EFL Students' Perceptions about Online Listening Classes as Viewed from the Revised Community of Inquiry (RCoI) Framework

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ARTICLE INFORMATION	ABSTRACT
  Correspondence Address: Erythrina CristaWijayanti Department of English Universitas Negeri Malang Semarang St, Number 5 Malang E-mail: cerythrina@gmail.com	This study investigates students' perceptions about online listening classes utilizing the Revised Community of Inquiry (RCoI) framework. Their perceptions were viewed in relation to gender and the learning system used in online listening classes. This survey involved 97 undergraduate EFL Department English students at a state University in Malang. The data were collected through a questionnaire consisting of 33 statements with four scales on the Likert scale. The finding showed that the students positively perceived four presences in RCoI. The analysis also reported that male and female students perceived differently among the presences in RCoI. Moreover, Zoom is the most frequently used in online listening classes. Lastly, some recommendations were also made in this study.

The COVID-19 pandemic has spread worldwide, resulting in educational changes. It offers a situation where EFL teaching and learning processes should be done throughout online learning. This situation can be conducted synchronously and asynchronously with the help of technological devices and the internet access. Setyawan et al. (2020) stated that an unavailable and unsuitable internet connection is the major problem in online learning. As a result, academics should change the materials and methods to achieve a suitable form for online learning activities (Dwivedi et al., 2020).

Pros and cons of online learning issues are also found in listening classes. As generally practised, listening classes are carried out offline with a very focused atmosphere. In this sense, the goal of listening for EFL students is to understand and interpret speech in a foreign language. Therefore, listening courses need to be conducted in focused classes. Problems may arise if it is not carried out offline. For instance, Armiun et al. (2017) explained that factors that interfere with student listening include difficulty concentrating, inability to recognize words, fatigue due to the length of text, inability to construct general meaning, and ineffective use of listening strategies. It indicates that learning listening is a complex process requiring students to be involved.

Moreover, Ma'fiyah, Sitoresmi, and Yulianto (2021) concluded that Internal factors (student physical condition, opportunities and motivation, listening difficulties, etc.) and external factors (materials, teachers and teaching methods, use of learning media, etc.) in the listening classes. Accordingly, the teacher's role is essential to support students' learning due to online listening implementation. Similarly, the student's role is significant in supporting and engaging in online listening learning to achieve positive experiences in online learning.

Regarding effective online learning, various concepts and models can be applied to describe what elements are essential to building successful online learning. In this case, Garrison, Anderson, and Archer (2000) proposed a framework consisting of three prominent distance education pedagogies: Teaching, Social, and Cognitive Presence. This framework is defined as CoI (Community of Inquiry). Afterwards, Shea et al. (2012) added a fourth component to the CoI framework: Learner Presence. This idea was later examined by Honig and Salmon (2021), who demonstrated that Learner Presence is at the centre of other presences, showing learner skill's privileges when developing a course (see Figure 1). Cognitive Presence is the ability of students' critically thinking. Students' characteristics in interacting with others are reflected in Social Presence. Teaching Presence refers to the teacher's design and organizes the course. Learner Presence covers students' self-regulatory in their learning. Eventually, the Revised Community of Inquiry (RCoI) examines components that support effective online learning. Notably, the four presences are interrelated and form an educational community involving collaboration and inquiry.
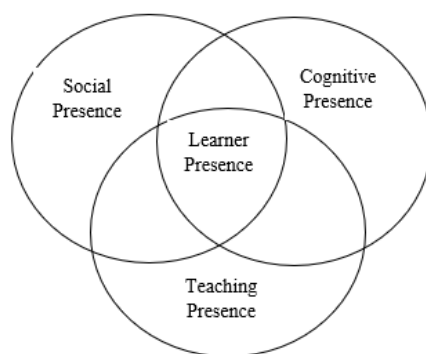
Figure 1. Revised Community of Inquiry (RCoI) and its four presences

There has been a recent development of studies related to RCoI in the teaching and learning context. Kim et al. (2014) claimed that the correlation between the four presences was significantly high. Moreover, Usmani (2021) discovered that Pakistani students agreed that four presences impacted their learning. Meanwhile, Wertz (2022) examined U.S. college students' views of the four presences. In the Indonesian context, there is limited research utilizing the RCoI. Wulandari (2022) conducted students' online learning experiences in ELT, focusing on a writing course. In this regard, studies related to the RCoI in the field of ELT still have the potential to be explored further. Thus, finding students' responses to online listening classes in relation to the RCoI framework reveals the presence that supports and contributes to the online learning implementation, especially in the online listening class.

