

NATIONAL CONFERENCE ON EDUCATIONAL  
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# **Effectiveness of Synchronous and Asynchronous Modalities in Improving the Listening Skills of the English Language Learners**

Keith D. Cruz, MAT

Jocelyn L. Gagalang, PhD



**DURATION**

6 months

**BUDGET**

P 31, 970.00

**IMPLEMENTING  
AGENCY**

University of Rizal  
System

A screenshot of a Zoom meeting. The main window displays a presentation slide with the URS logo and the text "[ p ][ f ]". Below this, there are three rows of words: "pew – few", "pull – full", "supper – suffer" on the left; and "stop – stuff", "beep – beef" on the right. The slide also features a small image of a person and the text "Nurturing Tomorrow's Noblest". The Zoom interface shows a grid of participants on the right, including Jocelyn Gagalang (Presenting), Lorelyn Cal..., Cruz Percy Sh..., Donayre, Eloiz..., Lacaba John D..., Santos, Fiona..., Valencia, Ryz..., 29 others, and Keith Dolorian... The bottom status bar shows the time as 4:51 PM and the meeting ID as pim-eict-qqp.

A screenshot of a Zoom meeting. The main window displays a presentation slide with the text "Let's Try!" and "Listen to the recorded audio." Below the text is a green audio waveform. The Zoom interface shows a grid of participants on the right, including Lorelyn Calaluan, Erickjhane Mariano, Tibay, Bethina Gen..., Valencia, Ryzza Ab..., Oyad Cyruz M., Abanes Christina, Santiago, Mechaell..., 39 others, and Keith Dolorian-Cruz. The bottom status bar shows the time as 4:21 PM and the meeting ID as phj-xvnk-aby. There is also a "Speakers (High Definition Audio Device): 100%" indicator.

# INTRODUCTION

- Listening is a communication skill that plays a fundamental role in the development of the other macro skills. Hadijah and Shalawati (2016) cited that good listening ability means having the competence to comprehend information during listening activities or transfer the information in written or oral communication.
- However, listening is often neglected since majority are concentrated on the mastery of other communication skills such as reading, writing, and speaking. Hence, many English language learners are confronted with difficulties while performing listening tasks.

# INTRODUCTION

- Online education is now being advertised as a method to make educational opportunities accessible to a wide range of audiences. It has been gaining attention as a vehicle for improving pedagogy, introducing flexibility in student access to instruction, and lowering costs associated with education (Graham, 2006; Taplin et al., 2013).
- Heidar and Afghari (2015) presumed that through synchronous computer-mediated communication, teachers can explore not only the actual level of learners' listening ability but also to diagnose and assess the potential level of their listening development.

# OBJECTIVES

## PROFILE OF THE RESPONDENTS

Sex, age, year level, monthly family income, and most frequently used online application.

## LEVEL OF EFFECTIVENESS OF SYNCHRONOUS

Listening for pronunciation and listening for details as revealed by the pre-test and post-test scores of the respondents in terms of their profile.

