

English Education Journal

Volume 10, Number 03, May 2022, pp. 151-166

ISSN: 2302-6413 (Print) 2716-3687 (Online)

**Extensive Speaking Practice for Instagram Live Shows:
A Narrative Inquiry Research in an EFL Context**

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Received: January 25, 2022

Reviewed: February 19, 2022

Accepted: May 26, 2022

Abstract

Acquiring second language skills needs both cognitive and affective filters. Furthermore, Covid-19 pandemics changed how people learn EFL through mobile phones or computers in which learning speaking takes place. This research tells how the researcher's experiences with Instagram live shows can reveal her extensive speaking practice and how using Instagram live shows as extensive speaking practice can enhance her speaking skills. This study is an autobiographical case study in narrative inquiry design which collected the researcher's experiences when conducting Instagram live shows. The data for this paper were taken both from non-narrative data and narrative data. The non-narrative data were from video documentation of Instagram live shows collected in 2020, while narrative data were from written Learning Language Histories (LLHs). The data, then, were analyzed thematically. The study found that Instagram live streaming practices reveal extensive speaking principles focusing on an autonomous learning journey that positively improved the researcher's intercultural communication skills, communication skills and strategies, learning network opportunity, and most notably speaking skills. Instagram live streaming pushed the researcher to have extensive speaking practices which enabled her to have more output of the learned language, English, at an advanced level. The output gave the awareness of language elements and language skills. Besides, the practices also developed the researcher's positive attitudes such as confidence and fluency. Keywords: EFL; Instagram; MALL; narrative inquiry; speaking

INTRODUCTION

As an EFL learner, being able to speak in L2 is not an easy process. According to Krashen (1987), to acquire second language needs both cognitive and affective filters. That means that both linguistic knowledge and psychological factors affect how EFL learners can finally able to have good command of English. Thus, providing a safe and enjoyable environment is a significant procedure. Whereas, it is very hard to meet an occasion to use

L2 outside the classroom or to talk with native speakers in real communication. The global pandemic hit at the end of 2019 changed everything, especially how people communicate. During Covid-19 outbreak, people learn EFL through mobile phone or computer in which learning speaking takes place mediated by technology and/or the mobile phone isolating an individual from home due to avoiding the risk to be infected by the coronavirus.

Many more people spend their time on social media to connect to others. Based on “Kantar” consulting company, it is stated that WhatsApp and Instagram users increased from 27% to 40% at the beginning of Covid-19 restrictions in Indonesia in March 2020. Ome TV, the video call streaming with strangers, became a trend on YouTube video documentation. Many of the users take advantage of this site for practicing foreign languages by meeting with native speakers or non-native speakers learning the same language. For example, there is Fiki Naki, an Indonesian live streamer, getting one million subscribers only for a month by posting his documentation to YouTube talking with strangers on Ome TV in many different foreign languages.

I, too, changed the way to learn English. I used to attend international conferences or join global volunteering to connect with foreigners. However, in the beginning of pandemic, I registered language learning apps namely “Speaky” and “Bottled” to find language partners to practice language together and to kill boredom during the staying home orders.

Instagram has been a major part of my life. Inspired by a mutual of mine who made use of Instagram live streaming to conduct a talk show, then, I thought of using this platform too for talking with my peers and programmed it for the community service. Finally, I used Instagram live streaming to talk with friends from abroad to talk about Covid-19 prevention in their countries. I named the program “Get to Know English”. The goal of this program is to give the listeners exposure to English varieties and for me to have a supportive English learning community. There were so many ways how these practices can improve my speaking skills.

Then, I connected to some works of literature and I found about extensive speaking from Gu & Reynolds (2013). Gu & Reynolds’ study argued that an autonomous speaking activity seems under what occurs in extensive reading’s principles by Bamford & Day (2002). I meant to research my experience of speaking practices via Instagram live streaming is considered extensive speaking activity and how far it can improve my English-speaking skills.

