

# Teachers' Perception of Video-Mediated Extensive Listening Tasks

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## ABSTRACT

The purpose of this study is to examine the perceptions of teachers toward video as the media as in extensive listening practices. It covers the effectiveness of video, the integration of video into listening classes, and the suitability of video as resources for extensive listening and viewing. Three EFL teachers participated in this study. The data were collected through questionnaires and interviews. The findings of this study indicate the positive perceptions toward the use of video in extensive listening classes to improve students' listening skill and other language aspects.

**Keywords:** *teachers' perceptions, video-mediated materials, extensive listening*

## 1. INTRODUCTION

The types of listening materials have elaborated as the technology grows rapidly. Cassettes and CDs have even changed the format into the digitals. These days, the online format of the materials has become the most common choice as they are easy to access. The EFL students have utilized online video-format materials for extensive listening tasks [1], [2]. The lower-intermediate Japanese students were found to explore ELLLO, ESL Fast, BBC Learning English, Voice Tube, and News in Levels for English learning. The other video-format materials used by the EFL university students were TV series, movies, reality TV, video-clips, and others [1]. In the same context, the video from YouTube, Kang Guru Radio, and online televisions are also selected by the student teachers for extensive listening materials [2].

By utilizing the online videos in extensive listening practices, the EFL students seem to gain benefits and get positive impacts [1], [2], such as acquiring students' listening skills, enhancing their vocabulary acquisition, helping them to develop other language skills, and enhancing the students' autonomous learning. In addition, the students and the teachers' view about their experience in video-formatted activity are also important to elaborate. In his study, [3] investigated the perceptions of EFL learners and teachers toward vlogs as a source of aural input for L2 listening practice inside and outside of the classroom. Both the teachers and the EFL students had positive perceptions toward the use of vlogs in their

classes to improve students' listening skill and vocabulary learning, as well as other aspects of the L2.

Considering its benefits, optimizing the use of video in extensive listening practice need to be elaborated, especially for online learning. Video can be the media to promote extensive listening task. This concept is brought to one listening course in ELT class in one university in Indonesia. This study, then, is going to find out the perceptions of the teachers toward the use of video in extensive listening practices after its implementation.

This study is going to analyse the teachers' perception of video-mediated extensive listening task. It is elaborated into three research questions, those are

1. What are the perceptions of EFL teachers regarding the effectiveness of video on L2 learning?
2. What are the perceptions of EFL teachers regarding the integration of video into L2 listening classes?
3. What are the perceptions of EFL teachers regarding the suitability of video as a resource for extensive listening task?

## 2. METHOD

### 2.1. Research Design

A mixed method approach was adopted to answer the research questions. The study used questionnaires and interviews to find out the teachers' perception of video-mediated listening task. The data was collected through quantitative instruments (questionnaires) followed by qualitative instruments (interviews).

### 2.2. Research Participants

The participants were three lectures from one university in Indonesia. They teach listening courses in ELT program and they were teaching 100 Indonesian students who are taking Critical Listening course in ELT. Critical listening is offered to the fourth semester students and during the study all the courses were conducted in online meeting due to the COVID-19 pandemic. There were four different classes. They are taught by three different teachers.

### 2.3. Instrument

A questionnaire adapted from Aldukhayel [3] and list of questions were used as the instrument of the research. Both the questioners and the list of questions covers 3 main sections, those are (1) the effectiveness of video-mediated listening task; (2) the integration of video into listening classes; and (3) the suitability of video as the source of the listening task. The questionnaire consists of 20 items.

### 2.4. Data Analysis

Results obtained from the teachers' questionnaires were divided into three sections corresponding to the three aspects targeted in the questionnaires, namely, (1) the effectiveness of video on L2 learning; (2) the integration of video into L2 listening classes; and (3) the suitability of video as resources for extensive listening task. The scale for the questionnaires' items was formulated as follows: Strongly Disagree (1), Disagree (2), Neutral (3), Agree (4), and Strongly agree (5). The questionnaire was analysed as follows: between 1.00 and 2.60 means disagreement, 2.61 and 3.40 means neutral, and 3.41 and 5.00 means agreement. The summary of the data for each section then was supported by the interview results.

## 3. FINDINGS AND DISCUSSION

Results obtained from the teachers' questionnaires were divided into three sections corresponding to the three aspects targeted in the questionnaires, namely, (1) the effectiveness of video-mediated listening task; (2) the integration of video into listening classes; and (3) the suitability of video as the resources for extensive listening task.

### 3.1. The Effectiveness of Video on L2 Learning

To provide answers to the first research question and to explore teachers' perceptions regarding effectiveness of video on L2 learning, the subsets of items in the first sections from teachers' questionnaire were considered for analysis. Table 1 lists the means of the results taken from the three teachers.

