การพัฒนาแบบจำลองการฟังภาษาอังกฤษด้วยเทคโนโลยีพอดคาสต์

นางสาวอัมพริกา ซื่อตรง

วิทยานิพนธ์นี้เป็นส่วนหนึ่งของการศึกษาตามหลักสูตรปริญญาศิลปศาสตรดุษฎีบัณฑิต
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THE DEVELOPMENT OF AN ENGLISH LISTENING MODEL USING POD-CAST TECHNOLOGY

Amparika Suetrong

A Thesis Submitted in Partial Fulfillment of the Requirements for the

Degree of Doctor of Philosophy in English Language Studies

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THE DEVELOPMENT OF AN ENGLISH LISTENING MODEL USING POD-CAST TECHNOLOGY

Suranaree University of Technology has approved this thesis submitted in partial fulfillment of the requirements for the Degree of Doctor of Philosophy.

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อัมพริกา ซื่อตรง : การพัฒนาแบบจำลองการฟังภาษาอังกฤษด้วยเทคโนโลยีพอดคาสต์ (THE DEVELOPMENT OF AN ENGLISH LISTENING MODEL USING POD-CAST TECHNOLOGY) อาจารย์ที่ปรึกษา : ผู้ช่วยศาสตราจารย์ ดร.บรรเจิด จงอภิรัตนกุล, 171 หน้า

วัตถุประสงค์ของการวิจัยนี้เพื่อ 1) พัฒนาแบบจำลองการฟังภาษาอังกฤษบนเว็บไซต์โดยใช้เทคโนโลยีพอดคาสต์ 2) เปรียบเทียบผลสัมฤทธิ์จากการฝึกฟังภาษาอังกฤษระหว่างนักศึกษาที่เรียนแบบเดี่ยวและแบบคู่โดยใช้พอดคาสต์ และระหว่างนักศึกษาที่เรียนโดยใช้พอดคาสต์และไม่ได้ใช้พอดคาสต์ และ 3) ศึกษาความคิดเห็นของนักศึกษาที่มีต่อการฝึกฟังภาษาอังกฤษจากเว็บไซต์ที่ใช้เทคโนโลยีพอดคาสต์

กลุ่มตัวอย่างในการวิจัยคือ นักศึกษาสาขาวิศวกรรมศาสตร์ จำนวน 80 คน จากมหาวิทยาลัยเทคโนโลยีราชมงคล วิทยาเขตพระนครเหนือ เครื่องมือในการเก็บข้อมูลรวม 7 ชนิด ประกอบด้วย แบบทดสอบ บทเรียนการฟัง พอดคาสต์ต่างๆ เว็บไซต์ที่พัฒนาขึ้นโดยเฉพาะ ไดอารี่ แบบสอบถาม และแบบสัมภาษณ์ การวิจัยนี้ ใช้วิธีการหาค่าประสิทธิภาพ E_1/E_2 ค่าเฉลี่ย การวิเคราะห์ความแปรปรวนทางเดียว การทดสอบค่าเฉลี่ยสองกลุ่มแบบที และการเปรียบเทียบพหุคูณด้วยวิธีของเชฟเฟ่ในการวิเคราะห์ข้อมูล ผลการวิจัยสรุปว่า

1) แบบจำลองการฟังภาษาอังกฤษบนเว็บไซต์โดยใช้เทคโนโลยีพอดคาสต์ มีส่วนประกอบหลัก 7 ขั้นตอน คือ การวิเคราะห์ปัญหา การออกแบบบทเรียน การพัฒนาบทเรียน การสร้างบทเรียน การเรียนรู้ การประเมินผลการเรียน การแก้ไขบทเรียน และส่วนประกอบย่อย 8 ขั้นตอน คือ ความสนใจ ความสัมพันธ์ ความมั่นใจ ความพึงพอใจ การประเมินปฏิกิริยาของผู้เรียน การประเมินการเรียนรู้ การประเมินความสามารถในการประยุกต์ใช้ และผลลัพธ์ที่ได้จากการเรียน ซึ่งประสิทธิภาพของแบบจำลองนี้ มีค่าอยู่ที่ระดับ 85.35/85.99

2) วิธีฝึกฟังบนเว็บไซต์ด้วยพอดคาสต์ทั้งแบบเรียนเดี่ยวและเรียนคู่ สามารถพัฒนาทักษะการฟังได้ ทั้งนี้ นักศึกษากลุ่มดังกล่าว ได้คะแนนหลังการเรียนสูงกว่านักศึกษาที่ไม่ได้ใช้พอดคาสต์ ขณะเดียวกันไม่พบความแตกต่างของคะแนนระหว่างกลุ่มที่ใช้พอดคาสต์เรียนแบบเดี่ยวและแบบคู่

3) นักศึกษาส่วนใหญ่มีความคิดเห็นว่า การใช้เนื้อหาเกี่ยวข้องกับชีวิตประจำวันและกิจกรรมแบบ 3 ขั้นตอนในบทเรียนมีประโยชน์ต่อการฝึกฟัง และนักศึกษาพอใจมากที่ได้ฝึกฟังบนเว็บไซต์โดยใช้พอดคาสต์

สาขาวิชาภาษาต่างประเทศ ลายมือชื่อนักศึกษา _____

ปีการศึกษา 2556 ลายมือชื่ออาจารย์ที่ปรึกษา _____

AMPARIKA SUETRONG : THE DEVELOPMENT OF AN ENGLISH LISTENING MODEL USING POD-CAST TECHNOLOGY. THESIS ADVISOR : ASST. PROF. BANJERT CHONGAPIRATANAKUL, Ph.D., 171 PP.

ENGLISH LISTENING/POD-CAST/INSTRUCTIONAL DESIGN

The present study aims to 1) develop an English listening facilitation model by web-based pod-cast technology; 2) compare the students' achievements between and among those who practice their English listening online collaboratively, those who practice online individually, and those who practice in the language lab as normal curriculum of the university; and 3) examine the students' opinions towards English listening by web-based pod-cast technology.

The research respondents were eighty engineering students from Rajamangala University of Technology North Bangkok, Thailand. In order to achieve the objectives of study, seven research instruments were employed for data collection, including test, listening units, pod-casts, the designed website, diary, questionnaire, and interview. The efficiency calculation method of E_1/E_2, mean, One-Way ANOVA, Paired T-test, multiple comparison test by Scheffe´ were nominated to analyze the gained results.

The research findings were as follows:

1) To enhance the students' English listening by web-based pod-casts, the Model consisted of seven main components, namely analysis, design, development, implementation, listening (actions), evaluation, and revision. Besides, another eight key sub-components of attention, relevance, confidence, satisfaction, reactions, learning,

performance, and results were incorporated in the Model. The efficiency of the Model valued at the 85.35/85.99 level.

2) Practices by the web-based pod-casts both collaboratively and individually could enhance the students' listening skill. At this point, it was evident that the students who listened to the pod-casts achieved the higher test scores than those who listened to the recordings (no pod-casts). In the mean time, the test scores between the collaborative listening and the individual listening were no difference.

3) Most of students strongly agreed that the real-life contents were helpful in their listening practice as well as the 3-step listening activities were supportive. Importantly, they were strongly satisfied with listening practice by the web-based pod-casts.

School of Foreign Languages Student's Signature_____

Academic Year 2013 Advisor's Signature_____

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CHAPTER 1

INTRODUCTION

1.1 Introduction and Purpose of the Chapter

Listening is the input that has been used to acquire a language. It is also considered as the basis for the development of another three language skills, namely speaking, reading, and writing. Although the quantity of listening input which is required for a learner to acquire a second language (L2) is unclear, it is widely accepted that L2 learners need a large amount of comprehensible input to acquire a language (Rost, 2002). However, L2 learners are often confronted with a number of difficulties, such as fast speech, and unknown vocabulary. This makes comprehension of aural or listening input difficult. Consequently, L2 learners need external support to facilitate them in better comprehension when listening (Chang & Read, 2006). At this point, the study mainly aims to implement the technology of pod-casting into language instruction to facilitate learners in listening development. The first chapter is dedicated to address information as the background and conditions of the present study. It covers the rationale of the study, the information about technology for education, the statement of the problem, the purposes of the study, the research questions, the limitations of the study, the definition of related terms, and the significance of the study, respectively.

1.2 Rationale of the Study

Listening is a fundamental skill in language acquisition (Nunan, 1997; Rost, 1994). Obviously, children listen and respond to language before they learn to talk. When it is time for them to learn to read, they still have to listen so that they can follow directions, then they can retain the given knowledge and information in written form for later reference (Thanajaro, 2000).

Furthermore, listening was discovered as the most frequently used form of language skill in both daily and classroom communication (Ferris, 1998; Murphy, 1991; Vogely, 1998). People spend approximately 45 percent of their communication time in listening, 30 percent in speaking, 16 percent in reading, and 9 percent in writing (Feyten, 1991). At the same time, the amount of time that students are expected to listen in the classroom ranges from 42–57.5 percent of their communication time (Wolvin & Coakley, 1995). It can be concluded from this evidence that students consume much more time of their daily communication, both in and out of the classroom, for listening than other forms of language skill.

As a means of communication, hearing and listening are not the same function. Clearly, the first function requires no conscious effort whereas for the latter one must pay attention to the speaker. It needs a conscious effort to understand what is being spoken. If the listener cannot understand the speaker, a response cannot occur. Hence, listening involves a highly active interaction of concentration. According to second language acquisition (SLA) theory, in the same way, language input is the most essential condition of language acquisition. Krashen (1985) emphasized that people acquire language by understanding the linguistic information they get. In other words, language acquisition is achieved by receiving understandable input. Without

understandable input, any learning simply cannot begin. Peterson affirmed that listening is supporting the theory of language input and acquisition (as cited in Celce-Murcia, 2001). For example, when students first learn a language, they generally have to listen to the words several times before they are enabled to recognize and pronounce those words. After that, the students need to increase a large amount of input through listening prior to developing speaking, reading, and writing skills. Peterson mentioned further that a new language learner should learn listening at the initial stage of language learning in the same manner as a child learns its mother tongue. This is because learning listening at the beginning is the natural process of humans in acquiring a new language (Buck, 2001).

English is an international language. It is used in many countries, including Thailand. Due to its importance, non-native English speakers are required to study English. In case of learning English as a Second Language (ESL), students are those whose native language is any language other than English. In this environment, the students are surrounded by the target language both in the school or university and in the community. It is necessary for them to learn how to listen to lectures and take notes, to comprehend native speakers in various kinds of speech situations, and even to understand radio and television broadcasts. Listening comprehension is therefore important for everyday survival. In case of an English as a Foreign Language (EFL) circumstance, on the other hand, English is taught as a subject at school or university. EFL students (such as Thai students) are studying English in their home countries where it is not the native language. The students who are from environments where English is not the national language have very few opportunities to hear or to use English properly. Hence, these students are not accustomed to hear the language as it

is produced by native speakers for native speakers. This frequently affects students who then have great difficulty understanding English spoken to them when they are with native speakers of the language. Revealed by Chirdchoo and Wudthayagorn (2001), between listening and reading, students had more difficulty to comprehend the listening input because of them having less control over it. Prapphal (as cited in Jaiyote, 2008) represented that Thai graduates' English proficiency was below the standard set by Chulalongkorn University, Thailand. Among the three tested skills (listening, reading, and writing), both science and non-science graduates did the worst for listening. Prapphal concluded that this problem occurred since English is rarely used in the social communication of Thailand. For this reason, teaching English listening should be highlighted at all levels of education.

1.3 Technology for Education

Currently, language can be learned over the Internet (a global system of interconnected computer networks). Ellington, Percival, & Race (1993) pointed out that the principal role of educational technologies is to improve overall efficiency of teaching and learning. Examples are increasing the quality of learning or the degree of mastery, increasing the efficiency of instructors in term of numbers of learners taught, increasing the independence of learners and the flexibility of education, decreasing the time taken for learners, and reducing costs without affecting the quality. The World Wide Web (WWW) or the Web, a collection of interconnected resources of information on the Internet, can enhance language teaching and learning in three main ways (Flannery, 1998). Firstly, it offers a vast resource for both teachers and students. Secondly, it offers the possibility of interaction between student-student, student-

teacher, and student-other people or experts. Thirdly, it offers authentic materials which can be found to make classroom teaching more real and attractive for students. Research conducted by Muehleisen (1997) also agreed that using the Internet in English classes helps in motivating students to learn the language through communication with people around the world as well as browsing English information which involves their interests and is more interactive than a book.

Beyond connecting to the Internet, one of the advanced educational technologies is web-based teaching. Web-based teaching or Web-based Instruction (WBI) is an educational innovation that integrates the Internet and the WWW technology into teaching and learning. WBI is the delivery of information and activities that foster learners' attainment of intended and specific learning goals (Smith & Ragan, 1993). Duffy and Cunningham (1996) stated that learning is an active process of constructing rather than acquiring knowledge whereas instruction is a process of supporting that construction rather than communicating knowledge. In other words, students should be the active participants of the classroom in understanding knowledge instead of being the passive recipients of information given to them by their teacher. Within the WBI setting, it is applied as a medium in a constructivist (Perkins, 1992) and collaborative learning environment (Relan & Gillani, 1997). Clearly, in traditional instruction, the teacher's role is to transfer knowledge to the students, and the methods of delivering the course content are lectures and handouts. Whereas in constructivist instruction, knowledge is not transmitted from the teacher to the students. The teacher's role is to facilitate the students by encouraging them with active inquiry, guiding them to question their assumptions, and coaching them in the construction process. The students then

construct their own knowledge by solving problems, experimenting, discovering, and working on hands-on projects. Further, the constructivist perspective supports learners learning through interaction with others (Relan & Gillani, 1997). They work together as peers, applying their combined knowledge to the solution of the problem. The results from this effort provide learners with the opportunity to test and refine their understanding in an ongoing process.

WBI is not simply its rich mix of media features such as text, graphics, sound, animation, and video, nor its linkages to information resources around the world. It has been used to develop specific instructional objectives while the act of instruction is more structured and the degree of learning is carefully assessed. The degree to which a website (a collection of webpages maintained by a single person or an organization) is useful in language learning depends fundamentally on how well the materials match the needs of the learners and their ability level (Smith & Ragan, 1993). Ritchie and Hoffman (1997) claimed that simply implementing a website with links to other webpages (documents connected to the WWW) does not constitute instruction. As summarized by Carlson and Downs (as cited in Ruksasuk, 2000), the key to success for any learning environment is the effectiveness of the instruction. Carlson and Downs clarified that websites specifically designed for learning will not prove helpful unless the content is relevant and the instructions are understandable. At least, the appropriate design of instructional material can assist in gaining the attention of learners (Mayer, 2003). Moallem (2001) referred to the instructional design principles and WBI that employ instructional design principles and models in creating WBI can help ensure that what is produced is of high quality and is able to present significant challenges to students. Thus, when the capability of the WWW is combined with

instructional design principles, learners are able to gain knowledge based on their self-determined and guided sequence as well as to enhance interaction with others.

With the importance of listening (as mentioned previously) and a desire to experience a new approach in teaching listening by using the technological applications rather than WBI only, the pod-cast is one example of an innovative educational tool for facilitating listening improvement. Pod-casting is a method of publishing the digital video and audio contents on the website. Each of these digital contents or files is called a pod-cast. By providing more listening inputs, pod-casts can be delivered directly to the listeners without requiring them to periodically download materials from the website. Otherwise stated, pod-casts can be downloaded manually or they can be subscribed through an aggregator (used for collecting information from various online sources) such as iTunes (a digital media player application used for organizing and playing the digital files). In case of a subscription, the pod-cast will be delivered automatically and regularly to the listener's computer (connecting to the Internet) when a new pod-cast is available. Once the pod-cast is saved onto the computer, it can then be listened to or transferred to a portable device (such as iPhone or iPod) to be listened to elsewhere. Although the primary use of the pod-cast has been for personal entertainment or general information, there is nowadays an interest in its potential value for educational purposes.

The integration of pod-casts in an online learning environment is becoming more common in higher education (Caladine, 2008). Educators agree that using a pod-cast is an exciting learning medium and it is suitable for enhancing the teaching styles and the quality of their lessons (Brittain, Glowacki, Van Ittersum, & Johnson, 2006; Cambell, 2005; Cebeci & Tekdal, 2006). For instance, many instructors have

implemented pod-casts in traditional instructions by recording either lectures or providing supplemental materials to students for access outside of the classroom (Copley, 2007). Copley emphasized that the majority of students in traditional instruction rated pod-casts as very useful and a very positive experience. It means that the students could use pod-casts in the preparation of assessments, note-taking, and reviewing missed lectures. Middleton (2009) has recently presented the findings of a university-wide pilot study in exploring the digital audio applications for student-centered learning. Middleton found that the use of pod-cast provided a move towards student-centered pedagogy. It can be used as instructional material for students to learn at their own pace and time (Boulos, Maramba, & Wheeler, 2006). Fernandez, Simo, & Sallan (2009) also advised that the characteristics of a pod-cast increase both contact between students and teacher and students' motivation. This is in agreement with the result reported by Oliver (2005) that pod-casts improve students' learning by increasing their motivation and engagement from selecting their own preferred contexts (as cited in Walls et al., 2009). When a topic is relevant, it holds the attention of the learner and thus raises motivation (Morley, 1991). Importantly, Constantine (2007) noted that the use of pod-casts for teaching listening skills supports instructors in providing a vast array of listening resources for learners, and then encourages learners to download pod-casts in line with their own preferences so that they have more listening inputs. Constantine summarized that if the learners respond positively to listening tasks, they will be motivated to learn more. However, there is currently no evidence proving that whether the pod-cast can facilitate English listening comprehension improvement. It is therefore a challenge to implement it for listening learners in this research.

Listening is vital in language acquisition as well as being essential for language instructors to promote their learners to become effective listeners. To accomplish the intention by using Internet technology, the researcher initially attempted to perceive needs from skills in which students were poor in listening, to design an instructional model for listening learning, to investigate on how a new application of the Internet technology could facilitate listening development, and finally to realize the students' opinions towards English listening from the implemented application.

1.4 Statement of the Problem

Listening plays an important role for several reasons (Rost, 1994). Firstly, listening provides comprehensible input for the learners which is essential for any learning to occur. Secondly, listeners need to interact with speakers to achieve understanding. Thirdly, listening exercises help learners draw their attention to new forms in the language, such as vocabulary and grammar. Thus, listening comprehension offers the right conditions for language acquisition and the development of other language skills (Krashen, 1985). To clarify this statement, Syananondh (1991) proved that the level of students' English speaking ability is positively correlated with the level of their listening comprehension ability. In other words, the students who are better at speaking have a high level of listening whereas the students with low listening comprehension ability are poor speakers. In this case, it can be concluded that it is necessary to enhance listening skill at the initial stage of language learning in order to become a good speaker.

However, listening has rarely been a priority in second language teaching. Morley (1991) remarked that the teaching time of listening skill in the classroom is less than the time allocated for other skills. This is because it is understood that listening can be acquired naturally without teaching it. Boonyakarn and Syananondh (1991) claimed that Thai students spend only 21–30 percent of learning time on listening compared with other language skills. Later, Sakda (2000) asserted that the first-year Thai students have only an hour each week in practicing their listening. Until now, Thai students who have studied English as a Foreign Language (EFL) still spend less language time on listening. These finally result in low English listening achievement. Taking into consideration of such circumstances and the importance of listening, therefore, an investigation to obtain further insight into developing a model of listening enhancement for EFL learners was established as a research study.

1.5 Purposes of the Study

The main purposes of the study were as follows:

1) To develop an English listening facilitation model by web-based pod-cast technology;

2) To compare the students' achievements between and among those who practice their English listening online collaboratively, those who practice online individually, and those who practice in the language lab as is the normal curriculum of the university; and

3) To examine the students' opinions of English listening by web-based pod-cast technology.

1.6 Research Questions

The research was designed to elicit answers to the following questions:

1) What elements should be formulated as a model for listening enhancement in this study?

2) Are there any different achievements between and among the students who practice their English listening online collaboratively, those who practice online individually, and those who practice in the language lab?

3) What opinions do the students express towards English listening by web-based pod-casts?

1.7 Limitations of the Study

To validate the model which was developed for English listening in this research, the population was limited to the first-year undergraduate students in engineering at Rajamangala University of Technology North Bangkok Campus, Thailand. Accordingly, the findings could not be generalized to other language learners who probably have a different language background, learning environment, and particular needs. Likewise, the findings were restricted to the listening units as specified in the experiment. They could also not be generalized to others.

1.8 Definitions of Key Terms

In this present study, the following key terms were defined:

Authentic material refers to audio or video recordings of a discourse or a conversation that is spontaneously generated by native speakers of the language.

Collaborative learning refers to a learning method in which learners work together to solve a problem. In this study, students were asked to work in pairs.

Development refers to the process of analysis, design, development, implementation, and evaluation in regard to listening.

Facilitation refers to an approach to assist learners in getting an improvement of their listening skill. In this present study, pod-cast was activated as a facilitator (mechanism) in listening practice.

Individual learning refers to a learning method which learners work independently at their own performance.

Input refers to language data which a learner is exposed either orally or visually.

Language acquisition refers to the process of learning a native or a second language in which learners perceive and produce words to communicate with others.

Listening refers to the process in which a listener perceives aural input and attempts to comprehend the message of a speaker.

Listening skill refers to ability that is acquired by training to understand a spoken message.

Native language refers to the language which a learner is acquired in early childhood.

Pod-cast refers to a digital audio or video recording that is produced available online. In this present study, pod-casts were downloaded through Really Simple Syndication (RSS).

Really Simple Syndication (RSS) refers to a web feed format which is used to automatically publish updated recordings.

Second language (L2) refers to the language that is acquired through learning.

Target language refers to the language being learned. In this present study, the target language was English.

Web-based Instruction (WBI) refers to instruction which is delivered on the Web, enabling instant updating and sharing of information.

1.9 Significance of the Study

The outcomes of this study may be beneficial in various ways, for example:

1) The model and the findings can be utilized as information for a web-based pod-cast implementation in other academic or training areas.

2) Pod-casts can be used as supplemental materials to motivate learning.

3) The results are to support the confidence of the language instructors to prescribe Web technologies in pedagogical instruction as well as to contemplate further development in other contexts at the self-access center. In case there is a need to promote autonomous learning, web-based instruction is an alternative that should be considered.

4) Importantly, the research consequences are expected as practicable actions in comforting learners to become proficient English listeners.

1.10 Summary

Listening is a basis of other language skills in language acquisition. It is a complex skill which needs a conscious development. This chapter provided an overview of the study. It encompassed the rationale of the study, the information about technology for education, the statement of the problem, the purposes of the study, the research questions, the limitations, the definition of key terms, and the significance of the study.

CHAPTER 2

REVIEW OF RELATED LITERATURE

2.1 Introduction and Purpose of the Chapter

Listening is a complex process that includes various actions in comprehending a spoken message. It comprises of receiving message, remembering, selecting and organizing information, interpreting communication, and responding (Wood, 2004). To develop listening, the web-based pod-cast was implemented as a mean of receiving more inputs. Web-based pod-casts were made available online so that learners are enabled to download and listen to the pod-casts at a time and place convenient to themselves. In the second chapter, theories relevant to listening comprehension, the Internet and the World Wide Web, Web-Based Instruction, pod-casting, diffusion of innovations, and instructional system design are reviewed. Former studies conducted in the similar areas of this research are also reported in the last section of the chapter.

2.2 Listening Comprehension

The following information discusses the nature of listening comprehension in ranges of its definitions, process, difficulties, and activities.

2.2.1 Definitions of Listening

The term “listening” was defined by different scholars as follows:

Howatt and Dakin (1974, as cited in Yagang, 1993) specified listening is the ability to identify and understand what others are saying. The process involves

understanding a speaker's accent or pronunciation, the speaker's grammar and vocabulary, and comprehension of meaning. An able listener is capable of doing these things simultaneously.

Nunan (1999) viewed listening as one of the basic skills in learning a language. It forms human knowledge with understanding of the world, and human activities such as attitude, valuation, and pleasure. From these criteria, Nunan divided listening into four types, including listening without attention but the listener can gain some knowledge, listening for entertainment where the listener can gain knowledge accidentally, listening for instruction, and listening with criticism.

Rost (2002) stated listening is a process of receiving what the speaker actually says (receptive orientation), constructing and representing meaning (constructive orientation), negotiating meaning with the speaker and responding (collaborative orientation), and creating meaning through involvement, imagination, and empathy (transformative orientation). It is a complex and active process of interpretation in which listeners match what they hear with what they already know.

Underwood (1989) mentioned listening as the activity of paying attention to and trying to get meaning from the spoken word. To get success in listening, people need to be able to interpret what speakers mean when they use particular words in particular ways on particular occasions.

Wolvin and Coakley (1995) explained listening as an active and interactional process in which a listener receives speech sounds and tries to attach meaning to the spoken words in an attempt to understand the intended message of a speaker or the oral text in order to be able to respond effectively to oral communication.

From the definitions, listening is not simply hearing or perceiving speech sounds. More exactly, it is an active process in which listeners employ interrelated activities in trying to comprehend information from oral texts, including receiving aural input, focusing on spoken words, thinking about meaning, and responding to oral communication.

2.2.2 Listening Process

Understanding the process is to construct how to enhance learner's listening competence (Lund, 1990). According to Flowerdew and Miller (2007), model of the human information-processing system explains how listener acquires, retains, and retrieves information. There are three distinct stages involved as shown in Figure 2.1.

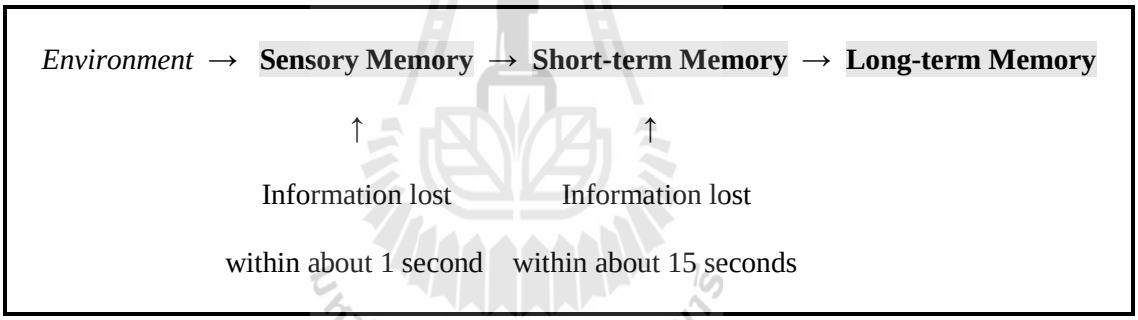


Figure 2.1: The Human Information-processing System (Flowerdew & Miller, 2007)

At the first stage, the sounds from the environment around the listener are received by the sensory memory. While the message remains in the sensory memory for a period of time but not more than a second, the listener has trouble comprehending what is heard. It depends on a number of factors, such as the quality and the urgency of the sounds. These affect whether the message is either passed on to the memory or lost. In the short-term memory, the message is then processed for fewer than fifteen seconds to decide whether that message contains old or new information.

If it is old information, the question is whether it is contrary to what is already held in the long-term memory, or have to try to extract the meaning and match it with the existing knowledge. Once the listener constructs meaning from the utterance as new information, the listener must make decisions about its usefulness, for example, whether it will be needed again, and about how to categorize the special syntactic, semantic, and phonological features of the message. When this is completed, the new message is transferred to the long-term memory for later use.

In the experiment, the students were firstly required to select a listening topic from choices of their favor. They then started learning from the Warm Up activities. At these practices, the students could construct some ideas about the topic and could predict what to hear. When the students arrived at the second part of the listening lesson called Work Up, it was subsequently believed that they could retain the spoken message in the sensory memory without loss. Once the students could continue the message, it was assumed that they could manage that message for the short-term and long-term memory.

2.2.3 Models of Listening Comprehension Process

There are three models of the process, namely:

- **The bottom-up processing model**

Bottom-up comprehension of speech refers to the process in which the understanding of incoming language is worked out from converting sounds into words, lexical meanings, and grammatical relationships in order to meet an understanding of the meaning of the message (Morley, 1991; Nunan, 1999). In other words, Buck (2001) posited that in bottom-up processing, the process starts from the lowest level to the highest level. That is, the input is first decoded into phonemes

which are used to identify individual words. Then the syntactic level continues processing to the next higher stage followed by an analysis of the semantics to arrive at a literal understanding of the basic linguistic meaning. Finally, the listener interprets the literal meaning in terms of the communicative situation to understand what the speaker means. Hence, the meaning of a message is based on the incoming language data combined with linguistic knowledge of different types including phonology, lexis, syntax, semantics, and discourse structure.

- **The top-down processing model**

Top-down processing involves prediction and inference on the basis of facts, propositions, and expectations (Chaudron & Richards, 1986, as cited in Supornsirisin, 2007). Understanding the message deals with what listeners hear to what they already know from schemata knowledge. Schema is defined as a data structure stored in long-term memory (Richards, 1990). Schemata knowledge covers different types of knowledge, including previous background knowledge, knowledge of discourse, and knowledge of the world. Having such knowledge, listeners are able to keep up with the message because they formulate expectations and predictions before and while listening.

Lingzhu (2003) viewed background knowledge as prior knowledge that relates to the content of the input listened to. Carrell and Eisterhold (1988), as cited in Kreutanu (1998), divided background knowledge into two genres:

1) Background knowledge that concerns the structure of the message. For instance, in narrating a story, there are a certain structures governing the narration such as setting, beginning, development, climax, and ending.

2) Background knowledge that deals with content schematic knowledge such as the field of study. Students who are familiar with the topics will be able to comprehend the inputs easier.

Yi'an (1998) discussed that the bottom-up and top-down processes can also be explained in terms of linguistic and non-linguistic knowledge. Linguistic knowledge refers to the knowledge concerning phonology, lexicon, semantics, and syntax whereas non-linguistic knowledge means learners' existing knowledge of the world or their background knowledge. Which mode is activated during the stage of listening comprehension? Kelly (1991) claimed that the bottom-up processing is applied by beginners whereas the top-down manner is employed by more advanced learners (as cited in Supornsirisin, 2007). Yet, this was questioned by Buck (2001) who argued that both types of the models may occur in any order simultaneously in an interactive way. Learners who have low linguistic knowledge sometimes benefit from using non-linguistic knowledge. Otherwise stated, top-down processing is employed when learners cannot depend on their linguistic knowledge. In such a manner, the whole context will be focused to facilitate comprehension. On the contrary, the role of non-linguistic knowledge is less crucial when learners use the bottom-up processing and linguistic knowledge is more heavily in focus.

