



Extensive Listening Practices with English Listening Lesson Library Online: EFL Learners' Voices

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Abstract. The acquisition of listening abilities needs a long learning process. Therefore, students must love listening practices in and out of the classroom. This study's objective is to evaluate students' experiences with ELLLO in listening classes. Utilizing an open-ended questionnaire, 96 participants with two classes participated in this study. The findings of the study indicate that ELLLO can be used as an alternate learning medium to enhance students' listening skills practice in and out of the classroom. Diverse listening lessons play a significant role in the learners mastering listening skills outside the classroom is a great benefit of utilizing the ELLLO. The implication of this study's findings is that selecting relevant and motivating resources from the ELLLO website may be an alternative for English teachers seeking to improve their students' self-directed learning autonomy in listening comprehension.

Keywords: English Listening · Student teachers' Voices · English Listening Lesson Library Online (ELLLO)

1 Introduction

Students' engagement in the English-learning process in the classroom wanes over time. They prioritise the opportunity to study at their own pace and with greater independence than in a traditional classroom. Informal and semi-structured language learning courses outside the classroom can be designed to continuously support the development of learner autonomy [1]. Consequently, facilitating students' improvement of their English skills, particularly their listening skills, becomes an essential consideration for the teacher [2]. However, for most language learners, listening is the most challenging aspect of mastering a foreign language [3–5]. Therefore, EFL students need more time and opportunities to practise listening in various spoken contexts inside and outside the classroom [6].

Students mastering listening lessons require relevant materials they can acquire on the internet. These materials give multimodal input with visual accompaniment, including photographs, text, captions, illustrations, etc. Teachers and students access various listening-related instructional materials in online classes. Having good listening skills is one of the abilities and skills that must be possessed by people who are learning

languages. With good listening skills, it can also be said that someone has good communication skills [7]. The ability to listen is one of the bridges to learning a language. Therefore, as language learners, we must practice listening to the language we are learning. To be able to create language skills well. Listening is the dominant activity in daily communication [8]. The skills that must be learned are the ability to write with a percentage of 9%, then read at 16%, and speak at 35%, while listening skills have the highest percentage, which is 40%.

Many people in Indonesia are learning foreign languages, especially English. Unfortunately, they don't use it as a daily language that is used every day. So, it will be very difficult for Indonesian people to be able to master the English language. Usually, in addition to studying in formal schools, those interested in learning English will take courses outside school hours to better master the existing material. The learning process outside the classroom can be implemented well if the students conduct extensive listening practices via online resources.

In these Extensive listening activities, learners will experience a great deal of comprehensible and enjoyable auditory input to learners [9, 10]. To successfully encourage students to practice extensive listening comprehension, the teachers should facilitate them with internet learning resources. Through the internet, they can access various useful information for the development of each individual. Learners become independent and autonomous if they interact with technology and an internet connection. They also actively want varied learning models and tend to get bored quickly with conventional learning models whose resources and models are limited (Barnes, Marateo, Ferris, 2011).

The internet media that is currently in demand by many people is ELLLO. ELLLO can also be used as a learning medium, especially in English. English is currently in great demand by many people. They can easily find practice questions on ELLLO. Especially in terms of listening comprehension. People will look for practice questions with audio provided on various platforms. Many forms of practice questions are provided, such as videos with an answer poll given in it. And others. Due to a large number of uses of ELLLO for learning, it is necessary to conduct research on the use of ELLLO as learning English listening.

Although research on teaching listening in a second language (L2) context is no longer regarded as undervalued, the development of listening fluency continues to be challenging for English teachers to cultivate [10]. To this end, the research question of the present study is addressed. How do EFL learners perceive the utilization of ELLLO for their extensive listening practices?