Regarding other factors influencing perceptions of RCoI, diverse characteristics of students become the elements affecting their perceptions of RCoI during online listening classes, such as gender issues, which may affect their perceptions of online listening through RCoI. For instance, Felnhofer et al. (2014) investigate the effect of gender differences on Social Presence in online learning. Consequently, it is believed that issues on gender might also possibly become the reason for the different perceptions through RCoI between male and female students. Responding to this, more upcoming studies highlighting differences in RCoI, mainly gender issues, need to be employed. Thus, this study investigates EFL students' perceptions of online listening. Accordingly, research questions were formulated as follows:
1. How are the EFL students' perceptions about online listening classes viewed from RCoI?
2. How are the EFL students' perceptions about online listening classes in relation to gender?
3. What kinds of learning management systems are integrated during the implementation of online listening classes?

METHOD

A survey research design was employed in this present study. Undergraduate Department English Students, English Language Education and English Literature students batch 2020., were involved in this study. They attended the online advanced listening course during the pandemic. They were 97 students who completed a questionnaire distributed in a Google Form link. They were 20 males and 77 females. The instrument was a questionnaire adapted from Kim et al. (2014). The questionnaire was employed since it measured and developed the RCoI framework containing Teaching, Social Cognitive and Learner Presence. The questionnaire was adapted to be more appropriate to measure the online listening courses. Then, 33 statements were used with four options on the Likert scale. Here, the researchers examined the students' perceptions about online listening classes focusing on four presences in the RCoI framework. The questionnaire items were divided into four parts, namely, Teaching Presence (1-8), Social Presence (9-16), Cognitive Presence (17-24), and Learner Presence (25-33).

Table 1. The Blueprint of the Questionnaire

Domain	Variables	Indicators	Item Number
Teaching Presence	Instructional management, direct instruction, and building understanding	The lecturer clearly communicated activity goals, learning activities	1, 2,3
		The lecturer engaged and encouraged in the activities and reinforced students of sense of community	4,5,6
		The lecturer provided illustrations and explanations to understand the content	7,8
Social Presence	emotional expression, open communication, and group cohesion	The student got to know other participants	9,10
		The student felt comfortable in the online course	11,12,13,14, 15
		Encouraging collaboration	16

Cognitive Presence	triggering event, exploration, integration, resolution	The student increased their interest in course issues	17
		The student explored the content	18, 19
		The student connected the relevant and new information in course activities	20, 21
		The student understood the course content	22,23
		The student applied the knowledge	24
Learner Presence	Self-regulated learning	The student set the goals of learning	25
		The students worked hard in the learning activities	26,27,28
		The students did a reflection on the concepts and what to do in learning	29,30,31,32
		The student felt confident using the technologies	33

First, the researcher tested the questionnaire to measure its validity and reliability. The questionnaire was distributed using a Google Form link, and 15 English students responded to this tryout. SPSS 21 was employed to measure the questionnaire's validity and reliability. Based on the Pearson correlation, the questionnaire items were valid at the 0.5 level. They also gained high-reliability levels for Teaching Presence (0.893), Social Presence (0.869), Cognitive Presence (0.841), and Learner Presence (0.882).

Afterwards, the questionnaire was distributed via a Google Form. The 4 points Likert scale was used in this study: (1) strongly disagree, (2) disagree, (3) agree, and (4) strongly agree. The main finding, students' perceptions about online listening classes as viewed from RCoI, was analyzed by the total mean score from the highest to the lowest. The result was then compared to the total mean score of 4 on the scale. If the result is higher than two from 4 points, the item is considered a good perception, or vice versa.

Moreover, the present study also explored their perceptions about online listening in relation to their gender. The mean score results were compared for both female and male students. The higher result implies that either female or male students tended to choose the Presence in relation to the RCoI framework. Meanwhile, the learning management systems used in the online listening classes are seen from the frequency and the percentage. The higher the frequency and the percentage, the more they frequently employ the learning system in implementing online listening classes.

RESULT

The result of this present study was divided into several parts, specifically students' perception of online listening utilizing RCoI, their responses in relation to gender, and the learning management system used in online listening classes.

Students' Perception of Online Listening

The questionnaire covered Teaching, Social, Cognitive, and Learner Presence. The total mean scores of the presences are presented in table 2.