- **The interactive processing model**

Listening comprehension relates to interactive processing by working together between bottom-up and top-down modes (Richards, 1990). To comprehend spoken language, listeners have to use many types of knowledge. The knowledge of linguistic units such as phonemes, words, and grammatical structures as well as the knowledge of non-linguistic areas such as background knowledge, the situation, the topic, and the

expectation are all important for the listeners to be able to understand the speech. In brief, the listeners use whatever information they have in order to interpret what the speaker is saying.

In the present study, the students were supported to apply the interactive listening processing model into their practice. Due to listening to preferred topics as motivation, the students were expected to use the top-down listening skills in comprehending the context of utterance in case the bottom-up skills were not helpful. For this reason, the students who were listening in the bottom-up mode were encouraged to exercise in the top-down mode at the same time. Once the students could acquire both listening comprehension processing models, it was further expected that they were able to transfer these skills and knowledge to different contexts for better listening comprehension.

2.2.4 Listening Comprehension Difficulties

There are several obstacles in which second language (L2) learners are normally affected in listening, namely:

- **Accent**

Familiarity with a foreign accent is to assist listening comprehension (Tauroza & Luk, 1997). Speakers have various accents and spoken styles. Goh (1999, as cited in Major, Fitzmaurice, Bunta, & Balasubramanian, 2005) reported that 66 percent of learners list a speaker's accent among the factors that influence listening comprehension (lesser factors include vocabulary, prior knowledge, speech rate, and type of input). Besides, Flowerdew (1994) affirmed that unfamiliar accents cause difficulty in comprehension. This was supported by Wilcox (1978), as cited in Major, Fitzmaurice, Bunta, & Balasubramanian (2002), who reported that Singaporean

learners of English found speakers of their own accent background easier to understand than speakers from different accent backgrounds. Major, Fitzmaurice, Bunta, & Balasubramanian (2002) also examined whether native-English-speaking and ESL listeners performed better on a test when the speaker shared their native language. There were four groups of one hundred listeners, whose native languages were Chinese, Japanese, Spanish, and American English. Listeners heard brief lectures presented in English by speakers with different native languages and answered the questions based on the lectures. The outcomes indicated that both native and non-native listeners scored significantly lower on the tests when they listened to non-native speakers of English.

- **Speech rate**

Speed of speech is one of the key factors that affect listening comprehension (Carrier, 1999). Clearly, if the speaker delivers the message at a high speed, the listeners are likely to miss the message. When non-native listeners experience difficulties in understanding a message, they usually complain that the language is spoken very fast and overloaded with incoming information. As opposed to reading where the words in a written text remain on the page allowing the reader to glance back at them or re-examine them thoroughly.

Tauroza and Allison (1990) advised the typical speaking rates in different types of spoken text as shown in Table 2.1:

Table 2.1: Average Speech Rates (Tauroza & Allison, 1990)

Level of Speed	Radio	Lecture	Interview	Conversation
Faster than normal	190	185	250	260
Moderately fast	170–190	160–185	210–250	230–260
Average	150–170	125–160	160–210	190–230
Moderately slow	130–150	100–125	120–160	160–190
Slower than normal	130	100	120	160

The most widely used measure of speech rate is words per minute (wpm). This is because counting syllables is complex and time-consuming whereas counting words is relatively easier. Tauroza and Allison (1990) concluded that the normal range of English speech was 130–220 wpm. In this experiment, the speed range of utterance was 110–155 wpm, which was classified as moderately slow, while the speech range of the test contents was delivered at 140–180 wpm.

- **Memory**

The purpose of listening is to comprehend a message. It requires the ability to organize and remember what is represented. Listeners must understand the message as it is presented. Listening thus involves giving conscious attention to the sounds in order to gain the meaning. Referring to memory in listening, it means both the process of activating relevant memories to assist in comprehension and the process of forming or updating memories during comprehension. In short-term memory, knowledge is, however, activated at a particular moment. Otherwise, it can be simply interrupted, affecting the possibility of rapid loss. Hadley (2000) stated that listening involves the three-part process which contains storage of past cues, prediction of the future cues,

and associations between the two. Listeners will forget the cues they receive from the input when they must simultaneously predict the future cues and make associations with the past cues.

- **Background knowledge**

Krashen (1985) advised that having greater experience and background knowledge can facilitate the input in which the learners hear more comprehensibly. On the other hand, inadequate background knowledge may lead the learners to miscomprehend the message.

- **Vocabulary**

Listening to a foreign language, an unknown word can be a suddenly dropped barrier. It causes listeners stop and think about the meaning of the word, affecting them to miss the next part of the speech (Underwood, 1989).

2.2.5 Stages of Listening Activities

There are three categories of activities that are dedicated for listening, namely pre-listening activities, while-listening activities, and post-listening activities.

1) Pre-listening activities

Activities that prepare learners for the task either by activating their vocabulary and background knowledge or by providing them with the information needed to comprehend the content of the text. Davies and Pearse (2000) pointed out the possible activities are to discuss a relevant picture, to associate ideas and vocabulary with the topic, to predict information about the topic, and to write questions about the topic.

By giving questions before listening to the text, Lingzhu (2003) proposed that students may build up their own expectations about the incoming information, and then try to find answers to the questions. Willis (1981, as cited in Supornsirisin, 2007)

noted that pre-listening question technique is helpful to students and encourages them to become confident due to better understanding of the spoken message. Obviously, the technique has to be narrowed down to the information that students expect to hear as well as to activate their relevant background knowledge to the text. For students without prior knowledge of the topic, this technique provides an opportunity to obtain some knowledge which can guide them to follow the listening text. It is thus very helpful for the students to receive the questions before they begin listening.

2) While-listening activities

There are activities that assist learners comprehend the text. Davies and Pearse (2000) pointed out the possible activities are to identify the exact topic or an aspect of it, to note pieces of information, to answer questions, and to complete sentences, a table, map, or picture.

Weir (1993) recommended that students should listen to the listening text and take notes while they are listening. After that the students should be given the test questions in order to assess their listening ability by extracting the main ideas and important details from the spoken input.

3) Post-listening activities

This refers to activities that allow learners to connect what they have heard with their own ideas and experiences. Davies and Pearse (2000) pointed out the possible activities are to give opinions, to relate similar experiences, to role-play a similar interaction, and to write a brief report or a similar text.

Underwood (1989), Ur (1984), and Weir (1993) argued that if the questions are given to students before listening, students are guided to listen for particular information. Hence, the questions demanding comprehension of an entire text should

be asked after listening to the text. If the questions are given after the text, the students will have to listen more carefully to the whole text because they do not know what the questions are until the end. The post-listening question technique therefore encourages students understand the overall meaning of the text. In this present study, all of the listening activities were applied in listening exercises for the students.

2.3 The Internet and the World Wide Web

The following sections mention about the definitions of the Internet and the World Wide Web.

2.3.1 Definitions of the Internet

Harris and Kidder (1995) stated that the Internet involves computers all over the world that communicate with each other over a complicated network of cables, fiber optics, and satellite links.

Lumpkin and Durnbaugh (1995) described the Internet as a collection of interrelated and connected computer networks.

Ribar (1997) addressed the Internet as a network of networks using cables and phone lines to connect everything together.

From the definitions, it can be said that the Internet is a worldwide network that communicates with one another over cables, satellites, optimal fibers, and phones through the Internet connection. When the computer networks are linked, people can make use of them for communicating and sharing information resources. In other words, the Internet allows people to communicate with people from all over the world and use the services they offer.

2.3.2 Definitions of the World Wide Web

Eager (1994) defined the World Wide Web (WWW) or the Web is an Internet-based navigational system, an information distribution and management system, and a dynamic format for mass and personal communications.

Hunt (1998) explained that it is an interlinked network of hypertext servers based on the Hypertext Transfer Protocol (HTTP) that runs on top of TCP/IP (Transmission Control Protocol/Internet Protocol).

Neou (1994) expressed that it is a hypertext and hypermedia system that spans the Internet.

From the definitions, it can be concluded that the WWW is a system that is designed for accessing documents or information over the Internet.

2.4 Web-based Instruction

This section clarifies the definitions of Web-based Instruction and its features.

2.4.1 Definitions of Web-based Instruction

Flannery (1998) defined Web-based Instruction (WBI) as an innovative approach for delivering instruction to a remote audience, using the Web as the medium.

Khan (1997) described it as a hypermedia-based instructional program which utilizes the attributes and resources of the WWW to create a meaningful learning environment where learning is fostered and supported.

Relan and Gillani (1997) stated that WBI is the application of a repertoire of cognitively oriented instructional strategies within a constructivist and collaborative learning environment, utilizing the attributes and resources of the WWW.

Though the above definitions are not identical, there is a common theme which is that WBI takes advantage of the Internet and the WWW to deliver information.

2.4.2 Features of Web-based Instruction

WBI consists of interactivity, online searches, cross-cultural interaction, and time independent (Khan, 1997). Interactivity refers to students, teachers, or experts communicating among with each other, providing support, feedback, and guidance. Online search means that students can receive online resources to support course content. Cross-cultural interaction means that students and teachers can communicate with other people throughout the world to explore ideas, cultures, and civilizations. Time independent refers to students' participation at their convenience. Likewise, WBI is a source of motivation. It motivates students automatically because of the integration of voice, graphics, animation, video, and text. In term of collaborative learning, WBI also promotes two or more students working together which might accomplish more than an isolated student (Khan, 1997).

2.4.3 Differences between Traditional and Web-based Instruction

The process of learning is changed once technology is applied. Table 2.2 demonstrates the comparison of traditional and web-based learning (Brown, 1994):

Table 2.2: The Traditional and Web-based Learning (Brown, 1994)

Traditional Learning	Web-based Learning
Linear presentation	Hypertext, multimedia
Not motivating	High motivation
Receptive learning	Self-paced, self-access
High teacher control	High learner control
One-to-many (teacher to students)	Individual, many-to-many
Limited resources	Unlimited, updated information

From the table, web-based learning seems to achieve more information. It is a non-linear presentation with high learner control. Learners can also learn either individually or in groups online with unlimited information.

Lin (2003), as cited in Sukchuen (2005), administered a questionnaire-based survey to forty-six first-year junior college students in Taiwan. All of these students were majoring in Spanish and taking English listening and writing as one of their required language courses. The results indicated that the majority of EFL students had a positive attitude towards the use of multimedia resources in their language program. The classroom observation showed that the students were interested in carrying out the tasks. In addition, it was found that the online language learning setting was useful in improving the students' proficiency, and it was also discovered that small group discussions are more interesting and stimulating.

2.5 Pod-casts

The development of the Internet has created new ways for educators to communicate with learners. Pod-casting is one of the newest uses of Internet technology. A pod-cast is a digital media file (audio, video, or both) that is made available on a website. Pod-casting is a method for distributing these digital media files over the Internet for playback on a portable media player or a personal computer (Lazzari, 2009). Method of publishing a pod-cast is detailed in Chapter 3.

Most audio pod-casts are put into a format called MP3 (MPEG Audio Layer III), a standard for compressing the file to make it more usable. MP3 files can be played or listened to using MP3 players, which can be portable devices or software that is installed and used in a computer.

2.5.1 Types of Pod-cast

Currently, there are three types of pod-cast, namely audio pod-cast, video pod-cast, and enhanced pod-cast (Liu & McCombs, 2008):

- **Audio pod-cast**

Audio pod-cast contains sound only. It takes up the smallest storage space on the computer, and it is also the simplest of the three to create. It requires a microphone and recording with editing software.

- **Video pod-cast (or vod-cast)**

It includes sound and video materials, requiring larger storage capabilities. Video pod-cast is more complicated and time-consuming. It needs a digital video camera to work with software for editing.

- **Enhanced pod-cast**

This type of pod-cast is an extended format of audio pod-cast. It is normally equipped with additional software for specific functions.

2.5.2 Use of RSS

Pod-casts can either be downloaded manually or subscribed through RSS feeds. RSS (Really Simple Syndication) is a web feed format used to notify readers, listeners, or viewers when the website has added something new. RSS feed requires a reader to check and inform users (readers, listeners, or viewers) of any new information. There are many different types of RSS reader. Some are included with most web browsers and some are downloadable applications. Web browsers such as Google Chrome, Internet Explorer, and Firefox support the RSS feed readers where RSS feeds are stored within a browser. The RSS symbols  or icons  appeared on a website is to inform that it is offering for a subscription. With browser-based readers, users can access to their RSS feed subscriptions from a computer. Once the users subscribe to a website by clicking on the RSS feed icon, they will be automatically and regularly be delivered with new or updated information from that website at the time they connect to the Internet. RSS feed works the same process as in a favorite magazine or newspaper subscription. In this matter, subscribers will receive new issues regularly at a specified period.

2.5.3 Differences between Pod-casting and Streaming Media

Pod-casting media need only an Internet connection to upload and download. The user can save and listen to them from MP3 players later although the Internet is disconnected. In contrast to pod-casting media, streaming media is different. The files in the streaming media format cannot be automatically downloaded to the user's computer. Instead, the streaming files must be directly accessed and downloaded from a host server in real time. Clearly, these files require the user to be connected to the Internet while playing them. This indicates that streaming files cannot be distributed

automatically through a subscription, and do not allow the user to save a copy of them in the same way as pod-casting files can. Streaming is usually used by filmmakers and animators. It calls for a high speed Internet connection so that data is transmitted to the user's computer quickly. It also requires some plug-ins (software that conveys a specific feature), such as Flash and Shockwave for watching movies and to play the files.

2.5.4 Use of Pod-casts in English Listening

The following introduces some of using pod-casts as instructional materials for listening practice:

Table 2.3: Samples of Using Pod-casts in Listening

Website	Description
ESL Pod	These pod-casts are about a story or dialog that is presented twice, once at a rather slow pace, and once at a native rate of speech. Topics range from movies to vacations to shopping for clothes.
Learn English Professionals	Topics range from how students learn English to a lecture on business ethics. Transcripts are available.
Breaking News English	The text of news story is provided, and is accompanied by the audio file. There is a lesson plan accompanied with worksheet materials. In effect, these are ready-made lessons based on pod-casts which instructors can directly use in the classroom.
English Conversations	Pod-casts contain conversations between native speakers. To help less proficient learners, each is accompanied by the script for them to refer to while listening to the conversation.

The use of pod-casts from an educational perspective is limitless. Since creating pod-casts is relatively easy and inexpensive, instructors can use them either for distribution of supplemental information or for review of previous materials (Fose & Mehl, 2007). Pod-casts can be also used as a source of authentic listening materials on specific aspects of the language such as idiomatic expressions or grammatical constructions (Stanley, 2006). In addition, pod-casts can provide learners with the ability to learn on demand and act as a mechanism that motivates the learners to actively engage in the course contents (Fisher & Baird, 2006). Finally, Evans (2008) stated that learners found the use of pod-casts effective in learning participation.

In order to urge the students to concentrate on listening rather than watching, only audio pod-casts were implemented as an instructional facilitator for their listening practice in this research. Since working with RSS feed, the students were motivated to keep frequent listening by new pod-casts (inputs) regularly. Yet, listening to only pod-casts could not monitor the students' listening skill and language knowledge advancement. Accordingly, the researcher implemented pod-casts into the WBI as a means of measurement.

2.6 Diffusion of Innovations

According to Rogers (2003), the diffusion theory, also known as the diffusion of innovations theory, is a theory concerning the spread of innovation, ideas, and technology which are adopted by members of a certain community. The theory states that there are many qualities in different people that cause them to accept or not to accept an innovation. There are also many qualities of innovations that can cause people either to readily accept them or to resist them.

Based on the theory proposed by Rogers (2003), there are five stages to the process of adopting an innovation.

The first stage is knowledge, which an individual becomes aware of an innovation but has no information about it. Next is persuasion, which the individual becomes actively interested in seeking knowledge about the innovation. In the third stage, decision is about the individual weighing the advantages and disadvantages of the innovation, and deciding whether or not to adopt it. After the decision comes implementation, which the individual actually adopts and uses the innovation. Confirmation is the final stage. After adopting the innovation, the individual makes a final decision about whether or not to continue using it based on personal experience with it.

There are many factors of innovations themselves that determine how likely people are to adopt them and how quickly people will adopt them. Normally, if an innovation is better than whatever standard preceded it, it will eventually be adapted. However, if the innovation goes against the behavior of the people, they will be less likely to adapt it. The ability to try the innovation without committing to it right away also influences the probability of people adopting the innovation.

Simplicity of use is also a major factor in the adoption of innovations. No matter how good an innovation is, people will be hesitant to adopt it if it is difficult to use and to learn. Most important, though, are observable results. When people begin to see the positive aspects that the innovation is providing, they will find it difficult to resist adopting it. These qualities of the innovation are of the most importance to diffusion theory.

Based on the experimental results with application of the theory, the students were worried about practicing their listening skill by pod-casts at the beginning. They became aware of an innovation and had no idea of how pod-casts functioned. This was due to the fact that they had never even heard about this kind of technology. Moreover, they were used to listening to sound recordings that were made available in the language lab. Nevertheless, when they were encouraged to try until they were accustomed to the pod-casts, they discovered that it was not difficult in use as well as being exciting to recognize the new technology of listening. They could arrange their own learning practice, any where and any time. Lastly, the students agreed that they could adopt the web-based pod-casts as an innovative educational tool for English listening development.

2.7 Theoretical Framework of the Present Study

The following theories and information are relevant to designing an instructional model for English listening development. They are made up of:

2.7.1 Needs Analysis

Theorists defined needs analysis or needs assessment in various views. The following are some examples:

Brown (1995, p. 35) named needs analysis as "the activities involved in gathering information that will serve as the basis for developing a curriculum that will meet the learning needs of a particular group of learners".

Ellis and Johnson (1994) stated that it is a method of obtaining a description of a learner's needs (or group of learner's needs). It will take into account the specific purposes for which the learner will use the language, the kind of language to be used, the starting level and the target level which is to be achieved.

Robinson (1991) defined needs as what the learners must actually do to acquire the language, what the learners themselves would like to gain from the language course, and what the learners do not know or cannot do in English (may be interpreted as lacks).

Needs analysis normally involves examining both quantitative and qualitative information based on tests, questionnaires, interviews, and observations. It is the vital activity that should be done before designing a training course.

2.7.2 Metacognition

Flavell (1976) clarified metacognition as being the study of how learners manage their own learning (as cited in Goh & Taib, 2006). A consistent use of metacognitive approach is more effective in enhancing learners' L2 listening comprehension (Vandergrift, 2004). According to Mendelsohn (1998), the metacognitive instruction approach includes activities of planning, monitoring, and evaluating:

Figure 2.2: Metacognition Process

1) Planning

Mendelsohn (1998) remarked that the pre-listening activities encourage learners to make decisions about what to listen for, and subsequently to focus attention on meaning as listening. During this step, instructors prepare learners for what they will hear and what they are expected to do.

2) Monitoring

In the monitoring step, learners monitor their comprehension and make decisions on what is important or is not important to understand. Learners need to monitor continually what they are understanding as well as to verify consistency with their predictions.

3) Evaluating

Learners need to evaluate the results of decisions made during completing a listening task. Self-evaluation or learners' reflection can be adopted to assess the effectiveness of procedures used. For example, learners need to evaluate how they guessed the meaning of a certain word.

To conclude, the metacognitive concept is viewed as a process of self-management in learning. Learners will become more skilled by using this approach. Referring to the stages of listening activities in the study, pre-, while-, and post-listening activities were nominated in conjunction with the metacognitive activities of planning, monitoring, and evaluating, respectively.

2.7.3 Constructivism

Constructivism is based on the premise that learners can create their own understanding of knowledge by adding new information to what they already know. It emphasizes the learner rather than the instructor. Learning takes place as a result of learners actively gathering and organizing or reorganizing information. It is believed that learners learn best when they are involved in the process of understanding, and the instructional materials have to engage the learners and enhance the process of knowledge construction (Fosnot, 1996, as cited in Mcdonough, 2001). From this perspective, the role of the instructor is to encourage learners to discover principles, to engage learners in dialog, and to make information accessible to learners.

There are general principles about learning which are derived from the theory of constructivism (Fosnot, 1996, as cited in Mcdonough, 2001):

Firstly, learning is not the result of development but it is development itself. This means that invention and self-organization of the learner is needed. Learners

should be allowed to raise their own questions, generate their own hypotheses, and test them for their own development.

Secondly, disequilibrium facilitates learning. Errors need to be reviewed, not avoided. Learners should be offered challenging or open-ended investigation in contexts.

Thirdly, reflective abstraction is the driving force of learning. Allowing reflection time through writing and discussion of connection across experiences may facilitate reflective abstraction.

Lastly, dialogue within a community gives rise to further thinking. The classroom needs to be seen as a community so that learners can engage in activity, reflection, and conversation.

As is known, technology offers opportunities to be exploited in language learning. As pointed out by Mcdonough (2001), the technology which supports constructivist learning theory is the use of the WWW. For example, in one exercise, the student answers multiple choice questions which are comprehension checks on vocabulary. If the student answers correctly, a piece to a puzzle appears. If all the questions are correctly answered, the completed puzzle becomes a picture of something in the target culture. That picture is a link to relevant sites on the WWW. The learners may click on the picture and go exploring topics relating to the target culture. This is the opportunity for discovering learning, constructing one's own meaning at one's own pace.

In the experiment, exercises were provided for the students to construct language skills and knowledge by themselves from their previous experiences through the Warm Up, Work Up, and Wrap Up activities. The students were also required to

reflect their feelings and opinions regarding the lesson contents, the learned language skills and knowledge at the end of learning in each lesson. The My Progress component, on the designed website, functioned as a collection of scores gained in each lesson. All scores were represented in a line graph so that the students could recognize their performance and plan for self-improvement. With the My Collection component, the lessons which were already learned were made available with audioscripts and answer keys for reviewing the mistakes and repeating the practices. In addition, links to other listening resources were furnished for further development.

2.7.4 Motivation

The definition of motivation is "the attitudes and affective states that influence the degree of effort that learners make to learn an L2" (Ellis, 1997, p. 75).

Ellis (1997) named four kinds of motivation as instrumental, integrative, resultative, and intrinsic motivation. Instrumental motivation is to make efforts to learn an L2 for some functional reasons, such as for meeting the requirements of school or university graduation, applying for a job, requesting higher pay based on language ability, or achieving higher social status. Next, integrative motivation is about learning the language to be a part of the target language's culture. Clearly, it is thought that learners who are most successful when learning a target language are those who like the people that use that target language, admire the culture, and have a desire to become familiar with or even integrate into the society in which the language is used. Thirdly, resultative motivation stems from the success of L2 learning. Lastly, intrinsic motivation involves with doing something deliberately without external reinforcement.

Vallerand (1997), as cited in DÖrnyei (1998), reported that the most general and well-known distinction in motivation is that of intrinsic versus extrinsic motivation. Similar to Ellis's clarification, intrinsic motivation deals with behavior performed in order to experience pleasure and satisfaction. Undoubtedly, an intrinsically motivated person will work on a task because it is enjoyable or the challenge of getting a solution gives a sense of pleasure. Vallerand derived three subtypes of intrinsic motivation as (a) to learn (engaging in an activity for the pleasure and satisfaction of understanding something new, satisfying one's curiosity and exploring the world); (b) towards achievement (engaging in an activity for the satisfaction of surpassing oneself, coping with challenges and accomplishing or creating something); and (c) to experience stimulation (engaging in an activity to experience pleasant sensations). For extrinsic motivation, it involves performing a behavior as a means to receive some external rewards. Obviously, an extrinsically motivated person will work on a task even when they have little interest in it because of the anticipated satisfaction they will get from some reward. In case of a student, the reward would be a good grade on an assignment or in the class. Extrinsic motivation can also be formed into three subtypes (Vandergrift, 2005). The first subtype is external regulation, referring to pressure or reward from the social environment, such as getting a good job. The second subtype is introjected regulation, referring to more internalized reasons in learning an L2, such as proving that one is a good citizen. The last subtype is identified regulation, referring to personal choice, priority, or value placed on the outcome of language learning, such as choosing to be the kind of person who can speak more than one language.

To motivate learners, Keller (1983, as cited in Khan, 1997) developed a motivational-design model that can be adapted for designing web-based courses. The ARCS model considers four factors in motivation: attention, relevance, confidence, and satisfaction.

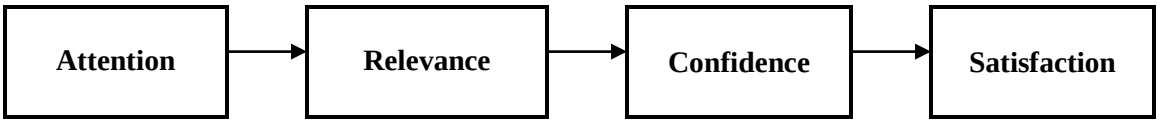


Figure 2.3: Motivation Model

1) Attention

Gaining and sustaining attention is simple on the Web. This is because of the fact that the Web gives a lot of informative resources that are being made available. It provides the richness of multimedia design that is used to attract attention, resulting in keeping learners interacting on tasks.

2) Relevance

Relevance is a matter of alignment with one's topic interests and perceived usefulness for long-term goals. It relates to intrinsic or to extrinsic motivators, depending on the contents of the tasks.

3) Confidence

Confidence and Satisfaction relate to learners' perceptions of being able to achieve success and feelings about the achieved outcomes.

4) Satisfaction

With the richness of information offered by the Web, it maintains satisfaction in forms of getting interesting and relevant resources for learning.

Keller and Burkman (1993) identified several assumptions related to motivational design. First, they assumed that stimulating a learner's motivation is a

part of the courseware designer's responsibility. Second, motivation is intended to be used to stimulate learners. Third, designing motivating instruction can be a systematic process. Fourth, motivation must be considered in all parts (beginning, middle, and end) of the design process. Finally, motivation and effectiveness are related.

Motivation has been regarded as an essential factor of language learning. Most researchers agreed that motivation plays a vital role in the learner's achievement (Liuolienė & Metiūnienė, 2006). If learners lack in motivating themselves to acquire language, they tend to decrease their language proficiency. Therefore, an increased motivation leads to increased language use which heads to improved proficiency.

2.7.5 Evaluation

According to Kirkpatrick (1994), the 4-level model of assessing training effectiveness comprises of:

Figure 2.4: Evaluation Model

1) Reactions

It measures how the learners react to the training. Learners are usually aware of what they need to know to accomplish a task. If the training program fails to satisfy the learners' needs, a determination should be made as to whether it is the fault of the program design or delivery. This level is not indicative of the training's performance potential because it does not measure what new skills the learners have acquired. However, attention and motivation of the learners are critical to the success of any training program.

People learn better when they react positively to the learning environment. For instance, when a learning package is firstly represented, the learners have to make a decision whether it is should be paid attention to or not. If the task is judged as important, then the learners are motivated to engage in it. Yet, if the task is presented as low-relevance, a negative effect is generated and motivation for task engagement is low.

2) Learning

This is the extent to which learners improve knowledge and increase skills as a result of attending the program. It is to decide that whether the program should be continued for future use.

3) Performance

Even though learners can learn new skills and knowledge in the program, there is uncertainty that they can actually apply those skills and knowledge in the other settings. An evaluation needs to be considered.

4) Results

This level measures the training program's effectiveness in terms of the desired results such as reduced problems and increased skills.

From the above theories, they were applied in designing a model of listening skill development. Based on the students' needs, the design aimed to develop their skills from the activities in which they were motivated to manage their own skills construction in order to achieve better listening comprehension.

2.8 The Instructional Material Design

Gagne, Wager, & Briggs (1992) described the nine events of instruction as a framework for designing and delivering instruction:

1) Gaining attention

The purpose of this event is to be focused on the learning task by learners. Colors, pictures, graphics, questioning, selecting of listening contents underlying the students' interests, and using pod-casts were attractive to the students in the experiment.

2) Informing the learner of the objective

Learners should know kinds of performance that will be used to indicate that learning has been accomplished. This allows them to organize their thoughts around what they are about to hear.

3) Stimulating recall of prior learning

It is to forward a question or an activity to remind the learners of related knowledge. It allows the learners to build on their previous knowledge or skills before the new learning takes place. In this research, the students were required to complete the activities, such as answering questions and filling in the gaps, in the Warm Up section.

4) Presenting the material

This phase clarifies the content of what is to be learned.

5) Providing learning guidance

In contrast to presenting the content, it is an explanation of instructions on how to learn. In the experiment, examples were supplied as necessary.

6) Eliciting performance

At this point, the learners interact with the materials and judge if they are ready to proceed the next section of lesson. In other words, it allows the learners to do something with the newly acquired skills or knowledge.

7) Providing feedback

Feedback often refers to the positive reinforcements such as well done, good work, and other responses to learner's effort. Yet, the type of feedback in this event is

called informational feedback rather than motivational feedback. Its purpose is to give the learners the specific information about their positive and negative performances, resulting in improving their performance. In the experiment, the motivational feedback was Excellent!, Well done!, and others. Being the supplemental materials in self-directed learning, the informational feedback also appeared in the form of showing the achieved scores lesson by lesson together with providing the audioscripts and answer keys for reviewing and repeating the practices.

8) Assessing performance

Evaluation is to take the test to demonstrate what has been learned.

9) Enhancing retention and transfer

The final event involves the process of transfer which refers to the application of new skills and knowledge to a variety of real-life situations and future learning tasks. All listening contents in this study were from daily life. The students were encouraged to use their background experience to comprehend the contexts. By doing this, they could acquire new listening skills and knowledge from the provided activities at the same time. As a result, the students affirmed that they could transfer these to the listening class in their university.

Ritchie and Hoffman (1997) also recommended that to design an effective WBI requires the following seven characteristics:

1) Motivating the learner

Graphics, color, animation, and sound can be used as stimuli to motivate learners. WBI developers should provide stimuli through inquiry, in which learners encounter a problem, contradictory information, or some mysteries to be resolved. Other methods to increase motivation include establishing the value of what learners

are to learn, such as linking the information to websites that include the related topics. Increasing motivation can be accomplished by enhancing the learners' confidence in being able to complete their learning tasks by linking the information to examples of completed projects or providing easy practice activities.

