

Using Podcasts as Listening Formative Assessment Materials in EFL Flipped Classroom Instruction

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Abstract: Flipped classroom interaction is getting popular to be chosen by the teachers to deliver the language teaching and its assessment, including listening. Podcasts as one of the media, can be an authentic material used. It is because podcasts are interesting and attract students' attention which can lead to improvement in their learning activity. This article aims to introduce podcasts as listening formative assessment materials in flipped classroom instruction for EFL students. It integrates the podcasts along the prior, during, and after instruction of listening formative assessment which will be deliberate more in the face-to-face class section. The combination itself concerns the technology media and communicative learning in class which is actually how flipped class instruction is running.

Keywords: podcasts, listening, formative assessment, flipped classroom.

Introduction

"Listening is an art that requires attention over talent, spirit over ego, others over self," a line written in Poetry of Presence by Dean Jackson. It shows us that we need more patience and focus to be good listeners to understand what our interlocutor talks about. By listening to someone speak up, we can understand the thoughts, opinions, and arguments of the person who speaks. Having good listening skill seems a bit hard to reach since English is a foreign language in Indonesia. Abdulrahman, Basalama, and Widodo (2018) add that many schools in Indonesia still provide Bahasa Indonesia to deliver the instructions including English subjects.

The time limit in the regular class and the necessity of listening to authentic materials lead the teachers to figure out the appropriate learning media, class instruction, and how to assess them. Looking at the growth of technology nowadays, podcast seems to be one of the popular media. Abdulrahman, Basalama, and Widodo (2018) explain that the term "Podcast" is derived from

two technologies, "iPod" from Apple Company and "Broadcast". It is a digital audio broadcast or series of videos that the recording is designed to be downloaded. It can be listened to through a computer or portable MP3 player.

Llinares, Fox, and Berry (2018) say that podcasting is something fundamental about oral communication, argument, and even the tension between subjective and objective knowledge that has been amplified in the digital age. They claim that podcasts can serve authentic social and cultural contexts which can be given to the students for further learning.

Moreover, Geoghegan and Klass (2007) explain why podcasting is different. First, podcasting is automatic. It can be downloaded, automatically, onto a computer or any portable media player. No time wasted visiting several websites to check out the audio or channel that is about to be listened to. By subscribing to it, the notification of its updated uploaded audio will just inform directly. Second, podcasting is easy to control. The podcast puts the listener in control. Whenever the audience no longer wants to receive the channel, it simply just

unsubscribes it. Then, it will be removed from your playlist.

The next point is podcast is portable. Since it is available in mostly MP3 audio files to be uploaded on the web, it can be played on portable players. So that, the audience can have steady audio and enjoy it whenever and wherever. No need to transfer it using a Universal Serial Bus (USB) flash drive. This factor makes podcasts easier to care about.

The last is the fact that podcast is always available. When the audience deletes or unsubscribes the channel, the audio is still right there. It can be visited anytime and anywhere. This is what makes it different from television or radio. Once the audience misses or skips the show, they cannot be rewind. The podcast stands opposite to that. It is always ready to be played whenever the audience wants it to be.

Furthermore, some researchers talk about podcasts and their use in teaching listening. Indahsari (2020) claims that podcasts can increase language ability, especially listening skill. Xiangming, Liu, and Zhang (2020) and Lio (2019) explain that it can deliver knowledge and motivate students to listen. Even, students may find difficulty in understanding the spoken narrations or conversation in it. Astika and Kurniawan (2020) say that unfamiliar accents, the fast speed of speech, and unfamiliar new vocabulary can be some of the students' problems. Then, it is the teachers' role to choose and decide the appropriate podcast channel in the class concerning their students' condition.

As with other technologies, podcasts also take participation in the educational field, particularly in language learning recently. Richardson (2010) states that podcast is now making inroads in schools. Teachers can visit education-related podcast channels, such as Education Podcast Network, Students Teaching Students, Radio Willow Web from Willowdale Elementary School in Nebraska, US, and many more. It lists around 1000 different education-related shows. There is a growing directory of educators who are doing personal podcasts and links to suggested classroom uses which are narrowed by the grade level and subject. He also adds that the underlying

technology here is digital recording and the concept that it is easy to create and publish.

