EXTENSIVE LISTENING: INDONESIAN TEACHER EDUCATORS' AND STUDENT TEACHERS' PERSPECTIVES AND EXPERIENCES IN INITIAL TEACHER EDUCATION CONTEXT

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ABSTRACT This case study examines teacher educators' and student teachers' experiences and perspectives in East Java, Indonesia, with the aim of investigating Extensive Listening (EL) integration into the Initial Teacher Education (ITE) as a prescribed language curriculum program. Data were collected from semi-structured interviews with three teacher educators and six student teachers. The results revealed variations in how EL programs are practiced among various institutions, underscoring the necessity for a standardized curriculum to incorporate EL into language teaching programs. Teacher educators performed resourcefulness by creatively using online resources to compensate for the absence of formal EL training. The independent listening practices of student teachers emphasizing the importance of authentic materials that align with their personal interests, using technology to promote self-directed learning. This research serves as an initial exploration of the potential of EL in the ITE context in Indonesia. Both teacher educators and student teachers hold crucial roles in driving curriculum innovation by advocating for the acknowledgment and inclusion of EL within the language curriculum.

Keywords: extensive listening; teacher educators; student teachers; initial teacher education

INTRODUCTION

Over the past three years, Extensive Listening (EL) has emerged as a prominent area of interest in ESL listening practices, drawing considerable attention across Asia, with Indonesia being no exception. Within the field of language teaching, EL has garnered recognition for its efficacy in training students to enhance their language proficiency, equipping them to become proficient and competent listeners through exposure to a vast array of aural comprehensible inputs (Dixon, 2017; Ducker & Saunders, 2014; Permadi et al., 2017). This pedagogical approach emphasizes the importance of providing learners with ample opportunities to engage with authentic audio materials, fostering their ability to comprehend and interpret spoken language effectively.

Extensive Listening (EL) encompasses a seamless process of understanding audio texts in the target language. It involves all listening activities conducted both within and outside the classroom, facilitated either by teachers or undertaken autonomously by learners themselves (Renandya & Farrell, 2011). EL is characterized by several key elements, including the availability of abundant listening materials, providing learners with comprehensible and enjoyable listening input (Istiqomah, 2020; Ivone & Renandya, 2019; Renandya & Farrell, 2011). This learner-centered approach emphasizes the importance of tailoring listening experiences to meet individual needs and interests. Additionally, EL places a strong emphasis on meaning-orientation, allowing learners to connect with the content on a deeper level, leading to a more profound understanding and retention of information. Moreover, EL ensures accountability and accuracy, with a focus on delivering knowledge that is reliable, precise, and aligned with the intended learning outcomes (Mayora, 2017). These key characteristics collectively contribute to creating an immersive and effective language learning environment, fostering learners' linguistic development and empowering them to become active and proficient listeners in the target language.

Despite the growing promise of Extensive Listening (EL) as a research topic in the field of listening instruction (Chang et al., 2019; Ivone & Renandya, 2019), its exploration remains limited, particularly within the Indonesian Initial Teacher Education (ITE) context. Few studies have specifically examined EL in the context of Indonesian ITE institutions. Only recently has there been an attempt to delve deeper into this area, with Widodo and Cirocki (2015) conducting a qualitative investigation. Their study explored the use of online videos for EL, integrating reflective practice and online discussions into the approach. This pioneering research represents a significant step in shedding light on the potential benefits and challenges of implementing EL in the Indonesian ITE context. However, further examination and understanding are still needed to comprehensively uncover the implications and opportunities EL holds for enhancing listening instruction in this particular educational setting.

In the present research, EL was introduced as an additional program aimed at engaging student teachers and enhancing their understanding of effective listening instruction, catering to their interests and preparing them for real-life classroom experiences. Despite its potential benefits, EL has not been fully grasped by most teacher educators, and the existing curriculum predominantly favors a comprehension-based approach, leading to minimal interactive discussions. This conventional listening instruction fails to promote meaningful engagement through interactional activities, a prevailing trend observed in numerous Indonesian ITE institutions (Widodo & Cirocki, 2015). Additionally, there exists limited knowledge regarding how teacher educators describe and implement EL within their own classrooms, and the experiences of student teachers while learning through comprehensible inputs during listening instruction remain largely unexplored.