Some extensive speaking studies have been done in advance. Sun (2013) found the effectiveness of extensive speaking practice via voice blog. Gu & Reynolds (2013) explored the impact of extensive speaking practices via immersion camp for Korean EFL learners’ oral production. Moreover, Jabu & Korompot (2019) constructed a learning model using the Extensive Speaking Approach (ASIA) in an English language teaching training department for an intermediate speaking course. Rofiqoh (2018) explored the extensive speaking activities of Indonesian who had ever studied in an American school in California. Last but not least, perspectives of English Education students towards the use of social media to post video blog (vlog) for an extended speaking activity was explored by Su, Fatmawati, and Selamat (2019).

Even though some studies of extensive speaking focusing on pedagogy and curriculum context had been explored, yet the study of extensive speaking from an individual voice especially connected with mobile-mediated communication on social network sites is not yet found. Thus, this autobiographical study was examined to explore two main research problems, they are:

1. What do my experiences of Instagram live shows reveal about extensive speaking benefits?
2. How do my extensive speaking practices improve my English-speaking skills?

LITERATURE REVIEW

Extensive Speaking

The Definition of Extensive Speaking

Several extensive speaking definitions were outlined. According to Brown's speaking assessment, extensive speaking is a kind of task referring to complex and relatively long monologues in the form of oral reports, summaries, or probably short speeches (Bahar, 2013; Bashir, 2011). In addition, Sa'adaah as cited in Rofiqoh (2018) defined that extensive speaking is an oral production task that involves speeches, oral presentations, and storytelling during which the opportunity for oral interaction from listeners is either highly limited or ruled out altogether. Sari (2018) stated that extensive speaking was done by students at intermediate to advanced levels using a formal and deliberative register, and it is an activity that can be planned or impromptu. Lastly, Rofiqoh (2018) concluded that extensive speaking is one-way communication in the public with minimum audience interruption.

Even though there are many interpretations about extensive speaking, this study focuses on extensive speaking's definition by Gu & Reynolds (2013) who argued in the paper that the actual speaking or making more output in EFL classroom is the crucial way to increase student's speaking skill. Extensive speaking was adopted from Bamford & Day's extensive reading principles by Gu & Reynolds' (2013) modification in a speaking context. The term "extensive" is dealing with the instructional approach in the classroom in which the teachers let the students have their control towards their works.

The Principles of Extensive Speaking

The principles of extensive speaking outlined by Gu & Reynolds (2013) are as follows:

Table 1. The Principles of Extensive Speaking in Classroom Context

Notion	Day and Bamford (2002)	A procedure to accomplish extensive speaking design
Skill level	Material is easy (comprehensible input)	Students produce language, so it must be at or below level.
Variety	Provide a wide variety of materials and topics	Suggest lots of topics – related to class themes, and not related to class themes.
Learner autonomy	Learners can choose what they read	Always allow "free topic" talks.
Consistency & regularity	Learners read as much as possible	Schedule daily time for extensive speaking work; allow additional talks via the internet.

Purpose	Reading purpose is pleasure	Make activities required, but ungraded (and have the instructor be enthusiastic in interacting with their extensive speaking reports).
Reward	Reading is its own reward (intrinsic, <i>not</i> graded)	Make activities ungraded.
Speed	Reading speed is faster than intensive cases	Allow students to produce independently (in a different room than the rest of the class).
Interaction	Reading is individual and silent	Not silent, of course, but talks are individual (with post-talk feedback from the teacher, but not other students).
Teacher roles	Teachers orient and guide	Teachers do not grade but do provide positive feedback and encouragement.
Teacher roles	A teacher is a role model reader	Teachers also create talks on the scheduled class topics for the students to listen to and interact with.

The Activities of Extensive Speaking

Several studies have outlined the activities of extensive speaking. Gu & Reynolds (2013) mentioned that personalized extended talks are preferable, while Brown (2004) stated that oral presentation, picture-cued storytelling, and retelling story are ways to have extensive practice activities. Rofiqoh (2018) found that individual short talk, personal presentation on a professional topic, joining the class discussion, and performing spontaneous speaking assisted L2 speakers to have extensive speaking activities in the classroom context. Based on these studies, it can be concluded that the focus of extensive speaking activities is a personalized-based talk.

