




Available online at www.jlls.org

JOURNAL OF LANGUAGE AND LINGUISTIC STUDIES

ISSN: 1305-578X

Journal of Language and Linguistic Studies, 17(Special Issue 1), 193-204; 2021

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

Asri Siti Fatimah^{a 1} , Santiana S^b , Fera Sulastri^c 

^{a,b,c} *Siliwangi University, Indonesia*

APA Citation:

Fatimah, A.S., Santiana, S., Sulastri, F. (2021). Learner's experience on the use of mobile device for autonomous listening: A narrative inquiry. *Journal of Language and Linguistic Studies*, 17(Special Issue 1), 193-204.

Submission Date:28/08/2020

Acceptance Date:20/11/2020

Abstract

As the revolutionary approach in education, the use of mobile devices for learning undoubtedly has a great influence on students' academic success. Many studies have found that these tools are satisfying in terms of authenticity, simplicity, and portability promoting students' learning autonomy where they can study anywhere and anytime. Using the lens of narrative inquiry, this study explored a student's experience in using mobile devices for autonomous listening activities and investigated the benefits of these activities for her language competences. Interview and narrative frame proposed by Barkhuizen and Wette (2008) were used to answer the research questions. The findings showed that the learner mostly did extensive listening activities by utilizing a large amount of understandable and pleasurable spoken expressions through her devices. Having sophisticated software and great immersion, these tools allow the learner to get 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 these tools also affects the learner's psychological factors; learning motivation, confidence, and self-efficacy.

© 2021 JLLS and the Authors - Published by JLLS.

Keywords: mobile devices; extensive listening; autonomous listening; narrative inquiry

1. Introduction

Recently, mobile devices such as smartphone, tablet, and laptop have become the newest technological inventions proliferated around the world. These modern technologies allow users to run software known as applications to help them ease their lives. Millions of applications of mobile devices have been developed very fast and can be downloaded effortlessly. In learning context, the use of these devices is not new as they are perceived to have fruitful benefits for the students' learning progress (Wang and Smith, 2013; Elfeky and Masadeh, 2016; Alvarado et.al, 2016). Fatimah and Santiana (2017) also noted that learning in this century is not only limited in the classrooms by placing the teacher as the main source of knowledge but also involving students' knowledge in the learning process through the use of

¹ Corresponding author.

E-mail address: asrisitifatihmah@unsil.ac.id

various kinds of technology such as mobile tools. Such tools help them in accessing information, doing collaboration, and doing the exercises for their learning purposes. As a revolutionary approach in education, mobile learning, the activity of learning through mobile devices, offers a different condition for students unattached to time and place. Students can choose when, where, and how they learn using those tools. This condition helps students build their learning autonomy and creativity so that they become responsible for their learning.

In language learning, these hand-held devices provide numerous applications facilitating students to practice and enhance their language competence. The study conducted by Gangaiamaran and Pasupathi (2017) found that the available English language learning applications in the app stores are plenty and the process of choosing the right applications for learning is surely a tedious job. Considering the aim of learning and the English level of the learner, students must be able to choose and use those apps appropriately. The findings on their study showed that those apps can be classified into apps for primary, secondary, and tertiary learners. All of those apps assist the users to promote the acquisition of language skills like listening, speaking, reading, and writing. However, it is also found that listening becomes better acquired than that of other skills in the process of learning through mobile tools (Gangaiamaran and Pasupathi, 2017). As the skill that 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 and Ridwan (2018) in their study found that mobile devices can be interactive media facilitating the students to learn the listening skills. The students respond positively when 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 occur due to the availability of listening sources provided on the internet which can easily be obtained by mobile tools.