2) Identifying what is to be learned

In order to help learners achieve the goals, it is necessary to announce at the early stage about what their responsibilities will be.

3) Reminding learners of past knowledge

To facilitate retention of information in long-term memory, learners must be able to link the new information with related information already stored in their long-term memory. Multiple links on a webpage can help learners to link the new information with their existing information by identifying similarities, differences, or experiences between their existing knowledge structures and the to-be-learned information. In this way, learners will grasp and assimilate the new information more quickly.

4) Requiring active involvement

Once learning takes place, learners must process and use the information presented actively. They might be required to compare, classify, analyze errors, or analyze ideas, for example.

5) Providing guidance and feedback

Guidance and feedback can be supplied to learners either when they explore the WBI or afterward.

6) Testing

Learning needs to be assessed in order to make certain that learners have obtained the desired skills and knowledge.

7) Providing enrichment and remediation

The final step is to provide learners with either remediation in areas where comprehension is lacking, or to extend learners' knowledge.

By means of designing a webpage, Shotsberger (1996, as cited in Latham, 1998) demonstrated three important features as:

- organizing information for simple understanding;
- using a consistent format to enhance comprehension; and
- avoiding overloading users with inappropriate, extraneous, or redundant materials.

In summary, WBI offers not only the method which information is represented, but also changes the ways which learner interacts with information. Thus, designing and delivering instruction on the Web requires thoughtful investigation of how to use its potentials based on the instructional design principle.

2.9 Principles of Instructional System Design and Models

Basically, Instructional System Design (ISD) is an approach to the design of instruction. The following information explains in more details regarding its elements and related models.

2.9.1 Elements of Instructional System Design Process

Instructional system design (ISD) is the process of solving instructional problems by systematic analysis of the conditions of learning (Seels & Glasgow, 1998). ISD is based on the concept that learning should be improved in an orderly process and has measurable outcomes. To achieve this, decisions are made at each step in the ISD process. In regard to the process, ISD requires defining what is to be

learned, planning an intervention that will help learning to occur, measuring learning to determine if the objectives are met, and refining the intervention until the objectives are reached (Seels & Glasgow, 1998).

Many models of the ISD process have been developed by scholars, including Kemp (1985), Dick and Carey (1985), and others. While there are numerous ISD models, it is possible to extract a single generic model from their common features. No matter what is the individual configuration, all ISD models include the main processes of analysis, design, development, implementation, and evaluation:

Figure 2.5: The Instructional System Design Process

1) Analysis

It is the process of defining what is to be learned. There are three types of analysis, comprising needs analysis, task analysis, and instructional analysis. Needs analysis is a method determining whether the instruction is needed, and the extent to which it is needed. Task analysis starts after the problems and solutions have been defined. It covers defining the jobs or topics to be learned using techniques. In instructional analysis, the designer examines each task or content area to determine what the learner has to know in order to perform the task or learn the content.

2) Design

This phase is to reach the instructional goals determined during the analysis process. Some of the actions may conclude writing a target population description, conducting a learning analysis, writing the objectives and test items, selecting a delivery system, and sequencing the instruction.

3) Development

The instructional materials are authored, reviewed, produced, and validated. This is known as formative evaluation. It is to assure whether the materials are developed in accordance with the specified objectives of learning before the materials are finalised to the learners.

4) Implementation

It is the process of putting the instructional plan in an actual teaching setting. This phrase must promote learners' understanding of materials, support learners' mastery of the objectives, and ensure learners' transfer of knowledge from the instructional setting to the tasks.

5) Evaluation

This process is known as summative evaluation. It is used to assess the impacts of designed materials and then to make a decision about whether to continue the instruction or to change it in some way.

2.9.2 Kemp's Model

Kemp (1985) introduced the ten elements of the instructional design process as follows:

Figure 2.6: Kemp's Instructional Design Model (Kemp, 1985)

1) Access learning needs for designing an instructional program (state goals, constraints, and priorities that must be recognized);

2) Select topics or job tasks to be treated and indicate general purposes to be served;

3) Examine characteristics of learners or trainees which should receive attention during planning;

4) Identify subject content and analyze task components relating to stated goals and purposes;

5) State learning objectives to be accomplished in terms of subject content and task components;

6) Design teaching / learning activities to accomplish the stated objectives;

7) Select resources to support instructional activities;

8) Specify support services required for developing and implementing activities, and acquiring or producing materials;

9) Prepare to evaluate learning and outcomes of the program; and

10) Determine preparation of learners or trainees to study the topic by pre-testing them.

2.9.3 Dick and Carey's Model

Dick and Carey (1985) illustrated the elements of designing an instruction as follows:

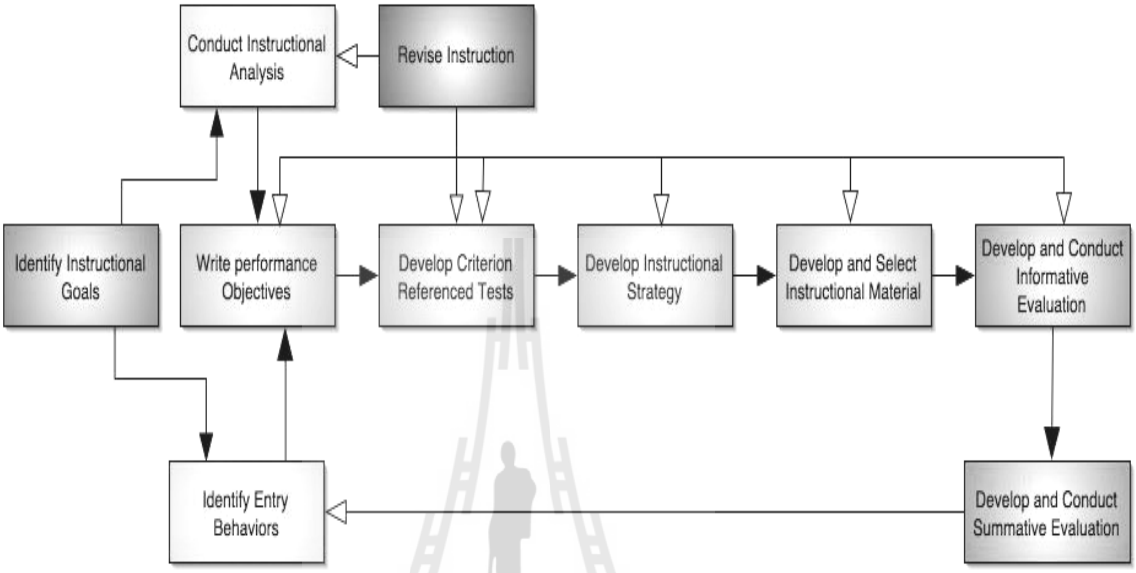


Figure 2.7: Dick and Carey's Instructional Design Model (Dick & Carey, 1985)

1) Identify instructional goals

The first step is to determine the objectives of the instruction. The instructional objectives may be derived from a list of goals, from a needs assessment, from practical experience with learning difficulties of learners, from the analysis of people who are doing a job, or from some other requirements for new instruction.

2) Conduct instructional analysis

Once the goals are identified, addressing what skills, knowledge, and attitudes of learners are required to be able to begin the instruction.

3) Analyze learners and contexts

In addition to analyzing the instructional goals, there is a parallel analysis of the learners, the context in which they will learn the skills, and the context in which they will use them. Learners' current skills, preferences, and attitudes are determined

along with the characteristics of the instructional setting and the setting in which the skills will be used.

4) Write performance objectives

It is to write specific statements of what learners will be able to do when they complete the instruction. These statements, which are derived from the skills identified in the instructional analysis, will establish the skills to be learned, the conditions under which the skills must be performed, and the criteria of successful performance.

5) Develop assessment instruments

It is to develop assessments that are parallel to and to measure learners' ability to perform the objectives as described. Major emphasis is placed on relating the kind of behavior described in the objectives to what the assessment requires.

6) Develop instructional strategy

It is to identify the strategy that will be used in the instruction to achieve the objectives. The strategy will cover sections on pre-instructional activities, presentation of information, practice and feedback, testing, and follow-through activities. The strategy will be based on current theories of learning and results of learning research, the characteristics of the medium that will be used to deliver the instruction, content to be taught, and the characteristics of the learners who will receive the instruction. These features are utilized to develop or select materials or to develop a strategy for interactive classroom instruction.

7) Develop and select instructional materials

It is to use instructional strategy to produce the instruction. This typically includes a learner's manual, instructional materials, and tests. The decision to develop original materials will depend on the type of learning to be taught, the availability of existing relevant materials, and developmental resources available.

8) Design and conduct the formative evaluation of instruction

Following the completion of a draft of the instruction, a series of evaluations is conducted to collect data that are used to identify how to improve the instruction. The three types of formative evaluation are referred to as one-to-one evaluation, small group evaluation, and field evaluation. Each type of evaluation provides the designer with a different type of information that can be used to enhance evaluation of existing materials or of classroom instruction.

9) Revise instruction

The final step but the first step in a repeat cycle is to revise the instruction. Data from the formative evaluation are summarized and interpreted to attempt to clarify difficulties experienced by learners in achieving the objectives and to relate these difficulties to specific deficiencies in the instruction. In revising the instruction, the data from a formative evaluation are not simply used to revise the instruction itself, but are used to reexamine the validity of the instructional analysis and the assumptions about the characteristics of learners. It is necessary to reexamine statements of performance objectives and test items. The instructional strategy is reviewed and finally all this is incorporated into revisions of the instruction to make it a more effective instructional tool.

10) Design and conduct summative evaluation

Although summative evaluation is the final evaluation of the effectiveness of instruction, it is generally not a part of the design process. It is an evaluation of the absolute and/or relative value or worth of the instruction, and occurs only after the instruction has been formatively evaluated and sufficiently revised to meet the expectations of the designer.

2.9.4 The Proposed Model in the Present Study

As mentioned earlier, all ISD models, no matter what is the individual configuration, include the main processes of analysis, design, development, implementation, and evaluation. Figure 2.8 is the Model which was also originated from the fundamental ISD components (analysis, design, development, implementation, and evaluation). Individually, the Model adopted theories of Keller's motivation (attention, relevance, confidence, satisfaction) and Kirkpatrick's evaluation (reactions, learning, performance, results) into the instructional process. An effective instruction must not only gain a learner's attention, but hold it throughout a course or lesson (Keller & Burkman, 1993). Motivation is concerned with connecting instruction to the aims of learners, providing stimulation and appropriate levels of challenge, and influencing how the learners will feel following goal accomplishment or even following failure. When the course or lessons were delivered to the learners, analyzing their effectiveness and impact was important so that the obtained information could be used for future improvement. Apart from these, theories of Gagne's instruction, metacognition, and constructivism were also applied in the process.

In the analysis process, it was started from considering what problems the students had in their listening skill as well as what knowledge or information was needed. Next, the design aimed to develop the students' listening skill from the activities in which they were motivated to manage their own skills construction in order to achieve listening comprehension. This step consisted of identifying the learning objectives, planning the instructional materials, and defining the assessment methods. Attention and relevance were adopted in this design phase. While the materials were produced, tried out, and revised, reactions and learning evaluations were adopted during

the development phase. Once the materials were made available for learning, the students were firstly trained how to learn from them. They were then monitored for their listening performance in the duration of learning. In the evaluation process, it was to review impacts of instruction regarding results evaluation, the students' confidence and satisfaction. In case the expected outcomes are not fulfilled, a revision must be considered.

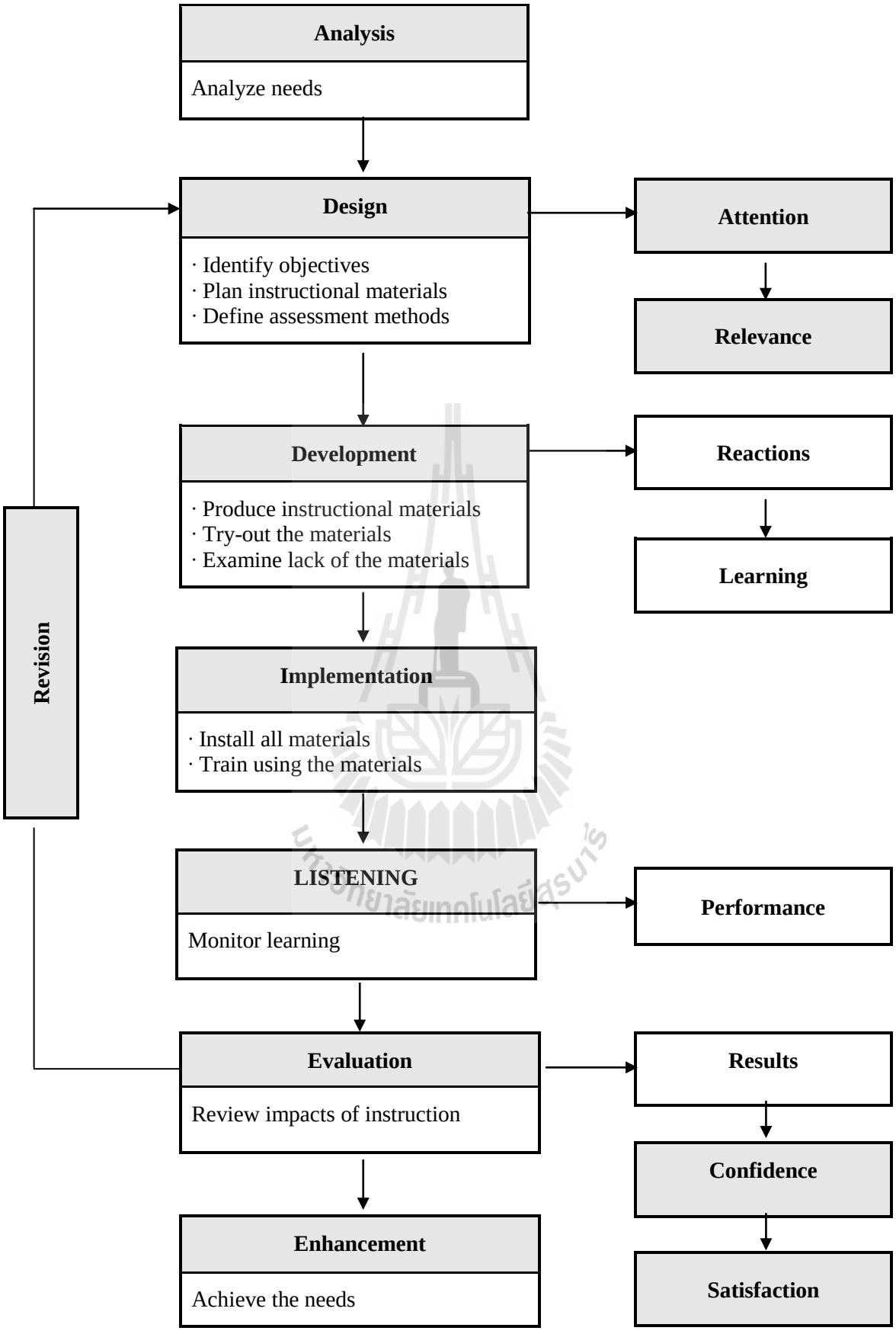


Figure 2.8: The Proposed Model in the Present Study

2.10 Previous Research Studies on Listening

Chang and Read (2006) investigated the effects of four types of listening support, including previewing the test questions, repetition of the input, providing background knowledge about the topic, and vocabulary instruction. The research involved a classroom-based experiment with 160 students enrolled in a required English listening course at a college in Taiwan. The results showed that the most effective type of support overall was providing information about the topic, followed by repetition of the input. The learners' level of listening proficiency had a significant interaction effect, particularly in the case of question preview. Vocabulary instruction was the least useful form of support, regardless of proficiency level.

Coniam (2000) compared the effects of context-only visuals and audio-only input on the performance of Hong Kong English language teachers enrolled in a postgraduate Diploma in Education program. The research design employed a T-test to compare the scores of 104 test takers who were divided into an audio-only group and a video group. Coniam reported no significant difference in scores between the groups from an open-ended test. It was also found that only about 5% of test takers reported that the video helped them a lot while 82% reported that it was of no help. Those who found it helpful indicated that it helped them identify who was speaking and predict the speakers' opinions based on gestures and facial expressions. Only 9% of test takers reported that they looked at the video screen a lot while 36% indicated that they never or almost never looked at the video screen. Some test takers also reported being distracted by the visual input.

Elkhafaifi (2005) evaluated the effect of pre-listening activities and repeated listening exposure on listening comprehension scores of Arabic students. Participants

completed a pre-listening activity (vocabulary preview or question preview) or a distracter activity (Arabic verb conjugation), listened to an Arabic listening passage, and took a listening comprehension test. Participants listened to the passage again and repeated the test. Students who completed either pre-listening activity scored higher than those who completed the distracter activity. Participants who received the question preview did better than those who received the vocabulary preview. All participants' scores improved after the second exposure to the listening passage. These findings suggested that while certain pre-listening activities have a positive impact on student scores on tests of listening comprehension, repeated exposure to the passage is a better predictor of improved performance.

Griffiths (1990) studied speech rate with fifteen lower-to-intermediate Japanese learners of English listening to three texts at three rates: moderately fast (about 200 wpm), average (about 150 wpm), and slow (about 100 wpm). The subjects were asked to answer fifteen true-false questions after each passage. Each of the fifteen subjects had a chance to listen to all three passages at all three rates. Griffiths found that lower scores were obtained at the fastest speech rates on all three texts and that the lowest mean score was consequently obtained at that rate. Griffiths confirmed that mean listening comprehension test scores for passages delivered at slow (100 wpm) would be significantly higher than for passages delivered at a moderately fast rate (200 wpm). Still, the result did not support that a slower rate (100 wpm) would be more comprehensible than a normal speed (150 wpm).

Jenkin (1996, as cited in Levis, 1999) illustrated the importance of segmentals. The researcher recorded eight hours of interaction between non-native speakers using English. It was found that twenty-seven of twenty-eight misunderstandings due to

pronunciation involved segmental errors, either alone or in combination with prosodic factors. The errors often caused lack of understanding, and even contextual clues could not help to clarify the meaning. Jenkin summarized that miscommunication of some sort occurred in spite of the availability of extra linguistic information and still persisted though the pronunciation error was corrected by the speaker.

Martin (1982, as cited in Celce-Murcia & Olshtain, 2000) was concerned with English listening comprehension problems, especially in low level learners. Martin asked five native speakers of Spanish to listen to radio broadcast segments, and then provide immediate paraphrases (in English or Spanish) of what they had heard. The researcher also asked them to report on their problems. It was found that subjects employed two different strategies, namely bottom-up word level strategies and top-down idea level strategies.

Sherman (1997) conducted a research to examine the effect of question preview in listening comprehension tests. With previewing a question, it might affect comprehension positively by focusing the attention or supplying information about the text, or negatively by interfering with the comprehension process in raising the burden on the attention. Alternatively, it might have no significant effect. In the study, seventy-eight students took listening tests in four different versions. There were one with questions before, one with question after, one with questions sandwiched between two, and one with no questions. The students then completed the questionnaires designed to elicit reactions to each version, and wrote a free recall of what they had heard in a week later. Results disclosed that previewed questions seemed more helpful.

Supornsirisin (2007) worked with fifty-eight third-year English major students at Prince of Songkhla University, Pattani, in order to compare the effects of two

questioning techniques, pre-listening and post-listening, on listening comprehension, and to investigate the subjects' attitudes towards these techniques. Students were divided into two groups for each technique. Using the same tests, it was found that students who were administered the pre-listening question technique performed significantly better in responding to local questions (to locate specific information from the text) than those who were administered the post-listening technique. Students who were exposed to the post-listening question technique, on the other hand, gained significantly higher scores on global questions (to synthesize information from the text) than those who were exposed to the pre-listening technique. In short, the pre-listening technique was the more suitable method to enhance the students' ability in listening only for particular information. At the same time, the post-listening technique seemed to be effective in stimulating students to concentrate their listening on the whole text, leading to better overall comprehension. Regarding the subjects' attitudes towards the techniques administered, the subjects had a positive attitude to the pre-listening technique whilst those had a neutral attitude on the post-listening technique. They agreed that the pre-listening question enabled them to understand the text better, to finish the tests quickly, to activate their prior knowledge about the story, to actively search for answers while listening, to guess what the story is before listening, to get useful ideas from the questions, to choose to listen to only the most important information for doing the test, to know what they have to concentrate on, to feel interested in listening to the text, to learn something from vocabulary presented in questions, and to have time to prepare before listening. However, the students with the post-listening question agreed that they were likely to focus on the whole text, to pay attention to the text, to make predictions about the questions and answers, and to understand the overall meaning of the story.

Vidal (2003) explored the effect of EFL proficiency and lecture comprehension on vocabulary acquisition as well as the relationship between vocabulary gain and the following factors: frequency of occurrence (number of times the word is said in the lecture), type of word (technical, academic, or low-frequency word), type of elaboration that accompanies the word (explicit elaboration, implicit elaboration, no elaboration at all), and predictability from word form and parts (unpredictable, morphologically predictable). The effect of lecture listening on vocabulary acquisition as well as the interaction effect between EFL proficiency and vocabulary acquisition were found to be significant. A significant difference was also found between lecture listening and post-lecture listening, and between post-lecture listening and the pre-test. It indicated that although only part of the vocabulary gain was retained in the memory after four weeks, the vocabulary knowledge retained was still superior to the knowledge the students had before listening to the lectures. Predictability from word form and parts was found to be the best predictor of vocabulary gain, followed by word type, type of elaboration, and frequency of occurrence.

Wilberschied and Berman (2004) investigated the differences of achievement in foreign language listening comprehension with sixty-one students in a Foreign Language in an Elementary School (FLES) program. The researchers used illustrations as advance organizers which were introduced to the students before listening. By means of illustration, the students in the control group were given the written words and sentences in Chinese which summarized major scenes in the video. The treatment group was passed the same advance organizer as the first with accompanying pictures taken from the video itself. Then all students watched the video under identical conditions. Results indicated that the introduction of pictures into the advance organizer greatly assisted students' listening comprehension of the video more than text alone.

From the research studies reviewed above, it can be noted that the researchers used several listening methods or instructional materials in improving their students' listening skill. For example, one of them used four types of listening support (previewing the test questions, repetition of the input, providing background knowledge about the topic, and vocabulary instruction) to examine that which form was the most effective listening support for learners. The findings showed that providing background knowledge about the topic was the most useful form of support, followed by repetition of the input, previewing the test questions, and vocabulary instruction, respectively. To an extent, the methods of providing background knowledge about the topic and repetition of the input were applied to the instructional materials of this research study.

2.11 Previous Research Studies on Web-based Learning Environment

Daugherty and Funke (1998) examined perspectives of University Faculty members and students involved in WBI. The study was carried out with ninety graduate students and thirty-six undergraduate students enrolled in WBI coursework at a southeastern university. Students and faculty members were surveyed on the advantages, disadvantages, and general effectiveness of using the Internet as a teaching and learning tool. The research findings showed that the students' benefits included a more meaningful learning of technology through the integration of course content and computer applications, as well as greater access to current and global content information, motivation, and convenience. Some of the disadvantages which were identified were lack of technical support, lack of software and/or equipment, lack of faculty or administrative support, as well as the amount of preparation time required to create assignments, and student resistance.

The students' participation in whole-class, face-to-face discussions, and in World Wide Web-based bulletin board discussions in a TESOL teacher preparation course was investigated by Kamhi-Stein (2000). The participants were twenty students enrolled in Methods of Teaching Second Languages. Participation patterns and attitudes towards the web-based discussion were identified through quantitative and qualitative analysis. The research results revealed that the students contributed a substantially larger number of turns in the web-based bulletin board interactions than the instructor did, and the students also had positive attitudes towards web-based bulletin board discussions. The results indicated that the investigation of WBI helped future ESOL teachers develop knowledge through collaboration while increasing the growth in their experience in learning through technology.

Lin (1999) explored the effects of task values on students' commitment and achievement in WBI for Taiwan higher education with thirty students in Taiwan. The results of the study pointed out that:

1) The higher task value students' perceive, the stronger commitment they make;

2) The higher motivation students hold, the easier the task is perceived; and

3) The training workshop has positive impacts on students' perceived motivation, interest, and importance.

Osuna and Meskill (1998) studied the potential role of the Internet resources as a means of gaining a deeper Spanish cultural knowledge. They worked with thirteen undergraduate students who enrolled in an elementary Spanish class. The findings revealed that the Web is a suitable tool to increase language and cultural knowledge, and motivation.

Smith, Ferguson, & Caris (2001-2002) examined the current instruction experience of teaching college courses over the Web versus in face-to-face formats in terms of the teaching strategies, social issues, and emergent issues. Results manifested that teaching web-based classes had many positive aspects, such as forcing the instructor to think about the course material in new ways, accessing to informational resources over the Web, allowing deeper class discussions involving all students in the class, and having a class environment where there was greater equality between students and instructor.

Vate-u-lan (2001) assessed the students' achievements of learning social studies on general knowledge through the computer network. The study was carried out with ninety students in an experimental group and another ninety students in a control group. It was found that the students' achievements learning through the computer network were significantly higher than those of students learning through the non-computer network (traditional classroom instruction). Also, the students had a positive attitude towards learning by the computers.

Wible et al. (2000) integrated web-based interactive language learning into teaching English communication for teachers in Taiwan. This was to solve the lack of an environment in authentic English input used for communication. A system IWiLL (Intelligent Web-based Interactive Language Learning) was designed to provide such an environment supporting the needs of language learners and teachers. The system presented authentic English in text and video formats over the Internet. The findings confirmed that the system encouraged learners to learn by doing, not just to passively memorize rules and vocabulary. For instance, learners could look up a vocabulary in an online dictionary by clicking on a toolbar while watching a video. Learners could further use English for communication in an online environment offering feedback and plentiful authentic input adjusted to their needs and level.

Wu (1998) conducted a study of the development and assessment of a prototype descriptive statistics course on the WWW, using WBI with fourteen graduate students at the University of Pittsburgh, USA. It was reported that students' attitudes towards the WBI, including the structure and content, components and features, interface design, and multimedia function were positive. Students also commented that the design of effective WBI demanded clear and specific instructional objectives, and feedback.

From the research studies reviewed above, it can be noted that using the Internet or its application such as web-based instruction offers many positive aspects. Importantly, web-based instruction is utilized as a motivational tool to increase learners' learning. Researchers asserted that it helps to increase learners' knowledge and learning achievements. Learners also have positive attitudes towards learning in this environment. With these advantages, web-based learning method was implemented as an instructional material in this research study.

2.12 Summary

In conclusion, many difficulties are involved in the listening comprehension process. Knowing why some of the problems occur will place language instructors in a better position to guide their learners in ways of coping with or overcoming the listening difficulties. This chapter covered theories related to listening comprehension, the Internet and the World Wide Web, Web-based Instruction, pod-casts, diffusion of innovations, instructional system design, and others. Additionally, the related studies about listening development and the use of web-based instruction in education were presented.

CHAPTER 3

RESEARCH METHODOLOGY

3.1 Introduction and Purpose of the Chapter

Research methodology is considered to include multiple methods for solving a problem. This chapter describes the design and procedures of the study. It clarifies the research procedure, population and sample, research variables, and research instruments. These are also followed by explanations of the construction and efficiency of the instruments as well as how the data is analyzed and interpreted.

3.2 Research Procedure

This study is an experimental research. It is analyzed and interpreted based on quantitative and qualitative data. In Figure 3.1, the research procedure starts by analyzing the needs of the students about English listening. Once the needs and theories (as mentioned in the previous chapter) were resolved in the instruction, a pre-test was given to the students to determine that their existing knowledge was the same. Next, the students of each group were required to practice their listening skills from the prepared listening units. Students who participated in the experimental groups listened to pod-casts and completed all activities on the designed website. Those who were in the control group listened to the recordings stored in the computers and finished the activities in the practice book. Later, a post-test was given to all students after all units were completed. Finally, students in the experimental groups were invited to pronounce

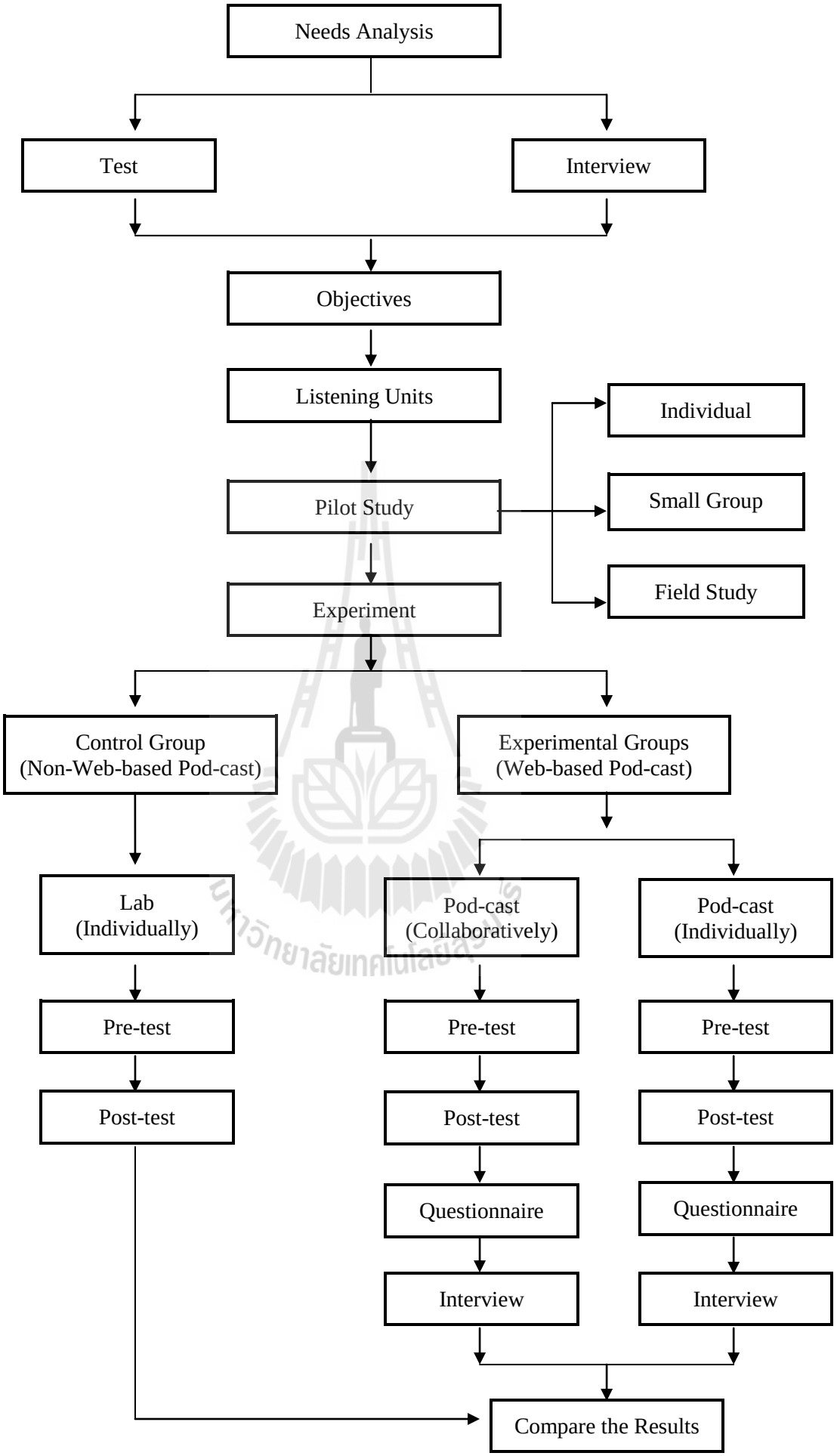


Figure 3.1: Research Procedure

their thoughts regarding listening learning by the web-based pod-casts by questionnaire and interview. To measure the students' achievement differences, scores were compared between and among groups at the end of the experiment.