1.1 Extensive Listening

Extensive listening (EL), like extensive reading in language learning, requires learners to receive more exposure to comprehensible input to master language successfully. This principle aligns with Krashen's theory that language learners must receive sufficient comprehensible input for successful and effective language mastery [11]. In practicing EL, language learners should be encouraged to easily experience a huge amount of oral text comprehension with accessible and entertaining information provided in the target language over a long period (Ivone & Renandya, 2019). To anticipate the long process of listening proficiency, EFL learners must be encouraged to practice EL outside

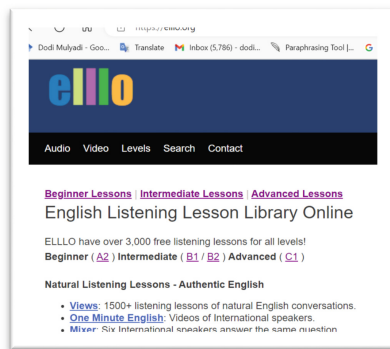


Fig. 1. Home Appearance of ELLLO website

the classroom. Listening to a wide range of discourse and topics based on student's preferences, including conversational speech and a variety of English accents [12, 13] and selecting texts that are at or below the students' reading level [4] are the most important aspects of EL instruction.

1.2 English Listening Lesson Library Online (ELLLO)

ELLLO is a website with free activities for learning English through listening. This website was made by an English teacher in southern Japan named Todd Beckens [4]. It has more than 3000 texts that you can listen to. One thing that makes ELLLO different from other native-speaking listening resources is that it has video or audio of speakers who are not only from countries where English is the native language but also from countries that used to be English colonies. This listening learning website gives students a lot of authentic listening materials that let them practice using English as a *Lingua Franca* [4].

In addition to the audio-visual content, as shown in Fig. 1, the website has more listening activities. One of the best things about this site is that students and teachers can choose from different content levels. Users can look for text on the site and use filters to look for themes, topics, countries (accents), or activities. Texts can be audio or audio-visual and written in many different ways (e.g., monologic and dialogical texts). Listening texts can be streamed from the website, the ELLLO mobile app, the SoundCloud website/app, and the channel [4]. Using this website, students can also take a quiz after listening to the text, which the website will correct, and learn key terms or interesting language from the text. All the extra tools and activities can be used for free online, and users can also download PDF worksheets that go with certain ELLLO texts.

2 Method

This research was conducted using quantitative methods by distributing an open-ended questionnaire in the form of a google form to the respondents who use ELLLO. Ninety-six respondents have filled out the questionnaire. They have received the learning experiences with 12 meetings with ELLLO as medium instruction. They have been given

the selected topics for mastering listening skill in the classroom, while they have been able to choose their own topics for listening activities out-of-class. The details of topics taken from ELLLO for listening activities can be seen in Table 1.

This study examined how EFL learners perceive the benefits and learning experiences in mastering listening skills using ELLLO after receiving 12 meetings of learning treatments. After collecting the data, the researcher analyzed the data by collecting the results of the questionnaire, identifying what types the community used in learning English listening, and finally identifying the students' interest in learning English listening.

Table 1. Topics are taken from ELLLO for listening activities

Meeting	Level	Topics in the classroom	Topics outside the classroom
1	Beginner Level (A2)	Saving Money (Abidemi and Todd talk about saving money.)	Students can select their own listening material from ELLLO at the same level
2	Beginner Level (C1)	Breaking Bad Habits (Olga talks about behaviour that is bad for your health.)	Students can select their own listening material from ELLLO at the same level
3	Intermediate Level (B1)	The Right Age (What is the best age to have a smartphone?)	Students can select their own listening material from ELLLO at the same level
4	Intermediate Level (B1)	Tips for Learning on TV (Hana shares TV shows that are good for learning English.)	Students can select their own listening material from ELLLO at the same level
5	Intermediate Level (B2)	Hard Work vs. Talent (what trait is more important in order to succeed?)	Students can select their own listening material from ELLLO at the same level
6	Advanced level (C1)	Brush and Shave (Meg and Todd discuss grooming and how often they clean their teeth and shave parts of their body)	Students can select their own listening material from ELLLO at the same level
7	Advanced Level (C1)	10 Ways to Practice Speaking (Learn how to improve speaking fluency and pronunciation.)	Students can select their own listening material from ELLLO at the same level
8	Advanced Level (C1)	Dealing with Mental Health (Two friends discuss the need to care for the mind.)	Students can select their own listening material from ELLLO at the same level

3 Results and Discussion

This research has been carried out by distributing questionnaires via google form with the results obtained. Based on the results of the study, there were 96 respondents, with a ratio of 61.7% female and 38.3% male. The pupils' listening scores increased significantly more after training with the ELLLO program than the conventional method [14].

