



Engaging Student Teachers in Collaborative and Reflective Online Video-Assisted Extensive Listening in an Indonesian Initial Teacher Education (ITE) Context

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Abstract

This article reports on findings of qualitative investigation into the use of online videos for extensive listening (EL) practice coupled with reflective practice and online discussion. Drawn on Day and Bamford's extensive reading (ER) principles, it seeks to situate how this EL practice is pedagogically enacted in the Indonesian ITE context. Grounded in action learning (AL), the study examines how much intermediate-level English student teachers engaged in collaborative and reflective online video-assisted EL practice over a period of 12 weeks. Throughout the project, 24 student teachers participated in four main activities, including (1) self-selection of EL materials, (2) collaborative video viewing, (3) reflective practice, and (4) online discussion. Study findings suggest that even though the participants encountered language-related difficulties at the outset, they were positive about collaborative and reflective online video-assisted EL. The participants felt that they moved listening beyond the teacher-fronted action zone in which the teacher played roles as their facilitator and collaborator. Not only did they learn to listen for meaning, but they also learned to become autonomous and reflective language learners.

1 Introduction

In most of the initial teacher education (ITE) programs, the onus of listening programs is still placed on listening comprehension or intensive listening. Language student teachers receive no sufficient training in the teaching of extensive listening (EL). During micro-teaching and teaching practicum programs, they are not afforded the opportunity to teach EL, but they usually teach textbooks, which adopt a comprehension approach (Field, 2008). This experience may affect how language student teachers teach listening in real-life classrooms when entering the profession. It is no wonder that in most of the language classrooms, the teaching of listening focuses primarily on how to answer comprehension questions correctly without any interactive discussion, and teachers choose listening materials without doing learners' learning needs analysis. As student teachers are accustomed to socializing into only intensive listening methodology, when they become English teachers in the actual profession, their beliefs are firmly anchored in a comprehension or mechanical paradigm. This traditional listening instruction is prevalent in most Asian language classrooms,

and Indonesia is no exception (Chang & Millet, 2016; Widodo & Cirocki, 2015). For this reason, it is important to raise student teachers' critical awareness of how to best teach listening in ITE programs (Kaur, 2014) in that their awareness affects how they teach listening in the actual language classroom. Student teachers' pedagogical and content (subject) knowledge and skills need to be molded and enhanced during their ITE program because ITE programs play a crucial role in shaping student teachers' beliefs and competencies. By engaging student teachers in sustained and reflective EL, for instance, they may be fully aware of the possibility of including EL in the prescribed language curriculum and of making an innovation in the teaching of EL in their own classrooms. This case is worthy of closer empirical investigation.

2 Literature review

2.1 Extensive listening (EL)

EL is relatively novel in second and foreign language listening (Chang & Millet, 2016). In the literature, the notion of extensive reading (ER) is applicable to EL practice in that, as Renandya (2011) argues, EL is the oral version of ER. Informed by this, EL should comply with 10 principles of ER proposed by Day and Bramford (2002) (see Table 1).

Table 1. Fundamental principles of EL

No	Principle	Explanation
1	The listening material is easy.	It should fall within the remit of learners' language capacity or repertoire.
2	A variety of listening materials in terms of a wide range of topics must be available.	Language learners should have access to listening materials outside of the classroom. Thanks to the Internet, students who have access to this technology can find a lot of listening resources (e.g. <i>TED</i> and <i>YouTube</i>).
3	Learners should choose what to listen or pick audio or video texts.	They should be given autonomy to select spoken texts at their own convenience or based on their listening needs.
4	Learners should listen to spoken texts as much as possible.	They need to do sustained listening. This sustained listening helps students develop their listening fluency or listening fluidity.
5	The purposes of listening pertain to listening for pleasure, listening for information, and listening for general understanding.	With these goals in mind, EL places much emphasis on meaning in context. Thus, students need to engage with complete spoken texts.
6	Listening is its own reward.	Language learners should spend time doing EL as part of their lived experience. This builds listening autonomy.
7	Listening is a meaning-making activity.	Learners focus on the gist or discourse of spoken texts. They construe meaning from a certain perspective.
8	Listening is personal.	Learners listen to spoken texts at their own pace and convenience. They have their own listening agendas.
9	Teachers play roles as scaffolders and co-listeners who always support learners' learning to listen and listening to learn.	These roles are important because a teacher provides learners with a supportive learning environment.
10	Teachers are role models of listeners.	The teacher should demonstrate how to do and sustain EL.

These principles indicate that EL involves the zone of proximal development (the remit of learner capacity), autonomy, variety, personalization, quality and quantity, meaning making, scaffolding or support, and sustained engagement with spoken texts.