3.3 Population and Sample

To accomplish the objectives of the research study, the population and sample who participated in this study are detailed as follows:

3.3.1 Population

The population was the first-year undergraduate students majoring in engineering at Rajamagala University of Technology North Bangkok, Thailand.

3.3.2 Sample

On a voluntary basis, the sample consisted of eighty students. Being an experimental research, the students were randomly divided into three groups (one control group and two experimental groups) as identified in Table 3.1:

Table 3.1: Groups of Students

Group	Number of Students	Method of Learning
1	26	Listening collaboratively with web-based pod-casts
2	27	Listening individually with web-based pod-casts
3	27	Listening without web-based pod-casts

3.4 Variables

With regard to the research questions of the study, variables were classified into:

3.4.1 Independent Variable (methods of learning)

- listening collaboratively by web-based pod-casts
- listening individually by web-based pod-casts
- listening by traditional instruction (no web-based pod-casts)

3.4.2 Dependent Variables

- students' learning achievement
- opinions about English listening by web-based pod-casts

3.5 Research Instrument

The following instruments were dedicated to collect data of the study:

3.5.1 Pre-test and Post-test

Using a standardized test in listening competence measurement, the only listening section of IELTS examination papers was adopted as means of pre-test and post-test. IELTS (The International English Language Testing System) is widely recognized as a reliable assessment of the language ability. It belongs to the University of Cambridge ESOL Examinations, the British Council, and IDP Education Pty Limited (through its subsidiary company, IELTS Australia Pty Limited). IELTS has separately two modules. The General Training module is for entry to vocational or training programs which are not at a degree level, for admission to secondary schools, and for immigration purposes. The Academic module is for undergraduate or postgraduate studies or for professional reasons. The Academic module was used in this research. Appendix A was used as both pre-test and post-test. The test had forty items in four sections:

The first two sections were concerned with social needs:

- Section 1 was a conversation between two speakers
- Section 2 was a monologue

The final two sections were concerned with educational contexts:

- Section 3 was a conversation between two people
- Section 4 was a monologue

A variety of question types included form/table/summary completion, sentence completion, labeling a plan, and multiple choices.

3.5.2 Listening Unit

A listening unit or lesson contained different kinds of activities or exercises such as checking a box, filling the gaps, making sentences, making a conversation, and others. These were adopted from various lower intermediate listening practice books, namely Touchstone, Tune In, New Opportunities, and Listen Here. Instruction of listening should include listening to realistic texts so that L2 learners develop real-life listening skills (Field, 2007; Vandergrift, 2004). In order to motivate the students' interests and to foster them in listening practice, all listening content was in real-life or daily conversations.

Ten listening units were classified into three categories in different listening content areas as follows:

Table 3.2: Listening Units in Different Content Areas

Category Name	Unit Title
Work & Study	Unit 3 I'll hand it in tomorrow Unit 4 When can you deliver? Unit 10 This is your room
Social & Travel	Unit 1 Where are you from? Unit 2 Do you need any help? Unit 7 One first class stamp Unit 8 Your passport, please Unit 9 A single room, please
Mix & Match	Unit 5 Do you ride every day? Unit 6 What are you going to do this weekend?

Each instructional unit had a fifty minute length limit for completion (see Appendix B). In a step-by-step approach, a listening unit was composed of three sessions of learning:

Table 3.3: Steps of Listening Activities

Activity Step	Activity Time (mins)	Activity Description
Warm Up (Pre-listening)	10	A few activities were organized to stimulate the students' ideas and knowledge. Most pod-casts were unavailable for these activities.
Work Up (While-listening)	30	The students listened to the sounds and worked through the activities.
Wrap Up (Post-listening)	10	A few activities were organized for the students to be transferable their previously acquired knowledge and skills. Pod-casts were unavailable for these activities.

Activities in a session of learning were ordered from easy to difficult. By selecting a preferred category, the students who were in the experimental groups received one unit at random for practice each week, for ten weeks. At this point, it implied that they were assigned to learn listening from the different units. The reason for performing this condition was intended to minimize any students acting dishonestly. To avoid the students' ignorance, the activity was also timed. Timing meant that it covered the time of listening twice and the time of activity fulfillment.

3.5.3 Pod-cast

 was a symbol representing that an activity in the instructional unit was for listening. There were sixty-three audio pod-casts with different accents. A pod-cast was approximately one minute in length. New pod-casts were released daily as updates. The students were then instructed to listen to them depending on their interests.

Every pod-cast was available in the listening units. In case of only listening, a pod-cast was played one time. Conversely, a pod-cast repeated itself automatically when it was in a listening unit. Students could continue listening to the pod-cast twice immediately after the first round was ended. In repeated listening, it was an attempt in acquiring language's knowledge and skills by the students.

To prevent confusion, Table 3.4 summarizes methods of learning categorized by groups of students:

Table 3.4: Methods of Learning

Instrument	Collaborative Learning	Individual Learning	Lab Learning
Listening Unit	· Selected a category and got a listening unit randomly online · Learned the same unit in pairs but could have different answers · Timed while doing each activity	· Selected a category and got a listening unit randomly online · Timed while doing each activity	· Selected a paper-based listening unit from the list · Not timed while doing each activity
Pod-cast	Listened to online updates daily	Listened to online updates daily	
Recording			· Listened to the sounds as stored in the computers · No daily updates

3.5.4 Website

The website, registered as www.listentopod.com, was featured in three main parts:

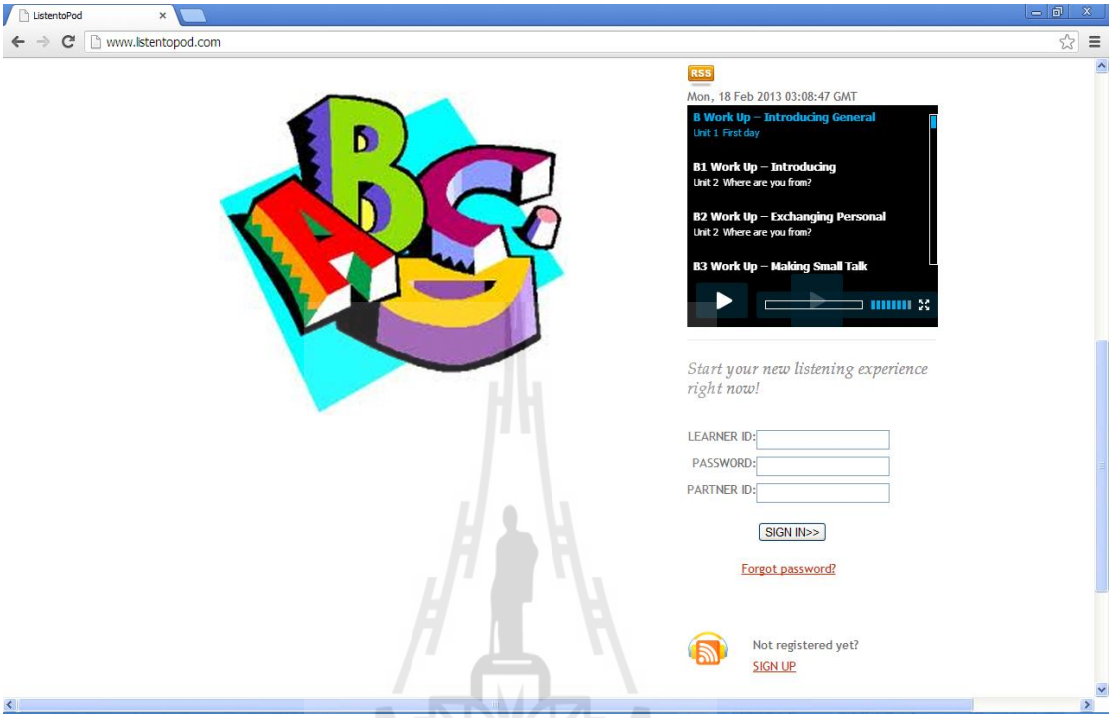


Figure 3.2: Registration Part

At the time of learning, the students accessed the website by using their own learner ID and password. To motivate students having more inputs, RSS feed was implemented on the website. With subscription, the students were regularly informed of new pod-casts when they became available for practice. Regardless of RSS feed, the students could also download the pod-casts directly from this webpage.

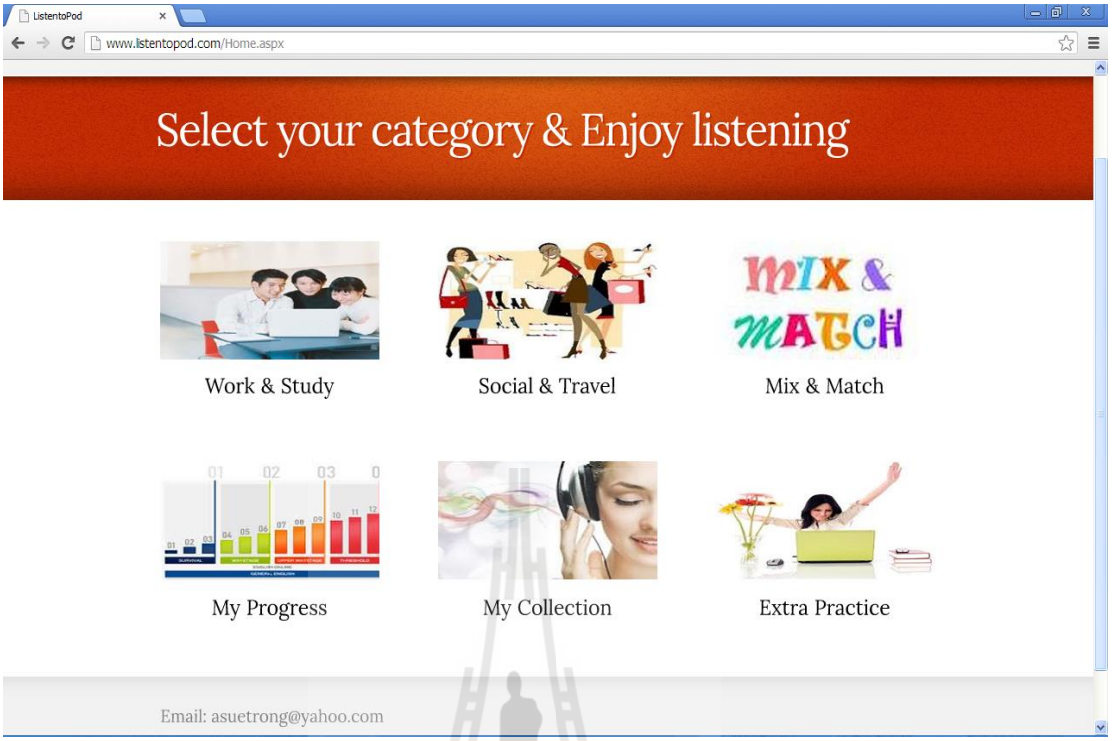


Figure 3.3: Listening Unit Categories Part (First Row) and Listening Achievement Part (Second Row)

Table 3.5 manifests the designed website's features which were functioning with the following explanations:

Table 3.5: The Website Features

Feature	Description
Work & Study	It delivered the conversations relating to working and studying.
Social & Travel	It delivered the conversations relating to meeting people and traveling.
Mix & Match	It delivered the conversations relating to other situations.
My Progress	It was designed to display an achieved score unit by unit in a graph and to perceive learner's listening skill development. It was to notify and motivate the learner to pay more intention and effort on the practice.
My Collection	· It was responsible for maintaining the listening units which were previously activated to be revisited at other times. · When a unit was learned for the second time, audioscript and answers were furnished for clarification.
Extra Practice	It was supplied with other online listening resources.

Appendix C clearly illustrated the process of listening practice in the experiment.

3.5.5 Diary

A diary is a research tool that requires respondents to make regular records of their daily activities and experiences (Bowling, 2002). It is used in contexts where particular activities are expected to change, and where respondents are likely to experience difficulties. In the experiment, by request the students finished an online self-reflection form at the end of each unit. They were asked to make known their feelings or opinions with regard to learned skills and knowledge as well as their satisfaction of the unit (see Appendix D).

3.5.6 Questionnaire

A questionnaire is a useful instrument in collecting different types of data such as background, knowledge and behaviors, attitudes, values, opinions or beliefs from respondents (Punch, 1998). In this study, it was composed of forty-seven statements in four parts:

Part 1 Satisfaction with the listening contents

Part 2 Satisfaction with the listening activities

Part 3 Satisfaction with the listening materials

Part 4 Opinions of the overall web-based pod-cast listening

The first three parts were constructed in a Likert-scale format whereas the last part was in an open-ended question format (see Appendix E). To avoid the problems of ambiguity and misinterpretation due to the students' limited proficiency of the English language, the questionnaire was translated into Thai.

3.5.7 Interview

As stated by Nunan (1992), a semi-structured interview has flexibility in which the interviewees will not be constrained by a set of prepared questions, compared with structured and unstructured interviews. Thus, it was adopted to seek for any suggestions involving the present study.

Four students who achieved the higher test scores from learning in the collaborative and individual environment were invited for interview. In the interview process, the objectives were explained to the interviewees according to the study's purposes. There was no time frame for each of five questions, depending on the completion of data (see Appendix F). Thai language was spoken during the process. With the permission of the interviewees, tape recording was also used.

3.6 Construction and Efficiency of the Instruments

The construction methods and the determination of the research instruments' efficiency are identified as follows:

3.6.1 Listening Unit

The following explanations indicate methods in constructing a listening unit and evaluating its efficiency:

- **Construction**

1) The target undergraduates' language proficiency level and their needs were explored by conducting a pre-test and an interview. The interview questions asked about the listening problems which they encountered, the experience of listening to English in the classroom setting, the listening instruction they preferred as well as suggestions about online listening if there was a website available.

2) Exercises in the practice books based on the students' requirements were selected and reorganized as a unit.

- **Efficiency**

1) Appropriateness of the unit contents was examined by two academic English language professionals.

2) In the study of Suppasetseree (2005), the efficiency of lessons was respectively evaluated by three trials, covering the one-to-one, the small group, and the field study. When the first trial was reached, the weak points of lessons were amended as suggested by the students. The second and third trials then followed and proceeded in the same manner.

3) Students of all trials, who were excluded in the experiment, were volunteers but were restricted to:

The one-to-one trial carried out with three students gaining different pre-test scores. In this research, members composed of a student who got 0–5 score of 40, a student who got 6–10 score, and a student who got over 10 score. The individual student was required to listen to pod-casts, to learn listening in ten units twice a week, and also to fill in a self-reflection form as provided in every unit.

The small group trial carried out three students from each criterion of score as mentioned above. Afterwards, they were required to perform the same learning process as those in the one-to-one trial.

The field trial carried out with ten students from each criterion of score as mentioned above. Afterwards, they were required to perform the same learning process as those in the small group trial.

4) When scores of the activities in each trial were determined, the efficiency of listening units was calculated by using the formula of E_1/E_2 which was developed by Brahmawong, Nateprasert, & Sinsakul, (1977):

$$\mathbf{E_1 = (\bar{x} / A) \times 100}$$

where: E_1 = Efficiency of the process

$\bar{x}$ = Average score that the students obtained from the activities

A = Total score of the activities in the units

$$E_2 = (\bar{x} / B) \times 100$$

where: E_2 = Efficiency of the product

$\bar{x}$ = Average score that the students obtained from the tests (the Wrap Up session)

B = Total score of the test in the units

The outcome was compared with a skill-based standard criterion of 80/80 level (Brahmawong, Nateprasert, & Sinsakul, 1977).

3.6.2 Pod-cast

The following clarifications explain methods in creating a pod-cast and checking its efficiency:

- **Construction**

1) Audacity is a computer software package which is utilized for editing audio files. It is employed for recording multiple audio tracks that can be put together to create a seamless recording. In the research study, a pod-cast was started with a short instrumental music acting as a title track and then followed by a conversation track. By doing this, the title track worked as a warning signal for the students to prepare themselves for listening.

2) Once the audio files (uncompressed file size) were combined as a recording, it was then converted to an MP3 file (compressed file size). On this matter, Audacity requires the lame_enc.dll plug-in to convert recordings to MP3 format.

3) In publishing a pod-cast, it was executed through Audacity ID3 Tag editor.

4) To make the students aware of the availability of a new pod-cast, www.listentopod.com was copied into the RSS feed.

- **Efficiency**

All pod-casts were checked their sound quality by the volunteers in the pilot study.

3.6.3 Website

The following methods manifest building a website and checking its efficiency:

- **Construction**

1) The students' suggestions about the preferred website characteristics were considered.

2) The website was implemented by ASP.NET 3.5 (C#), a computer programming language, on the Windows platform.

3) The website was designed to record a score representing a result of learning from an activity.

4) RSS feed code was used to generate the updates.

5) The web address, www.listentopod.com, and its hosting were registered for publishing on the website.

6) The website functioned as prescribed in Table 3.5.

- **Efficiency**

The website was examined for its working process by a professional working in the field of information technology.

3.6.4 Diary

The following states the methods in constructing a self-reflection form and checking its efficiency:

- **Construction**

The form content was created in conjunction with the expected outcomes of listening practice.

- **Efficiency**

Appropriateness of the content was inspected by the academic English language professionals.

3.6.5 Questionnaire

The following describes the methods of a questionnaire construction and the evaluation of its efficiency:

- **Construction**

1) The questionnaire was developed from the related literature and studies concerning about learning listening as well as using pod-cast as an instructional material.

2) The standard five-point response scale of Likert from strongly agree to strongly disagree was applied to allow the students to express how much they agreed or disagreed with a particular statement. In addition, open-ended questions were assigned to disclose the students' opinions about practicing listening by the web-based pod-casts.

- **Efficiency**

1) Appropriateness of the content was validated by the academic English language professionals.

2) To prevent any ambiguous statements, thirty volunteers in the pilot study were invited to finish the questionnaire after all listening units were completed.

3) To estimate the reliability of questionnaire, it was computed by the Coefficient Alpha of Cronbach technique. Cronbach's alpha is a measure of internal consistency. A reliability (or consistency) coefficient value of 0.70 or higher is considered as acceptable (Cortina, 1993). In this study, the reliability coefficient of all statements was 0.852. It was therefore concluded that the statements had relatively high internal consistency.

3.6.6 Interview

The following methods were used in constructing the interview questions and checking their efficiency:

- **Construction**

The questions were formed to further recognize the student's points of view regarding their pod-cast listening experience.

- **Efficiency**

Appropriateness of the questions was examined by the academic English language professionals.

3.7 Data Analysis

Both the quantitative and qualitative data were analyzed by different methods as follows:

3.7.1 Quantitative Data

The use of a statistical package, One-Way ANOVA (Analysis of Variance) was considered to measure the differences of students' language background among groups before participating in the experiment. Later, Paired T-test was used to measure the achievements of listening practice by different methods. Finally, One-Way ANOVA was used to measure the differences of learning achievement among groups. When there were the significant differences, the Scheffe´ test was used to compare those differences.

3.7.2 Qualitative Data

The research instruments collecting the qualitative data included:

- Questionnaire

The data was computed for the arithmetic means. The criteria of interpretation for the five-point response scale were calculated by the formula of Best (as cited in Ketkham, 2004). In this study, the scales valued as 1-5, having five intervals:

$$\frac{\text{the highest score} - \text{the lowest score}}{\text{the number of intervals}} = \frac{5 - 1}{5} = 0.8$$

The mean scores were added up with 0.8 for each level. The following criteria were used for interpretation:

Table 3.6: Interpretation of the Questionnaire

Mean	Interpretation
4.21-5.00	The students strongly agreed with this statement (SA).
3.41-4.20	The students agreed with this statement (AG).
2.61-3.40	The students were uncertain with this statement (UN).
1.81-2.60	The students disagreed with this statement (DA).
1.00-1.80	The students strongly disagreed with this statement (SD).

- Self-reflection, open-ended questionnaire, and interview

Answers with the same meaning were grouped together. The findings from these instruments were used to support the findings received from the other research instruments.

Table 3.7 summarizes the outline of research methodology:

Table 3.7: Outline of Research Methodology

<table>
<tr><th>Question</th><th>Data Collection</th><th>Instrument</th><th>Analysis</th><th>Outcome</th></tr>
<tr><td>1) What elements are formulated as a model for listening enhancement in this study?</td><td>· Test
· Interview</td><td>· Pre-test
· Interview questions</td><td>Content analysis</td><td>· Pod-casts
· Listening units
· Website</td></tr>
<tr><td rowspan="3">2) Are there any different achievements between and among the students who practice their English listening online collaboratively, those who practice online individually, and those who practice in the language lab?</td><td rowspan="3">Test</td><td>Pre-test</td><td>One-Way ANOVA</td><td rowspan="3">Student’s achievement</td></tr>
<tr><td>Pre-test
Post-test</td><td>Paired T-test</td></tr>
<tr><td>Post-test</td><td>· One-Way ANOVA
· Scheffe´</td></tr>
<tr><td>3) What opinions do the students express towards English listening by web-based pod-casts?</td><td>· Fill in the form
· Interview</td><td>· Diary
· Questionnaire
· Interview questions</td><td>· Frequency
· Mean</td><td>Opinions</td></tr>
</table>

3.8 Summary

Research methodology requires gathering relevant data from the specified research instruments and then analyzing their outcomes. This chapter defined the research procedure, the participants involved in the study, the variables, the related research instruments including their construction and efficiency testing, and also the procedure of data analysis. The next chapter reports the results of the experiment.

CHAPTER 4

ANALYSIS, RESULTS, AND DISCUSSION

4.1 Introduction and Purpose of the Chapter

To assess the efficiency of an instructional model for English listening comprehension enhancement by using the web-based pod-cast technology, this chapter respectively represents the research findings in relation to the research questions as follows:

1) What elements should be formulated as a model for listening enhancement in this study?;

2) Are there any different achievements between and among the students who practice their English listening online collaboratively, those who practice online individually, and those who practice in the language lab?; and

3) What opinions do the students express towards English listening by web-based pod-casts?.

4.2 Elements of an English Listening Model by Web-based Pod-casts

4.2.1 Efficiency of the Model

To achieve the Model design and its development, three trials were dedicated as an indicator to evaluate the efficiency of the Model and the instructional units. The formula of E_1/E_2 as introduced in Chapter 3 was calculated in the experiment.

Table 4.1: Trials of The Model

Type of Experiment	E_1 (Efficiency of Process)	E_2 (Efficiency of Product)
One-to-one	74.76	77.05
A small group	81.59	82.07
The field study	**85.35**	**85.99**

As stated previously, the one-to-one trial was conducted by three students who each of them respectively got 0–5, 6–10, and more than 10 score out of 40 on the pre-test. While the small group and the field trials were undertaken by nine and thirty students respectively, based on the pre-test score levels as mentioned. From the table, the efficiency of process/the efficiency of product in the one-to-one experiment was 74.76/77.05. It was below the prescribed criteria at the 80/80 level. In this regard, the students commented that the sound speed was the main trouble since they could not grasp enough key words to understand the meaning of the utterance. Another weakness of the units was the length of content. Therefore, listening to a long detailed message at a fast speed level affected the understanding of context as well as the listeners' attention. Once the listening units were revised based on the students' feedback, they were tested for the second time by a small group. It was found that the efficiency of process increased to 81.59 whereas the efficiency of product increased to 82.07. The students advised that examples should be provided in some activities for clarification. As a result of the field study, the efficiency of process/the efficiency of product was improved to the 85.35/85.99 level.

In summary, the Model which was designed and developed for English listening enhancement by web-based pod-casts in this research study succeeded in both the efficiency of the Model/the efficiency of the instructional units, according to the achieved level which was above the standard level.

4.2.2 The Model

As illustrated in Figure 2.8, it should be noted that the Model comprised of the main components of instructional design, namely Analysis, Design, Development, Implementation, Evaluation, and Revision. Additionally, the motivational (Attention, Relevance, Confidence, Satisfaction) and evaluative (Reactions, Learning, Performance, Results) factors were functioned during the design process.

4.3 Achievements of Listening by Web-based Pod-casts

4.3.1 Students' Language Background

To verify that the web-based pod-casts were able to improve listening, Table 4.2 was the result of measurement the students' language background prior to the experiment. It was clear that the pre-test mean scores of three groups were not dissimilar. In other words, there were no differences among the students in terms of language background and listening competence. By using One-Way ANOVA, it confirmed that there were no significant differences at the .05 level (Sig. = .698).

Table 4.2: Students' Language Background

Student Group	N*	Mean (Pre-test)
1 (collaborative listening)	26	**5.27**
2 (individual listening)	27	**6.00**
3 (lab listening)	27	**5.93**

*N = number of students

4.3.2 Multiple Comparisons of Post-test by Groups

Table 4.3 shows that the post-test mean score of Group 3 was obviously lower than the post-test mean scores of Group 1 and Group 2, whereas groups of collaborative and individual listening had the similar mean scores. Clearly, the students who listened to the web-based pod-casts both collaboratively and individually accomplished higher scores in the post-test than the students who learned in the language lab. By using One-Way ANOVA, it confirmed that there were significant differences at the .05 level (Sig. = .000).

Table 4.3: Multiple Comparisons of Post-test by Groups

Student Group	Mean	1 (collaborative listening)	2 (individual listening)	3 (lab listening)
		12.54	13.78	8.26
1 (collaborative listening)	12.54	-	1.24 (.823)	4.28 (.000*)
2 (individual listening)	13.78	-	-	5.52 (.000*)
3 (lab listening)	8.26	-	-	-

* = significant difference at the .05 level

Comparisons by Scheffe´ distinctly presented that there were significant differences between Group 3 (lab listening) and Group 1 (collaborative listening) (Sig. = .000), and between Group 3 and Group 2 (individual listening) (Sig. = .000) at the .05 level. However, it was further found that there was no significant difference between Group 1 (collaborative listening) and Group 2 (individual listening) (Sig. = .823) at the .05 level.

4.3.3 Comparisons between Post-test and Pre-test of Each Group

Table 4.4 shows the mean scores between the pre-test and the post-test of each method of listening. It can be seen that the post-test mean scores of the collaborative and individual listening were markedly higher than the pre-test mean scores. This implies that the web-based pod-casts could improve the students' listening skill. The use of the Paired T-test also confirmed that there were significant differences at the .05 level (Sig. = .000). Conversely, the pre-test and the post-test mean scores of the lab listening were not significantly different.

Table 4.4: Comparisons between Post-test and Pre-test of Each Group

Student Group	N	Mean		Difference* between the Tests
		Pre-test	Post-test	
1 (collaborative listening)	26	5.27	12.54	**7.27***
2 (individual listening)	27	6.00	13.78	**7.78***
3 (lab listening)	27	5.93	8.26	**2.33^{ns}**

* = significant difference at the .05 level
ns = not significant difference

According to the second research question, the experiment manifested that there were the different achievements among the students who practiced their English listening online collaboratively, those who practiced online individually, and those who practiced in the language lab. Specifically, there were the different achievements between the lab students and the collaborative students, and between the lab students and the individual students. In contrast, there was no difference in achievement between the collaborative students and the individual students. Hence, these results implied that the students were better in English listening when they practiced it on the web-based pod-casts.

4.4 Satisfactions towards Listening by Web-based Pod-casts

4.4.1 Satisfaction with the Listening Contents

With the contents of the listening units, the students ranked their opinions to the statements in the questionnaire as follows:

Table 4.5: Opinions of Students about the Contents

Statement	Mean	Interpretation
1) Contents in the listening units were relevant to the interests.	3.96	**AG**
2) Unit objectives were established clearly.	4.70	**SA**
3) The presentation of contents helped confidence to know what was needed to listen for.	3.64	**AG**
4) As interested in the contents, listening to them raised up confidence of Unit accomplishment.	4.25	**SA**
5) Listen to the interested contents could hold the students' attention through the Unit.	3.26	**UN**
6) The students could relate the contexts to things they had seen, done, or thought about in their experiences.	3.42	**AG**
7) The contexts were not too difficult to understand.	2.72	**UN**
8) The students had learned new knowledge from the contents.	3.40	**UN**
9) Overall, the students rated the contents provided as helpful in their listening practice.	4.04	**AG**
Average	3.71	**AG**

*SA = strongly agree , AG = agree , UN = uncertain

With regard to the satisfaction with the contents, most of the students strongly agreed that the contents provided were helpful in their listening practice. When the unit objectives were clearly established as well as the students being encouraged to listen to the preferred contents, they were motivated to practice their listening throughout the units. Furthermore, they could relate the contexts to their previous experiences,

resulting in acquiring new knowledge while listening. Though the favourite topics could hold the students' attention, they remarked that the contexts were too difficult to understand. Yet, they still strongly agreed that the contents were helpful for practice.

