Using the ADDIE Model to Develop English Listening Online Course

Xinran Su[1]

[1] University of Hong Kong, Hong Kong

Correspondence: Xinran Su, University of Hong Kong, Hong Kong.

Abstract

This project aims to improve students' listening ability by an online English listening course to learning independently after class. The English songs learning course was made by WIX based on the ADDIE model. When mainland children start to listen to English, they may feel intimidated, nervous, and scared, which can hinder students' further learning. If English songs are used to teach, students can learn while having fun. However, there is a lack of systematic teaching method of how to use songs. Simple utilization in the classroom makes it difficult to achieve the expected results. Data collections by giving online questionnaire in this project were six students of Grade 3rd in Mainland China. This study reveals the students' evaluation of this online listening course, as well as the problems they encountered and suggestions for improvement of the course and website.

Keywords: listening anxiety, perception on English songs, English listening, online course

1. Introduction

According to the *Curriculum Standards of English Education* (2022), English education in primary and secondary should combine language skills with humanism and integrate educational technologies into the curriculum. In the light of learning objectives of listening, Grade 3rd students are expected to learn pronunciation consciously through imitation. While listening to simple audio materials, students can recognize crucial words and respond to instructions. Besides, children should have a perception on different culture and become confidence of traditional culture with the guidance of their teachers.

English listening is not only an extremely fundamental access to obtain language materials, but also closely related to another language skill speaking. Without the pivotal voice input of listening, students are unable to communicate correctly and meaningfully (Fanandi, 2022). Therefore, English songs are a good source of acoustic learning material. On the one hand, songs are available to download and contain a great deal of cultural and other tacit knowledge. On the other hand, they are entertaining, which greatly arouse students' interest in learning. For example, teachers can use songs to teach students listening and pronunciation skills at the same time (England et al., 2017). In view of the learning of vocabulary, songs also have the advantage of help students repeat the new words and strengthen their long-term memory (Linse, 2006).

When doing listening exercises, a great deal of students will suffer from a variety of negative emotions, such as worry and irritation. Fanandi (2022) listed the typical descriptions of the listening anxiety for students to vote on. According to these descriptions, high-frequency words can be summarized as "jumbled, confused, frighten, not catch, not understand, nervous, not confident". Students are even afraid to do listening, especially if there is no text for questions.

To deal with the problem, plenty of scholars have mentioned that it can be alleviated by English songs and TV dramas. However, few writers have been able to draw on any systematic research into develop the accordingly activities. Furthermore, there may be additional barriers for Grade 3rd students who, as non-native speakers, are being exposed to a second language for the first time. If the negative emotions are not properly addressed, it will have far-reaching effects on students.

In that way, the specific objective of this study is to relieve students' listening anxiety, improve their English listening ability and motivate them to become interested in English. The whole course is developed according to the ADDIE model. There are four songs, and each English song is accompanied by corresponding activities. The most important learning activity for students is through imitating the English songs to record and post their covers to the Music Community, an online forum for students to share and ask questions.

On completion of the course, students are required to complete a course evaluation questionnaire. Participants need to give feedback on their satisfaction with the course learning, satisfaction with the use of the website, etc. These questions will help to further investigate whether the course activities are effective and useful.

This essay starts by elaborating the background knowledge like English listening anxiety and the perception on English songs, and then describes the methodology of the English listening platform designed with ADDIE model. Chapter four and five analyze the data collected by online questionnaire and reflect on the whole project to get the possible improvement that I can do in the future.

2. Background

2.1 Listening Anxiety

According to Xian Zhang (2013), he divides anxiety into three categories, trait, state and situation-specific anxiety. And state anxiety is closely connected with situation-specific anxiety which is a transformational relationship. As to foreign language anxiety, it starts with frustration in learning languages, which is the state anxiety. When the frustration continues to occur, it gradually becomes situation-specific anxiety, that is, language anxiety. Similarly, listening anxiety is a gradual and cumulative process. Listening anxiety can lead to a decline in study performance when students are not confident of their English listening ability.

Seen in the light of the effects of language anxiety, Rahimi and Soleymani (2015) argue that facilitating anxiety is a motivator for students, but debilitating anxiety will make students avoid learning language skills such as listening. Students may be reluctant to answer questions in class and do not participate any class activities, or even refuse to finish after-school assignments (Bekleyen, 2009). At the same time, students' listening comprehension ability will be weakened because they are jumbled and overwhelmed when they hear the key points of audio materials (Fanandi, 2022).

