

The Effects of Facilitative E-tools on Listening Comprehension and Attitudes Towards English Language

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ABSTRACT

The effectiveness of facilitative e-tools on listening comprehension skills, and how it relates to one's attitude towards English is the major concern of this study. The results provide a guide to school administrators and curriculum planners to maximize efforts on listening comprehension as a major skill that is not only significant to language learning but also in all disciplines. This quasi-experimental study used standardized pretest and posttest, and a Likert type to measure the listening comprehension level and attitudes in English of 110 Grade 12 students of RC-Al Khwarizmi International College Foundation Incorporated- Senior High School who are enrolled in Multimedia and Information Literacy class, respectively. The results revealed that there is a significant difference on listening comprehension and attitudes towards the English language when exposed to podcasts and vodcasts thus the hypothesis is rejected. The descriptive statistics on the participants' attitudes towards the English language are almost similar in rating. It is also interpreted that as the listening comprehension level increases, the attitudes towards the English language becomes positive. Hence, if there is an audio-visual facility and training to curriculum implementers, then the students' skills and attitudes in learning will be enhanced.

1. Introduction

One challenge that many English teachers face is that students do not exhibit success in English language learning because academic institutions emphasize on reading, writing and speaking and least attention is given to listening. This is because they expect that a student can effortlessly develop his listening capability. But academic institutions must be reminded that much of what students know is acquired through listening. Hence, listening influences a person's ability to produce language (Pearson & Fielding, 1982; Osada, 2004; Podhajski, 2016).

Hagan (2016), Ahmadi (2016), Gilakjani and Sabouri (2016), emphasized and agreed that listening is a fundamental skill that has great importance in English language classrooms because students spend nine percent (9%) to writing, sixteen percent (16%) to reading, thirty percent (30%) to speaking, and forty five (45%) percent to listening. Yet for many years, listening skill is still ignored in second language learning, research, and teaching because researchers and teachers considered it a passive skill (Podhajski, 2016).

Moreover, the minimal attention to listening skills is not the only challenge but also the attitude towards English language learning. Thus, using e-tools to exercise listening comprehension activities, which must be new, interesting, and relatable to the learners, is a great way to actively involve them in the learning process (Podhajski, 2016). Nowadays, students are much engaged in technology so teachers must take this as an advantage to let them participate and be productive.

The issue on developing language skills sparked deep interest to both local and international researchers. They widely studied and comprehensively explored all the pros and cons of the integration of technology in English language classes, and how they affect the development of the students' language skills such as listening, writing, reading, and speaking. This is evident on the studies of Abdussalam (2015) who primarily assessed which multimedia tool is better and how multimedia technology affected the writing quality of students. Also, Felderman (2010), Nguyen (2011), Mitchell (2012), and Lombardo (2011) looked into various tools that will enhance the English language learning of second language learners. They further proved that podcasting and vodcasting supports students and teachers in learning and improving certain language skills.

Although the use of facilitative e-tools by some State Universities and Colleges (SUCs) in the Philippines gained positive outcomes, but it is unfortunate that many academic institutions in Lanao del Sur still have not emerged from the traditional tools and methods of improving the students' English language skills. This is due to the lesser interaction of teachers and students to technology; and the problem on unwinding Internet in the said area.

While other researchers are in quandary on which programs and materials or facilitative e-tools will aid them to achieve their lesson objectives, the researcher answered the following statements of the problem:

1. What is the level of listening comprehension before and after the interventions?
2. What is the level of listening comprehension when exposed to podcasts and vodcasts?
3. What are the students' attitudes toward English language?
4. Is there a significant relationship on the students' listening comprehension and attitude toward English when exposed to podcasts and vodcasts? (**Hypothesis:** There is no significant relationship on the listening comprehension and attitudes towards English language of students when exposed to podcasts and vodcasts.)

2. Literature Review

Listening Comprehension

Comprehension is beyond what people read and hear. It is to elucidate words (written or spoken) according to how people understand them based on prior knowledge. Comprehension generally takes place on daily conversation among people. Hence, a successful comprehension obviously happens when people have good listening comprehension skills (Gilakjani & Sabouri, 2016).

Moreover, *Listening* is a basic language skill to develop in language learning. Despite its significance, language learners consider listening as the most difficult language skill to learn. Since the role of listening comprehension in language teaching has been consistently emphasized, many teachers do not pay enough attention to its importance in their classes (Gilakjani & Sabouri, 2016).

Many researchers like Hamouda (2013) defined listening as the ability to recognize and to understand what people are saying. This process includes understanding a speaker's enunciation, his grammar and vocabulary, and his comprehension of meaning. According to Morley (1972), as cited by Gilakjani and Sabouri (2016), also said that listening involves auditory discrimination, aural grammar, selecting, eliciting and connecting important information to the process between sound and meaning formation). Also, listening is a process of receiving what the speaker says, creating, illustrating, and negotiating meaning with the speaker and answering, and creating meaning by participation, creativity, and empathy. Listening is a complex process of interpretation in which listeners match what they hear with what they already know (Gilakjani & Sabouri, 2016).

Rost (2007) stated that listening is an active and significant mental ability. It aids us to comprehend to the world around us and is one of the necessary elements in creating successful communication.

