

## Scrutinizing Discord as an Advanced Platform to Support Students' Listening Proficiency (A Theoretical Perspective)

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### Abstract

*Discord serves as a widely used social media platform among millennials around the globe and it enables seamless communication during online gaming sessions. A few studies on the use of Discord still are limited. Therefore, this research paper seeks to propose the utilization of discord as a means in a listening class. The article offers empirical evidence supporting the considerable in what way discord will be affordable in listening class. Initially, the paper reviews previous studies that have explored the most recent social media used by teenagers that is Discord, Telegram, and TikTok. Then, it gives some practical ways how to use Discord in listening class. Subsequently, this paper elucidates the ways in which Discord can booster learners effectively to comfortable and enjoyable listening comprehending exercises for university students. Finally, a summary is provided at the conclusion of the paper, offering an overview of its main points.*

**Keywords:** Discord; listening; LMS Platform

## 1. INTRODUCTION

Today, new technologies such as cell phones, the Internet, TV, computers, and video games are becoming an inseparable part of students' life. This new generation is very much different from their antecedents. They grow up surrounded by new technologies and they cannot imagine their lives living without them. They use it for studying as well as for socializing with others. This generation has been described by Marc Prensky as "Digital natives" (Prensky, 2001). Their brain process perceives new information differently from what their educators expected or designed to teach. Therefore it becomes a challenge for lecturers to find and develop creative and effective ways to engage and educate the Digital natives. There are many research studies on the use of using technology in Education and suggested various contributions for educating this generation; one of them is the use of Web 2.0 technologies. Examples of Web 2.0 tools are social networking sites, blogs, wikis, and video-sharing sites. Among all of the video-sharing websites such as Google Video, iTunes, Vimo etc, YouTube has become increasingly popular especially with young adults (Yu, 2023), (Bećirović et al., 2021), and (Yao-Ping Peng et al., 2023). (Azmi et al., 2016).

Recently, students' lives are intertwined with new technologies like cell phones, the Internet, computers, and video games. This current generation is distinct from their predecessors as they have grown up surrounded by these technologies and cannot envision their lives without them. They utilize these technologies for both studying and socializing. Marc Prensky has referred to this generation as "Digital natives" (Prensky, 2001), highlighting the significant changes in their mindset and learning processes. This poses a challenge for educators who need to find innovative and effective approaches to engage and educate these Digital natives.

Numerous research studies have investigated the efficacy of integrating technology in education particularly the exploration of the most current social media in language learning some of them are, WhatsApp (Setyowati, 2019), (Priyambudi et al., 2021), (Azmi et al., 2016), (Wulandari et al., 2019), (Bensalem & Al-Zubaidi, 2018), (Hanim, 2021), (Dahdal, 2020), telegram (Xodabande, 2017), (Aghajani & Adloo, 2018), (A. Abu-Ayfah, 2019), (Alahmad, 2020), (Odinokaya et al., 2021) and Tiktok (Hanim, 2021), (Xiuwen & Razali, 2021), (Afidah et al., 2021), (Geology, 2021), (Anumanthan & Hashim, 2022), (Hu & Du, 2022), (Hidayati, 2022). Several suggestions have been put forth to educate this generation, and one of them involves leveraging Web 2.0 technologies. Web 2.0 tools encompass social networking sites, blogs, wikis, and video-sharing platforms. YouTube, among other video-sharing websites like Google Video, iTunes, and Vimeo, has gained immense popularity, particularly among young adults.

Moreover, previous research claimed that by empowering social media mentioned students with huge confidence practising their English. It explained that the students have to practice in order to gain confidence and familiarity with English, especially in daily communication such speaking and listening. Thus, with vast sureness, students will no longer be afraid of making mistakes and performed their English comfortably. Schema theory is widely regarded by numerous researchers as a significant element influencing comprehension (Setyowati, 2018). Nevertheless, limited investigations

have been carried out regarding the significance of Schema theory in the context of listening comprehension. Based on the earlier paragraphs, this paper provides a concise and actionable suggestion for utilizing Discord application to effectively enhance the critical listening abilities of university students.

## **2. 2.1. Discord for LMS**

In this era which we have familiar with technology, using the appropriate media to be used in online classroom is something that we should consider, otherwise the class will be so boring that makes the students lack of motivation in learning. Moreover, in developing listening skill we should using the appropriate learning media to avoid the boredom. Using only YouTube is not effective because students are usually distracted by the ads and another video that are in the YouTube menu. Discord is one of the applications that the lecturers can consider to be used in online class. Discord itself give us a lot of features that support our learning activity, such as video call, audio call, room chat with the various of sticker to give reaction to each other, etc. beside of that, the features that discord have can help the students to develop their listening skill by provide them the features that can send the voice note, voice recorder through the chat room.

In delivering the learning material, Discord provides the room chat that can be edited by the one who own the room. The sender could be modified as what the room chat host wants. Besides, discord features that can support online learning is unlimited video conference. Discord users can use this feature for free so lecturers can use it to conduct synchronous online learning. Discord also has a breakout room feature, this can make it easier for lecturers as admins to create multiple virtual meeting channels on one server so that students can discuss in smaller groups.