There are many factors resulting in listening anxiety. Fanandi (2022)concludes two convincing factors that are the tension of listening to the English material and lack of confidence of listening ability. Likewise, Rahimi and Soleymani (2015)add that, on the one hand, this is the problematic nature of listening and speech, for example, lack of repetition, speed of speech, and unfamiliar topics. On the other hand, there are environmental influences, such as noise. Just as Kim (2000) points out, listening anxiety also arises when students do not hear certain words and misunderstand the rest of the listening input.

2.1.1 Perception on English Songs

In the *Curriculum Standards of English Education* (2022), an important language skill for students in Grade 3 and Grade 4 is the perception. Perception here means perceiving intonation, information, etc., and being able to imitate and express ideas. Hence, perception plays a critical role in the learning of English songs. Nurhasanah and Suryaman (2022) define perception as a person's ability to translate stimuli and also a way of finding meaning in perceiving things. What exactly happens in the learners' brains during this process has attracted the interest of numerous researchers.

Fleta and Mei Lee (2014; 2019) claim that singing along with foreign language songs can facilitate children to adapt the atmosphere and internalize the commonalities between music and language, such as, stress, tone, rhythm and pause. Mehmet (2021) gives meaningful conclusions about whether English songs can really be an effective teaching method and, to what extent, songs can be used to the maximum. Mehmet emphasizes the importance of creating the mother-tongue language environment and points out that the environment, as well as the method of practice, individual differences and differences of teachers all have an impact on the learning outcome.

2.1.2 Significance of the Project

Horn (2007) regards that music as a kind of foreign language listening materials can not only enrich students' lexical resources but also help them imitate correct pronunciation. There are a variety of songs which allow students to sing and learn a significance number of tacit knowledge about culture and custom simultaneously. In light of the character of music, they can relieve stress, entertain minds and bodies, and enhance their creativity (Temur, 2021). When children first learn a second language, they may overcome a series of negative emotions such as nervousness, irritability, fear and so on. Therefore, songs are a good method of soothing students' spirits by accelerating the acquisition of positive behavioral emotions and concepts in learners (Murray, 2005). On the other hand, as the resource for independent learning after school, the project will have a tremendous impact on students' concentration and motivation.

For teachers in primary school, this project can be regarded as a simple after-school training activity. It is easy

for students to spend five minutes a day finishing the songs tasks online and sing in class with classmates. Furthermore, the meaningful interaction can be achieved in class, such as singing together or singing in solitaire, etc. Some young teachers may be confined to the textbook, but this project can help them extend the teaching methods to really impart a skill rather than knowledge.

2.1.3 Problems to Be Addressed

For Grade 3rd students, who are just be exposed to an unfamiliar language, it is important to build a solid foundation for lifelong learning. Considerable students are afraid of doing listening, or even nervous and irritable when they are asked to do the listening exercises. It is the task of educators to help students alleviate negative emotions when facing listening as well as to increase their enthusiasm for learning English.

Although teachers know that the songs can be used, there are still many problems. For example, how the songs can be used in the classroom, the lack of independent learning, etc. The English songs online course is not only full of useful learning resources, but also is equipped with concrete and meaningful exercises, which can satisfy students' desire for more interactive activities.

3. Methodology

The type of project is research and development. The development model is ADDIE model, which consists of five steps, namely: (1) analyze, (2) design, (3) development, (4) implementation and (5) evaluation.

3.1 Analysis

Before design a specific curriculum, the basic needs of participants should be clarified. This course is designed for Grade 3rd students in mainland China, and the most obvious issue is the lack of language environment for learning English. Mei Lee (2019) proposes that English learning in Hong Kong kindergartens rely more on the textbooks than on the use of language skills. Teachers focus on the recognition and memorization practice rather than the prcess of understanding and using vocabulary.