Furthermore, there have been several definitions of the term listening comprehension. Rost (2002) and Hamouda (2013) characterized *listening comprehension* as an interactive process in which listeners are involved in constructing meaning. Listeners comprehend the oral input through sound discrimination, previous knowledge, grammatical structures, stress and intonation, and other linguistic or non-linguistic clues.

As cited by Gilakjani and Sabouri (2016), Nadig (2013) also defined listening comprehension as the various processes of understanding and making sense of spoken language. These involve knowing speech sounds, comprehending the meaning of

individual words, and understanding the syntax of sentences. Also, listening comprehension is an individual understanding of what he has heard and it is the listener's ability to repeat the text despite the fact that the listener may repeat the sound without real comprehension (Hamouda, 2013).

According to Bouach (2010), as cited by Gilakjani and Sabouri (2016), listening comprehension is helpful for learners' pronunciation. That is, when learners are more exposed to spoken English, they will learn more and will get used to its pitch, intonation, stress, redundancy, and clusters. Wilson (2008) mentioned various other reasons for listening such as information gathering, enjoyment, unanimity, evaluation, and criticism. In addition, the other reason behind listening is to enhance the speaking skill by improving enunciation. Also, Rost (1994) and Ziane (2011) agreed that listening comprehension is very important because it is a process through which people get input and without its comprehension learning does not happen.

Lastly, Hedge (2000) said that listening has an important role in everyday life; and when people are engaged in communication, nine percent is spent to writing, 16 percent to reading, 30 percent to speaking, and 45 percent to listening which shows the significance of listening in the communication process. Lundsteen (1979) expressed that listening is the first skill to appear. He continued that children listen before they speak. Hedge (2000) indicated that modern society likes to change from printed media towards sound and its members. Therefore, the significance of listening cannot be ignored. He emphasized that listening is of great importance in English language classrooms.

On the Use of Facilitative E-tools

There are many authentic materials that do not only improve language skills but also provide more input, meaningful language, real world communication, and access to new information but the challenge is on how to implement it in English classes. Through the use of facilitative e-tools, one can provide learners with an opportunity to listen to extensive English input and comprehend from it. Teachers should look for podcasts that provide learners with plenty of meaningful language, real-world communication, and access to learn new information that would give learners many opportunities to read, to write, to listen, and to discuss oral and written English texts expressed in a variety of ways (Erben et al., 2010).

A podcast is a periodic digital audio file which can be downloaded and listened to. A podcast subscriber receives new episodes which he may automatically download via web syndication to the subscriber's own local computer, mobile application, or portable media player. Podcasts are now used by academic institutions to facilitate learning. This e-tool is also helpful to learners at all levels of language learning (Erben et al., 2010).

Also, a vodcast is similar to a podcast but, instead of only audio, a vodcast also contains video. *Vod* is an acronym for "video on demand." The vodcast is comparable to the podcast, in the manner that it is posted on the Internet and can be played back either on a mobile device or on a personal computer. This is very helpful for learners because they can connect visuals to audio. The world has "gone digital" and many news agencies post special news and documentaries as vodcasts. These videos are called **news vodcasts**. They can also be used to enhance the teaching of various subjects, but news podcasts are especially applicable to history courses (Erben et al., 2010).

Moreover, there are many local and international researchers who researched on the use of multimedia and podcasting to enhance learners' language skills. One of those studies is Abdussalam's (2013), who found that the use of videos and pictures affect the writing of students. This study is a quasi-experimental research because it used a pretest-posttest to her groups of participants which are labelled as the Picture Group and Video group. The findings revealed that the writing quality of the students has significantly improved for both groups after they were exposed to multimedia writing activities. This study also found that using video is better than using pictures even though both groups excelled in their writing activities.

Felderman (2010) also studied a case that described the literacy learning of a second grade classroom, through podcasting, where the teacher framed teaching using critical literacy perspective. The classroom teacher or researcher and the twenty (20) second grade students in the beginning of the school year (2006-2007) were the participants. The students' ages ranged from 7-9 years old and most of them come from various countries such as in United States, Saudi Arabia, India, Columbia, El Salvador, and Kenya. The results showed significant changes in the children's literacy learning when engaged in critical literacy and literacy work that occurred using podcasts.

Nguyen (2011), however, used a quantitative quasi-experimental research design to determine the effect of podcast lectures in English writing courses for all foreign-born learners at California Bay-Area Community Colleges. This study aimed to determine if podcast lectures can influence the college-level ESL students' grammar and vocabulary skills. The results revealed that those students who received podcast lectures along with the classroom lectures achieved better grammar skills compared to the 120 students who received the classroom lectures alone. Although the results further illustrated that the use of podcast had no significant effect on the vocabulary skills to both groups, the students had positive perceptions on podcast lectures stating that they are helpful in studying and understanding course lectures. Also, majority of the students were enthusiastic about using podcasts again in ESL writing courses and in their other classes.

Furthermore, Mitchell (2012) conducted a census-type survey research to determine the factors that affect collegiate faculty when they create and use podcasts. It also determined faculty's overall satisfaction with podcasts as an education resource. The population of this research included all faculty members for whom the graduate school had email access. The results showed that:

- (1) All faculty members had positive perceptions about podcasts and believed that they (podcasts) are very useful educational resource;
- (2) Results from the data collected clearly show that there was a relationship between past computer and podcast satisfaction and current satisfaction with podcast use;
- (3) Participants believed that podcasts had positive outputs, improved student engagement and motivation. Although, majority of the participants did not use podcasts, the participants believed that podcasts would improve their effectiveness as educators. Also, they believed that there were inadequate incentives in exchange for the time and effort required to create and use podcasts.

