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مجلة جامعة طيبة

# A&H الآداب والعلوم الإنسانية

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دورية علمية محكمة تصدر عن

كلية الآداب والعلوم الإنسانية بجامعة طيبة



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للدخول للموقع الإلكتروني للمجلة والاطلاع على

بمحتكم والبحوث المنشورة، يرجى مسح كود QR

التالي عن طريق أي قارئ لأكواد QR



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# التعريف بمجلة جامعة طيبة للآداب والعلوم الإنسانية

مجلة جامعة طيبة للآداب والعلوم الإنسانية هي مجلة علمية محكمة، تصدر عن كلية الآداب والعلوم الإنسانية، بجامعة طيبة، تنشر البحوث والدراسات الأصيلة، باللغتين العربية والإنجليزية.

## الرؤية

الريادة في نشر البحوث العلمية الأصيلة في الآداب والعلوم الإنسانية

## الرسالة

نشر الأبحاث العلمية المحكمة في مجالات الآداب والعلوم الإنسانية وفق المعايير المعمول بها عالمياً للتحكيم ونشر الأبحاث

## الأهداف

- نشر الأبحاث الأصيلة في مجالات الآداب والعلوم الإنسانية التي تسهم في خدمة الإنسان وتقديم المجتمعات.
- تلبية حاجة الباحثين محلياً، وإقليمياً، وعالمياً لنشر الأبحاث الأصيلة في مجالات الآداب والعلوم الإنسانية.
- الإسهام في إيجاد مرجعية علمية محكمة في مجالات الآداب والعلوم الإنسانية.
- العمل على النهوض بعدد الاستشهادات المرجعية بأبحاث المجلة.
- الحصول على معامل تأثير إقليمي ودولي متميز في تخصص الآداب والعلوم الإنسانية.
- إدراج المجلة ضمن شبكة كلابريفيت للعلوم (ISI سابقاً) وكشاف الاستشهادات المرجعية الدولي للمجلات العلمية المصنفة عالمياً.

## قواعد النشر بالمجلة

- البحوث المقدمة للنشر يجب ألا يكون قد سبق نشرها، حتى وإن كان من الباحث نفسه، أو مقدمة للنشر في جهة أخرى، وإذا قبلت للنشر فلا يسمح بنشرها، سواءً باللغة العربية أو بأية لغة أخرى.
- في حال ثبت أن بحثاً تم نشره بالمجلة قد نشر سابقاً في مجلة أخرى - ولو كان ذلك من طرف الباحث نفسه -، فإن للمجلة الحق في اتخاذ الإجراءات القانونية المناسبة ذات العلاقة.
- تمتنع المجلة عن تحكيم البحث الثاني لأي باحث إلا بعد صدور أربعة أعداد من تاريخ نشر بحثه الأول بالمجلة.
- يقدم الباحث طلباً بنشر بحثه متضمناً العناوين التي تمكن من الاتصال به ومراسلته عليها، وتعهده بالملكية الفكرية، ومشفوعاً بسيرته العلمية، والتزاماً بعدم نشر بحثه في أي جهة نشر أخرى وهذه المرفقات يتم تحميلها من الموقع الإلكتروني للمجلة على الرابط التالي) أمسح الكود QR أسفله عن طريق أي قارئ للأكواد للدخول لموقع المجلة)
- يُعدُّ إرسال البحث عبر موقع المجلة الإلكتروني قبولاً من الباحث بقواعد النشر في المجلة.
- لا ترد المجلة على استفسارات الباحثين عن حالة أبحاثهم، إلا بعد انقضاء فترة ستين يوماً (شهرين) من تاريخ وصول البحث للمجلة.
- تعتذر المجلة عن استقبال الأبحاث خلال الإجازات الدراسية في منتصف العام، ونهاية السنة الدراسية، وفق تقويم الدراسة في جامعة طيبة، المعتمد في موقع الجامعة الإلكتروني.
- تخضع الأبحاث المقدمة للمجلة للتحكيم من قِبَل محكمين متخصصين ومعتمدين لدى المجلة، وهئية تحرير المجلة حق تقرير أهلية البحث للتحكيم من عدمه ابتداءً.
- تقدم المواد العلمية والبحوث عن طريق نسخة إلكترونية عبر البريد الإلكتروني للمجلة
- تكتب الآيات القرآنية للبحوث العلمية في العلوم الشرعية وفق مصحف المدينة النبوية للنشر الحاسوبي.
- يشترط ألا يتجاوز عدد كلمات البحث (١٢٠٠٠) كلمة، متضمنةً الملخصين العربي والإنجليزي والكلمات المفتاحية.
- يكون لكل بحث ملخصان: أحدهما باللغة العربية، والآخر باللغة الإنجليزية، على ألا يتجاوز عدد كلمات أي منهما (٣٠٠) كلمة.
- يتم إدراج ما بين (٤-٦) كلمات مفتاحية كحد أقصى وتكتب باللغتين العربية والإنجليزية.
- يكون توثيق النصوص والاقتباسات باستخدام إحدى الطرق العلمية الموحدة في كامل البحث.
- القواعد الخاصة بإعداد قائمة المراجع: -
- تتضمن قائمة المراجع الأعمال التي استشهد فيها في متن البحث وترتب ترتيباً هجائياً.
- رومنة المصادر العربية بالحروف اللاتينية في قائمة مستقلة.
- ما تنشره المجلة يعبر عن وجهة نظر صاحبه، ولا يعبر بالضرورة عن وجهة نظر المجلة.



