materials that the students' searched and listened to were the ones that they were able to comprehend. In other words, they tried to find the materials which are within or below their language competence. When the materials are easier, the students will be easier to comprehend without any external help from the teacher. The use of easier materials will facilitate students' enjoyment of large amounts of comprehensible language (Renandya and Jacobs; 2016).

In EL, then, the role of the lecturer is important as they should provide ongoing support to every student, especially those who need help most with their reading and listening. Lecturers have to encourage the students to listen to as many materials as possible and they are supposed to motivate them to do simultaneous listening activity. Thus, when the students find problems in doing the tasks, the teachers are ready to help and answer the question.

After doing extensive listening outside the class, the students are supposed to report their activity during the whole week. They were supposed to show some part of the video and retell the content of the materials they have watched. They do not need to play and pause the audio or video to understand the material. This is in line with Ivone and Renandya (2019) statement that the frequent and repeated practice helps them become more fluent learners. As learners are more relaxed in EL, their confidence in listening to texts in the target language also increases. Interesting activities following the course are somehow attractive as every student has different material that the others have not watched.

CONCLUSION

Ideally, extensive listening is done outside the class and it is based on the students interest. Renandya and Jacobs (2016) explain the principles of the extensive listening principles that could be used to guide and implement the program so that students will find the beneficials of the activity. Based on the discussion above, it can be concluded that this program meets the EL principles. There is some evidence from the students' view. Most of them see positively how the lecturers presented the materials and the clarity of the course itself, although they did not listen to materials assigned by the lecturers on a daily basis. The students also agree that they have freedom to choose any materials based on their own levels. The activities after listening are also conducted, such as presentation or discussion in a small group.

From the students' responses as well, they found out that the lecturers' role is necessary. They give clear instructions to them on how to deal with the assignments of EL, as they also give ongoing support to them. By giving assignments, the lecturers encourage and support them to do simultaneous listening.

This study resulted in two suggestions. The lecturers should apply the EL principles based on students' needs. As this study is based on students' view, it is suggested to the future researcher to conduct the study from the lecturers' view to get a clear view on both sides.

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