Basically, listening is a regular activity or practice with much exposure to spoken language, such as spoken English (Rost, 2006). It involves both bottom-up and top-down processes in order to “process aural input automatically and also reaching a reasonable degree of comprehension” (Chang & Millet, 2014, p. 31). Chang and Millet (2014) add that EL, through exposure of abundant input and sustained practice, can lead to listening fluency. This idea concurs with Ridgway’s argument that “ample practice in actual listening” can “develop skills and automaticity in processing oral language” (as cited in Renandya, 2011, p. 31). In the case of EL, Renandya and Farrell (2011) maintain that

Extensive listening is defined here to mean all types of listening activities that allow learners to receive a lot of comprehensible and enjoyable listening input. These activities can be teacher-directed dictations or read-alouds or self-directed listening for pleasure that can be done outside the classroom. The key consideration here is that learners get to do a lot of meaningful listening practice. We believe that just like reading, listening is best learnt through listening. We believe that extensive listening might just be the kind of approach that may help EFL students deal with their listening problems (p. 56).

To elaborate on this scope of EL, EL embraces any listening activities or tasks that provide students with resources for meaning making and with access to quality learning opportunities. These learning opportunities come out of listening tasks. EL has much to do with meaning making within a wider social context, or the onus of EL is on listening for pleasure (Blyth, 2012). To facilitate EL, language learners need to listen to spoken materials, which fall within the remit of their current language capacity and topical knowledge. They also need to have sufficient lexicogrammatical resources; so lexico-grammar is seen as a resource for meaning making while doing EL. We use the term, lexico-grammar, to indicate that both grammar and vocabulary go together to form a variety of texts. Conceptually, EL is an innovative way to move listening beyond the teacher-fronted action zone. It is a starting point for listening fluidity in which students can make sense of spoken texts based not only on linguistic parameters but also on social and cultural parameters.

2.2 Previous studies on extensive listening (EL): Gaps in the literature

A burgeoning interest in the use of EL in second and foreign language classrooms is evidenced by recent article publications in the past five years. Although several scholars (Alm, 2013; Chang & Millet, 2014, 2016; Reinders & Cho, 2010; Renandya, 2011; Stephens, 2011; Waring, 2008) have advocated and placed emphasis on the need for implementing EL to enhance L2 learners’ listening competence (e.g. listening fluency), there is still a small body of previous research on the use of EL particularly in EFL classrooms. Drawing on a survey of online library databases, there are five relevant recent studies on EL reported during the last three years.

A most recent study by Chang and Millet (2016) looked into the effects of extended listening-focused activities on developing university students’ L2 listening fluency in the context of Taiwanese university-level extensive listening (EL) instruction. In their study, EFL university student participants engaged in reading and listening to 15 audio graded readers during a 15-week EL program. Grounded in an experimental design, three experimental groups listened to the audio graded readers and carried out post-listening-focused activities, but the control group participants received form-focused instruction. Compared to the control group participants, the experimental group participants showed improvement in comprehension levels and did well on their TOEIC listening test. The participants of another experimental group who did extended listening-focused activities demonstrated some transfer effect from narrative to conversational input type of listening. This study suggests that EL (e.g. reading many more texts) helps students make significant improvement in listening fluency.

Second, Ducker and Saunders (2014) probed into how teachers could facilitate their students' autonomous EL activities. Intermediate-level EFL Japanese learners listened to non-graded EL materials. Empirical data show that there were relationships between enjoyment and comprehension, enjoyment and appropriate level texts, and increasing use of appropriate level texts as the students went through the course. In this non-graded EL, Ducker and Saunders note that the teacher encountered difficulties in (1) striking a balance between enjoyment and sustained EL, (2) assisting students to find appropriate materials, and (3) quality time-saving teaching.

Third, Chang and Millet (2014) examined the effect of developing L2 listening fluency through EL to audio graded readers. 113 low-intermediate EFL university students participated in this quasi-experimental study. Over a 13-week period, they engaged in three different activities: reading only (RO), reading while listening (RL), and (3) listening only (LO). Both a pre-test and post-tests were given to all the participants before and after the interventions respectively. Drawing on the results of three post-tests, among the three groups, the RL group produced the most consistent and significant outcome. Chang and Millet conclude that simultaneous reading and listening activities prior to listening-only activity is the most effective approach to enhance L2 listening fluency.

Further, Alm (2013) looked into the use of podcasts for EL practice informed by Vandergrift and Goh's (2012) metacognitive approach. Alm's study involved 28 intermediate German students who were engaged in the listening of self-selected podcasts over a period of one semester. Drawing on personal blogs (documenting students' podcast use), podcast review, survey, and focus group interview data, study findings show that the blogging activity scaffolded language learners to sustain varied EL practices. The participants felt empowered to select their own listening materials and were able to align them with personal EL practices and individualized listening goals. Therefore, the empowerment of autonomous learning in listening materials enhanced their listening abilities

Lastly, Takaesu (2013) also investigated the use of TED talks as EL materials in her EFL college class. She looked particularly at the impact of such materials on her students' listening skills and listening strategies used by her lower-proficiency students. Drawing from the qualitative data involving two surveys and students' journal entries, students reported that the TED-mediated lectures enhanced their listening comprehension, boosted their motivation, and helped them get used to listening to spoken English with different accents. Takaesu also reported that her lower-proficiency students reaped the benefits of self-selecting lectures tailored to their comprehension levels and of receiving varied scaffolded activities.

