

The Philosophy of Learning and Listening in Traditional Classroom and Online Learning Approaches

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Abstract

It is important to consider the concepts of traditional classroom and online learning in evaluating effective learning and listening conducted in higher learning institutions. To reach the depth of both concepts, one should understand them in the philosophical point of view. Both traditional classroom and online learning play a role in the learning process. It was investigated by many researchers before and important findings had been revealed. Both play different roles. There are researchers who came out with blended learning as the solution. However, many other factors need to be considered. This study has defined several objectives to investigate the type of learning that can provide high achievement within the students and to determine whether there is any significant difference in metacognitive awareness listening strategies students used in learning listening online and learning listening in a traditional classroom. This study was conducted in Universiti Sains Islam Malaysia (USIM), a local university in Negeri Sembilan. This university is located in Nilai, Negeri Sembilan. 44 students were selected (22 in control group, 22 in experimental group) from the Syariah and Law Faculty as participants of the research. From the pre-test, the student's level of proficiency was the same. After determining on what type of instruments and data analysis procedure to be used, the researcher compared the data using t-test. In listening strategies, based on the findings, there is no significant difference between two groups of approach. The students use the same strategy either online classroom or traditional classroom. It differs on the type of strategy used, but the frequency of applying the strategy between two groups is the same. Because the result showed that traditional classroom performed better result than online, it might have been something wrong with the courseware used by the teacher. The lack of instruction provided by the teacher might be why the students in online learning could not perform in the listening task.

Keywords: online learning, traditional classroom, metacognitive awareness listening

1. Introduction

Learning should be viewed upon philosophically (metaphysics, epistemology and axiology) in order to understand how it works in a different context, particularly in higher learning institutions. The link between effective learning and listening has been widely discussed. The critical and analytical view on learning-listening is crucial in both traditional classroom and online learning. The discussion is to reflect the real aim of the learning process in different ways; the source, type, category and quality of knowledge gained; and the positive and negative values involved respectively.

The world nowadays experiences significant developments of online education due to the demand of being technology savvy. Online tools have been widely used and students in higher learning institutions (IPT) are also expected to use computer and internet in their learning. It has its own advantages and disadvantages at the same time. There is a need to consider its benefits and try to avoid the harms that may arise. As online learning provides an ideal prospect of better qualifications, enhanced careers and positive change, it is better to utilise it while overcoming the disadvantages that it brings.

Online learning is convenient to the learners as it gives space and time to them. But there are limitation of it due to the absence of physical interaction between the teachers and students (Kirby, 1999; Kruger, 2000). It was said that it was not about comfort that learning was valued but the interaction as a total experience in classroom that makes a student prefer to sit in a physical classroom, laboratory, or conference room with other students and the teacher (Simonson, 1997; Rothmund, 2008). Both approaches give advantages and disadvantages, but it is not

the approach itself that only contribute to the learning process but the student's readiness and their strategy as well.

Online learning was defined by Desmond Keegan (1988) in a study by Comey (2009) as the experience where teachers and learners are separated physically, only connected through an online network system where educational contents are shared and virtual communication occurs within students, teachers and staffs (as cited in Comey, 2009). This online learning generally can also be described as distance learning, web-based education, and virtual education. The importance of online learning has been investigated by many researchers. But still, traditional classroom also has its significance on developing the process of learning.

Nowadays, online learning has been integrated according to the students' needs. Students will be able to learn in classroom and communicate with the teacher even though it is not face to face. This helps students who have low self-esteem and are afraid as well as shy to throw out ideas in classroom even if they have brilliant points to contribute. This assists them in communicating and increasing their level of confidence. Students also will learn by completing exercises and practices online at their convenience just by turning on the computers and connecting to the internet. They will also develop ICT (Information Communication Technology) skills required by many companies or institutions when applying for jobs.

