Understanding Multilingualism in EFL Extensive Listening Class by Utilizing Schoology and Curated Materials: Why is it Important?

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Abstract. Understanding multilingualism in teaching and learning extensive listening is very useful for both lecturer and student. In doing extensive listening, the lecturer should equalize the students' understanding of the different English in the world because there are several Englishes in the world that have different in pronunciation, accent, and speed of speech in order to make them successful in doing extensive listening by utilizing Schoology to record students' activities in extensive listening and curated materials. Then, the lecturer should consider the students' background, which influenced their listening performance, especially in doing extensive listening by utilizing Schoology. Their ability to choose and understand the materials and use Schoology may differ from one to another. Not only that, students' ability to use and access the given link and Schoology also impacts students whether they can show good performance in extensive listening or not. To minimize those problems, the lecturer should help students choose the appropriate materials and familiarize them with different Englishes and Schoology as the application used to record their extensive listening activities.

Keywords: *multilingualism; extensive listening; schoology; curated materials.*

INTRODUCTION

Extensive listening is born after extensive reading; it is the sister of extensive reading (Lynch, 2009; Waring, 2011). Extensive listening is done by listening to many materials. Extensive listening is a teaching and learning activity where students get many inputs from the target language, which is enjoyable and comprehensible (Ivone & Renandya, 2019). The principles of extensive listening are adapted from extensive reading (Mayora, 2017). In extensive listening, students will get many listening inputs. The materials are chosen by considering students' interests and should be easy to understand. Then, extensive listening activities focus on meaning, not the form. Extensive listening has many benefits; one of them is to enhance the students' listening fluency. However, there are only a few research articles about extensive listening. It may be because extensive listening is not familiar to practitioners, and language teachers have not been enthusiastic about adopting extensive listening as an approach for teaching and learning (Ivone & Renandya, 2019). In doing extensive listening, because students have the freedom to choose the materials, understanding multilingualism becomes one of the essential things to avoid intolerance or sensitive materials.

Extensive listening can be accomplished through content curation and the creation of listening journals in Schoology. The process of arranging, acquiring, and displaying material to a certain topic or area of interest is called content curation. (Harvey, 2010). Providing curated digital materials can be considered as a means of assisting students in navigating the vast amount of available online information and resources and demonstrating to them how to select valuable stuff (Hubbard, 2012, 2013). Listening journals refer to listening diaries or logs. It is an assignment in which students document their activities and reflect on how their participation benefited their listening ability (Gilliland, 2015). Students' extensive listening performance will be tracked i]n Schoology to assist the lecturer in understanding multilingualism in EFL extensive listening class utilizing Schoology and curated materials. This article aims to contribute to teaching and learning, especially understanding multilingualism in teaching and learning extensive listening utilizing Schoology and curated materials.

LITERATURE REVIEW

English is learned and spoken by many people from many countries. The function of English can

be as a first, second, or foreign language. English can be used as an international language where people from different countries and languages can communicate. That is why English is taught in school and university, especially in the country where English become foreign language as Indonesia. In a private university in West Java, Indonesia, for example, English is taught to all faculties or departments. It seems that English plays a key role in the university context. The need of industry nowadays also made English is taught in all educational levels.

As acts of communication, teaching language means engaging students in language skills. In terms of multilingualism, several researchers give new insights into which lecturer should develop their theoretical foundation based on the theories of multilingualism. Teaching English in a multicultural classroom means teaching the language to students who are culturally diversified. Diversity in education is very common in which influences students' performances. Cenoz and Gorter (2010) examined the diversity of multilingualism in education by examining its various sources. They looked at diversity concerning various forms of multilingual education. Multilingualism in education is inextricably linked to societal views, attitudes, and discourses. Lecturer must be cognizant of their students' sources of diversity.

The students' performances in extensive listening can be influenced by the existence of multilingualism. Cenoz and Gorter (2010) stated that the diversity of multilingualism in education, consist of sociolinguistics, linguistic, and education, can be the important factors that influence the students' performance. It can help students develop their cognitive abilities, metalinguistic awareness, and cultural sensitivity. Multilingual education can provide opportunities for students to achieve competency in a variety of languages, and teachers may view multilingualism as a resource that fosters intercultural understanding.

When analyzing multilingualism in education, there are numerous alternatives; however, we can use the word multilingual education to refer to educational programs that promote communicative ability in two or more languages. However, in a multilingual class, a dominant language will be utilized frequently as the language of instruction.

Bahasa Indonesia is monolingual in terms of official languages, as only Indonesian is recognized as a national language; even Javanese

is the most frequently spoken indigenous language in Indonesia. It is also the most widely spoken first language in the country. Heryantonto (2006) explored why Bahasa Indonesia has become a foreign language for Indonesian. It can be seen from the development of Bahasa itself. Bahasa and the rise of bahasa as a language is part of the process of both globalization and westernization. Even Javanese and Malay are the two widely spoken and influential languages in Indonesia, Bahasa Indonesia is the national language of Indonesian.

Farr and Song (2011) discussed language policy in detail. It has an effect not only on macro-level language planning at the national level, such as which language should be used and learned at school, but also on language choices made at home and in other community settings. Additionally, language policy concerns whether languages should be used where, when, and by whom, as well as the appropriateness of vocabulary, genre, grammar, and the choices of style in current contexts.