Even though the reported studies above show positive and convincing evidence regarding the use of EL in EFL classrooms, there is still the need for examining the role of EL in another EFL context. So far, no empirical endeavor has looked into how EL is implemented on the ITE context in order to help student teachers gain experience in EL practice because they undertake both micro-teaching and teaching practicum programs. To fill this gap, the present study attempts to continue the scholarship of EL. To better understand the usefulness of EL in other contexts such as in ITE programs, a further research study is needed particularly to examine how student teachers as autonomous and reflective language learners reap benefits from doing EL while engaging in a variety of EL activities or tasks.

3 Action learning as an approach to EL instruction

The concept of action learning (AL) is the fabric of action research (AR). The adoption of AL serves as "a bridge between the world of action and the world of learning" (Rand, 2013, p. 232). In the present study, AL is used as an instructional approach (for more detailed and practical accounts, see Section 4.2 "Procedures") embraces its goals, participants' needs, and resource availability before student teachers engage in the use of EL as part of their learning journey. This AL design places emphasis on a learning process in order to capture how student teachers gain different experiences in EL. Methodologically speaking, the present study informed by AL recognizes action as the basis of learning, contextualized and experiential learning, goal-directed and reflective thinking as a vehicle for learning, a shared or joint enterprise, and self-learning development

(see Rand, 2013). Contextualized and experiential learning allows students to listen to learn and learn to learn through doing EL activities, which relate to their learning needs, listening needs, and listening resources available. Additionally, goal-directed and reflective thinking facilitates student teachers in recognizing that EL is a personal goal-oriented activity. Through peer and teacher discussion platforms, the shared enterprise in EL with other peers enables student teachers to experience collaborative learning. By learning from each other, they can gain different perspectives. In this respect, a teacher educator plays a role as a co-partner. Self-learning development accentuates how EL builds learning autonomy. This learning autonomy enables student teachers to personalize their learning goals and actions.

4 The study

The present study was guided by the following research questions:

- (1) Self-selection of EL materials: What factors do student teachers take into account when self-selecting EL materials?
- (2) Video online use: To what extent do online videos mediate EL?
- (3) The listening log use: In what ways does the listening log facilitate student teachers in sustaining their EL?
- (4) Online discussion: To what extent does online discussion raise their awareness of different aspects and concerns of EL practice?

4.1 Research context and participants

This 3-month research project was undertaken in the Department of English Education at one of the private universities in East Java, Indonesia. In every new academic year, the department offered a bachelor of English Education and annually recruited 80-100 student teachers. This student teacher recruitment was made based on a local university admission test. The goal of the department was to train and prepare student teachers to become English teachers at primary and secondary school levels.

Particularly in the teaching of listening, there were three required courses offered: Listening I, Listening II, and Listening III. In Listening I, student teachers were trained how to learn listening intensively, which adopted a comprehension approach. Sometimes, they were taught to notice pronunciation features. In Listening II, this course remained to focus on language exercises. They were also trained how to understand different speech acts in spoken texts. In Listening III, student teachers were exposed to extended spoken tests taken from such internationally standardized language tests as TOEFL and IELTS as well as to authentic materials prescribed by teacher educators. Overall, the nature of listening instruction was teacher-fronted and comprehension-oriented.

The current project called “An Online Video-Assisted Extensive Listening Project” was part of the Listening III course. This course was offered in the third term (Year 2). As prospective English language teachers, students needed to experience with how to learn to listen and how to listen to learn before they could teach this language skill. The project aimed to help them see the value of extensive listening (EL) so that they could adopt this activity when they become classroom practitioners after completing their bachelor degree. More importantly, the project provided the student teachers with quality learning opportunities because they got used to receiving intensive listening training, similar to what they experienced in secondary education.

Out of 84 student teachers, 24 participants consented to engage voluntarily in the project. They were well-informed of the project and duly signed a consent form before their participation in this EL project. The participants were multilingual with competencies in Javanese and Bahasa Indonesia. Ranging from 19 to 20 years old, the student teachers were of intermediate-level language learners with only 5 participants ever attending private English courses. The participants engaged actively in the current project until the completion of the project. 12 participants agreed to

attend a one-to-one interview to report their reactions to online video-assisted EL. For an ethical purpose, all the participant names are given pseudonyms throughout the article.

4.2 Procedures

The goals of training in EL were to help student teachers raise their awareness of the teachability of EL and to engage them in collaborative autonomous and reflective listening. By experiencing with this EL, the student teachers were supposed to build informed beliefs about the use of EL in the prescribed language curriculum. Equally important, the participants experienced online video-assisted EL as a pedagogical innovation that they never experienced before because EL is rarely taught in many secondary education and ITE programs. The project began in November 2013 and ended in January 2014. Informed by the AL design described earlier, throughout the project, the participants engaged in of the following tasks.