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## فاعلية استراتيجية الاستماع المكثف عن طريق مصادر الإنترنت لتعلمي اللغة الإنجليزية

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### المستخلص

تهدف هذه الدراسة الى قياس فعالية الاستماع المكثف من خلال استخدام شبكة الإنترنت لتطوير مهارة الاستماع لدى متعلمات اللغة الإنجليزية. شارك في هذه الدراسة ١١٩ طالبة وتم تقسيمهم الى مجموعتين: ضابطة = ٦٦ وتجريبية = ٥٣. وقد تم تطبيق استراتيجية الاستماع المكثف على المجموعة التجريبية بينما تم استخدام الطريقة التقليدية لتدريس المجموعة الضابطة والتي تعتمد على اتباع تدريس الكتاب المطلوب فقط. وفي بداية الدراسة، طلب الباحث من طلاب المجموعة التجريبية الاستماع الى مجموعة من مصادر الاستماع الحديثة تتضمن بودكاست من مواقع مختلفة وحديثة خلال ٣١ أسبوعاً. تشمل الأدوات التي استخدمها الباحث اختبار قبلي وبعدي لكلا المجموعتين ومقابلة مع ١٢ طالبة من المجموعة التجريبية. وقد أوضحت نتائج هذه الدراسة تفوق طلاب المجموعة التجريبية في الاختبار البعدي على المجموعة الضابطة. أما بالنسبة للمجموعة الضابطة، فقد أوضحت نتائج الاختبار البعدي تراجع في مستواهم مقارنة بالاختبار القبلي. وقد أوضحت طالبات المجموعة التجريبية في المقابلة أن استخدام الاستراتيجية قد زاد من دافعيتهن للتعلم واستقلاليتهن. وفي نهاية الدراسة، طرح الباحث مجموعة من الاقتراحات التعليمية والتوصيات المتعلقة بهذه الدراسة.