Lombardo (2011) also described the experiences of 28 community college faculty members as they adopt and integrate podcasting technology into their teaching through an interview. The researcher analyzed the data gathered from the surveys, interviews, podcasts that the participants created, and supplemental material (handouts, podcast notes); and the results revealed that the participants were interested in using new technologies in their teaching, but they lack time, training, and support, which contributed to a low adoption rate.

Zacharis (2012) explored the perspective of college students in using podcasts as a learning tool. The responses are based on the understanding of the role of perceived ease of use, usefulness and enjoyment on the use of vodcasts. 122 students (52 females and 70 males) from four sections of an introductory information systems course at a large state university in Greece voluntarily participated in the study. The results showed that perceived ease of use and of enjoyment were positively related to intention to use vodcasts, whereas perceived usefulness did not show a prognostic indicator of user acceptance. Results also revealed that perceived ease of use is a strong predictor of perceived usefulness. This means that the participants are willing to accept and to use the tool in their learning process.

Chester, Hammond and Atkinson (2011) also worked on a descriptive-quantitative research to 273 participants. The study modified the particularity of podcast users, compared the uptake across courses, examined preferred modes of use and satisfaction, assessed the impact of podcasts on lecture attendance, and evaluated reasons for use and non-use. The findings suggested differences in uptake and satisfaction across courses and year level. Although podcast users were older, worked longer hours in paid employment, and attended fewer lectures than those who did not use podcasts. The results also suggested that users had more contact with staff and reported higher levels of academic self-efficacy than non- users.

Davis (2011) studied how students used podcasts and how important it is as an educational tool. The data indicated that the participants, who are 8th graders, used their computers at home to listen to the podcasts as they prepared for activities. The participants inferred that the podcasts positively impacted their grade and helped understand the material provided to them. The participants also wanted to see an expansion of podcast usage in other subjects because both participants and teachers agreed that podcasts motivated them to teach and study in a non-traditional manner.

Weinberg, Knoerr and Vandergrift (2011) did a descriptive quantitative research with 75 student participants. The study provided students with strategies to enhance their second language listening ability and note-taking skills for academic lectures in French. The participants were mainly first-year students who were registered in four classes linked to the introductory courses of four different academic disciplines (Political Science, Anthropology, History, and Philosophy). The

results showed that the students find podcasts neither enjoyable nor useful. Although the participants' individual evaluation ratings do not reflect the positive nature of the comments, However, they were more positive and enthusiastic in many of their comments during the discussion.

Attitudes

Attitude is generally characterized as a reaction of a person to a certain situation based on his personal opinions and beliefs (Abidin et al., 2012). For Al- Norsi (2013) and Eshghinejad (2016), *attitude* is viewed as “a psychological” process” in which a person may either benefit or impede from a certain situation. Language learning can never be separated from the learners' attitudes because these attitudes are supporting and motivating when positive, and totally demotivating when negative.

Researchers generally agree that attitude forms a basic point in the language learning. Kiziltepe (2000) examined the influence of attitudes and motivation on the English language learning of Turkish students. The results depicted that Turkish students have a positive attitude towards learning English, British and American communities; and there is also no anxiety reported.

In an attempt to investigate the effect of EFL students' attitude on their use of language learning strategies (LLSs), Sadighi and Zarafshan (2006) analyzed the responses of 126 freshmen and seniors majoring in teaching English and English translation. The results showed that the respondents proved that their attitudes significantly affected their use of LLSs. Also, there are more respondents who have positive attitudes towards users of the LLSs than those who hold negative attitudes.

Also, Galloway (2011) investigated Japanese university students' attitudes towards English and English teachers in relation to the use of English as a lingua franca (ELF). The findings revealed that many of the respondents agreed to the attractiveness of Native English (NE), they also stated that the spread of English is unhelpful, and it also poses a threat to the Japanese language and culture. The findings also showed that the introduction of English in elementary schools is widespread in Japan, however, and there has been a lot of debate about the influence early English instruction will have on Japanese and the proficiency of Japanese English teachers.

3. Methodology

This study employed quasi-experimental because it tested the causal impact of the use of facilitative e-tools (podcasts and vodcasts) as an intervention in enhancing the listening comprehension skills of the participants (Fraenkel et al., 2012). It also employed pretest and posttest to indicate the participants' level of listening comprehension skills before and after exposure to podcasts and vodcasts which were used as an intervention in this study. After the level of listening comprehension was determined, the researcher identified its significant difference to the participants' attitude towards English.

3.1 Participants and Sampling

The participants of this study were Grade 12 students of RC-Al Khwarizmi International College Foundation Incorporated--Senior High School (RC-AKICFI) who were officially enrolled in Multimedia and Information Literacy (MIL) classes during the 2nd Semester, 2017-2018. Identified below is the total population of the four sections of MIL:

Table 1:

The number of participants per section

Sections	Number of Students	Participants Included
Podcast Section	56	56
Vodcast Section	54	54
Total Number of Participants		110 Participants

3.2 Research Instruments

The following are the instruments used to gather the data:

Attitudes Towards English Language Questionnaire (Abidin, Alzwari and Mohammadi (2012). This was used to obtain the needed personal data from the participants to determine their profile and to know their attitudes towards English language. Data gathered from this survey were significant to the correlation between listening comprehension and attitudes towards English language.