The introduction of EL as an additional program presents a unique opportunity to examine its impact on student teachers' listening instruction methods and their subsequent preparedness for the complexities of real-life classroom settings. It is essential to address the gap in teacher educators' understanding and implementation of EL, as well as explore the perspectives and experiences of student teachers during their exposure to comprehensible inputs in the listening classroom. By delving into these aspects, this research aims to contribute valuable insights to the discourse on listening instruction and create an enriching learning environment that fosters meaningful language development and active listening skills among future educators.

The present study employed a single case study design, involving three experienced teacher educators and their two respective student teachers from diverse Indonesian ITE institutions in East Java, Indonesia. The participants were exposed to listening materials tailored to their proficiency levels, providing valuable insights into the integration of Extensive Listening (EL) practices within the ITE context. As suggested by Oder (2014), exploring teacher educators' perceptions can offer a deeper understanding of their professional teaching approaches and whether they align with the curriculum's principles. Similarly, Giroux (1988) emphasizes the significance of considering students' viewpoints to gain insights into the teaching and learning process. By examining teachers' beliefs about language learning, we can better comprehend their willingness to experiment with innovative approaches and promote critical awareness among student teachers in their quest to excel in teaching and learning listening within the ITE program. As Renandya and Farrell (2011) argue that learners should be equipped with procedural knowledge to facilitate the development of automaticity in using comprehensible language inputs, analyzing mismatches and differing perspectives regarding EL instruction in the classroom can be a catalyst for revisiting the listening curriculum and advocating for the inclusion of EL as a fundamental component in the prescribed program. This study aims to contribute to the ongoing discourse on EL implementation in ITE, fostering more effective language teaching practices and optimizing student teachers' language proficiency development.

RESEARCH METHODS

A qualitative single case study with purposive sampling was administered in this study to investigate the perspectives and experiences of three teacher educators and six student teachers during listening practices. The authors served as teacher educators, the data sources of this study. They are coming from different ITE institutions in East Java, Indonesia. The first educator was formerly the head of the English Language Education Department and the Head of the Language Center for three years, the second held a similar position for four years and has become the head of the Language Center and the English proficiency course coordinator, and the third has no any academic positions yet during her career as the lecturer. All of them have post-graduate certificates in TEFL, have taught Listening for more than two years, and hold a teaching certification endorsed by the Indonesian Research and Technology Ministry. Due to the curriculum restructuring in their institutions, the Extensive Listening course replaced the previous Advanced Listening course and was offered to second-year undergraduate student teachers. At the time of the study, the teacher educators were teaching Extensive Listening to their student teachers. Among those students, six were purposively selected as data sources for this study.

Data collection was employed through conducting a semi-structured interview to investigate the teacher educators' and student teachers' perceptions and experiences of EL activities. During this process, the authors as teacher educators and student teachers recalled their experiences during listening practices. The data were then transcribed, classified into themes, interpreted, and presented descriptively on the result and implications (Creswell, 2002; Richards, 2003).

FINDINGS AND DISCUSSION
Findings

The analysis focuses on teacher educators' and student teachers' perspectives and experiences of EL. After compiling all interview results from three teacher educators and six student teachers, categories of "prescribed curriculum", "opinion on EL", "prior experience in EL", and "materials used in listening class" were formed.

EL in a prescribed curriculum

The researchers' investigation into the available listening courses across three distinct ITE institutions revealed notable variations in the offerings of EL programs. These disparities were observed despite each course being influenced by the shift from a competence-based curriculum to the Indonesian National Competency Curriculum (KKNI). Notably, the EL course was not explicitly prescribed in the existing language curriculum. Instead, elements of EL were integrated into other courses, such as Advanced or Academic Listening, where the emphasis was on teaching longer spoken texts. The rationale behind the absence of dedicated EL courses stemmed from teacher educators' perceptions that EL could be easily incorporated into various language skills courses, rendering a separate EL course unnecessary. Consequently, it was often regarded as an optional supplementary course, playing a peripheral role in the overall curriculum.

The research findings underscored the need for further exploration and understanding of EL's integration within the listening skill courses in ITE institutions. While some elements of EL were present in certain specialized courses, a comprehensive approach to EL implementation and recognition of its significance could foster more effective listening instruction, ultimately benefiting student teachers' language proficiency and preparedness for their future teaching endeavors. Moreover, examining the perceptions and attitudes of teacher educators towards EL can offer valuable insights into the factors influencing the curriculum design and delivery. By shedding light on these aspects, this research contributes to the ongoing

discourse surrounding the integration and recognition of EL in the ITE context, advocating for its incorporation as a core component in language teaching programs.

