60th

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TEFLIN
International
Conference

27–29 AUGUST 2013

ACHIEVING
INTERNATIONAL
STANDARDS
IN TEACHER EDUCATION

PROCEEDING

Editors:
Manneke Budiman
Marti Fauziah

UNIVERSITAS
SISWA BANGSA
INTERNASIONAL

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EDITORS'NOTES

This Conference Proceeding contains selected partlcipants'paper.The selection was not based on the quality of the contents as all of the papers accepted for presentation in this conference have met the standard of quality set by the Conference Committee.

The papers published in this Proceeding are those that met the formal requirements set on the conference website, among others, the papers should not exceed a total number of five pages (excluding tables, figures, and references). In the process, the editors extended the maximum page limit to seven in order to accommodate more papers.

Unfortunately, not all of the papers can be published. Papers with multiple figures and tables, or those submitted in the PDFformat, cannot be included as they would have taken too much space and caused the Editors a lot of trouble with formatting. However, the Committee has also provided a separate Compact Disc containing the remaining of the papers that are not published in the Proceeding-

The Proceeding is organized based on the alphabetical order of the titles of the papers. An accompanying index of the author names based on the first name basis is provided at the end for users' convenience.

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Manneke Budiman   Marti Fauziah

Promoting self-study of listening skills for Islamic college students through web 2.0 tools

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This article reports an initiative to improve English listening skills among Islamic College students in Watampone, Indonesia by using podcast links in the internet. 24 students age range between 20-22 years old with language competencies of high beginning to low intermediate took part in the project. Instructions were created on WebQuest and were made available online in Nicenet. Students were provided with information for podcast links for listening exercises and a rubric for their tasks and self-assessment. They were then asked to write and post their reflections regarding the podcast links and exercises in a class blog. This exploratory study indicates that students were not only enthusiastic but also motivated to perform self-study in listening exercises provided by the podcasts.

Keyword: listening, web 2.0 tools, e-learning

English is taught as EFL in Indonesia and is not commonly used in everyday conversation particularly in Watampone. There is very little communication using this medium even in English Departments in colleges and universities themselves.

It is widely accepted that listening is a part of English skills and it is important component to enhance verbal communication skills. Students must be exposed to authentic listening skills practices in various ways. Internet technology by means of Web 2.0 tools is an alternative approach to help them enhance their listening skills. Most of the students in the State Colleges for Islamic Studies (STAIN) Watampone use their mobile phones or laptop for fun without realizing that they can get many benefits by using them for academic purposes. They also do not seem to be motivated to study on their own to improve their English language competencies. Due to the limited accessibility to the internet in the College itself, the students have not been exposed to e-learning as much as should be.

This study investigated a way to promote self-study for listening course skill among college students by incorporating Web 2.0 tools. Smaldino et al. states that this online tools' resources could enhance student learning by integrating audio and video, collaboration websites, mobile broadband tools, and data mashups (Smaldino, Lowther, & Russell, 2012). Web 2.0 tools could also provide an opportunity for the students to be successful in learning particularly by drilling their language skills (Yaumi, 2007; Fee, 2009; Karmila Machmud, 2011). Moreover, Web 2.0 tools has a potential for autonomous language learning (Vallance, Shibata, & Daigaku, 2008; (Plana, 2009). In other words, as autonomous learners students could learn independently. They could learn language skills particularly listening skills without having to attend a face-to face interaction in class rooms which taught by the lecture directly. .

There are five kinds of Web 2.0 tools implemented in this e-learning study. These are podcast, WebQuest, Nicenet, rubric, and blog. Podcast is sort of Web 2.0 tools by means of digital audio-video files. It can be accessed from the Internet and downloaded. Podcast can also be streamed as the audio-video files stay on the network server but is available for listening or watching on audio-video devices. WebQuest provides online instruction for the students to prepare report or presentation on their solution (Smaldino et al., 2012). Nicenet is an online board discussion or virtual class. It allows lecturers to deliver class instruction to students. At least, there are four kinds of class interaction in Nicenet virtual class. These are lecturer to students, students to lecturer, students to students, and students or lecturer to learning resources. Lecturer is able to facilitate collaborative learning, which included conferencing, link sharing, document posting and sharing, and posting a class schedule or syllaby (Bartram, 2009). A rubric is used as a guide to assess students product (Wolf & Stevens, 2007). It provides pieces of information to determine scores for what the students should do for their tasks. A blog is a dynamic web page which allows the content to be developed by authors and readers (Bergström & Lindwall, 2008). It is derived from the term web log. An example of a class blog is created in a blogspot website. The students wrote their reflections after they had listened to some podcast links.

