

**The Effects of Extensive Listening for Pleasure on the Proficiency Level of Foreign  
Language Learners in an Input-based Setting**

By

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## Abstract

This study examined the effects of extensive listening for pleasure on the improvement of the global proficiency levels of learners of English as a foreign language. For the study, 85 college students whose proficiency levels were A1 or A2 were recruited. They took a pre-test including listening and use of English sections (grammar and vocabulary) at the beginning of the Spring 2015 semester. Then, the participants were provided with a large number of aural and visual materials, and asked to choose materials for extensive listening. They all did extensive listening activities throughout the semester, but at various degrees. These activities were out of class, so they attended their formal English classes at the same time. The classroom instruction was input-based and the participants went through a silent period during the semester. Hence, while doing extensive listening activities, they did not produce language. After a semester, they took a post-test, which was the same as the pre-test, and completed a listening habits questionnaire. This questionnaire involved questions about what the participants listened to, how much time they spent doing extensive listening, how they listened to the materials, etc. The results provide supporting evidence for extensive listening and indicated that extensive listening activities can positively affect the learners' global language skills and proficiency level. The results also suggest that there is a positive relationship between extensive listening and proficiency level, which means the more learners do extensive listening, the more they improve their global language skills. Lastly, the findings demonstrate that extensive listening increases the participants' motivation for sustaining listening activities.

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## Table of Contents

Chapter 1: Introduction.....	1
Background of the Study.....	2
Statement of the Problem.....	5
Purpose of the Study.....	5
Hypotheses.....	6
Significance of the Study.....	6
Definitions of Terms.....	7
Chapter 2: Review of Literature.....	8
What is Extensive Listening?.....	8
Extensive Listening vs. Intensive Listening.....	9
Benefits of Extensive Listening.....	10
Role of Teachers in EL.....	13
EL and Other Language Skills.....	14
Materials Selection and Techniques in Extensive Listening.....	17
The Relationships between Listening and Overall Proficiency.....	20
What Makes Listening Difficult?.....	21
Input-based Instruction Setting.....	23
Natural Approach and Input Hypothesis.....	23
<i>Monitor Hypothesis</i> .....	24
<i>Acquisition-Learning Hypothesis</i> .....	25

<i>Input Hypothesis</i> .....	25
<i>Natural Order Hypothesis</i> .....	27
<i>Affective Filter hypothesis</i> .....	28
Silent Period .....	28
Chapter 3: Methodology .....	30
Introduction .....	30
Research Design .....	30
Participants .....	31
Instrumentations .....	32
Oxford Online Placement Test (OOPT) .....	33
Listening Habits Questionnaire .....	34
Procedure .....	35
Data Analysis .....	37
Chapter 4: Results .....	38
Introduction .....	38
Pilot study of the Listening Habits Questionnaire .....	39
Results by Research Question .....	40
Chapter 5: Discussion .....	48
Limitations .....	52
Teaching Implications .....	52
Future Research .....	55
References .....	56

Appendix .....	62
Appendix A .....	62

## List of Tables

<b>Table 1: Goh's (2000) top ten items that make listening difficult for learners.....</b>	<b>211</b>
<b>Table 2: Zeng's (2007) top ten items that make listening difficult for learners. ....</b>	<b>222</b>
<b>Table 3: Li and Renandya's (2012) top ten items that make listening difficult for learners and teachers. ....</b>	<b>233</b>
<b>Table 4: Descriptive Statistics of dependent and independent variables.....</b>	<b>....388</b>
<b>Table 5: Descriptive statistics of use of English and listening sections on the pre- and post-test.....</b>	<b>39</b>
<b>Table 6: The percentage of the materials the participants used .....</b>	<b>39</b>
<b>Table 7: Analysis on the relationship between hours of listening and post-test.....</b>	<b>40</b>
<b>Table 8: The analysis on hours of listening and improvement from pre-test to post-test.....</b>	<b>41</b>
<b>Table 9: Analysis on hours of listening and use of English section.....</b>	<b>42</b>
<b>Table 10: Analysis on hours of listening and listening portion of the post-test.....</b>	<b>43</b>
<b>Table 11: The mean scores for Use of English and Listening section on both pre- and post-test. ....</b>	<b>44</b>
<b>Table 12: Changes in the participants' proficiency levels. ....</b>	<b>45</b>
<b>Table 13: Analysis on the relationship between hours of listening and motivation.....</b>	<b>466</b>
<b>Table 14: The difficulty factors affecting listening comprehension. ....</b>	<b>477</b>

**List of Figures**

Figure 1: Order of acquisition of some grammatical features.....	288
Figure 2: Scatter plot for the relationship between hours of listening and post-test scores. ....	41
Figure 3: Scatter plot for hours of listening and listening scores on the post-test. ....	433
Figure 4: Scatter plot for hours of listening and listening scores on the post-test. ....	433