Online learning in some institutions requires students to partake in group discussion, one-to-one tutorials with teachers, complete tests, comment on blogs, submit assignments and take exams online. Online learning is very convenient to both teachers and students because they can access it anytime and anywhere according to their schedule. Class discussion also becomes more successful for the students as they can build up confidence. This happens when the shy and less confident ones try to contribute more in discussions and are also brave enough to share their own ideas and views. These students will hopefully talk more to more people because it is an easy way to approach other people when the others do not have to see them. There are also institutions that allocate grades for the online contributions as a consideration for the students to understand the course or subjects well. We can also get through the content over and over again as we missed the lecture. As in online learning we have tools to playback the tutorials and learn it at our own pace so that we can absorb the content and engage our own learning.

Traditional classrooms can be defined as two way interaction between teachers and students. This is a situation which in classroom there is an interaction between two parties and they can interact face-to-face. Some researchers claim that traditional classroom is combination of relationship between teacher and students, relationship between students and both subjects and method of learning, interpersonal relationship among students, and also students' thoughts on the classroom structure (Anderson, 1970; Jou, 2010). Dewey (1938), in a study of Comey (2009) theorized that learning can take place where students participate in a community setting, like a classroom, to use materials and ideas based on the meaningful experience.

Listening is a crucial skill to be learnt. Many freeware and courseware are available to improve listening online. This is one of the ways to get students interested to do listening rather than boring activities held in class. We cannot deny that traditional classroom gives students valuable output and input in students learning but with the integration of online learning in curriculum and adapting it according to the students' need, this approach is much better which the students will be more interested in their learning process.

Both traditional classroom and online learning play a role in the learning process. It was investigated by many researchers before and important findings have been revealed. Both play different roles. There are researchers who came out with blended learning as the solution. Many other factors need to be considered. Online learning is also considered as distance learning. There were generations before that had started using distance learning methods in delivering the materials who needed to deal with the problem of inadequate interaction between students and teachers (Katz, 2002). However, the internet and web are easily accessible now, meanwhile enhancing the learning system through the creation of interactive video, e-mail, and the World Wide Web technologies, thereby improving teacher-students interaction (Katz, 1998, 2000).

The general purpose of this research is to explore whether online learning resulted in increased students' performance compared to traditional classroom teaching. This study has defined several objectives to which are to investigate the type of learning that can provide high achievement within the students and to determine whether there is any significant difference in metacognitive awareness listening strategies students used in learning listening online and learning listening in a traditional classroom. Thus, this research aims to compare between two different approaches of teaching listening and which type of approach increased students' performance. In this study, listening strategies also take into consideration and were compared between both groups of online learning and traditional classroom learning.

This study aims to provide better solution for the learners based on the results and data analysis. It is to resolve the problem on why student in USIM still obtain a low marks even though the university has provided with good facilities and proposed the use of courseware to integrate ICT into the learning process. This is also to check if there is something wrong in the approach that used by the teachers in class and whether listening strategies have been introduced by the teacher as well as whether the students are able to apply it in listening class. If there is a significant difference in online learning and traditional learning, it shows that one of them is a better approach to implement in learning listening. The relationship between listening strategies and students' performance are important to indicate whether listening strategies play a role in students' success.

2. Method

This research was carried out to investigate the best approach in teaching listening. As a result, an English listening courseware was needed. Therefore, the courseware was prepared. Participants were chosen to implement the study. The participants from the experimental group underwent the courseware and the control group underwent the normal traditional classroom lessons which were copied from the courseware. The study was implemented in two different times of learning process. The questionnaire from Metacognitive Awareness Listening Questionnaire (MALQ) has been used to check participant's strategy on listening. The students has already been introduced and taught about listening strategy in their first class. This is to check whether listening strategy relates to the approach of teaching. Next, the result will be analysed and compared.