1. Modeling: Enmeshed in Principles # 9 and # 10 of EL, before the participants worked on online video-assisted EL tasks, one of the authors, who served as a teacher educator, demonstrated how to self-select video materials; how to complete and discuss the listening log in groups; how to post, comment on, and discuss the listening log; and how to rework the listening log. This teacher modeling facilitated the student teachers in completing a variety of pre-listening, while-listening, and post-listening activities.
2. Self-selection of online videos: The participants were afforded the opportunity to choose their own videos based on a decision made in groups. By self-selecting listening materials or texts, they could see EL as a personal activity. They were encouraged to listen to a variety of video texts that they found easy, familiar, and useful (Principles # 1 & # 2 of EL). This was to build student teachers' autonomy to select spoken texts at their own convenience or based on their listening needs. Certainly, they could use resources available. This self-selection of listening texts met Principles # 3, # 4, # 6, and # 8 of EL.
3. EL through collaborative video viewing: The participants were asked to view selected online videos of 8-25 minutes on a daily basis. While viewing the videos, they discussed what they learned and possible challenges and concerns. This peer discussion while doing EL allowed the student teachers to engage in a meaning making activity (Principle # 7 of EL).
4. Online discussion: After the participants discussed the online videos and the listening logs in groups (see Appendix A: The Listening Log), they were asked to post, comment on, and discuss the video and listening log posts among groups. Throughout this online discussion, the teacher educator monitored how the participants responded to each other regarding their work. He sometimes encouraged the participants to become active in the discussion. This online discussion was scheduled three times a week, and the materials of the discussion were drawn from daily video viewing and listening log activities. In this online discussion, the participants focused on different listening purposes, such as listening for pleasure, listening for information, and listening for understanding (Principle # 5 of EL).
5. Self-monitoring and reflection: Over the project, the students were asked to self-monitor their own listening progress at least on a weekly basis. This self-monitoring and reflection was part of action learning (AL) in which the participants made sense of their experiences in video-mediated EL activities. Upon the completion of the project, the participants were asked to write a 300-500-word reflective account of their experience with online video-assisted EL.

4.3 Data collection and analysis

All 24 participants consented to write, post, share, and discuss listening logs on Facebook available for analysis. 12 student teachers also volunteered to attend one-to-one interviews. The interview questions were drawn from the listening logs (see Appendix B: List of Interview Questions). The student teachers were told to write a reflective account comprising (1) *what I know*, (2)

what I have learned, and (3) *what I will need to learn more*. Qualitative data garnered from the listening logs, reflective accounts, and interviews were analyzed using thematic content analysis (see Braun & Clarke, 2006) and constructivist grounded theory analysis (see Charmaz, 2006).

Both analytical approaches were deployed because all the data were experienced by the participants. The participants as data producers or constructors created new meaning or knowledge that is subject to close scrutiny. Thus, the posts ($n = 200$), the one-to-one interviews ($n = 12$), and the listening log ($n = 108$), and the reflective accounts ($n = 12$) were interpretatively analyzed. In particular, these qualitative data were sorted and labeled to fully see the interpretation of the participants along with their experiences and situations. Charmaz's (2006) constructivist grounded theory analysis was also carried out in which this analysis involved initial coding, substantive coding, and theoretical coding.

The first step in data analysis was coding data. This required repeated and close reading of the data in order to generate codes/categories that informed multilayered data interpretations. Following the identification of emergent themes, substantive coding was undertaken to see the underlying codes of events and experiences that the participants encountered as well as behaviors and actions that they showed and took. In short, the substantive coding was undertaken on each of the data sets to identify frequently occurring initial codes that were theoretically the same. This coding categorized all the data into specific codes or patterns from which the data were produced. For example, the following data: "My group members decided to choose The Mona Lisa Video, for example..." were grouped into a theme called "choice of listening materials" because of the lexical wording of "decided to choose." This lexical wording is one of the strategies for identifying emergent finding themes.

It is important to note that during the substantive coding phase, the data were compared and triangulated until all the emergent categories within this data set were saturated. Grounded in this data saturation, theoretical coding was also carried out to see the relationships between the substantive data, which generated new understanding or meaning. This theoretical coding showcased how the data were interpreted.

5 Findings and discussion

Drawing on the thematic content and constructivist grounded theory analyses of the listening log, online posting, reflective account, and interview data, five central finding themes were identified. These themes include choice of listening materials, collaborative video viewing, engagement in reflective learning, participation in online discussion, and benefits and challenges of online video-assisted EL. These themes reflect four central questions under study presented earlier.

5.1 Choice of listening materials: Topics and sources

The selection of topics and sources for online video-assisted EL is a point of departure for a collaborative online video viewing task. The student teachers selected and negotiated possible topics or themes they wished to view or watch. For this reason, they had to discuss the topics with their group members. After in-group discussion, they posted an agreed list of topics/themes on Facebook (henceforth, FB). As shown on FB posts, the students chose a wide range of such topics as internationally or nationally acclaimed people, natural phenomena, famous tourist destinations, cultural products, historical sites, movies, and foods. They had different reasons for choosing such topics, as shown in Table 2.

