

## **EFL STUDENT-TEACHERS' VOICE IN USING SELF-REGULATED BEHAVIOR STRATEGIES IN EXTENSIVE LISTENING ACTIVITIES**

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### **Abstract**

Self-regulated learning skills are essential for students since self-regulated learners are more responsible for their own learning. Drawing on Zimmerman's (2000) framework regarding self-regulation, this narrative study looked closely into self-regulatory behaviors of English student-teachers and the ways they regulated their Extensive Listening activities. The data were gathered from students' learning journals and semi-structured interview. Two EFL student-teachers from an English department of an Indonesian University who were successfully managing their consistency in their Extensive Listening activities were selected as the participants. The findings showed that EFL student-teachers used their self-regulatory behavior strategies in different cyclical phases (forethought, performance or volitional control, and self-reflection) in Extensive Listening activities. By experiencing and knowing what self-regulatory behavior strategies they use and how they are used, English student-teachers are expected to be able to transmit their knowledge of self-regulation in learning to their students in the future of ELT teaching.

**Keywords:** *Extensive Listening, Self-regulation, Narrative study*

## **INTRODUCTION.**

EFL students often face challenges and difficulties in listening to English due to the limitation of exposure which does not provide sufficient input for students because of lack of study time and authentic material provided in the classroom. According to Graham (2003), listening is often considered the most difficult skill

compared to other language skills such as speaking, reading and writing. Besides, Walker (2014) argued that listening skills usually require a long period of time to acquire, normally involving the student experiencing a variety of emotions such as depression and frustration. However, in the era of globalization, with the advancement of technology, abundant of material resources offer the opportunity to help students improve their English listening skill outside the classroom. Therefore, the language learning activities are no longer bounded to classroom.

Extensive Listening (EL) offers the solution to those listening problem mentioned above since it is applicable either inside or outside classroom. By doing extensive listening activity, students obtain large exposure from target language as much as possible without limitation. As Yeh, (2013) mentioned, extensive listening is “an individualized listening activity with large amounts of target language input of learners’ interests and at their levels”. Meanwhile, Renandya and Farrell (2011) defined it as “all types of listening activities that allow learners to receive a lot of comprehensible and enjoyable listening input.” They also added that EL can be applied inside or outside classroom (Renandya & Farrell, 2011). This study focuses on EL outside classroom. Learning outside classroom is beneficial for self-regulated learning (Lai & Gu, 2011). Hence, to exploit learning opportunities outside classroom, especially in learning English for foreign language, students are expected to be able to self-regulate their own learning processes (Kormos and Csizér 2014).

Self-regulation is considered as a process in which learners control over their thoughts, emotions, learning behaviors, resources, and learning environments (Pintrich & De Groot, 1990; Schunk & Ertmer, 2000; Zimmerman, 2000). A number of studies showed that self-regulation in learning is essential for students’ academic accomplishment (Zimmerman, 1990; Zimmerman & Schunk, 2001, Inan, 2013; Latifi, Tavakoli, & Dabaghi, 2014; Maftoon & Tasnimi, 2014). In another research study, Lai and Gu (2011) found that learning with technology in self-regulated environment is beneficial in facilitating students to pertain to their learning goals, strengthen

their motivation, discover foreign cultures, gain more learning resources, and build more authentic learning experiences. Nevertheless, there are only few studies regarding self-regulation that focused on English listening, particularly Extensive Listening.

This qualitative study aims at scrutinizing EFL student-teachers' self-regulated learning processes in extensive listening activity to improve their listening proficiency outside the classroom. Two EFL student-teachers in an Indonesian University with were closely examined by social cognitive perspective. The theory of self-regulated learning was employed to explore their self-regulatory behaviors when they practiced Extensive listening to improve their English listening skills. Therefore, the study aims at knowing types of self-regulatory behavior strategies used by the EFL student-teachers in Extensive Listening activities and the ways the EFL student-teachers used their self-regulatory strategies in Extensive Listening activities.

## **LITERATURE REVIEW**

The concept of language learning strategies has been criticized by many scholars in the field of language learning. In the early era of language learning strategy research, Bialystok (1983) did not agree with the widely adopted definitions in early major research (e.g. Oxford, 1990; O'Malley & Chamot, 1990), Skehan (1989) argued that language learning strategies (LLS) research was not well developed, and Stevick (1990) could not explain the observable actions made by students to their abstract, internal cognition. In addition, Dörnyei and Skehan (2003) perceived that language learner strategies were "rather inconsistent and understandable". Dörnyei (2005) further argued that without a clear definition, it is unclear what different researchers mean by the term language learning strategy and it will also tend to have insufficient psychometric properties. In the 2000s, there was an emergence of other concepts such as self-regulation, language learning autonomy, and strategic learning to exchange the term language learning strategy (Gu, 2012; Rose, 2012a).

