The 62nd TEFLIN International Conference 2015
Denpasar, 14th - 16th September 2015

PROCEEDINGS
Teaching and Assessing L2 Learners in the 21st Century

BOOK 1

ENGLISH DEPARTMENT
FACULTY OF LETTERS AND CULTURE
IN COLLABORATION WITH
POST GRADUATE STUDY PROGRAM UDAYANA UNIVERSITY
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FACULTY OF LETTERS AND CULTURE
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UDAYANA UNIVERSITY POST GRADUATE STUDY PROGRAM
FOREWORD


We would like to express our sincere thankfulness to those who presented their papers at the conference. We also wish to thank the students at the English Department, Faculty of Letters and Culture, Udayana University who have assisted us with the typesetting for the format of the proceedings. More importantly, we express our gratitude to the board of reviewers who have worked hard in reviewing the submitted papers selected for the proceedings.

Denpasar, September 2015

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EXTENSIVE LISTENING: DESIGN AND ITS IMPLEMENTATION

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ABSTRACT
For many EFL students, developing listening skill is a challenging task especially for those who are not sufficiently exposed to spoken English or lacking access to learning facilities to develop their listening skill. Listening involves not only the micro skill level such as recognizing stress patterns, reduced forms of words, word classes, etc, but also the macro skill level such as recognizing communicative functions of speech, inferences, new information, etc. To acquire both types of skills, EFL students have to practice a lot, get enough exposure and opportunities to listen to spoken English with materials that are interesting and appropriate to their current level. Therefore, the right kind of listening texts appropriate to their levels are needed. To achieve this, an extensive listening course has to be designed to facilitate students to listen to massive amounts of easily comprehensible recorded materials, at their own convenient time, in and/or outside classroom. In such a course, students have the freedom to choose materials that they consider easy and enjoyable within their listening comfort zone.

This paper describes an Extensive Listening course offered in the second semester of the 2014-2015 academic year at English Education Program, Satya Wacana Christian University, Salatiga. The course has been designed following a model of curriculum development proposed by Brown (1995) which involves needs analysis, objectives, testing, materials, and teaching. This paper also presents brief description of the course syllabus, sources of materials, students’ journals, their presentations, and comments they wrote about the course.

Keywords: Extensive Listening, ICT, Syllabus

1 INTRODUCTION

1Paper presented at the 62nd TEFLIN Conference organized by Udayana University, Bali, 14-16 September 2015. An earlier version of this paper was presented in a National Seminar, May 9, 2015, held by English Education Study Program of STKIP Siliwangi Bandung.
This paper describes an Extensive Listening course currently running at my department; English Education Program at Satya Wacana Christian University, Salatiga. For many EFL learners, developing listening skill is a challenging task especially for those learners who do not get sufficient exposure to spoken English or those who do not have easy access to learning facilities to develop their listening skill. Listening involves not only the micro skill level such as recognizing stress patterns, reduced forms of words, word classes, etc., but also the macro skill level such as recognizing communicative functions of speech, inferences, new information, etc. (Richards, 1983). To acquire both types of skills, EFL learners have to practice a lot and get enough exposure and opportunities to listen to spoken English either through face-to-face communication or audio/visual language learning media.

Intensive Listening that is commonly done in the classroom may not be sufficient. Such a course may provide learners with useful opportunity for listening practice, but it seems that classroom practice alone is not sufficient. Besides, the materials selected by the teacher may or may not be interesting or above the students’ current level of listening ability. This may discourage and demotivate learners to listen to the materials. EFL learners need to have a lot of practice outside classroom with materials that are interesting and appropriate to their current level. As Renandya (2011) suggests, using an SLA jargon, materials should be at an i-1 or i-2 level (p.34) which means the materials should be a little bit below learners’ current listening ability.

Studies on L2 listening have pointed out that listening skill development is affected by a number of factors: opportunity for input (Rost, 2006; Renandya & Farrell, 2010), familiarity with topic or background knowledge (Buck, 2001; Rost, 1990), and at a more general level, choices of task to be completed which may enhance motivation (Thurman, 2013), self-efficacy (Tilfarlıoğlu, & Çığnkara, E. 2009), or self-regulated learning strategy (Ozlem-Sadi, 2013). These studies point out that a listening course should provide students with a lot of opportunity to obtain listening input from different sources, opportunities to develop their background knowledge of the topics of listening texts. If these conditions are met in the course, we could expect that a listening course will promote students’ motivation for learning to listen to spoken English texts and develop self-perception of their listening ability.

