



Implementing Blended Learning to Teach Listening for University Students

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Abstract

In the context of language acquisition, listening comes first before the other three skills (speaking, reading, and writing). That is the reason of why language teachers or lecturers need to think of how to incorporate listening into the teaching process and facilitate the students to have opportunities both inside and outside the classroom to expose them to significant listening input. On the other hand, students need interesting and enjoyable materials to understand listening, blended learning is one of the solution to attract students' interest in learning listening. The primary focus of this article is to observe the implementation of blended learning in teaching listening. At the end, the implementation of blended learning is hoped to offers ways for lecturers to be more effective in the teaching and learning process and brings positive outcomes for the students.

Keywords: blended learning, listening skill

Introduction

In order to enable students to comprehend and produce spoken language for proper and effective interpersonal communication, there are four skills of language that should be mastered by them. These skills are listening, speaking, reading, and writing. Usually, in the context of language acquisition, listening comes first before the other three skills. Orderly, it is listening, followed by speaking, then possibly reading and writing. That is the reason of why language teachers or lecturers need to think of how to incorporate listening into the teaching process and facilitate the students to have opportunities both inside and outside the classroom to expose them to significant listening input.

Listening Skill

There are a lot of definitions of listening stated by experts. The significance of listening is mentioned by Brown (2001:247) who stated that "Listening the significant segment in language learning and teaching in light of the fact that in the classroom listening is more dominant than speaking." It means that in the classroom students get more knowledge and information by listening. According to Lindsay and Knight (2006, p. 47), listening is a receptive skill, for example we get language as opposed to create it. Brown (2006, p. 1) mentioned that listening is so testing, successful activities and interesting content needed to be taught by the teachers. According to those statements, listening is very significant in order to be able to interpret and understand the process learning of a foreign language. It is by listening we get information from other people. To support processing the information, as stated by Lindsay and Knight (2006, p. 48), learners need to develop the following skills: 1) figuring out how to listen in different ways, 2) adjusting the way they listen as indicated by the content and the purpose of the



listening, 3) perceiving the highlights of spoken English, 4) utilizing visual and printed hints to support them, listening effectively – requesting reiteration, explanation, and so forth., 6) building up their experience information.

The Concept Of Blended Learning

The emergence of blended learning in the beginning of the 21st century was basically based on e-learning, as a discussion coordinated to comprehend the idea of mixed learning could most likely initiated by seeing the significance of e-learning.

Williams (2002); Osguthrope & Graham (2003) mentioned that the definition of blended learning is a blend of customary learning and internet learning. Welker & Berardino, 2006 also defined blended learning as the mix of e-learning devices, for example, virtual learning condition with face to face learning. The objective of this type of learning is to join the benefits of eye to eye study hall learning with the upsides of e-figuring out how to improve the learning condition (Bleed, 2001).

In the present investigation the blended learning alludes to a mix of on the web and face-to-face methods in light of the needs of the students and for the accomplishment of instructional goals. This implies that different methodologies, strategies and assets to teaching or to educational procedures are joined and used by the teachers who currently anticipates that the students should gain not just from the allocated site pages and specialized apparatuses (for example email, dialog board and talk rooms) but also from face to face lectures, instructional exercises, individual to individual exchanges and courses.

The examples of blended learning include combining technology-based materials and customary print materials, study in group and individually, organized pace study and self-guided study, conference calls, instructional exercise and training. CD-ROM courses, video, simulations and integrated learning systems might also be included. Overall, the best blend of assets is utilized to give an ideal learning knowledge of all the students. In this way, it can be said that a good learning is a combination of face to face learning and technology learning which is called as blended learning. Teachers act in two ways. When they are in the face to face session with the students in front of the class, they do the conventional job of teachers, on the other hand, they are making little and individualized instructional designs to address the needs, gaps and interests of their students.

The Process Of Blended Learning

The guidance for lecturer and students in the process of designing and implementing blended learning in university courses are offered by the steps of blended learning offer. Bath and

Bourke (2010, p. 6) stated some steps of blended learning, which the goal is to improve the lecturer's and students' learning and success in listening.