Previously, numerous studies have been conducted to examine the use of mobile apps for improving listening skills. In 2015, Rahimi and Soleymani have investigated the impact of mobile learning on listening anxiety and listening comprehension. The study disclosed that mobile learning has a significant effect on the students' listening comprehension and can 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 students due to the learning situation without time limitation pressure. Similarly, Read and Kukulska-Hulme study (2015) stated that the use of Audio News Trainer, one of the mobile apps, is intrinsically motivating for the students and surprisingly immerses them with their listening practice using the app. O'Bryan and Hegelheimer (2007) also tried to develop a strategy to increase the students' listening ability by combining the use of mobile apps, podcast, into an English course. The study established that a blended learning classroom using mobile devices is satisfying for both the students and educators. However, those previous studies only focus on examining the impact of using those technologies without clearly telling the students' experience of using those tools in their listening activities. Therefore, the current study tried to share and tell the learner's stories when she independently used those devices for her autonomous listening habit to find its contribution for her language developments.

1.1. Literature review

1.1.1. Mobile learning in ELT context

In this technological era, many students around the world are familiar with the use of mobile devices for language learning. The term "mobile" which comes from "mobility" or ability to move effortlessly becomes the main reason these tools boomed in recent years. In language learning, mobile devices provide many benefits in a variety of ways: simplicity, autonomy, and portability. These technologies

are known as an informal, spontaneous, contextual, ubiquitous, portable, and personal tool that support students to create more experiential and meaningful learning experience (Kukulka-Hulme, 2009). Furthermore, with the help of the internet connection on these devices, learning can take place anytime and anywhere, such as reading articles on the website, discussing ideas through social media and independently using language learning applications on the tools (El-Hussein & Cronje, 2010). The features of being portable and accessible help the students feel comfortable while learning and play a major role in the improvement of English language teaching and learning (El-Hussein & Cronje, 2010; Kukulka-Hulme, 2009).

Learning using mobile devices familiarly known as Mobile Assisted Language Learning is a part of e-learning (Chinnery, 2006) and can be defined as any educational facility where the main technologies are handheld tools (Traxler, 2005). Numerous studies also have investigated the effect of mobile learning on students' language ability. Those studies found that this kind of technology has some influences on students' language competence such as through material input and language skill practice. It helps them integrate the world outside with the material on the device to achieve better learning goals (Nash, 2007). Moreover, it is portable to maximize the learning opportunity in which 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, listening plays a big role in improving other three skills, speaking, reading, and writing (Renukadevi, 2014). It plays a vital role in communication with around 40-50% of the total time spent communicating (Gilman & Moody, 1984). As an active and demanding process for second language learners, it is obvious that emerging listening comprehension needs extensive practice (Read and 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 for learning English listening through its applications. They have thousands of listening apps for facilitating the students with the sound and interpreting the meaning from the spoken expressions. For example, using mobile devices in English listening can help students get more meaningful learning opportunities. They can get authentic materials through various voices and samples of real speeches they rarely find in their real-life situation (Kim, 2013). Moreover, mobile devices provide opportunities for listening practice both inside and outside of the classroom. This enables them to practice their listening in a self-directed style enhancing their autonomy in learning. Autonomous listening, the term used for explaining the responsibility to learn listening skill, becomes important to develop since it provides long term strategies for their current and future learning. Benson and Vellor in Mehdiyev (2020) stated that being autonomous can be an indicator for foreseeing the students' academic performance. In addition, the study conducted by Yi-bo (2015) found that autonomous English listening is very helpful to both English teaching and learning. He said that foreign language autonomous listening plays a vital role in language acquisition. Thus, 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 (Rahimi and Soleymani, 2015; O'Bryan and Hegelheimer, 2007; Read and Kukulka-Hulme, 2015) found that the use of mobile device has significant impact on students' listening ability, their engagement and motivation. It satisfies and encourages 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 when using those tools. Therefore, this study tried

to fill the gaps through narrative lens to explore the experience of a student in using mobile devices for her listening. This current study poses the following questions:

- 1- What is the student's experience on the use of mobile apps for autonomous listening?
- 2- What are the benefits of these activities on her language development?

