



Integrating TPACK in Extensive Listening: Teachers' Experiences

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Abstract

In March 2020, the global outbreak of the coronavirus prompted the government to adjust its policies by closing educational institutions and swiftly shifting to online learning. The research aimed to describe the experiences of three English-language lecturers who taught listening during the Covid-19 Pandemic. It examined the challenges faced, including the shift to distance education, preparing teaching materials, and navigating unexpected obstacles. This research employed the collaborative auto-ethnography (CAE) method. This method involves collaborating with the first, second, and third researchers to gain understanding and insight into their shared experience. The data collection process was conducted in early 2021. After the researchers had taught extensive listening in the 3rd semester of the academic year 2020-2021, For collecting the data, the researchers used the story of our experience in a narrative inquiry, photovoice, and semi-structured interview that was analyzed using thematic analysis. The findings of this study, from the experiences of the three researchers as lecturers, indicated that the pandemic was not a barrier to contributing positively to the world of education. One of the positive effects was that it increased the creativity of teachers or lecturers in developing teaching materials and using TPACK and also helped students evaluate concepts and theories more critically. This study also revealed that teachers and lecturers adapted to both academic and non-academic environments despite experiencing problems, such as unstable internet signals in their respective areas.

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INTRODUCTION

The coronavirus pandemic in various parts of the world, including Indonesia, has broadly impacted policy changes that the government needs to make. In March 2020, the government implemented lockdown measures in almost all regions. One of the efforts made by the Indonesian government to respond to the spread of COVID-19 is to close schools and colleges (Dhole, 2021; Hernández & Huerta, 2021; Wiranto & Syakurah, 2022). Schools and colleges have been closed to implement social distancing, which is believed to be an effective way to break the Coronavirus spread chain. With the closing of schools and campuses to minimize the possibility of a wider spread of COVID-19, various institutions, including higher education institutions globally, are required to quickly switch to online distance learning platforms (Al Breiki & Al-Abri, 2022; Alismaiel et al., 2022). Several recent studies have highlighted the challenges for academics in making a sudden and unexpected shift from face-to-face to distance teaching and learning (Belamghari, 2022; Bryson & Andres, 2020; Nuland et al., 2020).

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Virtual classrooms and distance learning are becoming the norm to ensure continuity of education while minimizing physical contact. What varies between an online classroom and a live classroom are the types of tools and techniques available to the online teacher. Implementing and using online and e-learning systems is becoming the main challenge for many educational institutions during the COVID-19 pandemic (Ancheta, 2020; Aroonsrimarakot et al., 2023). Information technology is well known to facilitate an appropriate teaching-learning process (Heo et al., 2021). It starts with using computers, software, and online learning materials and then continues using various applications to support mixed flipped learning.

A large volume of published studies describes the role of English teaching in the pandemic era (Alkhannani, 2021; Mirhosseini, 2022). In the context of the pandemic, learning listening skills has become even more important for language learners because of the unique challenges posed by distance learning and limited face-to-face interaction. During online learning, communication between teachers and students is carried out through virtual platforms so that listening skills play a central role in understanding lectures, instructions, and discussions. Students must understand spoken language in various formats, such as video conferencing, pre-recorded lectures, and audio materials. Technology-mediated learning environments can present a variety of challenges for language learners, including poor audio quality, internet connectivity issues, and unfamiliarity with virtual tools (Aziz et al., 2022; Wang & Vásquez, 2012). By honing their listening skills, students can better address these challenges and ensure they get the most value from the educational resources available.

Improving listening skills empowers students to engage effectively with audio-based learning materials, podcasts, language learning apps, and audiobooks, enabling them to control their learning journey. The pandemic's limitations on physical interaction can hinder the development of active listening skills, which are essential for understanding nuance, identifying emotions in spoken language, and understanding context (Özaydın & Saraç, 2021). Focusing on listening comprehension helps students remain attentive, responsive, and empathetic even in remote learning settings. Listening skills also offer cognitive benefits (Fujiwara & Hamaguchi, 2013). Active and extensive listening has been linked to improvements in memory, concentration, critical thinking, and problem-solving skills. Engaging with complex auditory information increases cognitive flexibility, positively impacting academic performance.

Renandya & Farrell, (2011) argue that extensive listening can be defined as a listening activity that allows students to get a lot of input and understand what they are listening to in a fun way. Activities could be teacher-led dictation, reading aloud, or listening to things they enjoy doing outside class. The main consideration here is that students can do many meaningful listening exercises. There are three principles of EL. The principle of variety states that the 'learner should listen to a wide variety of themes and topics' (Vandergrift & Goh, 2012). Students can access various audio materials, including accents, speech rates, topics, and genres. Students can choose from various listening resources such as podcasts, interviews, radio programs, songs, films, TV shows, and audiobooks (Setyawan et al., 2022). By combining varied content, learners become familiar with the language's different linguistic contexts and cultural aspects. Listening to various topics can help students increase their vocabulary through different contexts with different difficulty levels. Easy-to-understand texts can help students build confidence, while more challenging texts force them to apply listening strategies that can develop their overall listening competence.