IELTS Listening Comprehension Tests (Lougheed, 2016). These listening tests were taken from the 4th Edition of Barron’s IELTS book from Dr. Lin Lougheed. Before the experiment, all the participants took an English listening comprehension pretest. The goal of the pretest-posttest was to identify the participants’ listening comprehension level before and after the experiment. The goal of the posttest was to know the changes of the students’ result comparing with the pretest and to correlate it to the attitude towards English language.

Facilitative E-tools (Podcasts and Vodcasts). These tools were either downloaded or created by the researcher parallel to the objectives of his lessons. Four (4) Multimedia and Information Literacy (MIL) sections undergone eight activities or interventions using podcasts and vodcasts. These podcasts and vodcasts were downloaded from the internet specifically from Youtube and from Apple iTunes. The selection of the contents of these e-tools depended on the capacity of the participants after the pretest results were determined, and it depended on the description, objectives and contents of the language course (Multimedia and Information Literacy) that was identified by the researcher.

4. Results and Discussion

The results are presented based on the sequence of the statement of the problem.

4.1 What is the level of listening comprehension before and after the interventions?

Table 3: Descriptive statistics on the level of listening comprehension before and after exposed to podcast

Q#	Questions	Before the Intervention				Podcasts: After the Intervention				
		mean	SD	Descriptive Rating	Qualitative Interpretation	Q#	mean	SD	Descriptive Rating	Qualitative Interpretation
Listening for Emotions										
1	How did local residents feel about the millionaire's donations?	0.11	0.312	Wrong	Negative	1	0.32	0.465	Wrong	Negative
2	How does the man feel about his science experiment?	0.88	0.334	Correct	Positive	2	0.91	0.288	Correct	Positive
3	How do students feel about the equipment?	0.93	0.26	Correct	Positive	3	0.98	0.134	Correct	Positive
4	What is the man's attitude toward the contest?	0.73	0.447	Correct	Positive	4	0.84	0.371	Correct	Positive
5	How did people at school feel about the mayor's visit?	0.66	0.448	Correct	Positive	5	0.79	0.414	Correct	Positive
Listening for an Explanation										
6	Where did the cacao seed originate?	0.69	0.4714	Correct	Positive	6	0.75	0.437	Correct	Positive
7	What to do in order to get cacao seed?	0.13	0.3338	Wrong	Negative	7	0.54	0.499	Correct	Positive
8	What do we do to have cocoa beans?	0.29	0.4559	Wrong	Negative	8	0.75	0.437	Correct	Positive
9	Where do you place the cocoa beans?	0.30	0.4640	Wrong	Negative	9	0.77	0.4260	Correct	Positive
10	What to do with the cocoa beans?	0.30	0.4640	Wrong	Negative	10	0.80	0.401	Correct	Positive
Listening for Classifications										
11	Which of the following are offered top first - class passengers only?	0.43	0.4994	Wrong	Negative	11	0.84	0.371	Correct	Positive
12	Complete the chart. Write ONE WORD for each answer.	0.80	0.4010	Correct	Positive	12	0.88	0.334	Correct	Positive
13	Complete the chart. Write ONE WORD for each answer.	0.45	0.5016	Wrong	Negative	13	0.82	0.387	Correct	Positive
14	Check the things that the woman has already done to get ready for the party.	0.38	0.4885	Wrong	Negative	14	0.80	0.401	Correct	Positive
15	Complete the chart. Write NO MORE THAN THREE WORDS for each answer.	0.41	0.4962	Wrong	Negative	15	0.82	0.387	Correct	Positive
Listening for Negative Meanings										
16	What describes the weather in the region?	0.14	0.353	Wrong	Negative	16	0.77	0.4260	Correct	Positive
17	When taking the exam, the students can?	0.68	0.471	Correct	Positive	17	0.89	0.312	Correct	Positive
18	When will the car be fixed?	0.73	0.447	Correct	Positive	18	0.89	0.312	Correct	Positive
19	What is the woman's opinion on the restaurant?	0.55	0.502	Correct	Positive	19	0.86	0.353	Correct	Positive
20	Which type of flower is not common in the area?	0.45	0.502	Wrong	Negative	20	0.82	0.387	Correct	Positive
Total Mean/Standard Deviation		0.50	0.4325	Wrong	Negative	0.79	0.3764	Correct	Positive	
Descriptive Rating/Qualitative Interpretation										

Table 4: Descriptive statistics on the level of listening comprehension before and after exposed to vodcast