Table 2. Student teachers' reactions to self-selection of listening topics

Group Leaders	Listening Topics	Comments
Fasro	<i>Mark Zuckerberg</i>	We chose to watch a video entitled Mark Zukerbeg because we want to know him as a Facebook Creator and how he introduced Facebook to the public at the beginning so that we could learn something from the founder and history of Facebook. As Facebookers or online community members, we need to know the person who created this social networking site.
Ida	<i>The Monalisa</i>	My group members decided to choose The Monalisa Video, for example. The reason is that she is a very famous in the world, but we heard from other people through telling stories. We were curious about the story of Mona Lisa from watching the video.
Ratna	<i>Tornado</i>	We loved to watch a video of Tornado to see how this natural disaster as an example of a natural phenomenon occurred. We think that this is what we watched from television and heard from the radio. We would like to widen our knowledge of Tornado. We did enjoy listening to what was actually happening in real-life situations, such as natural disasters.
Ahmad	<i>The Batik</i>	Our group was interested in viewing a video of how to make the Batik. As Indonesians, we are proud of this product because it is part of our culture and shows our national identity. If everyone hears the Batik, they associate this with Indonesia. As Indonesians, we have to know how the Batik is processed.
Rofi	<i>The Borobudur Temple</i>	We decided to watch a video of the Borobudur Temple because it is one world's historical site and one of the Indonesia's national heritages of which many Indonesians are proud. We have been to this tourist destination, but we never heard or watched the news about it in English. It would be more useful for us if we could have the opportunity to know how this temple was reported in English.
Nadya	<i>Fast Foods</i>	We love to listen to videos regarding fast foods. These fast foods are related to our daily life or eating habit. We would like to know how these foods are processed as well as what ingredients are added to these foods. We are concerned about how healthy the foods are from a process viewpoint. We know that fast foods are unhealthy, but at least we can give reasons for this by watching the process of fast foods.

As seen from the excerpts above, each of the groups chose topics or themes for different reasons. For Fasro's Group, they chose a particular topic based on their identity as online community members. They were curious about the popularity of a person who made history. This concern is similar to that of Ida's Group. Ratna's Group based the selection of listening topics on factual information on natural phenomena, such as natural disasters. They were interested in probing into how such phenomena took place. Both Ahmad's and Rofi's Groups interestingly picked listening topics based on their cultural and national identities. They felt socially attached to the heritage of

their own country. This shows the importance of selecting topics based on student culture and identity. Nadya's Group was concerned about life styles when choosing topics. They were curious about how particular fast foods are processed. They were also curious about food ingredients because they wanted to know if such foods had impact on health and risk. Generally speaking, all the students were positive about the autonomy to select their own themes or topics for online video-assisted EL. This endeavor echoes Vandergrift and Goh's (2012) argument that "[l]earners should listen to as many different types of authentic texts as possible, on a wide variety of themes and topics" (p. 200). The range of topics and themes typifies successful EL. For language development, EL provides students with a myriad of topics or themes to afford them more opportunities to develop their lexico-grammar because different communicative contexts socialize the students into unique language resources.

In addition to self-selection of listening topics, the student teachers self-selected listening sources. Most of the students made use of online videos from YouTube, and some got online videos from Kang Guru Radio and Online Televisions. For example, Hani commented that "I know that the Internet provides us with numerous resources for learning English because most of them are presented in English. Our group used YouTube as resources for extensive listening because it contained a lot of videos regarding any issues, and the site is very popular among us as digital natives. We just type a word, and YouTube will list an array of videos that we wish to watch. Thanks to this video-sharing Website, we can access to any real-world videos as long as we get connected to the Internet." Halimah added that "YouTube gives us a wide range of video options. For language learning, we can learn how people speak English from different countries. I realized that watching online videos looks like reading books. If we want to know a place to which we have never been, we know the place through YouTube. We should not imagine how the place looks like hard. I think that YouTube is a very powerful and useful site for language learning."

Though the majority of YouTube videos are not educationally relevant, this Website has educational value in relation to additional language education, such as English (Terantino, 2011). Some students made use of online radios and televisions because they were interested in listening to up-to-date news or factual recounts or information. This empirical evidence shows that the students were fully aware of online resources for EL. These online resources provide learners with a new platform for exploring and exploiting language resources as well as engaging the learners with the target language. Thus, integrating the use of video-sharing sites such as YouTube into English language learning and teaching gives learners wide-ranging access to the use of English in real-world situations.

5.2 Collaborative video viewing

Collaborative video viewing was a task following the negotiation of listening materials and sources in groups. This task was aimed at encouraging the participants to share and discuss any problems or concerns in relation to listening to online videos. This task built students' self-confidence as Hari remarked that "I felt unworried when viewing online videos together because I could consult my problems with my friends who are more capable than I am. During video viewing, I learned a lot from my friends." Halimatus also reported that "I think that collaborative video viewing encouraged me not only to view online videos and listen to spoken texts, but also share and discuss what I learned. I know this is time consuming, but is worth autonomous learning. I feel that I become an independent listener who knows my own listening needs." This empirical evidence indicates that collaborative video viewing builds learner autonomy, but the student teachers still have the opportunity to support each other. This evidence concurs with Little's (1991) idea of learner autonomy, which involves "a capacity—for detachment, critical reflection, decision-making, and independent action..." (p. 4). Additionally, the participants showed self-motivation, self-confidence, and self-directed learning. These aspects can be the point of departure for students to engage in prolonged EL activities.