According to study that conducted by (Wahyuningsih & Baidi, 2021) and (Odinokaya et al., 2021) discord is really help them in doing the learning activity such a presentation. Presentation itself is not only developing students listening skill but also speaking skill. The students can also interaction with each other through the chat which mean this application can be the platform for students to practice their writing skill. also agree that because of the features that provided by discord, it support the learning activity well. This application are also very cheap to use, therefore there are a lot of lecturers/lecture used discord to replace ZOOM meeting (Wijaya & Malik, 2022). The study that conducted by (Jannah & Hentasmaka, 2021) shows that the result of the students' perception toward discord as the learning media in the class room is good. The students can feel the enjoyments and enthusiasm when they use this application. It means that this application is recommend because if the students feel happy and enjoy in learning activity, they can get more outcome than when they feel bored.

## **3. Discussion**

### **3.1. Synchronizing Discord into Listening Class**

Using Discord to have listening exercise will help lecturers because Discord has a voice and video call room, chat room that can allow every participant to send any message in a form text, Microsoft Word, PowerPoint, and the rest of available format. Listening course can be held in Discord application with the feature in it. Lecturers can manage the student through Discord just like the way they did in an offline class. Lecturers can hold a face meeting with their students just like normal class and start communicating with them about the material. After class, the lecturers can use a chat room for an assignment bulletin for collecting the students' assignments.

Discord community is also massive because many people from different backgrounds are blended into one in the community, especially people who live in native country and are English native speakers. This opens a chance for students to practice their speaking communication skills by directly communicating with foreigners. There are a lot of Discord servers that provide an opportunity to practice English by gathering English speakers from different countries both native countries and non-native countries.

In listening class, video and audio are the main features to applied in listening exercises. It would be argued that videos and audio are considered more prominent, powerful, and comprehensible compared to other features in discord. There are numerous positive outcomes associated with the use of videos in listening class. Moreover, videos motivate learners, bring the real world into the classroom, present language in a natural context, and allow learners to experience authentic language in a controlled environment."

The second features is audio visual are considered as a potential drawback when using materials, as students may find the audio component distracting and potentially lose focus on the information delivered through the soundtrack , (Bensalem & Al-Zubaidi, 2018) found that while visual cues generally enhance learners' comprehension, they do not necessarily promote understanding of the text itself. Despite these concerns, many researchers attribute the popularity of using videos in language teaching to the benefits of visual aids.

In a study conducted by (Chang & Millett, 2014), it was suggested that students prefer learning language through videos. The survey conducted in her study indicated that visual clues greatly enhance students' comprehension of videos compared to audio-based methods. Similarly, Harmer (2001), as cited in Arteaga Potosí, Guarín Loaiza, and López García (2009, p. 13), emphasizes that the main advantage of videos is that students not only listen to the language but also see it through visual clues and gestures. This visual component allows students to establish connections between words and images, thereby aiding their analysis of the language.

Taken together, these studies indicate that the use of video methodology, with its incorporation of paralinguistic features, can significantly and effectively enhance language learning. The use of videos to enhance learners' listening comprehension has been extensively discussed over the past two decades. Various studies (Baltova, 1994; Progo, 1996; Canning-Wilson, 2000; Kusumarasyati, 2004; Luo, 2004; Lin, 2009; Safarali and Hamidi, 2012) have explored this topic and highlighted the positive impact of video materials on students' ability to understand spoken language. Videos provide learners with comprehensible input through visual and auditory stimuli, allowing them to derive meaning from what they see and hear. Even without audio,

visual cues can contribute to understanding (Çakir, 2006). Lin (2009) conducted a study to investigate the effects of visual aids and text types on listening comprehension. The results demonstrated a significant influence of different presentation modes on listening comprehension, as well as an interaction with the type of text being used. Similarly, Luo (2004) examined the influence of DVD films on students' listening comprehension. The study incorporated nine films into the curriculum, with instructional activities such as story-telling, picture description, and group discussions based on the films. The statistical analyses revealed that college freshmen's listening skills improved through the use of DVD films. Furthermore, Safarali and Hamidi (2012) explored the impact of paralinguistic features, such as facial expressions and gestures, on students' listening comprehension. They conducted a study with 60 advanced female learners, randomly assigning them to either an experimental group using audio-visual techniques or a control group using audio-only techniques. The results indicated that the learners in the audio-visual group scored significantly higher in listening comprehension compared to the audio-only group. This study suggested that incorporating videos with visual clues could benefit foreign language pedagogy, particularly for adult English learners. In conclusion, learners benefit from using videos to improve their listening comprehension skills. Visual and auditory cues provided by videos enhance understanding, and the inclusion of paralinguistic features like facial expressions and gestures further aids comprehension. Learners use both their eyes and ears to derive meaning from the materials they encounter.

