Integrating TPACK in Extensive Listening: Teachers’ Experiences

Dewi Kurniawati  
Universitas Islam Negeri Raden Intan Lampung  
INDONESIA

Nunun Indrasari*  
Universitas Islam Negeri Raden Intan Lampung  
INDONESIA

Fitrah Auliya Ansar  
Universitas Islam Negeri Raden Intan Lampung  
INDONESIA

Article Info

**Article history:**
- Received: April 7, 2023
- Revised: May 4, 2023
- Accepted: June 10, 2023

**Keywords:**
- Collaborative auto-ethnography (CAE)
- COVID-19 Pandemic
- Narrative Study
- Teaching Online
- TPACK

**Abstract**

In March 2020 and the global outbreak of the coronavirus prompted the government to adjust its policies including the closure of educational institutions and swiftly shift to online learning. The aim of the research study was to describe the experiences of three English-language lecturers who taught listening during the Covid-19 Pandemic. It examines the challenges faced, including the shift to distance education, the preparation of teaching materials, and the navigation of unexpected obstacles. This research used collaborative auto-ethnography (CAE) as a qualitative study. This method involves the collaboration between the first, second, and third authors to gain understanding and insight into their shared experience. The data collection process was conducted in early 2021. After we taught extensive listening in the 3rd semester of the academic year 2020-2021. For collecting the data we used the story of our experience in a narrative inquiry, photo voice, and semi-structured interview that was analyzed using a thematic analysis. The findings of this study, from the experiences of the three authors as lecturers indicate that the epidemic situation is not a barrier to contributing positively to the world of education. One of the positive effects is that it can increase the creativity of teachers or lecturers in developing teaching materials and using TPACK and also help students evaluate concepts and theories more critically. This study also reveals that, despite experiencing problems such as unstable internet signals in their respective areas, teachers and lecturers are able to adapt to both academic and non-academic environments.

**To cite this article:** Kurniawati, D., Indrasari, N., & Ansar, F. A. (2023). Integrating TPACK in extensive listening: Teachers’ experiences. *Online Learning in Educational Research, 3*(1), 33-46

**INTRODUCTION**

The existence of the coronavirus pandemic in various parts of the world, including Indonesia, has had a broad impact on the 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-Hernández & Huerta-Quintanilla, 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).

* Corresponding author:
Nunun Indrasari, Universitas Islam Negeri Raden Intan Lampung, Indonesia. nununindrasari@radenintan.ac.id
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 live classroom are the types of tools and techniques available to the online teacher. The implementation and the use of online and e-learning systems are becoming the main challenge for many educational institutions during the Pandemic of COVID-19 (Ancheta, 2020; Aroonsrimarok et al., 2023). The use of information technology is well known to facilitate an appropriate teaching-learning process (Heo et al., 2021). It starts with the use of computers, software, and online learning materials, and then continues to use a variety of applications to support mixed learning of flipped.

There is a large volume of published studies describing 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 be proficient at understanding spoken language in a variety of 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 that they get the most value from the educational resources available to them.

Improving listening skills empowers students to engage effectively with audio-based learning materials, podcasts, language learning apps, and audiobooks, enabling them to take control of their own 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 listeners even in remote learning settings. Learning 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, which can positively impact overall academic performance.

In the case of EL, (Renandy & 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 or reading aloud or listening to things they enjoy doing outside of 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 on a wide variety of themes and topics’ (Vandergrift & Goh, 2012). In this case, students can access a variety of audio material, including various accents, speech rates, topics, and genres. Students can choose from a wide selection of 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 different linguistic contexts and cultural aspects of the language. Listening to various topics can help students to increase their vocabulary through different contexts with different levels of difficulty. 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 with a specified duration of between 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 not only promotes consistency but also helps students monitor their progress and reflect on areas of improvement. The third principle is repetition. Listening to something more than once can make students familiar with the content, vocabulary, and structure of spoken texts. 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 in order 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; Thohir et al., 2022) who stated that TPACK is knowledge about the way 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 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 result in a more effective and dynamic learning experience (Kozikoglu & 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 listening skills and overall language proficiency in their students.