According to the principle of frequency, students should plan continuous listening activities for five minutes to one hour following a daily or weekly routine. In this case, the teacher should encourage learners to incorporate listening practice into their daily routine, making it part of their language-learning process. Example Strategy: Use a "Listening Journal" in which students write short reflections after each listening session. This practice promotes consistency and helps students monitor their progress and reflect on areas of improvement. The third principle is repetition. Listening to something more than once can familiarise students with spoken texts' content, vocabulary, and structure. So that with this repetition, students can understand the content, verify the information received and focus on new points in the text (Vandergrift & Goh, 2012). Repetition helps reinforce language patterns and improve understanding over time. Students should review audio material they have listened to before, which allows them to notice new details and deepen their

understanding (Anas & Zakaria, 2019). Sample Activity: The "Listen and Repeat" exercise, in which the learner imitates a short phrase or sentence from an audio clip, can help internalize pronunciation and intonation patterns.

TPACK (Technological Pedagogical Content Knowledge) is a valuable conceptual framework for conceiving, examining, and assessing what teachers need to know to integrate technology into their teaching methods (Mishra & Koehler, 2006). In TPACK, teachers use technology effectively in their teaching process by demonstrating technological knowledge (TK), pedagogical knowledge (PK), and content knowledge (CK). Meanwhile, Hunter, (2015) defines TPACK as an emergent form of knowledge that goes beyond all three components (content, pedagogy, and technology). This theory is strengthened by Y.-T. Chien & Chang, (2015) and Thohir et al., (2022) stated that TPACK is knowledge about how to transform technology into a pedagogical strategy and place it as a selected content chosen in a subject matter to improve students' understanding. In line, Tai, (2015) states that TPACK is knowledge of using various technologies to teach and/represent and/ facilitate knowledge creation of specific subject content. Moreover, there are five elements in the TPACK-in-Action model those are (1) Modeling, (2) Analyzing, (3) Demonstrating, (4) Application, and (5) Reflection (Mishra & Koehler, 2006). Incorporating TPACK into language teaching can create a more effective and dynamic learning experience (Kozikoğlu & Babacan, 2019). By leveraging technology, language educators can increase student engagement, provide access to native language resources and speakers, personalize learning, offer immediate feedback, and facilitate global communication. The seamless integration of technology, pedagogy, and content knowledge empowers language teachers to create richer and more relevant learning environments, ultimately driving the improvement of their students' listening skills and overall language proficiency.

Some of the previous studies only focus on teaching English generally, as indicated by Yandell, (2020), and numerous studies have been conducted concerning teacher education and the adoption of online teaching (Bryson & Andres, 2020; Nuland et al., 2020). However, no previous studies focused on researching things related to listening skills. Therefore, the researchers are trying to integrate the use of TPACK (Technological Pedagogical Content Knowledge) in Extensive Listening teaching, where the researchers conducted our teaching and learning process online during the ongoing pandemic. Listening comprehension plays an important role in learning and teaching a second/foreign language (Anderson & Lynch, 1988; Grabiellatos, 1995), and incorporating listening skills into classroom activities is important, although it might not always be possible. Moreover, a limited number of studies employ narrative inquiry or CAE as research design in this field. To tackle this issue, motivating students to engage in English listening outside the classroom, such as by utilizing self-access centres or online platforms, is advisable. Information and Communication Technology (ICT) resources can play a vital role in teaching and learning listening skills in a second or foreign language (Kiliçkaya, 2018), especially during the teaching and learning process during the pandemic and pre-pandemic COVID-19. The researchers asked three important questions: (1) How is the experience of teaching listening from home during the COVID-19 pandemic? (2) What challenges do lecturers face in integrating TPACK in extensive listening? (3) What are the obstacles to teaching online?

Based on the background mentioned above, this study's objective was to investigate university English teachers' experiences in teaching extensive listening. The research team comprised English instructors at a Bandar Lampung, Indonesia university. This research aimed to offer valuable insights to teachers and lecturers who taught the listening subject, specifically regarding online teaching methods, media resources, and material sources. Ultimately, the researchers aspired to enhance teaching practices and promote long-term sustainability.

METHOD

This study adopted a collaborative auto-ethnographic (CAE) inquiry proposed by Chang et al., (2016). It is a way of understanding and inquiring into an experience through collaboration between the first researcher, the second researcher, and the third researcher. The researchers organized their experiences through stories in the narrative to construct their identities. Collaborative Auto-Ethnographic (CAE) inquiry is a research method that combines elements of auto-ethnography and collaboration. Auto-ethnography is a qualitative research approach in which researchers explore and

reflect on their experiences and cultural context to gain insight into broader social and cultural phenomena. On the other hand, collaboration involves working with other researchers to collectively interpret shared experiences. In the CAE investigation, many researchers (in this case, the researchers) collaborated in the research process, sharing their experiences and personal reflections related to the research topic, in this case, their experiences in integrating TPACK in teaching extensive listening during a pandemic.

