SUPPLEMENTARY MATERIALS FOR ONLINE RECIPROCAL PEER TEACHING FOCUSED ON EXTENSIVE LISTENING

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Abstract
Being fluent in listening, processing aural input automatically and reaching a reasonable degree of comprehension, for EFL learners is not easy. Students have limited opportunities to speak and listen to English both inside and outside of the class since they have less immediate English needs. In this situation, they require regular practice and abundant exposure to spoken language over time. This article is focused on accommodating Supplementary Materials for Online Reciprocal Peer Teaching Focused on Extensive Listening to support the students in comprehending spoken text and gain real progress. Supplementary materials here are focused on Extensive Listening to compensate the limits of classroom practice time and face-to-face discussion while online instruction incorporates WhatsApp, an instant messaging application for smartphones becoming a more frequent component in universities. Supplementary materials for Online Reciprocal Peer Teaching requires students to develop their listening skill as they attempt to understand spoken text in order to coach others. In general, this paper is a case study result paper discussing about (1) the idea of accommodating Supplementary Materials for Online Reciprocal Peer Teaching Focused on Extensive Listening to build students’ listening skills by fostering them to be self-directed learners, (2) practical models of Reciprocal Peer Teaching as Supplementary Activities in Listening Class (3) practical way to construct supplementary materials for online reciprocal peer teaching in listening class completed with its challenges.

Keywords: listening in EFL context, supplementary activities, online reciprocal peer teaching, extensive listening

Introduction
Compared to teaching listening in context of English as native or first language, teaching listening in EFL context has more challenges in providing effective exposure for students’ learning. Based on the data collected from observation on students’ learning process, it is found a situation in which some students aren’t comfortable yet to be exposed in spoken language for any length of time. It is quite common for students to find difficulties or even fail in comprehending listening input. They often find themselves worried too much or even frustrated facing listening tests. These conditions are caused by the difference process of L1 and L2 students in processing aural input. According to Stephens (2010), the aural foundation of L1 and L2 learners is different since L2 learners do not share the same oral foundation as L1 learners. L1 learners are exposed to abundant aural input and their foundation of oral skills has usually been established before literacy skills while L2 learners’ literacy and oral skills are normally introduced at the same time. Moreover, related to challenge in listening to the spoken monologue texts, students sometimes also find greater task in comprehending listening input since they don’t always have the chance to ask for repetition, have no time to go back and forth to check the meaning of words, re-skim the text, or use the context to predict the meaning.
of an unknown word and unfamiliar pronunciation

To support the students in EFL context to comprehend spoken text and gain real progress, teacher needs to provide enough listening exposure and opportunities. Students in EFL context need exposures that enable L2 learners to move from the slow and controlled processing of language elements (e.g., sounds, words, phrases) to the faster, and automatic processing of these elements (Renandya, 2012). Furthermore, since language is complex and varied, students also need more learning time compensating the limits of classroom (Harmer, 2000). Concerning these facts, in order to support the students in comprehending spoken text and gain real progress, teacher needs to provide extended listening exposure and opportunities for use this skill visualized in the form of supplementary listening materials.

The effort to provide extended listening exposure in this case is by accommodating the strength of extensive exposure to spoken language becoming balance of the classroom activities often focused on intensive listening. According to Renandya and Farrell (2011: 55), “extensive listening is defined to mean all types of listening activities that allow learners to receive a lot of comprehensible and enjoyable listening input”. Its main goal is to provide our students with a massive amount of comprehension practice considered effective for students’ learning. Besides, reciprocal Peer Teaching is part of collaborative learning method. It is structured learning activity tied up by the framework of social constructivism having concerns to improve students’ learning. Both ideas here then modified with the current trend of communication technology for learning. It specifically discusses about incorporating WhatsApp, an instant messaging application for smartphones becoming a more frequent mobile learning activities in universities. According to Jimoyiannis, Tsiotakis, Roussinos, &Sioreta (2013), educational mobile technology today is frequently used in online instruction in universities worldwide.

In general, this paper is reporting the result of case study focused on (1) accommodating Supplementary Materials for Online Reciprocal Peer Teaching Focused on Extensive Listening to build students’ listening skills by fostering them to be self-directed learners (2) practical models of Reciprocal Peer Teaching as Supplementary Activities in Listening Class (3) practical way to construct supplementary materials for online reciprocal peer teaching in listening class completed with its challenges.

Methodology
This research was conducted in listening class of English Department of FKIP, UNS while the subject of this research was the third semester students of academic year 20014/ 2015. It uses descriptive case study as the research design in which the researcher gained an in-depth understanding of the subject’s perspective using case study method. Yin (2003) states that a case study is used when a “how” or “why” question is being asked about a contemporary case over which the investigator has little or no control, and when the focus is on a contemporary phenomenon within some real life context.