Table 2. The result of students' perception of online listening

Parts of the Questionnaire	Total Mean Score
Perception of Teaching Presence	3.25
Perception of Cognitive Presence	3.22
Perception of Learner Presence	3.06
Perception of Social Presence	2.94

Based on the information in table 2, it can be inferred that most of the EFL students positively perceived the lecturer's role in the implementation of the online listening class, which obtained the highest score (3.25) of the total mean score among other domains. The second position was Cognitive Presence, with a mean score of 3.22. This score indicates that students agreed that critical thinking to construct knowledge is essential in online listening classes. The next higher mean score was 3.06 from students' perceptions of the Learner Presence. It implies that the students were quite confident with their self-regulation in online listening classes. Meanwhile, the students' perceptions of Social Presence with 2.94, the lowest score, was considered a high score because it is more than two of the four scores on the Likert scale. This result inferred that students still felt comfortable conversing and participating in online listening classes.

Students' perception of online listening in relation to gender

This study also determines the EFL students' perception of four presences concerning their gender. The average results of the perceptions of online listening in relation to their gender are displayed in table 3.

Table 3. The result of students' perception of online listening in relation to gender

Gender	Mean Score (M)			
	Teaching Presence	Social Presence	Cognitive Presence	Learner Presence
Male	25.5	24.9	25.4	28.0
Female	26.1	23.2	25.8	27.5

The learning management system used in the online listening class

Due to the online listening class, implementing the learning management system is vital to support teaching and learning in the classroom. The questionnaire data disclosed that Zoom, Google Classroom, and Google Meet were the most frequently used in the online listening class. Half of the participants (52%) claimed that the lecturer used Zoom for online listening classes during the pandemic. Moreover, google classroom took second place as the desirable media employed by the lecturer (28%). Furthermore, 11% of 11 students claimed that the lecturer selected google meet. Meanwhile, the lecturer used other learning systems such as Google Slides (5%) and WhatsApp (4%). Table 4 present the learning system used during the pandemic.

Table 4. The result of the Learning System used by the lecturer

Learning System	Frequency	Percentage
Zoom	51	52 %
Google Classroom	28	28 %
Google meet	11	11 %
WhatsApp	4	4 %
Google slide	5	5 %

DISCUSSION

The discussion of this study was split into several sections, mainly the students' perception of online listening classes, students' perceptions of online listening classes in relation to gender, and the learning management system used in the online listening class.

Students' perception of online listening

The discussion started with the students' perceptions about online listening toward the online listening classes. The Teaching Presence obtained the highest score compared to other presences. The finding is in line with M. N. and Quick (2016), whose research showed that the students with high teaching presence in online discussions were also reported to have high course satisfaction. It is also in line with Fiock, Maeda, and Richardson (2022), who examined instructors impacts on different Teaching Presence scores in online learning. Their results showed that significant instructor influence on students' Teaching Presence scores. Therefore, these results were in line with the student's perceptions of Teaching Presence, where most participants felt that Teaching Presence was the element that helped them in online listening classes. Thus, today's lecturers should adapt learning system changes and prepare teach listening online.

The results of the students' perceptions of Cognitive Presence received positive perceptions from the participants. This finding is similar to Galikyan and Admiraal (2019) 's study, which stated that cognitive Presence levels were associated with students' performance. Like previous research, Yildirim and Kilis (2019) also revealed that real-life topics, scenarios, and reflective course activities impacted a high level of cognitive Presence. In this case, the finding was unsuitable to Chen, Lei, and Cheng (2019), who stated that Cognitive Presence was considered low in discussion messages. However, lecturers should notice the cognitive Presence in the online listening class as it is associated with critical thinking that deepens the meaning of students' experiences. Thus, it is supported by Redmond (2014), who stated that well-structured online discussions by instructors allow learners to share their critical thoughts, reflect on their contributions, and gain new and deeper knowledge.

The participant's perception of the Leaner Presence was also performed positively. This finding is consistent with Pool, Reitsma, and van den Berg (2017), who revealed that effective learning in blended learning was supported by self-regulation. Shea and Bidjerano (2012) also stated that self-regulation is required to achieve Cognitive Presence in the lack of Teaching and Social Presence. This result indicates that different effects on cognitive Presence depended on students' online self-regulatory. Furthermore, Shea and Bidjerano (2012) imply that student collaboration promoted by Teaching Presence affects Learner Presence.