**كلمات مفتاحية:** استماع، مكثف، تكنولوجيا، لغة أجنبية، بودكاست

# The Power of Extensive Listening Approach by Using Web-based Resources for EFL Learners

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## **Abstract**

The purpose of this study is to examine the effect of Web-based extensive listening activities on Saudi EFL learners' listening comprehension. The participants were divided into two groups: control (N=66) and experimental (N=53). The experimental group was taught through extensive listening activities, while the control group was taught listening skills using the traditional approach. The experimental group listened to a collection of authentic listening materials offered by the researcher during a period of 31 weeks. A pretest and a posttest were administered to the two groups. Additionally, 12 students from the experimental group were interviewed about their experience with using extensive listening podcasts to improve listening comprehension. The findings showed that the

experimental group demonstrated a significant improvement in which they outperformed the control group. In addition, students in the interview expressed a positive attitude regarding the use of this strategy. They confirmed that they became more independent and motivated since they were able to comprehend more complicated listening materials in a more enjoyable environment. As for the control group, results of the posttest showed a decrease in their listening performance scores compared to the pretest. Based on the obtained results, it was concluded that providing EFL students with extensive listening activities is helpful in developing their listening comprehension. At the end of the study, some pedagogical implications and recommendations were provided.

**Keywords:** EFL, extensive listening, technology, listening skills, podcasts

## **The Power of Extensive Listening Approach by Using Web-based Resources for EFL Learners**

Listening is a vital skill in language acquisition that requires complex processes (Alm, 2013). Such a fact encourages EFL researchers to investigate different types of classroom activities and the optimal environment for accelerating the process of input. Some researchers support the use of English as the medium of communication in the classroom, of intensive and extensive activities, as well as for activating the use of technology (Dhawan, 2020). Technological development has always occurred in the past, but never at this speed. With this sweeping wave of change in educational technology, educators, curriculum designers, and experts in EFL pedagogy support the inclusion of technology as an assistant tool to enrich learning resources for listening (Gowhary et al., 2015). This change has brought new concepts that transform educational technology as necessary, which will perhaps prepare a phase for blended or full-fledged online learning much sooner than ever thought (Dhawan, 2020). Saed et al. (2021) confirmed that engaging EFL learners in listening activities outside the classroom or inside the classroom through websites that provide a range of

rich video and audio materials can offer a great deal of extensive listening.

In the last two decades, the use of skills-designated websites and applications to improve listening comprehension has become a rich and relevant platform for both teachers and learners. Many researchers have explored ways to improve listening comprehension by using technology (e.g, Bashori, et al., 2021; Barani, 2011; Gowhary, et al., 2015; mardila Ramli & hari Kurniawan, 2017). These studies and many other studies have concluded that technology has a positive impact on EFL learners for its benefits in improving listening comprehension. Sejdiu (2017) believed that the use of websites and other internet resources is capable of fostering learner-centered approaches through an extensive listening approach. Renandya and Farrell (2011) confirmed that listening resembled reading in that proficiency can be achieved through exposure to authentic listening materials and extensive appropriate listening practices both inside and outside the classroom.

Chang, Millett, and Renandya (2019) stated “although EFL listening has become a rather active area for research in the past ten years, some topics such as listening fluency development and extensive listening (EL) have not been given much attention” (p.



1). Sufficient evidence exists to support the fact that extensive listening approaches need to be included in any EFL program. Such an approach would become stronger if it is accompanied by the most powerful and latest technological innovations. With the above-mentioned literature review, it is possible to conclude that even though there are many researchers who have made listening skills the topic of their investigations, the field still needs studies that tap into the same topic longitudinally but with a group of variables (i.e., determining the proficiency levels of EFL participants and the effect of applying an extensive listening approach by using skills-designated websites and applications) that have never been addressed before. EFL learners' development in such skills have been taken for granted by eliminating the skills courses to primary levels at university with the hope that both students' self-autonomy and other field subjects related to literature, linguistics, and translation will help students increase their skills.

### **Literature Review**

#### **Theoretical Background**

Researchers have acknowledged the importance of listening and its role in comprehensible input. Krashen's (1982) input hypothesis is one of the most influential theories. It stated that language learners develop in a language when they are receiving



language input that is slightly more advanced than their current level. Moreover, the more exposure to language, the more benefits learners will receive. Crookes (2022) argued that communication in a foreign language is the best way to develop learners' listening skills. This can be best achieved by adopting the communicative approach to language teaching. In this method, teachers model listening strategies and offer extensive listening practice in authentic situations. The exposure to listening exercises in an authentic context outside and inside the classroom can be fostered by using the most influential and recent technological resources, as is the case in this study.