Due to the fact that there are numerous English dialects, language policies can be stated explicitly in educational curricula to guide the selection of which English dialects to use for extensive listening and the material selection (content curation) for EFL students' performance on extensive listening that is appropriate for their listening comprehension level and need. Language policy in classroom context related to the implementation of extensive listening can be seen from the design and procedure of extensive listening which can be used by students. The design and procedures in doing extensive listening is a policy derived from lecturer. Then, students are expected to follow it in order to achieve high performance in extensive listening.

METHOD

Participants

Participants of this study are one lecturer of extensive listening and ten second semester students who are taught extensive listening at a private university in West Java, Indonesia.

Data Analysis

This research is a case study where the researcher employed an interview and observed an extensive listening class. The observation was done in fourteen meetings of extensive listening class, both synchronous and asynchronous, to know the process of teaching and learning extensive listening. The interview was done with

students to find out their perceptions of the importance of understanding multilingualism in extensive listening class utilizing Schoology and curated materials.

RESULTS AND DISCUSSION

The teaching and learning activities of extensive listening are doing by synchronous and asynchronous during the pandemic of covid-19. One of the applications used to record students' activities in of extensive listening is Schoology. Extensive listening activities were done inside the classroom during a semester; then, the lecturer monitored the students' activities and understanding of the material they heard or viewed.

The lecturer gave guidance to the students about how to do extensive listening and the materials that can be used for extensive listening in the first meeting of the class. The lecturer gave the themes or topics of the materials to avoid sensitive materials, such as materials about religions, gender, and wars. The lecturer limited the theme to only the environment. Then, the lecturer asked the students to understand a video they viewed then gave suggestions if needed.

Based on the interview with the students, there should be an understanding of multilingualism in doing extensive listening because it can help the class of extensive listening become safe for all students. All students said that the appropriate theme or topic of the video that the lecturer chose to do extensive listening could make them safe and comfortable in extensive listening class. Then, they said that recording extensive listening activities in Schoology is more accessible after the lecturer guided them on how to use it.

In EFL students' extensive listening activities by utilizing listening logs and curated material, they said that lecturer should understand the students' background. They come from different backgrounds; even the diversity is only on ethnic groups, such as Sundanese and Javanese. This influenced students in understanding English and pronounce the words of English that have a correlation with their mother tongue. Their understanding of the content of extensive materials will be different also one to another.

In reporting extensive listening activities, students reported it in listening logs, and the listening log used is Schoology. Using Schoology can make teacher is easier in monitoring and evaluating the activities of extensive listening; however, lecturer should consider their students' background, which may influence them in the

ability to access it. There may be some challenges for some students to use and access Schoology, which might make them cannot get the advantages of doing extensive listening and being frustrated.

The students usually find difficulties in listening comprehension, such as accent, pronunciation, and the speed of speech of the speaker (Wahidah, 2018). These students' difficulties will affect their performances in extensive listening that will be recorded in Schoology. By recognizing those aspects, lecturer can choose the appropriate listening materials for students that can be used for their extensive listening activity that is called content curation. However, lecturer should explain students how to access the materials to make them show a high performance in extensive listening.

In doing extensive listening, the lecturer needs to give guidance for students in doing extensive listening activities and choose the appropriate materials and understand their students' various backgrounds that influence their performance in extensive listening activities. In terms of factors that can influence students' performance in extensive listening, several discussions on multilingualism can be used in understanding students' various backgrounds and performances in extensive listening.

Multilingualism can affect society. Understanding multilinguliam can make lecturer and students learn about and social, linguistic, and individual phenomenon, which is rapidly becoming one of the most pressing concerns of communities (De Zarobe & De Zarobe, 2015).

Understanding multilingualism gives new insight in teaching students who are culturally diversified in extensive listening class. In terms of multilingualism, lecture can see another perspective that affects students' performance in extensive listening that is recorded in listening logs by using *Schoology,* a kind of application that is used for recording students' activities in extensive listening, for making students are more accessible in recording their activities and for making lecturer is easier in monitoring and evaluating their students' activities and performances in extensive listening.

The first thing to do is lecturer needs to make their students who come from various religious, ethnic, and cultural groups can understand and appreciate the differences and similarities. In doing extensive listening, lecturer needs to engange himself/herself in practices to find suitable materials for their students to avoid the

misinterpretation among students who are culturally diversified. Then, the lecturer must set the class goals to create a safe environment for all students, increase awareness of global issues, and encourage critical thinking. Lecturer should make the students feel safe by improving the quality of instruction. Lecturer should avoid sensitive issues and avoid students discussing fear, stereotype, and fake news.

CONCLUSION

The lecturer should understand the context of multilingualism in teaching extensive listening when students are from different areas. Lecturer need to guide students to choose the materials based on their interest but by considering the multilingualism where students may be from different areas with different cultures, religions, and habits. Lecturer and students should avoid the very sensitive materials, such as the video that shows the differences among religions, war, and intolerance content. In utilizing schoology as a listening log for recording students' extensive listening activities, the lecturer should consider the students' background where they may have the different ability to use schoology. Lecturer needs to gide students to use Schoology to record their extensive listening activities.

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