

i-LISTENING^{AR}

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ABSTRACT

Facing the new generation, which is considered as a 21st-century learner, educators face a challenging transition in teaching. In the 20th century, teachers were respected because of their knowledge. This is because they are living in the era known as "the knowledge economy" stated by Peter Drucker. Other factors that may play a role towards limiting the teacher's approach might be because of the law, district administration or the federal guidelines and in order to create creative learning, these factors need to be overcome [8]. In the 21st century, teachers must tune their approach towards what will they do with what they know, in other words, to innovate. The rapid development of technology, such as social media, had an adverse effect on listening skills. Looking at this concern, our group wanted to improve the listening approach to the students with i-Listening^{AR}. The group of students who involved in the usage of i-Listening^{AR} showed positive acceptance towards using this app.

Keywords: i-Listening^{AR}

1. INTRODUCTION

When looking at an educator approach towards teaching the English language especially for the listening in English as a foreign language (EFL), Chiara Bruzzano [1] mention about the approach and method in teaching. The process of learning listening and evaluating its performance would involve two major elements: bottom-up and top-down approach. His study points out that educators prefer either the structured format (pre, while and post activities) as well as the unstructured style that mainly focuses on a much more authentic source. An educator would focus on the importance of pre-activity to prepare the students and avoid mistakes later on when doing the main parts of the exercise. Thus, showing us that many educators still focusing on the successful comprehension by looking at the number of correct answers rather than looking at the actual process of learning listening itself. Such obsession can be seen among Malaysian educators as we are still attached to exam-based learning. For college students like Matriculation and STPM, MUET would be their primary focus. Even when an educator is focusing on an examination result, they are still improving their approach and implementing innovation such as doing a modern teaching-learning method and the influence it will bring towards a context-based listening. Through such practices, the listening texts were transformed into digital stories dramas for a more extended version [6]. This method is quite similar to the one used by Istiqomah [4] in trying to improve her student's performance by using YouTube videos in teaching listening. This researcher also focuses on the importance of pre-activity to prepare her students by introducing the topic and improve the student's morale to avoid them from panicking when listening and watching a native-speaker dialogue. The possibilities do not end there because Cristopoulos and Pellas [2] had shown in their research journal the implementation of AR and VR in learning which can promote spatial and real-time interaction where a 3D models, videos, images, text and sound produced in VR or AR will enable users to interact within the context of the provided simulation of the app. The benefits that were being proven when using AR and VR are similar in term of Interactivity and engagement. However, AR has one more advantage in term of

mobility as the user uses tablets or smartphones. Using AR to predict a learner's performance will still need to apply various machine learning and educational data mining technique, and the same goes with the i-Listening approach.

2. PROCEDURE & FINDINGS

2.1. Procedure applied

We applied a combination of both qualitative and quantitative approaches that means that it is a mixed research model. As highlighted by Johnson et al. [5] that such approaches which planned in two simple approaches are a good way to support, explain and exemplify the data collected. A purposive sampling method was used where a class of Matriculation students was selected to try to use our i-LearningAR and using our students as the candidates would avoid us from obtaining unnecessary permission, accessibility, time management and improve the speed of data acquisition. The lecturer previously gave this selected group of students listening exercises that applied the traditional approach of using radio and paper in class. After a few conventional approaches, they were given the listening AR activity card and may use it around the college. Students were asked to use the activity card for a week. A non-participant observation had also been done around the college to view the students' acceptance, and usage of the listening approach, as well as the finding, is recorded in field notes (Descriptive and Reflective notes). At the final day of the one-week usage, a Google Form was given to the students to get their feedback, and the findings were analysed using MS Excel app from Microsoft 365.

2.2. Findings

2.2.1. Using smartphone will make listening class interesting

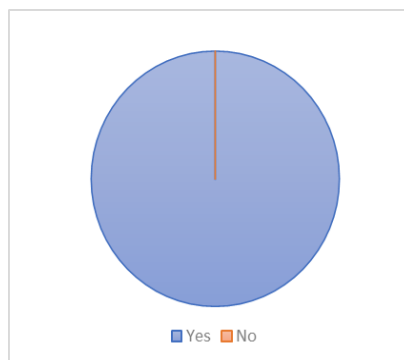


Figure 1. Students' opinion about using smartphone

All participant (100%) are in favour of using their smartphone device in doing listening exercise.

2.2.2. Main advantage of using the app

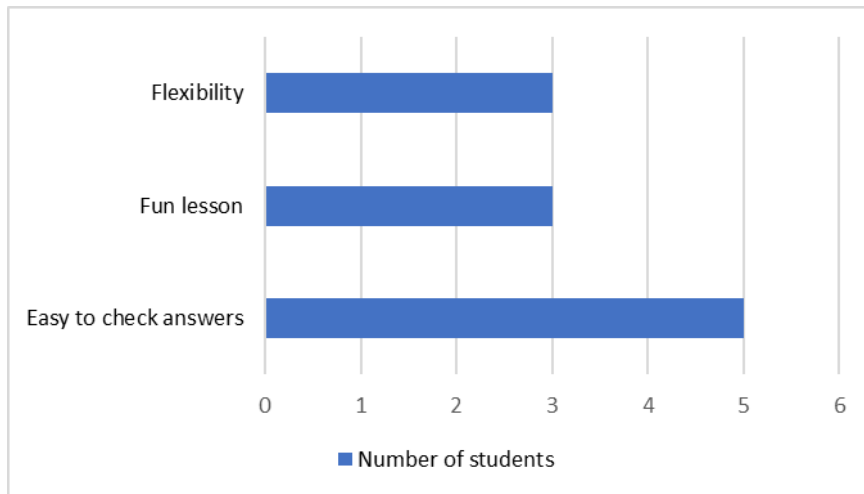


Figure 2. Students' evaluation of the app's advantage

The majority of the respondent (5) like the feature of the app that they can check the answer instantly after they have done the exercise. Equal number or respondent (3) like the app because of its flexibility, and it is fun for them.

2.2.3. Observation (Field notes)

Field Notes

Setting:
Individual observed:
Observation #: (First observation, second observation etc...)
Observer involvement:

Date/Time:
Place:
Duration of observation (indicate starts/end times):

Descriptive Notes	Reflective Notes
(Detailed, chronological notes about what the observer sees, hears; what occurred; the physical setting)	(Concurrent notes about the observer's thought, personal reaction, experiences)

Figure 3.

From the observer "Field Notes" of looking at a total of 5 hours of traditional listening class, comparing with the AR approach. Students are much more eager to learn and did not get sleepy when doing the listening exercise. This innovation had shown that such an approach is suitable for the 21st-century learner, and further improvements will increase its effectiveness even more.

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ADDITIONAL INFORMATION: WEBSITE (best view using desktop / desktop view in smartphones)

https://www.canva.com/design/DAEJwxJ88F8/X33hv5Hx9L_WQlpanMEUkg/view?website#1

LIKED VIDEO IN YOUTUBE

<https://www.youtube.com/watch?v=YR1oDhDzUwY>



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