Previous research has proven that exposing learners to a large amount of reading texts offers them comprehensible and rich input. Thus, they become faster and more accurate in processing words, which in turn leads to an increased amount of vocabulary. Background knowledge is another important factor that increases with extensive reading. In the same way, listening fluency and proficiency can be increased by exposing learners to an abundant language input and meaningful situations (Chang, Millett, & Renandya, 2019). Renandya and Farrell (2011) commented, "The key idea behind extensive listening is very much like that of extensive reading. Learners become better at listening when they

do a lot of listening” (p.12). In normal conversation, listeners usually do not stop to think about what is being said, and this means that the listening process is totally automatic. In the literature on improving fluency in L1 reading, many approaches have been studied to improve reading comprehension, one being extensive reading. If extensive reading improves reading fluency and other related skills, it can be concluded that listening comprehension can be improved through extensive listening and similar results can be found (Dixon, 2017).

### **Extensive Listening and Technology**

In the most traditional classroom, predominantly in the EFL context, teachers use the traditional way of teaching listening where students are supposed to listen to some excerpts and discuss the listening exercises together. This traditional way lacks engagement in authentic resources and focuses more on a teacher-dominated classroom (Crookes, 2022). Sejdiu (2017) called this way of instruction as traditional and intensive listening. He confirmed that this method is demotivating because it will hinder students from improving their listening proficiency. He states, “students should be given much exposure to authentic oral texts not only in the classroom

but also outside their classroom with the right level of speech” (p. 22).

With the spread of the internet nowadays, teachers can easily access a greater variety of authentic learning resources using audiovisual materials. These authentic materials can be used to adopt extensive listening materials. East and King (2012) stated that extensive listening refers to exposing learners to large quantities and resources of easily comprehensible and enjoyable materials in the foreign language over an extended period. He added that learners can choose the best medium—such as TV, podcasts, websites, or YouTube—that they most enjoy and practice listening to the target language. Therefore, listening competence will improve along with metacognitive strategies. Renandya and Farrell (2011) offered some guidelines for extensive reading: easy materials, a variety of topics, learners’ autonomy to choose the material, a large quantity of resources, enjoyable materials, and meaning-making activities, with teachers as scaffolders and role models. In this case, what is applicable to extensive reading is applicable to extensive listening. If these principles are implemented the way they should be, the benefits of improving listening comprehension skills are likely to be high. Chang, Millett, and Renandya (2019) confirmed that teachers play

significant roles in the implantation of extensive listening. Teachers should afford some post-listening activities to make the exercises more meaningful. Dixon (2017) interviewed Dr. Willy A. Renandya, a scholar in extensive listening, who confirmed that "Learners become better at listening when they do a lot of listening, practicing extensive listening in meaningful and authentic situations by employing enjoyable resources" (p. 156).

Extensive listening is considered an effective and advantageous tool in increasing the aural input of EFL learners. There are certain principles that allow EFL learners to benefit from its implementation. First, it is concerned with independent listening to a massive amount of aural input to get pleasure, and it can be employed both in and out of the classroom (Chang, Millett, & Renandya, 2019). Second, students are free to choose understandable and enjoyable input so that they can pick up any listening sources and materials suitable for them and easy to understand. At the same time, their listening comprehension skills are boosted through the use of interesting learning sources. In this way, they are motivated enough to learn through enjoyable materials. Renandya and Farrell (2011) commented, "What is

amazing is that the students obtain all these benefits by simply doing something that is pleasurable” (p. 7).