4.4.2 Satisfaction with the Listening Activities

With the activities in the listening units, the students ranked their opinions to the statements in the questionnaire as follows:

Table 4.6: Opinions of Students about the Activities

Statement	Mean	Interpretation
1) A number of activities in each listening unit were appropriate.	3.57	**AG**
2) Practicing listening in different activities challenged the students' skills.	3.85	**AG**
3) There were clear activity instructions of what to do.	3.98	**AG**
4) Examples were given as necessary.	3.49	**AG**
5) Satisfaction with the activity steps in which they could develop the students' language knowledge and skills gradually.	3.87	**AG**
With the Warm Up activities, …		
6) The students' interest was aroused to practice listening in the Unit.	4.21	**SA**
7) The students could think of what the contexts for listening practice probably talk about.	4.02	**AG**
8) The students did not feel nervous about listening to English.	2.58	**DA**
Average	3.60	**AG**

Table 4.6: Opinions of Students about the Activities (cont.)

Statement	Mean	Interpretation
With the Work Up activities, …		
9) Before the students started to listen, they planned how to do so that they could spend their time properly.	3.11	**UN**
10) As listening, the students focused on key words to understand the context.	4.49	**SA**
11) The students sometimes used the general idea of context, tone of voice, pictures, and other clues to help in guessing the meaning of words which they did not understand.	3.45	**AG**
12) The students used their previous knowledge to understand the contexts.	4.26	**SA**
13) The students knew where they needed to pay more attention at the second time of listening.	4.00	**AG**
Average	3.86	**AG**
With the Wrap Up activities, …		
14) The students could apply skills and / or knowledge acquired from one activity to another.	4.11	**AG**
15) After having more listening, the students could take less time to complete the activity.	4.02	**AG**
16) New language knowledge and skills from the activities were acquired.	4.58	**SA**
Average	4.23	**SA**
17) Overall, the students rated the activities as supportive.	4.23	**SA**
Average	3.87	**AG**

In regard to the satisfaction with the activities, most of the students strongly agreed that the listening activities were supportive. The students could learn new language knowledge and skills as well as apply them to other activities. Although the students felt nervous about English listening, the warm up activities helped to arouse their interest to practice listening from the listening unit. Besides, the warm up activities helped them to think of what the context was about. Once it was time to listen, the students focused on key words, used such as their previous knowledge, the general idea of context, tone of voice, and pictures in understanding the context.

4.4.3 Satisfaction with the Listening Materials

With the listening materials, the students ranked their opinions of the statements in the questionnaire as follows:

Table 4.7: Opinions of Students about the Materials

Statement	Mean	Interpretation
1) The method of releasing pod-casts helped to motivate the practice.	3.62	**AG**
2) Practicing listening through pod-casts at anytime was attentive.	4.34	**SA**
3) Pod-casts could be accessed with ease.	4.79	**SA**
4) The variety of pod-casts helped to keep the attention for listening.	3.47	**AG**
5) The contents of pod-casts were relevant to the students' interests.	3.89	**AG**
6) Due to listening to the preferred pod-casts, it gave the impression that the related listening units would not be hard to practice.	3.85	**AG**
7) The students could relate the contexts of pod-casts to things they had seen, done, or thought about in their experience.	3.72	**AG**

Table 4.7: Opinions of Students about the Materials (cont.)

Statement	Mean	Interpretation
8) Having frequent listening to pod-casts facilitated the students in getting more accustomed to the sounds, accents, and intonations.	4.34	**SA**
9) Having frequent listening to pod-casts encouraged the students to be more confident to reach a higher score of the Units.	3.68	**AG**
10) As facilitated by pod-casts, listening was better.	4.26	**SA**
11) The students enjoyed practicing listening through the pod-casts.	3.94	**AG**
12) The website was well-structured.	4.77	**SA**
13) Colors, pictures, audio, and styles of the Unit presentation helped to maintain attention.	4.28	**SA**
14) Delivering concise instructions or information supported each webpage look more attentive and easily understandable.	3.89	**AG**
15) Consistent use of colors, fonts, and other styles in the website helped to recognize the structure of Units and to access them without difficulty.	4.38	**SA**
16) The website navigation layout was obvious and its components (menus and links) were easily understood.	4.75	**SA**
17) By mean of self-directed learning, the students were satisfied with using links to manage their listening practice through the Unit.	4.25	**SA**
18) The students were pleased to receive immediate feedbacks once the answers were submitted.	4.75	**SA**

Table 4.7: Opinions of Students about the Materials (cont.)

Statement	Mean	Interpretation
19) The students were pleased to have opportunities to repeat the practices.	4.34	**SA**
20) It was a pleasure to access the designed website for listening practice.	4.47	**SA**
21) Overall, the students rated listening by web-based pod-casts as positive.	4.77	**SA**
Average	4.22	**SA**

With regard to the satisfaction with the materials, all students were strongly satisfied with listening practice by the web-based pod-casts. They mentioned that pod-casts could be easily accessed, at any time. As motivated by pod-casts, having frequent listening assisted the students to become more accustomed to the sounds, accents, and intonations, causing their listening skill to improve.

All students were strongly satisfied with the website structure which they considered to be well-designed. For instance, the navigation layout and its components, using consistent of colours, and fonts were obvious and easily understood. Especially, all students were strongly pleased in receiving immediate feedback as well as in having opportunities to repeat the practices.

According to the third research question, the students positively expressed their opinions towards English listening practice by web-based pod-casts as interpreted earlier.

4.5 Students' Reflections in their Learning

Results from the students' diary or called My Reflections in this study disclosed that the students could get new vocabulary, learn how to pronounce words correctly, understand more sentence structures, and gain language and cultural knowledge from learning through the listening units provided. They commented that listening to the topics they were familiar with, or daily situations, motivated them in trying to understand the contexts, although some activities were quite difficult to complete. Furthermore, the students expressed that steps of activities (Warm Up, Work Up, Wrap Up) helped them better understand step by step in listening practice. Especially, the Warm Up activities were useful in activating and organizing brainstorming of their previous information. Even though it seemed very difficult at the beginning, they could get more ideas about the topic after brainstorming. The students summarized that the steps stimulated and challenged them to learn and to get involved in the activities.

4.6 Additional Opinions about Listening Practice by Pod-casts

Before starting the pod-cast class, all interviewees expressed that the main purpose of listening learning was that they needed to improve their English listening skill. They would like to communicate with native speakers with confidence, to watch movies without reading the subtitles, and to get a good part-time job. Later, the interviewees were required to practice listening skills from the listening units provided over the website for ten weeks. During these times, they felt comfortable to listen to the topics they knew. In the Warm Up session, they could use its activities to think of what the topic probably talked about. By doing so, they could plan how to listen to and how to complete the exercises with a goal. Once all listening units were fulfilled, the interviewees

found that they were better at English listening. They could learn new vocabulary, sentence structures, word pronunciation, and cultures. They had more confidence in English listening. Besides, the interviewees stated that the pod-cast was an important key which facilitated their listening enhancement. They were regularly motivated to practice their listening by pod-casts, having more inputs. They could download their favorite pod-casts on the computer and listen to them at anytime, without time constraints. By these distinguished features, the interviewees summarized that listening practice by the use of pod-casts was beneficial. If possible, they expect to take further practice in English listening in any topic areas in order to become a proficient English listener.

4.7 Discussion

In accordance with the research findings, there are two focal discussion points as follows:

4.7.1 Listening Achievements by Groups

Gokhale (1995) advised that collaborative learning is the active exchange of ideas between pairs or among small groups and not only increases interest between or among the students but also promotes critical thinking. They need to be able to think creatively, solve problems, and make decisions together. The students are responsible for one another's learning as well as their own. Thus, the success of one student helps other students to be successful.

As noticed from the mean scores of collaborative and individual listening, however, both of them had the similar scores of achievement. With the collaborative listening, it might be assumed that a hard-working student might have a non hard-working partner. When they worked on the practices together, the hard-working student

would intentionally learn listening whereas the non hard-working student merely followed the hard-working student until the work was completed. After having more practice, both of them reached the high scores of the listening units. In this manner, they should tend to accomplish a higher score in the post-test than they did in the pre-test. On the other hand, the hard-working student only could succeed in the test, excluding the non hard-working student. That is, the success of one student did not help another student to be successful. Hence, the collaborative listening does not increase or promote the students' listening competence rather than the individual listening, in this study.

4.7.2 Web-based Pod-cast Listening

Morley (1991) suggested that when a topic is relevant, it holds the attention of the learner and thus raises motivation. Based on the motivational components (ARCS) as designed in the Model and the findings obtained from the questionnaires, it showed that the students were offered to select their own choices of listening contents (Attention). Once the contents were relevant to their interests (Relevance), they were confident to overcome the provided listening activities (Confidence). They then were familiar with the sounds, accents, and intonations. Finally, they could take advantages of acquired new language knowledge and skills for other activities in different contexts (Satisfaction).

By means of acquiring new language knowledge, the students and those who participated in the interviews strongly agreed that they could learn new vocabulary from the contexts, followed by the pronunciation of words, the sentence structures, and the cultures. They further expressed that especially vocabulary and the sentence structures were often adopted in their regular learning at the university.

With the listening skills, Kelly (1991), as cited in Supornsirisin (2007), claimed that the bottom-up listening skills (phonology, lexicon, semantics, and syntax)

are applied by beginners whereas the top-down manner (background knowledge) is employed by more advanced learners. However, Buck (2001) argued that both types of the models may occur in any order simultaneously in an interactive way while listening. Learners who have low linguistic knowledge (bottom-up) sometimes use their existing knowledge (top-down) to facilitate understanding. As the result in this research study, the students who had poor listening competence used their own previous knowledge to understand the contexts. They were trained to construct ideas and knowledge step by step through the Warm up, Work up, and Wrap up activities. When the linguistic knowledge was needed but the students had insufficient, they then utilized their previous knowledge (non-linguistic knowledge) to overcome the difficulties. This encouraged the students to be familiar with English listening and to continue with more listening practice.

With the three-step of listening practice as dedicated in this research study, the findings from the questionnaires, diaries, and interviews manifested that the Warm Up approach could arouse the students' interest in listening practice. They could also think of what the contexts probably talked about. Yet, they still felt nervous while listening. These support the results which were found by Supornsirisin (2007), and Chang and Read (2006). Supornsirisin (2007) stated that pre-listening activities enabled learners to understand the text better, to activate their prior knowledge about the story, to guess what the story is before listening, and to feel interested in listening to the text. Chang and Read (2006) said that providing information about the topic was the most effective type of listening support. With the Work Up and Wrap Up sessions, it could be speculated that listening to the preferred topics could hold the learners' attention for listening practice.

Ritchie and Hoffman (1997) claimed that simply implementing a website with links to other webpages does not constitute instruction. As summarized by Carlson and Downs (as cited in Ruksasuk, 2000), the key to success for any learning environment is the effectiveness of the instruction. Carlson and Downs clarified that websites specifically designed for learning will not prove helpful unless the content is relevant and the instructions are understandable. At least, the appropriate design of instructional material can assist in gaining the attention of learners (Mayer, 2003). From the questionnaire results, the website was implemented in accordance with those considerations.

Lastly, pod-casts can be used as instructional material for students to learn at their own pace and time (Boulos, Maramba, & Wheeler, 2006). Oliver (2005) concluded that pod-casts improve students' learning by increasing their motivation and engagement from selecting their own preferred contexts (as cited in Walls et al., 2009). Importantly, Constantine (2007) noted that the use of pod-casts for teaching listening skills supports instructors providing a vast array of listening resources for learners, and then encourages learners to download pod-casts on their own preferences so that they have more listening inputs. Based on the interview results, the interviewees agreed that pod-casts facilitated their listening improvement. They were motivated to listen to their favorite topics, at anytime. They also expected to have more listening practice by the pod-casts in more contents.

4.8 Summary

This chapter presented and interpreted the results of the experiment. It was divided into three parts in conjunction with the research questions. The first part was to develop and to bring forward the elements of an English listening model using the

web-based pod-casts. The second part was to reveal the achievements of listening practice using them. Finally, the third part was to make known the pleasure obtained from listening over the web-based pod-casts. Additionally, these outcomes were discussed in line with the students' listening achievements and their reflections towards the web-based pod-cast listening.

CHAPTER 5

DESIGN AND DEVELOPMENT OF ENGLISH LISTENING MODEL BY WEB-BASED POD-CAST

5.1 Introduction and Purpose of the Chapter

The present study aims mainly to implement technology of pod-casting into language instruction to facilitate learners in listening development. This chapter simplifies how to design and develop the Model proposed in the present study.

5.2 Design and Development of the Model

The Model was accomplished by process of analysis, design, development, implementation, evaluation, and revision. Additionally, it was supplemented with other related theories as described in detail as follows:

5.2.1 Analysis

The first step in the Model was to identify what problems the students had in their listening skills, and then to determine what possible solutions should be done to minimize those problems. Ninety students were invited to do a pre-test and interview to measure and to understand their listening competence and needs.

Only the listening section of IELTS (The International English Language Testing System) examination papers in the academic module was adopted as means of pre-test in the needs analysis, and as means of pre-test and post-test in comparing learning achievement in the experiment. The test consisted of different question types,

such as form/table/summary completion, sentence completion, labelling a plan, and multiple choices. Also, the students were asked to describe the problems they encountered in English listening. The results pointed out that they had low proficiency in listening. They had difficulties with speakers' accent which was delivered at different speed rates as well as lacking sufficient vocabulary to understand the context. For these reasons, they could not catch up on words, and also they did not know where they were in the context. Since needs analysis is between skills that the students have and skills that a task needs, listening to the topics that the students preferred was an alternative to enhance their skills. Otherwise stated, when the students listened to a familiar topic, regardless of speakers' accent and speed rate, they could use their background knowledge in trying to understand the context in English. Lastly, the students could acquire skills and language knowledge offered in the task.

5.2.2 Design

The design aimed to develop the students' listening skills from the activities in which they were motivated to manage their own skills construction in order to achieve good listening comprehension. In order to motivate listening learning or gain the students' attention, selecting the topics from daily situations based on the students' preferences was considered as a solution. Listening units, pod-casts, and website were designed in accordance with Gagne's instruction, metacognition and constructivism theories, and two components of motivation (attention and relevance).

In designing a listening unit, the process of the metacognitive instruction approach (planning, monitoring, and evaluating) was viewed as three stages of listening activities, namely pre-listening activities, while-listening activities, and post-listening activities. These were renamed as Warm Up activities, Work Up activities, and Wrap

Up activities in this research study. The Warm Up activities were to prepare the students for listening by activating their background knowledge about the topic. The Work Up activities were to assist the students to comprehend the context. The Wrap Up activities were to allow the students to connect what they had heard with their own ideas and experiences.

In designing the website, there were altogether six components conveying different functions. The first three components were about categories of listening units, dividing into Work & Study, Social& Travel, and Mix & Match. The My Progress component was functioned as a collection of gained scores in each listening unit. The My Collection component collected the listening units which were already learned with audioscripts and answer keys for reviewing the mistakes and repeating the practices. Last, the Extra Practice component contained links to other listening resources for further development.

5.2.3 Development

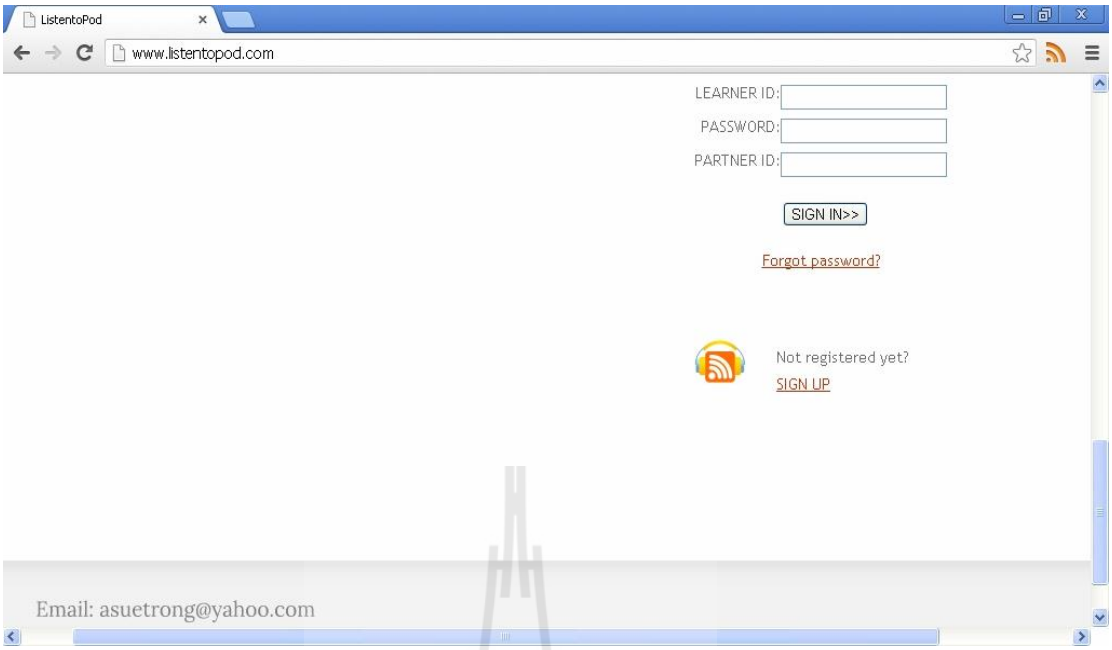
Listening units and pod-casts were developed along with the designs. In order to evaluate the students' reactions and learning by measuring the efficiency of the Model, ten listening units were tried out by three groups of students (from those in the needs analysis stage), including one-to-one group, small group, and field study group. The one-to-one trial was conducted by three students who each of them respectively got 0–5, 6–10, and more than 10 score of 40 on the pre-test. While the small group and the field trials were proceeded by nine and thirty students, underlying the pre-test score levels as mentioned. The final results showed that the efficiency of the Model was at the 85.35/85.99 level which is higher than the standard criterion of 80/80 level. With pod-casts, they were checked their sound quality by the students. They advised that some pod-casts which were conversational should have a music intro added so that they could prepare themselves before starting to listen to the listening unit.

5.2.4 Implementation

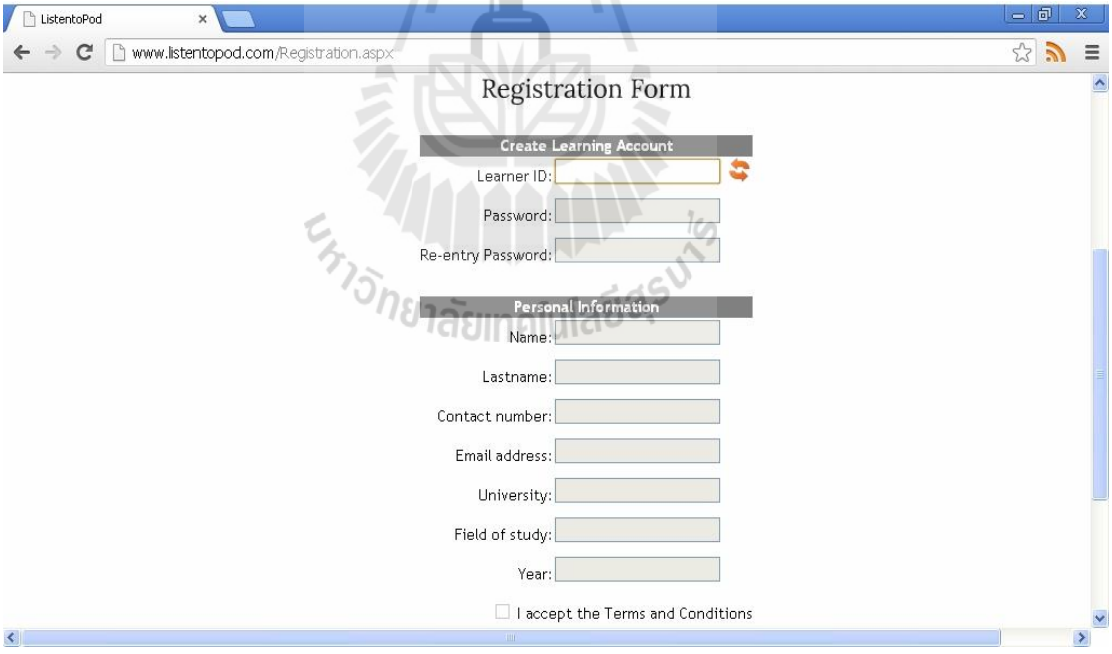
Once the listening units and pod-casts were revised, they were then made available to the students for learning. Prior to the experiment, the students (who were not from those in the needs analysis stage) were trained in the use of designed website for two hours to ensure that every website feature maximized its functions appropriately. The functions of each webpage were explained as follows:

1) Launch a Google Chrome or Internet Explorer browser.

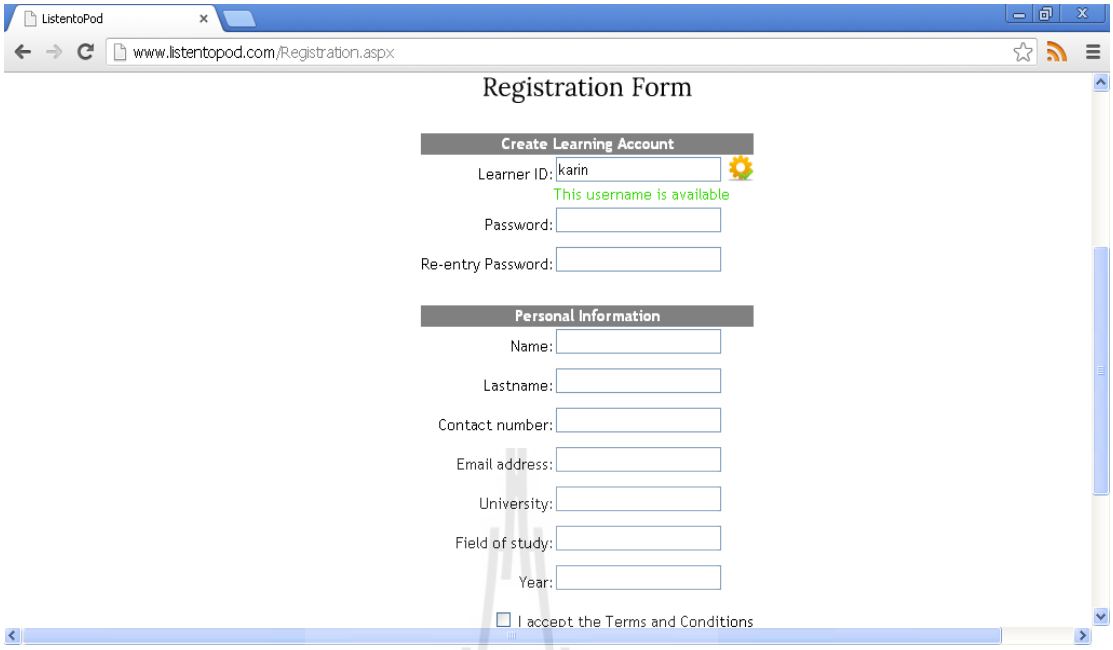
Access to **www.listentopod.com**.



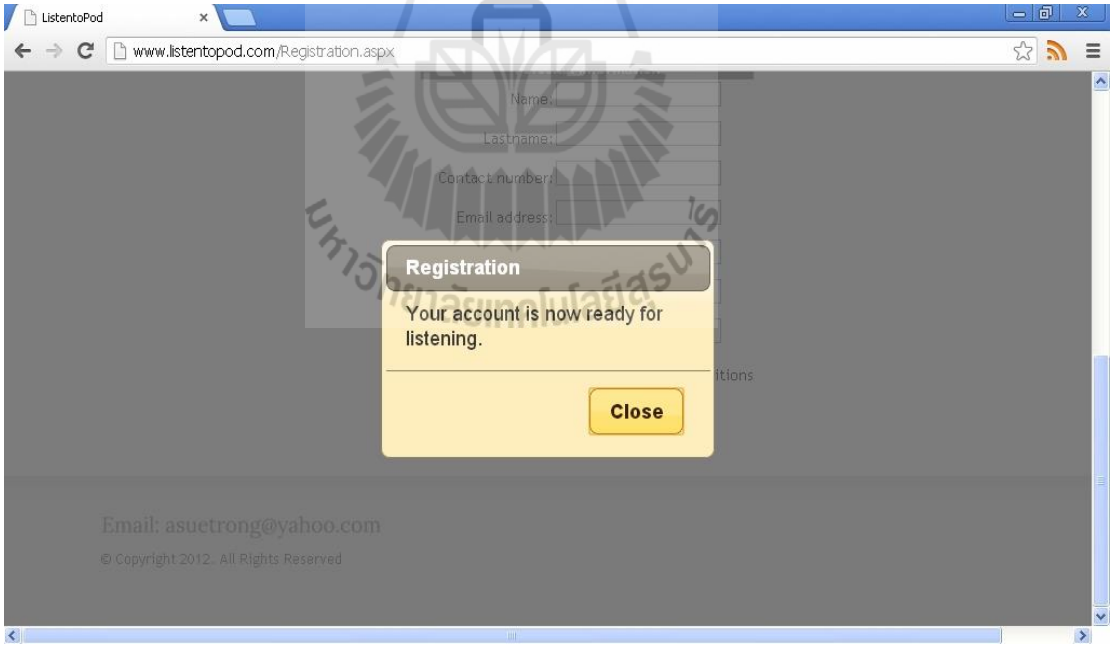
2) Click **SIGN UP** for registration.



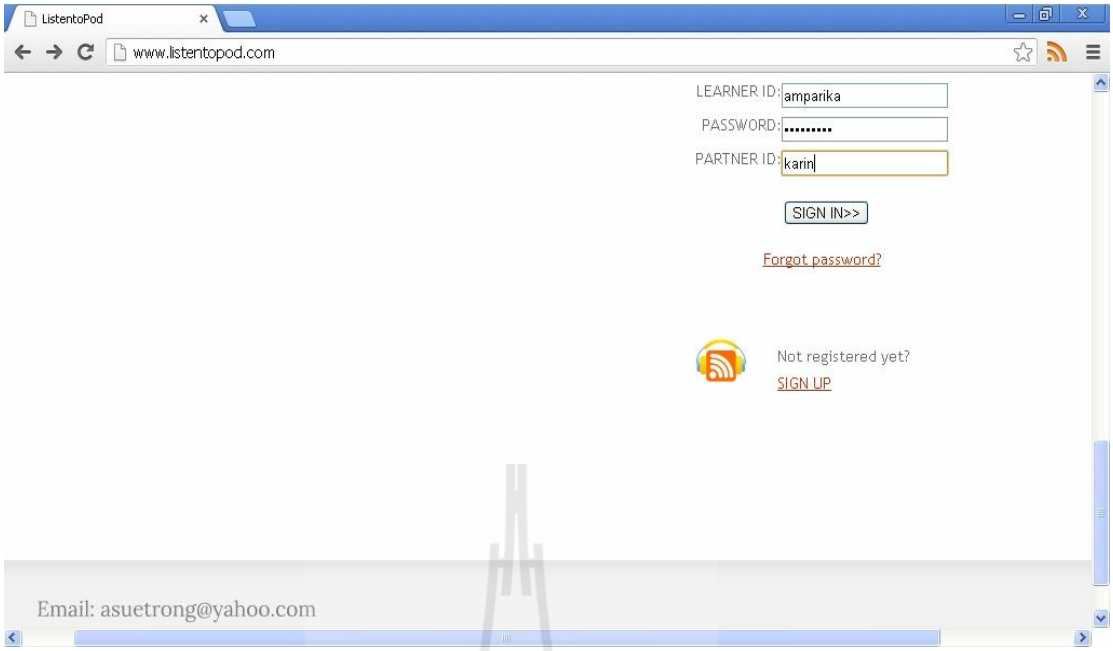
3) Fill in all the fields.



4) Click the icon next to the learner ID field to check its availability.

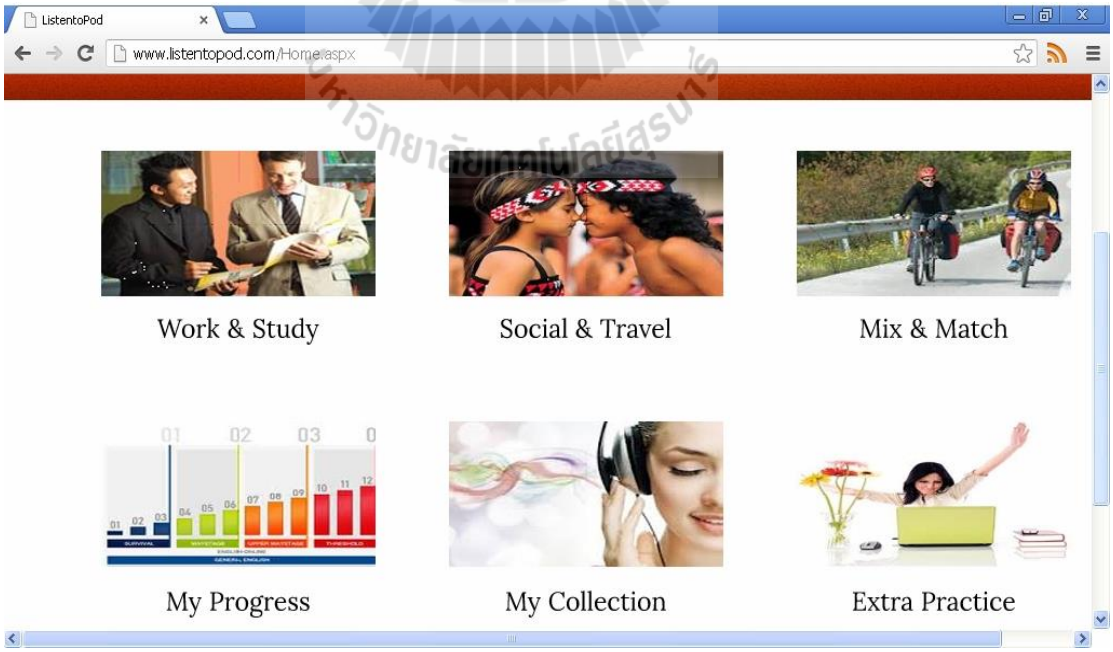


5) Receive a confirmation after finished the registration.