2. Method

Using narrative inquiry, this study explored a learner's experience in using of mobile device applications for autonomous listening and its contribution to her language competence. As one of the qualitative studies, narrative inquiry aims at telling stories of human life experiences and presents them narratively to make sense of the events of the story. Czarniawska-Joerges (2004) argued that narrative inquiry is the effective method to help people tell who they are, how they view themselves and how they act on the experience. The term narrative inquiry was firstly used in the educational research context in 1990 by Connelly and Clandinin. They established narrative as a research method that studies how humans experience the world. This study focuses on the values and meanings that people obtain in their experiences through the stories they share (Moen, 2006; Clandinin, Pushor, & Orr, 2007). Different with the other research, this method uses stories as research data to get the ideas about the people they investigated. By using the collections of narrative data, this study can provide insight into various identities from the person's social practice (Barkhuizen et al., 2014). Therefore this approach is suitable applied for the current study in understanding and making sense the participant's experiences in using mobile device applications for her autonomous listening and the benefits she gained from these activities for her language development.

2.1. Participant

At the outset of this study, the researchers distributed a questionnaire to 10 university students to get the participants. This questionnaire consists of several questions related to the use of mobile apps for listening practices. However, the result of questionnaire showed that there was only one participant who had a plentiful experience in using mobile apps for autonomous listening and she agreed to take part in the study. Nemya, an English university student in one of the universities in Tasikmalaya Indonesia actively used her mobile phone for listening and singing English songs. She was motivated to continue her study to 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 on her own learning progress through this technology. Furthermore, she also has good English competence and feels confident in her English ability.

2.1. Data Collection and Data Analysis

To collect the data, narrative frame adapted from Barkhuizen and Wette (2008) and narrative interviews were used. Narrative frame was really valuable as the template "starters" and became the guidance in terms of both the structure and content for the participant to know what will be written. In the current study, this frame focuses on investigating the participant's story on the use of mobile apps for autonomous listening. It includes what apps were used, how she used them, and what contribution of those activities for her language competence. By having this narrative frame, the participant was able to know what should be shared related to her listening experience through mobile devices (Barkhuizen and Wette, 2008). In addition, narrative interviews had the purpose to clarify the data on the frame and deeply collected the participant's story by giving "how, why and what" questions aiming to get the responses in narrative form. In this kind of interview, the participant was placed as the heart of the study process and she got freedom to value the meanings of the stories she told. In this research, the interviews

used the participant's first language, *Bahasa Indonesia*, to create a comfortable situation and make her easy tell and share her stories. The interviews were recorded by a digital audio recorder and were taken after the participant wrote her stories using a narrative frame designed by the researchers. There were three rounds of interviews conducted and spent more than one hour for each interview. In the first interview, the researchers initially introduced the aim of the research and confirmed the data written on the narrative frame. In the second interview, the researchers began to give a single narrative question such as “tell me your experience on ...” and “what happened then...”. However, the participant was allowed to talk freely about her experience and the researchers did not try to influence the story telling by giving the question. Anderson and Kirkpatrick (2015) note that on the second step of narrative interview, the researcher should use non-verbal encouragement by giving smiles or saying hmmm.. and avoid interruption to help the participant finished her story. Finally, the researchers actively engaged and clarified the participant's stories by giving the questions, and conveying personal understanding on the last interview. Barkhuizen et al. (2014) argued that confirmation of the narrative data is important to minimize the wrong interpretation of the findings.

In the process of data analysis, data taken from the interviews were transcribed and read repeatedly. The data then were constructed in the form of the story to ease the data analysis. Anderson and Kirkpatrick (2015) argued that narratives are frequently equivocal and unclear. Therefore, the researchers need to focus on performance of the story, and pay attention to the context and meaning given by the narrator during analysis. Reissman (2008) noted that there are five models to analyse narrative interview. It includes: attending, telling, transcribing, analysing and reading. She also added that “interpreting experience” should be used at all five points in the model. During analysis, the participant was also invited to see the interpretation of the data for getting feedback. This process becomes part of relational responsibility in the study of narrative inquiry (Clandinin & Connelly, 2000). On the last step on analysis, thematic analysis was used to explore the data. All of interpretation data that have similar theme were grouped together to have more manageable findings. It concerns on the events of the story and benefits gained through the experiences. Anderson and Kirkpatrick (2015) claimed that thematic analysis is one of approaches to explore narrative interview data. This analysis was used to have a flexibility in interpreting the data and mostly used for qualitative data analysis.