Teacher educators' and student teachers' opinions on EL Practice

Teacher educators and student teachers shared intriguing insights into the practice of EL despite the absence of formal EL courses in most universities attended by the interviewed student teachers. While EL is not explicitly included in the curriculum, teacher educators demonstrate a familiarity with the concept and purpose of EL. To compensate for the lack of dedicated EL instruction, these educators creatively utilized popular online resources such as Western songs, games, YouTube videos, streaming movies, and English news programs like VOA News.

When asked about EL and listening fluency, teacher educators recognized EL as a method for enjoyable listening practice using authentic materials. They highlight that EL aimed to enhance listening fluency, suggesting that even without a formal EL course, the concept of EL influenced the materials selected for listening instruction. However, the need for further evaluation and exploration of EL became evident. Teacher educators acknowledged that EL might be implicitly included in various subjects within the English language department, rather than being explicitly taught as a separate course.

On the other hand, student teachers actively engaged in self-listening practice, often involving watching movies that provided a combination of visual and auditory input. This immersive experience allowed them to connect with authentic language in context. Additionally, they sought out specific materials for TOEFL or IELTS preparation. Beyond movies, student teachers listened to Western songs and watched videos, aligning their material selection with personal interests and hobbies. Although they understood the concept of EL, their preference-driven approach underscored the importance of utilizing authentic materials that resonated with their individual interests, ultimately enhancing motivation and enthusiasm.

Technology, especially YouTube, played a significant role as a massive spoken language input source for student teachers. They accessed diverse spoken language materials through YouTube videos, which included conversations, lectures, and discussions. This exposure contributed to their familiarity with various speech patterns, vocabulary, and cultural nuances. The convenience and accessibility of online platforms empowered student teachers to explore a wide range of listening materials at their own pace, promoting independent learning. Striking a balance between personal interests and exposure to diverse listening contexts is essential to ensure a comprehensive approach to extensive listening. By incorporating a variety of materials that exposed student teachers to different genres, accents, and contexts, teachers could broaden their listening experiences and enhance overall language proficiency development.

In the delivery of listening courses, most teacher educators utilized both language laboratories and classrooms, with some leveraging online platforms for remote access. When selecting materials for listening activities, educators considered factors such as students' proficiency levels, topic relevance, multimodal materials (songs and movies), alignment with students' needs and interests, and adherence to the existing syllabus and textbooks. One educator even adapted materials from recognized English language proficiency tests like TOEFL, TOEIC, and IELTS, acknowledging the importance of preparing students for language proficiency assessments. This commitment to comprehensive and engaging learning experiences reflected the educators' dedication to cater to students' individual needs and prepare them for future language proficiency assessments.

Teacher educators emphasized that listening proficiency could be cultivated through various resources, including English language programs, English news, talks on YouTube, English radio, movies, and talk shows. They believed that exploring these diverse resources,

coupled with adopting extensive listening, provides student teachers with abundant listening inputs, contributing to the development of their listening fluency and overall language proficiency. Additionally, they recognized YouTube, TedTalks, movies, songs, and news stories as excellent resources for extensive listening material criteria, validating the significance of incorporating these authentic materials into the classroom.

These insights shed light on the effective practices and strategies employed by both teacher educators and student teachers in embracing extensive listening in their language learning journey. The resourcefulness of teacher educators in leveraging technology and authentic materials underscored the adaptability and flexibility required in modern language instruction. Meanwhile, student teachers' engagement with diverse listening materials and their preference-driven approach highlighted the importance of creating a learner-centered and motivating language learning environment. By understanding and embracing the potential of extensive listening, educators and students could collectively enhance language learning outcomes, nurturing linguistic development, and empowering future language teachers to meet the diverse needs of their students.

EL Materials used in the classroom

When reflecting on the teacher educators' affirmation of the understandable nature of the EL materials used in the classroom, it is important to consider the broader implications. While the understanding of the materials was crucial, it is equally vital to assess whether the materials sufficiently challenged and engaged the student teachers. The occasional use of course books was understandable as they provided structure and instructional steps. However, the absence of course books that incorporated EL ideas and encompassed longer authentic spoken texts limited the potential for comprehensive language development.

The hesitation expressed by one teacher educator regarding the comprehensibility of the available materials served as a reminder of the importance of aligning materials with the language proficiency levels of student teachers. On a positive note, the majority of teacher educators agreed that a prescribed listening curriculum promotes students' language proficiency. They recognized that such a curriculum supports listening activities that met learners' needs and stakeholders' expectations, and the scope of the curriculum reflected indicators of achievement. However, it is worth noting that one teacher educator expressed doubts about whether teacher students would be able to achieve the targets set by the prescribed curriculum due to their current language proficiency levels falling below expectations.