In this research, the researcher sought to gain an in-depth understanding of the case by collecting multiple forms of data (Creswell, 2012). In this research, the sources of the data needed by the researcher are events, and documents. Besides, the research data were collected using qualitative method. There are data collection techniques, namely document analysis, interview, and non-participant observation. The technique used in analyzing the data is qualitative data analysis. Miles and Huberman (1994: 10-11) proposes the
steps in analyzing the data in qualitative data analysis as the following: (1) Data reduction, (2) Data display, (3) Conclusion drawing and verification.

Finding and Discussion
(1) Accommodating Supplementary Materials for Online Reciprocal Peer Teaching Focused on Extensive Listening to build students’ listening skills by fostering them to be self-directed learners

In EFL context, students have limited opportunities to speak and listen to English both inside and outside of the class since they have less immediate English needs. In everyday life, it is not easy for students to find natural communication context with native speakers though to support effective learning, ideally they need to interact on meaningful tasks with one another and with native speakers of the target language. Dealing with regular listening exposure, the more students listen to aural text, the more they find listening problem then deal with it and the more they internalize the process of comprehending spoken text. To make up this condition, teacher can accommodate the strength of Supplementary Materials Focused on Extensive Listening and collaborative learning in the form of Online Reciprocal Peer Teaching to provide students with supportive and conducive atmosphere for effective learning.

According to Spratt, Pulverness, and Williams (2005: 114), supplementary material is used in additional to the textbook. Besides, the teacher needs to supplement materials to promote motivation, which is one of the key factors in learning (Brown, 1994, p. 152). Referring to these two ideas, in order to engage students to listen in sustained listening practice, teacher needs to lead the students to find additional listening materials or spoken text that are fit and appropriate with their language level (comprehensible input) and have interesting content (derived from students’ interest and motivation). Supplementary materials here are in the form of extensive listening to authentic materials.

Extensive listening is about listen as much as possible covering quantity and variety or diversity of spoken input. According to Renandya and Farrell (2011: 55), “extensive listening is defined to mean all types of listening activities that allow learners to receive a lot of comprehensible and enjoyable listening input”. Its main goal is to provide our students with a massive amount of comprehension practice considered effective for students’ learning. Besides, listening materials are focused on the use authentic material in the form of video since it provides support for students’ learning. According to Harmer (2001: 205), authentic material is natural language used by native speakers that is like what students will find in real life as they come into the context of English as native or first language. In this case, the more students interact meaningfully with the aural text that fit with their language level and interest, the more listening strategies they used with which students’ learning results were also upgraded.

To accommodate students’ supplementary activity, listening extensively to supplementary materials of listening subject, teacher chosen online reciprocal peer teaching. Reciprocal Peer Teaching is part of collaborative learning method tied up by the framework of social constructivism. Collaborative learning, then, is a structured learning activity having concerns to improve students’ learning. Kessler (1992: 57) underlines that in learning second language, learners also need opportunities to learn from and to teach one another. Adapting this second language learning process, students in EFL classroom are grouped in small heterogeneous language proficiency groups.
In more detail, Online Reciprocal Peer Teaching here refers to the conventional reciprocal peer teaching modified with social media application. WhatsApp (from the English phrase "What’s up?”, meaning “What’s new?”) is an instant messaging application for smartphones. It allows users to exchange images, videos, and audio or written messages using their Internet connection. Facilitating students’ group discussion, Mobile educational technologies provide online learners with opportunities to communicate and share knowledge (Nelson, Christopher, & Mims, 2009). Besides, the information and communication technologies shared between online students through social interactions on mobile tools promote opportunities for online cooperation and collaboration (Barhoumi & Rossi, 2013).

Assigned in Online Reciprocal Peer Teaching as supplementary activities for listening class, students interact with peers who serve as language models to finish the task. This Reciprocal Peer Teaching also requires students to develop their listening skill as they attempt to understand the spoken text in order to coach others at any time. By doing both, share their listening strategies (position self as teacher) and learn new ones from their classmates (position self as leaner), students gain exposure for their listening skill development and find the needs and meaningful reason to use English in real life communication as well as foster their self-directed learning habit. In this case, as the students develop their own learning strategies, they help themselves become autonomous learners (Harmer, 2001: 335).

(2) Practical models of Online Reciprocal Peer Teaching in Listening Class

In general, this practical model refer to Learning Cell techniques for reciprocal teaching (Barkley, 2005:135-141). The modified model of online reciprocal peer teaching below is proposed based on the data obtained from theoretical review of techniques for reciprocal teaching and from the field of research. Some modifications are done to accommodate students’ condition, need and effective learning process.