### **EFL Research on Extensive Listening**

For many years, listening has not been given its due attention. It has been ignored in L2 research and education (Saed et al., 2021). Recently, L2 scholars and researchers have begun to realize its importance in improving English language proficiency, and the literature has also been growing (Ridgeway, 2000). Extensive listening is developed under the umbrella of extensive reading or first language listening. Although many scholars have advocated the implementation of extensive listening to improve listening (Chang & Millett, 2014; Renandya & Farrell, 2011; Ridgeway, 2000), very few studies can be found in the literature (Dixon, 2017). Chang (2011, 2012) and Chang and Millett (2014) conducted three studies to explore the effect of extensive listening and reading. Chang (2011) started to investigate the effect of listening on 244 graded readers, during a period of 26 weeks by seven students. When comparing the results to other students who were not involved in the intervention, the experimental group scored highly in both general vocabulary knowledge and listening comprehension. Such marvelous findings may lead the researcher to conduct another study with a larger population (Chang, 2012).

Thirty-one students participated in this study to listen to level-one and seven level-two graded readers over a two-semester period. The improvement of EFL learners in such a study was relatively small compared to the previous one, and this can be attributed to the amount of materials. Students studied an average of only 0.6 books per week, and the intervals between books were too far apart. After that, Chang and Millett (2014) conducted another study to improve the students' learning quality on listening comprehension. In this study, three groups of EFL students received one of the three interventions: reading only, reading while listening, and listening only. The finding revealed that the reading-while-listening group scored higher in listening comprehension post-tests because they were given the chance to repeat what they studied by practicing the extended listening-focused activities.

There is little empirical data in the literature exploring the role of extensive listening by employing technology to improve listening comprehension skills. In a study conducted by Chang (2010), the researcher explored the role of extensive listening through listening to audiobooks in improving listening comprehension and reducing listening anxiety over a one-year period. Two approaches—extensive listening and formal instruction—represented two groups. The participants (N=92) in



the experimental group undertook listening anxiety and listening comprehension tests before and after the experiment. The results showed that the extensive listening group developed significantly in listening competence. Also, their anxiety score increased, and the researcher noted that the increase in anxiety should be considered facilitative to learning. In another study, Alm (2013) explored the use of podcasts as a type of technology to practice extensive listening. The results from analyzing students' blogs showed that extensive listening improved students' listening comprehension. Students also reported that they enjoyed the ability to choose their own listening materials, which reflected their positive attitudes toward the approach. In another study, Chang, Millett, and Renandya (2019) investigated the factors that enhance the development of L2 learners' listening fluency through audio graded readers on compact discs. Sixty-nine students participated for 13 weeks and were divided into three groups: listening only (LO), reading only (RO), and reading while listening plus listening only (RLL). The results of the pre-post-tests of the learners' comprehension of the practiced texts revealed that both the LO and RLL groups could process the more difficult texts at faster speech rates with a higher level of comprehension. As for the unpracticed texts, the RLL group could perform as well



as they did on the practiced texts, however, the LO group could process the more difficult texts at faster speech rates. As for the RO group, their scores were very low compared to the other groups.

The above studies demonstrated enough consistent findings that extensive listening is beneficial to EFL learners' listening development, but it seemed that none of these studies employed skills-designated websites or applications along with extensive listening in Saudi context. Thus, my study examines the role of exposing EFL learners to websites for listening online by adopting the extensive approach to improve their listening comprehension skills. This study sought to answer the following two research questions:

- (1) To what extent does the use of an extensive listening approach with skill-designated websites contribute to improving EFL learners' listening comprehension?
- (2) What are students' experiences with using web-based extensive listening activities?

Accordingly, the following null hypothesis was formulated:

*H0: Extensive listening activities do not contribute to improve Saudi EFL learner's listening comprehension.*

## Methodology

### Research Design

This study uses the longitudinal experimental mixed-method design by combining and analyzing quantitative and qualitative data in which two groups of participants undertook listening pre-tests and post-tests. Some participants were exposed to a specific teaching approach using podcasts (i.e., an extensive web-based listening group represented the experimental group), while the other group was taught according to the traditional listening approach using the required textbook. Both groups were taught in the classroom using the textbook assigned in their course specification except that the experimental group received extra listening materials. The collected data were analyzed based on different comparisons between the participants. At the end of the experiment, an open-ended questionnaire was used to gather qualitative data in order to better understand the effect of the web-based extensive listening activities.