2.1 Study Area

This study was conducted in Universiti Sains Islam Malaysia (USIM), a local university in Negeri Sembilan. This university located in Nilai, Negeri Sembilan, making it convenient for the researcher to gather participants as the university emphasise on Science and religious subjects where the vision is to foster academic excellence and an ummah able to contribute towards human progress, nation building and the advancement of the world.

The targeted population for this study were students in Syariah and Law Faculty. Almost all first and second year students in USIM are compulsory to attend the English course offered by the *Pusat Pengajian Umum* (General Learning Centre). This English course is a requirement for them to graduate and it shows the importance of the English Language for university students. The participants in two different groups from Syariah and Law Faculty have been selected and consist of 22 students in the control group and 22 students in the experimental group.

A sample was taken from an intermediate level of students that require to take the English courses that offered by the *Pusat Pengajian Umum* and their level of proficiency in English was intermediate measured by the Malaysian University English Test (MUET) that they took. This type of sampling did not generalize the whole group of students in the university and it is only the group that the researcher teaches throughout the semester.

2.2 Description of Instrument and Scoring

The instruments used in this study are the courseware from the internet and the adapted questionnaire from Vandergrift et al. (2006). The courseware used was designed for English Second Language learners and the selected courseware that have chosen and mentioned earlier is English Listening Lesson Library Online (ELLLO). In this courseware, there are lots of listening exercises from various countries. The themes and topics include world issues and it is interactive.

The audio provided was clear and the teacher can save the audio to be used in the traditional classroom. The teacher chose two topics per class and assigned the participants to do that in every class throughout the month. The questions in the courseware included vocabulary, comprehension, and cloze texts. It was the same task for the traditional classroom which the students were given the same test questions that have been chosen by the teachers in experimental group. The audio was also taken from the courseware itself so that there will be no bias when it comes to comparing the results for both class approaches. Both sets of the questions had the same amount of items in order to balance the scoring.

Students were given the pre-test at the beginning of the month and the post-test at the end of the month. This study is conducted throughout the month to compare the students' performances. After the students took their post-test for both groups, the teacher distributed the questionnaires of listening strategy to compare listening strategies between these two groups.

For the scoring, the researcher used the pre-test and post-test to compare the students' marks for the month. At first, the pre-test was conducted for both groups to check the participant's level of proficiency. After a month, the post-test was conducted to compare between these two groups performances.

The questionnaire that used was the Metacognitive Awareness Listening Questionnaire (MALQ). This

questionnaire was adapted from Vandergrift et al. (2006). This questionnaire is quantitative data and used Likert 6-scales and was interpreted using SPSS. The researcher chose Likert 6-scales so that students cannot hedge in answering the questionnaire. The questionnaire had 21 items about listening strategies that did not include the demographic data of the participants.

The data came from three resources which were the pre-test and post-test, results for both online learning and traditional classroom learning and the listening strategies that the students used in class before the listening lesson began. Hence, the research finding presented were obtained from the data and results taken from the instrument used in this study which are pre-test and post-test, results from courseware, and metacognitive awareness listening questionnaire. These data were analysed using SPSS version 19. The findings from the data and students responds towards the questionnaire are discussed in the next chapter.

The respondents for this study are students from the Syariah and Law Faculty that involved two average classes of 22 students for both. The student's level of proficiency is quite low as they need to sit for English courses to fulfil the university requirement for them to graduate. In this study, the students underwent one month of research study with 8 lessons and about 480 minutes all together. In order to improve the level of proficiency, this study will offer solution so that the university and educators will change the approach or method in teaching and learning.

2.3 Procedure for Data Collection

To compare the students' performance in both traditional and online learning, this study had to be conducted for a month so that they have time to learn the process through different approach. In order to check student's performance in the English listening task, this study was conducted to know which types of learning can give more outcomes to the students. After the students had taken the pre-test in the beginning of the month, they went through the process for the rest of the month. At the end of the month, the teacher distributed the post-test. The scores for both groups were compared to check their performance in listening. After both groups have gone through the exercises and tests, the questionnaires of listening strategy (MALQ) were distributed to the students. The data from the questionnaire were used to determine the significance of listening strategies between two approaches of listening and to identify the relationship between listening strategies and students' performance.