When analyzing the needs of students, Piaget's theory has pinpointed that pupils in Grade 3rd are in the concrete operational stage. Gapparov (2022) maintains that children at this stage can respond according to the meaning of sentences, and aids such as intonation, gesturing and expressions can help them to guess the meaning of phrases and words. Furthermore, children begin to understand the concept of conversation at the concrete operational stage. Mei Lee (2019) comprehensively analyzes the needs of L2 pre-primary learners according to Piaget's theory and points that preschool children in preoperational stage are not cognitively mature enough to handle abstract forms of language so they are still more dependent on the way they learn in the mother tongue. Mitchell (2019) in *Second Language Learning Theories* explores whether children in 10-11 can learn new knowledge like adults through explicit learning. Although the result showed that the average can but still did not mean that all students have the ability.

To conclude, children, at the age of 10-11, are on average equipped to deal with logical and abstract problems and can directly learn English by explicit knowledge like grammar and words.

3.2 Design

Table 1. RASE model design

Level	Learning components
Resources	English songs videos; Quizlet
Activities	Lyrics interactive activity; Video cloze
Support	Discussion forum; email; chatbot
Evaluation	Quiz; Quizlet

3.2.1 Course Materials

Grade 3rd Students in mainland is non-native speakers with zero foundation of English. Therefore, the choice of English songs should pay more attention. For beginners, songs should have a few of new words and lyrics are repeated several times to help learners reinforce their memory. Walker (2014) claims that listening is the most challenging skill.

Ghanbari and Hashemian (2014) made a set of controlled experiments to find out the advantages of English

songs as the listening material compared with the tool books. And the experiment showed that songs can warm up the atmosphere and lower affective filter. And the results demonstrated that songs can both facilitate the listening comprehension and pronunciation. In order to push for the online course, two songs *If you are happy* and *Do you know the muffin man* used in the experiment were selected. The third song *Hide and seek* has a similar level of difficulty. In the last unit, the song *Do you want to build a snowman* from the classic Disney film *Frozen* was chosen because it is challenging and has more words which allows learners to have a try and achieve a breakthrough.

In terms of the types of songs, *If you are happy* is an action-based song with many verbs in the lyrics, so students can sing along and do the actions as instructed. *Hide and seek* and *Do you know the muffin man* belong to the dialogue-based songs which contain numbers and sentence patterns. Those lyrics can help learners use patterns and numbers in the life to encourage them to speak English. *Do you want to build a snowman* is a story-based song which is a segue about Princess Anna to invite her sister out to play. When singing the song, students can play the role of Princess Anna to sing it out while knocking on the door.

3.2.2 Course Interactivity

Interactive activities have been designed to make the course more interesting. In Unit 1, a chatbot is set up to sing songs in pairs with learners. If students do not choose the correct lyrics, the chatbot will remind students to re-choose at the end. In Unit 4, students are provided with an excerpt of the documentary which is inserted with relevant questions during the play. Such arrangement can improve students' concentration and help them understand the content of the documentary.

An online forum, Music Community, is available in the platform. Here students need to upload their own cover audio. They can also ask classmates and teacher questions. Students can earn a phonogram badge if they finish a chapter, which will inspire them and give theme a sense of achievement.

3.2.3 Course Evaluation

Each unit is accompanied by a mini-quiz, and students should complete activities to consolidate what they have learned about the songs. Each unit ends with the cover activity. This requires students to be familiar with the lyrics, including the meaning of new words and the rules of pronouncing. When students upload their covers to the music community, they can also comment on other students' covers.

3.3 Development and Implementation

There are a substantial amount of advantages of choosing WIX to build the project. Firstly, WIX supports google plugins and plugins from various external websites, including Quizlet, Opinion stage, Edpuzzle. WIX provides online course templates for users and people can edit the planning checklist to design the content of the online course.
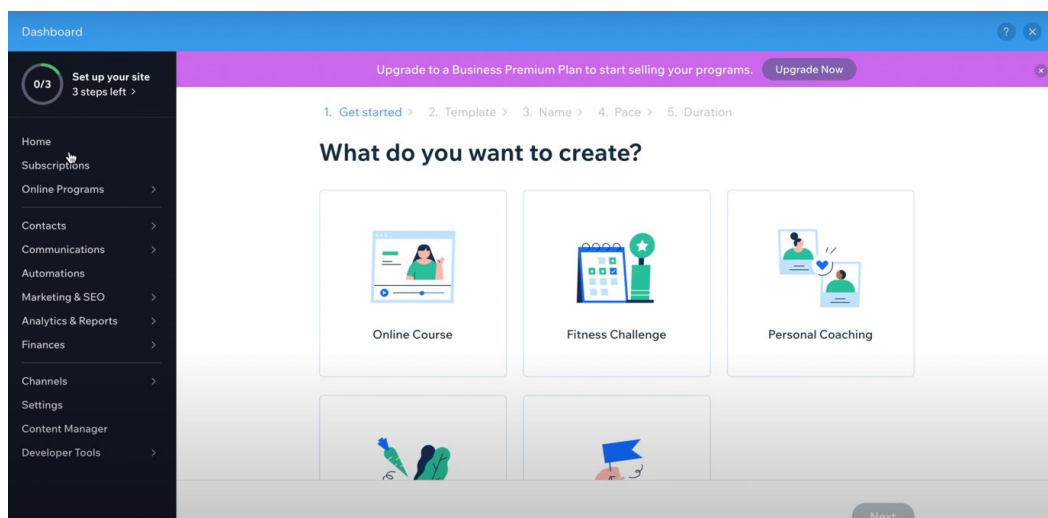

