

Learner's experience on the use of mobile device for autonomous listening: a narrative inquiry

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Abstract

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As the revolutionary approach in education, the use of mobile devices for learning undoubtedly has a great influence on the students' academic success. Many studies have found that these tools are satisfying in terms of authenticity, simplicity, and portability allowing learners to promote their learning autonomy in which they can study anywhere and anytime. Using the lens of narrative inquiry, this study discovered the student's experience in using mobile tools for autonomous listening activities and investigated the benefits of these activities for her language competences. Interview and narrative frame proposed by Barkhuizen & Wette (2008) are used to answer the research questions. The findings show that the learner mostly does extensive listening activities in which she listens to a large amount of understandable and pleasurable spoken expressions through her devices. Having sophisticated software and great immersion, these tools allow the learner to have massive listening input which develops her vocabulary and basic comprehension. Different from analog tools used in her first listening experience, these tools devote thousands of listening applications and provide thousands of listening sources like live streams, English songs, news, or videos that can be accessed effortlessly. However, it is also revealed that it affects the learner's psychological factors; learning motivation, confidence, and self-efficacy.

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Keywords: Mobile Devices; Extensive Listening; Autonomous Listening; Narrative Inquiry

1. Introduction

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Mobile devices such as smartphone, tablet, and laptop become the newest technology which has proliferated in recent years around the world. These modern technologies allow users to run software known as applications which bring extremely functions to help them ease their lives. In today's era, millions of applications of mobile devices have been developed very fast and downloaded by the

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people effortlessly. The use of these devices for learning is not new but undoubtedly provides fruitful benefits for the students' progress in learning (Alvarado, Coelho, & Dougherty, 2016; Elfeky & Yakoub Masadeh, 2016; Okumuş Dağdeler, Yavuz Konca, Demiröz, & Dağdeler, 2020; Wang & Smith, 2013). Fatimah & Santiana (2017) also add that learning in this century is not only limited in the classrooms placing the teacher as the main source for the students. Students inevitably can use many kinds of technology especially mobile tools for getting the information, doing collaboration, and having the exercises for their learning. As the revolutionary approach in education, mobile learning, the activity of learning through mobile dev²⁰, offers a different environment for the students in which they can use it anytime and anywhere. Mobile learning has the unique characteristics providing formal and informal learning situations in which the students can choose when, where, and how they learn using those tools. Having this condition engages the students and builds their autonomy and creativity so that the students become responsible for their learning.

Especially for language learning, these hand-held devices provide numerous applications facilitating the students to practice and enhance their language competence. The study conducted by Gangaiamaran & Pasupathi (2017) established that the available English language learning applications in the app stores are abundant and the process of choosing the right applications for learning is surely a tedious job. Considering the aim of learning and level of the learner, the learners are necessary to choose and use those apps appropriately. The findings on their study show that those apps can be classified into apps for primary, secondary, and tertiary learners. All of those apps assist the users to promote their language acquisition of language skills. However, it is also found that listening becomes better obtained than that of other skills in the process of learning through mobile tools (Gangaiamaran & Pasupathi, 2017). As the skill which has a vital role in communication, listening requires the students to identify the sounds of spoken expressions and process them into words and sentences. This process can be easily conducted through numerous apps provided on mobile devices. Kodir Al-Baekani & Ridwan (2018) in their study found that mobile devices can be interactive media facilitating the students to learn the listening skill. The students responded positively though listening using mobile apps. It helps students in a variety of ways: easiness, convenience, authenticity, usefulness, and fun. Listening using mobile apps facilitates the students to have authentic listening sources and be exposed to various voices. This situation can be occurred due to the availability of listening sources provided on the internet which easily can be obtained by mobile tools.