While the EL materials used in the classroom were deemed understandable, there is a need for more comprehensive and linguistically engaging materials that align with students' language proficiency levels. Recognizing the potential of EL within a prescribed curriculum and addressing the challenges related to materials selection and comprehensibility can contribute to the effective integration of extensive listening practices in teacher education programs. Considering these perspectives prompts us to reflect on the potential consequences of using materials that may not adequately challenge or stretch the listening skills of student teachers. This raises questions regarding the depth of their engagement and the extent to which they can develop their comprehension abilities. Therefore, the development of materials that strike a balance between accessibility and linguistic complexity becomes paramount. By providing materials that appropriately match the proficiency levels of student teachers, we can enhance their comprehension skills and foster a sense of accomplishment and motivation throughout their language learning journey.

Discussion

The insights gained from this research provide valuable perspectives on the role of EL in the context of ITE institutions, as perceived by both teacher educators and student teachers.

The notable variations in the offerings of EL programs across the three distinct institutions highlight the need for a more cohesive and standardized approach to integrating EL within the curriculum. Despite the curriculum shift to the Indonesian National Competency Curriculum (KKNI), the absence of a dedicated EL course in the existing language curriculum raises questions about the true recognition and integration of EL within the listening skill courses (Renandya & Jacobs, 2016).

The fact that EL is often considered an optional supplement rather than a fundamental part of language teaching programs is a significant finding that warrants deeper reflection. As educators, it is crucial to contemplate whether this approach undermines the potential impact of EL on student teachers' language proficiency and preparedness for their future teaching roles. The recognition and integration of EL within the curriculum play a pivotal role in shaping language instruction and ultimately impacting the language skills of student teachers. Furthermore, exploring the potential impact of integrating EL within the listening skill courses raises questions about the pedagogical practices employed by teacher educators.

One striking observation emerging from this research is the resourcefulness displayed by teacher educators in addressing the lack of formal EL instruction. Rather than being discouraged by the absence of dedicated EL courses, these educators have demonstrated their ingenuity by creatively utilizing popular online resources such as YouTube, streaming movies, and English news programs (Rozak et al., 2019). Through these platforms, they provide student teachers with a diverse array of authentic and comprehensible listening materials, enabling them to engage with real-world language in context. This practice underscores the adaptability and flexibility required in modern language instruction. By tapping into these readily available resources, educators not only expose student teachers to a variety of accents and speech patterns but also cater to their individual interests and preferences. This approach is in line with the belief of Iswahyuni and Gozali (2019) that EL offers benefits beyond language input and acquisition. It also plays a pivotal role in enhancing students' competence in language productive skills, such as speaking and writing which leads to a broader positive impact of EL on students' overall language proficiency. By engaging with diverse spoken materials, student teachers not only sharpen their listening skills but also expand their vocabulary and develop fluency in their speaking and writing abilities. Thus, EL serves as a gateway to holistic language development, where students can immerse themselves in a rich linguistic environment that nurtures their language skills across multiple dimensions.

The student teachers' self-listening practices offer valuable insights into effective language learning strategies. Their emphasis on authentic and engaging materials as a means to enhance motivation and enthusiasm aligns with the findings of Azizah (2016), who highlights the positive impact of authentic materials on students' learning experiences. This finding prompts us to reflect on the importance of incorporating materials that resonate with individual interests and hobbies to create a meaningful and enjoyable language learning journey. Moreover, technology, especially YouTube, emerges as a powerful tool in language education, providing student teachers with a vast array of spoken language input. The flexibility and accessibility of online platforms allow them to explore diverse listening materials at their own pace, promoting independent learning. This autonomy in learning, as emphasized by Renandya and Hu, (2018) and Sejdiu (2017), fosters self-directed language development, encouraging student teachers to take charge of their learning progress.

The teacher educators' acknowledgment of YouTube, TedTalks, movies, songs, and news stories as excellent resources for extensive listening further validates the significance of integrating authentic materials into the classroom. These materials offer a rich linguistic and cultural experience, exposing student teachers to real-world language use in various contexts (Jaelani, 2020; Takaesu, 2014). By embracing such resources, educators can create a dynamic and engaging learning environment that complements traditional instruction methods,

contributing to the development of well-rounded language proficiency. However, alongside the benefits of authentic materials, the findings also highlight the challenge of selecting appropriate EL materials for the classroom. Striking a delicate balance between accessibility and linguistic complexity is crucial to cater to students' diverse language proficiency levels. While providing materials that are accessible is essential for building confidence and promoting engagement (Brown, 2009), incorporating materials that appropriately challenge students' listening skills is equally vital for their language development.