Q#	Questions	Before the Intervention		Vodcasts: After the Intervention		Q#	mean	SD	Descriptive Rating	Qualitative Interpretation
		mean	SD	Descriptive Rating	Qualitative Interpretation					
Listening for Emotions										
1	How did local residents feel about the millionaire's donations?	0.54	0.503	Correct	Positive	1	0.72	0.452	Correct	Positive
2	How does the man feel about his science experiment?	0.93	0.264	Correct	Positive	2	0.96	0.191	Correct	Positive
3	How do students feel about the equipment?	0.89	0.317	Correct	Positive	3	0.96	0.191	Correct	Positive
4	What is the man's attitude toward the contest?	0.74	0.442	Correct	Positive	4	0.91	0.293	Correct	Positive
5	How did people at school feel about the mayor's visit?	0.56	0.502	Correct	Positive	5	0.80	0.407	Correct	Positive
Listening for an Explanation										
6	Where did the cacao seed originate?	0.41	0.4960	Wrong	Negative	6	0.69	0.469	Correct	Positive
7	What to do in order to get cacao seed?	0.41	0.4960	Wrong	Negative	7	0.72	0.452	Correct	Positive
8	What do we do to have cocoa beans?	0.43	0.4991	Wrong	Negative	8	0.76	0.432	Correct	Positive
9	Where do you place the cocoa beans?	0.28	0.4521	Wrong	Negative	9	0.76	0.4315	Correct	Positive
10	What to do with the cocoa beans?	0.07	0.2644	Wrong	Negative	10	0.74	0.442	Correct	Positive
Listening for Classifications										
11	Which of the following are offered top first - class passengers only?	0.39	0.4921	Wrong	Negative	11	0.72	0.452	Correct	Positive
12	Complete the chart. Write ONE WORD for each answer.	0.76	0.4315	Correct	Positive	12	0.93	0.264	Correct	Positive
13	Complete the chart. Write ONE WORD for each answer.	0.63	0.4874	Correct	Positive	13	0.80	0.407	Correct	Positive
14	Check the things that the woman has already done to get ready for the party.	0.22	0.4196	Wrong	Negative	14	0.72	0.452	Correct	Positive
15	Complete the chart. Write NO MORE THAN THREE WORDS for each answer.	0.39	0.4921	Wrong	Negative	15	0.83	0.376	Correct	Positive
Listening for Negative Meanings										
16	What describes the weather in the region?	0.28	0.452	Wrong	Negative	16	0.65	0.4820	Correct	Positive
17	When taking the exam, the students can?	0.69	0.469	Wrong	Negative	17	0.82	0.392	Correct	Positive
18	When will the car be fixed?	0.83	0.376	Wrong	Negative	18	0.96	0.191	Correct	Positive
19	What is the woman's opinion on the restaurant?	0.52	0.504	Wrong	Negative	19	0.83	0.376	Correct	Positive
20	Which type of flower is not common in the area?	0.07	0.264	Wrong	Negative	20	0.74	0.442	Correct	Positive
Total Mean/Standard Deviation		0.50	0.4313	Wrong	Negative	0.80	0.3797	Correct	Positive	
Descriptive Rating/Qualitative Interpretation										

Listening comprehension is an interactive and cognitive process which involves the full interaction of the listener to the speaker's construction of meanings. Both linguistic and non-linguistic knowledge contribute to the listener's comprehension process; and it is also the communicative value of the listener's involvement which depends on the context and the social relationship (Rost, 2007). According to Hedge (2000), identified three stages of listening comprehension which learners undergo while they are in a listening activity. These stages are the *pre-listening*, *the while listening* and *the post listening*.

During the pretest, the students' attitudes and previous knowledge about the topic they are listening were observed. Moreover, the researcher used podcasts and vodcasts for the listening comprehension test. When performing the listening activities, participants were divided into two which are the podcast section (those who are denied of the visual clues) and the vodcast section (those who have access to audio-visual clues). All participants were left with disembodied voice on what may be technically a poor piece of equipment or a noisy environment.

Furthermore, during the pretest and the intervention, the researcher observed two major problems related to the participants as listeners. These are the lack of concentration and attention, and lack of prior knowledge and proficiency. The participants thought that listening is very easy, thus they tend to be more relaxed and eventually lose their concentration on the listening activity; for they cannot grasp the context being listened to. This led to the participants' struggle to comprehend. One other reason is that the participants lack linguistic clues or knowledge about the listening materials which Anderson and Lynch (1988) pointed that listeners can clearly hear but unable to understand because of their low proficiency and their bad level of grammar, syntax, phonology and semantic features in the target language. The researcher also maintained that the students having gaps in their linguistics knowledge result to abandon the listening process. Some other problems were clearly observed during the intervention such as the lack of exposure to listening materials, because students prefer to read than listen; and the acuity of hearing such as students with physical problems, which prevent them from participating for they are unable to hear what is said; or they can also be affected by environmental problems such as noise.

Among other factors that contributed to the lower pretest scores of the participants is related to the speaker. The participants found a considerable difficulty in understanding native speakers talk and converse. The researcher observed that the participants always claim that they are unable to comprehend the spontaneous speech of the speaker in the listening activity. The researcher inferred during the pretest that the level of difficulty in comprehension is characterized by the non-visibility of the speaker who carry with him such other paralinguistic features such as the facial expressions, hand and body gestures which may positively enhance the participants’ listening comprehension. Therefore, visual clues should be considered because they are significant when beginning to implement a listening comprehension practice.