Collaborative video viewing was one of the learning platforms for the student teachers. During this video viewing, student teachers' abilities were showcased through the replaying of videos. For

instance, the participants viewed online videos of between 8 and 20 minutes in length. Most of the students replayed the videos between four and six times to get main ideas of the digital texts. This repeated listening helped the students make meaning of messages in the videos. Moreover, to write a good summary of 20-50 words long, they needed to replay the videos. This repetition allows students to “[listen] to something more than once enables learners ‘to become familiar with the content, vocabulary, and the structure of the spoken text’ (Vandergrift & Goh, 2012, p. 201). ‘With each repetition, learners can verify the received information and focus on new points in the text’ (Alm, 2013, p. 268). Some of the students just replayed the videos once because they had sufficient background knowledge. This suggests that background or topical knowledge is a contributing factor in EL. It was also found that the participants admitted that after collaborative video viewing, in addition to discussing the gist of videos, they discussed different accents, pronunciation features, lexico-grammatical features, useful collocations and idiomatic expressions, and discourse markers. Some participants felt that their need to develop their language because through listening, they could enrich more lexico-grammatical resources and useful expressions needed for actual spoken communication. As their listening fluency improved, the participants only had to repeat individual words or short sequences instead of listening again to a whole episode of spoken texts. This finding indicates that language ability affects listening fluency, and the participants were concerned about language development while doing EL activities.

5.3 Engagement in reflective learning through collaborative listening logs

At the outset, all the students felt pressured to complete listening logs because they had to post, share, and discuss the logs three times on Facebook on a weekly basis. As they got accustomed to four tasks: collaborative video viewing, log completion, sharing, and discussion, the students saw logs as a catalyst for encouraging them to do the listening regularly and to discuss what they watched or listened from the videos. The students felt that listening logs enabled them to engage in three mutually reinforcing tasks: listening, reflection, and writing. They admitted that they wrote logs for the actual readership, that is their peers and the teacher.

Hari admitted that “collaborative listening logs motivated me to share and discuss what I understood after watching the videos. I felt at ease that I could discuss what I did not understand with my friends in groups. Working on listening logs collaboratively lightened my workload. I never felt worried because we shared responsibility and even helped each other.” Some participants added that having to write listening logs assisted them to consolidate what they had learned from engaging in online video-assisted EL.

All the students worked collaboratively on completing the assigned listening logs on a weekly basis. They watched the videos together, tried to get the gist of the video, and jotted down some useful expressions as well as lexico-grammatical points. Afterwards, they discussed what they noticed from watching or listening to the videos. The students mostly discussed the content of the videos in groups. For most of the students, writing a summary of what they watched or listened to was a tough task, but they found this task challenging and useful. According to the principle of frequency, learners should “follow a planned daily or weekly routine of sustained listening for a defined time, between five minutes to an hour” (Vandergrift & Goh, 2012, 201).

Mufida commented that “I never worked on listening logs, but doing this allowed me to think of what I learned. Completing, sharing, and discussing the listening logs affords me opportunities to learn together with my classmates. For me, I should not always learn something from a teacher. Now, I realize that friends are resource persons from whom I could learn.” Hanafi also remarked that “listening logs trained me to become self-disciplined because I had to carefully and seriously get the gist of the online videos watched. Also, I had to complete, share, and discuss the logs with my friends in groups. Listening logs also kept me busy with exposing myself to real-life spoken English.”

All the student teachers argued that listening logs trained them to become autonomous and reflective learners and listeners. Similar to Kemp (2010) and Porto (2007), participants’ experiences in the listening log were observed, which continues to reinforce autonomy and reflective learners

as EL participants. Keeping the log definitely raises and increases students' awareness of listening resources available, assists them to become engaged and reflective learners, and in turn develop self-awareness autonomous or independent learning. In other words, listening logs mediate sustained EL in which student teachers engage. Such logs can be used as learning artifacts that the student teachers can share with others so that they could learn from each other.

5.4 Participation in virtual discussion

All 24 students were positive about online discussion through FB because with access to other groups' listening logs, they had to read and learn what the other groups wrote in their listening logs. This allowed reflective learning. By posting the logs and the videos on FB, the students engaged in active and meaningful discussion. Online discussion provided the students with an anxiety-reduced platform for participating in peer talks so that they could develop their ability to monitor their understanding of spoken text, to verbalize their thoughts or languaging, to consider different perspectives, and to assume responsibility for their own learning. This virtual discussion increases learners' opportunities to engage actively in teacher-scaffolded and peer-led discussions, thus increasing their opportunities to learn from others and to support one another's learning. This argument concurs with three students' responses to FB-mediated discussion.