### Research Setting and Participants

This research was conducted in the first and second semesters of the academic year 2021-2022 and targeted EFL university students majoring in English language or any of its related fields: literature, linguistics, and translation. They participated voluntarily in this

research and were provided with a consent form. The participants in this study consisted of 119 students divided into two groups: control (N=66) and experimental (N=53). The listening course is usually given to students in their second year, based on the department's advisory plan. All participants are junior-level students who have completed 75–90 credit hours of the BA program in English. Their ages range from 19-24.

**Table 1**

**Demographic Description of the Participants**

Groups	No.	Ages
Control	66	19-24
Experimental	53	19-24
Total	119	

**Procedure**

Before starting the experiment, the researcher prepared a collection of English language podcasts (Appendix B). She first listened to the target podcasts to judge their suitability in terms of form and content. She chose suitable ones and required students to listen to them at home before discussing them in the classroom. During the first meeting with students, she introduced the concept of extensive listening to the experimental group, including how and why the approach would be implemented and the results of related studies in extensive listening. Next, they signed a consent form to participate

voluntarily in the study and took the first listening comprehension pretest. After that, she first directed them to subscribe to a collection of English language podcasts to receive weekly, authentic listening materials. She provided some activities and techniques on how to summarize podcast content. The students were to listen to no less than 15 minutes of assigned materials weekly and to summarize their aural input in 50-100 words. She then collected the summaries. They sometimes discussed their summaries orally or delivered five-minute presentations. At the end of the semester, a posttest was administered to evaluate the students' development. To gain in-depth information on the effectiveness of this approach (see Appendix A), 12 students in the experimental group received an open-ended questionnaire to complete. The control group was taught through the traditional approach by using the activities given in the prescribed textbook over a period of two semesters (31 weeks). These activities focused more on matters related to form such as grammar, vocabulary, and pronunciation. The implementation of these activities depended on drilling and question-answer. Active communication and authentic materials were absent in this traditional method.

## **Instruments**

### **Pretest and Posttest**

Both tests included guidelines on who was eligible to complete them, demographic questions about participants' universities, genders, and academic levels, as well as questions for listening skills adopted from internet-based TOEFL tests. The listening questions were also based on four audio lectures (24 questions) and three audio conversations (15 questions), corresponding to one score for each with a total score of 39. Finally, all tests were transferred to electronic versions using Google Forms.

### **Semi-structured Interview**

At the end of experiment, 12 students from the experimental group were asked to participate in answering questions orally for reporting their opinions of and experiences with the weekly listening activities (see Appendix A). They reflected on several open-ended questions. The face-to-face interviews incorporated questions to understand the students' reaction toward the strategy. The interview took about 15-20 minutes per student, with the researcher discussing the issues related to the strategy. Students were free to reflect on their experience. They exchanged a lot of information with the researcher that might not have been able to gain without the

interviews. These qualitative outcomes corroborate the quantitative conclusions.

## Results

### Descriptive Statistics

Table 2 shows the descriptive statistics of all data in the study (n=119). The experimental group represented 44.54%, and the control group represented 55.46% of the sample. The highest mean score was  $16.1698 \pm 6.75032$  for the posttest of the experimental group, while the least score was  $10.9242 \pm 5.77611$  for the control group in the pretest. See table 2.

**Table 2**

### Descriptive Statistics for All Groups (n=119)

Test	Group	N	Mean	Std. Deviation
Pretest	Experimental	53	12.3396	6.77082
	Control	66	12.6515	7.35578
Posttest	Experimental	53	16.1698	6.75032
	Control	66	10.9242	5.77611

Table 3 shows the results of independent sample T-test for the differences between groups in the pre-test. Results shows that

there were no statistically significant differences between groups (p-value > 0.05).