Moreover, Tables 3 and 4 show the descriptive statistics on the level of listening comprehension of the participants before and after the intervention. On Table 3, the total mean and standard deviation of the podcast section before the intervention are 0.50 and 0.4325, respectively. After the intervention of the podcast section, the total mean and standard deviation revealed 0.79 and 0.3764, respectively. On the other hand, the total mean and standard deviation of the vodcast section before the intervention are 0.50 and 0.4313, respectively. And the total mean and standard deviation of the vodcast section after the intervention are 0.80 and 0.3797, respectively. Therefore, the results proved that the level of listening comprehension improved after the interventions. It means that the use of facilitative e-tools are effective although the vodcast section had higher total mean scores than the podcast section after the interventions.

Furthermore, it is observed that the scores of most participants had negative qualitative interpretation before the interventions however there is a positive difference when the participants’ pretest scores are compared to their posttest scores. It is further inferred that the facilitative e-tools are effective in improving the listening comprehension level of the participants. And the scores reveal that the Vodcast section performed well after the pretest, during the intervention, and on the posttest because visual clues helped the participants comprehend during the listening practice.

The results also proved that the participants’ pretest scores were significantly lower than their posttest scores. This was due to the fact that listening comprehension skill was not further developed because this skill is still ignored in second language learning, research, and teaching for it is considered as a passive skill, thus, less attention is provided to enhance this skill (Podhajski, 2016). Also, the researcher observed during the intervention that it was the participants first time to have listening comprehension skills activities that use authentic English conversations inside an audio-visual classroom. It is also very surprising that they also do not know what podcasts and vodcasts were.

And the results also illustrated that participants in the Vodcast section performed significantly well compared to the Podcast section. This result is further supported by Mayer’s (2014) multimedia principle where it explained that people assert more effort and learn more deeply from audio-visual (words and pictures) than from audio (words) alone. Since the podcasts only used audio for the listening comprehension activities, the participants cannot further understand and focus on what they were listening to, thus, they failed to answer some of the corresponding questions for each audio conversation of native English speakers played inside the audio-visual room.

Also, the significant increase of scores from pretest to posttest were attributed to the effectiveness of the interventions in terms of enhancing the listening comprehension skills of the participants. Results also reflected that when authentic materials with facilitative e-tools were integrated in English classes, a more possibility that learners will enhance their listening comprehension skill which leads further to learning English as a second language.

4.2 Is there a significant difference on listening comprehension when exposed to podcasts and vodcasts?

Table 5: *Difference on listening comprehension when exposed to podcasts and vodcasts*

Source of Variation	degrees of freedom	SS	MS	F - ratio	p -value	Remark
Listening Comprehension	1	-13887.2				
Posttest	1	2333.4				
Heterogeneity of slopes	1	-2331.57	-2331.57	-135556	0.05 < p-val < 0.01	Highly Significant
Residual	106	1.8273	0.0172			
Total	109	-13883.4				

Listening is very significant in a language classroom, because it delivers input to the learner. Thus, listening activities with clear outcome and language input is undeniably vital to the good management of classroom communication. These language inputs or authentic materials can be from the teacher or learners themselves, podcasts or vodcasts in order to put the participants in a natural context of the targeted culture and language of native speakers; as Rost (2007) stated that "Authentic spoken language presents challenge for the learner to attempt to understand language as it is actually used by native speakers."

Moreover, the researcher believes that among the best materials to utilize when teaching listening comprehension are the podcasts and vodcasts. These facilitative e-tools should have a good speaker, clear voice and good motor speed in order not to go faster or slower, and it can be heard by all learners around the classroom. These facilitative e-tools provide an ideal listening material which should also be selected according to the learner's level, the target lesson and genre.

Podcasts and vodcasts provide students with chances to listen to authentic English, recognize words they often know. One advantage of using podcasts and vodcasts is that it can be stopped at any moment and sentences can be played over and over again. Also, these facilitative e-tools in language classroom can provide students with an opportunity to listen to other voices apart from the teacher's. The researcher claims that these facilitative e-tools is a path of bringing native voices to the class.

Furthermore, Table 5 only illustrated the significant difference on listening comprehension when exposed to podcasts and vodcasts. The results showed that the difference is highly significant thus the hypothesis is rejected. It means that there is a difference on the listening comprehension when exposed to podcasts and vodcasts. The result is attributed to the use of facilitative e-tools during the intervention. The researcher observed that with constant intervention and listening practices in the class have contributed to the improvement of the listening comprehension of the participants as compared during the pretest. The intervention allowed the participants to hear a variety of difference voices apart from just their own teacher; it gave them an opportunity to meet a range of characters and offers them a wide variety of situations and voices. Also, Davis (2011) found that there is a positive impact of podcasts and vodcasts because they assisted the learners to better understand the authentic materials at hand.

Also, the researcher found that the posttest scores of the participants from the Vodcast section have improved after exposing them to vodcasts compared to the posttest scores from the Podcast section. However, both sections performed during interventions i.e. the use of podcasts and vodcasts. The researcher concludes that both facilitative e-tools (podcast and vodcast) improve the listening comprehension skill of the participants. The result also agrees with the findings of Abdussalam (2013) which showed how multimedia, specifically the use of videos and pictures affect the learning of the students in writing classes.