First things first that lecturers should do is create LMS in Discord. Then, s/he needs to make a server in discord. The lecturers need custom make the section in the server fit in with what the subject need such as, room for class chat, room for assignment, room for quiz, room for showing your updated score, Roles that related to the rooms and the students, and etc. The lecturers can invite the students into the server and give students roles according to the needed rooms that they can access. The lecturers can use the chat and video call option to do the main teaching and use the others features to support the class.

### **3.2 A Practical Ways using Discord in Listening Class.**

Listening comprehending activities involve focusing primarily on comprehension rather than linguistic structures. Both activities expose learners to spoken texts for extended periods, aiming to maximize their exposure to the target language. Moreover, listening can also contribute to increasing motivation among students. Many learners express great satisfaction when they are able to comprehend news broadcasts on internet source programs for the first time, highlighting the positive impact of this practice. However, implementing extensive listening exercises in the classroom poses practical challenges, and it may not be the most effective approach for fostering autonomous engagement and self-directed practice (Setyowati, 2018). After having an account and group in Discord the following steps should be done:

#### *Step 1—Selection of the listening materials*



Listening materials opted based on the level and our students' interests. Then, it will be evaluated vocabulary levels, sentence complexity, and the records' length, and ultimately chose

*Step 2—Identifying target grammar structures*

After selecting the video and audio, two specific grammatical structures are emphasized namely adverb placement and passives. It is chosen because they were somewhat familiar to students but not fully developed. Regarding adverb placement, our focus was on helping students recognize and learn the correct word order rather than an incorrect order, for example, students are need to notice and understand the following correct sentence structure: "The rain had completely washed away the path," as opposed to the incorrect structure: "\*The rain had washed away completely the path." While most students are aware of passive structures, they lack exposure to authentic input and struggle to recognize them in longer text passages or spoken contexts. The aim was for students to notice and learn the distinction between active and passive forms, as exemplified by the sentence: "The young man was exhausted by the events of the week."

*Step 3—Enhancing Digital Input*

In the next step, the grammatical features are taken into more prominent within the text. To achieve this, it is decided to artificially increase the volume of each occurrence of the target structures by approximately 20%. This adjustment made the target items noticeably louder, without causing any significant disruption to the listeners' experience.

*Step 4—Providing Instructions to Students*

It was crucial to explain the purpose and benefits of this exercise to the students. The students are advised "simply enjoy the story" and not worry about understanding every word or expression, but rather to "just keep listening." Students are discouraged the use of dictionaries or grammar and encouraged them to approach the story. To facilitate their engagement, background information about the story is provided and details about the author. It is emphasized that the story of video and audio would be discussed in class, making it necessary for everyone to listen to it.

Figure 1

Discord User Interface (Desktop)

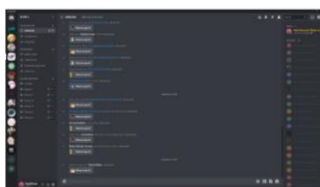


Figure 2

Discord User Interface (Mobile)

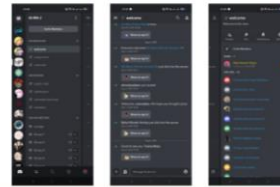


Figure 1: Discord User Interface

Figure 2: Discord user Interface (Mobile)

### 3.3 Consideration

Discord is a brand-new tool that was presented in the listening lesson. The majority of students have never used Discord before. Discord is a new technology that is being introduced to the listening class, which is a hard yet beneficial innovation from a traditional listening class. Numerous scholars have asserted that using multimedia

technologies helps foster the development of adept learners because multimedia can foster an atmosphere where students can hone their language skills and learn about the target culture. The use of multimedia resources like audio, video, computers, software, and online content is thought to be a reliable and successful way to support L2 learners. (Sedjiu, 2017).

Discord can undoubtedly be useful if used properly in the listening class because it offers multimedia information. The kids may have additional opportunity to participate more actively in the listening lesson as a result. The students were required to participate both individually and in groups when utilizing Discord. It might improve their chances of being attentive throughout the online listening lesson.

Additionally, it is important to keep the children engaged and having fun during the listening lesson. Making the learners enthusiastic throughout the listening exercises is not a simple task, especially in the entire process of learning. Discord's ability to transform a traditional listening lesson into a virtual listening class can be a breath of new air for those who teach listening.

#### **4. CONCLUSION**

It would be argued that the activities described earlier are grounded in research on second language acquisition and are pedagogically effective. Moreover, these activities offer the added advantage of utilizing a tool that university learners are already familiar with - mobile technology. It is recognized the true potential of mobile technology to expand learning opportunities beyond the confines of the classroom, empowering learners with greater control over their learning process.

In upcoming course, the goal of developing more e activities centered around video and audio. Additionally, it needs to conduct empirical investigations to examine the effects of listening and input enhancement techniques. Particularly, activities in exploring different forms of input enhancement, such as incorporating brief pauses before and after specific grammar points. These studies will enable us to gather evidence and better understand the impact of these techniques on language learning. We are enthusiastic about the prospects of mobile learning and are committed to incorporating it more frequently in our teaching practices. Based on our initial experiences, we are confident that our students will highly value this approach to learning.

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