## **List of Abbreviations**

ACTFL: American Council on the Teaching of Foreign Languages

EFL: English as a Foreign Language

EL: Extensive Listening

ER: Extensive Reading

ESL: English as a Second Language

FL: Foreign Language

IELTS: International English Language Testing System

OOPT: Oxford online Practice Test

SL: Second Language

TOEFL: Test of English as a Foreign Language

VOA: Voice of America

WBLT: Watson-Barker Listening Test

## Chapter 1: Introduction

Communication is one of the most important aspects of language. Moreover, it is the goal of language learning since most people learn a language to interact with each other. According to the American Council on the Teaching of Foreign Languages (ACTFL), there are three dimensions of communication: interpersonal, presentational, and interpretive. In interpersonal communication, learners interact and negotiate meaning in written, signed, or spoken conversations to exchange and share information, opinions, and feelings. In presentational communication, learners present information and ideas to inform or persuade a group of listeners or viewers. Lastly, in interpretive communication, learners comprehend, interpret, and analyze spoken and written language on various topics. However, a language has other dimensions along with communication. ACTFL specifies those dimensions as Standards of Foreign Language Learning. They are *cultures*, which refers to learning about other cultures and understanding their elements; *connections*, meaning learners connect with other disciplines and acquire information via foreign language; *comparisons*, which involves developing insight into the nature of target language/culture and their own language/culture; and lastly *communities*, which refers to using foreign language beyond the school setting and within the community.

All five standards are crucial in foreign language learning, but as related to this study, communication, in particular, the interpretive aural communication will be emphasized more. The interpretive mode of aural communication constitutes the basis of this study. In other words, in this study, the effect of interpretive aural communication on the language skills of learners of English as a foreign language (EFL) will be investigated. This study aims to examine the relationship between extensive listening for pleasure/extra practice and English as a foreign language proficiency in an input-based setting. This chapter includes the

background of the study, the statement of the problem, the purpose of the study and the significance of the study. Additionally, definitions of the terms used in the study are provided.

### **Background of the Study**

Listening is the primary source of language learning. Actually, it constitutes almost 50% of daily communication (Ralph and Stevens, 1957; Rankin, 1930). This means listening is not only important for communication in daily life, but also crucial for foreign language (FL) learning, as opposed to second language learning. In a second language (SL) setting, listening is natural phenomena learners effortlessly experience in everyday life, but listening is highly important in a foreign language context as it is difficult to find native speakers of the language where the learners live. In this situation, use of authentic listening materials can be crucial to solve the insufficiency of naturally occurring instances of aural input in foreign language. Richards and Schmidt (2002) affirmed that in a second language context, the language plays an important role in a specific region or country and is spoken by a large population though it is not the learners' first language. Thus, the second language might be necessary to fulfil certain functions like education and government issues (i.e. English is a second language in India and Nigeria). However, in a foreign language situation, the foreign language is not spoken by large groups of people in a certain country or region and people do not need it to fulfil important functions in their country, and it is mostly taught in a classroom setting as a formal education.

In language teaching, listening has been the most overlooked skills of language for a long time. Although already in the early years of the 19<sup>th</sup> century Rankin (1926) found that listening was the most dominant skill of language used in human communication, it has only become popular in the second/foreign language field in recent years. This indicates that listening has been the least studied of language skills. As said before, listening is one of the most effective and efficient ways of language learning. It is also one of the two important

language input-receiving channels. Krashen (1985) specifies that language acquisition is best achieved by understanding input in the form of messages. In order to comprehend oral messages, one's listening comprehension skill must be well-developed.

Bozorgian (2012) stated that listening is the primary stimulus to initiate both first and foreign language learning. He also added that it is a mean of communication to continue the long learning process. The importance of listening skill can be seen more remarkably during the school age of children. Hunsaker (1990) asserted that more than three quarter students' learning in the classroom occurs through listening. Gilbert (2005) also conducted a study in order to find out the effectiveness of listening skill. He noted that K-12 students used between 60% and 90% of the classroom time listening, which means they learn mainly through listening.

As stated above, listening skill is a crucial element of language learning. However, it could be also difficult to improve listening comprehension in a FL situation. There are some techniques to develop listening comprehension. Ur (1984) provided some examples of those techniques as listening aided by visuals like pictures and diagrams. In such a listening activity, students look at the material and listen to the oral description of it at the same time. She also added that the use of entertaining materials such as songs, movies, TV programs, and stories help learners increase their motivation, and additionally "the learners are likely to attend and get full benefit from listening experience" (p. 63). These techniques can be easily implemented as extensive listening activities, which will be explained in details in the following sections.