The improvement of the scores from the pretest to the posttest was attributed to the knowledge of the teacher on how to develop and to utilize facilitative e-tools inside the class. Most teachers, said Lombardo (2011), lack time, training, and support to use facilitative e-tools. This factor had greatly contributed to the low adoption rate of e-tools in the class by the teachers. But the researcher observed that these facilitative e-tools brought authentic language materials which the participants enjoyed. The researcher found how fascinated and motivated were the participants to participate during the interventions, because it was their first time to have listening comprehension activities in an audio-visual room. Listening comprehension activities were rarely conducted inside classes because aside from the lack of support and training; the listening skill is given minimal attention or even most ignored compared to other language skills. However, for all the reasons mentioned above, most students show an increased level of interest when they have a chance to hear the language used by native speakers, since they get information not only about grammar and vocabulary but also about pronunciation, rhythm, stress and pitch (Rost, 2007).

4.3 What are the students' attitudes toward English language?

Table 6: Descriptive statistics of the participants' attitudes toward English language

INDICATORS	m	SD	Descriptive Rating	Qualitative Interpretation
Studying English is important because it will make me more educated.	3.53	0.0381	Strongly Agree	Highly Positive
Being good at English will help me study other subjects well.	3.52	0.0011	Strongly Agree	Highly Positive
I pay attention when my English teacher is explaining the lesson.	3.30	0.2618	Strongly Agree	Highly Positive
Studying English helps me getting new information in which I can think to my previous knowledge.	3.29	0.0560	Strongly Agree	Highly Positive
Studying English helps me communicate in English effectively.	3.27	0.0159	Strongly Agree	Highly Positive
Knowing English is one of the important goals in my life.	3.26	0.0142	Strongly Agree	Highly Positive
Studying English helps me to improve my personality.	3.21	0.0037	Agree	Positive
I am interested in studying English.	3.21	0.0029	Agree	Positive
I look forward to studying more English in the future.	3.18	0.0812	Agree	Positive
Studying foreign languages like English is enjoyable.	3.16	0.0029	Agree	Positive
I like studying English.	3.15	0.0682	Agree	Positive
I feel proud when studying English language.	3.12	0.0185	Agree	Positive
I like to practice English the way native speakers do.	3.11	0.0212	Agree	Positive
I wish I could have many English speaking friends.	3.11	0.0072	Agree	Positive
I am able to make myself pay attention during studying English.	3.10	0.0090	Agree	Positive
In my opinion, people who speak more than one language are very knowledgeable.	3.10	0.0137	Agree	Positive
I put more effort on my English homework as much as possible.	3.09	0.0154	Agree	Positive
Studying English makes me have more confidence in expressing myself.	3.07	0.0076	Agree	Positive
When I miss the class, I ask my friends or teachers for the homework on what has been taught.	3.05	0.1004	Agree	Positive
English subject has the content that covers many fields of knowledge.	3.05	0.0264	Agree	Positive
When I hear a student in my class speaking English well, I like to practice speaking with him/her.	3.04	0.0168	Agree	Positive
Studying English subject makes me feel more confident.	3.03	0.0020	Agree	Positive
I enjoy doing activities in English.	3.01	0.0015	Agree	Positive
I look forward to the time I spend in English class.	2.98	0.0163	Agree	Positive
I apply the knowledge from English subject in my real life.	2.96	0.0098	Agree	Positive
To be inquisitive makes me study English well.	2.95	0.0255	Agree	Positive
I feel excited when I communicate in English with others.	2.94	0.0394	Agree	Positive
I am able to think and analyze the content in English language.	2.91	0.0020	Agree	Positive
Studying English makes me have good emotions (feelings)	2.86	0.0621	Agree	Positive
I feel enthusiastic to come to class when English is being taught.	2.85	0.0128	Agree	Positive
Speaking English anywhere make me feel worried.	2.72	0.0482	Agree	Positive
I have more knowledge and more understanding when studying English.	2.72	0.0050	Agree	Positive
I am satisfied with my performance in the English subject.	2.65	0.0778	Agree	Positive
Studying English helps me to have good relationships with friends.	2.63	0.0630	Agree	Positive
I can summarize the important points in the English subject content by myself.	2.55	0.0621	Agree	Positive
I prefer studying in my mother tongue rather than any other foreign language.	2.48	0.0055	Disagree	Negative
Frankly, I study English just to pass the exams.	2.48	0.0116	Disagree	Negative
I like to give opinions during English lessons.	2.47	0.0394	Disagree	Negative
I am relaxed whenever I have to speak in my English class.	2.42	0.0795	Disagree	Negative
In my opinion, English language is easier to learn.	2.32	0.0072	Disagree	Negative
I feel confident to speak English in front of other students.	2.30	0.0821	Disagree	Negative
I don't get nervous when I have to answer a question in my English class.	2.28	0.0032	Disagree	Negative
I could speak English fluently.	2.27	0.0076	Disagree	Negative
I have many English speaking friends.	2.08	0.0455	Disagree	Negative
Total Mean/Standard Deviation	3.13	0.2618	Agree	Positive
Qualitative Interpretation				

Scaling:

- 1.0– 1.75 = Strongly Disagree (Highly Negative)
- 1.76 – 2.50 = Disagree (Negative)
- 2.51 – 3.25 = Agree (Positive)
- 3.26 – 4.00 = Strongly Agree (Highly Positive)