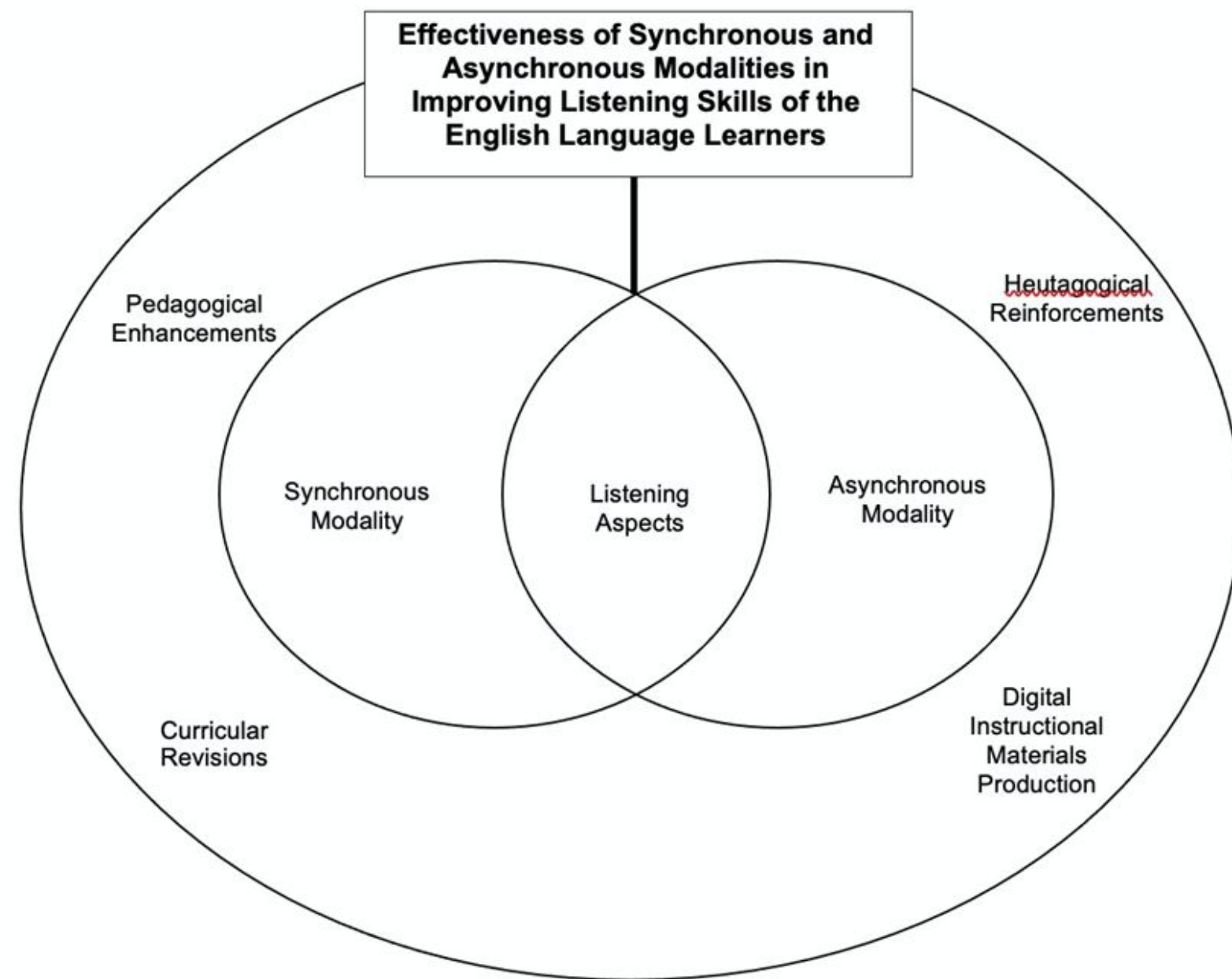
## LEVEL OF EFFECTIVENESS OF SYNCHRONOUS

Listening for pronunciation and listening for details as revealed by the pre-test and post-test scores of the respondents in terms of their profile.

## SIGNIFICANT DIFFERENCE

Level of effectiveness between synchronous and asynchronous modalities in improving listening skills of the respondents

# Conceptual Framework



- The framework shows the flow of the study in order to determine the effectiveness of synchronous and asynchronous modalities in developing the listening skills of the learners. The topics considered are listening for pronunciation and listening for details.
- The findings are expected to yield recommendations in line with pedagogical enhancements, heutagogical reinforcements, digital instructional materials production, and curricular revisions.

# METHODOLOGY



- Quasi-experimental method was utilized among the purposively selected 94 Bachelor of Arts students (70 first year students and 24 second year students) in the College of Social Sciences.



- In determining the composition of synchronous and asynchronous groups, respondents were given the chance to choose which modality is convenient and preferable for them. Thereafter, the researcher-made and experts-validated 40-item listening test with multiple choice items was administered in-person to

# METHODOLOGY



- The two topics—listening for pronunciation and listening for details were taught in each modality per group: one was via Google Meet and the other via uploaded recorded discussion in the Google Classroom.
- To treat the data statistically, Mean, Standard Deviation, and F-test (one-way Analysis of Variance) were utilized. Statistical Package in Social Sciences (SPSS) was used to analyze the data.



# Results and Discussions

- A total of 94 respondents, mostly are female, 18-19 years old, first year, belong to a family with Php 5,001-15,000 MFI, and are frequent Facebook users.
- This study revealed the highly effective level of synchronous and asynchronous modalities in improving the listening skills with respect to listening for pronunciation and listening for details of the respondents as revealed by the improvements in their pretest and posttest scores.
- With regard to the significant difference, under synchronous, there was none between the pretest and post scores of listening for pronunciation but there was a significant difference between listening for details.

# Results and Discussions

- Under asynchronous, there were significant differences between the pretest and posttest scores in both aspects.
- As to the significant difference between the level of effectiveness of synchronous and asynchronous modalities, there was no significant difference found as both can yield positive results.
- The playback feature of asynchronous modality and the facilitative feature of synchronous modality promise improvements in pronunciation and understanding of the details of listening materials.

# Implications and Recommendations

- This study provides contextual data demonstrating that learners can improve by utilizing a more advantageous and featureful modality for lesson discussions and by using proper listening inputs. Thus, it is recommended that both modalities be used since they possess unique characteristics that can help learners advance their listening skills.
- Learners are encouraged to listen to various English language inputs that can provide them with enough exposure. Likewise, they may find suitable English-based materials in relevant video content uploaded on social media.
- Lastly, future researchers, may include other year levels in the study and

# THANK YOU!

**Keith D. Cruz, MAT**

University of Rizal System, Philippines

keith.dolorian@urs.edu.ph

**Jocelyn L. Gagalang, PhD**

University of Rizal System, Philippines

jocelyn.gagalang@urs.edu.ph