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## Teacher Cognition about Online Listening Instruction: A Case Study at a Public University in Indonesia

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### Introduction

Coronavirus 2019 (Covid-19) has been changing the world. One of the main changes is shifting educational policies and practices globally. Governments in almost all countries, including Indonesia, have decided to change the instructional platforms from face-to-face interactions in a traditional class to online ones, synchronous and asynchronous for all levels of education. The platform change brings a new challenge for all related parties, including teachers (Atmojo & Nugroho, 2020). The drastic changes in the platforms demand teachers to have good competencies, not only in their subject matter but also in digital literacy.

Furthermore, the success of the teaching and learning process using online platforms depends on many things. One of them is teachers because they are considered the key players in educational settings; as pointed out by Coombe (2019) that “quality education begins with teachers” (p.173). Decisions about what and how teachers act in their classroom are influenced mainly by their cognition (Baker, 2013; Basturkmen, 2012; Farrell & Bennis, 2013; Farrell & Ives, 2014; Farrell & Yang, 2017; Graham et al., 2014; Macalister & Nation, 2010).

Many previous studies have investigated teacher cognition in teaching English as a second and a foreign language (e.g. Alexander, 2012; Alghanmi & Shukri, 2016; Crusan et al., 2016; Farrell & Yang, 2017; Gaitas & Martins, 2015; Jones, 2016; Mardali & Siyyari, 2019; Rraku, 2014; Sun et al., 2020). Nevertheless, only a few studies discussed teacher cognition in teaching English listening. Moreover, based on the literature review on language teacher cognition we did, none has been done in the context of online teaching. In other words, the studies investigating teacher cognition in teaching English listening still focused on face-to-face instruction (e.g. Emerick, 2018; Fang & Yang, 2020; Graham et al., 2014; Mandasari, 2016; Sah & Shah, 2020; Yenesew, 2019). Therefore, exploring teacher cognition in teaching English listening using online platforms is necessary since online teaching has been a more widespread



tradition globally in the educational world, including in Indonesia, even though the health crisis because of the Covid-19 pandemic has decreased. Technology usage is a must in the Indonesian educational setting since it is one of the initiatives that must be acted on immediately, as stated in the Indonesian Education Road Map 2020-2035 (Kemdikbud, 2020). Therefore, the teaching and learning process should involve digital tools, including the internet, to familiarise students with the technology.

This study examined teachers' cognition, specifically their knowledge and beliefs, and their practice in teaching English listening using online platforms at the tertiary level. This study contributes to knowledge around building their self-awareness about what they have done in their online instruction. In addition, teacher educators, policymakers, and teacher trainers might also take advantage of this study. It might give them an in-depth understanding of cognition and the practices of online listening teachers and help them design and develop appropriate teacher professional programs. In other words, the betterment of instruction cannot be done unless the actual practices and what drives teachers to do such practices are explored (Santos & Graham, 2018).

## Literature Review

### Teacher Cognition

In his article, published in 2003, Borg defined teacher cognition as "the unobservable cognitive dimension of teaching – what teachers know, believe, and think" (p.1). As the investigations of teacher cognition increase, the notion of teacher cognition also advances. Nowadays, the dimensions of teacher cognition encompass not only teachers' beliefs, knowledge, and thought but also other elements of teachers' mental life, such as teachers' emotional dimensions (feeling, motivation), attitude, identity, and ideology (Borg, 2019). It indicates that the teacher cognition scope is considerably more expansive than ever.

In this study, teacher cognition refers to what the teachers know and believe about teaching listening online. We were interested in finding out whether the teachers had sufficient knowledge and proper beliefs about what approaches they should apply and how to teach listening online well based on what literature suggests to follow. We focused on those two aspects of cognition since they are the two notions considered linked very tightly to the concept of teacher cognition (Borg, 2019) and have given a significant impact on teachers' teaching practices (Baker, 2013; Basturkmen, 2012; Farrell & Bennis, 2013; Farrell & Ives, 2014; Farrell & Yang, 2017; Graham et al., 2014).

### English Listening Instruction

A number of studies reported that teachers found it difficult to teach listening (Alrawashdeh & Al-zayed, 2017; Siegel, 2013). According to Hwaider (2017), the difficulties were laid on some factors, i.e., linguistic and non-linguistic. Linguistic factors include pronunciation, stress, vocabulary, sound system, and syntactic structure of texts. Meanwhile, non-linguistic factors cover the lack of facilities and teachers' competence, students' anxiety, classroom circumstances, lack of training and practice, and the time dedicated to English listening.