Figure 1

On the planning checklist page, you can set a time limit for the course and set a timeline for students to complete their learning activities timely. The planning checklist can add a forum to ensure interaction between students and teachers. There are also badges with course features. Students can keep track of their learning condition through the progress bar which is shown on the top of the website.
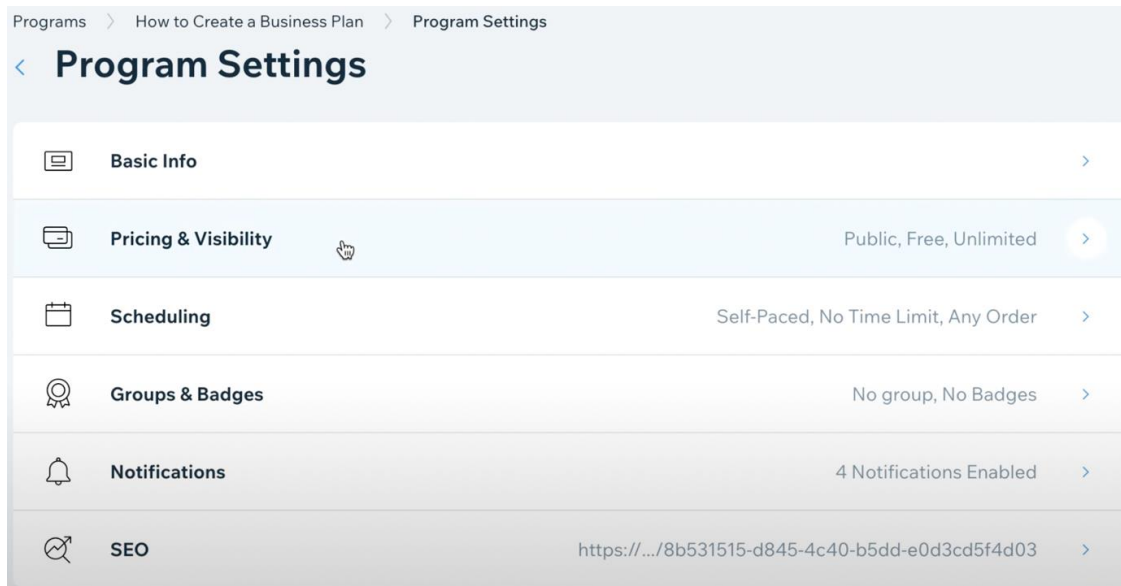