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 were found that focused on researching things related to listening skills. Therefore, here we are trying to integrate the use of TPACK (Technological Pedagogical Content Knowledge) in Extensive Listening teaching, where we 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; Grabielatos, 1995), and incorporating listening skills into classroom activities is important, although it might not always be possible. Moreover, there is a limited number of studies that employ narrative inquiry or CAE as research design in this field. To tackle this issue, it is advisable to motivate students to engage in English listening outside of the classroom, such as by utilizing self-access centers or online platforms. Information and Communication Technology (ICT) resources can play a vital role in supporting the teaching and learning of listening skills in a second or foreign language (Kiliçkaya, 2018), especially in the teaching and learning process during the pandemic and pre-pandemic COVID-19. We asked three important questions: (1) How is the experience of teaching listening from home during the COVID-19 pandemic? (2) What challenges do we, as lecturers, face in integrating TPACK in extensive listening? (3) What are the obstacles to teaching online?

Based on the background mentioned above, the objective of this study was to investigate the experiences of university English teachers in relation to teaching extensive listening. The research team comprises English instructors at a university in Bandar Lampung, Indonesia. Through this research, our aim was to offer valuable insights to teachers and lecturers who teach the listening subject, specifically regarding online teaching methods, media resources, and material sources. Ultimately, we aspire to enhance teaching practices and promote long-term sustainability in the field.

**METHOD**

This present study adopts a collaborative auto-ethnographic (CAE) inquiry proposed by (Chang et al., 2016) which is a way of understanding and inquiring into an experience through collaboration between the first author, the second author, and the third author. We organize our
experiences and create selves through stories in the narrative to construct our 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 personal experiences and cultural context in order 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 study authors) 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.

Narrative inquiry as a qualitative study is utilized as a methodology to interpret experience in a three-dimensional inquiry space (Clandinin & Connelly, 2004). This space includes the temporal, which is reflected in the participants' thoughts, emotions, and responses to self and others; the social and the spatial, which is 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. In this study, each author contributed her own auto-ethnographic narrative to this study. This narrative can be in the form of personal stories, reflections, or observations related to the research topic. By collaborating and cross-referencing their auto-ethnographic narratives, the authors aim 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.

**Data collection**

The data collection process was conducted in early 2021. After we taught extensive listening in the 3rd semester of the academic year 2020-2021. In collecting the data we used the story of our experience in a narrative inquiry, photo voice, and semi-structured interview that was analyzed using a thematic content analysis. Narratives are utilized as a methodology to interpret experience in a three-dimensional inquiry space (Clandinin & Connelly, 2004). This space includes the temporal, which is reflected in the participants' thoughts, emotions, and responses to self and others; the social, which is present in the participants’ ideas, emotions, and responses to self and others; and the geographical, which is concerned with the places where they reside. The first step that we did in collecting data, we wrote our story in the narrative then we shared each story in our WA group. (Connelly & Cladnin, 1990) state “Many stories are told by participants in a narrative inquiry as they describe their work and explain their actions. The tendency to explain through stories can easily be misinterpreted as establishing causal links in narrative inquiry”. The story begins by telling about each other's identity like how long have we been teaching English and teaching extensive listening. Then we shared our experiences and attitudes when required to teach online. We also shared what media or tools were used to teach online, and how we provide materials, assignments, and tests to students online. Then the story focused on how we used the media to test students' listening subjects. The last we shared our experiences that related to what problems or obstacles were faced while teaching online.