In order to teach English well and help students be effective listeners, Vandergrift and Goh (2012) argued that teachers need to understand the processes of L2 listening and how strategies can be implemented. Teachers should view listening as an active skill (Graham & Santos, 2015; Rost, 2011; Wilson, 2008). As an active skill, it leads to four orientations: receptive, constructive, collaborative, and transformative. It involves four types of processing, i.e., neurological (consciousness, hearing, and attention), linguistic (units of spoken language), semantic (the integration of memory and meaning construction), and pragmatic (relevant factors in verbal and non-verbal input). These types of processing are integrated and complement each other (Rost, 2011).

Regarding the strategy of listening instruction, Vandergrift and Goh (2012) proposed a metacognitive approach. This approach has five stages of instruction. The first is *pre-listening (panning/predicting stage)*. In this phase, having informed students about the topic and text types, the teacher asks them to predict the information types and possible vocabulary they might hear. The cognitive process involved in this stage is planning. The second is the *first listen (first verification stage)*. Students verify their existing hypotheses in this stage, correct them as needed, and mark extra facts understood. The cognitive processes involved in this stage are monitoring and evaluation. Other activities students can do in this stage are comparing what they have understood with their peers, modifying as necessary, identifying things that still need resolution, and deciding the essential elements that still need special attention. These activities involve monitoring, evaluation, and planning processes. The third is *the second listen (second verification stage)*. This stage requires students to verify areas of prior dispute, correct them, and take notes for additional details. In addition, after listening, the teacher may invite all students to contribute to reconstructing the main points of the text and the most important details, combined with comments on how students arrived at the meaning of specific words or elements of the text. These activities involve the process of monitoring, evaluation, and problem-solving. Next is the *third listen (final verification stage)*. In this stage, students listen to the information that appeared in the class discussion, which they did not grasp earlier. This activity can also be accompanied by the transcript of part or all of the text. Monitoring and problem-solving are intended in this stage. Last is *the reflection and goal-setting stage*. Based on the prior discussion of strategies used to mitigate information that was not comprehended, students take notes on goals for the next listening practice. This activity helps students to evaluate and plan their listening activities.

Vandergrift and Goh (2012) claimed that integrating a metacognitive approach in listening instruction will help students understand the processes required in listening. That approach also helps students recognise challenges during listening practice, manage their learning progress, set autonomous learning, improve their listening proficiency in decoding language input, and effectively participate in oral communication.

## Principles of Online Listening Instruction

Thorman and Kaftal (2012) asserted that traditional and online instructions require teachers to prepare or develop a course by thinking through a teaching philosophy. It will guide teachers in selecting the best teaching strategy and determining suitable materials and activities for students. In addition, Boettcher and Conrad (2016) emphasised that for all platforms used in teaching, teachers have to design their instructions by contemplating the fundamental question, i.e., "what knowledge, set of skills, and perspectives do you want your students to develop competence in through their participation in the instructional experiences of this course or program?" (p.38).

Some guidelines for teaching online have been presented by Ko and Rossen (2017). The first step is to determine the course's goals and objectives. Once completed, the teacher can construct a syllabus that will allow students to meet the course's goals and objectives. The syllabus should tell the teacher about the resources and activities students must complete. Next, the teacher must consider the instructional sequencing of the activities and the types of assessments while creating the units. The assessment must align with the course's goals and objectives. It must also be appropriate for the course's level and scope of the content. In addition, it must be pretty simple to do online.

Furthermore, the teacher must clearly inform the students about what, how, when, and where the evaluation will be conducted. Then, while utilising a learning management system (LMS), the teacher must manage all contents well. Teaching materials, announcements, and assignments must be saved in a processed format so that they can be accessed easily at any time. Finally, the teacher must consider performing the teaching and learning process using proper online communication tools.

Regarding teaching online listening, Bonilla (2020) contended that the framework teachers need to follow is the same as that of teaching listening offline. The teaching procedures must follow the three stages of listening instruction proposed by Vandergrift (2012). They are pre-listening activities, while-listening

activities, and post-listening activities. Moreover, approaches applied must be able to trigger students to be effective listeners. Listening teachers must also consider ensuring that the internet connection is smooth, the environment is clear from distraction or background noise, and the sound can be heard clearly by students. Finally, teachers should use appropriate materials from many resources they find on the internet for their students.