Figure 2

The content can be divided into four units. Each unit has one English song along with 4 to 5 subtasks. Every unit has the Quizlet activity, which are mainly used to help students understand and remember new words using the flashcards games. All the learning materials for the course are stored directly on the website which can reduce the difficulty of manipulation and avoid opening too many web pages.
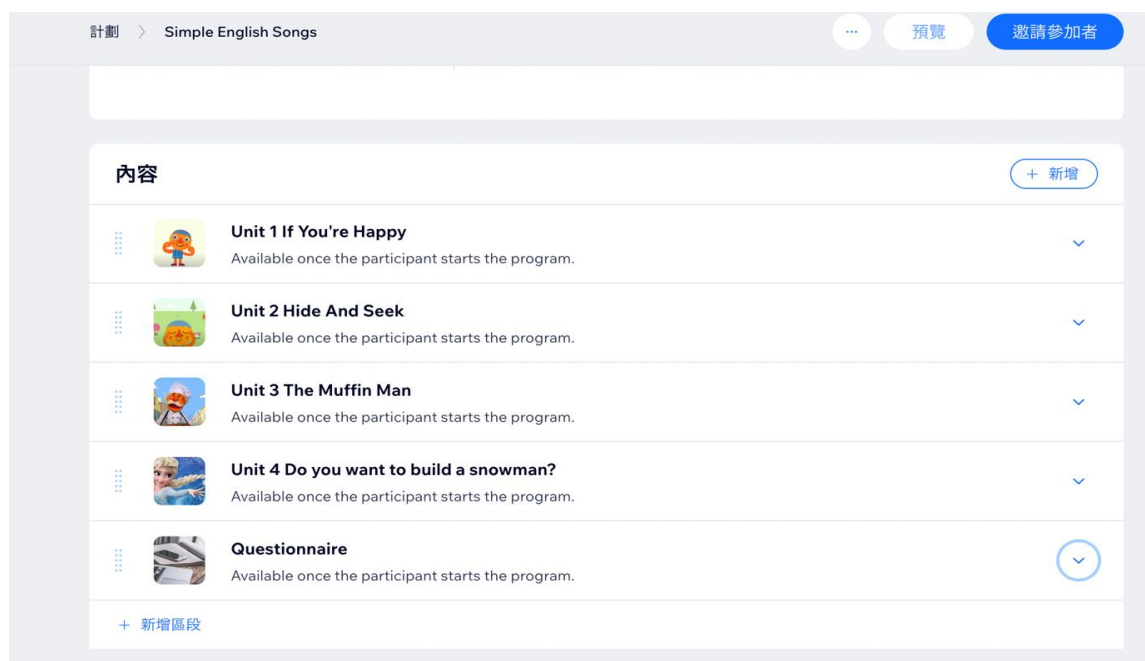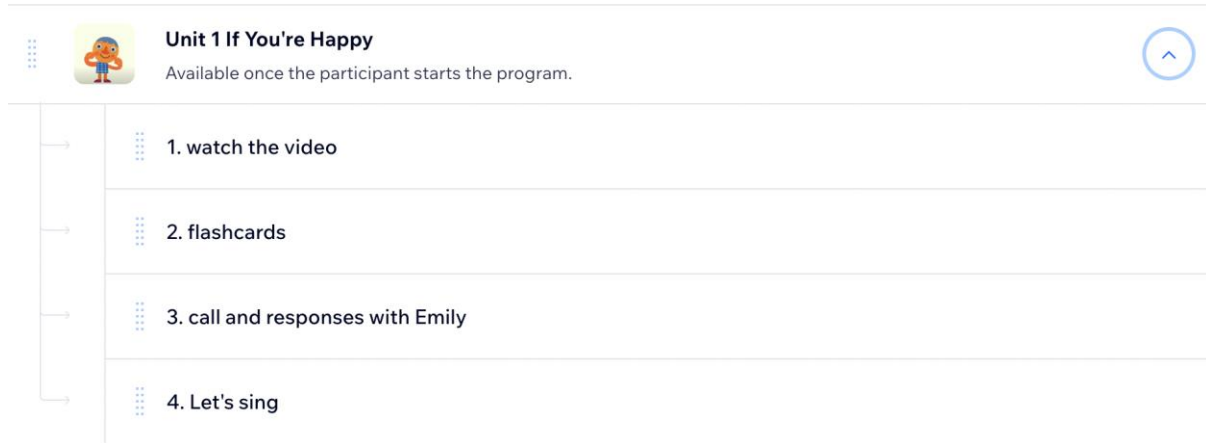

Figure 3

Figure 4

Every unit has a plugin to adjust the speed of songs which allows students to keep up with the rhythm according to their ability. Learners can download the video and put it in the plugin box so that you can adjust the speed or repeat the selected clip. Each sub-task is easy, and students can finish within five minutes. Learners can arrange their learning plan and make sure that they should learn a song in a week.

3.4 Evaluation

At the end of the course, participants were invited to complete an online questionnaire. The questionnaire was set to collect the feedback on the use of the course and suggestions for improvement. The main purpose was to evaluate the effectiveness of the course, the strengths and weaknesses and the format of the web design. All feedback is collected online, and the questionnaire is attached by Google Form at the end of the online course.