A considerable amount of literature has been published on Web 2.0 tools in the teaching-learning process. Bernsteiner et al. point out that the use of Web 2.0 specifically wikis and discussion forums can support learning and collaboration among students. They then concluded that by introducing social software such as Web 2.0 into education could help students to set up individual learning environments (Bernsteiner, Ostermann, & Staudinger, 2008). Guth and Petrucco make use Web 2.0, such as wikis and blogs, as a substitute for more traditional Learning Management Systems in the context of e-learning and blended learning language courses (Guth & Petrucco, 2009). Madjarov and Boucelma highlight Web 2.0 such as wikis, blog, and podcast has become a new paradigm for communication and learning. It is also generating novel way for access and visualization of information in the teaching and learning space (Madjarov & Boucelma, 2011). Hsu mentions Web 2.0 is a part of e-learning in educational technology. It has become a new trend in education and developes rapidly. Therefore, the adaptation of such technology into instructional design will be a new and important issue (Hsu, 2011). Golonka defines that Web 2.0 tools is starting to be studied because it became valuable to the students and teacher (Golonka, Bowles, Frank, Richardson, & Freynik, 2012).

For the purpose of this project, it was decided to promote self-study and amend the course goal in line with e-learning activities by means of Web 2.0 tools. As such the new goals for the Listening Comprehension Course are to enhance students' motivation to learn English through the use of podcast or any related listening material files in the internet, to familiarize students with Information and Communication Technology (ICT) in the process of teaching and learning by experiencing authentic listening exercises through web links or mobile phones, to follow the course instructions in WebQuest, to have a self-assessment in online Rubric, to discuss their experiences on Nicenet as well as to write and post their reflections in English on a class blog.

Method

Web 2.0 tools were incorporated in the Listening course for 24 students who were involved in this study for a four-week project. It was decided to try Nicenet as a medium of on-line discussion and to provide them with instructions and learning tasks. The students were instructed to get connected to the internet in free public Wi-Fi areas outside the college, or in internet cafés or they could use modems in their own laptops. Fortunately, 10 of the students had their own laptops and were willing to share their laptops with their friends. Procedures of joining Nicenet were sent through their e-mails. All students joined Nicenet without any assistance from the lecturer and were willingly taking part in the class discussion. They introduced themselves and discussed the tasks given in Nicenet.

WebQuest was also provided to guide the students to follow a series of steps to gather information meaningful to their tasks (Smaldino et al., 2012). The students had another option for structured task instructions as well from Nicenet. They had to find the structured task instructions and perform the task by opening one by one the web page of WebQuest.

Some podcast links for authentic listening practices were suggested. They were asked to write their reflections on them. Before that they were shown how to use their mobile phones to download and listen to podcast or any other MP3 files format. Subsequently, messages of the tasks were posted in Nicenet and WebQuest, they were then to be instructed to visit podcast web at http://www.eslpod com/website/index_new.html. This web was chosen for the following reasons. Firstly, it provides authentic listening practice. Native speakers of the English language would sound differently from non-native speakers. And the students should listen to the proper pronunciation and intonation of the words and phrases used in the language. Secondly, because it was quite slow paced, it was thought suitable for students who were mostly high beginning to low intermediate in listening skills. In addition, the students would need more time to access the link. They also need time to listen and get the main ideas of what is being said by the speaker in the podcast. The students were also instructed to reflect and write a report of their reflections on a class blog to improve their writing skills. And lastly and perhaps the most important reason, the podcast web provides various themes easily accessible and can be downloaded for free. After much deliberation, the students were asked to listen to nine authentic different topics or episodes, which were Supra Natural Power, English Café First Day Intend to Office, Home Architecture Styles, Taking the Driving License, The Scribing One's Skill Level, American' President, Kumbaya Song, and The Childhood Illness and Disease.

Each student was supposed to have their own blogs, but it was realized that more time would be needed to read and make corrections for 24 different students' blogs. As a solution, a class blog which enabled all students to participate on was created. However, there might be problems if students were to use different identification to sign in. Finally, a single e-mail for the students was created to enable all of them to upload their tasks on the blog.

A weekly blog of reflection was created. It was felt that their new learning experience using ICT or e-learning would motivate them more to learn English. Since the project is more interested in exploring their attitude toward the use of ICT and considering the fact that they are still beginners in their English writing skills. It was decided to be more accommodative and allowed them to write their reports in Bahasa Indonesia other than English itself. However, surprisingly, all students preferred to write in English.