The Effects of Extensive Speaking

Extensive speaking practice gains many positive attitudes for foreign language learners. Gu & Reynolds (2013) revealed that extensive speaking activities affected students' speaking fluency, speaking proficiency, and positive attitudes. Additionally, Gotruk (2016) as cited in Su, Fatmawati, & Selamat (2019) revealed the effect of Turkish EFL students publishing video recording which is about an extending speaking practice on Facebook enhanced their self-esteem in presenting ideas orally, self-confidence, and usage of the target language while taking the risk to be appreciated or not by the others. However, Sun and Yu (2012) mentioned that extensive speaking practice via voice blog which they experimented with for 46 college students learning English as a foreign language in Taiwan did not give a significant improvement in their pronunciation, language complexity, and accuracy. They explained that this is a result of the nature of blogging that focuses more on negotiating to mean than on form because of its personal and authentic use.

Social Networking Sites

The General Overview of Instagram

Gambo (2020) defined that Social Networking Sites (SNSs) as the improvement of Web 1.0 into Web 2.0. This Web 2.0 provides more user-generated content and allows

connectivity than Web 1.0. SNSs develop a user-friendly online community because of their ability to build a profile with a detailed description of its background and a personal portrait. One of the examples of SNS is Instagram. Instagram focuses on making a photo-sharing app that enables the users to share Polaroid-like pictures which can be attached using various filters and videos of not more than 15s duration. Users who sign up for Instagram can create a profile and start following others. Instagram allows an individual to be a follower of certain figures or friends or to be followed by anyone, according to their profiles' privacy settings. Instagram has more than a billion monthly active members and there are 500 million stories shared per day (Instagram, 2019).

In addition, Instagram is the fifth most used SNSs around worldwide based on Statista (2020) and it is used by 79% of internet users of 16 to 64 years old in Indonesia (we are social, 2020). Carpenter et al. (2020) explained that Instagram offers private messaging, content tagging with searchable hashtags, posting images or videos in one post using a caption to 2200 text characters, and stories sharing feature which allows users to share content that is accessible to others for only 24 hours. Gomes (2020) also mentioned some additional features from Instagram which were creating an online shop, advertising products, and creating broadcasting channels. Besides all of this, Instagram also has a "going live" feature in which 2-4 people can broadcast their accounts to be watched by their followers. The live circle can appear in the "stories" line and the followers who are online at the moment can notice it. In this feature, the viewers can give comments and questions to the speakers. Hospitality-wise, the host speakers can give a virtual wave to whoever clicks their live button and watch them mingling virtually.

The Use of SNSs for Language Learning and Pedagogical Purposes

Based on Ellison, Steinfield, & Lampe (2007), social media can help students to develop social capital in terms of educational purposes. It enables teachers and students to connect in terms of sharing information, news, announcement, or even a class project. Su, Fatmawati, & Selamat (2019) additionally argued that social media can be a platform for EFL learners to improve their speaking skills by making a vlog, personal video documentation. Making vlogs provides them an opportunity to use L2 orally for recording their activities. Besides that, Gomes (2020) investigated the opportunity of a learning network space by using Instagram. 'Instanaratives' is made for people to post their learning language histories using photos and captions or a video. It is found that the program matched with the principles of network proposed by Downes (2012) such as autonomy, diversity, openness, and interactivity.

RESEARCH METHOD

Research Design

This study used an autobiographical case study with a narrative inquiry design that was aimed to reveal how the researcher's experience in extensive speaking via Instagram live shows can improve English speaking skills. Narrative inquiry design uses the stories of someone's life as a means for analyzing the data or presentation of the findings (Barkhuizen, Benson, and Chick: 2014). In addition, Polkinghorne (1995) mentioned that

narrative inquiry means changing the non-narrative data into stories for conveying their comprehension of the data's meaning.

Data Collection

This study collected the researcher's experience while doing her extensive speaking practice by having Instagram live streaming shows for a youth online community platform on Instagram that ran from July 2020 until the end of October 2020. The data were taken from mainly two sources. Firstly, the non-narrative data were the video documentation of the shows which were multimedia texts. Besides, the researcher retrospectively also wrote a narrative document called "Learning Language Histories" guided by prompt questions that reflect on her identity, emotions, learning strategies, and learning advice regarding Instagram live streaming activities.