As a qualitative study, narrative inquiry is utilized as a methodology to interpret experience in a three-dimensional inquiry space (Clandinin & Connelly, 2004). This space includes the temporal, reflected in the participants' thoughts, emotions, and responses to self and others; the social and the spatial, concerned with the places where they lived (Clandinin & Caine, 2013). This study aims to derive value from the events depicted in the stories and gain insights from personal experiences. Each researcher contributed her auto-ethnographic narrative to this study. This narrative can be personal stories, reflections, or observations related to the research topic. By collaborating and cross-referencing their auto-ethnographic narratives, the researchers aimed to strengthen the credibility and validity of their findings. Triangulation involves using multiple data sources or perspectives to ensure a more comprehensive and reliable understanding of the research topic.

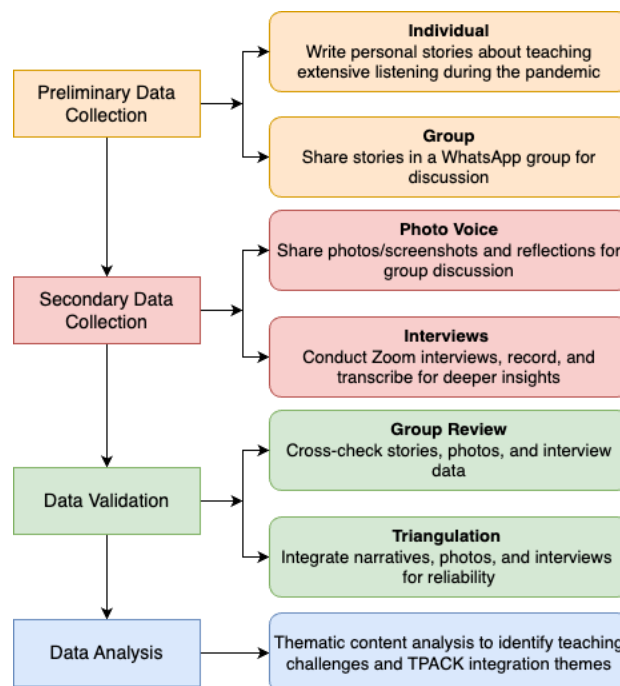


Figure 1. Research Flowchart

Data collection

The data collection process was conducted in early 2021 after the researchers taught extensive listening in the 3rd semester of the academic year of 2020-2021. In collecting the data, the researchers used the story of their experience in a narrative inquiry, photovoice, and semi-structured interview that was analyzed using a thematic content analysis. Narratives interpret experience in a three-dimensional inquiry space (Clandinin & Connelly, 2004). This space includes the temporal (reflected in the participants' thoughts, emotions, and responses to self and others), the social (present in the participants' ideas, emotions, and responses to self and others), and the geographical (concerned with the places where they reside). The first step that the researchers took in collecting data was writing our story in the narrative, and then the researchers shared each story with the WA group. Many stories are told by participants in a narrative inquiry as they describe their work and explain their actions (Connelly & Clandinin, 1990). The tendency to explain through stories can easily be misinterpreted as establishing causal links in narrative inquiry. The story began by discussing each other's identity, such as how long the researchers have been teaching English and extensive listening. Then, the researchers shared their experiences and attitudes when required to teach online. The researchers also shared about what media or tools were used to teach online and how the researchers provide materials, assignments, and tests to students online. Then, the story focused on

how the researchers used the media to test students' listening subjects. In the last step, the researchers shared their experiences related to the problems or obstacles they faced while teaching online.

As the second step in collecting the data, the researchers used photovoice to strengthen and support the stories. Photovoice technique can be defined as the process by which people identify, represent, and enhance social rules and social practices using photographs (Wang & Burris, 1997). From this point of view, the researchers concluded that photovoice can be used as a means to narrate participant experiences and can also be used in critical dialogue. Photovoice, as a critical methodology, allows educators and researchers to document their experiences or students' life experiences because this tool can encourage the examination of critical incidents in teaching and learning experiences. In the photovoice method, the researchers can use photos as artefacts from their life experiences. However, the researchers need to tell or narrate the photo. There are three main processes to do it: take pictures, write stories based on pictures, and upload them to their files for notes. Two types of images or photos are used in photovoice: real photos and metaphors. If the participant takes their photo in person, it is real. Conversely, if the image represents their emotions or feelings, it is called a metaphorical image (Nurhadi et al., 2022). This study used screenshots of students' work in their listening journals as our photovoice.