Table 1: Practical Models of Reciprocal Peer Teaching (Learning Cell)

<table>
<thead>
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<th>Goal and Focus:</th>
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<td>Learning Cell is mainly used “to engage students actively in thinking about content, to encourage students to generate thought-provoking questions and to teach students how to check their understanding” (Barkley, 2005:140). Moreover, since creating questions needs high order thinking process or more than just simply takes notes on what is listened and seen, students will find further listening exposure accommodating bottom-up and top-down processing. Concerning the pleasure aspect of the listening activity, the background purpose for listening, that is teacher assignment, and the further activities of exchanging questions and answering questions of peers, students will find this activity as meaningful and joyful process scaffolding their listening development.</td>
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<th>Procedure:</th>
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<td>1. Students form groups of 3 members at teacher’s direction.</td>
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<td>2. Students sit together as a group, browse and find a video that they are interested in. Then, each student listens over times and develops a list of questions about certain point (e.g. characters, content/plot, or setting) and answers.</td>
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<tr>
<td>3. Teacher explains the process by which students alternate asking and answering each other’s questions.</td>
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<tr>
<td>4. Student A leads first cycle of discussion. He/She begins by asking the first question, student B and/or C answer question. Student A offers corrections and additional information until a satisfactory answer is achieved.</td>
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<tr>
<td>5. When student A has done with his/her set of questions, student B continues the cycle by asking the next question. Student A and/or B answer. The process repeats until all questions have been asked and answered.</td>
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*Adapted from Barkley (2005:140-141)
Based on the explanation above, Learning Cell needs teacher to consider students’ condition and language proficiency level to choose which one coming first in classroom. Moreover, in this context, these instructions do not only require enough preparation covering options of listening materials, scenario of learning implementation, and assessment but also consume longer time so that it is considered more effective to be set as supplementary activities.

Learning instruction above goes online since teacher accommodated social media application, WhatsApp. Students are grouped into small discussion group and setting individual WA then collectively sign in WA group account. In the field of online teaching and learning, a community is a group of learners who cooperate and collaborate to participate in course activities (Cross, 1998). The principal objective of this community is to advance the construction and sharing of knowledge between groups through collaborative learning activities (Bielaczyc & Collins, 1999). They get more opportunities to question and negotiate meaning, work cooperatively and collaboratively as a community with which students’ listening skill were also improved.

(3) Practical way to construct supplementary materials for online reciprocal peer teaching in listening class completed with its challenges.

Supplementary materials can be encouraged in English Listening course to enhance strategy use and facilitate learning results. Specifically talking about listening material, Richard (2008:10) states that a typical lesson in current teaching materials involves pre-listening, while-listening and post listening and contains activities that link bottom-up and top-down listening. In this case, the pre-listening phase prepares students for both top-down, and bottom-up processing through activities involving activating prior language, making predictions, and reviewing key vocabulary. The while-listening phase focuses on comprehension through exercises that require selective listening, gist listening, sequencing etc. While, the post-listening phase typically involves a response to comprehension and may require students to give opinions about a topic.

Moreover, Tomlinson (2008) underlines some points considered as the challenge in designing listening materials using the reciprocal peer teaching as follows:

1. A pre-requisite for language acquisition is that the learners are exposed to a rich, meaningful and comprehensible input of language in use. The learners need a lot of experience of the language being used in a variety of different ways for a variety of purposes. They need to be able to understand enough of this input to gain positive access to it and it needs to be meaningful to them (Krashen 1985).

2. Listening material appropriate to students’ level and interest is suggested to support this supplementary listening activity since it can promote students’ enthusiasm for learning. In this case, when the students successfully handle the learning material brought to them, they will feel more positive about their learning or even become more confident with their skill. These joys of learning then stimulate students’ motivation to continue their learning in their own way. In other words, it can be said that the more enthusiasm the learner feels about the learning process, the more time they will spend on it, the higher self-directed learning habit they will build, and finally the more success they will gain.

3. Listening input is contextualized. In this point, teacher is proposed to use authentic materials in which language use is determined and interpreted in relation to its context of use such as containing enough information about the user, the
addressee(s), the relationships between the interactants, the setting, the intentions or the outcomes for them to be of value to the language learner.

Conclusions
In order to engage students to listen in sustained listening practices, teacher needs to lead the students to find additional listening materials or spoken texts that are fit and appropriate with their language level (comprehensible input) and have interesting content (derived from students’ interest and motivation). To accommodate students’ supplementary activity, teacher may develop additional material accommodating the strength of extensive listening to authentic materials and tailored in Online Reciprocal Peer Teaching instructional. Assigned in Online Reciprocal Peer Teaching, students interact with peers who serve as language models to finish the task. By doing both, share their listening strategies (position self as teacher) and learn new ones from their classmates (position self as leaner), students gain exposure for their listening skill development and find the needs and meaningful reason to use English in real life communication as well as foster their self-directed learning habit.

Bibliography