Extensive listening, which is defined by Rixon (1986) as listening for pleasure and interest regardless of considering the language and details, is seen as a good way to improve listening comprehension and other language skills. Some investigators found that extensive listening increase students' motivation (Ryan, 1998; Vo, 2013; Holden, 2008). Onoda (2012)

studied the effects of extensive listening on listening skills and students' self-confidence. He found that extensive listening improves students' both listening abilities and self-confidence. Ucan (2010) conducted a study and concluded that extensive listening help students develop their vocabulary competence, listening comprehension, and make them feel more comfortable. Antle (2011), in a study with 35 Japanese university students indicated that extensive listening had a positive relationship on reading speed.

Despite the fact that listening, specifically extensive listening is highly significant in foreign/second language learning, it has been overlooked for a long time. Brown (2008) points out that: "Listening is at the heart of language learning, but it is the least understood and least researched skill in language learning and is often disregarded by foreign and second language instructors" (as cited in Motallebi, Pourgharib, & Ghoorchaei, p. 658). Oxford (1993) protests the ignorance of listening skill in language teaching: "in many instances listening is treated like a neglected stepchild" (p. 205).

Language acquisition has always been argumentative in terms of how language is acquired and how it can be learned easier. Some investigators claimed that language is acquired through comprehensible messages/input (Krashen, 1985), and some others claimed acquisition happens through input and interaction, in which learners have to negotiate for meaning (Ellis, 1997). In this regard, it can be said listening is a cornerstone of the language learning process. However, listening, and especially extensive listening, is still underrated by teachers and investigators in the field. Mostly, listening is ignored in classroom activities, although it exists in the curriculum, or only intensive listening activities are conducted in the class, and this makes students more stressful and demotivated (Jones, 2008; Chang and Read, 2006). Yet, as has been mentioned above, unlike intensive listening, extensive listening is highly motivating and enjoyable as the students listen for pleasure and they mostly choose the materials.

It can be understood from the perspective above that listening, and specifically extensive listening, is important for language acquisition. In fact, it is the primary source of language learning and it enables students to improve their other language skills like speaking, reading, and listening. Nonetheless, and in spite of the empirical evidence of its importance, there is insufficient research on this skill, which still remains not fully understood and, as a consequence, no clearly stated techniques are available to teachers who want to develop this important skill in their students.

### **Statement of the Problem**

In the education system of Turkey, listening is the least valued language skill. It is not taught or practiced in the classroom or outside. Hence, this causes Turkish students to have listening comprehension problems along with some other language difficulties like in speaking and pronunciation, for which the development of listening skill is crucial.

The issues about the importance and effectiveness of extensive listening should be studied more in order to provide more empirical evidence of its importance. There have been some studies on extensive listening, but data and evidence for its effectiveness in terms of language learning is scarce. The lack of attention to this important aspect of language, extensive listening, is a serious problem in the field. As extensive listening has a significant role in language acquisition, its absence in the curriculum makes language learning difficult. In this thesis, the researcher is going to examine the relationship between extensive listening and learners' global proficiency in order to provide evidence for the effectiveness of extensive listening.

### **Purpose of the Study**

The primary purpose of this study is to investigate the effects of extensive listening for pleasure on students' proficiency and determine the nature of the relationship between these two variables. In order to get empirical evidence for the effectiveness of extensive listening on

proficiency and the nature of their relationship, the researcher recruited 85 college students and used a quantitative experimental design. Also, the researcher aims to find out how students feel and what they think about extensive listening. The researcher got data for this via an attitude questionnaire.

The research questions of the study are as following:

1. What is the relationship between extensive listening and the participants' proficiency test scores?
  - a. What are the effects of extensive listening on listening comprehension skills of the learners?
  - b. What are the effects of extensive listening on vocabulary and grammar knowledge of the learners?
2. What are the effects of extensive listening on students' motivation?

### **Hypotheses**

The hypotheses of the study are as following;

1. It is expected that the more the participants do extensive listening, the higher scores they will get on the proficiency test.
2. It is predicted that extensive listening will improve students' language skills.
  - a. Extensive listening will help learners develop their listening skill and get the highest scores on this portion of the test.
  - b. Extensive listening will improve students' vocabulary and grammar knowledge.
3. It is anticipated that extensive listening will increase students' motivation.

### **Significance of the Study**

As listening is crucial for foreign language acquisition, it is important to provide evidence for its effectiveness and benefits. There is an important gap in the literature, and this

study aims to show how effective extensive listening in foreign language acquisition is in order to fill this gap in the literature. For many foreign language learners, listening in the foreign language is a difficult and stressful process. However, the results of this study are expected to indicate that foreign language listening is not as difficult and stressful as most people think. For this purpose, this study also seeks to find out the effects of extensive listening on learners' motivation and self-confidence.

### **Definitions of Terms**

1. **Self-confidence:** “A general belief by an individual in his or her competence and acceptability, a general expectation of success” (Ehrman and Dörnyei, 1998, p. 282).
2. **Motivation:** “A psychological process that causes arousal, direction and persistence of voluntary and goal oriented actions” (Mitchell, 1982, p. 81).
3. **Autonomy:** “The ability to take charge of one's own learning” (Holec, 1981, p. 3).
4. **Listening Fluency:** “Listening fluency involves listeners processing aural input automatically and also reaching a reasonable degree of comprehension” (Chang and Millett, 2013, p. 1).