3. Results

Utilizing mobile device for learning becomes a habit for Nemya. She explained that this tool gives many benefits for her life. It not only helps her in distance communication and entertainment but also gives her 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 learners who take responsibility of their own learning. 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 she mostly 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' instructions 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 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 this period.

...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 wrote what I heard on the piece of paper

Listening to the radio where English songs played has taken a part in her vocabulary mastery. By guessing the lyric for the first try, she could predict the words. Then, she looked up on dictionary to make sure that word was right and found the meanings of the words. Repeating the same songs again and again made her accustomed by words that contented in the lyric of the song. Unconsciously, she could improve her vocabulary mastery and develop her pronunciation skills through those activities.

Furthermore, as she enrolled in the English Department at university in Tasikmalaya Indonesia, she was obliged to do lots of language exposure, such as listening. However, she claimed that listening activity provided by the university was not enough and it led her into boredom. When asked what the activity was, she said it was more into listening and answering questions in every meeting. She felt unsatisfactory, so it motivated her to do lots of listening by her own with her devices.

Being dissatisfied by activity in her listening class, when she was familiar with hand devices, Nemya began to use several applications on her laptop to do various listening activities such as listening to English songs and English conversations. She also used Windows Media Player provided by the Window program to listen to a record of the TOEFL listening 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 TOEL listening to practice from it.

While using her mobile phone, she used to listen to a music player and built-in radio 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 and 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 in learning a foreign language. From the regular listening activity, she learnt some new vocabularies, found some idiomatic expressions, and learnt the correct pronunciation. There are lots of language exposure that contributed to her 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 learning listening. In her view, mobile devices, especially smartphones is an effective media facilitating her autonomous learning. Its thousands of apps provide her with many insights for her language development.

Nemya still listens to songs every day for about 1-2 hours a day. Recently, she downloaded JOOX (online music platform) and becomes its VIP member. She continues to learn new vocabulary through this application since it provides the lyric.

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 on YOUTUBE. First, she usually watches music video she is interested in, especially English and KPOP videos. She subscribes to VEVO for English music video. By knowing the latest music, she learnt English slang language used by nowadays' people. Second, she subscribed to several channels containing news and documentaries such as 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 sometimes listen to other English videos with a different accent such as Indian, Chinese and other Europe non-English countries accents.

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 telling about 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 with fruitful resources of language acquisition in vocabularies, pronunciation, idiomatic language, and grammar for example the video discussed the differences between too and enough, lend and borrow, etc.

The last is using PODCAST British Council. She said that there are many stories provided by the Podcasts according to her interest. She usually listened to them before going to bed. She said it is like a lullaby but not from a song

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

This section provides the benefits of mobile devices apps for her listening activities 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 a wide range of vocabulary and understand the content of her listening. The more she exposures language through her listening activity, the easier she understood the content. In addition, it is also beneficial for 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 recent listening IELTS.

3.2.2. 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 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 received her motivation to learn English because of listening to English songs from the radio. Unexpectedly, it changed her dream from being an artist to be an English teacher after listening to that song.

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

Interestingly, the 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 mobile devices apps 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 (Bozan, 2015; Chang and Millet, 2014; Ridgway in Renandya, 2011; Saputra and 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 rather to have a general understanding and, crucially, to have enjoyment in the listening event (Saputra and Fatimah, 2018). By having this experience, she can guess the words from the contexts of the lyrics and develop her vocabulary mastery (Renandya, 2011; Ivone and Renandya, 2019). Moreover, by exposure to abundant listening input and sustained listening practice through her device, Nemya can enhance her listening fluency and increase

recognition of English sounds (Ivone and Renandya, 2019). Thus 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 (Waring, 2003). Having known how to pronounce the words on the audio she listened helps her to enhance her pronunciation skills and develop her speaking ability.