According to Yaman (2016), podcasts are very useful for both teachers and learners, and both parties can create their own or use existing podcasts. He suggests some podcasts sites which are specially designed for language learning such as www.podcastinenglish.com, <https://learnenglish.britishcouncil.org>, www.bbc.co.uk/podcasts/genre/learning, www.eslpod.com, and many more.

Furthermore, Palenque (2016) believes that the future of podcasting in an educational setting is getting stronger. She says that indexing podcasts with hyperlinks for better features, especially for language learning purposes, would also be beneficial for the end user or teachers and students. Chester, Buntine, Hammond, and Atkinson (2011) also add that chaptering podcasts can benefit more. It makes the students search and find specific sections they want to learn and become more effective.

Aligning podcasts in EFL class is suited to flipped classroom instruction context which supports more student-centered learning and is mostly assisted by the technology used. Moreover, to produce better learning outcomes, the presence of formative assessment, which is held during the learning process, is needed. Andrade and Cizek (2010) empower it by saying that this type of assessment can promote greater learning in class. Teachers mostly feel familiar with the term "Formative assessment". They define it as a midstream or in the course of some unit of instruction. Greenstein (2010) explains it clearly as an assessment given while it is in progress and the outcome of the race can still be influenced. She divides it into three stages, they are prior, during, and after instruction. Some techniques may be applied in each stage. Granberg, Palm, and Palmberg (2021) add that it is applied by the teacher to gather evidence of the student's learning needs and based on that the feedback and the class instructions are developed. Wolff and Chan (2016) say the use of technology is one of the major features of the flipped classroom concept which is consequently in line with recent trends in education. Here, the formative assessment can be

applied to any language skill teaching, including listening.

Experts believe that formative assessment can bring some benefits when it is applied in class. Larson, Fennel, Adam, Kobett, and Wray (2012) state formative assessment for learning is applied to adapt, modify, and direct instruction. Wallace (2013) explains it can give the teachers time to adapt instruction based on information from the formative assessment given. McLaren (2012) also adds it can give teachers evidence captures of where in the learning process a student is.

In addition, the Centre for Educational Research and Innovation which was initiated by the Organization for Economic Co-operation and Development (2005) briefs that the benefits of formative assessment can be seen in the classroom directly and in a school-wide angle. Direct advantages of using formative assessment in classrooms are improving the quality of teaching, enhancing stronger relationships with students, increasing contacts with parents, providing different and better work products from students, and outcoming in greater student engagement. Meanwhile, for the school-wide angle, some of the benefits are improving “learning to learn” skill of the students, increasing student retention and attendance, and giving high-value added for students which affects positively to the institution.

Based on the advantages of podcast, formative assessment, and flipped classroom instruction in language learning explained above, this article aims to introduce podcasts as listening formative assessment materials in flipped classroom instruction for EFL students. It integrates the podcasts along the prior, during, and after instruction of listening formative assessment which will be deliberate more in the face-to-face class section. The combination itself concerns the technology media and communicative learning in class which is actually how flipped class instruction is running.

Method

This article uses conceptual research design, which is the first stage of the design process which

involves outlining the purpose and form of an object. According to Hulland (2020), this design is a contemplative synthesis and reflection toward existing researches in particular field. It is used to recognize key insights, tensions, key insights, inconsistencies, or to propose future research agenda. Specifically, this study is intended to propose practical insight in the use of podcasts as listening formative assessment materials in flipped classroom instruction. It includes the flipped classroom instruction, the reasons for flipping the classroom, the reasons for flipping the classroom, formative assessment in flipped classrooms, and the proposed implementation of using podcasts as listening formative assessment materials in flipped classrooms. By incorporating podcasts in the assessment, it is anticipated that it would be able to assist English language learners in studying. This idea may be examined by the associated education sector, who may then create new ideas using the latest technological advancements to facilitate learning for both instructors and students.