Another data collection tool was a semi-structured interview. Connelly & Clandinin, (1990) also argue that "another data collection tool in narrative inquiry is the unstructured interview. When analyzing the data, emerging themes were identified through an inductive approach (Braun & Clarke, 2006). Emerging themes emerged from this process, including "underlying ideas, assumptions, and conceptualizations" that characterize and organize observations or interpret the occurrence. These themes aided us in theorizing data patterns and their "broader meanings and implications" (Braun & Clarke, 2006). An inductive approach can be used to analyze the patterns and themes in the results (Harrell & Bradley, 2009). This story and the interview data were thematically analyzed using the concepts of positive emotions (Yih et al., 2020) and negative emotions (Li et al., 2013). This thematic approach seeks to understand both the positive emotions brought on by the benefits of online instruction and the negative emotions brought on by the difficulties they face. The researchers read the stories and interview data numerous times to swiftly code and discover patterns related to both good and negative emotions experienced during online teaching. After that, the researchers interpreted.

RESULTS AND DISCUSSION

The study participants discussed four major themes regarding the research objective. Each will be discussed below.

Findings

Teaching Experience during the COVID-19 Pandemic

As the first researcher, Dewi has been teaching English for about fifteen years. At the same time, Nunun and Aulya have been teaching English for about nine years. The researchers are in a team teaching the listening subject at a Bandar Lampung, Indonesia university. Teaching during a pandemic was challenging in any case. The teachers were forced to bring offline classes online for all teaching activities. It was quite hard for the lecturers to quickly change the learning model into distance learning for all subjects, with no exception. The researchers had to think about some important points of teaching, such as how to deliver the materials, give feedback to the students, monitor the student's progress, and assess the students, all in distance learning. The other important point was how to facilitate the students and make sure that the students were learning and following instructions from a distance.

Teaching listening during the COVID-19 outbreak in the academic year of 2020-2021 was the hardest part for some lecturers or teachers. Lecturers must adapt their teaching methods, listening to face-to-face conditions and online learning. Most of the challenges were gathering students' attention to learn to listen as actively as in the normal teaching-learning process. Students need to rehearse themselves to learn how to listen in an online situation. Distance and lack of knowledge of the online teaching-learning process made lecturers feel challenged to control the classroom's

emotions. Therefore, some students may get bored and frustrated after online learning. Teachers needed to start planning a new method fast in this pandemic situation. The stressors were the technology, how teachers utilized it, and how to make it beneficial in the teaching-learning process. Distance learning motivates teachers to make their classes more accessible via virtual learning. Communication between teachers and students was essential. Therefore, the teacher could collaborate with students to modify their virtual class to create life in their class. Distance learning and teaching guided Listening do not have to be difficult if the teacher can modify it creatively, as in the following vignettes:

Dewi:

"During the first lockdown, I had no idea or plan how to teach my students during a pandemic. I did not know how to use the ZOOM application or other LMS. At that time, the Zoom application became famous and phenomenal because it was widely used in online meetings by many institutions. I tried to teach myself how to use the application and Google Sites and Google Forms by watching video tutorials from YouTube so I could use them to teach listening during a pandemic. I usually ask my students to choose a video or audio related to the topic and ask them to make a listening journal that talks about their activities and the results of their learning at home. I asked them to post the video or audio and write the summaries in their listening journal on their Google Sites. Then, they had to share the link to their Google Sites in our WhatsApp group. They also had to prepare their presentation in the next Zoom meeting. They present the summary of video or audio to their friends in the class."

Figure 2 is an example image of a listening assignment on Google Sites. The students were required to report their assignments every week on their own Google Sites.