## **Chapter 2: Review of Literature**

Extensive listening is one of the best ways to get a great deal of comprehensible input, which is an essential aspect in the process of language learning (Krashen, 1985). In spite of this fact, extensive listening has been somewhat overlooked for a long time. It is difficult to find a substantial amount of research or empirical evidence on this issue. This chapter discusses previous research done in the issue of foreign language listening, and in particular in extensive listening (EL).

### **What is Extensive Listening?**

Extensive listening can be defined as listening for pleasure. Renandya and Farrell (2011) noted that extensive listening includes all types of listening activities that allow learners to receive a large amount of comprehensible and enjoyable input. The key point in extensive listening is that the listening materials or input must be meaningful in order for learners to benefit from it. From this, it can be understood that extensive listening can be done both in and especially out of the class. Today, it is easy to reach large amounts of listening to resources and materials on the internet, but as stated above, most importantly the material must be comprehensible, meaningful, enjoyable, and appropriate to the learners' level.

According to Waring (2003), extensive listening includes anything that involves large amounts of text and materials that learners can understand easily and smoothly, high level of comprehension, listening with no tasks or questions. Vo (2013), on the other hand, notes some features of extensive listening materials as follow:

In extensive listening, learners may choose any listening sources and materials that they find suitable for their English proficiency, are highly enjoyable for them, and not very difficult for them to understand.

Students choosing their favorite program on English radio to listen to every day is an example of extensive listening because students can

choose for themselves what they want to listen to and they do so for pleasure and general language improvement. (p. 30).

**Extensive Listening vs. Intensive Listening** If extensive listening is going to be discussed, then its differences from intensive listening should be discussed and explained. Gilakjani and Ahmadi (2011) specified that intensive listening requires students to understand the global meaning of every piece of discourse. In other words, contrary to extensive listening, intensive listening asks learners to look for specific details and information in a listening text and focus on grammatical patterns, vocabulary, and sound recognition. On the other hand, as explained before, in extensive listening learners listen for the global meaning and a general idea about the listening text.

Al-Jawi (2010) argues that extensive listening suggests listening at length, often for pleasure and in a leisurely way, but, intensive listening, on the other hand, tends to be more concentrated, less relaxed, and often dedicated not so much to pleasure as to the achievement of a study goal. He also adds that extensive listening takes place when learners are on their own, whereas intensive listening is often done with the help and/or intervention of the teacher.

In spite of differences between extensive listening and intensive listening, they are also related to each other. Gilakjani and Ahmadi (2011) explain this idea as follows:

The purpose of intensive listening is to build basic listening skills while extensive listening is to strengthen and enlarge the effectiveness of intensive listening in order to improve the overall listening ability. In listening teaching, both intensive and extensive listening should be combined with cultivating students' basic skills, the development of the productive listening habits of active thinking and the ability to understand the text (p. 984).

**Benefits of Extensive Listening** Extensive listening facilitates foreign language learning in many ways. Basically, it is the primary source of language. Krashen (1985) emphasizes this fact by stating that humans acquire language in only one way - by understanding messages or by receiving 'comprehensible input'. In extensive listening, learners receive lots of meaningful messages or, to use Krashen's expression, comprehensible input, and this helps them improve their language skills. There are also other benefits of extensive listening, which will be discussed in the following sections.

First of all, extensive listening is highly motivating as learners choose the material they enjoy such as movies, TV shows, radio programs, Audiobooks, etc. (Vo, 2013). All these materials, especially the visual ones, help students sustain listening activities. When the learners do not understand and are forced to guess the meaning of the language, they get frustrated, and as a result they lose interest and stop listening. However, with extensive listening the learners have the opportunity to select their own materials. Because students select their own listening material, they are more motivated and involved. This alone has an enormous potential to expand students' listening skills outside the classroom, and to encourage them to take a more active and conscious role in decisions regarding their own educations (Holden, 2008).

Ryan (1998) conducted a study with 30 Japanese college students whose proficiency levels were beginner. He aimed to facilitate language learning and increase the students' motivation by showing movies in English language. The movies used in the study were chosen by considering both the students' wishes and institutional restrictions like content and timing. Firstly, in order to increase the understanding of the language and motivate the students, the researcher provided subtitles. Then, the learners were divided into small groups and choose a scene from the movie to role-play it. As a result, he found out that movies helped students raise the interest and motivation in the classroom.