As the second step in collecting the data, we used photo voice to strengthen and support our story. 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, we conclude that photo voice 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 the life experiences of students because this tool can encourage the examination of critical incidents in teaching and learning experiences. In the photo voice method, we can use photos as artifacts from their life experiences. However, we need to tell or narrate the photo in language. There are three main processes to do it; take pictures, write stories based on pictures, and upload them to their files for notes. There are two types of images or photos used in photo voice, real photos, and metaphors. If the participant takes their photo in person, it is a real photo. Conversely, if the image represents their emotions or feelings, it is called a metaphorical image (Nurhadi et al., 2022). In this study, we used the screenshot of students’ work on their listening journal as our photo voice.
Another data collection tool was a semi-structured interview. (Connelly & Clandinin, 1990) also argues "another data collection tool in narrative inquiry is the unstructured interview. Interviews are conducted between researcher and participant, transcripts are made, the meetings are made available for further discussion, and they become part of the ongoing narrative record". The study employed a narrative research design and utilized semi-structured interviews for data collection. These interviews consist of a question stem, to which the participant may respond freely. We used semi-structured interviews because we know enough about the topic or phenomenon to identify the domain. Based on the results of the interview, it was obtained insight related to feelings, attitudes, ways of thinking, and actions taken by participants in the teaching-learning process during the COVID-19 pandemic. To guarantee the safety of interview activities during the pandemic, we used the Zoom application to conduct interviews. Based on the results of the semi-interviews, we analyzed the results of the transcripts and identified the themes of the narrated stories. Data from interviews via Zoom meetings were recorded and organized into written data, which is then searched for the relationship of each word that makes up the sentence as important information. In analyzing the data, emerging themes were identified through an inductive approach (Braun & Clarke, 2006). Emerging themes emerged as a result of 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 as well as their "broader meanings and implications" (Braun & Clarke, 2006). Analysis by inductive approach can be done through the identification of patterns and themes that appear 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. We read the stories and interview data numerous times in order to swiftly code and discover patterns related to both good and negative emotions experienced during online teaching. After that, we interpreted.

RESULTS AND DISCUSSION

Regarding the research objective, it was found that there were four major themes discussed by the participants of the study. Each would be discussed below.

Findings

Teaching Experience during the COVID-19 pandemic

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

Teaching listening during the COVID-19 outbreak that happened in the academic year of 2020-2021 is the hardest part for some lecturers or teachers. Lecturers need to suit their methods in teaching listening from face-to-face conditions to online learning. Most of the challenges are how to gather students' attention to learn to listen as actively as in the normal teaching-learning process. Students need to rehearse themselves to learn listening in an online situation. Distance and lack of knowledge of the online teaching-learning process make lecturers feel challenged to control the classroom's emotions. Therefore, some students may get bored and frustrated following the online learning process. Teachers need to start planning a new method fast in this pandemic situation. The stress is the technology, how teachers utilize it, and how to make it beneficial in the teaching-learning process. Remote learning builds the motivation of teachers to create their classes more accessible in the virtual learning process. Communication between teachers and students is
essential. So the teacher can collaborate with students to modify their virtual class in order to create life in their class. Distance learning and teaching guided Listening does not have to be difficult if the teacher can modify it creatively, as in the following vignettes:

vignettes: Dewi
“On the first time of lockdown, I don’t have any idea or plan how to teach my students during a pandemic. I don’t know how to use the ZOOM application or other LMS. At the first time, the Zoom application become famous and phenomenal because it is widely used in online meetings by many institutions. I try to self-taught how to use the application and also how to use Google site and Google form by watching video tutorials from YouTube, so I can use them to teach listening during a pandemic. I usually ask my students to choose a video or audio which is related to the topic and ask them to make a listening journal that tells about their activities and the result of their learning at home. I ask them to post the video or audio and write the summary of the video/audio in their listening journal on their Google sites. Then they have to share the link to their Google sites in our group WhatsApp. They also have to prepare their presentation in the next Zoom meeting, they present the summary of video or audio to their friends in the class.”

Figure 1. is an example image of a listening assignment conducted on Google Sites. The students are required to report their assignments every week on their own Google sites.

Vignette: Nunun
“The activities that I usually do in teaching listening during the pandemic is that I give a video or sometimes the students choose/find it on their own which is related to the topic. Then, I asked them to have listening activities with the video/audio that they choose. 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, every week the students should post at least one thing on their Padlet wall which is related to their listening activities.”

Vignette: Auliya
“During this pandemic, not only useful platforms that help me in teaching listening. Helpful website sources are also very essential to create innovative classes. They have useful materials that students can work on alone to develop their listening skills. I did a
teaching process by delivering the materials to my students. I will distribute the instruction and tasks by using WhatsApp (WA). The students are required to read the mechanism of the assignments through this tool. Google Classroom, I used to check the students' attendees and to see their responses to the lessons. However, these are just simple ways that I can use to track my students' progress. Padlet is another program that supports my teaching process. I included a link from YouTube or other online platforms and copy it into my Padlet's link icon and immediately they are able to see the link to the listening file. Another essential thing from Padlet is the icon for uploading documents or files. I can upload the materials and share them with the students. In addition, I may also add any pictures to the Padlet room. Lastly, I used video conference meetings that allows them to interact with me face-to-face. I can meet and learn together by using video, audio, and as well as chat through Zoom.”