Listening English songs also becomes one of the factors that encourages her to continue her listening habit. Listening to English songs not only helps the understanding but also improves the students' interest to learn and becomes enjoyable in the process of learning (Setia in Bokiev et.al., 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 in Batluk, 2015). 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 (Gardner in Batluk, 2015; Ahlback in Batluk, 2015).

However, Nemya also stated that having extensive listening habits motivates her to study English language and forces her to be confident in English learning (Onoda, 2012; Bozan, 2015). The use of listening materials according to 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 a mastery goal when learning the lyrics of the songs she likes. Therefore, her learning process becomes meaningful and successful.

5. Conclusions

The purpose of the current study is to explore a student's experience in using mobile devices for her autonomous listening. The findings disclose that she was interested in using mobile tools for her listening ability due to its mobility, portability, and easiness. Having dissatisfied by activities in her listening class, she chose to have listening sources by buying 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. As such, she can obtain more English words and know how to pronounce the words correctly. As the technological trends changed, she shifted from analogue to digital tools and easily downloaded 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 help her to have enjoyable and interesting listening activities promoting her listening confidence and developing her autonomy. With such activities, she can develop her listening skills and increase her independent learning ability.

6. Ethics Committee Approval

The author(s) confirm(s) that the study does not need ethics committee approval according to the research integrity rules in their country (Date of Confirmation: 02/09/2020).

References

- Abrar, M. (2019). Re-Telling: A Narrative Inquiry of Indonesian Graduate Students' Speaking Experiences in a United Kingdom University. *Indonesian Journal of Applied Linguistics*, 8(30), 588-596.

- Alexander, B. (2004). Going nomadic: Mobile learning in higher education. *EDUCAUSE Review*, 39(5), 28–35.
- Alvarado, N.C., Coelho, D, and Dougherty. (2016). Mobile Apps for ELLs: Supporting Language Learning with Engaging Digital Tools. *Argentinian Journal of Applied Linguistics*, 4 (1), 43-58
- Anderson, Claire; Kirkpatrick, Susan. (2016). Narrative interviewing. *International Journal of Clinical Pharmacy*, 38(3), 631–634.
- Barkhuizen, G., Benson, P., & Chik, A. (2014). *Narrative Inquiry In Language Teaching And Learning Research*. New York, NY: Routledge
- Barkhuizen, G., and Wette, R., (2008). Narrative Frame for Investigating the Experience of Language Teacher. *System* 36, 372-387.
- Batluk, L. (2015). *Does Listening to English Songs Motivate Students to Expand Their Extramural English?* Retrieved September 23, 2019, from <https://www.diva-portal.org/smash/get/diva2:817139/FULLTEXT01.pdf>
- Bokiev, D., Bokiev, U., Aralas , D.Ismail, L. and Othman, M. (2018). Utilizing Music and Songs to Promote Students Engagement in ESL Classrooms. *International Journal of Academic Research in Business and Social Sciences*, 8(12), 314-332
- Bozan, E. (2015). *The Effects of Extensive Listening for Pleasure on The Proficiency Level of Foreign Language Learners in an Input-Based Setting*. Kansas: Department of Curriculum and Teaching and the Graduate Faculty of the University of Kansas. Retrieved September 21, 2019, from <http://kuscholarworks.ku.edu>
- Burston, J. (2011). *Exploiting the pedagogical potential of MALL. Mobile Learning as the future of education*. Retrieved November 24, 2019 from https://www.researchgate.net/publication/258962305_Exploiting_the_pedagogical_potential_of_MALL
- Chang, A. C-S & Millett, S. (2014). The effect of extensive listening on developing L2 listening fluency: Some hard evidence. *ELT Journal*, 68(1), 31-40.
- Chinnery, G. M. (2006). Going to the MALL: Mobile assisted language learning. *Language Learning & Technology*, 10(1), 9-16.
- Clandinin, D. J., & Connelly, F. M. (2000). *Narrative inquiry: Experience and story in qualitative research*. San Francisco, CA: Jossey-Bass
- Clandinin, D.J., Pushor D., and Orr A.M., (2007). Navigating Sites for Narrative Inquiry. *Journal of Teacher Education*, 58 (1), 21-35.
- Creswell, J. W. (1998). *Qualitative inquiry and research design: Choosing among five traditions*. London: SAGE Publications
- Czarniawska-Joerges, B. (2004). *Narratives in social science research*. Thousand Oaks, C: Sage
- Elfeky and Masadeh. (2016). The Effect of Mobile Learning on Students' Achievement and Conversational Skills. *International Journal of Higher Education*, 5(3), 20-31.
- El-Hussein, M. O. M., & Cronje, J. C. (2010). Defining Mobile Learning in the Higher Education Landscape. *Educational Technology & Society*, 13(3), 12–21
- Fatimah, A. S., & Santiana, S. (2017). Teaching in 21st century: Students-Teachers Perceptions of Technology Use in the Classroom. *Script Journal*, 2(2), 125-135.