Onoda (2012) investigated the effects of *QuickListens* (Millett, 2010) and extensive listening on global listening skills and students' self-confidence. He recruited 60 Japanese college students (30 control and 30 experiment group) whose proficiency level was intermediate. The students were given a listening comprehension test as pre-test, which composed of 50 questions including monologs and dialogs, at the beginning of the term. During the term, the control group participated in a news-clip listening task, which were derived from Voice of America (VOA), along with other classroom tasks like answering questions in a TOEFL practice book. The news-clip tasks were language-focused activities. On the other hand, the experimental group listened extensively to easy texts under the time pressure in the class. They also were required to watch or listen to any self-selected material for 30 minutes every day. Lastly, this group answered the questions in the TOEFL practice book, too. At the end of the term, the students were tested in order to determine their improvement. It was found that *QuickListens* and extensive listening scheme improves students' listening skills more than news-clip tasks. Another finding was about self-confidence of the students. According to the interviews with students and a questionnaire provided to them, extensive listening activities and program developed students' self-confidence and motivation.

Ucan (2010) also designed an extensive listening program in which he researched the benefits of extensive listening on 16 students. Ucan delivered a questionnaire related to students' own thoughts about extensive listening. Based on the students' views, Ucan stated the importance and benefits of extensive listening as, "Based on the students' comments, extensive listening helps them to increase their vocabulary, to improve listening comprehension, to feel more comfortable when listening to English, and to increase their general knowledge" (p. 40).

According to Waring (2010), listening and reading are the best ways to learn a language. He noted that if learners understand what they listen to, they can increase their word recognition speed, they can recognize uses of grammar structures and collocations more easily and this will make their brain work effectively. He continued by saying that when provided at the correct level, extensive listening helps students improve automatic processing of language, which facilitates them to have awareness and comprehension of what they are listening to.

Vo (2013) explained the benefits of extensive listening by saying:

In general, extensive listening empowers language learners since they can choose listening materials appropriate to their proficiency. They can listen in a relaxing manner and direct their attention to comprehending speech as well as have opportunities to acquire vocabulary and learn about other features of the language such as stress, pronunciation, and intonation through listening. Thus, extensive listening can promote a sense of success, which in turn fosters motivation to continue learning (p. 30-31).

There is a close relationship between extensive listening and developing autonomous habits in language learning. In extensive listening, learners decide what they will listen to, how they will listen, and how much time they will listen. This self-control mechanism helps learners develop autonomous habits in time. Although the suggestions offered by teachers are also important, it should be noted that learners get the control of extensive listening activities. Once learners keep the records of what, how, and how much time they listen, and what they understand from the listening text, they can check and direct their improvement.

An important factor in language learning is the learner differences. Not all foreign language learners learn in the same ways because they have different personalities, backgrounds, intelligence types, and learning styles. This issue may be challenging both for

learners and teachers. However, in an extensive listening scheme, it is likely that all students will benefit regardless of their individual learning processes as the materials are chosen based on their own individual interests. Holden (2008) pointed this fact by stating:

Since learners all have different learning styles, providing the opportunity to engage in EL should benefit a wider range of learners than in the case of intensive or classroom listening. With access to the internet now nearly universal in many areas, the opportunity to find the appropriate listening text of a suitable level of difficulty and interest should become increasingly easy (p. 311).

Finally, Renandya (2011) also discussed the benefits of extensive listening on language learning and affirmed that extensive listening can boost the learners' ability to cope with the speech rate, develop their word recognition skill, augment their listening vocabulary, help them become more fluent listeners, and give them lots of opportunities to experience a high level of language comprehension.

**Role of Teachers in EL** According to Renandya and Farrell (2011) extensive listening activities can be both self-directed listening for pleasure outside of the classroom and teacher-directed dictations or read-alouds although read-alouds are not exactly extensive listening activities. In this view, there are specific duties for teachers, too, in spite of extensive listening being mostly under the control of learners. First of all, teachers should direct the learners to choose the appropriate listening materials for their proficiency level, or, if possible, they can provide a large number of materials from which learners can choose. Otherwise, the learners, if they are beginners, may select more difficult listening texts than they can understand, which would decrease their motivation and discourage to continue. This should not be understood that teachers should choose the listening materials for learners and be involved in the listening activities, but they should just make some suggestions about what and how learners should do

extensive listening. Extensive listening is very different from intensive listening, which is under the control of teachers.

**EL and Other Language Skills** Antle (2011) investigated the effects of extensive listening on reading speed. Antle recruited 35 Japanese university students for this study. The participants were separated into three groups, the control group, the extensive listening (EL) group, and the extensive reading (ER) group. All participants took a pre-test to determine their reading speeds. After the pre-test, the EL group and ER group had a treatment period, which lasted for 8 weeks. The control group did neither extensive listening nor extensive reading during this treatment period. On the other hand, the researchers explained the benefits of extensive reading and listening to the other two groups, and asked them to read/listen to at least one book per week. This was only encouragement, not a forceful action. The students were provided with a graded reader library including over 500 graded reader titles. The students were free to choose what they would listen to and read, and they were told they could change the material if they got bored. As a result, a significant correlation was found between extensive listening and reading speed, which means the reading speed of the extensive listening group improved more than the ER and the control groups. One limitation of Antle's (2011) study in terms of the extensive reading group was that as the data of this group was not adequate to get a statistical conclusion (too few participants read the required amount of book, which was 6 books in eight weeks), the results of the study could not reflect the accurate performance of the reading group. However, to make a comparison between groups, results of the extensive reading group were included in the analysis, too. Lastly, the results of the study indicated that listening about one 30-minute audio book per week is required for EL to be effective in regard to reading speed.