Figure 2. illustrates a sample image depicting a listening task carried out on the Padlet wall. The students are obliged to submit their assignments weekly through their individual Padlet walls.

Figure 2. Screenshot of students’ work by using Padlet

**Integrating TPACK in extensive listening**

We were integrating 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). When it comes to the extensive listening lessons we conducted during the academic year of 2020/2021, the lecturers set the subjects they had to listen to, while the students choose the audio or video they will listen to in accordance with their skills and interests or preferences so that they enjoy doing the extensive listening lesson at home. After listening repeatedly, they have to make reports and retell what they have listened to in the digital learning journals in their respective Google sites or Padlet. We chose Google Sites and Padlet as platforms for digital listening journals because they are user-friendly and allow students to create their own personalized digital walls. In addition, the students must share the information and experiences they gain from watching the audio or video in the whole class virtually by using the video conference tool at the following meeting.

The listening journal can be a highly effective tool in enhancing the listening skills of students 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 own 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 on a deeper level. For the lecturers, digital listening journal in online learning is very beneficial for assessment and progress tracking that 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 provide constructive feedback on students’ journal entries. However, the feedback was quite time-consuming since the lecturers need to check various kinds of listening activities that the students do. The feedback was mostly done verbally during the synchronous online meeting by using Zoom.

There are some platforms used in teaching listening; those are Google Classroom, Google Sites, and Padlet. We used the platforms to deliver the listening instructions and the materials to the students. Besides the digital tools, we also used some online sources of listening materials. One of the online sources used in the listening class is 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. We can read a brief description of each podcast before we choose the recording. Another online source that the participants use is TED Talk (www.ted.com). This website provides a number of 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://elllo.org/) is also 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 advance levels so that the students can access the listening materials based on their own level.

We also used VOA Learning English (https://learningenglish.voanews.com/) as learning materials. It contains lots of videos designed to be English materials. The videos are categorized to the level of students and also some topics like health and lifestyle, science, art, etc. Other additional material for the listening subject is tube quiz (http://tubequizard.com/), and lyrics training (https://lyricstraining.com/). These websites, rather like giving such fun quizzes related to listening activities, i.e. filling in the missing lyrics, and checking pronunciation, and grammar for listeners.

The use of technology integration in online extensive listening courses can have a profound impact on students’ engagement and active learning 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 are allowed to 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 be more responsible for their own progress and they can do reflection on their needs and performances.

Vignette one: Dewi

“In the previous semester, I taught Extensive listening. I integrated some technology in my listening class they are WhatsApp (WA), ZOOM application, E-learning, and Google site. There are 4 websites that are used as the source of material: www.elllo.org; https://ed.ted.com, https://learnenglish.britishcouncil.org/general-english/podcasts; YouTube channel, TedTalk.”

Vignette two: Nunun

“Extensive listening is one of my subjects in the previous semester. I integrated some technologies into my listening class. For delivering the materials and teaching instruction, I used WhatsApp groups, Google Classroom, and Zoom. I also used some web resources for listening to audio such as TedTalk, British Councils, and tube quizzes. Padlet is also used in my listening class as a student’s learning journal. In preparing the materials, I collect some sources of recording which is suitable for the goals of the courses. I decided on the platform to make my distance learning easier. I choose Google Classroom for storing my materials, and delivering quizzes and tests because it is easy to operate and the students
have been familiar with it. In giving direct instruction and also feedback, I use the handy and simple one, that is WhatsApp group.”