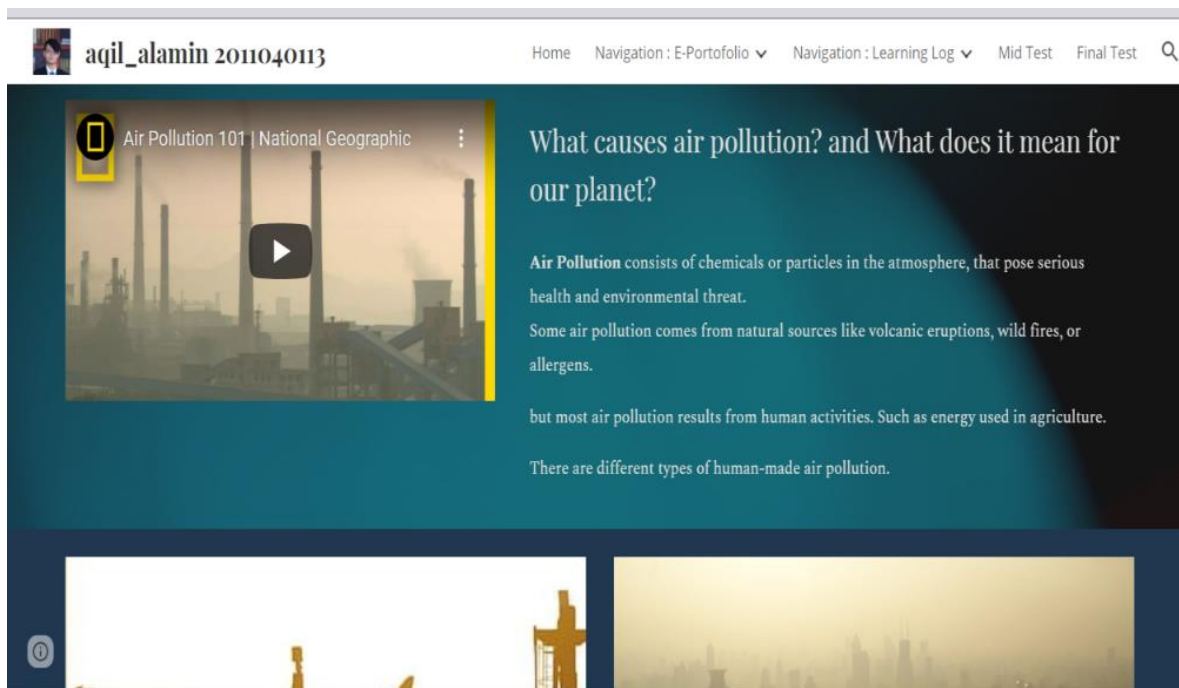


Figure 2. The Screenshot of Students' Work by Using Google Site

Nunun:

"The activities I usually did in teaching listening during the pandemic were giving a video, or sometimes the students chose videos related to the topic. Then, I asked them to do listening activities using the video/audio that they had chosen. After that, I asked them to have follow-up activities, such as making summaries, giving opinions about the video, or any other activities that should be reported on their Padlet wall. In short, the students should post at least one thing on their Padlet wall related to their listening activities every week."

Auliya:

"During the pandemic, not only useful platforms helped me in teaching listening but also helpful websites. They were essential to creating innovative classes. They offered useful materials that students could work on alone to develop their listening skills. I did a teaching process by delivering the materials to my students. I distributed the instructions and tasks by using WhatsApp (WA). The students were required to read the mechanism of the assignments through this tool. I used Google Classroom to check the students' attendance and see their responses to the lessons. However, these were just simple ways that I could use to track my students' progress. Padlet was another program that supported my teaching process. I included a link from YouTube or other online platforms and copied it into my Padlet's link icon, and immediately, they could see the link to the listening file. Another essential feature of Padlet is the icon for uploading documents or files. I could upload the materials and share them with the students. In addition, I added pictures of the Padlet room. Lastly, I used video conference meetings to interact face-to-face. I could meet and learn together via video, audio, and chat through Zoom."

Figure 3 illustrates a sample image depicting a listening task on the Padlet wall. The students are obliged to submit their assignments weekly through their Padlet walls.