2.4 Data Analysis

Two tests need to be conducted which are pre-test and post-test to see the students' performance on both approach of listening class. Both tests were used to measure which approach is the best for the students to learn listening after they have gone through the listening class for a month. The tests were measured by the mean of the test scores and the highest mean score indicate that the approach is better than the other. After that, T-test will be conducted based on the mean to identify the difference among these two approaches. If there is a significant difference it shows that whether the online learning approach is effective than traditional classroom approach or vice versa. Nevertheless, if there is no significant difference, the approach is the same and not indicate that any approach is effective than other. Next procedure is to check if there is significant difference between online learning and traditional classroom learning in listening strategy used by the students. The T-test again was used to determine the difference between two variables.

3. Results

3.1 Respondents' Profile

44 students in two classes were selected in this study. Each class consisted of 22 students as shown in the table which indicates 50% of the respondents are in traditional classroom and also 50% more are in online learning classroom. About 48% of them were male and 52% were female for both groups. The respondents were rated as low proficiency students with average age were between 19 and 20 years old.

3.2 Post-Test

Table 1 below shows the mean result of students' performance in both groups which intended to provide different measures of the effectiveness of comparative in two course delivery methods.

Table 1. Means and standard deviations in the post-test

Method	Means	Standard Deviation
Online Learning	74.5455	14.7123
Traditional Classroom Learning	79.5455	12.9016

Based on Table 1, there is significant difference between the mean scores in the achievement test for both the experimental group (online learning) and the control group (traditional method). The mean scores are 74.55 (experimental group) and 79.55 (control group). The difference between the two groups' mean scores is (5.00). The independent T-test revealed that there is a significance difference between traditional and online learning as $t(42) -2.156, p < .05$. Since $\text{sig} - t(.037)$ is lower than α at .05 level of significance we reject the null hypotheses. The researcher employed this independent sample T-test to compute the statistical significant difference in post-test result for both groups. The significant level is lower than postulated significance level ($\alpha < 0.05$) which confirms the existence of the significant effect of traditional classroom learning against online learning on students' achievement. This effect is in favour of the control group who learnt through traditional learning which from this study shown that traditional learning is more effective than online learning.

From this result, it shows the students need something that they interested to learn for the learning will take place. It has been studied that based on the "instructivist" or teacher-centered approach, role of activity is as the vehicle for the practice (Gagne, Briggs, & wager, 1992; Reeves, Herrington, & Oliver, 2002).

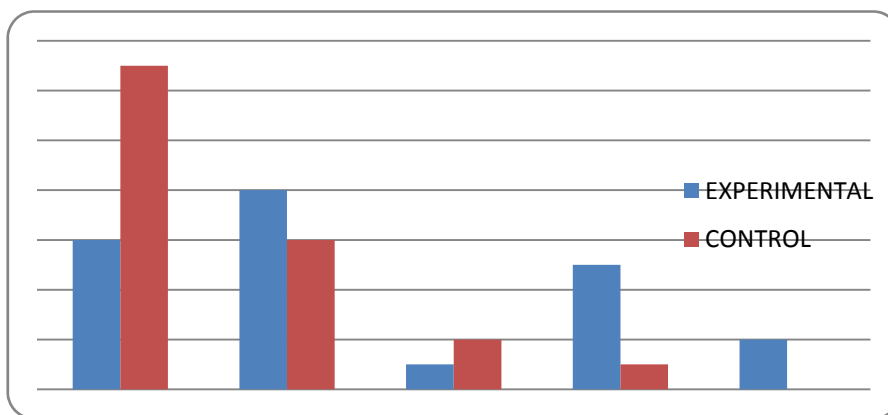


Figure 1. Students score in post-test

From the figure above we can say that traditional classroom or control group performed better than the online learning classroom which is control group. About half of the class got an A for the post-test in traditional classroom but only quarter of the students in online learning classroom got an A in the test. There are also 2 of the students got D in the post-test but none from the traditional classroom.