Lastly, the perceptions of Social Presence was the lowest total mean score, but it obtained positive responses from the students. It showed that the students viewed that Social Presence assisted them in online listening classes. It is in line with Bowers and Kumar (2015), who found that online learning was perceived stronger by students compared to the face-to-face section. Moreover, Wei, Chen, and Kinshuk (2012) argued that social Presence significantly impacts learning interaction and performance.

Students' perception of online listening in relation to gender

The participants' perceptions of online listening through RCoI across gender was investigated. Male students tended to perceive positively Social Presence and Learner Presence. Garrison (2017) explained that social Presence means supporting and encouraging students by probing questions due to the contribution of explanatory ideas. Students can often be frustrated when lacking immediacy in responses in online learning compared to the offline classroom. Besides, Sung and Mayer (2012) stated that understanding the role of the Learner Presence might be necessary for distance learning situations since students and the instructor are physically separated.

Meanwhile, female students agreed on Teaching Presence and Cognitive Presence in dealing with online listening classes. This result is in line with Hosler and Arend (2012), who found that students hoped to be directed to have more challenging critical thinking activities provided by teachers who guide, encourage and support deeper levels of critical thinking. It indicates that the instructors influenced the student's critical thinking, which means that Teaching Presence is essential to student satisfaction. Another similar study by Kozan and Richardson (2014) proved that high levels of teaching presence are associated with the high cognitive presence.

The learning management system used in the online listening class

This study was intended to investigate the various learning management systems used during online listening implementation. The findings showed that the EFL lecturers chose Zoom, Google Classroom, and Google Meet as the top three learning systems. First, Zoom Video Communication helps the students and lecturers carry out the learning process. Zoom uses non-verbal symbols to support students' communication and comprehension by allowing students to ask questions (Kohnke and Moorhouse, 2022). A study by Destianingsih and Satria (2020) explained that most students wanted to use Zoom and voice notes or short videos as tools for teachers to give instructions or explanations related to the course. Serhan (2020) mentioned that students at a major university in the USA agreed that zoom allowed flexibility in their learning schedule. Similarly, Garini (2022) concluded that students recognized online learning as a solution for flexibility and time efficiency via the online Zoom meeting application.

Second, Google Classroom allows taking and grading exams and assignments paperlessly (Islam, 2019). This study explained that teachers could use google classroom to give students various listening practice audio along with practice sheets available on the internet. Melani (2020) revealed that EFL students who practice with the support of Google Classroom have better listening comprehension than those who practice using a traditional platform. This study explains that students consider using technology makes learning more interesting because it is easy to submit their activities, attach files, and get notifications about their assignments, deadline, and teacher's comment. Thus, Google Classroom provides storage for users so that all of their activity will automatically be saved in their account in a paperless way.

Third, Google Meet is in the third position of frequent media used in online learning. Purwanto and Tannady (2020) revealed that students who utilized Google Meet during the pandemic perceived the platform's benefits and increased positive attitudes towards it as they found it more accessible. Similar to the previous research, Al-Maroof et al. (2020) demonstrated that both Perceived Usefulness (P.U.) and Perceived Ease of Use (PEU) contribute to students' acceptance of Google meet, which implies that when technology looks easy, it is useful for students.

CONCLUSIONS

The present study identified undergraduate EFL students' perceptions about online listening classes during the pandemic. Their perceptions focused on the RCoI framework: Teaching Presence, Social Presence, Cognitive Presence, and Learner Presence. The results showed that their perceptions were positive towards RCoI presence in online listening learning. This study also revealed that Teaching Presence obtained the highest mean score compared to other presences. However, there were different presences perceived by male and female students. Male students tended to agree on Social Presence and Learner Presence. Meanwhile, female students agreed on Teaching Presence and Cognitive Presence in dealing with online listening classes. Moreover, Zoom was the most frequently used tool in online listening learning.

Based on the results and conclusions of this study, some recommendations are suggested for EFL lecturers and forthcoming researchers. As for EFL lecturers, it suggested that the lecturers optimize to promote Teaching Presence (e.g., Instructional Management, direct instruction, and building understanding). Meanwhile, lecturers also should be aware of the differences in Presence across gender. It would be better if they could accommodate their differences in order to arrive successful online listening class. Finally, this study suggests that researchers research the students' perceptions, especially in Intensive and Extensive Listening, using a mixed-method research design that includes an open-ended interview for participants to get a deeper analysis.

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