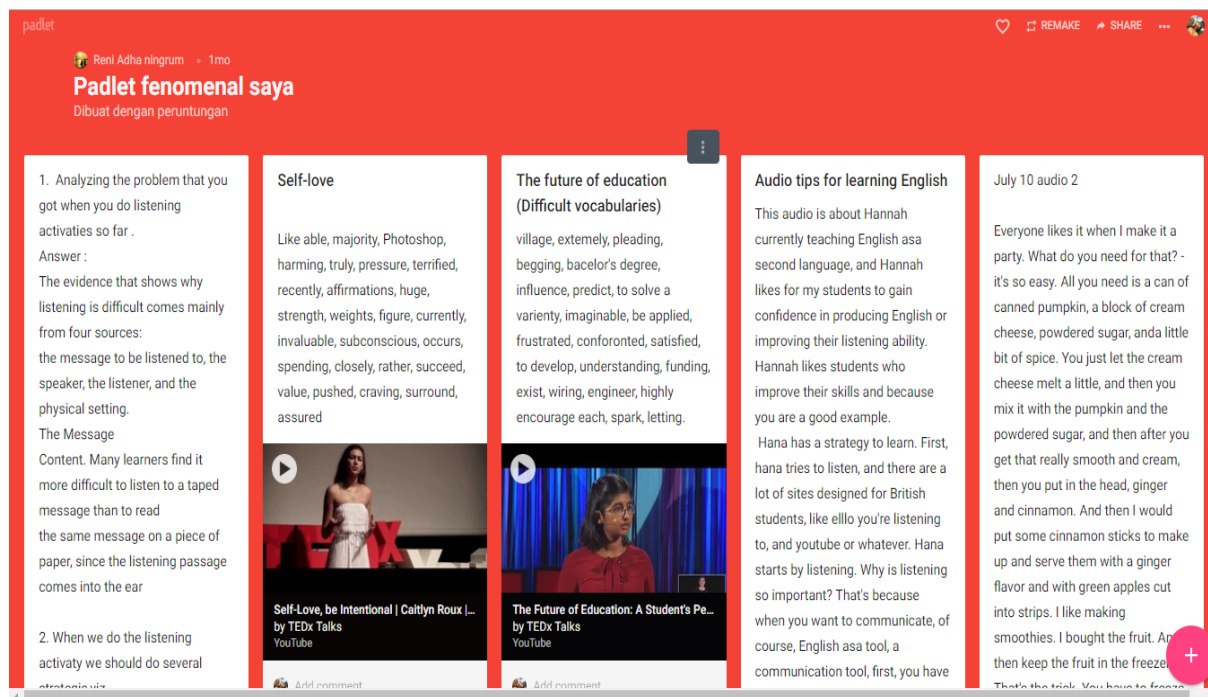


Figure 3. Screenshot of Students' Work by Using Padlet

Integrating TPACK in Extensive Listening

The researchers integrated TPACK to teach listening remotely during the pandemic. Integrating effective technology into teaching practice requires a reciprocal relationship between content and pedagogical knowledge (Harris & Hofer, 2011). In the extensive listening lessons conducted during the academic year of 2020/2021, the lecturers set the subjects students had to listen. The students chose the audio or video they listened to based on their skills and interests or preferences so that they enjoyed doing the extensive listening lesson at home. After listening repeatedly, they had to make reports and retell what they listened to in the digital learning journals in their respective Google sites or Padlet. The researchers chose Google Sites and Padlet as platforms for digital listening journals because they are user-friendly and allow students to create their personalized digital walls. In addition, the students must share the information and experiences they gain from watching the audio or video with the whole class virtually by using the video conference tool at the following meeting.

The listening journal can be a highly effective tool for enhancing students' listening skills in online learning environments. By requiring students to regularly engage with listening materials and reflect on their comprehension, a listening journal helps promote active listening and deep understanding of the content. With a listening journal, students can replay audio or video content as needed, allowing them to grasp difficult concepts at their speed. Students can reflect on what they have listened to and express their thoughts and opinions. This promotes critical thinking and encourages students to engage with the content more deeply. For the lecturers, digital listening journals in online learning benefit assessment and progress tracking. They can be accessed easily anywhere and anytime because listening journals provide valuable data on students' listening progress over time. To ensure the effectiveness of a listening journal in online learning, the lecturers provide clear guidelines and objectives and constructive feedback on students' journal entries. However, the feedback was quite time-consuming since the lecturers needed to check the students' various listening activities. The feedback was mostly given verbally during the synchronous online meeting using Zoom.

Some platforms are used in teaching listening, such as Google Classroom, Google Sites, and Padlet. The researchers used the platforms to deliver the listening instructions and materials to the students. Besides the digital tools, the researchers also used some online sources of listening materials. One of the online sources used in the listening class is the British Council Podcast (<https://learnenglish.britishcouncil.org/general-english/podcasts>). This website provides lots of listening materials with transcripts and interactive exercises that can help the students understand and use the language. The participants categorized the recording into some series. The researchers can read a brief description of each podcast before the researchers choose the recording. Another online source that the participants use is TED Talk (www.ted.com). This website provides several inspiring videos that can be attractive materials for listening classes. This website is connected to YouTube, so the tools are similar to those on YouTube. English Listening Lesson Library Online – Ello (<http://ello.org/>) has also been chosen to teach a listening subject. Ello offers more than 3000 listening activities that can be accessed freely. The materials are categorized into beginner, intermediate, and advanced levels so that the students can access the listening materials based on their level.

The researchers also used VOA Learning English (<https://learningenglish.voanews.com/>) as learning materials. It contains many videos designed to be English materials. The videos are categorized according to the level of students and also include topics like health and lifestyle, science, art, etc. Other additional material for the listening subject is Tube Quizard (<http://tubequizard.com/>) and Lyrics Training (<https://lyricstraining.com/>). These websites provide fun quizzes related to listening activities like filling in the missing lyrics and checking pronunciation and grammar for listeners.

Technology integration in online extensive listening courses can profoundly impact students' engagement and active listening in the learning process. By leveraging technology tools and approaches, lecturers can create more dynamic and interactive learning experiences that resonate with students. When the students can choose the videos or audio based on their preferences and their level of listening comprehension, it can ensure a more engaging and relevant learning experience. This personalized learning path can also make the students more responsible for their own progress, and they can reflect on their needs and performances.

Vignette one: Dewi

"In the previous semester, I taught Extensive listening. I integrated some technology into my listening class. They were WhatsApp (WA), ZOOM application, E-learning, and Google site. Four websites were used as the material source: www.ello.org; <https://ed.ted.com>; <https://learnenglish.britishcouncil.org/general-english/podcasts>; YouTube channel, TedTalk."

Vignette two: Nunun

"Extensive listening was one of my subjects in the previous semester. I integrated some technologies into my listening class. I used WhatsApp groups, Google Classroom, and Zoom to deliver the materials and teaching instruction. I also used some web resources to listen to audio, such as TedTalk, British Councils, and Tube Quizzes. Padlet was also used in my

listening class as a student's learning journal. In preparing the materials, I collected recording sources suitable for the courses' goals. I decided on the platform to make my distance learning easier. I chose Google Classroom to store my materials, deliver quizzes, and administer tests because it was easy to operate, and the students were familiar with it. In giving direct instruction and also feedback, I used the handy and simple WhatsApp group."