Result and Discussion

Flipped Classroom Instruction

Some experts have opinions related to flipped classroom instruction. Mehring and Leis (2018) define a flipped classroom as an instructional approach where teacher-created materials featuring instruction of new concepts are viewed outside scheduled class time. It allows both parties (teacher and student) can have more collaborative learning efforts in class. Reidsema, Kavanagh, Hadgraft, and Smith (2017) add that the instruction itself must be customized and contextualized by each teacher regarding the class and students' situation. According to Khan and Abdou (2021), it is usually aligned with the use of technology in class, so that the students will be able to fit into the real situation and market. Khan and Markauskaite (2017) also find that flipped classroom instruction can lead to a student-centered approach since the students actively participate and become the central figure during classes.

Research has run into the flipped classroom model on listening skill. Namaziandose, Neisi, and

Momtaz (2019) find it works well to enhance students' listening comprehension. This is in line with Astri, Syarif, and Ningsih (2019) and Etemadfar, Soozandehfar, and Namaziandost (2020) who claim that flipped classroom can be an optional strategy to vary teachers' teaching in listening comprehension. These facts show that having flipped classroom instruction and combining it with technology media can deliberately support teachers in teaching listening.

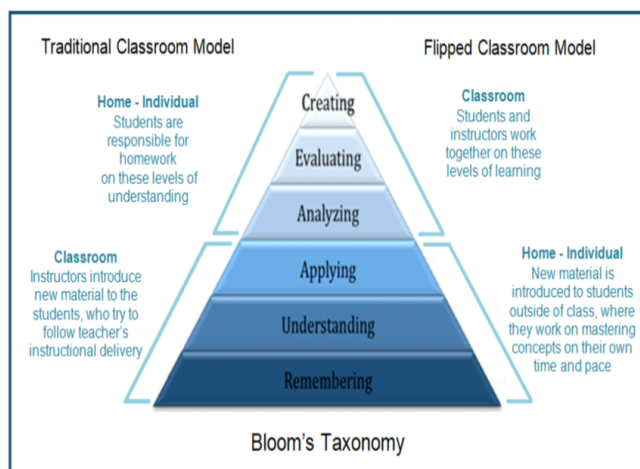


Figure 1. Relation between traditional and flipped classrooms to Bloom's taxonomy by Lopes and Soares (2018)

From Figure 1 above, it is clear that flipped classroom instruction deliberates higher cognitive skills when it is in-class stage. Lower cognitive stages such as remembering, understanding, and applying are applied before the class meeting. It stimulates the students' learning skills to participate more since they need to work on the task first at home (outside the class). At the time the class meeting is held, more discussions and collaborative learning are conducted.

Reasons for Flipping Classroom

Why should teachers flip their classes? This question commonly arises when it comes to the reasons for flipping classroom instruction. Arnold-Garza (2014) says that teachers can consider flipping their class because it can give: (1) efficient use of class time, (2) active learning opportunities, and (3) students' responsibility for learning. Having flipped classroom instruction can also address multiple learning styles and increase one-on-one chances for the students. Bergmann and Sams

(2012) also state some reasons to flip the classroom instruction such as talking the language of today's students, helping students of all abilities to learn better, increasing student-teacher interaction and student-student interaction, and educating parents to participate more in their children's learning.

Formative Assessment in Flipped Classroom

Formative assessment has become an interest in some studies. Menedez, Napa, Mureira, and Zambrano (2019) claim that formative assessment improves the school performance of the students and can be used as a strategy to promote collaboration among them. Elmahdi, Al-Hattami, and Fawzi (2018) add it to technology use. They find that the combination can improve students' participation, save learning time, guarantee equal participation opportunities, and create a fun and exciting learning environment. Furthermore, Veugen, Gulikers, and Brok (2021), Deneen, Fulmer, Brown, Tan, Leong, and Tay (2019), and Klippers, Wolterinck, Schildkamp, Poortman, and Visscher (2018) state that teachers use formative assessment activities to clarify expectation of the learning, even though they least likely to apply them to adjust the teaching-learning process in class. They prefer to have a summative assessment. It is why the teacher needs to apply formative assessment to help them in developing the learning process, especially in teaching listening skill.

To have a formative assessment in a flipped classroom, it is a must to apply and combine both of those concepts. It means that the assessment needs to be run before, during, and after the class meeting (formative assessment concept) and it is given outside the class at first, followed by the discussions and interactions in class (flipped classroom concept). Greenstein (2010) explains that the prior assessment is applied directly in class to look for the students' prior or previous knowledge and understanding related to the topic materials. Somehow, it can be blurry to be applied in a flipped classroom, since the concept says the assignment should be given outside and before the class meeting.