Table 3. Student teachers' response to virtual discussion

Student Teachers	Responses
Ria	I have learned a lot from online discussion. I could see how my classmates organized their listening log. For me, working on the log was something new. I never did it before. Through online discussion, I could comment on the listening logs of my classmates. We criticize each other's work that I think it is very useful. Online discussion gives me another learning platform for sharing and discussing what I have learned from extensive listening.
Roni	Online discussion through Facebook made me realize the potential of this social media for language learning. I did like the way my teacher encouraged me and my friends to contribute to online discussion. We regularly posted our listening log and invited our friends to provide feedback on the logs. We could learn from each other. An online environment did not make anxious because I could verbalize my thoughts in a non-face threatening way.
Desi	I did enjoy a variety of activities on Facebook, such as posting, commenting on, sharing, and discussing the listening logs. These activities helped me assume responsibility for my own learning. By posting the listening logs, I felt that we wrote the logs to real readers and asked my friends and my teachers to comment on the logs. Sharing and discussing the logs enhanced the ownership of learning and build a solid community of learning virtually.

Drawing on the above excerpts, the students did value online discussion because this platform allowed them to post, comment on, share, and discuss the listening log. Students' voices here show that critical reading, responsive learning, a community of learning, self-confidence, collaboration, languaging or verbalization, participation, and the ownership of learning are the keys to fruitful online discussion.

In online discussion, for instance, the teacher played roles as a facilitator and a motivator. As a facilitator, the teacher modeled how to respond to the listening log through a narrative prompt or frame as shown below.

I have observed that your discussion was superficial and not so productive. Please comment on each other's videos and listening logs. Here are some examples:

Topic: It is interesting in that it brings the fore the benefits of Facebook.

Content: The video contains useful ideas, such as _____.

Organization: The talk was well-organized and easy to follow.

Language: The speaker uses a variety of vocabulary and grammar. I have learned some such as _____.

Determining factors in understanding spoken text: When listening to this video, the accent is unfamiliar, _____.

Listening log: This log is self-contained. The group completed all the sections.

Other things on which you can comment _____.

This teacher commentary scaffolded the students to provide more detailed and productive feedback on the listening logs and the chosen videos. More crucially, the teacher tried to help the students move on. The opportunity to read students' listening logs and watch the video posts enabled the teachers to know what their students were listening to and how much they progressed. Overall, both the teacher and the students engaged in fruitful virtual discussion on a weekly basis over a period of three months. The access to students' listening logs and video posts enabled the students to assess their own writing and listening practices. For lower-proficiency English students, this access did matter in that some of them were unsure how and what to complete detailed listening logs and what sort of videos they had to view. Equally important, the listening log posts showed different ways to complete such logs from different groups. Thus, online discussion is an extension of EL practice. It enables student teachers to become fully aware of being legitimate members of virtual communities. This social networking should be brought into the language classroom to mediate a lively learning activity in general and to facilitate extended EL practice in particular.

5.5 *Benefits and challenges of online video-assisted EL*

The student teachers reported that by doing EL, they learned different accents from many people around the world through online video viewing. They admitted that because they used to listening to native speakers of English, they thought that native speakers were the role models whom they had to follow. They realized now that everyone could speak English. By doing EL, they could increase their knowledge and personalize their learning needs. They became fully aware of the usefulness of online videos for EL activity and moved listening beyond the teacher-fronted action zone. The participants remarked that the Internet was the actual language laboratory, which provided them with an array of authentic or real-life video materials. Through listening logs, the students could manage their language learning and enrich their language resources such as useful spoken expressions, discourse markers, lexico-grammar, and idiomatic expressions.

The following two students' comments indicate autonomous and reflective learning. For example, Mufid reported that

I think Extensive Listening is very useful for us because it gives a lot of opportunities to practice our English listening skill. We can watch and listen to online spoken English everywhere without sitting in the language laboratory. For me, I get access to such online resources through my iPad. I have learned many useful expressions and the range of vocabulary and grammar. I realized that by doing extensive listening, I could develop my vocabulary size. Of course, I could widen my knowledge because when doing extensive listening, I focused on meanings of particular messages. I did not listen word for word.

In this reflective account, Mufida pointed out some benefits of doing EL, such as independent learning, listening outside of the four-wall classroom, technology as a widow of an open-access library, and language and knowledge enhancement. As another example, Nisa remarked that "I think that extensive listening is challenging and interesting. It is challenging because I have to make sense or meaning of spoken texts and of the way people speak naturally. Sometimes, these spoken texts accompanied by sound backgrounds distract my concentration. But, I was aware that in real-life communication, we have to listen to people speaking together with other sound ingredients or noise distraction. Life is always fraught with noise. Extensive listening is interesting because I got new experience in learning to listen to spoken English in a new way." This reflective data shows that that even though Nisa initially thought that EL was very challenging, she

ultimately grew to see the benefits of the EL practices. This included the use of the listening skills in real-life communication, which enabled her to grow in new ways. The positive views of doing EL activities were also expressed in Sari's reflective accounts. She reported that "Extensive Listening is one of the best ways to learn English because it is more flexible and wide-ranging. We can learn something new and get more knowledge than we learned from conventional listening classes. Doing extensive listening online enables us to learn English and expose ourselves to spoken English anytime and anywhere." Overall, all the students were very positive about extensive listening activity or task.