Extensive listening is a good way to improve listening comprehension. Moreover, it can be said extensive listening improves not only listening skills, but also other language skills,

like speaking and reading. Extensive listening facilitates second language listening fluency development. Chang and Millett (2013) studied the effect of extensive listening on the listening fluency. They used ten level 1 graded readers, and constructed a large bank of listening fluency questions (2064 questions) based on those graded readers. The participants were 113 low intermediate EFL college students. They were divided into three groups. The first group did only reading, the second one did reading while listening, and the last group did only listening over a 13-week period. During this 13-week period, they all read and listened to the same graded readers in their listening and reading classes. Additionally, in those classes the students were asked to answer some practice questions on what they read and listened to. They took a pre-test consisting of 60 listening fluency questions before the treatment, and a post-test including 180 listening fluency questions after the treatment. As a result, the study indicated that reading while listening group outperformed both listening only and reading only groups on the post-test. Also, listening only group got better results than reading only group. The results of the study demonstrated that although listening alone is beneficial for fluency development, it is better to read the transcript of the listening text than just listening to the material while doing extensive listening.

One problem with Chang and Millett's study is that although they stated they examined the effects of extensive listening on listening fluency, what they did is not exactly extensive listening for certain reasons. First, extensive listening should be done for pleasure and the material should be enjoyable to the learners, and this is what makes it different from classroom listening activities or intensive listening. However, in Chang and Millett's study, they asked students to answer practice questions related to materials. In extensive listening, practice or follow-up questions are not asked to the learners. Another point is that the students should select the materials, but in the study above, the students are obliged to listen to the materials (10 graded readers) provided by the researchers.

Zhang (2005) examined two different types of instruction with her middle school students in China. The first group was the listening strategy group, which received intensive listening activities and training. The second group was the extensive listening group, in which the students were provided with a large number of stories read aloud by the teacher. The problem with Zhang's (2005) study is that read-alouds by teachers are not exactly extensive listening. In extensive listening the learners choose the materials and they listen for pleasure. At the end of the experiment, which lasted six weeks, it was found that extensive listening group outperformed the listening strategy group in cloze and recall listening tests. Also, the extensive listening group's performance on the picture storytelling test was better than the performance of the strategy-based, which indicated that extensive listening is not only beneficial for receptive skills, but also for productive use of language.

Chang (2010) examined the development of listening competence, and whether language anxiety, especially listening anxiety, reduces when listening competence increases. She conducted this study with 92 Chinese college students over a 1-year period. The students were divided into two groups as formal instruction group and extensive listening group. The extensive listening group did not receive formal instruction, but instead, they did extensive listening to audiobooks for two semesters. On the other hand, the formal instruction group did not specifically do extensive listening, but just received traditional classroom instruction. In this group, the goal of the instruction was to increase students listening and reading skills by teaching them high-frequency vocabulary and grammatical structures. The students were given a pre-test before the experiment. The pre-test consisted of two sections, conversational listening and narrative listening. The former one involved 35 multiple-choice questions, and the latter one contained 28 questions (both multiple-choice and open-ended questions). After the one-year treatment, they took a post-test, which was same as the pre-test. Additionally, the researchers used a listening anxiety questionnaire to determine the participants' listening

anxiety before and after the treatment. The results of the study indicated that the extensive listening group's listening competence improved more than the formal instruction group. However, it was found that while the anxiety of the formal instruction group decreased, the extensive listening group's anxiety increased. Chang concluded that anxiety should be considered facilitative to learning. Similarly, Stølen (1987) found out that there is a positive relationship between anxiety and fluency in speaking.

**Materials Selection and Techniques in Extensive Listening** Although some researchers (Liu, 2009) claim that extensive listening and narrow listening (Krashen, 1996) are two different listening types, but in fact they are related to each other. Krashen (1996) explained narrow listening as an inexpensive and pleasant technique to get comprehensible input. In narrow listening, the learners can listen to different texts on the same topic or listen to the same texts repeatedly. On the other hand, in extensive listening the learners listen to the materials for pleasure and comprehensible input, so they can listen again and again as long as they are not bored. From this perspective, it can be said that narrow listening can facilitate extensive listening activities, and vice versa. It can be said that while deciding on the selection of the listening materials, narrow listening can be an important factor. Krashen describes his experience with narrow listening as follows:

I have expanded on this technique by using a tape-recorder, explaining to the speaker that I am trying to acquire their language, and would appreciate about 2-3 min of their time. I began by asking people to talk about their childhood and their family. I then played back the tape at my leisure, usually while driving.