The students went to a free hotspot area located in a town park near the college to post the reflections. They were monitored and provided assistance if necessary. The first task of reflection was done. They posted the first draft on Nicenet and continued to write the second draft. Before they could post their reflection to the class blog, the researcher instructed them to work in pairs so that they could read and check each other's work.

Findings and discussions

These findings may help us to understand learning experiences from the students after their involvement in the project. The findings would be discussed into two parts namely reflection of the students and reflection by the researcher. The students' reflections were taken from their piece of writing on a class blog. The researcher reflection is in accordance with observation after a four-week project concerning the important changes before and after the project.

Students' reflection

Before this project, the students did not have any formal experience in using the ICT to learn English. After listening to various podcast files, they were very enthusiastic and surprised that those files could be easily accessed and downloaded into both computers and their mobile phones.

Some students reported that they could understand only a little bit of what the speakers had said. The time duration of podcast files varies between 10 – 20 minutes.

> "After listening to the speaker in the file, I could understand it, even though little by little, because the speaker in the podcast spent more than 20 minutes to explain ", Student 1.

Moreover, they had to listen to the podcast file several times in order to follow what the speakers had said.

> "At first, I felt confused because I was afraid if the meaning of the podcast was wrong, so I listened to it again ...", Student 2.

Some others informed that they could guess the meaning to the speech if the speaker talked in slow-pace of speaking.

> "Fortunately, the speaker talked in slow paced, so I could guess some of his words ...", Student 3. This report is also interesting regarding to the pacing.
> "Before I listen to podcasts, I could not catch the meaning in a quick conversation, but after I listening to podcast, I could follow the meaning of conversation a little bit", Student 4.

In terms of the content of the speech, the students also managed to know the general idea of the conversation.

"Although I just listen little by little, but I could make a short conclusion of the content of the conversation...", Student 5.

The students also felt positively, after experiencing a new way to listen to authentic listening files.
"Even though, I did not understand all the meaning of the conversation in the files, I was so proud because this could increase my listening skills in English", Student 6.

These reflections indicate that the students listening to the authentic conversation or speech by means of a podcast need to listen more than two times in order to catch the meaning, probably because of speech or conversation durations of time and pace of conversation. However, their motivation were aroused since they felt positively about the experience of listening to authentic listening files.

The researcher' reflection

The researcher notices some interesting changes. Firstly, the students did not have any interesting options to practice authentic listening materials except listening to songs and recorded materials in one language laboratory. However, after this project, they got to know something new and that there a lot of fascinating materials in the web. Secondly, the students did not know podcast or any other downloadable authentic listening files in the internet at all. Nevertheless, they felt happy and excited as they realized that by listening to podcast. They could improve their listening skills on their own. Thirdly, the students were familiar with social networking such as Facebook or Twitter and wrote their ideas in it. Now, they started to use a blog to share their ideas with their friends, even though they still need to improve their writing skills. Finally, this is also the most important change in this project. Instead of using their mobile phones for fun, the students used their mobiles to listen to podcast for self-study purpose and got a new atmosphere in learning English. Moreover, the students from other groups were also inspired to use their mobiles for listening to podcasts.

Conclusion

There are many ways to promote students improve their language competencies. This project chose to make use a simple but effective tool as a first step to introduce e-leaning by means of Web 2.0 tools among a group of college students. With the revolution in ICT today, an organization does not need to spend a lot of money to set up infrastructure facilities to implement e-learning. Instead, it has to learn to be resourceful and creative in making use of the many tools and facilities that are already easily available.

The interactive web in the class project, inspired the researcher to use new a ways to teache in the classes. Moreover, it seems that the students were motivated to study on their own as they had a chance to increase their listening skills as well as writing skills and enjoying at the same time. The study suggests that web 2.0 tools could bring the benefits to the students in order to familiarize with authentic listening practice, particularly by means of podcast.

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Resources

Interactive listening activities which provide pre-, while, and pos- listening practice: http://www.esl-lab.com/elem/elemrd1.htm

A podcast link which can be downloaded in MP3 format: http://www.elspod.com/website/index_new.html

The podcast links which provide both MP3 files and text http://www.manythings.org/e/requirements.html and http://www.manythings.org/voa/animals/

A class blog, the students write their reflections: http://eedstainwatampone.blogspot.com/

Interactive video song which is modified by the researcher, it can be used as a filler http://www.eslvideo.com/esl_video_quiz_low_intermediate.php?id=9572

WebQuest, the students follow a series of steps to gather information meaningful to the task: http://www.zunal.com/webquest.php?w=120435