Self-regulation is a concept initially applied in the field of educational psychology. Zimmerman (2015) defined self-regulation as metacognitive, motivational, and behavioral processes in which students are able to regulate their own learning to achieve their learning goal, such as having goal setting, planning, learning strategies, self-reinforcement, self-recording, and self-instruction. The definitions of the SRL generally focus on views such as constructive and self-directed process (Winne, 1995). While Bandura (2001) identified self-regulation as the process by which individuals use their agency, Leaver, Ehrman and Shekhtman (2005) perceived it as the process by which learners try to develop their learning autonomy. The self-regulated learning strategies used to help students to develop their personal control to their own learning (Zimmerman, 1995).

Generally, self-regulation is assumed to be a process in which learners control or manage their thoughts, emotions, learning behaviors, resources, and learning environments (Pintrich & De Groot, 1990; Schunk & Ertmer, 2000; Zimmerman, 2000). Zimmerman and Schunk (2008) defined the concept as “the control of one’s present conduct based on motives related to goal or ideal that an individual has set for him- or herself”. Self-regulated learning suggests that students involve in their own learning processes on metacognitive, behavioral, and motivational levels (Zimmerman 1986). Zimmerman (1998c, 2000) proposed a social cognitive model of self-regulated learning with three cyclical phases consisting of (1) forethought, (2) performance or volitional control, and (3) self-reflection.

The forethought phase is the first stage in learning, in which students plan their learning goals. In this phase, students know what, when, and how they start to achieve their learning goals. The forethought phase consists of two sub-phases: task analysis and self-motivation beliefs. Task analysis involving goal setting and strategic planning in which students are able to set goals with their own learning strategies. Self-motivational beliefs consist of self-efficacy, outcome expectancies, task interest (with appreciation of its value) so called intrinsic value, and goal orientation (Zimmerman, 2011).

Self-efficacy is self-regulated learners' belief on their own capacity to learn, outcome expectancy is the belief on outcomes as a result of behavior. Meanwhile, task interest is internal motive which students feel in learning activity and goal orientation means the students' belief about the purposes of their learning. (Zimmerman, 2002; Zimmerman, 2000).

The performance phase is the second stage in which students perform their learning. During performance, it is necessary that students have to keep their concentration and use proper learning strategies for maintaining their motivation and keep control and monitoring their progress towards their goals. According to Zimmerman (2011), it contains two sub-phases: self-control and self-observation. Self-control involves task strategies, self-instruction, imagery, time management, environmental structuring, help-seeking, interest enhancement and self-consequences. Meanwhile, self-observation consists of metacognitive monitoring and self-recording.

Self-control is when students maintain their concentration and interest during performance which requires the use of learning strategies. Strategies in the performance phase are categorized as metacognitive strategies and motivational strategies. Task strategies are the use of specific strategies to perform the task. Self-instruction means self-directed orders about the task which is being performed. Meanwhile, imagery is the use of mental images which help to focus attention on enhancing learning and memorization (Zimmerman, 2011). In this phase, there is also time management in which students are able to manage their time to learn. Environmental structuring, in addition, is a strategy in which students create a comfortable environment with few distractions to facilitate learning in order to maintain their attention and interest in the task (Corno, 2001). Help-seeking is also a strategy used in the performance phase in which students ask the teacher or their peers to solve a problem. Interest enhancement, on the other hand, is a strategy in which students use incentives to enhance or maintain their interest during the task (Corno, 2001). Besides, Self-sequences is the use of self-praise and self-rewards (Corno, 2001; Zimmerman & Martinez-

Pons, 1986). In Self - Observation, there are Metacognitive monitoring and Self-recording. Metacognitive monitoring is also known as self-monitoring in which students have awareness on comprehension and their performance during learning activity (Winne & Hadwin, 1998). On the other hand, Self-recording is used when students write down the processes and outcomes of his/her learning process (Cleary & Zimmerman, 2004).