Previously, numerous studies were conducted to investigate the use of mobile apps for listening. Rahimi & Soleymani (2015) did a research to find out the impact of mobile learning on the students' listening anxiety and their listening comprehension. The study discloses that mobile learning has a significant effect on the students' listening comprehension and could be used to reduce their listening anxiety. It is also noted in the research that practicing listening through mobile devices and having extensive listening using podcasts can engage and motivate the students due to the learning situation without time limitation pressure. It is supported by the findings of Read & Kukulska-Hulme (2015) study revealing that the use of Audio News Trainer, one of the mobile apps, is intrinsically motivating for the students and surprisingly can immerse them to continue their listening practice using the app. O'Bryan & Hegelheimer (2007) also tried to promote a strategy to increase the students' listening ability by combining the use of mobile apps, podcast, into an English course. The study established that blended learning classroom using mobile devices is satisfying for both the students and educators. However, those of previous studies only focus on examining the impact of using those technologies without clearly telling the students' experience of using those tools for their listening activities. Therefore, this present study tried to share and tell the learner's stories when she independently uses those devices for her autonomous listening habit to find its contribution to her language developments.

1.1. Literature review

1.1.1. Mobile learning in ELT context

In this technological era, the use of mobile devices for language learning has become familiar with many students around the world. The term "mobile" which comes from "mobility" or ability to move

effortlessly becomes the main reason why these tools boomed in recent years. As one of the technological tools which can support students to learn, mobile devices provide many benefits in a variety of ways; simplicity, autonomy, and spontaneity. These technologies are known as an informal, spontaneous, contextual, ubiquitous, portable, and personal tool which can support students to create more experiential and meaningful learning experience (Kukulka-Hulme, 2009). Furthermore, with the help of the internet on these devices, learning can take place anytime and anywhere not only by reading the articles on the website but also by discussing ideas through social media and independently use language learning applications on the tools (El-Hussein & Cronje, 2010). The features of mobile technologies which are portable, simple, and accessible help the students feel comfortable while learning and has the effect on the improvement of English language teaching and learning (El-Hussein & Cronje, 2010; Kukulka-Hulme, 2009).

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Learning using mobile devices familiarly known as Mobile Assisted Language Learning can be defined as any educational facility where main technologies are handheld tools (Traxler, 2005). Many studies also have investigated the impact of mobile learning on the students' language ability. Those studies found that this kind of technology really influences the students' language competence not only to give input or material but also to practice their language skills. Mobile learning allows students to get various input material helping them to get better learning and obtain their learning objectives (Smith Nash, 2007). Moreover, it is easy to carry but it can maximize the learning opportunity in which the students can use it for practicing their languages effortlessly (Gautam & Garg, 2014).

1.1.2. Mobile apps for autonomous listening

As the first language skill acquired by the people, listening has a great role in improving three other skills, speaking, reading, and writing (Renukadevi, 2014). This skill plays a vital role in human's interaction which spends around 40-50% of the total time communication (Gilman & Moody, 1984). As the active and demanding process for second language learners, it is obvious that emerging listening comprehension needs extensive practice (Read & Kukulka-Hulme, 2015). For this reason, features of mobile tools that provide easy access and have plenty of resources for listening practice can facilitate these demands effortlessly.

Mobile devices, with its simplicity and sophisticated immersion, offer many insights including its applications for learning English listening. Recently, there are provided thousand listening apps which inevitably can be the prominent media for facilitating the students to be familiar with the sound and interpret the meaning from the spoken expressions. Using mobile in English listening can help students get more authentic and meaningful learning opportunities in which they can get authentic materials exposing the various voices and giving samples of real speech which rarely can be found in their real-life situation (Kim, Rueckert, Kim, & Seo, 2013). Mobile devices give a lot of opportunities for listening practice not only inside but also outside of the classroom. These technologies was really useful allowing students to practice their listening activities enhancing their autonomy of learning. Autonomous listening, the term used for explaining the responsibility to learn listening skill, becomes important to develop since it develops long term strategies for their current and future learning. Benson and Vellor in MEHDIYEV, (2020) also add that being autonomous can be an indicator for foreseeing the students' academic performance. The study conducted by YAN Yi-bo (2015) found that autonomous English listening is very helpful to both English teaching and learning. He says that foreign language autonomous listening is very vital in language acquisition. Autonomous listening is very important to increase the students' awareness about recognizing the sound and meaning of spoken language provided.