6) Fill in **LEARNER ID** and **PASSWORD** if it is the individual listening.

Fill in **LEARNER ID**, **PASSWORD**, and **PARTNER ID** if it is the collaborative listening.



7) The website comprises of six main components which each contains different features.

The first three components or categories including Work & Study, Social & Travel, and Mix & Match are for the learners where they can get a listening unit from for practice. To motivate the frequent practices, the listening topics are in daily conversations and based on the learners' interests. Each category delivers different content areas as follows:

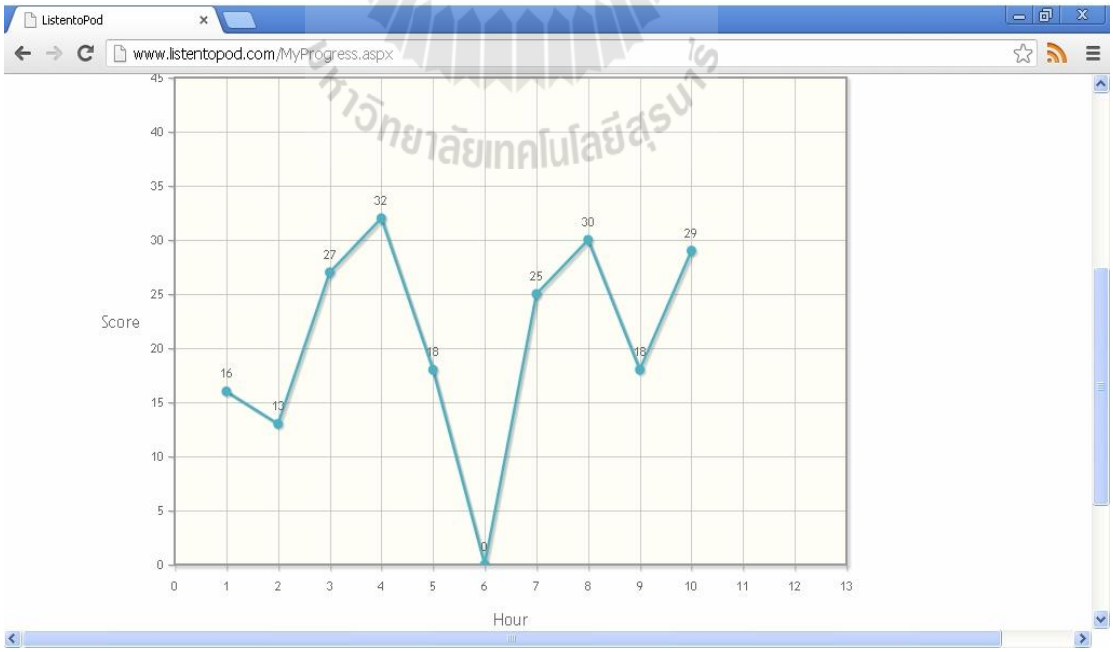
Work & Study The conversations involve with working and studying.

Social & Travel The conversations involve with meeting people and traveling.

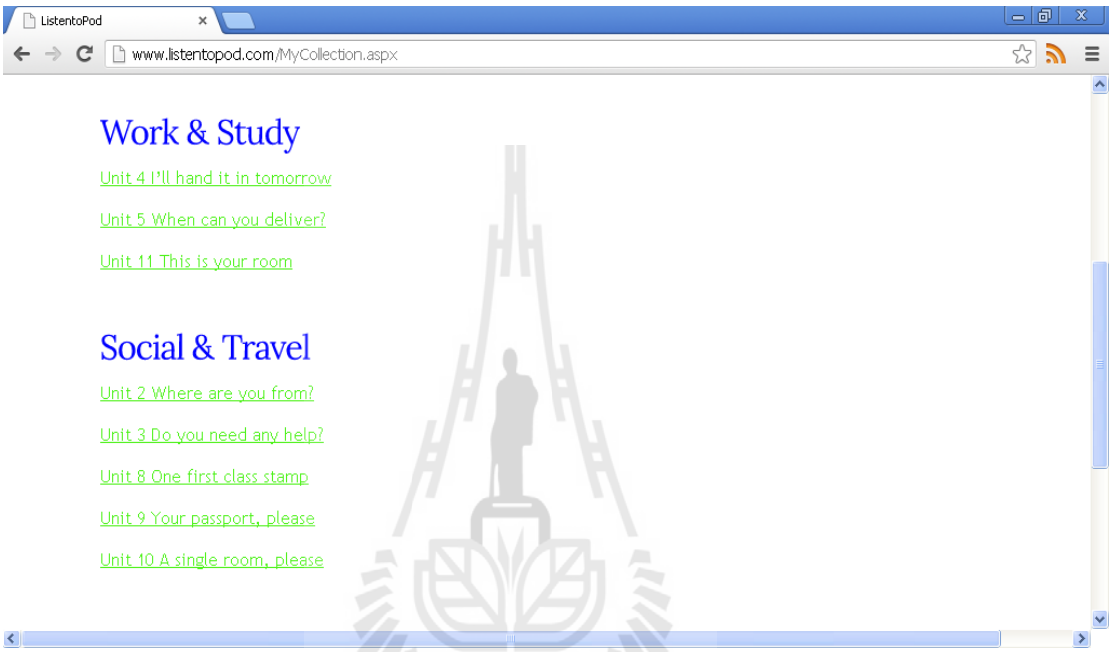
Mix & Match The conversations involve with other situations.

Each time the learners select a category, they will randomly receive a listening unit. By this matter, it means that the learners will learn in different units, preventing their cheating during practice.

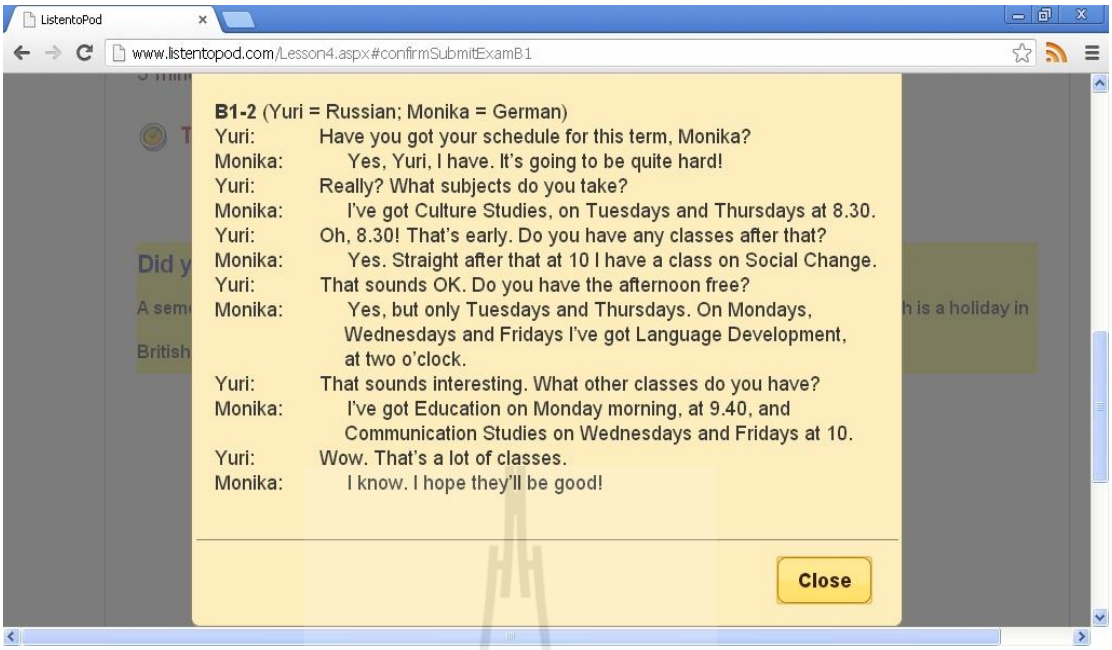
With the last three components including My Progress, My Collection, and Extra Practice, the learners can benefit from them as follows:

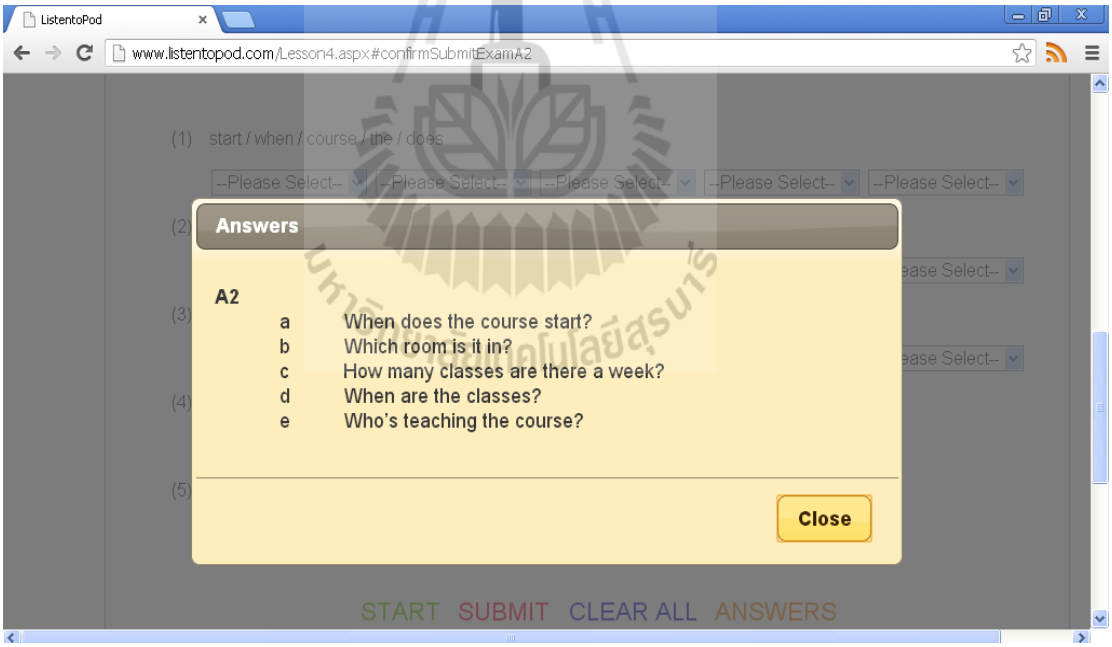


My Progress exhibits a graph indicating scores of listening units that are achieved by the learner. At this point, it helps both the instructor to perceive learner's listening development and the learners to recognize themselves listening performance. This also reflects motivating the learners to pay more intention and effort on the practice.

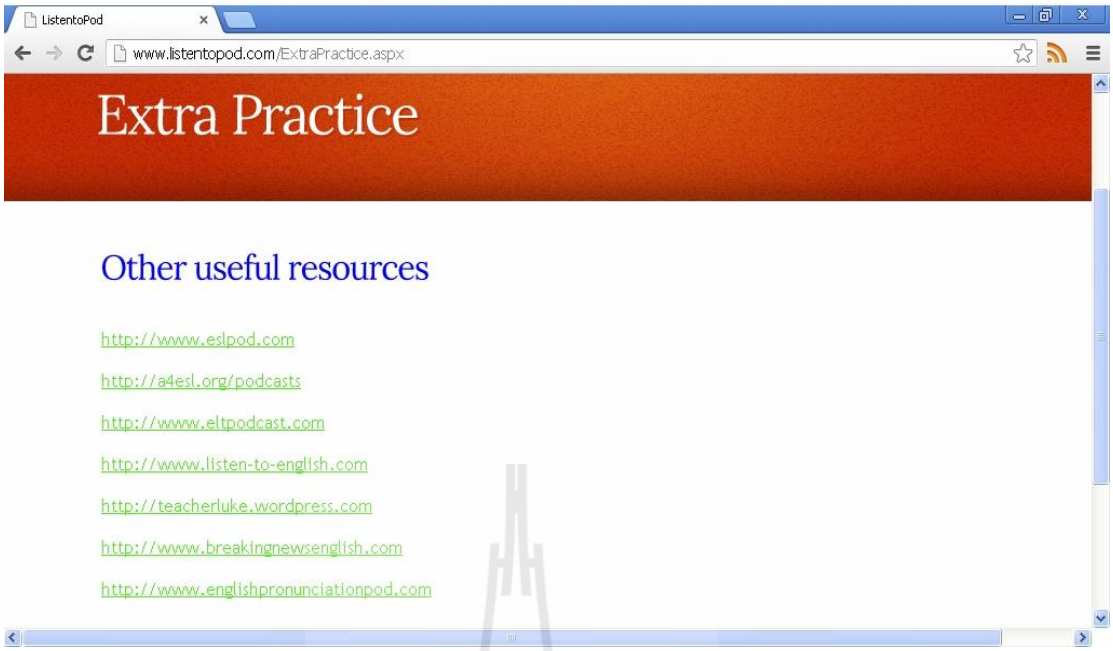


My Collection maintains the listening units which are already learned by the learners.

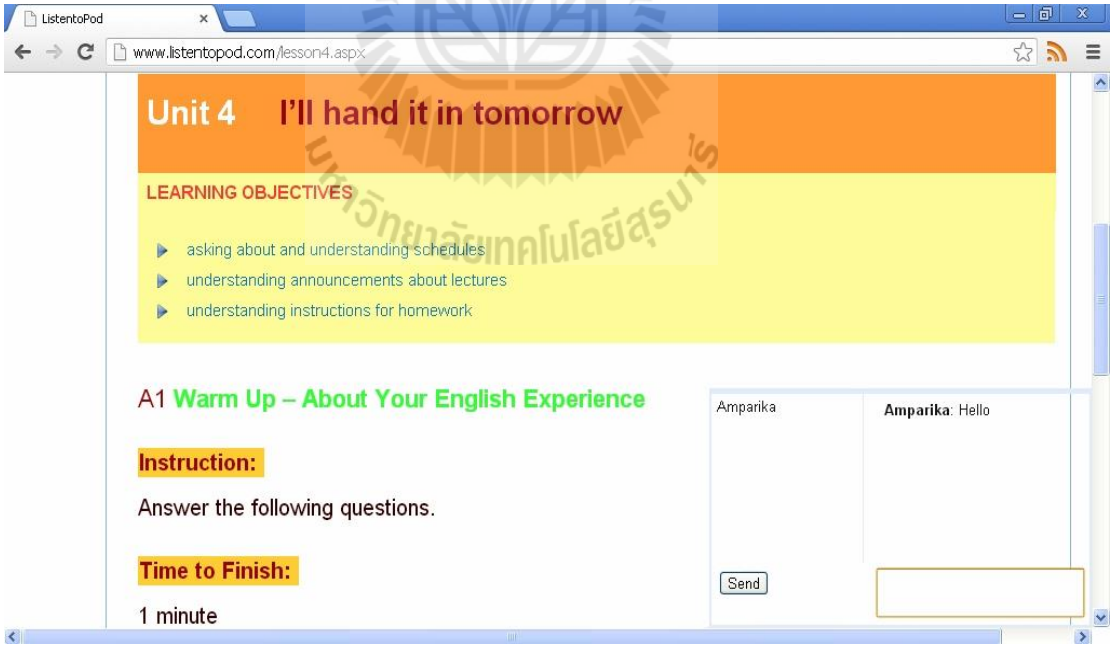




When a listening unit is repeated, audioscript and answers are dedicated for clarification. Having an audioscript, learners can both listen and read at the same time. At least, this action supports them in acquiring the language pronunciation.



Extra Practice offers other online listening resources using pod-casts in learning listening.



8) Once a listening unit is assigned to the learners, learning objectives of the unit can be noticed on the first page.

Learners are informed what they are going to learn from the unit as well as what they will gain at the end of learning. This also encourages them to organize their thoughts and around what they are about to hear.

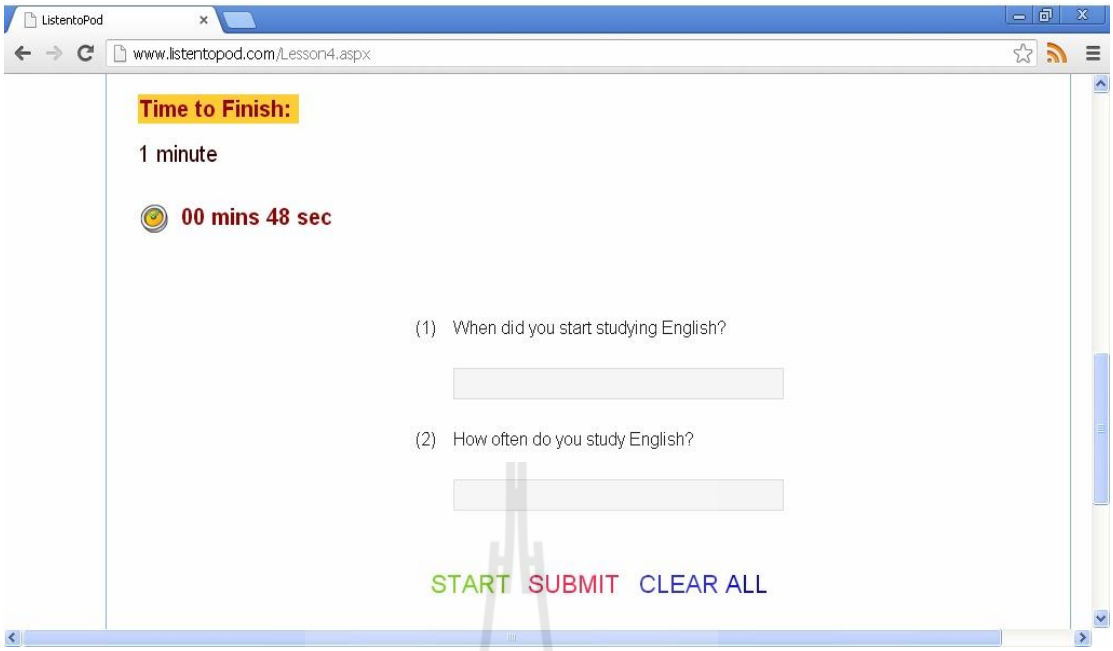
In case of collaborative listening, a chat window is appeared at the bottom right corner. It allows two learners to work on activities together. They can help each other such as sharing their language knowledge to complete the activities.

Activities in a listening unit are grouped in three steps of learning, namely Warm Up, Work Up, and Wrap Up.

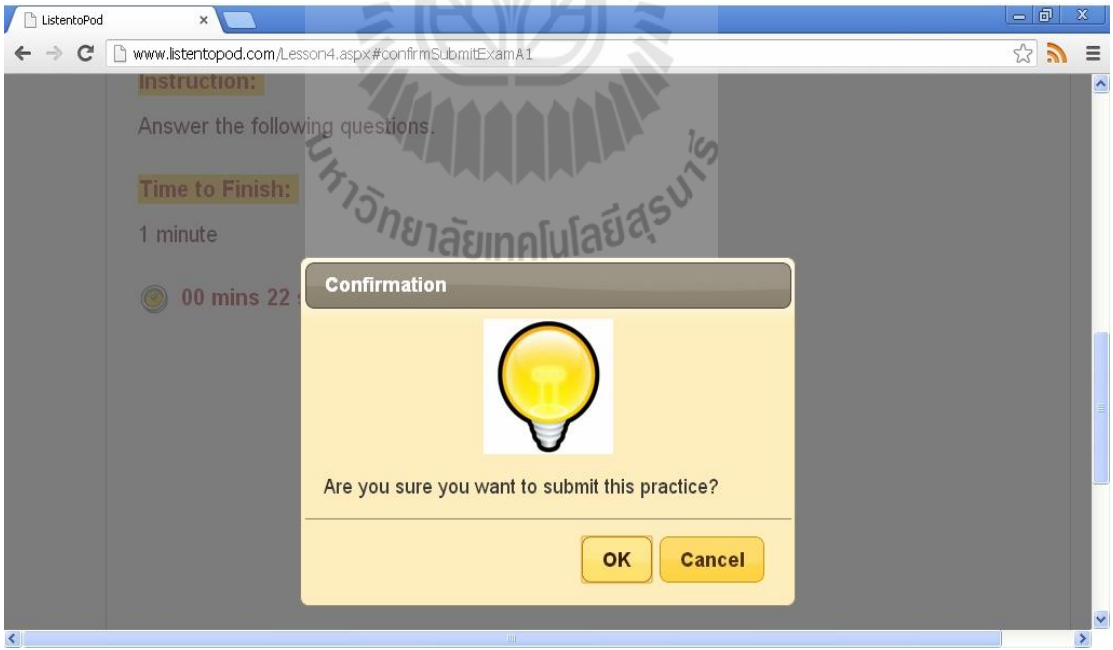
Warm Up or pre-listening is to stimulate learners' ideas and previous background knowledge of the topic.

Work Up or while-listening is to exercise learners' listening skill through the activities. In order to measure listening performance, scores will be given after each activity is completed.

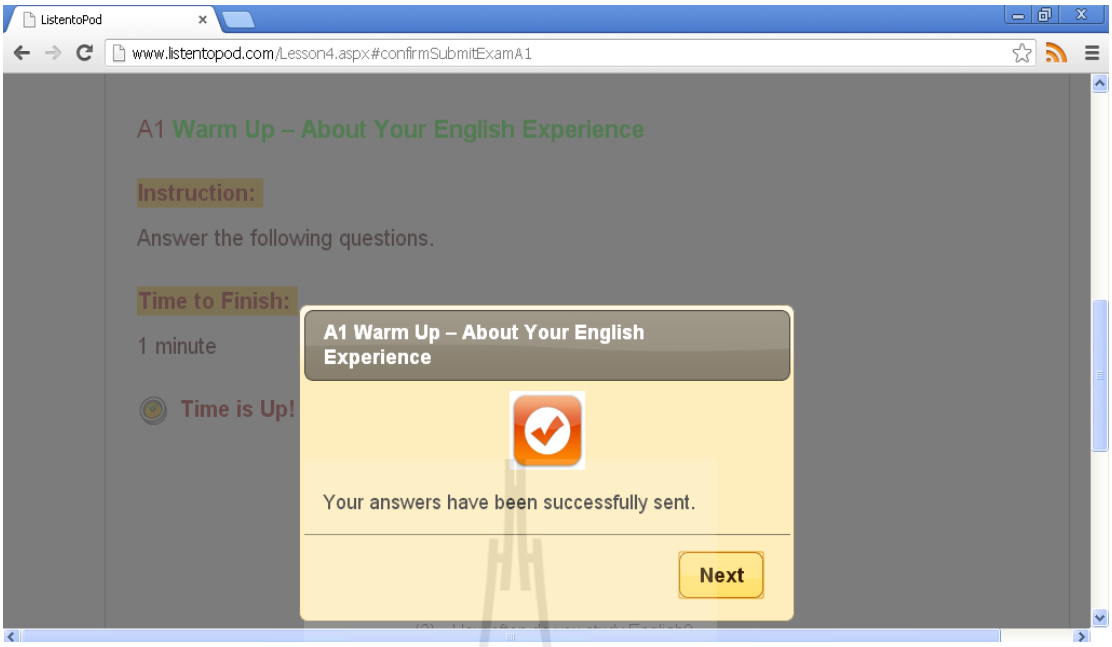
Wrap Up or post-listening is to be transferable learners' previously acquired knowledge and skills. It concludes activities that allow learners connect what they have heard with their own ideas and experiences.



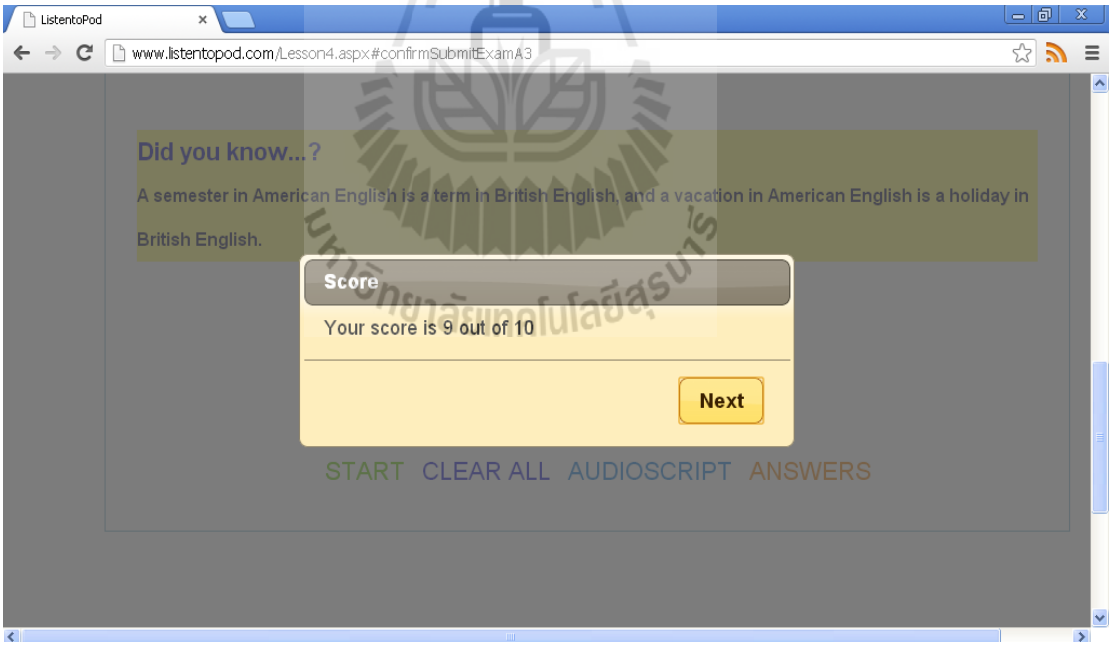
9) To avoid learner's ignorance, time is set in each activity. The learners are required to complete and submit the activities within the limited time.



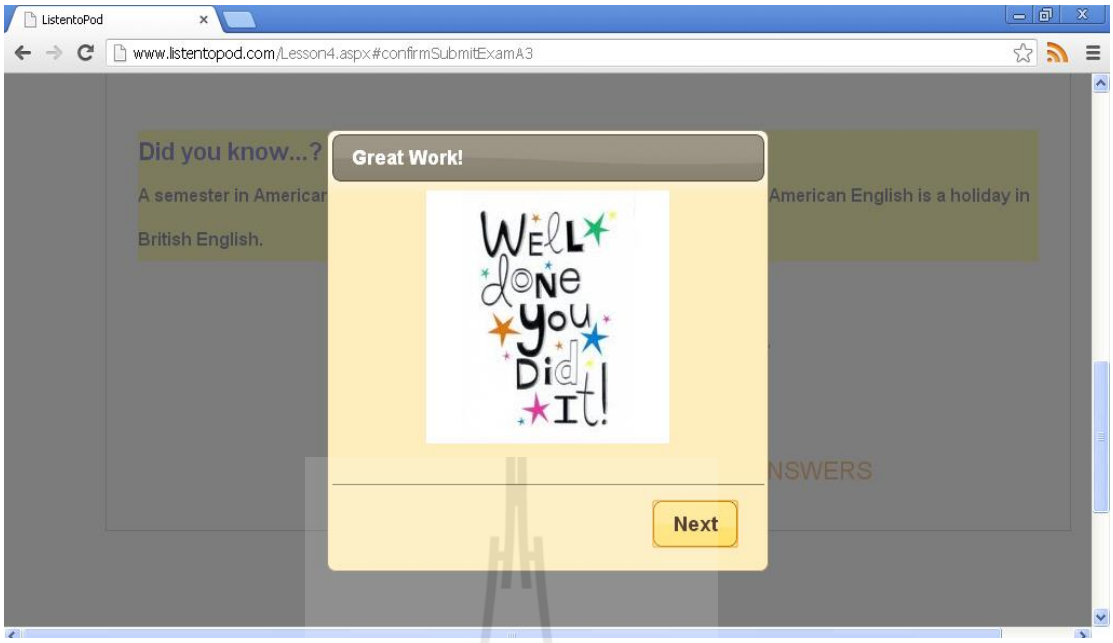
10) A confirmation is asked when it is time to submit the activity.



11) Receive a confirmation.

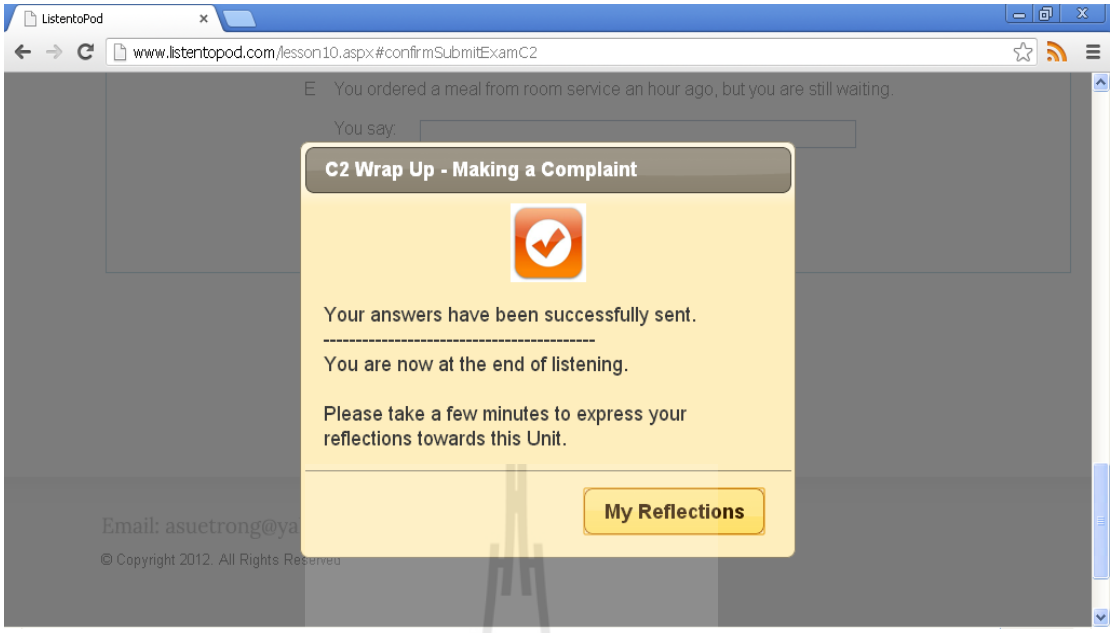


12) Get a score.