In order to answer the third research question, descriptive statistics was used. The descriptive statistics included the weighted mean and standard deviations. The total mean 3.13 and total SD 0.2618 imply that the participants have general *positive attitude towards English*, and the rating are almost or rarely uniform. Table 5 disclosed that the item, *Studying English is important because it will make me more educated*, represents the highest weighted mean score while the items, *I have many English-speaking friends* and *I could speak English fluently* have the lowest weighted mean score. This means that the participants have positive cognitive attitude and feel that they learn most when studying English but they pay little attention on learning how to speak English because they do not see their friends speak English and as other results of this study show that the participants acknowledge that English is not easier to learn. Also, the results showed that the participants prefer to study using English than in their mother tongue because it will help them study other subjects well. This further demonstrates that the participants wanted to learn English to comprehend with other subjects and will eventually help them get new information that can strengthen their previous knowledge (schema). The results also revealed that the participants pay attention when their English teacher is explaining the lesson and they do not study English just to pass the exams. These show

positive attitude in English classes, which can also be attributed to their belief that knowing English is an important life goal and that it helps them communicate effectively.

Therefore, the results revealed that the ratings cluster standard deviation (SD) around the weighted mean imply that the ratings were almost or merely uniform. This means that most of the participants strongly agreed that they pay attention when learning English because it is their life's goal. And English effectively helps them communicate and get new information from lessons, because they are interested, enthusiastic, proud and confident towards the language. They also enjoy activities that will make them think and analyze the content in English language.

The researcher also proved that low filter results to a positive attitude towards English. The participants' active cooperation and participation became easier inside the class because they were not tense, anxious or bored during the listening comprehension activities. Thus, this positive attitude opened more rooms for the input. These results further supported by Krashen (1978) who theorized that language learning will not be successful if there is a high barrier to the learning process.

Along with the low filters inside the class, motivation played a significant role on the participants' uniformity of attitudes to English. The researcher found that most of the participants' orientation is that English will help them improve their personality and will help them communicate effectively, and will able them to understand their lessons more clearly; and among the motivations of the participants were their effort on learning English and how they enjoyed the learning process especially when facilitative e-tools were integrated in class.

Moreover, the use of facilitative e-tools in the class is a socially mediated activity because it involves the development of the participants cognition and consciousness which are always social. The activities allowed the participants to socially interact through listening to the podcasts and vodcasts which use authentic conversation of English speakers. Those listening comprehension activities and the interventions are physical tools that mediate mental activity which changes the attitude of the participants towards English.

On the other hand, the participants acknowledged how complex is English as a language that is why they do not just study English to pass the exam but they study English in order to communicate more effectively. They also acknowledged that they cannot speak English fluently because they cannot express themselves, for they always get nervous whenever they speak English in front of others.

4.4 Is there a significant difference on the students' listening comprehension and attitude toward English when exposed to podcast and vodcast?

Table 7: *Difference of the participants' listening comprehension and attitude toward English when exposed to podcast and vodcast*

Source of Variation	Degrees of Freedom	SS	MS	F - ratio	p -value	Remark
Listening Comprehension	1	-13887.15				
Attitudes towards English language	1	13139.25				
Heterogeneity of slopes	1	0.55	0.55	0.0044	0.05 < p-val < 0.01	Highly Significant
Residual	106	13139.80	123.9604			
Total	109	12392.45				

Table 6 illustrated the difference of the participants' listening comprehension and attitudes toward English when exposed to podcast and vodcast. The results revealed that the difference is highly significant, thus, the null hypothesis is rejected. The researcher proved that if the participants have positive attitudes to English then they will focus and will perform well on listening comprehension skills activities. They did not see the listening tests as burden but as an activity which they enjoyed and they found more interesting. Furthermore, these attitudes (orientation and motivations) of the participants are affected by the way the listening comprehension activities are structured and administered. One factor that impacted the participants' posttest scores is their positive attitude (interest or motivational intensity) towards English (Kiziltepe, 2000).

5. Conclusion

Listening comprehension is a complex process, and the development of such skill is often undermined in many English language programs. The listening comprehension process involves comprehension of the text as people listen to it, keeping the knowledge in memory, combining it with what follows and adjusting it to their understanding of what they know before and what they will learn. On the other hand, English language teachers must develop their students' strategies in order to be successful in any listening comprehension activities for there is no single, best method that can be used to develop the skill. Also, listening activities should be based from the students' language level—from basic to complex.

Moreover, this study aimed to determine the participants' level of listening comprehension before and after the interventions, and their attitudes toward English language. It also sought to discover the significant relationship on the students' listening comprehension and attitude toward English when exposed to podcasts and vodcasts. Thus, the participants' positive attitude to English led the researcher to conclude that proper utilization of facilitative e-tools in the class results to the realization of the importance of English on effective comprehension and communication. The level of listening comprehension skills can be enhanced through constant interventions, and proper selection of authentic materials and e-tools. In this way, it can also influence the learner's attitude towards the target language. This is also why *attitude* must be considered as an essential component in language learning. So, a positive attitude should be the umbrella of language learning. Language teachers should consider their students' feelings, beliefs and behaviors before their cognitive abilities. English curriculum and classroom activities must involve activities that are based on the learners' needs and their differences to build up good attitudes to English. It is also very important to study learners' personalities because their attitude plays a significant role in language teaching and research. Learning a target language will be achieved if the learners possess positive attitudes and if they enjoy the learning process. It is hoped that the findings of this study contribute to the improvement of teaching and learning through listening comprehension.

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