1.2 Research questions

Previous studies (O'Bryan & Hegelheimer, 2007; Rahimi & Soleymani, 2015; Read & Kukulka-Hulme, 2015) found that mobile device has the significant influence on the students' listening ability and their engagement and motivation. The use of mobile learning was really satisfying encouraging the students to continue their listening habit through its applications. However, those studies only focus on investigating the result of the activities without deeply examining the students' experiences on using those tools. Therefore, this study tries to fill the gaps by using narrative lens in order to

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explore the experience of the student on the use of using mobile devices for autonomous listening. Thus, this current study poses the following questions:

1.2.1 What is the student's experience on the use of mobile devices for autonomous listening?

1.2.2 What are the benefits of these activities on her language development?

2. Method

Using the lens of narrative inquiry, this study explored the learner's experience on the use of mobile device for autonomous listening and found its contribution to her language competence. As one of the qualitative studies, narrative inquiry aims at telling stories of human life experience and presents them narratively. This study focuses on capturing people's experience but known as powerful research which can give benefits by making sense of the events on the story. Clandinin & Connelly, (2000) argue that narrative inquiry studies how humans experience the world. This study examines the values and meanings of the story that the people got from their experiences (Clandinin, Pushor, & Orr, 2007; Moen, 2006). Therefore this approach is applied in this study focusing on understanding and making sense from the participant's experiences on the use of mobile device for her autonomous listening and finding what language development benefits she gained from these activities.

2.1. Participant

At the outset of this study, the researchers have distributed the questionnaire to 10 university students for getting the participants. However, there is only one participant who had a plentiful experience in using mobile apps for autonomous listening and agreed to take part in the study. Nemya, an English university student in one of the universities in Tasikmalaya, actively used her mobile phone for listening to English songs and habitually sing those melodies. She is motivated to continue her study into English Education Department because of her English listening habit. She also likes to watch the video on YouTube, uses listening apps on her smartphone, and usually reflects her own learning progress through this technology. Furthermore, she also has good English competence and feels confident in her English ability.

13 2.2. Data Collection and Data Analysis

To collect the research data, multiple in-depth narrative interviews and narrative frame adapted from Barkhuizen & Wette (2008) are used. The interview is recorded by a digital audio recorder and taken after the participant wrote her stories using a narrative frame designed by the researchers. This narrative frame focuses on investigating the participant's story on the use of mobile apps for autonomous listening. It includes what apps used, how she used it, and the contribution of those activities for her language competence. This narrative frame is really valuable as the template "starters". It becomes the guidance for the structure and content for the participant to know what will be shared. By having this narrative frame, the participant is helped to know what should be shared related to their listening experience through mobile devices (Barkhuizen & Wette, 2008). In addition, interviews are used to clarify the data on this frame. Interviews use the participant's first language, *bahasa Indonesia*, to create a comfortable situation to make her easy tell and share her stories. During the interviews, the researchers actively engage and clarify the participant's stories by giving the questions, and conveying personal understanding (Barkhuizen, Benson, & Chik, 2013). In addition, confirmation of the narrative data is important to minimize the wrong interpretation of the findings. The participant is also invited to see the transcription and analysis of the story for getting feedback. This activity was conducted to create the valid data and becomes the researcher's responsibility in narrative research (Clandinin & Connelly, 2000).

In the process of data analysis, data taken from the interviews are transcribed and read repeatedly. The data then were constructed in the form of the story to ease the researcher in the process of data analysis. All of the events on the participant's experience are narrated by connecting

the setting of time and place they shared. Finally, cross-case analysis technique is used to understand and organize the stories into convenient themes and sub-themes (Abrar, 2019)

3. Results

Utilizing mobile device for learning becomes a habit for Nemya. She explained that this tool gives many benefits to her life. It does not only help her to communicate through sending message and making call but also giving sophisticated learning immersion through its applications.