The third phase is self-reflection in which students evaluate their learning performance for their future learning tasks (Cleary & Zimmerman, 2004). Self-reflection includes self-judgement and self-reaction. Self-judgment consists of self-evaluation and causal attribution, whereas self-reaction consists of self-satisfaction (affect) and adaptive/defensive. Self-evaluation is where an individual evaluates his/her own learning performance by comparing their performance with certain criteria, their earlier behavior, or others' performance (Cleary & Zimmerman, 2004). Besides, causal attribution is when students realize that there is cause and effect of what their learning strategies towards their learning outcome. In self-reaction, self-satisfaction/affect means cognitive and affective reaction when students judge themselves (Zimmerman & Moylan, 2009). Moreover, adaptive/defensive inferences are decisions about how students adjust their self-regulatory method in the future. By applying adaptive inferences, students will use either the same or new strategies in order to have better learning outcomes. Conversely, when students use defensive inferences, they avoid to use their learning strategies in the future since they are afraid to fail. However, students' performance in the future is influenced by their previous performance (Zimmerman, 2011).

Several studies showed that in the forethought phase, high achievers students tend to set their learning goal and commit to learn more than an hour in a day compared to low achiever students. Zeng & Goh (2018) revealed that the high achiever students and low achievers students differed significantly in goal setting and planning in their overall listening development. Meanwhile, in the performance phase, students use several strategies such as

environmental structuring, help-seeking, time management, interest enhancement and self-consequences.

Some studies revealed that students tend to use environmental structuring in which students choose comfortable environment in order to avoid distractions during learning performance (Rose and Harbon, 2013; Zaper, 2018; Kirmizi, 2014). In another study, it was found that there was a relationship between the students' self-regulated learning strategies and their academic performance. The study revealed that the successful English learners had very high motivation level rather than low achiever students. Low achiever students had lack of learning motivation and they easily gave up in difficult situations or failure, they also had poor time management.

Besides, the use of help seeking is also useful in the process of learning. Several scholars have examined the benefit of help-seeking (Holmberg 1995; Hara and Kling 2000; Wang and Newlin 2002). In addition, Karabenick (1998) revealed that help seeking is a good strategy for higher achievement in self-regulated distance education since students are isolated from classmates and instructors. Kirmizi (2014) found that half of the participants in his study revealed that they sought help from someone who was more knowledgeable about the course content and shared their problems with their classmates.

In the self-evaluation phase, Kirmizi (2014) found that high achiever students had higher levels of self-evaluation and metacognition dimensions compared to moderate achieving and low achieving students. Therefore, self-evaluation is important for EFL learners' academic achievement. Winne and Hadwin (1998) also argued that student who are able to evaluate themselves, tend to be more self-regulated.

## **RESEARCH METHOD**

In the realm of second language education, narrative study focuses on the people who teach and learn languages and how the activities of teaching and learning languages are experienced by teachers or students (Barkhuizen, Benson, and Chik, 2014). In the

study, narrative study was used to understand participants' experience regarding their self-regulatory strategies in Extensive listening activity. The story of the participants was used as data or a tool for analyzing data (Barkhuizen, et al, 2014).

In the narrative study, participants refer to the person whose experiences are reported in a study either biographically or autobiographically (Barkhuizen, et al. 2014). Participants of the study were chosen by using purposive sampling in which they were chosen based on the objective of the study. Participants in the study were two female undergraduate EFL students aged 18-20 in one of state universities in Indonesia. The participants were students who were passionate in listening English from various resources on the internet. They spend 5-6 hours in a day to listen to English songs or watch English movies.

To collect the data, an in-depth interview was used to gain oral narrative data. The instrument was based on Zimmerman (2000) concept of self-regulatory strategy and Renandya and Farrrel's (2011) concept of Extensive Listening adapted from Day and Bamford's (1998) concept of Extensive Reading. This is an example of the interview question in the study: "*what is your strategy before you employ Extensive Listening?*" Interviews were conducted 3 sessions with each participant about 30-60 minutes for each session to examine their opinions, beliefs and feelings about their current activities and their past experiences in using self-regulatory strategies in their Extensive Listening activity. Learner diary adopted from Barkhuizen et al. (2014) was also used to triangulate narrative data from EFL students in order to support the data from the interview.

The instruments used in the study were semi-structured interview and learner's diary based on the self-regulatory strategies Zimmerman (2000) and Extensive Listening by Renandya and Farrrel (2011). There are 15 interview questions consisting self-regulatory strategies used by EFL students in the three learning cycles. The interview was conducted in order to obtain answers regarding how participants used self-regulatory strategies in their extensive listening activity. The participants were also required to write their learning diary about their Extensive Listening activities



after interview session. After that, thematic analysis was used to analyze data gathered from interview and learners' diary.

In this narrative study, the data were analyzed using Thematic Analysis Multiple Case Studies. Barkhuizen et al. (2014) argued that thematic analysis is commonly used in narrative studies. The data obtained through categorizing or themes based on Zimmerman's (2000) framework of Self-Regulatory strategies. Data analysis started by listening to the recording of the interview. After that, the result of interview was transcribed. The data were then analyzed, reviewed and categorized several times based on themes. Learners diary were also analyzed and categorized based on themes. At this phase, new themes are possibly found when there are no themes matched with the data. After the themes were classified, they were matched with the literature study and the research objective.