- Gangaiamaran, R., and Pasuphati M., (2017). Review on Use of Mobile Apps for Language Learning. *International Journal of Applied Engineering Research*, 12(21), 11242-11251.
- Gautam, A. and Garg S., *Smart Learning: a New Way of Learning Through Smart Phones*. IJMSS, 2 (12) Retrieved October 24, 2019 From : https://www.academia.edu/38533915/SMART_LEARNING_A_NEW_WAY_OF_LEARNING_THROUGH_SMART_PHONES
- Gilman, R. A. & L. M. Moody (1984). What Practitioners say about Listening: Research Implications for the Classroom. *Foreign Language Annals* 17,331-34.
- Godwin-Jones. (2018). *Using Mobile Devices in the Language Classroom: Part of Cambridge Papers in ELT Series*. Cambridge: Cambridge University Press.
- Huang, C. and P. Sun. (2010). Using mobile technologies to support mobile multimedia English listening exercises in daily life. In: *The International Conference on Computer and Network Technologies in Education*.
- Ivone, F.M. and Renandya W.A. (2019). Extensive Listening and Viewing in ELT. *TEFLIN Journal*, 30(2), 237-256.
- Kim, Hea-Suk. (2013). Emerging Mobile Apps to Improve English Listening Skills. *Multimedia Assisted Language Learning*, 16(2), 11-30.
- Kodir Al-Baekani, A., & Ridwan, I. (2018). Integrated of Mobile Phone as Interactive Media in Extensive Listening. *SHS Web of Conferences*, 42, 00006.
- Kukulka-Hulme, A.: "Will mobile learning change language learning?". *ReCALL*, 21(2), (2009), 157-165.
- Mehdiyev, E.M. (2020). Opinion of EFL's students regarding autonomous learning in language teaching. *Journal of Language and Linguistics Studies*, 16(2), 521-536.
- Moen, T. (2006). Reflections on the narrative research approach. *International Journal of Qualitative Methodology*, 5(4), 1-11. Retrieved, September 25, 2019 from http://www.ualberta.ca/~iiqm/backis-sues/5_4/pdf/moen.pdf
- Nash, S. S. (2007). Mobile learning, cognitive architecture and the study of literature. *Issues in Informing Science and Information Technology (IISIT)*, 4, 811-818.
- O'Bryan, A., &Hegelheimer, V. (2007). Integrating CALL into the classroom: The role of podcasting in an ESL listening strategies course. *ReCALL*, 19(2), 162–180.
- Onoda, S. (2012). The effect of QuickListens and Extensive Listening on EFL listening skilldevelopment. (2012). *Extensive Reading World Congress Proceedings*, 1, 176-179
- Rahimi and Soleymani (2015). The Impact of Mobile Learning on Listening Anxiety and Listening Comprehension. *English Language Teaching*; 8 (10),152-161.
- Read, Timothy and Kukulka-Hulme, Agnes (2015). The Role of a Mobile App for Listening Comprehension Training in Distance Learning to Sustain Student Motivation. *Journal of Universal Computer Science*, 21(10),1327–1338.
- Riessman CK. (2008). *Narrative methods for human sciences*. Los Angeles CA: Sage
- Renandya, W. A. (2011). Extensive listening in in the language classroom. In H. P. Widodo & A. Cirocki (Eds.), *Innovation and creativity in ELT methodology* (pp. 28–41). New York: Nova Science Publishers