Vignette three: Auliya

"Extensive listening means the students are free to choose their listening materials. Therefore, I found many obstacles to uniting their ideas during this pandemic. Most of the challenges were gathering students' attention to learn to listen as actively as in the normal teaching-learning process. I needed to make them comfortable with this online learning process. Three platforms besides WhatsApp have become online media and have helped me distribute my lessons and tasks. They were Google Classroom, Padlet, and Zoom. I used five websites for web resources that helped me create independent students in my class. They were www.talkenglish.com, www.listenaminute.com, www.eslfast.com, www.ello.org, and www.breakingnewsenglish.com"

The Obstacle in Teaching Online

Participants face some obstacles in handling online teaching. All participants need more adaptation from teaching offline to teaching online, not only in using the technologies in transferring, facilitating, and assessing the students but also in managing the working time at home, which is quite hard for the lecturers to work while nursing their kids. Distractions at home, such as household chores and family members, can disrupt productivity and focus. Another difficulty is technical issues, such as unstable internet connections or platform glitches. An unstable or slow internet connection in almost all listening course classes can disrupt the flow of learning and hinder engagement. It can lead to frequent interruptions during live online classes, causing students to miss out on important content and interactions with their peers and instructors. This disruption can hinder students' ability to grasp complex concepts. Some students living remotely have difficulties opening Google Classroom or any video in online sources. Consequently, some students always completed their tasks after the due date when they had a stronger signal.

In a virtual setting, it is difficult to control the students' honesty when doing the test because the lecturers couldn't control it directly or face-to-face when the students did the test. Ensuring the authenticity and integrity of assessments was a significant difficulty in assessing learning outcomes in online learning. Therefore, innovative assessment methods that encourage critical thinking and problem-solving were needed. In this extensive online listening course, besides a digital learning journal, the lecturers applied individual projects in the form of posters and short videos that had to be done by the students as assessments.

Maintaining students' engagement in online learning presents various challenges for lecturers. One significant obstacle is the potential for distractions in the online environment, as students may be tempted to multitask or lose focus during lessons. Moreover, the absence of face-to-face interactions can lead to feelings of isolation and disconnection from the learning process. Students may struggle to remain motivated without the physical presence of peers and teachers. Therefore, various strategies were integrated to capture students' attention. Giving students the freedom to choose listening materials from any online sources and asking them to do independent listening activities anywhere and anytime can be one of the alternative strategies for maintaining students' enthusiasm and commitment. It can help students focus on their goals and progress and make learning more enjoyable.

Vignette one: Dewi

"In my view, drawing from my experience as an online educator, the absence of in-person interaction between teachers and students poses challenges in engaging students effectively during the teaching and learning process. Due to various obstacles, I encounter difficulties in capturing students' attention and ensuring their active participation. These obstacles include limited nonverbal communication, technological issues (such as students struggling with tool usage or internet connectivity problems), insufficient student

engagement, the need to adapt teaching strategies, and challenges in evaluating and providing feedback. As an instructor, these are some of the hurdles I face."

Vignette two: Nunun

"When conducting online learning, I found some challenges in engaging all students to be actively involved in the whole teaching and learning process. When doing online discussions in Zoom, I asked the students to be on camera to ensure they were involved in the Zoom activities, but some students were struggling with their internet connection, so they couldn't make it. Playing listening material in online synchronous activities is quite difficult since the internet connection is a common issue for students. I also struggle to ensure the students do independent listening activities before class. Therefore, making students actively involved in the online discussions was challenging after they had to do independent listening activities."

Vignette three: Auliya

"Switching learning mode from offline to online learning is quite challenging since I need to adapt quickly to educational technology tools. In conducting online learning, engaging students' participation is sometimes difficult. Some students have problems with their internet connection, so many times, the materials haven't been delivered clearly, and I need to repeat them again and again and switch to other technology tools. Other challenges I face during online learning are time management as an instructor and a mom when sometimes I work from home while nursing my baby."

Discussion

By writing personal stories and collaborating on this article, the researchers have provided an opportunity to share experiences. The researchers reflect on what they have learned about themselves by listening to lecturers at a university in Indonesia when responding to and dealing with the COVID-19 pandemic. Our stories touch on the sense of responsibility towards our duties and obligations as wives, housewives, and lecturers who must carry out the Tri Dharma of higher education: teaching, conducting research, and community service. Ultimately, the researchers live our experiences, negotiating with ourselves in every aspect of our being. By sharing stories and collaborating, the researchers offer examples of what they have been doing while working from home, how they prepared themselves to teach by listening to students online, and how they are trying to adapt from face-to-face to online teaching.