3.3 Respondents Data for Listening Strategies

Table 2 below shows that listening strategies that the students used in their learning listening. It comprises of five items which are planning and evaluation, directed attention, person knowledge, mental translation and problem solving. The first table was the result of comparison of online learning and traditional classroom learning in using planning and evaluation strategy.

3.3.1 Planning and Evaluation Strategies

Table 2. Mean scores for planning and evaluation strategies

No	Items	Online learning (mean)	Traditional classroom learning (mean)
1	Before listening, I mentally plan first on how I listen	5.00	5.00
2	Before listening, I picture a similar text that I may have previously listened to.	4.64	4.27
3	After listening, I reflect on my listening method, and plan changes for future listening exercises.	4.73	4.5
4	As I listen, I often reflect on my self-satisfaction with my level of understanding.	4.27	4.18
5	I have an aim as I listen.	4.32	4.64
	Total means	22.92	22.59

This table denotes that Item 1 in planning and evaluation strategy has no difference between online and traditional approach. Students' in both classes has planned in mind before start to listen. In item 2, students in online learning prefer to think of similar text before listen. The table also shows that students in online learning normally reflect on how they listen and of future changes, often ask whether satisfied with the level of understanding, and already have a goal in their mind.

3.3.2 Directed Attention Strategies

Table 3. Directed attention strategies

No	Items	Online learning	Traditional classroom learning
1	I focus harder on the text when I have trouble understanding.	5.5	5.05
2	When my mind wonders, I recover my concentration right away.	4.73	4.82
3	I try to get back on track when I lose concentration	5.23	5.00
4	When I have difficulty understanding what I hear I give up and stop listening.	4.82	2.86
	Total means	20.28	17.73

Table 3 explains that students in online learning focus harder on the text when have trouble understanding, and try to get back on track when they lose concentration rather than traditional classroom learning. However, when students faced difficulty understanding what they heard, they easily gave up and stopped listening. In traditional classroom learning, even if the mind wonders, it will recover concentration right away.

3.3.3 Person Knowledge Strategy

Table 4. Mean scores for person knowledge strategies

No	Items	Online Learning	Traditional Classroom Learning
1	I find that listening English is more difficult than reading, speaking and writing in English.	3.27	2.91
2	I feel that listening comprehension in English is a challenge for me.	4.77	4.95
3	I don't feel nervous when I listen to English.	4.55	3.55
	Total means	12.59	11.41

Table above shows that online learning student have a perception on difficulties in listening in English rather than reading, speaking and writing. Even though they said that it was challenging, they don't feel nervous when listen to English compared to traditional one.

3.3.4 Mental Translation Strategies

Table 5. Mean scores for mental translation strategies

No	Items	Online Learning	Traditional Classroom Learning
1	I translate in my head as I listen.	4.77	4.60
2	I translate keywords as I listen.	4.68	4.73
3	I translate word by word as I listen.	3.05	2.73
	Total means	12.50	12.06

Table 5 above represents that online learning students frequently translate their head as they listen rather than traditional learning. But, traditional classroom learning frequently provide keywords translations as they listen. Verbatim translation is not a good strategy as listeners should understand what they are listening and not only focus on word by word. The table above shows that online learning students are in favour of doing it.