Trustworthiness

In this research, the relationship between the researcher and the participant was that the participant was the researcher herself. Secondly, this study used triangulation of sources of the data to show the relationship between the findings and the presented realities. The researcher wrote reflectively the learning language histories (secondary data) by repeated reading several multimodal texts (the primary data).

Barkhuizen (2014) defined the level of trustworthiness. The first level is the relationship between the findings of the studies and the presented realities, while the second level is the relationship between the researcher and the participant.

Data Analysis

The process of analyzing the data began with listing the data collection. Then, the listed data were read several times while writing the learning language histories. Then, the data reduction was applied. Next, the data with eliminated information were coded and organized under some thematic headings. Lastly, the researcher categorized the data based on theoretical concepts.

Barkhuizen (2014) suggested that narrative inquiry research is analyzed qualitatively using thematic analysis (Bogdan and Biklen, 2006; Corbin and Strauss, 2008; Miles and Huberman, 1994; Richard, 2003; Silverman, 2006).

FINDINGS

In this section, the researcher provides the answer to how her experiences of Instagram live shows reveal about extensive speaking principles and how these speaking practice histories could improve her English-speaking skill. The data are presented from before the show, during the show, and post the show. The participants, except for the researcher in "I", are addressed in initial only.

My Experience about Extensive Speaking Practice via Instagram Live Shows

The extensive speaking practices using Instagram live shows enable me to strive through foreign language learning with its learning networking community, communication strategies, and intercultural awareness.

Learning Network Community

First and foremost, I have been familiar with the English-speaking practice outside classroom settings before the Instagram live show was viral due to the Covid-19 pandemic. Since my background is someone who loves to engage with intercultural communication skills, I have tried many things to hone these skills better. In the 5th semester, my lectures asked me to accompany an American who stayed in Solo because she followed the “Fulbright English Teaching Assistant” program. When I was in the 6th semester, I knew that my juniors in the intercultural awareness course were asked to register on language learning apps. I, then, registered “Speaky” in May 2020. Then, I had to follow the community service program, a credit from the uni, to finish my junior year with restricted Covid-19 protocols in June 2020. While writing the proposal program, I knew one of my mutual friends on Instagram using Instagram live shows to conduct webinars program in English. I initiated “Get to Know English”. My understanding of MALL and English varieties was derived from research articles I read to finish my academic writing course in the 5th semester.

The idea at that moment was I mediated conversation practice with a stranger that was watching the IG live. However, it did not work perhaps because many English as foreign language learners were shy and nervous speaking English in the public. I changed the arrangement into the nature of the early program in which I invited some friends either from Indonesia or overseas to talk about a specific topic together. Some viewers were listening, responding, or asking a question in written form.

(LLHs, July 2021)

During live, I managed to use the virtual wave feature on the Instagram live room whenever a friend of mine came by to see them live for seconds to minutes.

I liked when the people who were in the live room asked a question or commented on the chat. I felt like we were being heard and they participated actively in this conversation. There was an opportunity when the friend of an American guest asked a question about our view on whether to combine religion or not in the government. There were some chances that the friends of the guest watched the live show and cheered their friend who was speaking. They commented like “My friend is very cool.” or dropped comments on which they wrote their name’s friend. This audience could also interact with each other. There was one moment an Egyptian follower watched the live show and commented “Marhaba” meaning “hi” in their language.

(LLHs, July 2021)

Post talkshows, I shared the link of the IGTV to my WhatsApp status to invite my contacts to watch the video. Besides, I also posted the video on Instagram story. I found that whenever the live show finished, there was a new engagement on Instagram’s page sphere whether it was a comment or a follow from strangers. From this live video, I had a lot of figureheads to learn from. They were both NSs from different parts of the world and NNSs. I could have virtual English exposure myself.

There was a moment when a Sri Lankan English beginner level buddy was confused about my “English” pronunciation in the posted live video. Then, he made me notice that so far I have pronounced it with /s/ not /sh/ as it should be. This feedback was so meaningful for me so that whenever I spoke the word “English” and other /sh/ sound ending words I was more aware.