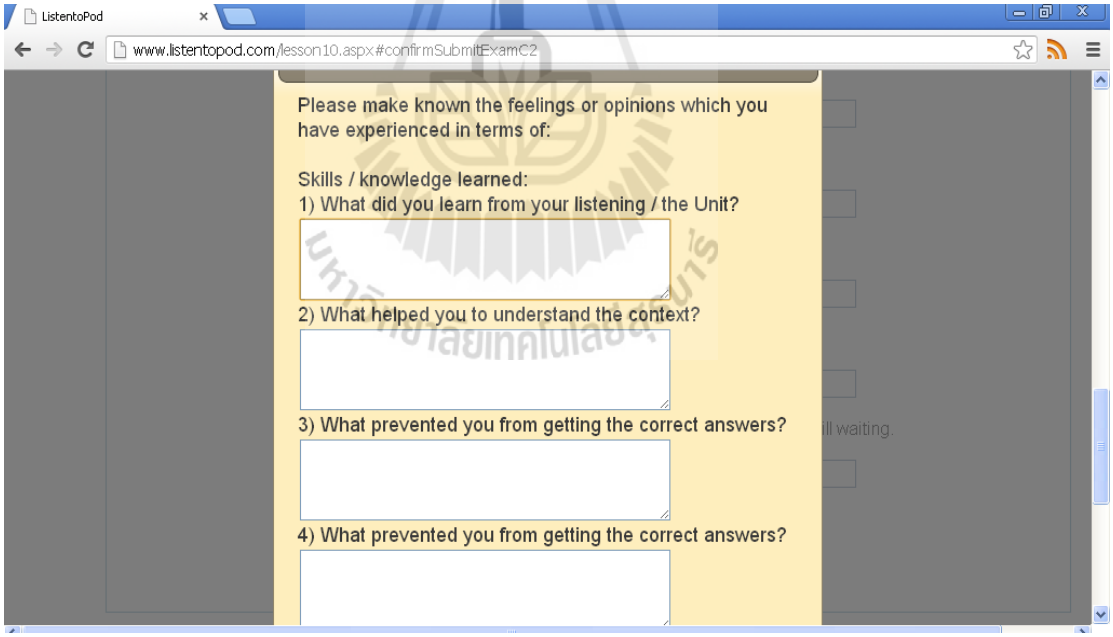


13) Receive an appreciation message when getting a high score.

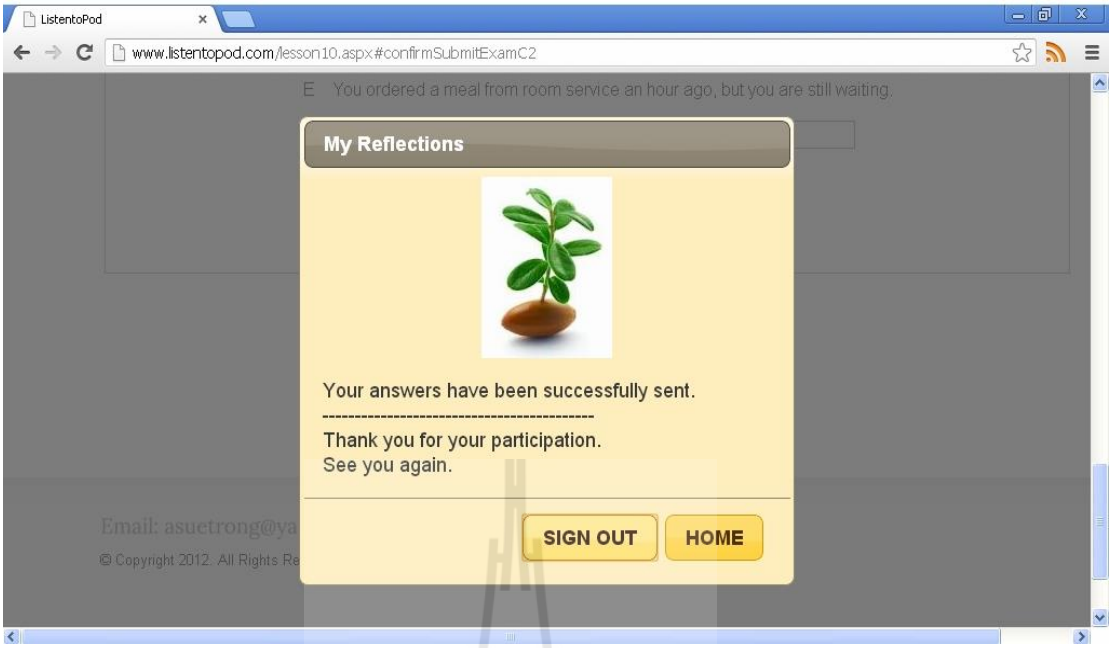
14) Receive a cheerful message when getting a low score.



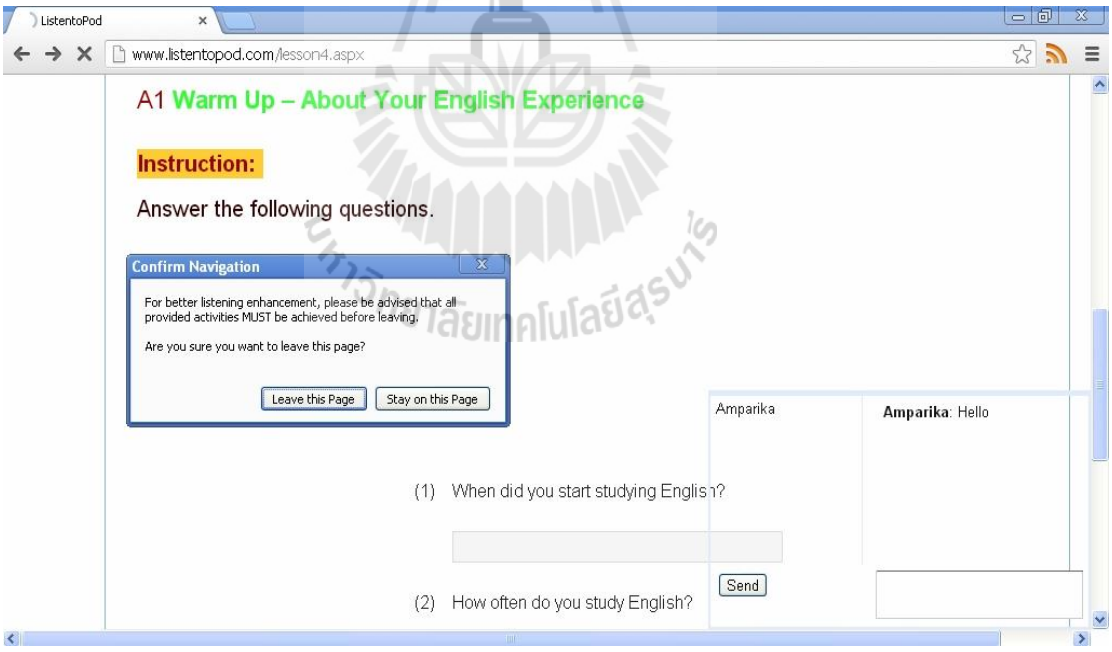
15) Finish all activities.



16) At the end of each listening unit, My Reflections is used to collect learners' feelings or opinions in regard to learned skills and knowledge as well as their satisfaction towards the unit.



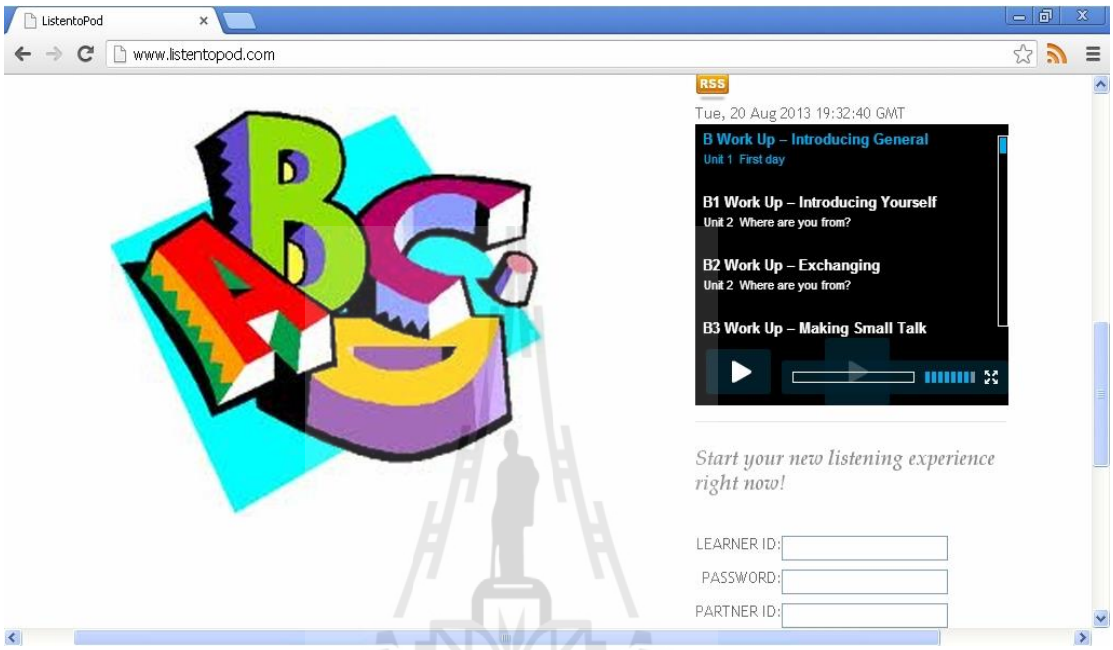
17) Arrive at the end of listening unit.



18) In case of closing the website without the listening unit completion, a warning message “For better listening enhancement, please be advised that all provided activities MUST be achieved before leaving.” is applied.

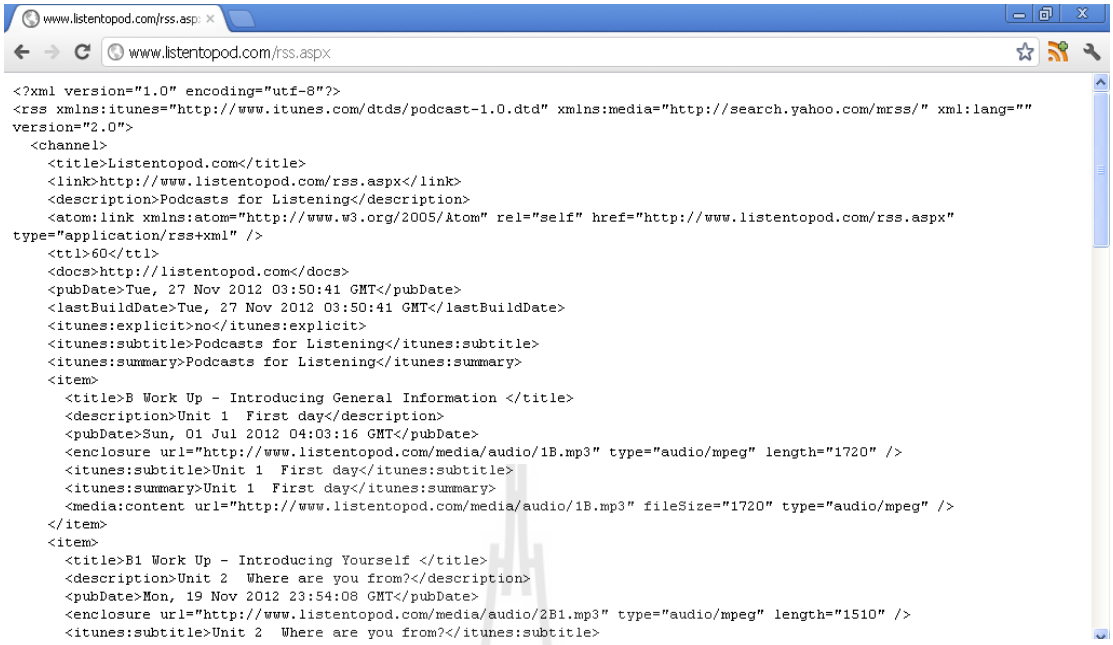
How to Get Pod-casts by RSS

Google Chrome

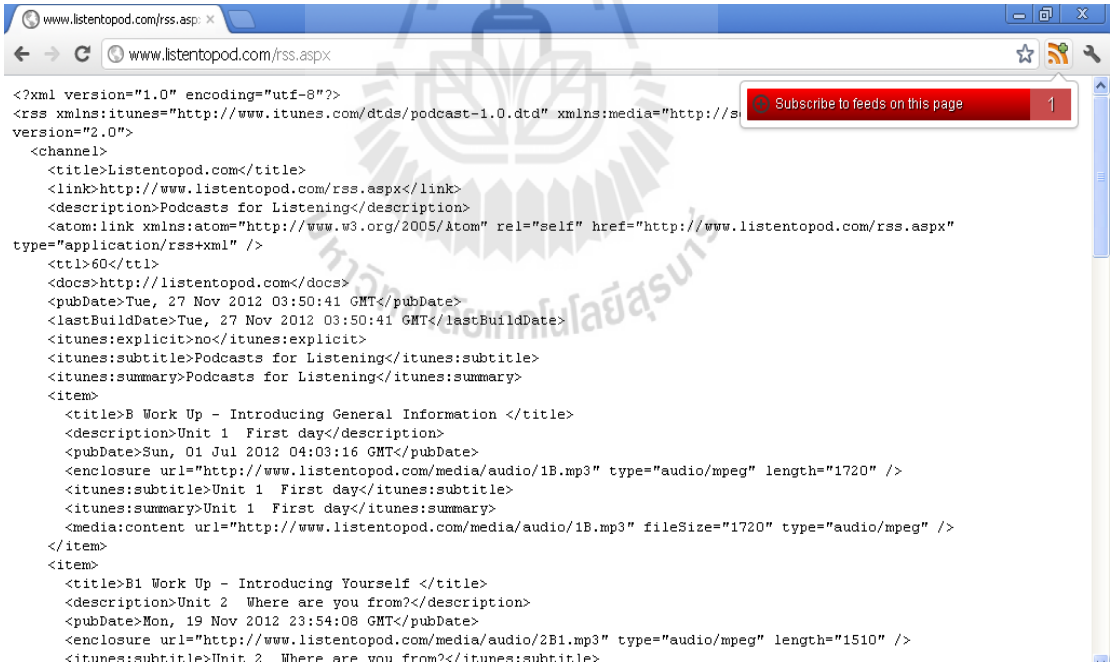


1) Click RSS to subscribe to listentopod.com

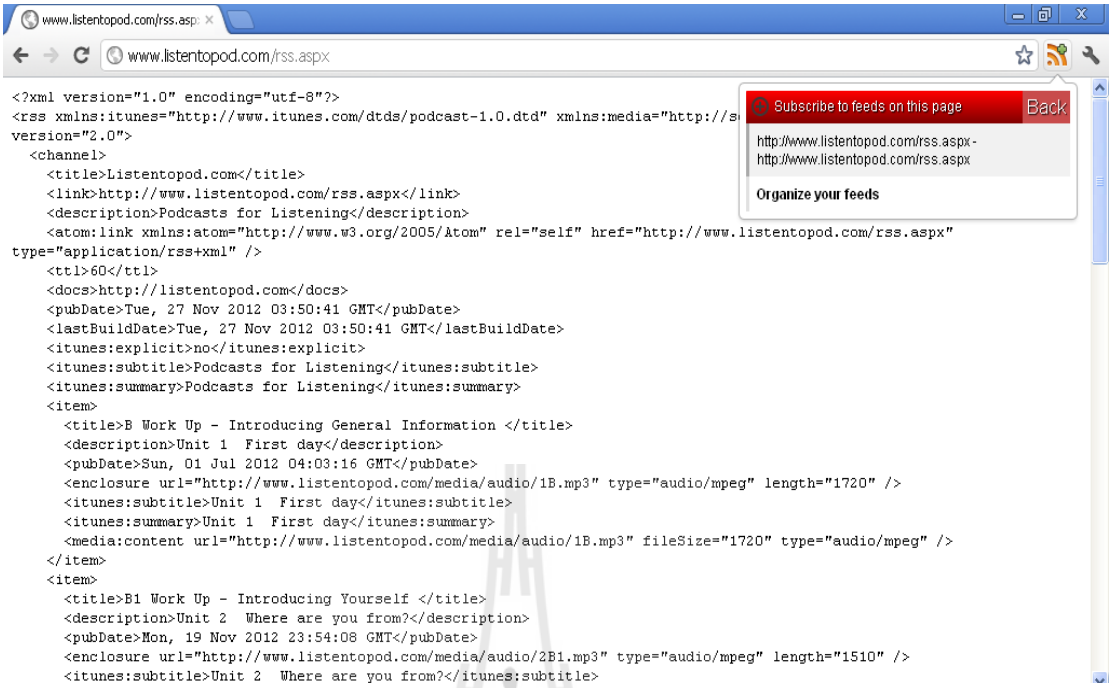
After learners subscribe to the website, they will be automatically and regularly delivered with new or updated information from the website at the time they connect to the Internet. As a result, the learners will get more inputs as well as they will be motivated to practice frequently their listening skill.



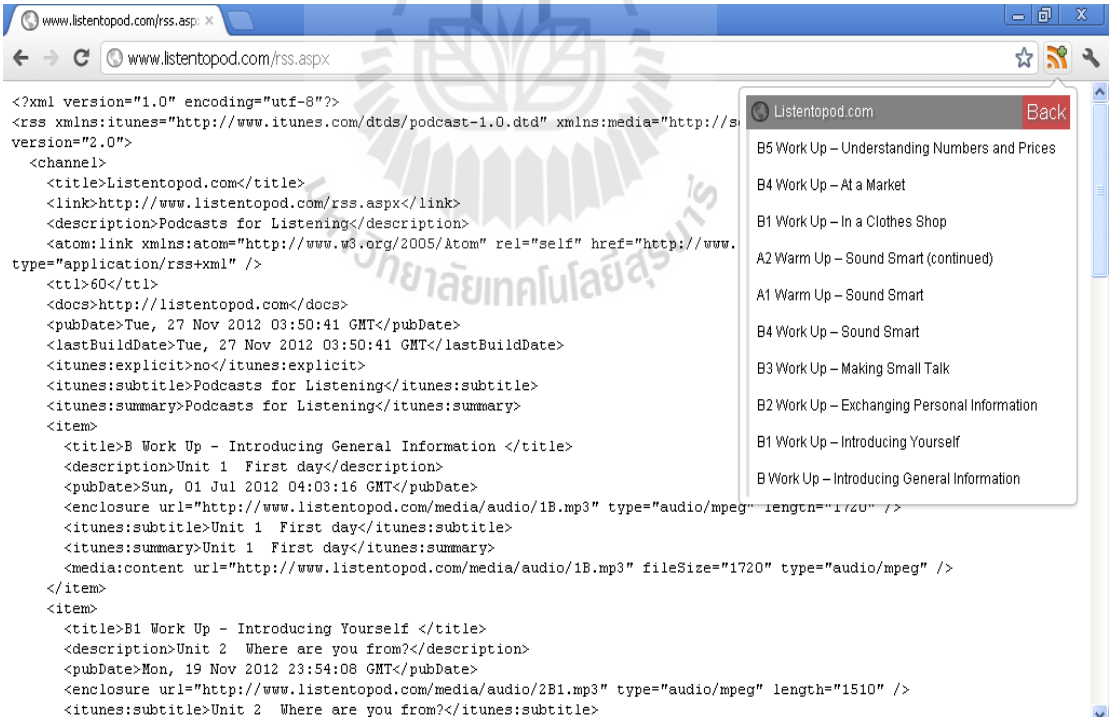
2) Click the RSS feed reader.



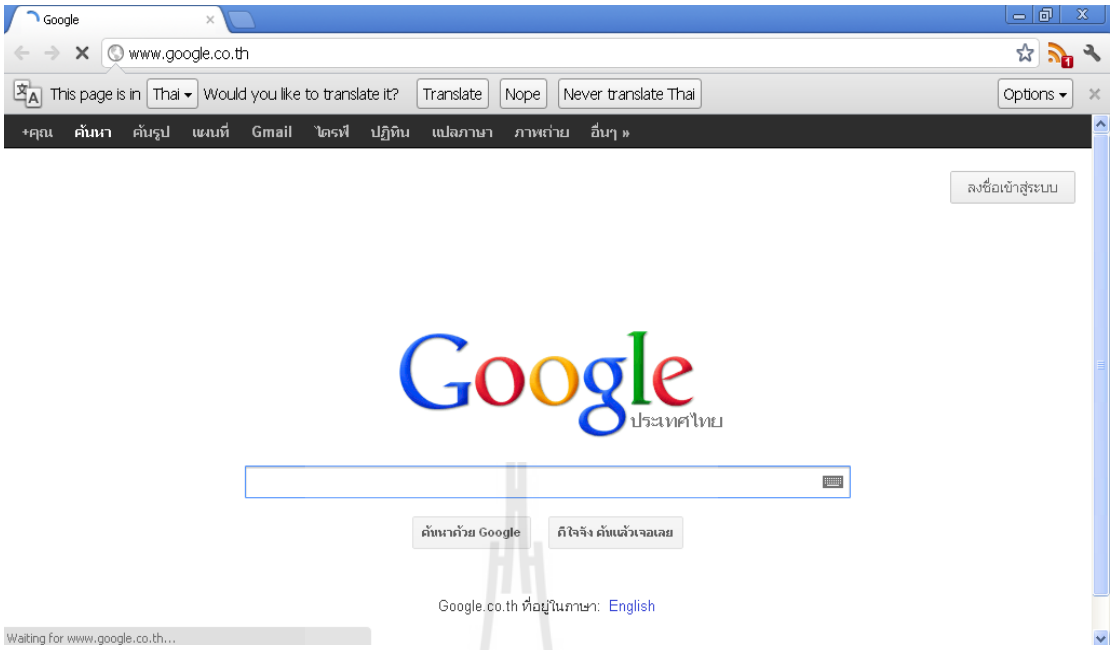
3) Click **Subscribe to feeds on this page**.



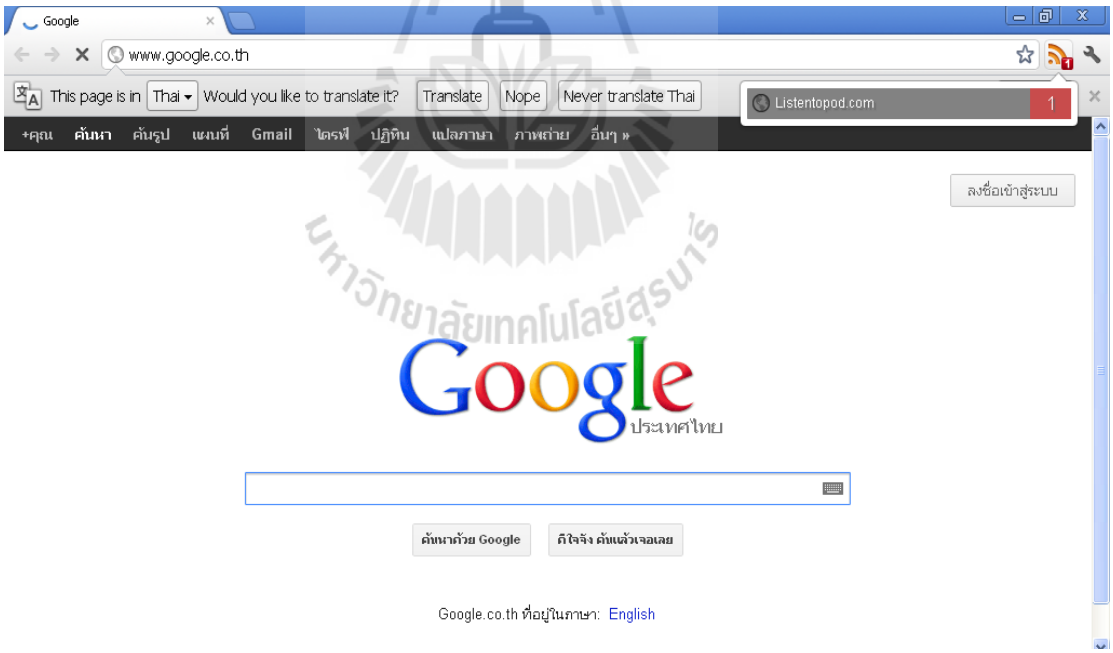
4) Click **http://www.listentopod.com/rss.aspx**



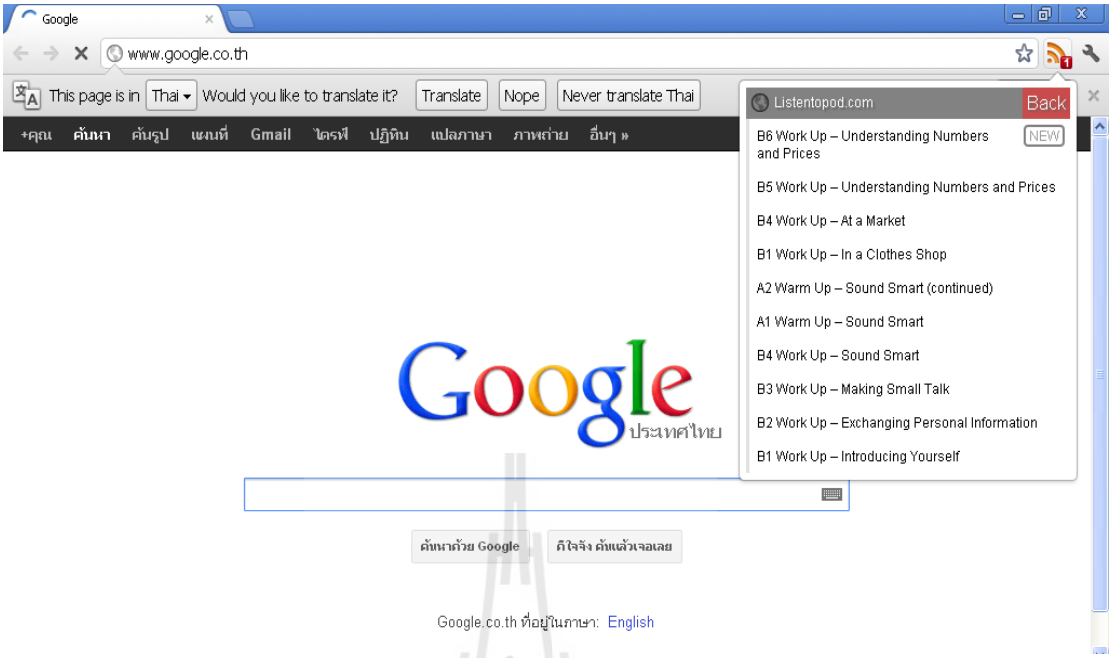
5) Finish the subscription.



6) Launch Google Chrome.

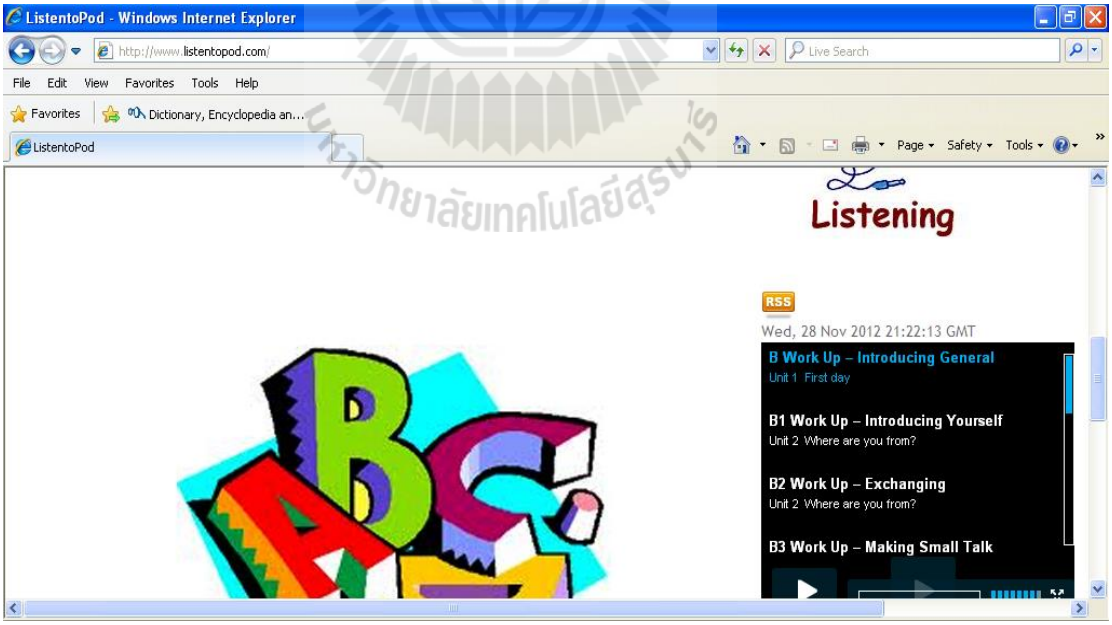


7) Click the RSS feed reader which notifying an update.