## Method

This qualitative inquiry presents part of a more extensive case study focusing on teacher cognition about online listening instruction in a state university in Indonesia. The participants of this study were three university teachers teaching English listening online. They were Ana, Bella, and Ronald (Pseudonyms). We used interviews and seven observations for each participant as the research instruments. The interviews were intended to get information about teachers' knowledge and beliefs regarding approaches for teaching listening, how online listening should be carried out, and the reasons behind their decisions. The interviews were conducted via Zoom application since the participants of this study lived far away from the researchers' place, and this study was conducted in a covid-19 pandemic situation. Meanwhile, classroom observations were conducted to get an authentic portrait of the teachers' online listening instruction. The data from the observations were used to relate and compare what the teachers said about their knowledge and beliefs with their actual teaching practices and what the literature says regarding listening instruction and online teaching. Finally, the data were analysed qualitatively using thematic analysis involving six phases suggested by Braun & Clarke (2006). The six phases are "familiarising oneself to the data, generating initial codes, searching for themes, reviewing themes, defining and naming themes, and producing the report" (pp. 16-23).

## Findings and Discussion

We structure our findings into two themes. They are approaches for teaching listening and how online listening should be carried out.

### Teacher Cognition Regarding Approaches for Teaching Listening

Data from the interview reveals that the three teachers lack knowledge regarding approaches used for teaching listening. When the researcher asked about what approaches that teachers should use for teaching English listening, Ana said:

"Approach? Mmm...what is the term for this? Cooperative learning? We discuss and then...mmm...okay cooperative maybe."

Meanwhile, Bella said:

"Approaches? What do you mean? I know that we have humanities approach that we have to make sure that they are also the...the human that we must respect...That's what I know. That's the common approach. And there is also a psychological approach. I don't know the others."

Furthermore, Ronald said:

"For teaching listening, I don't know what approach to use. I don't know exactly."

Ana stated that she mostly adopted her listening teachers' technique when teaching English listening, some modifications were made only in terms of selecting teaching materials suited with the current era, the digital era. In the interview, she said:

"I admitted that some techniques that my lecturer gave me when I was an English student influence the way I teach, but others are not, for example is the material. At that time, the lecturer gave us audios only, but now I use audio-visual or videos and sometimes use YouTube links."

Meanwhile, Bella confirmed that the way she taught was much influenced by what her listening teachers did when teaching her listening. She asserted that she used her teachers' teaching style when teaching English listening. In the interview, she said:

"Yes, yes. At least mmm...at least I have the model, ... what I got from my class long time ago influence to the way of my teaching right now."

In the same vein as Ana and Bella, Ronald also admitted that how his teacher taught him also affected his teaching. However, he also modified some techniques his English listening teacher used, specifically in terms of materials given to students.

From the above extracts, it is obvious that the three teachers have very limited knowledge about teaching approaches for the listening lesson. They are not even sure about teaching approaches in general. They mainly taught following their previous listening learning with their teachers. When they modified it, they did it without referring to what the literature says regarding teaching listening and online instruction principles.

### **Teacher Cognition Regarding How Online Listening Should Be Carried Out**

For online listening teaching procedures, Ronald has a different view from the other two teachers. Ronald believed that the pre-listening activity was unnecessary since it just wasted time. He believed that the most important thing to give to students is listening materials which can allow students to have much practice in listening. From his actual practice, it is apparent that he just focused on providing students with videos and some questions students had to answer. The videos and questions were posted on a WhatsApp group, and students were allowed to listen to them individually outside classroom hours and posted their answers in the next meeting. No pre-listening and post-listening activities were given to the students. Another activity that took place in his online instruction was playing games, which had no relation to the content of the listening texts provided to his students.

Meanwhile, Ana believed that there should be a pre-listening activity before teaching listening to students. However, she admitted that she seldom did that since she thought that online listening teaching was difficult to do. She declared that she had limited time and some technical problems when having online listening instruction. When teaching listening online, sometimes only a little discussion regarding topics that she did before presenting the while-listening activities.