Additionally, teachers can use ELLLO to assign student homework. For instance, the teacher may assign pupils to select audio or video to watch or listen to at home. Then, pupils are instructed to write down three questions and their answers regarding the audio or video. The work can be used as discussion material at the next meeting between students, professors, and peers [15].

The results of the open-ended questionnaire shown in Fig. 2 demonstrate that most students enjoy learning English using ELLLO because they can find various listening lessons based on their preferences. This finding was corroborated by prior research that ELLLO delivers plenty of authentic listening materials that enable students to experience the use of English as a Lingua Franca [4]. The multifarious learning materials enable students to choose the listening materials based on their preferences to make them enjoy listening practices.

More than a quarter five of EFL students believe that utilizing ELLLO makes them easy to practice listening skills in or out of the classroom. The learning activities outside of the classroom have a significant role in mastering language skills with self-directed learning principles that could be devised to continuously encourage the growth of learner autonomy in mastering language skills over a long period [1]. Student autonomy has contributed to improving student quality and is one factor that facilitates effective learning [16].

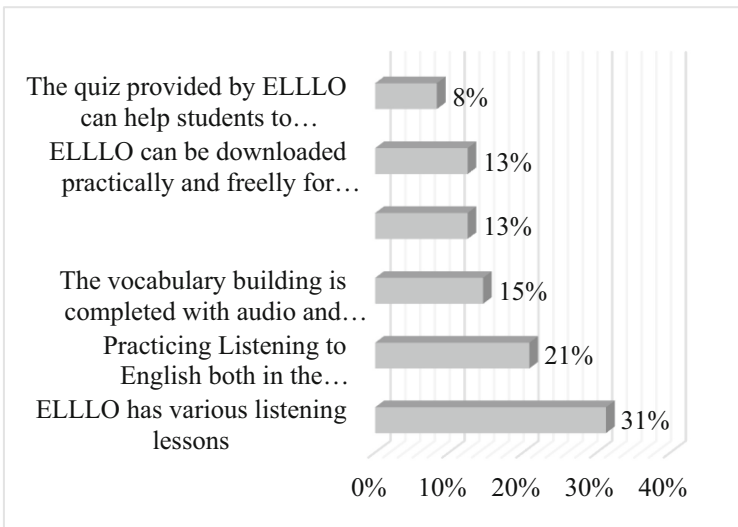


Fig. 2. Students' perceptions of the benefits of using ELLLO enhance their listening comprehension.

Fifteen percent of respondents of EFL learners believe that they were able to easily master vocabulary since they are able to practise the unfamiliar words with their correct pronunciations and usage in sentences. In accordance with this result, the previous work found that with extensive listening practices, learners become faster and more accurate in mastering words and developing vocabulary use [17].

The same percentages (13%) of EFL learners believe that employing ELLLO in mastering listening skill gives a choice to the topics based on their preferences, and audio or video lessons can be downloaded freely for practicing without an internet connection. These benefits can facilitate students to learn English, especially listening skill activities, easily and practically without any restrictions on internet resources. Furthermore, the smallest percentage (8%) of EFL learners thought that the quiz on the website of ELLLO played an important role in understanding the oral text they listened to. Quiz integration plays a pivotal role in facilitating students' self-assessment and self-reflection. These activities align with previous research that self-assessment and self-reflection on language learning can make students more cognizant of their own learning [18].

4 Conclusion

The purpose of this study is to assess how students' experiences with ELLLO in listening class. The research reveals that ELLLO can be utilized as an alternative learning medium to improve students' listening skills practice outside the classroom. Most pupils noted that various lessons refer to learners' preferences for mastering listening skills outside the classroom, which is a great benefit of Utilizing the ELLLO website. This Study's findings imply that selecting relevant and motivating resources from the ELLLO website may be an option for English teachers aiming to enhance their students' self-directed autonomy in listening comprehension.

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