Teaching online is part of the experience the researchers had before the pandemic, apart from face-to-face meetings. But nowadays, all face-to-face interactions involve synchronous online learning, and researchers are forced to learn how to use apps that work in our classrooms. The researchers tried to carry out all our assignments professionally by finding and learning the use of various applications that the researchers can use in teaching listening courses. I started by using ZOOM, Google Sites, and Padlet and looked for sources of teaching materials to teach listening. The researchers were looking for tutorials on YouTube on how to use the app. The researchers realized that they have to learn more and try to become professional teachers so that the teaching and learning process that they carry out can run well. This view is supported by Baran & Correia, (2014), who point out that the effectiveness of online higher education programs depends greatly on how professional development strategies address the requirements of online educators. These strategies play a crucial role in helping teachers embrace online teaching methods and adapt their teaching style to the virtual environment. Numerous studies have discussed online teaching and learning (Rienties et al., 2022). However, few have examined online learning in EFL, especially in the context of teaching listening. Furthermore, there is a scarcity of research that utilizes narrative inquiry or CAE as a research design.

Through sharing personal stories and collaborating on this article, the researchers have allowed us to exchange our experiences as university English lecturers in Indonesia during the COVID-19 pandemic. Our narratives delve into our sense of responsibility as wives, housewives, and educators and how the researchers navigate the challenges of teaching, conducting research, and serving the community in higher education. The researchers gain insights into our shared experiences and professional growth by employing collaborative auto-ethnography. This article

reflects our commitment to professionalism in teaching listening courses, emphasizing the importance of self-reflection and continuous improvement.

Reflective practice has been recommended as a necessary component of teacher education to assist teachers in improving their teaching through in-depth evaluation of embodied experiences (Beauchamp, 2015; Chien, 2013). Furthermore, reflective practice is useful for examining teachers' outcomes and increasing their awareness during the teaching process (Nguyen, 2017). By sharing stories and collaborating, the researchers offered examples experiences while transitioning to online teaching, particularly in the context of teaching listening. The researchers have adapted from face-to-face instruction to synchronous online learning and have strived to acquire new skills and utilize various applications to facilitate effective teaching. Our goal has been to fulfil our professional responsibilities by preparing teaching materials, seeking resources, and continuously improving our teaching practices. The researchers acknowledge the significance of professional development strategies, as Baran & Correia, (2014) highlighted in supporting online educators to embrace virtual teaching methods and adapt their teaching styles. Such strategies are crucial for ensuring effective online higher education programs.

LIMITATIONS

This study has some limitations that need to be acknowledged. The research approach also utilized qualitative methods, namely narrative and collaborative autoethnography, which, while providing in-depth insights, lack statistical validity to validate the findings on a larger population. The study's limited focus on integrating TPACK in extensive listening learning in English departments narrows its application to other disciplines or educational contexts. The reliance on digital platforms and online tools for data collection may also introduce biases, such as limited access to technology and participants' abilities, potentially affecting the study results.

CONCLUSION

The integration of TPACK in extensive listening instruction, as explored through collaborative auto-ethnography, provided valuable insights into the effective use of technology to enhance students' engagement and active listening skills. By understanding the dynamic relationship between technology, pedagogy, and content, educators can make informed decisions about integrating technology into their teaching practices to optimize students' learning experiences. Providing opportunities for personalized learning by utilizing technologies as sources of listening materials and facilitating interactive activities using digital platforms are the alternative strategies to promote active listening and comprehension in the online extensive listening course.

We recognize the need for attention to the emotional dimension and embodiment of individual experiences, particularly as they pertain to readiness for change during the pandemic. The researchers also advocate for government and university support in facilitating online learning. While our research has provided valuable insights into integrating TPACK in extensive listening instruction through collaborative auto-ethnography, it is essential to acknowledge its limitations. Our study focused on the experiences of only three lecturers from a single university, which may not fully capture the diverse perspectives and practices that exist across various academic institutions.

To strengthen the generalizability of our findings, the researchers recommend conducting further studies with a larger and more diverse sample of academics from different universities and educational contexts. A larger sample would provide more comprehensive insights into the effectiveness of various technology tools and strategies in promoting active listening and improving learning outcomes. Furthermore, including lecturers from different institutions would help identify institutional factors that may influence the successful implementation of technology-enhanced pedagogical practices. Other specific educational contexts, such as EFL in secondary school, special education, or urban and rural education, can also be the subject of further research on TPACK application collaborative auto-ethnography. In conclusion, the researchers hope that this research contributes to methodological approaches in the field of education research, providing new insights and inspiring future studies in this area.

AUTHORS CONTRIBUTIONS

D.K. conceptualized the research framework, contributed to data collection through narrative inquiry, and drafted the initial manuscript. N.I. assisted with the photovoice method, facilitated semi-structured interviews, and provided critical review and revisions to the manuscript. F.A.A. coordinated the data analysis process, synthesized the thematic findings, and integrated the theoretical framework with the results. All researchers actively collaborated on the research design, shared their experiences through collaborative auto-ethnography, and approved the final manuscript.

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