Data from the observations confirmed her statements. From seven meetings observed, only two meetings she provided students with pre-listening activities, while the others went directly to while-listening activities. In while-listening activities, sometimes she allowed students to listen to the recording once to get students familiar with the text, then played it again the second time to give students a chance to answer questions given previously, and the third listen was to discuss the answers of the questions, followed by post-listening. Furthermore, sometimes, she just posted videos and questions on Schoology LMS and WhatsApp. She hardly ever discussed strategies for effective listening to students. For post-listening activities, she usually just advised students to practice listening a lot. From seven observations of her online instruction, we also found that only twice she provided students with post-listening activities.

Furthermore, Bella believed that the procedures of online listening teaching should be the same as those in the offline setting. However, she also admitted that she found difficulties in doing all steps she used to

do in offline teaching. In the interview, she outlined that the steps of online listening instruction were sharing learning materials (audios and worksheets) to E-learning, asking students to download materials and read the instruction. The communication took place in the WhatsApp group. The teaching and learning process was continued via the Zoom application. In the Zoom meeting, she invited students to have questions. If nobody asked, she continued to play the recording for students. While listening, the students were asked to answer questions based on the given text. Bella believed that answering questions regarding the text would help her to see whether or not the students understood what they had listened to. She believed that the key to success of improving students' listening ability is to practise a lot, which means that the students should be exposed to many audios. No pre-listening and seldom post-listening activities were done by Bella. The same as Ana, Bella also felt that teaching listening online was hard to do. Time limitations and technical problems also became obstacles for her to teaching students optimally.

From all data collected, all teachers in this study seemed to focus more on doing listening activities. In other words, the main thing in teaching listening was providing students with listening materials requiring them to listen and answer questions regarding the content of the texts. In summary, all teachers in this study were concerned more with students' comprehension of what they have listened to. All of them believed that listening skills could be improved by practising listening a lot. From the observation data, it was found that all teachers in this study suggested their students to practice and practice, but they did not give any clear guidance on how students should practice their listening and did not monitor such activities.

Data from observations and interviews revealed that they still had very limited knowledge on how to teach English listening online. The fundamental aspect of teaching was not understood. This is not surprising since some previous studies also reported that teachers seem to have no theory-based rationale or any research for the basis of their teaching practices (Graham et al., 2014). Furthermore, the procedure of teaching listening online, which must be the same as that of teaching listening offline, was not carried out well. Their online listening teaching still focused on exposing students to listening texts. For them, the most important thing is that students are able to answer questions regarding what they have listened. In other words, product-oriented or listening comprehension still becomes the focus of their online listening instruction. Even though the comprehension approach is useful in a way it gives "exposure to natural samples of the target language and experience of making sense of them in order to build a message...the exposure needs to be brought about in a measured way" (Ernest & Hopkins, 2006, p.32). Field (2008) asserted that the comprehension approach does not facilitate students to be better listeners since it does not provide them with strategies for being effective listeners.

Data from the interview revealed that the insufficient knowledge regarding teaching listening that the teachers have might be caused by two factors. They are academic backgrounds and lack of training regarding listening instruction. All teachers majored in English education for their bachelor's degrees, yet each concentrated on different aspects of English for their master's degrees. Ana focused on education policy, Bella was concerned with morphology, while Ronald focused on reading skills. They admitted that teaching listening was not their choice. They taught listening because their department assigned them to, but they had never been given any training regarding teaching listening.

## Conclusion

This study has revealed teacher cognition in teaching English listening online, specifically their knowledge and beliefs regarding approaches for teaching listening and how online listening should be carried out. From all data collected, it is obvious that teachers' cognition and practice in most parts were in harmony. However, they were incongruent with what the literature says about how to teach English listening well and online teaching principles. Their listening lecturers' teaching style mainly influenced the way they taught. This evidence shows that all teachers should upgrade their knowledge about teaching listening online.

Eventually, all participants in this study found that teaching listening online was very challenging. Therefore, professional development programs are a need to help those teachers to be able to carry out online listening instruction well. Lamy and Hampel (2007) argued that teacher training is crucial "to enable teachers to become competent users of the functions of the technology, fully aware of its affordances" (p.63). In line with this, Comas-Quinn (2011) also stated that "both the teachers and the institution need to make a great investment in terms of time, effort and commitment to provide adequate training for teachers and to ensure a high level of competence, pedagogical understanding, and teaching effectiveness" (p. 221).

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