**Table 3**

**Independent Sample T-test Results for the Differences**

**Between Groups in the Pretest**

Group	N	Mean	Std. Deviation	t	p-value
Experimental	53	12.3396	6.77082	-.238-	.812
Control	66	12.6515	7.35578		

Table 4 shows the results of the paired samples T-Test for the differences between paired tests within the experimental group and the control group. Results show that there is a statistically significant difference (p-value < 0.05) between the pretest and the posttest in favor of the posttest for the experimental group which has the highest mean score (16.1698±6.75032). However, there is no statistically significant difference (p-value >0.05) between the pretest and posttest for the control group.

**Table 4**

**Paired Samples T-test Results for the Differences Between**

**Paired Tests for the Experimental and Control Groups**

Group	Paired Tests		Mean	Std. Deviation	t	p-value
The experimental group	<b>Pair 1</b>	<b>Pretest</b>	12.3396	6.77082	- 2.964-	.005
		<b>Posttest</b>	16.1698	6.75032		



The control group	Pair 1	Pretest	12.6515	7.35578	1.647	.104
		Posttest	10.9242	5.77611		

Table 5 shows the results of the independent sample T-test results for the differences between groups in the post-test. It is evident from the table that there is a statistically significant difference ( $p\text{-value} < 0.05$ ) between the posttest results of the two groups in favor of the experimental group, which has the highest mean score ( $16.1698 \pm 6.75032$ ).

**Table 5**

**Independent Sample T-test Results for the Differences Between Groups in the Posttest**

Group	N	Mean	Std. Deviation	t	p-value
Experimental	53	16.1698	6.75032	4.567	.000
Control	66	10.9242	5.77611		

According to the results presented above, the null hypothesis could be safely rejected, and it was concluded that providing students with extensive listening activities was helpful and influential in improving Saudi EFL learners' listening comprehension.

## Discussion

This study sought to investigate the effects of extensive listening activities by employing technology on the listening comprehension of Saudi EFL learners. Students' experiences and opinions were also investigated in the form of qualitative analysis. Then in the light of the previously stated research questions, results were explained to confirm or reject the hypothesis. The analysis of the tables above showed that the experimental group outperformed the control group in listening comprehension tests, and, thus, the null hypothesis was rejected. These results suggest that the additional activities made by extensive listening that the experimental group received have contributed to the considerably higher listening posttest scores. This is greatly supported by the results of other similar studies (Barella & Linarsih, 2020; Chang, 2011, 2012; Chang & Millett, 2014, 2016; Chang, Millett & Renandya, 2019; Gonulal, 2020). It was evident in this study that the more extensive listening activities students did, the higher the improvement they showed. Additionally, some students revealed that while in the beginning of the experiment they could hardly understand anything, after gradual extensive listening, they progressively comprehended more and more. The study of Chang, Millett, and Renandya (2019) confirmed that exposing students to enormous amounts of

comprehensible and enjoyable aural input can increase listening proficiency.

The year-long extensive listening practice with web-based listening activities had significantly positive impacts on EFL learners. The analysis of students' answers to the interview contributed to manifesting one potential of extensive web-based listening activities—EFL learners can listen independently. Barella and Linarsih (2020) concluded in their study that extensive listening “encourages students to practice listening and to promote listening fluency and autonomous learning outside the classroom” (p. 1). One of the students in this study confirmed that “*the different online activities and extra listening materials allowed me to be more autonomous in learning in which I'm able now to control my own learning.*” Another reflected “*in the beginning, I found these extra materials to be challenging, and I was about to cancel the course, but with the commitment to practice these online activities, I gradually found myself engaging and improving. After about two months, I started to practice these activities independently.*” This showed that autonomy might have taken some time for these students to achieve completely. In fact, the amount of weekly exposure to the aural input was a key point in the transformation to independence in the extensive listening

approach (Gonulal, 2020). Some students also confirmed that the more they listened, the more motivated they became. Chang, Millett, and Renandya (2019) claimed that using extensive listening allows students to be free to choose understandable and enjoyable input so that they can pick up any listening sources and materials suitable for them and easy to understand and this is a powerful way to motivate them to learn with enjoyable materials. In this study, the average length of exposure to listening activities was about 10-20 minutes weekly. The results of this study were supported by Gonulal (2020) who concluded that extensive listening allowed students to depend on themselves gradually and to control their own listening activities.