(LLHs, July 2021)

Communication Strategies

Before the Instagram live shows, I prepared technicalities and practiced my moderating skill behind the camera. Then, I said to my speaking partner that I would inform the question lists some days later. I made the question lists to structure the talk and to avoid dead ends. During this practice, I noticed some of the words that I was not familiar with the pronunciation. I consulted online on “Cambridge Dictionary” for Received Pronunciation (RP). Some friends also chatted words that they would pronounce differently because of English varieties. They anticipated further misunderstanding. Last but not least, I managed that the room for my live show was bright and quiet. I checked the audio and my smartphone storage so that I was sure there were not going to be any problems.

This opportunity also let me guess the meaning from the context. I might not know some vocabulary in sentences but I evaluated with the body gesture, facial expressions, and also the words surrounding the vocabulary I did not know. Lastly, the comment section from Instagram live show allowed me to confirm what my friend say when I did not know what my friend was trying to say or a foreign language in their native language. On some occasions, I asked them to type vocabularies or phrases that I was not familiar with. I asked this because I sometimes faced difficulties in understanding English varieties especially ones with a thick accent. This comment feature was also used for the viewers to ask questions to us or to respond to our conversation.

Reading a comment could be helpful because words were written. The accent was not a big deal for me. If I did not know what they said, I would ask them to repeat it. I tried to jot down some key insights as well from the conversation that could help me write the caption on the IGTV post better. Here are some communication strategies during the shows.

- **Asking for clarification**
“Isa had been here for about 6 months? Right?”
 - **Asking for further description**
“What’s cadet?”
“How do you articulate culture shock?”
 - **Using mediator**
Making advantage of the comment section to write the words we do not know each other.
 - **Code-switching**
I hardly translated into Indonesian to make an interaction with Indonesian viewers.
- (Excerpts from multimodal texts, 2020)*

Intercultural Awareness

Because I talked with people from different nationalities and cities around Indonesia on my live shows, this extensive speaking experience grasped intercultural awareness too. Before the live shows, I had been interested in connecting to language exchange apps. Due to Covid19 community service urgency, I came up with an idea to share awareness about COVID-19 from the perspective of my international friends. I imagined that this program would be so fun and inspiring because I did something that I liked which were having a cultural exchange with the foreigners, having communicative English conversation practice, and broadcasting management using social media. Furthermore, I thought that the viewers of the program could also learn from our conversation either the listening skill practice, cultural awareness, or about the content awareness itself.

Most of the time, I chose a topic that correlates with the guest's experience so that we did not talk about unbeneficial things for instance debating experience, becoming an English teaching assistant in Indonesia, having Indonesian Muslim friends, etc. The topics that I chose were familiar to me as well. I was so confident to talk about it because I was passionate enough to talk about education or culture online. Listening to different accents pushed me to really pay attention to my speaking's partner. I found it more challenging when I listened to foreigners because they have a thick accent as same as me.

He sent me a message before going live saying sorry if there would be a misunderstanding somewhere due to the lack of knowledge of my accent. Similarly, my Spanish friend and Sri Lankan shared the same anxiety if they were not understood by me because of their accent. They anticipated by sending a voice message and told me a word that was pronounced significantly different like "Maldives" and "puzzle".

(LLHs, July 2021)

Furthermore, there are some interesting intercultural insights mutually shared between from the culture of my speaking partners and from Indonesia's customs. I often gave Indonesian custom inputs when we talked about cultural or ethical questions so that my friend will learn about my country's culture while I learned from them.

There was one moment an Egyptian follower watched the live show and commented "Marhaba" meaning hi in their language. Another example was when I went live with an Egyptian. He mentioned that he never had rice for a breakfast. When I talked to an American woman, she talked about individualism in America vs collectivism in Indonesia. We also talked about the adzan (call to prayers) and how Americans celebrate Christmas Holiday.

(LLHs, July 2021)

- ***Curiosity***
Asking about British influence in Sri Lanka.
- ***Discussion/explanation***
Currency comparison between Rupee and Rupiah.
Telling Indonesian's custom.
Explaining and comparing Bali and Sri Lanka tourism.
Talking about race on the live show.