... I usually bring this tool wherever I go. I am really satisfied with these tools because it has a lot of sources I need and I can learn anytime and anywhere using these technologies...

Mobile devices, especially smartphones and laptops, become effective media facilitating her to promote her autonomous learning, the ability to be responsible for her own learning. Benson and Voller in Mehdiyev (2020) stated that learner autonomy can be defined as the learners who takes responsibility of their own learning. Especially for learning English listening, these devices have thousands of apps that are easy to use and provide many insights for her language development. Nemya said that mostly she used these tools for listening to English songs, and watching videos such as news, drama, documentary, and podcast. In addition, she occasionally used English listening test apps such as IELTS and TOEFL test for measuring her listening skills. These activities are usually conducted independently without the teachers' instruction or her friends' suggestions.

3.1. I listen for my pleasure: Extensive listening activities through mobile devices

This section provides the participant's re-told story about her experiences in listening activities. It highlights 2 sequences: (a) the early shifting from analog to digital era, (b) the era of smartphone

3.1.1 From Analog to Digital: I shifted my way of listening activity

Before the era of mobile devices appeared, Nemya had been in love with listening to the songs, especially English songs. She used analog tools such as cassette, radio, CD, and CD player to fulfill her hobby. Listening to the radio in the morning and evening, recording particular songs played, and guessing the lyrics were part of listening activities done in her teenage life.

...I used to listen to radio programs provided English song; if I liked the song then I recorded it. I also guessed the lyric and write what I heard on the piece of paper

Furthermore, as she enrolled in English Department in a university, she was obliged to do lots of language exposure, one of them is listening. However, she claimed that listening activity provided by the university was not enough and led her into boredom. Being asked what activity was, she said it was more into listening and answering questions on every meeting. She faced unsatisfactory, and it motivated her to do lots of listening by her own with her devices.

Having dissatisfied activity in her listening class, when she was familiar with hand devices, Mya began to use several applications on her laptop to do various listening activities such as listening to English songs and English conversation. She also used Windows Media Player provided by Window program to listen to a record of TOEFL listening part provided by the book she had bought.

I used my laptop for my listening activities. I like to listen English songs using Winamp, and played a CD of TOEFL listening to practice from it.

While in using her mobile phone, she used to listen to music player and radio provided on her phone. She even bought some MP3 songs from an internet café to be listened to on her phone and printed the lyric on a piece of paper. Therefore, while listening to the player, she highlighted some unknown vocabularies written in the printed lyrics.

I remember when I went to the Internet Café and bought 3 songs for 1.000 IDR. I also asked the keeper to print me the lyrics. So, when I went home, I could listen to the song while reading the lyric

In her view, these mobile devices (laptops and mobile phones) gave her a new significant way of learning. As it becomes more practical, she said that it facilitated her to be an autonomous learner, especially for learning English listening.

These activities helped her a lot in learning a foreign language. From the regular listening activity, she got new vocabularies, found some idiomatic language, and could pronounce appropriate vocabularies. There are lots of language exposure which are contributed to other language skills such as speaking and writing.

I got many interesting vocabularies from the song. I believe that when it came from the song, those vocabularies stuck in my head and are easy to recall, rather than memorizing it. I don't know why. So, when it comes to speaking class, it is easier for me to speak because I have so many vocabularies inside my head

3.1.2. From Limited Access to Unlimited Access: The era of smartphone

As the trend changed, the existence of smartphones helps her in many activities of learning listening. In her view, mobile devices, especially smartphones become effective media facilitating her to promote her autonomous learning. Especially for learning English listening, these devices have thousands of apps that are easy to use and provide many insights for her language development.

Nemya still listens to the song every day. She spends 1-2 hours a day to listen to her favorite songs. Recently, she has downloaded and becomes VIP member of JOOX (online music platform). She continues to learn new vocabulary through this application since it provides the lyric within.