**Table 1.** Effectiveness of Video on L2 learning

Statement	Mean
1. Online video makes ESL self-learning possible.	4,67
2. Online video makes learning a second language easier than ever before.	4,33
3. Online video can improve learners' English language.	4,67
4. Online video can enhance learners' English listening skill.	4,67
5. Online video can correct/improve learners' English pronunciation of words.	4,00
6. Learners can learn new vocabulary from online video.	4,67
7. Learners can learn a lot of English collocations, sayings, idioms, humor, and sarcasm from online video.	4,33
8. Watching Online video exposes learners to different English language accents and different speaking styles.	3,67
<b>Total</b>	<b>4,42</b>

Responses to the questionnaire show the teachers' positive perceptions towards the use of video on L2 learning. It is supported by the results of the interview.

#### Teacher 1

*It is important to use video in L2 learning as video helps the students in their pronunciation. While they are watching a movie, for example, they can look at the lips of the speaker, how the pronounce the words. Once I asked my students about the correct pronunciation, one of them answered it and he explained where he found it. Thus, video also help the students to know new vocabulary and how to pronounce them.*

*Further, the students get new knowledge about foreign cultures through what they watch. Culture also affects the way other people speak. The audio also helps language learning from the grammar.*

**Teacher 2**

*During the pandemic these days, video is one of the media that most people like. For the language learners, especially for the visual learners, the use of video helps them to illustrate many things, that they cannot imagine. For example, about past events, histories, even the future events. Further, watching video also helps students to have better attitude and behavior. for example, the table manner, the way to speak well, the way to greet older people, etc. Attitude learning is very helpful when we use videos.*

*Video is also important for the language teachers to teach. They can use video as the media for giving examples in pronunciations, accents, etc. Video also easy to find. We can take videos from various sources. By using video, then, it is easier to introduce different culture. It can show differences in culture based on their characteristics. For example, Batak culture, Javanese culture, how the culture of Europeans and Asians are. or Australians and Americans.*

**3.2. The Integration of Video into Listening Classes**

The second research question aimed to explore participants’ opinions about the integration of video into L2 listening classes. The means of the questionnaire items are provided in Table 2.

**Table 2.** Integration of Video into L2 Listening Classes

Statement	Mean
1. Online videos are far more interesting and engaging than the textbook videos.	4,33
2. There are Online video that are good alternatives to the textbook videos.	4,33
3. There are Online video that are suitable for use in the listening classes.	4,67
4. Like other listening materials, different listening exercises and questions can be used with Online video.	4,67
5. Online video can be used with listening comprehension questions.	4,67
6. Online video can be used to improve learners’ top-down listening skills.	4,33
7. Online video can be used to improve learners’ bottom-up listening skills.	4,33
<b>Total</b>	<b>4,48</b>

Based on the means showed in Table 2, it is clear that all teachers also have positive perceptions to integrate video in listening classes. It is supported by the results of the interview.

**Teacher 1**

*In fact, all teaching process requires a tutor. for example, children who can speak basic Korean, a very simple daily conversation. They know that conversation when they regularly watch Korean dramas, without a teacher. The advantage of online video in listening class is that we can replay it many times as it can be played back too. I think it can be as a consideration of its effectiveness in listening classes. Video can be effective depending on the children, whether these children really intend to watch the video online or not. but in my opinion, a tutor/companion is still needed for this learning process.*

**Teacher 2**

*It is very helpful. My experience. with my sons. They often hear English songs when I play them, children can immediately catch the words and sing the songs fluently, just like listening to Indonesian songs. Children can memorize it at once with the right pronunciation. Likewise with videos when the children can do listening and viewing at the same time.*

**3.3. The Suitability of Video as the Resources for Extensive Listening**

The third research question focused on teachers’ perceptions of the suitability of online video as the resources for extensive listening. The results of the four questionnaire items are summarized in Table 3.

**Table 3.** Suitability of Online Video as Resources for Extensive Listening

Statement	Mean
1. Enormous interesting and engaging English language Online video can easily be found	5,00
2. English language Online video topics are enormously various so watch options are unlimited.	5,00
3. There is many good English-speaking online video.	5,00
4. Online video is preferred because it is free with few and short ads that are manageable and can be blocked.	4,67
<b>Total</b>	<b>4,92</b>

Based on the means showed in Table 3, it is also clear that all teachers also have positive perceptions towards the suitability of video in extensive listening. It is supported by the results of the interview.

#### **Teacher 1**

*In the listening class, when we have to listen to the audio only, we often get sleepy. Just like when you take TOEFL test. It is boring. Just listen and and answer the comprehension questions. On the other hand, video also has many advantages. For example .. about expressions. In the video, it is clear to see someone is angry, sad or happy. Thus, it is easier to understand.*

#### **Teacher 2**

*Last semester, in Critiical Listening class, we focused on green listening topics, by raising environmental issues. It is a general issue. Well, it is a review of last semester class. Later, when we use online video for EL class, it is important to have more specific topics so that the students will be easier to find appropriate videos.*

## **4. CONCLUSIONS AND SUGGESTIONS**

The results of the study show that all teachers agreed to use videos in L2 learning, especially in listening classess as they provide examples for the learners. Further, as the number of online videos are abundance, it is important to have more specific topics so that the students are easier to find relevant videos for extensive listening tasks.

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