*Talking about schools**(Excerpts from multimodal texts, 2020)*

Lastly, I had a lot of figureheads to learn from. They were both NSs from different parts of the world and NNSs. I got a chance to have English exposure because I spoke to real people in a real-world situation from this live video. I had exposed to a natural communication setting using EFL which led me not only to improve language skills but also understand the targeted culture.

The Story How the Researcher's Extensive Speaking Practices Improve English Speaking Skill

Speaking skills improvement here is judged by the fluency, vocabulary, pronunciation, grammar, and discourse comprehension aspects before, during, and after the Instagram live shows.

Fluency differences

As I said the same line for opening dan closing, I saw myself become quicker in saying those lines whenever in the next show. Below are the opening and closing lines:

Opening clip: *Hi, guys. Welcome again to "Get to Know English" with me Fatiha. Let me introduce myself. I'm Fatiha and I'm the host of this show. I'm an English education student. Get to Know English is a platform where you can listen to various English accents and improve your speaking/conversation practice.*

Closing clip: *So yeah, that's it. Thank you so much for joining. That was my talk with A. It was so fun. I learned a lot. I hope you get something from this conversation too. See you next time. Bye.*

During the shows, I had learned certain pattern how the shows must be run. First, I greeted some viewers who join the live. Then, the guest started to take part by introducing himself and greeting the viewers. I tried to have small talks before the real talk show or questions. I asked about how the weather on his place was, what he was currently up to, or whether he had had dinner, breakfast, or coffee yet. Next, I began to ask the questions one by one with indirect structure. I gave the background of the question first before I delivered the point of the question. Show by show, I felt more fluent in speaking English due to the repetition that I made. This repeated pattern boosted my confidence in hosting a show in English.

Vocabulary Improvement

Before having the live show, I prepared a lot of things and updated my knowledge. Due to this schema, I knew the technicalities to handle a talk show as well as I updated comprehensible vocabularies from the content that I tried to find myself. My preparation for the Instagram live shows pushed me to read and listen a lot. From these, I could grasp vocabulary from the text I read on the internet.

For example, I had ever heard about "setting boundaries" from an argumentative YouTube video and one show with an American friend talking about individualism in America vs

collectivism in Indonesian culture allowed me to use this phrase. I felt so proud that I could say a concept from the targeted culture.

(LLHs, July 2021)

During the live shows, I sometimes listened to new vocabularies that I got from both NSs and NNSs. I needed to guess the meaning from the context. For example, an American guest once said 'havity' and 'devoted to' religion when we talked about Islam's obligatory five-time prayers. I had not known the meaning of those vocabulary before, yet I tried to kept listening and tried to understand the point of the guest. I also used communication strategies like appealing for help when I was doubtful to find the correct word for allergic and I asked for help from my speaking partner. "Is it allergy or allergic....?"

While listening to the guest's answer, I often noted down interesting phrases or idioms to be shared later on Instagram story or post. For instance, I had a new list of idioms specifically from NS like "going against the grain", "figurehead", and "the green always be greener on the side of the house". This expanded my vocabulary bank.

Pronunciation Improvement

From the rehearsal, I usually got some words that I had not been familiar with the correct pronunciation or part of speech yet for instance "foreign" or "foreigner" when I had to go live with an Indonesian student studying abroad, "catalyst" or "catalisator" when I had to introduce the background of the guest, "curfew" when I had to ask the covid-19 restrictions in my guest's place, and "expatriate" when I had to ask about foreigners' population in Sri Lanka so that I checked Online Cambridge Dictionary to know how to say the appropriate ones.

Besides the content, I also asked how to pronounce the guest's name correctly. Other than that, there was an accent thing discussed. There were some moments when the guests sent direct messages to apologize if I would not know certain words from them because of thick accent differences.

During the show, I executed some strategies that made my fluency in speaking English increase. I used word coinage once when I tried to say "Valentine" with Indonesian dialect but then after I repeated and I listened to the guest (NS), I could say the received pronunciation. I also corrected myself whenever I had slip of tongue for example the word "the moon" should be "the mouth". Lastly, I also repeated the words while finding the correct pronunciation like the word "expatriate". The NS speaking partner negotiated if that was the right way to pronounce or not. From this extensive practice, I could gain my pronunciation aspect in speaking English. Speaking to people from all over the world also made me understand English varieties.