4. Results

The questionnaire statements are rated on a Likert scale of 1-5, with 1 being strongly disagree and 5 being strongly agree. Six responses were collected, and the mean rating of each question are shown as follow:
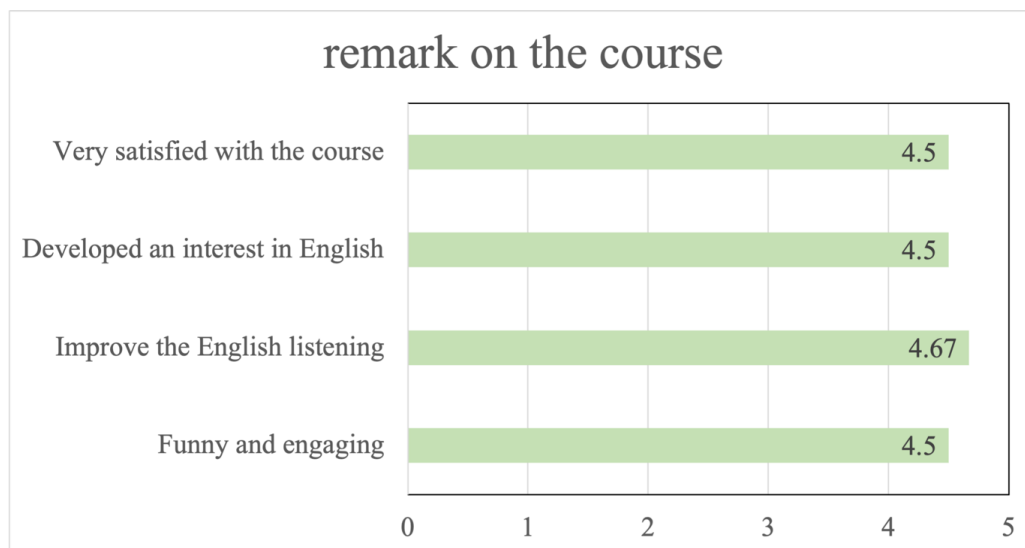

Figure 5

The participants' satisfaction with the course is up to 4.5. Compared with the English lessons in school, the after-class online course is more interesting and engaging. Participants learnt a lot from the new type of listening course, for example, they all felt that they had improved their English listening skills. Students also became more
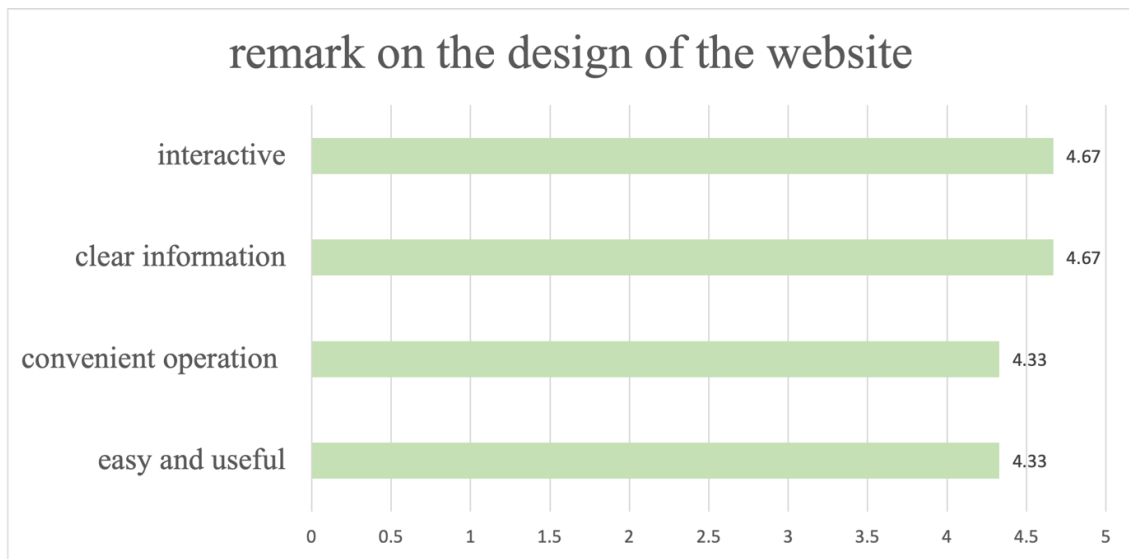
interested in learning English.