Therefore, the thing that should be done is giving the prior formative assessment which talks about the materials that would be discussed before

the class meeting rather than having it as an opening during the class meeting itself. It is supported by Graney's case study research as reported in Mehring and Leis (2018). His practice applies formative assessment in flipped classroom instruction where the second and third stages of formative assessment run as usual, while the first stage (prior) is given before the class.

Podcast as Listening Formative Assessment Materials in Flipped Classroom

Here, teachers must consider the application of both formative assessment and flipped classroom instruction concepts. The techniques for the formative assessment should follow the theory or the concept of assessing listening. Brown (2004) divides four parts of listening, they are: intensive, responsive, selective, and extensive. The assist of podcast use shows the collaboration between those concepts and technology media which grows rapidly in this digital era.

Therefore, the purpose model instruction in this article takes tenth-grade senior high about school announcement. Concerning that, the assessment will run in responsive (short Q&A comprehensions) and selective listening part which the possible question items are in information transfer or picture-cued task (mind mapping, chart filling, graphic designing). At the first stage or

prior instruction, the teacher asks the students to listen to the school announcement podcast. They need to write the answers on a sticky note. The short questions are related to the announcement structure and expression they find in podcast audio.

The next stage is during the class section. The teacher provides a podcast about the topic and the students listen to it. The students discuss the information they get from their sticky notes and the one they receive from the teacher's podcast. As the report of discussion, the graphic organizer tends to be suited as the formative assessment technique. It trains them to have information transfer or picture-cued selection. At the last stage or after the class, the students are asked to summarize the materials in their notebooks at home. It stimulates the students to review and recall the materials given and the class interactions they have on that day. Then, they need to submit it to the teacher. It will give the teacher information related to the student's understanding or even their difficulties in learning the topic. After all, the teacher can develop his/her teaching activity in the next meetings. This is what the formative assessment is designed for. Table 1 displays the class activity model in lesson plan format to make it easier to be understood by teachers.

Grade: 10

Topic: School Announcement

Table 1. Proposed lesson plan.

Stage	Students' Activity	Objectives	Possible sources
Individual space (pre-class)	<ul style="list-style-type: none"> • Students are asked to listen podcast channels related to school announcement. • They review the podcast by writing the content (announcement structure, language features and expressions) on a sticky note. 	<ul style="list-style-type: none"> • Students are able to listen and gather school announcement podcast. • Students can summarize the content of the podcast they have listened to be discussed later on in class. 	Apple Podcasts on iTunes, Spotify, Soundcloud, Cast Box, or Google Podcasts
Group space (in-class)	<ul style="list-style-type: none"> • The students are divided into groups. • They listen to the teacher's chosen podcast audio • The students compare and discuss the content of their own podcast review (on sticky note) and the one given by the teacher. 	<ul style="list-style-type: none"> • Students are able to discuss in focus group. • Students are able to determine the language features, announcement structure, and expression used. • The students can analyze the information of both podcast (theirs 	Books and chosen and appropriate podcast channel (Apple Podcasts on iTunes, Spotify, Soundcloud, Cast Box, or Google

	<ul style="list-style-type: none"> Each group needs to report their discussion by having graphic organizer. They are asked to draw a mind map related to it. 	and the teacher's) <ul style="list-style-type: none"> The students can conclude the topic into graphic format or mind map. 	Podcasts)
After class instruction	<ul style="list-style-type: none"> The students write a summary of the school announcement topic on their own book. They need to submit it to the teacher by the next day. 	The students are able to review the discussions and the materials.	Teacher's explanation, the students' mind maps, the students' own note book.

Conclusion

The model proposed in this article combines two concepts of both formative assessment and flipped classroom which are assisted by having podcasts to teach and assess students' listening skill comprehension. In prior instruction, students need to listen to an announcement podcast and have a note related to what they get. During the instruction or in class, the students have a focus group discussion that compares the materials they get from the previous stage with the ones they receive after listening to the teacher's chosen podcast channel. They need to report it report it in mind mapping. After the class instruction, they are asked to write a summary of the materials. It will give the teacher information to evaluate the learning process to develop the activity of the next class meetings.

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