Grammar Improvement

Before the show, I had had more than enough knowledge in grammar. This was my foundation in crafting the questions list for the shows. However, I still improved my grammar via Instagram live streaming by spontaneous production I had to make during the show. I often asked questions spontaneously as a follow-up of the guest's answer. This

impromptu asking pushed me for good to construct a grammatically correct question. The spontaneous replacement during talking also signalled my grammar improvement.

- **Spontaneous replacement**

1. “**Do** people or Sri Lankan people on your age **can...**” was replaced to “**Can** youth on your age...?”

2. “**Is there** many..... ” was replaced to “**Are there** many..... ?”

3. “English language **learner**” was replaced “English language **learning**?”

4. “Our president is so kind **people**, so kind **person**. Sorry!”

(Excerpts from multimodal texts, 2020)

Besides, I published the recording onto IGTV with the caption- writing about today’s talk conclusion in English. I also watched the videos again after the show which raised my ability to recognize errors in my grammar accuracy.

- **Error analysis**

I mentioned “wait me” on the show. When I watched the video again, I said that it should be “wait for me” or “wait for us”

The confusion between past and present events. I said something like “are you into teaching?” and after I watched the video I should have said, “were you into teaching?”

(Excerpts from multimodal texts, 2020)

Discourse Comprehension

Before having the live shows, I prepared some questions draft to be asked to the guest. My preparation for the Instagram live shows pushed me to read and listen a lot. From these changes, I got a fun exposure to support my speaking accuracies especially content and I also discussed on the chat or call with my friends enabled me to engage with another discourse comprehension.

There was a moment when my online friend from Sumatra who would be the speaking practice partner asked me to have a WhatsApp video call to talk about the live show and have a technical practice first. I guess because she was nervous and she thought that this talk show was a really special opportunity for her so she did not want to make it awful. “This is the first time I go live on Instagram. I have no idea. So please guide me.” she asked for help. I also practiced by myself 1-3 days before the show.

I repeated the opening, questions, and closing parts in front of the mirror, webcam, or front camera on my smartphone.

(LLHs, July 2021)

While the guest was answering on the show, I listened to his response and made eye contact. Additionally, I often shook my head as a body gesture signaling my agreement. I also made many mental notes of the points of the guest. What I did next was not about asking the other questions, but I gave responses either opinion, follow-up questions, or paraphrasing the guest’s answer in my own words. These opportunities pushed me to be an active listener.

- **Making conclusions**

"I am trying to conclude as the host."

- **Paraphrasing**

I always tried to repeat the guest's statement using my own words.

- **Asking further details**

I said something out of the questions list draft as I asked about the perspectives of young Americans going out from the house at the beginning of their 20s. "Is it not common for Americans to go out from the house?"

- **Discourse markers/transition**

"Moving on to the next question"

"All right. So far we have learned about your background. Now, let's move on to a different theme..."

"This will be the last question before closing."

(Excerpts from multimodal texts, 2020)

By the end of the live shows, I always summarized the points of today's conversation and gave closing remarks. Thus, I felt that this practice increased my comprehension in understanding discourses. These live shows made me more confident because I was recognized as someone who can speak English fluently by my virtual friends. Another reason why these shows made me confident is that I could share my aspiration freely and talk to other people. I also felt more open-minded because I listened to diverse stories and read many contents digitally. The findings show that my experiences of having Instagram live shows led me to improve my English-speaking proficiency while executing communication strategies.

DISCUSSION

Firstly, my experience with an extensive approach using Instagram live shows showed that I could make better understanding if I had another person to talk with. The partners indeed gave post-talk feedback either to say gratitude, their feeling on the live show, their reflection of what language component they should improve more to me on the private chatroom. On the other hand, Gu & Reynolds (2013) addressed that the interaction of extensive speaking approach in classroom setting should be individual with post-talk feedback from the teacher but no other students. Most likely the theory of socio-cultural framework by Vygotsky (1987) examined this prevalence in which learning occurred in social interaction rather than from isolated individual effort.