Figure 6

The design of the website has a significant impact on students' learning. Clear and simple website can improve students' attention and help them use the course activities. There were two students held a neutral opinion on the two options interactive and clear information, but others all agreed. Students were also impressed by the convenient operation and the usefulness of the website to give an average score of 4.33.
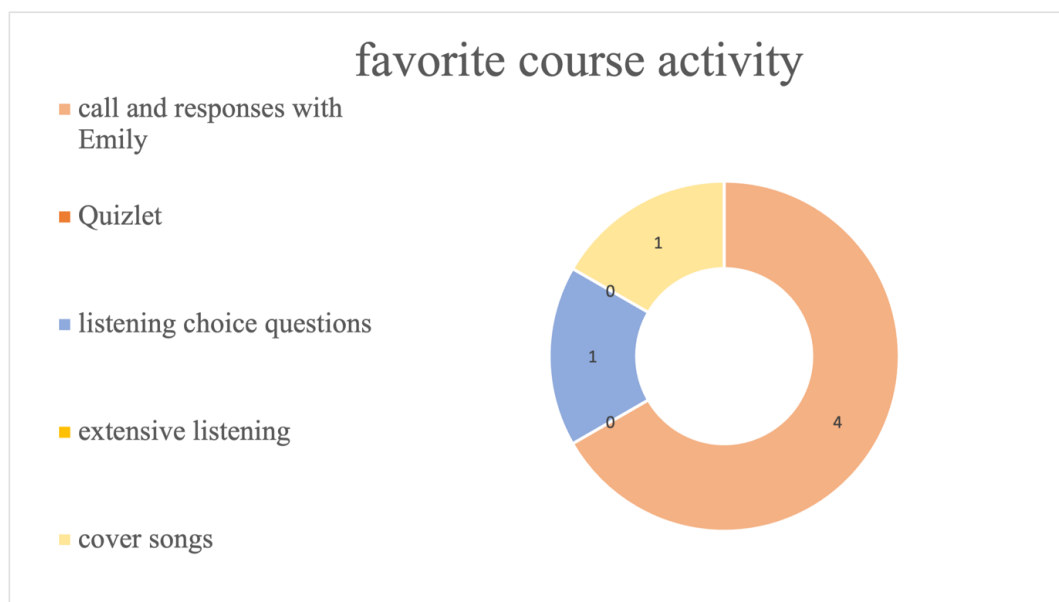

Figure 7

When asked the favorite activity in the online course, four students chose the call and responses with Emily. They were interested in interactive activities rather than the regular English listening training activities. And listening tests and word memorization activities were less popular, indicating that students did not like activities that required memorization and drilling.
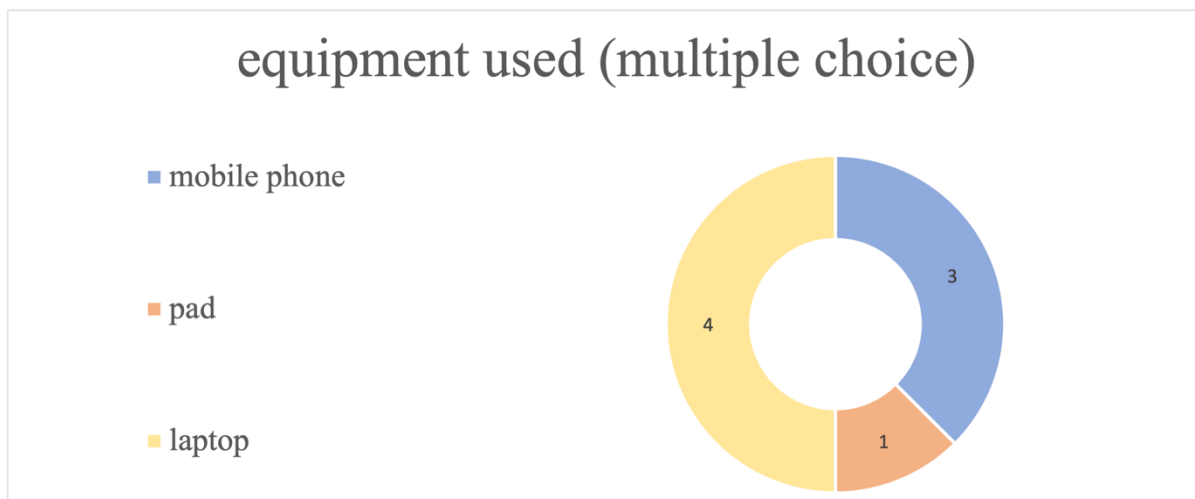
Figure 8

This question is to find out what devices students prefer for online course. The three options can be multi-chosen. The online course was initially only considered the web format, so the mobile format was not very well designed. The data shows that students have a preference of using laptop and mobile phone.