## **FINDINGS**

The study discovered the story of two female EFL student-teachers regarding their learning experiences when they use self-regulatory strategies in their Extensive Listening Activity. This research presented what strategies used by participants and the ways they regulate themselves by using their self-regulatory behavior strategies in each learning cycle such as forethought, performance, and self-evaluation phase.

### **Displaying New Vocabularies on My Wall Bedroom: Kamila's Story**

Kamila is an undergraduate student in one of state universities in Central Java, Indonesia. She now studies in English Department. To strengthen her English skill, particularly listening skill, she routinely learn English independently outside classroom by watching English Movies and English songs on Spotify. She said that Extensive Listening is an enjoyable activity helps to learn English. She feels that this activity is able to improve her vocabularies and pronunciation.

*"EL is a fun way to learn English. I fancy on watching English movies and listening English songs to refresh my mind."*

Kamila's English experience when she was in Junior High School shapes her habit in the present time. Kamila was influenced by her friend in her dormitory room who loved to listen English songs. Kamila was also triggered to find out other English songs on planetlagu.com website. Currently, Kamila prefer listening songs on Spotify.

*"I downloaded new update songs on planetlagu.com when I was in senior high school."*

Kamila also said that she often finds unfamiliar words during Extensive Listening activity. She usually open a dictionary to find the meaning.

*"In the song lyrics, there are some unfamiliar words such as the word 'suffocate'. I usually curious about the meaning and I directly use dictionary to find out the meaning so that I can understand what it means."*

Besides, she told that she usually writes new vocabularies she has found and attaches them on her wall bedroom.

*"I know the strategy from my English teacher when I was in senior high school. My teacher usually asked me to write out new vocabularies inside my back paper book. I was also asked by my English teacher to self-evaluate my work and adjust minimal score I have to achieve. Now, I apply those things to myself when I learn English autonomously"*

Kamila always feels satisfied when she is finally able to understand movies she has just watched and English songs she has just listened to. In the future, Kamila said that she is going to apply new strategies on Extensive Listening activity.

*"I am going to use a new strategy because sometimes I forget to write new vocabularies. So, I will record new vocabularies on my mobile phone and listen it again when I forget the meaning of the song. So I won't feel bored using the same strategy."*

### **Don't Make a Noise, Please!: Syifa's Story**

Syifa is an Undergraduate student in the same University as Kamila's. She also studies in English Department in the fifth semester. Her hobby is watching documentary and she does this activity almost every day. She started to have this habit when she was

in Junior High School. Syifa has a particular goal she wants to achieve by doing EL regularly. She expects that doing Extensive Listening will improve her English skill especially her vocabulary knowledge and her listening skills.

*"I regularly do Extensive Listening 1 or 2 times in a day since I believe that something which is done regularly yields the best results."*

During EL activity, however, Syifa often finds barriers such as difficult vocabularies even she used the help of English subtitle. To cope with this problem, she usually checks the vocabularies on online dictionary so called Google translate.

*"I have difficulty in understanding unfamiliar words especially the terms in political, economy, and science. I usually try to find the meaning of the terms in google translate."*

Syifa thought that the challenges in learning English are not only difficult vocabularies but also the surrounding environment. Sometimes, there are usually some distractors from the environment such as the noise from other people which disturb her focus and make her feel uncomfortable when she is doing Extensive Listening. For example, when Syifa was in her shared house, her friends always made noise.

*"After I enter university, I live in a shared house near campus in which I have to stay in the same house with other people. They often talk too loudly when I do EL in my bedroom. Then I try to prevent the noise by closing the door and using my earphone."*

However, Syifa thought that Extensive Listening is better done in bedroom or in a quiet place on campus.

Syifa actually feels satisfied with her own strategy that she has done in learning English by regularly doing Extensive Listening.

*"I feel satisfied with my own English skill after I succeed to commit myself on doing Extensive Listening regularly. Now I feel more confidence with my own capacity."*

Now, she strongly believes in her English skill. She said that she is committed to do EL regularly in order to prepare herself in her future career as an English teacher.

*"I am going to be an English teacher, so I have to own good capacity in English skill, especially listening skill."*

Syifa also thought that she needs to learn more about English even she has graduated from her college. She also said that an English teacher must always learns new things to develop her own professional development.

In the next Extensive Listening activity, Syifa is going to use the similar strategy by keeping being committed to regularly doing regularly Extensive Listening, but she is going to try to listen to English material with different level of difficulty. She said that she want to choose listening material with higher level.