Additionally, my extensive speaking practice via the Instagram live shows proved that I can have more interaction or networking autonomy and agency than I practice speaking via intensive classroom context. From the live shows, I learned how to have learning autonomy in which I was responsible for what I wanted to talk about on the internet by collecting data about the guest's background or the content to which I want to talk itself. Similarly, Gomes (2020) found that sharing learning language histories on

Instagram increases the principles of network proposed by Downes (2012) such as autonomy, diversity, openness, and interactivity.

The live shows revealed that I tried to be consistent by having regular schedules managed by myself. The autonomous schedule is in line with the principles of extensive speaking practice in classroom design proposed by Gu & Reynolds (2013) that mentioned consistency and regularity. During the practice, I engaged with various topics related to my expertise on language learning or not related to my background knowledge such as women activists and women empowerment. This extensive speaking principle was applied to what I did during the practice on the Instagram live shows since another principle of extensive speaking on the classroom design is to have several topic varieties that are both related to class themes or not.

Secondly, these changes enable me to meet various cultural backgrounds people both native speakers and non-native speakers that enhance my intercultural competence (ICC). This is similar to Jung (2017) that elaborated how Synchronous Computer-Mediated Communication (SCMC) benefits ICC of L2 learners. According to Byram (1997), ICC includes the ability to understand the targeted language community and behavior as well as explain it to the members of the L1 community and vice versa.

Thirdly, my friends and I tend to use Instagram live comment section to become the communication mediator between oral and written forms most of the time. I feel that the comment section clarifies the things which I was confused about in the spoken form as well as checks the correct spelling. This inclusive interaction also opted for communication strategies that were suggested by Brown (2004) and Thornbury (2005) like appealing for help and making sentences incomplete so that the speaking partner would continue.

According to my experience, the comprehensible output by Swain as the foundation of the extensive speaking approach was true. My extensive speaking practice on Instagram live shows directed me to analyze errors before, during, and after the shows. Most of the errors that I found in order are grammar, pronunciation, and vocabulary. With Instagram live shows, I got some external feedback from the viewers, followers, and the comment feature leading me into language improvements.

However, this study did not suggest that the Swain's output hypothesis outweighed Krashen's input hypothesis as what Gu and Reynolds' (2013) extensive speaking study proved. Based on what I have experienced, I can claim that between input and output complement each other. In fact, it is true that my extensive speaking approach proved that my linguistic competence improvement was due to the comprehensible output I gradually made. On the other hand, I had gained input too since I practiced speaking on social networking sites means that I use MALL and multimedia texts as learning media in which I met so many interactions. Krashen (1982) agreed that interaction can be a good source of comprehensible input. In this study, I talked with a friend during the Instagram live shows that proved interaction can be a source of enjoyable input. The answer of my friend on the shows improved the discourse comprehension and sentence structure since I grasped many more vocabularies too.

CONCLUSION & SUGGESTION

Based on the findings of the study, this study can be summarized that my experience of having Instagram live shows to practice extensive speaking reveals several positive impacts in some different areas. They are learning network community, intercultural awareness, autonomous learning, and most notably, English speaking skill. In the realm of English Language Teaching (ELT), this study can be a learning design reference to conduct extensive speaking approach in classroom for raising more learning autonomy, agency, and hands-on experience. Teachers can also explore this study for a communicative language teaching methodology using technology. Furthermore, post covid-19 teachers can elaborate the use of telecollaboration in English language classes especially to enhance interactivity and engage speaking class.

This paper discusses the practices of extensive speaking using mobile-mediated communication for a higher intermediate learner for learning English as foreign language. Furthermore, this study only collects a personal story of extensive speaking experience using Instagram live shows without any in-depth interview sessions with other speaking partners except using the learning language histories of the researcher herself. Thus, this study contains subjective findings that probably in another context results in quite different ones.

Future researchers can elaborate this study into several different matters to observe. First, they can explore the correlation between extensive speaking and another L2 skills beside speaking, intercultural communication competence skills, the affective aspects like speaking anxiety and confidence, or self-regulated learning strategies. Secondly, future researchers may change the time setting and explore the study further for the post-covid-19 educational context, especially in the scope of English teaching not English learning. In addition, they can observe how EFL teachers use the extensive speaking approach in ELT classrooms especially with communicative language teaching methodology.

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