3.3.5 Problem Solving Strategies

Table 6. Mean scores for problem solving strategies

No	Items	Online Learning	Traditional Classroom Learning
1	I use words I understand to guess the meaning of the words I don't understand.	4.68	4.55
2	As I listen, I compare what I understand with what I know about the topic.	5.23	5.05
3	I use my experience and knowledge to help me understand.	5.18	5.14
4	As I listen, I quickly adjust my interpretation if I realize that it is not correct.	4.77	4.55
5	I use general idea of the text to help me guess the meaning of the words that I don't understand.	4.68	4.86
6	When I guess the meaning of a word, I think back to everything else that I have heard, to see if my guess makes sense.	4.68	4.45
	Total means	29.22	28.63

The table above indicates that online learning frequently uses words they understand to guess other words that they don't understand and compare what they understand with what they know about the topic. They also used experience and knowledge to help in understanding, adjust interpretation when realize if it is not incorrect and guess the meaning of the word whether it makes sense or not. Traditional classroom learning from the results indicates more on using general idea of the text and try to guess the meaning from what have heard.

3.4 Pre-Test

Table 7. Mean scores and standard deviation in pre-test

Listening strategies	Mean	Standard deviation
Online learning	87.05	11.92
Traditional classroom learning	12.55	12.55

Table 7 above represents the mean scores and standard deviation in pre-test. The t-test result shows no significant difference in online learning and traditional classroom learning. It shows that there is no significant difference in students' proficiency level. The scores in t-test was $t(42) = -.431$, $p < .05$. Since the sig-t is .669, it indicates that both groups were equivalent in this regard.

3.5 Students Listening Strategies

Table 8. Means and standard deviation in students listening strategies

Group	N	Mean	Std. Deviation
experimental	22	96.1818	1.95 251
traditional	22	95.1818	1.52843

Table 8 indicates the result of t-test where there was no significant difference between online learning and traditional classroom learning in terms of strategies that they used. Which the t-test result is stated $t(42) = -0.403$, $P > .05$, since $\text{sig } t = .689$. This is to be concluded that even though there are items that are frequently used by the students in online learning, it is the same with students in traditional classroom too which have frequently used of other items in listening strategies. This is because the results from t-test came out with no significant difference. One of them is Vandergrift et al. (2006). He claims that there are also many studies that have evidence that metacognitive awareness of the learners can give effect on the performance in listening and provide good outcome in learning (Boekaerts, Pintrich, & Zeidner, 2000; Bolitho et al., 2003; Eilam & Aharon, 2003; Mokhtari & Reichard, 2002; Palmer & Goetz, 1988; Schoonen, Hulstijn, & Bossers, 1998; Victori & Lockhart, 1995; Zimmerman & Schunk, 2001) all these shows that either online learning or traditional learning together with listening strategies give effects on students' performance.

4. Conclusion

Findings of the study resulted that from the pre-test, the student's level of proficiency is the same. After taking into consideration on what type of instruments and data analysis procedure to be used, the researcher compared the data using t-test. This was to check on significant difference based on research questions. Results showed that after a month, traditional classroom learning indicates the effectiveness rather than online learning. This is checked based on the post-test given at the end of the month.

In listening strategies, based on the findings, there is no significant difference between two groups of approach. The students use the same strategy either online classroom or traditional classroom. It differs on what type of strategy they used but the frequency that they apply the strategy between two groups are the same. Even though the method used is different, the strategies that they used are still the same

4.1 Recommendation

The aim of this study is to check effectiveness of the method used to promote listening in classroom. Because of USIM has its own vision to apply technology and integrated it in the curriculum and education, this result is one of the indicator to check whether it is effective to the students in USIM or not. Because there are lots more factors left out in this study, such as prior knowledge on IT and listening strategies, listening goals, experience with computers, proficiency level, learning styles and reader's interest in the topic result of the limitation of the study.

Because of the result shows that traditional classroom performed better result than online, it might have something wrong with the courseware used by the teacher. The less instruction provided by the teacher might give reason on why the students in online learning cannot perform in listening task. It seems that online learning is interesting to be applied in classroom and if it is just been disregard it will be a waste as we need to be more IT savvy for the need of future generation. The duration of the study was too short and it is one of the reasons why the study has no effect.

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