Once this topic became comprehensible, I moved on to other topics (p. 98).

Of course today we do not need to use a tape-recorder and find some native speakers in order to get listening materials and input. Instead, with the development of technology and the internet, we can access input whenever and wherever we want.

Therefore, it is quite easy to find appropriate listening materials on the internet.

Technology is highly advanced and it covers almost the whole life of a human. Computers, laptops, tablets, e-readers, mp3 players, mobile phones, etc. have an important place in education. For example, mobile phones and portable devices are some good means for listening in the foreign language. Reinders and Cho (2010) expressed their experience with the use of mobile phones in extensive listening as follows:

In Korea, as in most EFL settings, many students do not seem to take up opportunities for practice such as those afforded by the internet, TV, or magazines and there is a general reluctance to seek out ways of engaging with the English language outside the classroom. We were keen to encourage our learners to feel comfortable with exposure to English and to feel in control of their independent learning experience. Using mobile phones to give students access to English, in particular for extensive listening practice, seemed a logical choice (p. 2).

In addition to listen to the same materials often, the learners can also focus a genre or on a specific topic while choosing the listening materials. For example, they can listen to the science fiction audiobooks, watch science fiction movies or TV shows, or they can choose the materials about the American Civil War, for instance, if those are topics students are interested in. Krashen (1996) asserts his opinions on listening the same material again and again as:

I have found that I enjoy listening to the same descriptions several times; this is because the descriptions are interesting and because I understand slightly more each time. As Smith (1985) has pointed out, children typically want to hear the same story again and again. There is a good reason for this. Smith notes that human beings avoid confusion

and boredom. Children are not being bored when they hear a story they request several times; they must be getting something new each time. I can attest that the same is true for narrow listening (p. 98).

The materials that will be listened to in extensive listening activities are very important as they are the means of input. In extensive listening, the materials should be enjoyable and pleasurable. Ur (1984) affirmed that if learners listen to something entertaining, they can fully benefit from listening activities. She added these kinds of material can increase the students' motivation, as well. Another important issue about material selection is its level of difficulty. The difficulty level of the listening materials should be appropriate to the proficiency level of the students. Otherwise, as affirmed above, it may be too challenging and difficult for students to comprehend the context, which discourages students and make them stop listening. However, sometimes the materials that are a little difficult than learners' current level can be provided with learners. Krashen (1985) specifies this as  $i+1$ . The " $i$ " stands for input and refers to the existing level of learners, and " $+1$ " refers to the next level, thus presenting a challenge for learners. As the learners will struggle more to understand the materials which are a little above their proficiency level, they can improve their language skills.

Lastly, the materials should be comprehensible to be beneficial for learners. There some ways to make materials (and input) more comprehensible in extensive listening. First, if possible, visual materials should be selected as they might be more intelligible for learners. For example, movies, documentaries, and graded readers supported with pictures can be more understandable than just aural input. Second, native or target language subtitles should be provided with the visual materials. This will increase listening comprehension (Markham et al. 2001). Third, if learners want to listen to only aural materials like audiobooks, it might be beneficial to choose the

materials that are relatively at a slow speed, as the fast speaking rate may negatively affect comprehension (Zeng, 2007). Lastly, in increasing listening comprehension, material selection gains importance. Some difficulty factors like speaking rate, speaker's accent, and reduction that affect listening comprehension should be considered while choosing the materials. Those factors are going to be discussed in detail in following chapters.

### **The Relationships between Listening and Overall Proficiency**

In his study, Feyten (1991) investigated the importance and necessity of listening skills in learning a foreign language. Feyten tried to find out if there is a connection between listening ability and overall foreign language proficiency, and specifically between listening and oral proficiency skills. He also examined if there is a relationship between listening ability and foreign language acquisition. In other words, he examined if acquisition of listening skills were a predictor of foreign language acquisition. He recruited 90 college students, who were foreign language learners of French and Spanish, at the University of Tennessee. At the beginning of the program, the participants took a video version of WBLT (Watson-Barker Listening Test). The test involved 5 subtests, evaluating message content, understanding meaning in conversation, understanding and remembering information in lectures, evaluating emotional meaning in messages, and following instructions and directions. Then, the participants completed the language program, which lasted nine and half weeks. In the language program, a proficiency-oriented teaching was emphasized in which communication skills like listening comprehension and oral proficiency had an important place. Finally at the end of the program, they were given the departmental foreign language test. This test was composed of a listening comprehension part, an oral interview, and a written vocabulary, reading, and grammar part. The study revealed three important finding. First, the results of the study indicated that there is a significant relationship between listening

skills and oral proficiency. Second, Feyten found out there is a significant relationship between listening ability and effective foreign language acquisition. Lastly, it was found that listening ability could predict overall proficiency.