Vignette three: Auliya

“In teaching Extensive listening, as we know, extensive listening means the students are free to choose their listening materials. Therefore, I found so many obstacles to uniting their ideas during this Pandemic. Most of the challenges are how to gather students’ attention to learn to listen as actively as in the normal teaching-learning process. I need to make them comfortable with this online learning process. There were three platforms besides WhatsApp that become an online media that help me in distributing my lessons and tasks. They are Google Classroom, Padlet, and Zoom. And for web resources, I used 5 websites that helped me a lot in creating independent students in my class. They are: www.talkenglish.com, www.listenaminute.com, www.eslfast.com, www.elllo.org, and www.breakingnewspapersenglish.com”

The Obstacle in Teaching Online

There are some obstacles faced by the participants in handling online teaching. All participants need more adaptation from teaching offline to teaching online, not only the adaptation in using the technologies in transferring, facilitating, and assessing the students but also the adaptation 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 coming from technical issues, such as unstable internet connections or platform glitches. An unstable or slow internet connection that happens in almost all classes of listening courses 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. As a consequence, 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 in doing the test because the lecturers couldn’t control directly and 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, problem-solving was needed. In this online extensive listening course, besides a digital learning journal, the lecturers applied individual projects in the forms of posters and short videos that had to be done by the students as the assessments.

Maintaining students’ engagement in online learning presents a range of 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. Without the physical presence of peers and teachers, students may struggle to remain motivated. Therefore, the integration of various strategies was needed to capture students’ attention. Giving students the freedom in choosing 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 to stay focused on their individual goals and progress and make learning more enjoyable.

Vignette one: Dewi

“In my view, drawing from my personal 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. I encounter difficulties in capturing students’ attention and ensuring their active participation due to various obstacles. These obstacles include limited nonverbal communication, technological issues (such as students struggling with tool usage or facing 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 ask the students to be on camera to make sure 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. It is also challenging for me to ensure the students do independent listening activities before class. Therefore, making students actively involved in the online discussions after they have to do independent listening activities was challenging.”

Vignette three: Auliya

“Switching learning mode from offline to online learning is quite challenging for me since I need to adapt fast to the educational technology tools. In conducting online learning, sometimes it is difficult to engage students’ participation. 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 is the 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, we have provided an opportunity to share experiences. We reflect on what we have learned about ourselves as listening lecturers at a university in Indonesia in 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, namely teaching, conducting research, and community service. In the end, we are the ones living our own experiences, negotiating with ourselves in every aspect of our being. By sharing stories and collaborating, we offer examples of what we have been doing while working from home, how we prepared ourselves to teach listening to students online, and trying to adapt from face-to-face teaching to online teaching.

Teaching online is actually part of the experience we had before the pandemic, apart from face-to-face meetings. But nowadays all face-to-face interactions involve synchronous online learning, and we are forced to learn how to use apps that work in our classrooms. We tried to be able to carry out all our assignments in a professional manner by finding and learning the use of various applications that we can use in teaching listening courses. Starting from using ZOOM, Google Sites, and Padlet and also looking for sources of teaching materials to teach listening. We were looking for tutorials on how to use the app on YouTube. We realized that we have to learn more and try to become professional teachers so that the teaching and learning process that we 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 assisting teachers in embracing online teaching methods and adapting their teaching style to the virtual environment. There have been numerous studies discussing online teaching and learning (Rienties et al., 2022), but 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 the process of sharing personal stories and collaborating on this article, we have provided an opportunity 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 we navigate the challenges of teaching, conducting research, and serving the community in higher education. By employing collaborative auto-ethnography, we gain insights into our shared experiences and professional growth. This article serves as a reflection of 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; C.-W. Chien, 2013). Furthermore, reflective practice is thought to be a useful method for examining instructors' outcomes and also increasing teacher awareness during the teaching process (Nguyen, 2017). By sharing our stories and collaborating, we have offered examples of our experiences while transitioning to online teaching, particularly in the context of teaching listening. We 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 fulfill our professional responsibilities by preparing teaching materials, seeking teaching resources, and continuously improving our teaching practices. We acknowledge the significance of professional development strategies, as highlighted by (Baran & Correia, 2014), 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.

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. Provided opportunities for personalized learning by utilizing technologies as sources of listening materials, and facilitated interactive activities by 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. We also advocate for government and university support in facilitating online learning. While our research has provided valuable insights into the integration of 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, we 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, we hope that this research contributes to methodological approaches in the field of education research, providing new insights and inspiring future studies in this area.

REFERENCES


https://doi.org/10.17507/jltr.1205.15


Wiranto, R., & Syakurah, R. A. (2022). Factors affecting readiness toward online learning among...