Table 2. The following are comments and suggestions for improvement from three students

Suggestions	
Student 1	The last song is slightly more difficult for me but the other songs are very meaningful and this form of singing is really better than traditional teaching because I can remember more words and be motivated to sing.
Student 2	The activity parts should be expanded further.
Student 3	The last song is too hard, and I need more time to practice.

5. Discussion

Based on the questionnaire, it is clear that the online course is useful to students' listening development. Learners were almost satisfied with the design of this online lesson, such as the simple and clear affordance of website.

However, there are still some shortcomings of the project. Firstly, the complex pre-installation work made lots of participants reluctant to join this project. To deal with the VPN problem, participants must download the VPN app in their equipment at first. While many parents claimed that it was too hard to understand and ask me why I did not design an APP. This requirement inspired me that APP could contain the content entirely without too much pre-installation. All I should pay attention to is that usability varies by devices category.

Secondly, the curriculum activities have some limitations. For example, curriculum components did not link closely to the learning outcomes. My original learning objective was to relieve students' listening anxiety and improve their listening ability through the learning of English songs. So next time I will pay more attention to prepare the design of the curriculum to make sure that each lesson activity corresponds to the learning outcomes. Such result-oriented course will give students a better learning experience. Given that there is a preference for interactive activities instead of flashcards games, so next time, teaching strategy will be changed to include more interactive sessions and activities. Even the online course could turn into a level-clear game. Students will be given a map to check points and then a character will tell students what they need to do. It will convey the knowledge more clearly by sound rather than simply the text.

Compared with the actuarial mathematics online course using the ADDIE model, English songs online course does not have the part of a comprehensive colleague evaluation in each step. According to those feedback from experts and colleagues, mathematics online course can timely improve the content to achieve the learning

outcomes. Mathematics project not only analyzed the needs of students, but also analyzed students' knowledge attitudes and skills. In the light of the curriculum materials, the actuarial mathematics course chose to use original materials to attract students. If I have the opportunity of revising the English songs project, I will make the teaching materials all by myself. Before the implementation part, actuarial mathematics course had asked experts' advice many times so that it is a good choice for me to consult the opinions from parents and teachers during the development process. In the evaluation part, we both only did the formative assessments, but mathematics course collected data at every step of the improvement to understand the impact of the project on student learning outcomes and quality. However, English songs course's data focused more on feedback data from multiple sources not only about the course itself but also about the use of the website.

6. Conclusion

Focusing on the listening pain points of Grade 3rd students in mainland, this study has analyzed the causes of listening anxiety, why students can improve listening ability through songs, and the feedback data of using the English songs.

Listening, as a very important language skill, is worth developing from an early age. From the lifelong-learning perspective, listening is no longer about grades but is a useful skill to absorb external information and basic condition for communication. Students, as non-native speakers, may suffer from listening anxiety when faced with listening practice at first, however, this can be alleviated through music. So far as is known, students have a perception of English songs through constant imitation. As a result, the aim of this online course is to get students to avoid their listening anxiety and actively participate in the listening-singing-speaking process by playing and learning at the same time. According to the questionnaire, most of the students were interested in this form of online English songs course and felt that it had improved their listening skills.

Drawing on the ADDIE model, the study has demonstrated that students can be inspired and improve their listening ability through English songs platform. Addressing the issue of listening anxiety, I have examined the effectiveness of using simple songs with interesting listening activities. From the results, I found that the more interactive listening activity, the more students will like it. I hope the results of the study will be illuminating to the research on using songs to improving students' listening ability.

Although my findings have provided many meaningful results, more studies on the online course need to be conducted to collect more data. By way of closure to the project, I would like to make the following recommendations for further research: (1) collect more feedback on listening anxiety, (2) design more interactive listening activities.

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