Addressing this challenge requires educators to align materials with students' interests and proficiency levels. The findings echo the perspective presented by Lê and Polikoff (2021) and Mir and Sultana (2016), emphasizing the significance of personalized and learner-centered approaches in language instruction. By considering students' individual needs and preferences, educators can design learning materials that not only cater to their linguistic abilities but also ignite their curiosity and enthusiasm for language learning. Conducting a needs analysis, as suggested by Todea and Demarcsek (2017), emerges as a valuable practice in addressing the challenge of material selection. By assessing students' knowledge, abilities, and skills, educators can make informed decisions on curriculum design and content, tailoring language learning experiences to suit their specific needs and interests. This approach not only enhances the relevance of materials but also ensures that students feel valued and supported in their language learning journey.

In a nutshell, the integration of EL within the curriculum requires a thoughtful and comprehensive approach that involves various stakeholders in the language education community. Teacher educators play a vital role in this process, as their recognition of EL's potential impact can pave the way for advocating its incorporation as a core component in language teaching programs. The agreement among the majority of teacher educators that a prescribed listening curriculum promotes students' language proficiency is encouraging and aligns with the notion that EL holds promise for implementation in English for Academic Purposes (EAP) classes (Nugroho, 2020). These findings emphasize the need to give EL a more central place in language education, recognizing its potential to shape proficient and confident language   teachers.

Reflecting on these insights, it becomes clear that fostering effective EL practices requires a collaborative effort from educators, curriculum designers, and institutions. Addressing the challenges related to materials selection and comprehensibility is essential to ensure that EL materials cater to students' language proficiency levels while offering adequate challenges to enhance their listening skills. Moreover, recognizing the potential of EL within a prescribed curriculum offers opportunities to create a more comprehensive language learning experience for student teachers. This research prompts us to contemplate the critical role of extensive listening practices in preparing future language teachers. By providing a strong foundation in EL, we can equip student teachers with essential listening skills, which are fundamental for effective language instruction in classrooms.

CONCLUSION

In Indonesia, teaching listening is predominantly centered around comprehension, with a traditional emphasis on understanding spoken texts. However, the principles and practices of EL may not be fully understood by teacher educators due to the absence of explicit inclusion in the prescribed language curriculum. Furthermore, the lack of dedicated EL courses leaves educators to rely on existing methods, potentially hindering the integration of EL into the curriculum. Nonetheless, introducing EL as a teaching method can serve as an innovative approach to EFL listening instruction. This enables teacher educators and student teachers to become agents of curriculum change, making informed decisions about incorporating EL into the curriculum and adapting classroom practices to suit student needs and interests. Through a

negotiated classroom curriculum, educators and students collaborate in shaping a more learner-centered and engaging language learning experience.

Although the present study focuses on a single case study across three Indonesian ITE contexts, its implications reach beyond this specific case to the broader EFL context. The research uncovers insights from both teacher educators and student teachers regarding EL within Indonesian ITE institutions. Variations in EL program offerings across institutions highlight the need for a cohesive and standardized approach to integrating EL into language teaching programs. Teacher educators demonstrate resourcefulness by utilizing online resources creatively to supplement the lack of formal EL instruction. Student teachers' self-listening practices emphasize the significance of authentic and engaging materials that align with their individual interests, leveraging technology to foster independent learning. To effectively integrate EL, a comprehensive approach that recognizes its potential impact and advocates for its inclusion as a core component in language teaching programs is essential. Aligning materials with students' interests and proficiency levels can enhance engagement and comprehension abilities, promoting more effective language learning outcomes.

Teacher educators and student teachers can play pivotal roles in driving curriculum innovation by advocating for the recognition and integration of EL within the language curriculum. Providing training and education on EL principles to teacher educators can further enhance their expertise and empower them to implement EL effectively in their listening practices. It is crucial to acknowledge that this study marks a starting point in exploring the potential of EL in the ITE context in Indonesia. Future research is needed to delve deeper into teacher educators' strategies for implementing EL as a teaching innovation in their listening practices. Investigating their experiences, challenges, and successes in incorporating EL into the classroom will provide valuable insights for the broader language education community. These studies can shed more light on the benefits and implications of EL in language instruction and contribute to enhancing language teaching practices in the EFL context.

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