The steps of blended learning as stated by Bath and Bourke (2014, p. 6) are as following:

- a. Plan the integrated blended learning into your course pursued by:
 - 1) What is the circumstance?
 - a) Developing new course
 - b) Redesigning course
 - 2) What is the context of the course?
 - a) Course level contemplations
 - b) Program, Faculty, Group influences
 - 3) Who are the students?
 - a) Year of study (1st year students or later year students)
 - b) Class numbers (is it a big or a small class)
 - c) Student type (international or national students, students from a low/high financial background, students' age, students with work/ family responsibilities)
- b. Design and develop the elements of blended learning:
 - 1) Content and resources
 - a) Lecturer materials
 - b) Lecturer recordings
 - c) Virtual classroom
 - 2) Digitized reading or documents
 - a) Learning support resources
 - b) Assessment
 - c) Communication
- c. Implementing the design of blended learning:
 - 1) Implementing blended learning course
 - a) Preparing the students to be ready for blended learning
 - b) A good ending
- d. Evaluate the effectiveness of the design of blended learning
 - 1) Peer evaluation
 - a) "Classroom" performance
 - b) Learning materials
 - 2) Student learning



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- a) Student's self-reported knowledge
 - b) Student work
 - 3) Student experiences
 - a) Informal feedback
 - b) Student Evaluation of Teaching
 - c) Customized course survey

Based on the description of the theories that have been clarified, it is very important to implement blended learning in the teaching and learning process because it can build students' interest in learning. With the great development of information technology in education that has risen to a new condition called blended learning, the teachers need to encourage their students' interest to learn. Blended learning is a combination of online class and customary class by using various kinds of technologies. The advantage of blended learning are to improve the learning adequacy, that students will acquire more experience and information, and it additionally can possibly adjust and upgrade the learning program advancement and the arrangement of expense and time.

Why Blended Learning?

Listening is a skill of language that is developed through practices. Media such as videotape, audiotape or computer with activities to complete either at home or in the language laboratory with particular materials can be used by the teachers to improve the listening skill of the students. Students can also practice listening to vocabulary, sentence structures and dialogues in the target language. According to Lindsay & Knight (2006, p. 48), learners need to develop the following skills: 1) figuring out how to listen in different ways, 2) adjusting the way they listen as indicated by the content and the purpose of the listening, 3) perceiving the highlights of spoken English, 4) utilizing visual and printed hints to support them, listening effectively – requesting reiteration, explanation, and so forth., 6) building up their experience information.

Furthermore, students listen in different ways depending on what they are listening to and why. They also have their own way to control a conversation, for example by asking a person to speak slower, clarify what they have stated, and repeat something. If not, they will lose the chance to learn and impart effectively. Understudies tune in various ways relying upon what they are tuning in to and why.

At university level, listening is a major skill that every English student must have in the target language. In the classroom, there are a lot of students who feel that listening is difficult. There are a lot of reasons of it. Some feels that the materials are difficult too; the speaker's pronunciation is



found difficult to understand because they just listen to it once or twice from the audio; the quality of the audio is not so good because it has been used for a long time, etc. It makes the students feel difficult and get stuck for listening in English. This kind of problem may be caused by learners' deficiency of practice listening in English, and it is usually found in listening class with traditional learning.

The simple definition of traditional learning is face-to-face learning. The students meet with the lecturer at the same time in one place and mainly rely on the teacher for lecturing and discussing the topics with them. The usual listening class had by the students are coming to the classroom, listening to the recording, then doing the task on the paper as given by the lecturer. In traditional learning the students can not be active in listening activity. Because the students are given materials by the lecturer, there is no preparation from the students before they learn the material.