Although all the student teachers found online video-assisted EL useful, they reported that they encountered difficulties in terms of fast speech rate (50% out of 24 student teachers), unfamiliar or high-frequency vocabulary (40%), unfamiliar accent and pronunciation (30%), syntactic complexity (30%), idiomatic expressions (50%), background or prior knowledge (20%), and background distraction (20%). To solve these problems, the students replayed the videos between four and six times, and they found captioned videos useful. At the onset, the participants admitted that they chose captioned videos so that they could read spoken text while listening. They found this reading-while-listening useful in familiarizing themselves with a myriad of spoken texts. This evidence on simultaneous reading and listening concurs with Chang and Millet's (2014) finding. In addition to solving language problems, the teacher showed the students how to exploit online resources such as e-dictionaries and e-corpora. On the post, the teacher wrote:

FYI: From what you have learned from listening to what you can learn more beyond this. I do believe that the most fundamental knowledge of language that students need to develop is vocabulary and grammar. Thanks to the Internet and Computers, a corpus can offer us how we learn vocabulary and grammar in context. For example, we need to know how the word, "worth," is used in spoken and written form. For this reason, we have to look at how a corpus, collections of texts in electronic form tells us. Please add this to your language and expression entry. Just use this useful corpus, COCA.

Throughout the project, the participants utilized a number of online resources such as e-dictionaries and e-corpora as suggested by the teacher. These online resources complement EL activities and provide students with quick scaffolding virtually where the teacher could not give them help anytime.

6 Conclusions

During the online video-assisted EL project, the participants engaged in multilayers of negotiation to make agreed decisions on choosing video materials, completing the listening logs, and determining what to share and discuss. As the students participated in collaborative video viewing, listening log sharing, and discussion, this social process shows the value of collaboration between the teachers and students and between the students and their peers. Particularly in peer negotiation and discussion, they took part in both negotiation and discussion. In this respect, the student teachers positioned themselves as resource persons willing to help others. The listening log as a learning tool mediated learner autonomy. Thus, the online video-assisted EL project allowed both the teacher and the students to engage in reflective action learning (AL) mediated by the listening log and online discussion. This collaborative learning created a supportive learning environment. The participants learned from their peers, the teacher, and relevant online resources such as videos, e-dictionaries, and e-corpora. As a whole, the students experience socially and cognitively meaningful video-assisted EL activity.

The findings of the study are drawn from the experiences of student teachers as learners of English in higher education in Indonesia in which their language proficiency is intermediate with high motivation. Therefore, further work is required on other populations, particularly school-age learners in order to gain a more comprehensive evidence of online video-assisted EL practice. For lower-proficiency English learners, mixed methods studies may be needed to investigate the impact of simultaneous listening and reading on learners' language and listening skills development. Additionally, although the present study provides useful evidence on the enactment of online vid-

eo-assisted EL in an initial teacher education (ITE) program, more similar studies are needed to investigate to which extent such an activity impacts on learner language development in other pedagogical contexts. Ethnographic action research can fill this need. From a positivist perspective, following Chang and Millett's (2014, 2016) research studies, longitudinal experimental research may be undertaken to examine the impact of online video-assisted EL on learner metacognitive awareness and listening skills development. Case studies are also needed to explore the use of different Internet resources in EL programs in both secondary education and tertiary education settings. These suggested future research agendas will definitely provide more empirical evidence on the use of EL in any foreign or additional language programs.

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Appendices

Appendix A

The listening log

Class/Group : _____
 Group members : _____

 Week : _____
 Date : _____
 Topic/Theme : _____
 Source : _____

No.	Issues	Comments
1.	Why did you choose the topic?	
2.	How did you get the video?	
3.	Why did you choose this source?	
4.	How long does the video last?	
5.	How many times have you listened to the video to get main ideas of the digital text?	
6.	Write your summary of 20-50 words long.	
7.	What English expressions and lexicogrammar have you learned?	
8.	What features of the video did you enjoy most?	
9.	What problems or challenges did you experience?	
10.	How did you complete this log with your group members?	
11.	How many times a week do you discuss the log with your group members?	
12.	Do you find online extensive listening useful? Why?	
13.	List factors that make the listening difficult. Why?	

Appendix B**List of interview questions**

- 1) Tell me about your learning experience in the use of online video-mediated EL.
- 2) What did you enjoy about EL learning through different learning platforms?
- 3) How did you interact with your teacher, peers, and the materials generally?
- 4) What do you think of learning to listen and listening to learn?
- 5) What do you think of using a variety of online videos in independent listening?
- 6) How much did you spend doing EL activities on a daily basis?
- 7) What successes did you achieve when working on the online video-assisted EL project?
- 8) What challenges did you encounter in this project?
- 9) How did you overcome these challenges?
- 10) What did you learn from this EL project as a whole?
- 11) How would you make use of your first-hand experience in EL when you teach listening in the future?
- 12) In what ways would you craft EL activities for your low-proficiency and high-proficiency English students in the future?
- 13) What beliefs do you have about EL now?
- 14) How would your beliefs affect the value of implementing EL in your future language classrooms?