Chang, Millett, and Renandya (2019) defined extensive listening as a form of independent learning to a huge amount of listening activities for the purpose of pleasure. This also indicated another advantage of extensive listening activities which is listening while enjoying. Most of the students reported that extensive listening was a heavy duty in the beginning, however, it turns out to be a powerful entertainment tool after repetitive practice. This showed that they experience difficulties comprehending the excerpts at the beginning of the experiment, and some doubted the effectiveness of this way of teaching.

Chang and Millett (2016) described their students' experience in their study: "They doubted the value of reading and listening extensively. However, at the end of the treatment, they reported that extensive reading and extensive listening were very interesting, and they did not want to study just one course book throughout, as in their previous learning experience" (p. 360). Most of the students also acknowledged that the materials used in the study were interesting which is a considerable reason for the improvement in students' posttest scores. These results were in line with Alm's study (2013) who concluded that providing interesting materials enabled learners to benefit from extensive listening. Also, he stated that meaningful materials are one of the reasons learners are interested in listening. In this study, ten of the students confirmed that they benefitted a lot from meaningful materials, which reveals that the key consideration here is that learners get to do a lot of meaningful listening practice.

### **Pedagogical Implications and Conclusion**

The results of this study have a few pedagogical implications. First, although some students improved through extensive listening materials much more quickly, most EFL learners required more time to achieve excellence using this approach and this is similar to the results of Gonulal's study (2020). This can be

attributed to the proficiency levels and individual differences of students; it requires teachers to take into account their students' proficiency levels when choosing appropriate materials. Apart from students' proficiency levels, it is certain that all students of different levels need to listen more until they feel comfortable and then start to improve their language skills and to acquire linguistic elements. Second, extensive listening provides EFL learners with opportunities to become exposed to a massive amount of aural input as in the case of other similar studies (Barella & Linarsih, 2020; Chang, 2011, 2012; Chang & Millett, 2014, 2016; Chang, Millett & Renandya, 2019; Gonulal, 2020). However, to increase the effectiveness, the quality of materials is important. In this study, a variety of useful web-based materials were employed to improve listening proficiency. Third, most students explicitly stated in their comments that extensive listening supported them in improving their overall language skills, specifically listening skills. In fact, although other factors may contribute to the development of listening comprehension skills, web-based extensive listening was probably the key factor in improving because it facilitated consistent practice with plenty of exposure to aural input. Fourth, the study did not measure participants' development in vocabulary knowledge through proficiency tests. However, it is



likely that some participants have indirectly increased their vocabulary knowledge. Additionally, it is also likely that some students might have shown progress in their TOEFL scores if they had been tested. Future studies may investigate students' improvement in vocabulary knowledge and the TOEFL test by employing web-based extensive listening activities.

To conclude, this study has provided vital empirical evidence that EFL learners could benefit from providing additional support when doing extensive listening. The results of the posttest along with EFL learners' comments on their experience provided clear evidence that extra listening support could greatly strengthen listening skills. Additionally, EFL learners believe that frequent, successful, and enjoyable experience with listening allowed them to control their own listening, to be autonomous and more independent. Indeed, the results of this study concluded that it is safely said that extensive listening is a great tool for improving the listening skills of EFL learners. Overall, they also suggest that developing certain language skills can be boosted through digital technology.

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## Appendix A

### Interview Questions

1. How effective was the web-based extensive listening activities in developing your listening skills?
2. What are the advantages for the extensive listening?
3. Can you describe your experience with extensive listening activities?

## Appendix B

1. TED Talks: <https://www.ted.com/talks>
3. British Council [Listening | LearnEnglish](https://www.britishcouncil.org)  
(britishcouncil.org)
4. All Ears English:  
<https://www.allearsenglish.com/episodes/>
5. The English We Speak:  
<https://www.bbc.co.uk/programmes/p02pc9zn/episodes/downloads>