Considering the factors above, the lecturer needs to change the way of teaching. The lecturer needs to try to blend between traditional learning and e-learning or it is called *blended learning*. Blended learning will be a good way to teach listening for students (Azwardi, et al. 2019; Handayani, et al. 2020; Anggitasari, et al. 2020). The fundamental purpose behind utilizing blended learning in teaching listening is regarding an unevenness of students' listening skill. The lecturer will face students with different level of listening skill. For this situation the teacher needs to improve the understudies' listening skill, especially those who are lack of concentration during their listening session. The students were then recommended to not only learn in the classroom but also outside the classroom. Having only one or a few meetings in a week, maybe once or twice in a week, is not adequate to get the students' focus in listening. In listening class, students' usually get the listening sources from conventional way, for example teachers' talk, tape recording, or CD ROMS. By using blended learning, the teachers can facilitate and maximize the students way to practice their listening from various sources in the internet, based on their own needs and interest, which will be more interesting for them. Furthermore, the lecturer also hoped that the use of blended learning can make students more active in the classroom.

Implementing Blended Learning To Teach Listening For University Students

The key word in attracting students to get into a teaching and learning process is interesting and enjoyable material offered by the lecturers. Using internet is one of the interesting and enjoyable way to attract students' motivation in learning something since it is rich in resources, especially audio and video, which are helpful for students to practise listening.

The implementation of blended learning in teaching listening is hoped to be effective. The lecturers should make a good arrangement of activities starts from the preparation until the last part of the steps of the blended learning.



“Edmodo” application is used in this kind of blended learning which is used to upload the materials where the students are able to access and to learn the material.

In preparation, the lecturer prepares the virtual classroom in “edmodo”. Next, in the blended learning process, the lecturer monitors the students’ activities and the lecturer plays his/her role as a lecturer.

In teaching listening, lecturer applies each step of blended learning such as planning, designing, implementing and reviewing. Planning is the first step of blended learning process; the circumstances of the classroom should be understood by the lecturer. In the preparation, the lecturer prepares the lecturers’ material, lecturers’ recording, and virtual classroom. In the implementation, the lecturer guides the students in each of the activities. In the review, the lecturer has two evaluations for the students (students’ performance and learning material). All of them are used to improve the students’ performance in listening skill. In other words, blended learning is an effective teaching method to develop the students’ listening skill. The lecturer can solve the students’ problems in a group discussion which enable peer-learning among the students.

The following are process of blended learning that will be done by the lecturers in the listening class:

a. Planning

The lecturer sets of course objectives and teaching and learning activities. Its also supported the laboratory classroom, recording, speakers, computer, and virtual class and resources to support the virtual class (free WIFI at the campus and web sites for student’s access (Edmodo).)

b. Designing and developing

The lecturer uses handbook, syllabus, set of teaching material, and book chapters to guide the teaching and learning process in the classroom. Moreover, the lecturer assesses students at virtual class. The lecturer looks after his/her control of the class through students’ activeness in participation, direct and non-confrontational interaction (the students’ taken part effectively when they took the material from Edmodo virtual class). By virtual class the lecturer can see the students’ progress advancement regularly and easily. For example, by using online assignment submission students’ work was automatically date and time stamped. Virtual classroom or Edmodo can also be used for group discussion between student-student, and student- lecturer.

c. Implementing

Implementing is the main activity in the process of blended learning; the lecturer arranged the class that the students would be would prepared for blended learning. For this situation the lecturer gives progressing direction to any students' action. The lecturer is engaged with

the online exercises, tutors (for example, discussed and demonstrated how the content might be used in real life, gave brief feedback during an activity) and the lecturer observes students' participation.

d. Reviewing

Reviewing the students' performance and learning material in the end of the class will always be done by the lecturer. The students' performance at the classroom will be reviews in the form of feedback to the students about their problem during the teaching-learning process. Learning material will also be reviewed by the lecturer, that the lecturer could provide the appropriate material for the students.

Conclusion

This non-research article proposes the implementation of blended learning in teaching listening. It is hoped by implementing the blended learning with its own benefits to teaching and learning process, the students' behavior will be engaged in the listening activity. The use of "blended" term, the listening activities will be done inside and outside the classroom. Having more time outside the classroom to be exposed to listening materials on the internet. It means that the listening practices will have been sustained by the students in their daily activities.

Beside that, along with the four skills of language, the use of blended learning will not only influence the students' listening skills but also their speaking skill. That is why the use of blended learning in teaching listening offers ways for more effective teaching and learning process and brings positive outcomes to the students.

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