Language learning strategies to develop listening skills have been conducted, among others are Carrier (2003), Seo, (2005), and Shang (2008). Carrier’s study used a pre-post test design to measure if listening strategy training improved learners’ listening comprehension. The result indicated that there was a statistically significant difference of improvement in discrete and video listening ability after instruction. Seo’s study investigated adults who were taught to use three strategies: identifying key terms, elaborating, and inferencing. The findings show that the intervention group had better achievement of comprehension than the non-intervention group. Shang’s study investigated listening strategy use at different proficiency levels for different linguistic patterns. The study found that students from different proficiency levels used different strategies for different linguistic patterns such as negative, functional, and contrary-to-fact statements. All these studies found that strategy training had positive impact on the development of learners’ listening skill and strategy training can be integrated into an extensive listening course which will be discussed in the following sections.

1.1 Extensive listening

Generally speaking most listening texts used in regular ESL/EFL classrooms are short and only last for a few minutes, and thus give learners only a small amount of exposure. The texts are short or difficult for the target learners. Teachers use this type of listening to
eliciting, or assist learners to notice new language features, or to focus on a specific piece of information. This is a case of intensive listening (IL). Rost (2002) defines IL as “listening for precise sounds, words, phrases, grammatical units, specific information, and details in a style that has traditionally been used in L2 classrooms” (p. 138).

Extensive listening (EL), on the other hand, aims to help learners to focus on the global comprehension of longer listening texts or passages. In order for learners to be able to listen for global comprehension, the right kind of listening text is needed. Therefore, easier listening texts where most of the words can be decoded quite easily and with high levels of comprehension should be provided. As Renandya (2011) points out, using an SLA jargon, materials should be at an i-1 or -2 level (p. 34) which means that the materials should be a bit below learners’ current listening ability. At this level, learners will be able to chunk words and patterns into meaningful units and learn to decode listening input more fluently. If the listening task contains too many difficult words, or the topic is unfamiliar, the learners must either pay more attention to what they are listening to, or they will have to revert to a ‘study mode’ kind of listening rather than the fluent listening of EL (Waring, nd).

As a matter of fact, IL and EL are two distinct approaches; each serves different purposes in the learning process. Renandya (2011) and Field (2008) summarize many of the essential differences between Intensive Listening and Extensive Listening with regard to the goal, purpose, focus, material, and methods. They suggest that EL should facilitate learners to listen to massive amounts of easily comprehensible recorded materials, on their own, and outside of class. Also, they should be given freedom to choose what they want to listen to, and to stop listening if it is not easy or not enjoyable. In addition, recorded materials are well within the learners’ listening comfort zone.

Regarding the level of learners who could be offered EL program, Benson and Voller (1997) states that it is not suitable for beginners. Learners involved in the EL program should reach both a threshold level of lexico-grammatical knowledge, and be able to comprehend basic speech to begin. Additionally, they will need to receive a thorough orientation to the EL program, so that they are clear on what EL is, what they are to do, and why they are engaging in EL. Teachers can lead learners in extensive listening practice by helping them establish a system of goal-setting, planning, conducting self-study, and reflection and self-evaluation.

There are many benefits or advantages of extensive listening. Waring (2003) identifies six learning benefits of extensive listening. They are (1) increased exposure to spoken English, (2) increased rate of recognition - making sense of what they hear, (3) increased vocabulary and depth of word knowledge, especially when listening and reading along at the same time, (4) increased comprehension when listening and reading at the same time, (5) improved pronunciation skills, both receptively and productively, and (6) improved listening perseverance. These all prove that EL should not only foster the development of learners’ listening comprehension, but also their reading comprehension and other language components, such as vocabulary and pronunciation.

The benefits of extensive listening are also pointed out by Renandya (2011). First and foremost, it provides learners with a cognitive map, i.e., a network of linguistics information from which learners can “build up the necessary knowledge for using the language” (Nation & Newton, 2009, p. 38 as cited by Renandya, 2011). He further describes that extensive listening can: (1) enhance learners’ ability to cope with the speech rate, (2) improve student word recognition skill, (3) enhance bottom-up listening skill, (4) improve student listening vocabulary, (5) help students become more fluent listeners, (6) give students a lot of opportunities to experience a high level of language comprehension, and (7) enhance student general proficiency in the language. The