*“The strategy that I have previously done has been successful for me, so I just need to adjust it.”*

## **DISCUSSION**

The study examined types of self-regulatory behavior adopted by two EFL student-teachers in Extensive Listening and the ways they used their self-regulatory behavior strategies in Extensive Listening. The framework of Zimmerman (2000) was used to analyze data. The theory suggested that there were three phases done by the student-teachers to regulate themselves in doing a task namely forethought phase, performance phase, and self-evaluation phase. In this study, it was suggested that student-teachers run through the three phases in doing Extensive Listening activity, but not all of the strategies in each phase were used by the students. The findings revealed that the notable strategies used by the students were task interest and goal setting in the forethought phase, help-seeking and self-recording in performance phase, and self-reaction, self-satisfaction, and adaptive in self-evaluation phase.

The forethought phase is the first stage in learning, in which students plan their learning goals (Zimmerman, 2002). The forethought phase is a phase in which students start what they learn. The findings revealed that there were two strategies used by the EFL Students in doing Extensive Listening namely goal setting and task interest. EFL students determined their goal such as “Enhancing English skill particularly enriching vocabulary” to motivate themselves in doing Extensive Listening. In line with this study, Guthrie and Wigfield’s (2000) suggested that students engage in

learning activity since they had goal to reach. Woolley (2011) also suggested that that students' own purposes during learning activity increase their motivation for learning.

In addition to that, task interest was also a strategy used by EFL student-teachers in the forethought phase by selecting the material which made them feel pleasure. Since EFL student-teachers in this study did Extensive Listening in out-of-classroom context, it is possible for EFL student-teachers to select listening material autonomously. According to Farrel and Renandya (2011), two of Extensive Listening principles are listening for pleasure and selecting material autonomously. To do so, EFL students-teachers maintained their motivation to do extensive listening. Similarly, Garcia and Pintrich's (1996) asserted that promoting students' autonomy in learning process enhanced their intrinsic motivation to learn.

In performance phase, EFL student-teachers used two strategies namely help-seeking and self-recording. EFL student-teachers used help-seeking strategy when they found unfamiliar words by consulting google translate. Moreover, they sometimes sought for related information in google. The benefits of help-seeking have been studied by other researchers (Hara and Kling, 2000: Wang and Newlin, 2002). Moreover, Karabenick (1998) mentioned that help seeking is a useful strategy to be used by higher achievement students in distance education where they did not directly meet face to face with their classmates and teachers. In another study, Kirmizi (2014) revealed that half of the students preferred asking for help and sharing their learning problems to their classmates who are more knowledgeable about course content rather than checking the meaning of difficult words in dictionary.

In the self-evaluation phase, the two of participants used adaptive interference in the phase of self-evaluation. They made a decision about what strategies which will be useful for their learning activity in the future. In 2014, Kirmizi stated that high achiever students had higher levels of self-evaluation than low achiever students. Winne and Hadwin (1998) suggested that students with good self-evaluation tend to be more self-regulated. Therefore, self-evaluation is necessary for students' English academic achievement.

## **IMPLICATIONS AND CONCLUSION**

The aim of this study was to understand self-regulatory behavior strategies used by EFL students and how they used variety of the strategies in Extensive Listening activity. The result highlights that all of the participants used help-seeking when they face listening difficulties by consulting online dictionary. They also used self-evaluation on their learning and plan what strategies they will use in the future for their better learning outcomes. Besides, one of the participants used environmental structuring in order to avoid distraction from the environment. Another participant used self-recording to monitor the progress of the learning. Participants feel satisfied when they understand the topic and the plot being listened. In the future, the participants will apply similar or different strategies to assist them when they have difficulties in listening to English.

The results reported that students only use the help of online dictionary to find the meaning of difficult vocabulary in their Extensive Listening activity. In formal context, teachers or peers also need to act as facilitators to support the students' self-regulated language learning. Capable peers and less capable peers are able to collaborate to learn and teach each other. In addition, the teacher can also guide students to set learning goals and how to execute their learning goals by applying their own strategies. Teachers can also offer the different strategies adaptable to adapt by students to learn English both inside and outside classroom in order to gain more insights to plan better learning outcomes in the future.

However, in the study, the researchers did not explore the backgrounds of the participants. Therefore, future researcher can compare self-regulatory behavior strategies used by students with low achievement and high achievement. Further research may also be intended to examine participants with different gender, level of education, or different field of education. Besides, future researcher can explore self-regulatory behavior towards other English skill such as speaking, reading, and writing.

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