As I have my smartphone now, I listen to music differently. Recently, I have used JOOX. Learning English from JOOX is easier because I can read the lyric on my phone screen while I listen to music

Moreover, She also elaborates on her learning autonomy by doing several activities especially, on YOUTUBE. First, she usually watches for the music video that she is interested in, especially English and KPOP video. She subscribes to VEVO for English music video. By knowing the latest music, she becomes well-known of English slang language used by nowadays' people. Second, she subscribed to several channels containing news and documentary. She subscribed New York Times for her exposure in American English, BBC Three, and BBC documentary for British English and ABC Australia for her exposure in Australian English. She said that she learned how particular people speak English differently. Even though her concern only on three accents, she also sometimes listen to other English videos with a different accent such as India, China, and Europe, etc.

Recently, I have subscribed channel called ASIAN BOSS as my source of English from the Asian accent. So, I am able to understand a different kind of accent around the world

Another application that she uses is BBC learning English. One of the contents of BBC learning English explains the trending English vocabulary.

I listen to the specific part that is the radio session when two speakers explain the heading of the famous magazine and discuss the word contended in the headline

Not to mention, the application also provides her so many fruitful resources of language acquisition in vocabularies, pronunciation, idiomatic language, and grammar. One example of the vocabularies is that the video discuss the differences between too and enough, lend and borrow, etc.

The last is using PODCAST British Council. It consists of audio stories. She said that there are so many stories provided by Podcasts. So, when she wants fiction, she will listen to it. She usually listens

to them before going to bed. There are some interesting stories there and all of them are series. Therefore, she can listen to them for every episode. She said it is like a lullaby but not a song

3.2. Contribution of Autonomous Listening Using Mobile Device on Language Development

This section provides the benefits got by the participant for her listening activities. The benefits mentioned are related to language competency and psychological aspects.

3.2.1 Vocabulary Learning and Basic Comprehension

Listening activities done by Nemya has led her to master vocabularies and understand the content of her listening. By the time, the more she exposures language through her listening activity, the easier she understood the content. In addition, it is also beneficial in her language proficiency test, especially in the listening section.

Listening activities that I always do help me a lot do my assignment in listening class. Surprisingly, my result of IELTS is 7.5 for listening which is the highest score among the other skills

It is clear that her listening habit influenced her simultaneously in achieving vocabulary mastery and listening comprehension. The proof could be seen on her satisfying score of listening IELTS recently.

1.1.2. Psychological Factors: Self Efficacy, Confidence, and Learning Motivation

It is noticeable that unintentionally, having listening habits is beneficial to build the participant's self-efficacy. In her interview, she said that however doing many kinds of listening activity gave her confidence and belief that she is able to accomplish particular English assignments and test

I feel no pressure at all when doing my IELTS test because I feel that I have lots of exposure got from listening and reading

The other psychological aspect influenced by her listening activity is motivation. From the early interview, it is known that the participant got her motivation to learn English because of listening song from the radio. Unexpectedly, it changed her dream from an artist to be an English teacher after listening to that song.

...because I listened to "My heart will go on" song so many times on the radio, I became so motivated to be able to sing that song. Well, It changes my dream. Firstly I want to be an artist, but then I want to be a teacher. And I began to listen to other English songs

In addition, the moment she listened to that song was her turning point to learn English from the start. It motivated her to do various kinds of language exposure, especially in listening activity.

4. Discussion

This narrative research shows that mobile devices undoubtedly can promote the learner's autonomous listening activities due to its simplicity, portability, and intensity of providing a great immersion and millions of listening sources for the participant (El-Hussein & Cronje, 2010). Different from the analog tools used in her first listening experience, mobile devices are really satisfying because it can promote her autonomy by providing massive aural input which can be accessed anytime and anywhere (Alexander, 2004; Burston, 2011). Mobile devices also provide fun learning situation and promote lifelong learning (Alvarado et al., 2016; Kodir Al-Baekani & Ridwan, 2018; Kukulska-Hulme, 2009) because it is well-suited for individual learning and enhances the participant's enthusiasm.