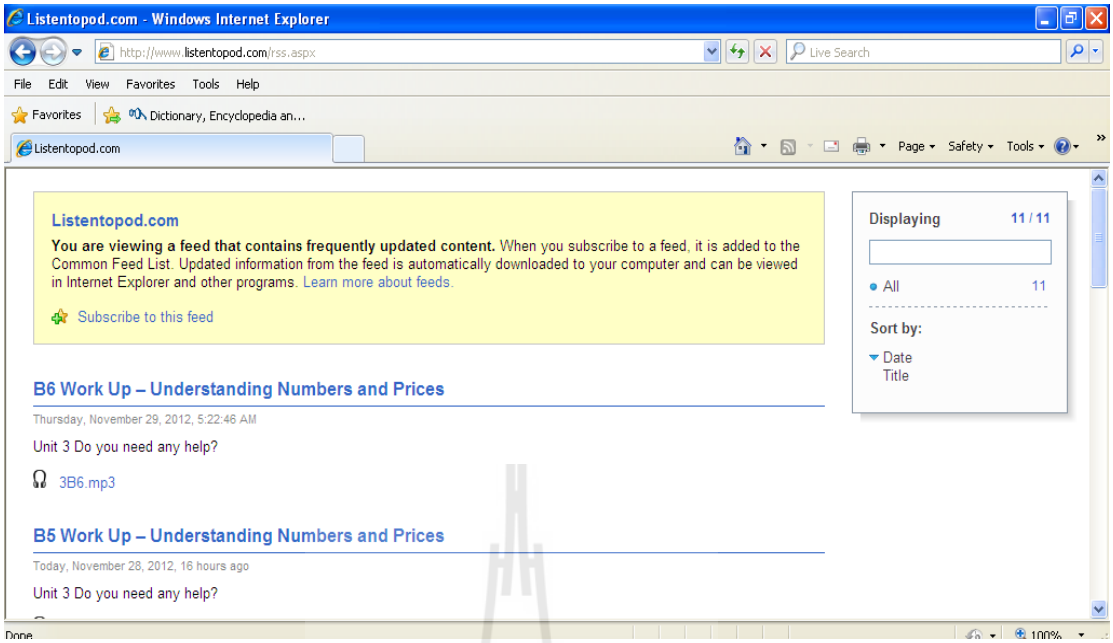


8) Get a new pod-cast.

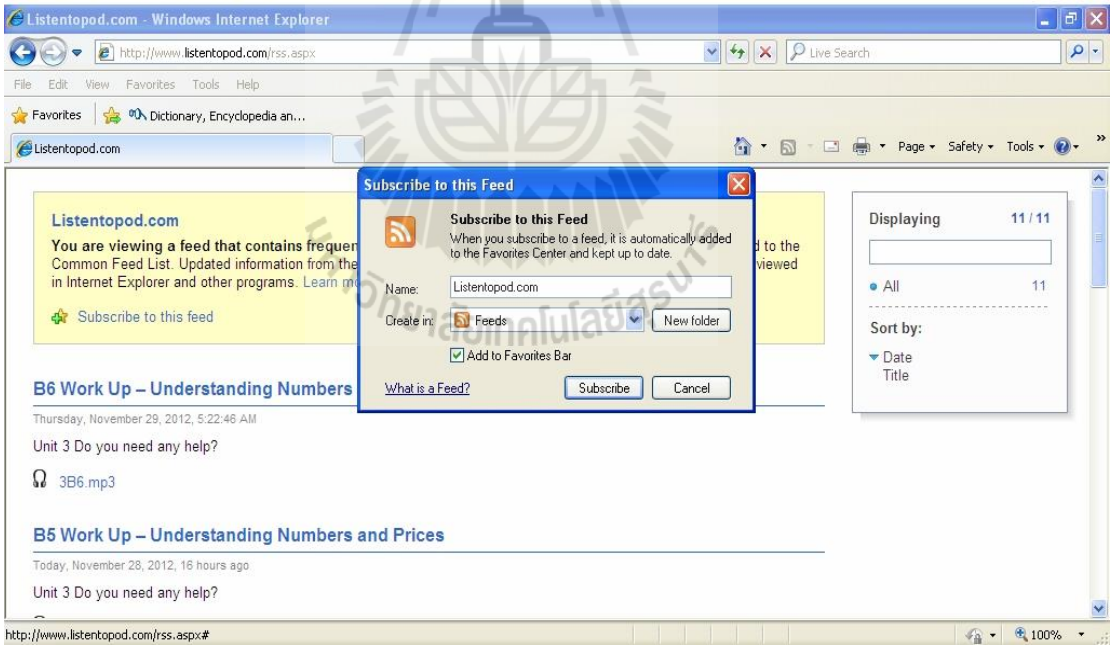
Internet Explorer



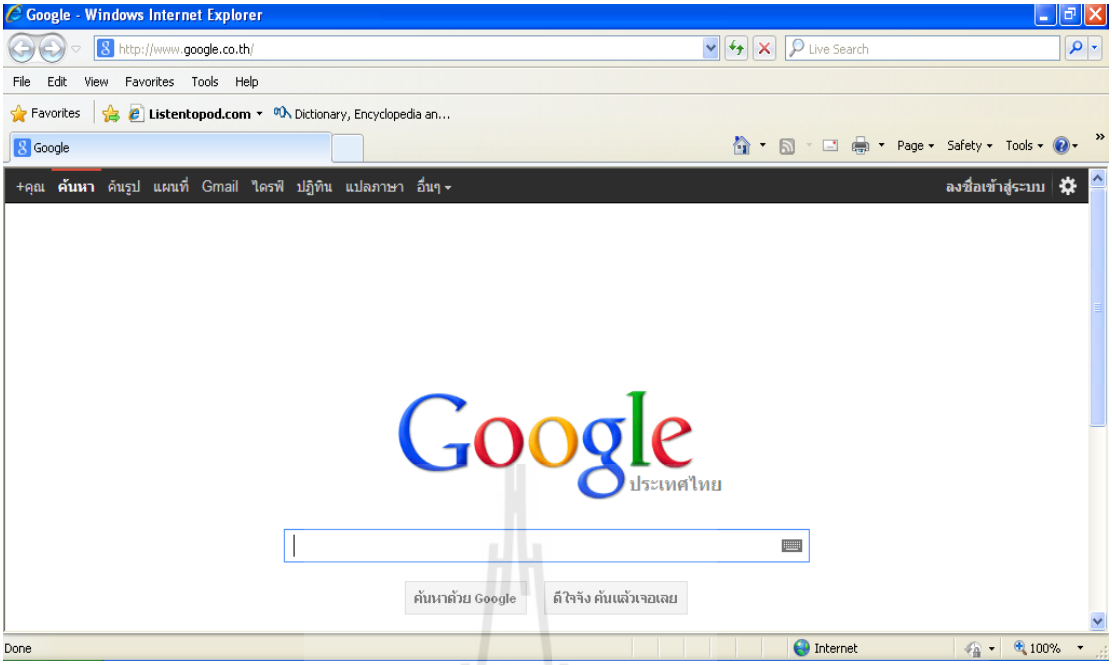
1) Click RSS to subscribe to listentopod.com.



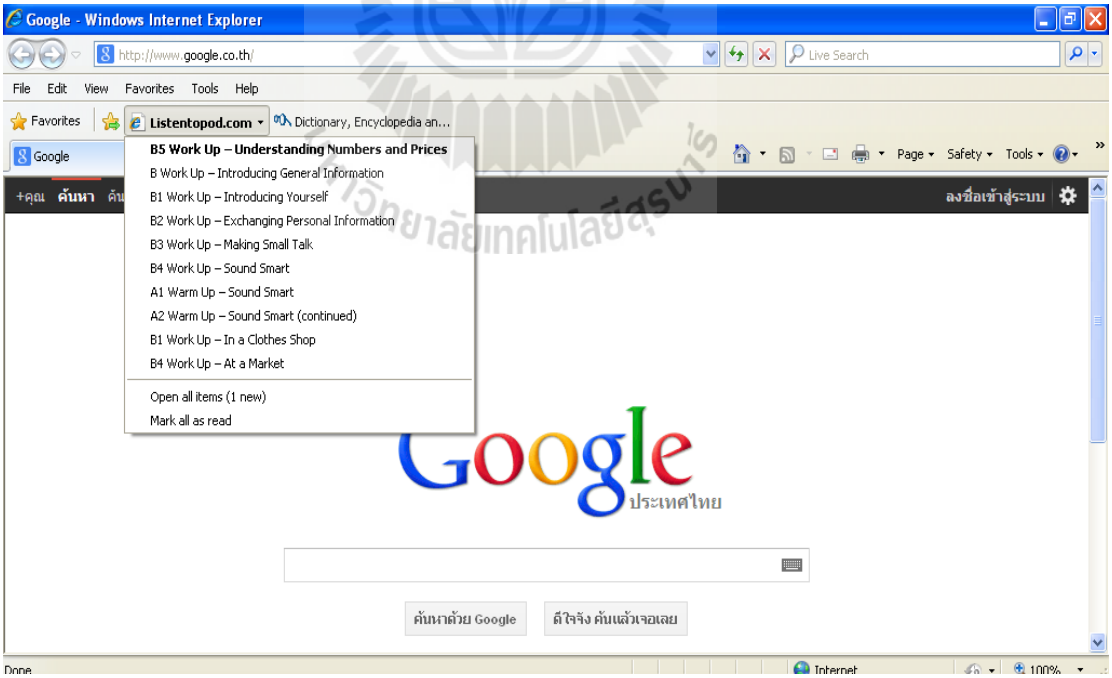
2) Click **Subscribe to this feed**.



3) Check **Add to Favorites Bar** and click **Subscribe**.



4) Launch Internet Explorer and click **Listentopod.com** notifying an update available in **bold**.



5) Get a new pod-cast.

5.2.5 Listening

The students were required to practice their listening by pod-casts once a week, for ten weeks. Also, they were asked to express their feelings and opinions of learning with self-reflection, at the end of each listening unit. Students who participated in the experimental groups listened to pod-casts and completed all activities on the designed website. Those who were in the control group listened to the recordings stored in the computers and completed the activities in the practice book. Before the target students participated in the experiment, the basic agreements were established that the students had computer literacy to access the designed website, the students were asked to practice their listening from the website by themselves, and the activities on the website were adopted from English listening practice books in relation to the students' listening needs and skills. The pre-test was given to the students to ascertain that their existing knowledge was the same. They were then evaluated for their learned skills and language knowledge on the post-test. Finally, the students in the experimental groups were invited to pronounce their thoughts regarding listening learning by the web-based pod-casts in questionnaire and interview formats. To measure the students' achievement differences, mean scores were compared between and among groups at the end of the experiment.

5.2.6 Evaluation

The findings provided clear evidence that listening learning by the web-based pod-casts improved the students' listening competence. Most of the students strongly agreed that listening to the preferred contents could motivate them to practice throughout the units. This was because they could relate the contexts to their previous experiences, resulting in acquiring new knowledge while listening. Besides, most of the students

strongly agreed that the warm up activities helped to arouse their interest to practice listening from the listening unit, and to think of what the contexts probably talked about. Once it was time to listen, the students focused on key words, used their previous knowledge, the general idea of context, tone of voice, and pictures in understanding the context. For the web-based pod-casts, the students mentioned that pod-casts could be easily accessed, at anytime. As motivated by pod-casts, having frequent listening assisted the students were more accustomed to the sounds, accents, and intonations, causing their listening skill was better.

Since the listening contents were in real-life situations, the students were motivated to listen to them. By this manner, once small successes were experienced from working on the listening activities, the students were motivated to continue. When they had the successes along with increasing levels of difficulty offered in each step of listening activities, this raised the students confidence and satisfaction to keep them engaged.

5.2.7 Revision

In case the findings were found that the web-based pod-casts did not either facilitate the students' listening enhancement or achieve the needs, a revision must be considered. For this study, it was not necessary.

5.3 Summary

As emphasized in the previous chapters, listening represents an important aspect of competence in the English language. It is considered as a necessary prerequisite for the development of other language skills. Therefore, listening materials should be designed systematically so that learners can benefit and acquire the skill from them successfully.

CHAPTER 6

CONCLUSION

6.1 Findings of the Study

Firstly, the Model which was developed for English listening enhancement in this research study consisted of seven main elements: analysis, design, development, implementation, listening (actions), evaluation, and revision. The Analysis phase was to define the problems and to determine possible solutions. The Design phase was to plan for developing the instructional materials. The Development phase was to generate the materials. Implementation was to deliver the materials. The Listening phase was to perform actions on the materials. The Evaluation phase was to measure the effectiveness of the instruction, and lastly, the Revision phase was to amend the mistakes if unexpected outcomes occurred. In addition, another eight key sub-elements of attention, relevance, confidence, satisfaction, reactions, learning, performance, and results were incorporated in the Model. Attention (attracting attention), relevance (relating one's topic interests), confidence (feeling about the achieved outcomes), and satisfaction (getting interesting and relevant resources) are functions of the motivational design model. Reactions (how learners react the training), learning (how learners improve skills), performance (how learners apply acquired skills in other settings), and results (how the training achieves the desired results) are functions of the evaluation design. Once the efficiency of the Model was evaluated, it valued at the 85.35/85.99 level which was higher than the standard criterion of 80/80 level.

Secondly, there were the different achievements between the students who practiced their English listening online and those who practiced in the language lab. Otherwise stated, the students who practiced their listening through the web-based pod-casts (collaboratively and individually) achieved higher scores than those who did not practice their listening from the web-based pod-casts. The web-based pod-casts could advance the students' listening competence.

Finally, most of students were strongly satisfied with listening practice by the web-based pod-casts. The Warm Up activities helped to arouse the students' interest to practice listening as well as encouraged them to think about what the listening contexts should be. In the Work Up activities, since the students were fostered to listen to the preferred topics, they could use their previous knowledge and focusing on key words to understand the contexts. They sometimes used the general idea of context, tone of voice, and pictures in guessing the meaning of words which they did not understand. For the Wrap Up activities, the students could apply skills and knowledge acquired from the activities to another. Also, the students mentioned that they could learn new vocabulary, the pronunciation of words, the sentence structures, and the cultures. Likewise, pod-casts could be easily accessed, at anytime. As frequently motivated by pod-casts, students were more accustomed to the sounds, accents, and intonations, causing listening skill was better.

6.2 Implications of the Study

Situating second language listening within a technology allows for the outcomes of research to be placed in a much wider context. To take further insights about using the pod-cast technology for listening enhancement, the next step of research is probably

involved with conducting a comparison between listening practice through the website without pod-casts and the web-based pod-casts. It is to seek for any difference between them and to ascertain the power of pod-cast in listening improvement.

When adopting or adapting the proposed Model, one should be aware that the Model contains seven main elements including analysis, design, development, implementation, listening, evaluation, and revision, and another eight elements including attention, relevance, confidence, satisfaction, reactions, learning, performance, and results. Any research which creates their instruction in accordance with the Model should pay attention to those elements. However, the Model can be modified with regard to the different context areas.

Using pod-cast technology, in addition, the following research might examine whether a student who becomes a good listener will be able to become a good speaker or not. This is because of the fact that listening is supporting the theory of language input and acquisition (Celce-Murcia, 2001). When students first learn a language, they generally have to listen to the words several times before they enable to recognize and pronounce those words. After that, the students need to increase a large amount of input through listening prior to developing speaking, reading, and writing skills.

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APPENDICES

APPENDIX A

LISTENING TEST

Test Overview:

The test consists of four sections, each with ten questions, for a total of forty questions.

The first two sections are concerned with social needs.

- Section 1 is a conversation between two speakers.
- Section 2 is a monologue.

The final two sections are concerned with educational contexts.

- Section 3 is a conversation between two people.
- Section 4 is a monologue.

Instructions:

You will hear the recording **ONCE** only and please answer the questions as you listen.

The test will take approximately thirty minutes.

Ten minutes will be allowed at the end of the test for revision.

Please listen carefully and answer each question completely.

SECTION 1 (Questions 1-10)

Questions 1-2

Complete the notes below.

Write **NO MORE THAN THREE WORDS AND / OR A NUMBER** for each answer.

Example:	**Answer:**
Type of job required	Part-time

Student is studying **(1)** ……

Student is in the **(2)** …… year of the course.

Questions 3-5

Complete the table below.

Write **NO MORE THAN TWO WORDS** for each answer.

Position Available	Where	Problem
Receptionist	in the **(3)** ……..	evening lectures
(4) ……	in the Child Care Centre	too early
Clerical Assistant	in the **(5)** ……..	evening lectures

Questions 6-10

Complete the form below.

Write **NO MORE THAN THREE WORDS AND / OR A NUMBER** for each answer.

Student Details	
Name:	Anita Newman
Address:	**(6)** ……... Room No. **(7)** …….
Other skills:	Speaks some Japanese
Position available:	**(8)** …… at the English Language Centre
Duties:	Respond to enquiries and **(9)** ……...
Time of interview:	Friday at **(10)** …….. a.m.

SECTION 2 (Questions 11-20)

Questions 11-16

Choose the correct letter (**A**, **B**, or **C**).

(11) PS Camping has been organising holidays for

A 15 years.

B 20 years.

C 25 years.

(12) The company has most camping sites in

A France.

B Italy.

C Switzerland.

(13) Which organised activity can children do every day of the week?

A football

B drama

C model making

(14) Some areas of the sites have a 'no noise' rule after

A 9:30 p.m.

B 10:00 p.m.

C 10:30 p.m.

(15) The holiday insurance that is offered by PS Camping

A can be charged on an annual basis.

B is included in the price of the holiday.

C must be taken out at the time of booking.

(16) Customers who recommend PS Camping to friends will receive

A a free gift.

B an upgrade to a luxury tent.

C a discount.

Questions 17-20

Write the correct letter (**A**, **B**, or **C**) next to questions 17-20.

What does the speaker say about the following items?

A	They are provided in all tents.
B	They are found in central areas of the campsite.
C	They are available on request.

(17) barbecues ……

(18) toys ……

(19) cool boxes ……

(20) mops and buckets ……

SECTION 3 (Questions 21-30)

Questions 21-22

Complete the sentences below.

Write **NO MORE THAN ONE WORD AND / OR A NUMBER** for each answer.

The presentation will last 15 minutes.

There will be **(21)** ……. minutes for questions.

The presentation will not be **(22)** …….

Questions 23-26

Write the correct letter (**A**, **B**, or **C**) next to questions 23-26.

What do the students decide about each topic for the geography presentation?

A	They will definitely include this topic.
B	They might include this topic.
C	They will not include this topic.

(23) Geographical Location ……

(24) Economy ……

(25) Overview of Education System ……

(26) Role of English Language ……

Questions 27-30

Complete the table below.

Write **NO MORE THAN TWO WORDS** for each answer.

Information / Visual Aid	Where from?
Overhead projector	the **(27)** ……...
Map of West Africa	the **(28)** ……...
Map of the islands	a tourist brochure
Literacy figures	the **(29)** …….
(30) …… on school places	as above

SECTION 4 (Questions 31-40)

Questions 31-33

Choose the correct letter (**A**, **B**, or **C**).

Monosodium Glutamate (MSG)

(31) The speaker says the main topic of the lecture is

A the history of monosodium glutamate.

B the way monosodium glutamate works.

C where monosodium glutamate is used.

(32) In 1908, scientists in Japan

A made monosodium glutamate.

B began using kombu.

C identified glutamate.

(33) What change occurred in the manufacture of glutamate in 1956?

A It began to be manufactured on a large scale.

B The Japanese began extracting it from natural sources.

C It became much more expensive to produce.

Questions 34-40

Complete the notes below.

Write **NO MORE THAN TWO WORDS** for each answer.

Monosodium Glutamate (MSG)

- MSG contains
  - − glutamate (78.2%)
  - − sodium (12.2%)
  - − **(34)** …… (9.6%)
- Glutamate is found in foods that contain protein such as **(35)** …… and **(36)** ……
- MSG is used in foods in many different parts of the world.
- In 1908 Kikunae Ikeda discovered a **(37)** …….
- Our ability to detect glutamate makes sense because it is so **(38)** ..……... naturally.
- John Prescott suggests that:
  - − sweetness tells us that a food contains carbohydrates.
  - − **(39)** …… tells us that a food contains toxins.
  - − sourness tells us that a food is spoiled.
  - − saltiness tells us that a food contains **(40)** …….

END OF THE TEST

APPENDIX B

Unit Sample I'll hand it in tomorrow

LEARNING OBJECTIVES

- ► asking about and understanding schedules
- ► understanding announcements about lectures
- ► understanding instructions for homework

A1 Warm Up – About Your English Experience

Instruction:
Answer the following questions.

Time to Finish:
1 minute

1) When did you start studying English?
……

2) How often do you study English?
……

A2 Warm Up – Talking About Your Studies

Instruction:
Make these words in the correct order to complete them in questions.

Time to Finish:
4 minutes

a start / when / course / the / does
……

b in / room / which / is / it
……

c classes / how many / there / are / a week
……

d classes / when / the / are
……

e the / course / teaching / who's
……

A3 Warm Up – Focus On
Prepositions

Instruction:
Complete each sentence with *at*, *in* or *on*.

Time to Finish:
5 minutes

a I've got Culture Studies …… Tuesdays.
b I have a class …… Social Change.
c I'll see you …… eleven …… Room 351.
d I don't study …… weekends.
e I don't have any classes …… night.
f I'm free …… Friday afternoons.
g I always have classes …… the morning.
h This class finishes …… four o'clock.
i My next class starts …… ten minutes.

B1 Work Up – Class Schedules

Situation:
Monika and Yuri are students at Westbrook International College.

Instructions:
Listen to them talk about their new class schedules. Answer the question.

Time to Finish:
3 minutes with listening twice

How many classes is Monika taking this term? ……

Did you know …?

A *semester* in American English is a *term* in British English, and a *vacation* in American English is a *holiday* in British English.

B2 Work Up – Class Schedules

Instructions:
Listen again and complete Monika's weekly schedule.

Time to Finish:
8 minutes with listening twice

Westbrook International College

Weekly schedule: **Monika Wessel**

Class	Time	Day(s)
Culture Studies	8:30am	……...…….. & Thursdays
…….	…….	…….
Language Development	…….	…….
…….	…….	…….
…….	…….	…….

B3 Work Up – Listening to Announcements

Situation:
Mrs Havers, the Course Administrator, tells students about some special guest lectures this month.

Instructions:
Listen and answer the following questions.

Time to Finish:
4 minutes with listening twice

Who should go to …

a Dr Grimshaw's lecture?
……

b Mr Collins' lecture?
……

c Prof Kaminski's lecture?
……

B4 Work Up – Understanding Instructions

Instructions:
Listen to these teachers give homework assignments.
Type A-E of each assignment below in the correct order.

Time to Finish:
4 minutes with listening twice

..... The Future of the English Language
..... How to be a successful language learner
..... Grammar and pronunciation
..... Language Development
..... Language and Culture

B5 Work Up – Understanding Instructions

Instructions:

Listen again and complete each assignment (1-5) in which:
a = assignment detail
b = the day or date when students must finish the assignment

Time to Finish:
7 minutes with listening twice

1)	a	do some grammar and pronunciation ……..……..
	b	……..…..
2)	a	write a ……..….. essay
	b	……..…..
3)	a	read ……..…..articles
	b	……..…..
4)	a	prepare a ……..….. on the Future of the English Language
	b	……..…..
5)	a	prepare a ……..….. talk
	b	……..…..

B6 Work Up – Making Arrangements

Instructions:

Listen to Mike speak to his supervisor, Dr Gupta.
Answer **NO MORE THAN TWO WORDS AND / OR A NUMBER** for each question.

Time to Finish:
4 minutes with listening twice

A What assignment can't he do on time?
……

B Why can't he meet the deadline?
……

C When will he start work?
……

D What new deadline does Dr Gupta give?
……

C Wrap Up – Talking About Your Studies

Instructions:
Imagine you are talking to a friend. Use the notes below to tell your friend about the course. A note is done as an example.

Example: starts Monday 4th September
You say: The course starts on Monday the fourth of September.

Time to Finish:
10 minutes

a) 5 classes a week
You say: ……

b) Monday-Friday 9-12
You say: ……

c) Room 2A
You say: ……

d) teacher: Mr Price
You say: ……

END OF LISTENING

APPENDIX C

My Reflections

Please make known the feelings or opinions which you have experienced in terms of:

Skills / knowledge learned:

1) What did you learn from your listening / the Unit?

……..
……..

2) What helped you to understand the context?

……..
……..

3) What prevented you from getting the correct answers?

……..
……..

4) What did you do to understand as much of the context as possible?

……..
……..

Satisfaction towards the Unit:
(e.g. Is it interesting? If so, how?)

……..
……..

APPENDIX D

QUESTIONNAIRE

THE DEVELOPMENT OF AN ENGLISH LISTENING MODEL USING POD-CAST TECHNOLOGY

Objective:

This questionnaire aims at accumulating the students' opinions about English listening comprehension by web-based pod-cast technology.

Contents of the questionnaire are divided into 4 parts, including:

Part 1 Satisfaction with the listening contents;

Part 2 Satisfaction with the listening activities;

Part 3 Satisfaction with the listening materials; and

Part 4 Opinions of the overall web-based pod-cast listening.

Please read each question and answer completely and truthfully.

Part 1 Satisfaction with the listening contents

Instructions:

Please make a check mark (√) in a column which best indicates your level of opinion for each statement. If you have any additional comments, please write them in the '*Others*' section at the end.

5 = Strongly Agree
4 = Agree
3 = Uncertain
2 = Disagree
1 = Strongly Disagree

Statement	Level of Opinion				
	5	4	3	2	1
1) Contents in the listening units were relevant to my interests.					
2) Unit objectives are established clearly.					
3) The presentation of contents helped me to be confident to know what I was needed to listen for.					
4) As interested in the contents, listening to them raised me a confidence of Unit accomplishment.					
5) Listen to the interested contents could hold my attention through the Unit.					
6) I could relate the contexts to things I had seen, done, or thought about in my experiences.					
7) The contexts were not too difficult to understand.					
8) I have learned new knowledge from the contents.					
9) Overall, I would rate the provided contents as helpful in my listening practice.					
Others (please specify) ……..... ……..					

Part 2 Satisfaction with the listening activities

Instructions:

Please make a check mark (√) in a column which best indicates your level of opinion for each statement. If you have any additional comments, please write them in the '*Others*' section at the end.

5 = Strongly Agree
4 = Agree
3 = Uncertain
2 = Disagree
1 = Strongly Disagree

Statement	Level of Opinion				
	5	4	3	2	1
10) A number of activities in each listening unit are appropriate.					
11) Practicing listening in different activities challenged my skills.					
12) There are clear activity instructions of what I was needed to do.					
13) Examples are given as necessary.					
14) I was satisfied with the activity steps in which I could develop my language knowledge and skills gradually.					
With the Warm Up activities, …					
15) I was aroused my interest to practice listening in the Unit.					
16) I could think of what the contexts for listening practice probably talk about.					
17) I did not feel nervous about listening to English.					
With the Work Up activities, …					
18) Before I started to listen, I planned how I was going to do so that I could spend my time properly.					
19) As I listened, I focused on key words to understand the context.					

Part 2 (continued)

5 = Strongly Agree
4 = Agree
3 = Uncertain
2 = Disagree
1 = Strongly Disagree

Statement	Level of Opinion				
	5	4	3	2	1
20) I sometimes used the general idea of context, tone of voice, pictures, and other clues to help me guess the meaning of words I did not understand.					
21) I used my previous knowledge to understand the contexts.					
22) I knew where I needed to pay more attention when I listened to the second time.					
With the Wrap Up activities, …					
23) I could apply skills and/or knowledge acquired from one activity to another.					
24) After having more listening, I could take less time to complete the activity.					
25) I have learned new language knowledge and skills from the activities.					
26) Overall, I would rate the listening activities as supportive.					
Others (please specify) ……..... ……..					

Part 3 Satisfaction with the listening materials

Instructions:

Please make a check mark (√) in a column which best indicates your level of opinion for each statement. If you have any additional comments, please write them in the '*Others*' section at the end.

5 = Strongly Agree
4 = Agree
3 = Uncertain
2 = Disagree
1 = Strongly Disagree

Statement	Level of Opinion				
	5	4	3	2	1
27) The method of releasing pod-casts helped to motivate my practice.					
28) Practicing listening through pod-casts at anytime was attentive.					
29) Pod-casts could be accessed with ease.					
30) The variety of pod-casts helped to keep my attention in listening.					
31) The contents of pod-casts were relevant to my interests.					
32) As I listened to the preferred pod-casts, I had an impression that the related listening units would not be hard for me.					
33) I could relate the contexts of pod-casts to things I had seen, done, or thought about in my experience.					
34) Having frequent listening to pod-casts has facilitated me in getting more accustomed to the sounds, accents, and intonations.					
35) Having frequent listening to pod-casts encouraged me to be more confident to reach a higher score of the Units.					
36) As facilitated by pod-casts, my listening is better.					

Part 3 (continued)

5 = Strongly Agree
4 = Agree
3 = Uncertain
2 = Disagree
1 = Strongly Disagree

Statement	Level of Opinion				
	5	4	3	2	1
37) I enjoyed practicing listening through the pod-casts.					
38) The website is well-structured.					
39) Colors, pictures, audio, and styles of the Unit presentation helped to maintain my attention.					
40) Delivering concise instructions or information support each webpage look more attentive and easily understandable.					
41) Consistent use of colors, fonts, and other styles in the website helped me to recognize the structure of Units and to access them without difficulty.					
42) The website navigation layout is obvious and its components (menus and links) are easily understood.					
43) By mean of self-directed learning, I was satisfied with using links to manage my listening practice through the Unit.					
44) I was pleased to receive immediate feedbacks once I submitted the answers.					
45) I was pleased to have opportunities to repeat the practices.					
46) It was a pleasure to access the designed website for listening practice.					
47) Overall, I would rate listening by web-based pod-casts as positive.					
Others (please specify) ……..... ……..					

Part 4 Opinions of the overall web-based pod-cast listening

Instruction:

Please write your comments in the provided space of each question.

1) What did you like most / least about practicing listening from this website? Why / why not?

……

……

……

……

2) What do you think about using pod-cast as a facilitator for English listening improvement?

……

……

……

……

3) Do you have other opinions in any aspects of your consideration?

……

……

……

……

Thank you very much for your kind participation.

END OF THE QUESTIONNAIRE

APPENDIX E

INTERVIEW QUESTIONS

1) Before you started this pod-cast class, what were your goals of listening learning?
2) During you were in this class, could you find new method(s) or skill(s) be useful to understand the contexts?
   If yes, what method(s) or skill(s)?
   If no, why not?
3) After you completed this class, did the contents and activities in the listening units help you to achieve the goals?
   If yes / no, why / why not?
4) Do you think pod-casts facilitate your listening improvement?
   If yes / no, why / why not?
5) If available, would you take this pod-cast class to further your listening enhancement?
   If yes, what contents or activities do you expect?
   If no, why not?

END OF THE QUESTIONS

CURRICULUM VITAE

Amparika Suetrong earned her Bachelor of Science (Applied Statistics), B.Sc. (Applied Statistics), from King Mongkut's University of Technology North Bangkok (formerly known as KMITNB) in 1999, and Master of Arts (English), M.A. (English), from Naresuan University in 2007. Her main research interest lies in the area of instructional design for English language skills enhancement.