- Renukadevi, D (2014). The role of listening in language acquisition: The challenges and strategies in teaching listening. *International Journal of Education and Information Studies*,
- Saputra, Y. and Fatimah, A.S., (2018). The use of TED and YOUTUBE in Extensive Listening Course: Exploring possibilities of autonomy learning. *Indonesian Journal of English Language Teaching*, 13(1), 73-84
- Sundqvist, P. (2009). *Extramural English matters: Out-of-school English and its impact on Swedish ninth graders' oral proficiency and vocabulary. (Doctoral dissertation)*. Retrieved November 21, 2019, from <http://kau.diva-portal.org/smash/get/diva2:275141/FULLTEXT03.pdf>
- Traxler, J. (2005) Defining Mobile Learning. *IADIS International Conference Mobile Learning*, 261-266, Retrieved on October 24, 2019, from: https://www.researchgate.net/publication/228637407_Defining_mobile_learning
- Wang, S., & Smith, S. (2013). Reading and Grammar Learning through Mobile Phones. *Language Learning and Technology*, 17(3), 117-13
- Waring R. (2003). *The Relationship between Extensive Reading and Extensive Listening*. Retrieved October 23, 2019, from www.extensivereading.net/docs/ER-JALT2003/JALT2003-aring.doc
- Yi-Bo, Y., (2015). A Study of College Students' Autonomous English Listening Ability. *Sino-US English Teaching*, 12(9), 693-700.

Otonom dinleme için mobil cihaz kullanımında öğrencinin deneyimi:

Bir anlatı sorgulama

Özet

Eğitimde devrim niteliğinde bir yaklaşım olarak, mobil cihazların öğrenim için kullanılması şüphesiz öğrencilerin akademik başarısı üzerinde büyük bir etkiye sahiptir. Birçok çalışma, bu araçların özgünlük, basitlik ve taşınabilirlik açısından tatmin edici olduğunu, öğrencilerin her yerde ve her zaman çalışabilecekleri öğrenme özerkliğini teşvik ettiğini bulmuştur. Anlatı sorgulama merceğini kullanan bu çalışma, bir öğrencinin bağımsız dinleme aktiviteleri için mobil cihazları kullanma deneyimini araştırdı ve bu aktivitelerin dil yeterlilikleri için faydalarını araştırdı. Barkhuizen ve Wette (2008) tarafından önerilen görüşme ve anlatı çerçevesi araştırma sorularını cevaplamak için kullanılmıştır. Bulgular, öğrencinin cihazları aracılığıyla büyük miktarda anlaşılır ve zevkli konuşma ifadeleri kullanarak çoğunlukla kapsamlı dinleme aktiviteleri yaptığını gösterdi. Sofistike bir yazılıma ve mükemmel bir yoğunluğa sahip olan bu araçlar, öğrencinin kelime dağarcığını ve temel anlayışını geliştiren büyük dinleme girdisi almasına olanak tanır. İlk dinleme deneyiminde kullandığı analog araçlardan farklı olarak, bu araçlar binlerce dinleme uygulamasına ayrılıyor ve canlı yayınlar, İngilizce şarkılar, haberler veya videolar gibi zahmetsizce erişilebilen binlerce dinleme kaynağı sağlıyor. Ancak bu araçların öğrencinin psikolojik faktörlerini de etkilediği ortaya çıkmıştır; motivasyon, güven ve öz yeterlik öğrenme.

Anahtar sözcükler: mobil cihazlar; kapsamlı dinleme; otonom dinleme; anlatı sorgusu

AUTHOR BIODATA

Asri Siti Fatimah works at Siliwangi University in Indonesia.

Santiana S works at Siliwangi University in Indonesia.

Fera Sulastri works at Siliwangi University in Indonesia.