Interestingly, the told story revealed that mostly Nemya uses her devices for extensive listening activities in which she listens to a large amount of enjoyable listening input, such as songs, documentaries, news, and podcast. Having dissatisfied feelings with the classroom activities in her university forces Nemya to listen to her own listening materials through her tools and find enjoyment in those activities. Through her devices, it is easy to find listening inputs that are suitable for her interest and level of language abilities. Consequently, she can understand them easily and comfortably without having pressure in her activities. This becomes a factor which motivates Nemya to continue her listening habit and develop her English skills. These results are relevant with the previous studies (Chang & Millett, 2014; Renandya, 2011; Saputra & Fatimah, 2018) finding that extensive listening activities provide enjoyable learning atmosphere which contributes to the students' language ability, and promote their motivation to study English language. As the activities of listening to a large amount of oral languages, extensive listening is frequently conducted outside the class which forces the student to get a general understanding of the given spoken expressions. Consequently, she is not expected to understand all of the words on the audio but only needs to have a general comprehension and, crucially, to have enjoyment in the listening activities (Saputra & Fatimah, 2018). By having this experience, she can guess the words from the contexts of the lyrics and develop her vocabulary mastery (Ivone & Renandya, 2019; Renandya, 2011). Moreover, by exposure to abundant input and sustained practice through her device, Nemya can enhance her listening fluency and increase recognition of English sounds (Ivone & Renandya, 2019). The ample listening practice provided on the devices can develop automaticity in processing oral language so that she does not face any difficulties to recognize the words on the given spoken expressions. Nemya also stated that her listening habit also has an effect on her pronunciation skill both receptively and productively. Having known how to pronounce the words on the audio she listened to helps her to enhance her pronunciation skills and develop her speaking ability.

Listening English songs as the most sources in her activities also becomes one of the factors encouraging her to continue her listening habit. The use of song in their listening practice not only develops her comprehension but also improves her motivation to study and becomes enjoyable in the process of learning (Setia in Bokiev, Bokiev, Aralas, Ismail, & Othman, 2018). Being curious on the lyrics on the songs also influences Nemya to find the meaning of the songs and repeat listening activities so that it effects on her English word memorization (Beasley & Chuang, 2008). Music also has an effect on the participant's mood allowing her to feel at ease while learning English as a foreign language. Music becomes the universal features which develop an emotional bond and help learner easy to memorize the words (Batluk, 2015).

However, Nemya also stated that having extensive listening habits really motivates her to study English language and forces her to be confident in English learning (Onoda, 2012). The use of listening material which is appropriate with her interest and language ability becomes the main reason that motivates her to learn the language. In addition, being familiar with the English words on the audio and video she listened to helps her to avoid her anxiety and contributes to her self-efficacy (Sundqvist, 2009). Nemya actually becomes responsible for her own learning and has the explicit objectives when learning the song lyrics she likes. Therefore, her learning process becomes meaningful and successful.

5. Conclusions

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The aim of the study is to investigate the student's experience on the use of mobile devices for her autonomous listening. The findings disclose that she was interested in using mobile tools for her learning listening since she finds the strengths of this technology in terms of mobility, portability, and easiness of these tools. Having dissatisfied activity in her listening class, she chose to have the listening sources by buying the songs from internet cafe to be listened on her laptop and handphone. She also printed the lyric on a piece of paper in order to

highlight and learn the vocabularies on the lyrics. By having this experience, she can obtain more English words and know how to pronounce them well. As the trends changed, she continued to easily download many applications and got thousands English songs and English conversations such as news, or podcast from the internet for her listening sources. The mobile devices really help her to have enjoyable and interesting listening activities promoting her listening confidence and developing her autonomy. As technology develops, she also can develop her listening ability and increase her independent learning.

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