Bozorgian (2012) examined the relationship between macro skills (reading, writing, listening, and speaking), and the effect of listening ability on the overall proficiency. For this study, he analyzed the IELTS results of 701 Iranian students. IELTS is a paper-based proficiency test that composes of four macro skills, reading, listening, speaking, and writing. The results of the study showed that listening and reading skills had the highest correlation, and reading and writing skills had the least correlation. Also, a significant relationship was found between listening comprehension and overall proficiency of the students.

### **What Makes Listening Difficult?**

Listening comprehension is the key point in listening activities, as learners can benefit from what they listen by understanding it. However, there are some factors like sentence complexity and unknown vocabulary that make listening comprehension difficult. Some researchers studied this topic, and their findings will be discussed in this part. Table 1 below indicates the findings of the Goh's (2000) study.

**Table 1: Goh's (2000) top ten items that make listening difficult for learners**

Problems related to different phases of listening comprehension		
Perception	Parsing	Utilisation
Do not recognise words they know	Quickly forget what is heard	Understand words but not the intended message
Neglect the next part when thinking about meaning	Unable to form a mental representation from words heard	Confused about the key ideas in the message
Cannot chunk streams of speech	Do not understand subsequent parts of input because of earlier problems	
Miss the beginning of texts		
Concentrate too hard or unable to concentrate		

As it can be seen in Table 1, Goh (2000) examined the listening difficulties under three categories; perception, parsing, and utilization. Accordingly, perception problems mainly include difficulties with attention and recognizing sounds as separate words or groups of words, while parsing problems are related to difficulties with developing an intelligible mental representation of words heard. Lastly, in the utilization problems, listeners have difficulty in comprehending the intended message of the speaker.

Zeng (2007) also studied the listening difficulties with Chinese learners. His findings are similar to Goh's findings. See Table 2 for Zeng's findings of listening problems.

**Table 2: Zeng's (2007) top ten items that make listening difficult for learners.**

	Sources of listening problems	%
1	Speaking rate	100
2	Distraction	95
3	Unable to recognize words they knew	90
4	New vocabulary	85
5	Missing subsequent input	80
6	Nervousness	70
7	Sentence complexity	60
8	Background knowledge	55
9	Anxiety and frustration	45
10	Unfamiliar pronunciation	40

Zeng (2007) found that speaking rate was the most problematic factor that affects listening comprehension. Distraction while listening, unable to recognize words learners know, and new vocabulary followed speaking rate respectively. The least problematic factor was unfamiliar pronunciation followed by anxiety and frustration.

In a recent study, Li and Renandya (2012) concluded the similar results and findings to Zeng's and Goh's studies. However, differently from Goh and Zeng, Li and Renandya examined both students' and teachers' perception of listening difficulties (Table 3).

**Table 3: Li and Renandya's (2012) top ten items that make listening difficult for learners and teachers.**

<b>Top Ten Items Perceived to Be the Most Difficult by Teachers and Students</b>				
Ranking order	Student perception (N=301)		Teacher perception (N=30)	
	Variable	Mean	Variable	Mean
1	complex sentences	3.81	speed	3.83
2	phonetic variations	3.78	complex sentences	3.57
3	missing the subsequent information	3.69	missing the subsequent information	3.53
4	speaker accent	3.68	long sentences	3.50
5	news broadcast	3.59	news broadcast	3.50
6	long sentences	3.53	speaker accent	3.47
7	background noise	3.47	background noise	3.47
8	catching the details	3.42	word recognition	3.30
9	fast speed	3.38	new words	3.30
10	new words	3.37	phonetic variations	3.30

From student perception, Li and Renandya (2012) found that complex sentences were the most difficult factor that negatively affect listening comprehension. Phonetic variations followed complex sentences for students. But, according to teacher perception, the most difficult factor was found to be speaking speed, which was one of the least problematic factors from student perception. Phonetic variations were found to be the least challenging factor for teachers. Lastly, new vocabulary was one of the least difficult factor for both students and teachers.

### **Input-based Instruction Setting**

Input-based setting used in this study refers to an environment in which students are taught a language according to the principle of Krashen's and Terrell's (1983) Natural Approach.

**Natural Approach and Input Hypothesis** The Natural Approach is seen as the implementation of Krashen's (1982) second language acquisition theory, Input Hypothesis or

Monitor Model. According to Krashen, second/foreign language acquisition is possible by creating a natural environment in which students get comprehensible input. Krashen emphasizes on meaning in communication rather than form or grammar. Another important dimension of Natural Approach is the language used in the classroom. According to Terrell (1977), students should be allowed to use their L1 to respond questions or attend the class when they have difficulty in using the target language, and if necessary, teachers can also use students' L1 to clarify the contents.

Krashen (1982) stated that acquisition requires meaningful interaction in the target language – natural communication- in which speakers are concerned not with the form of their utterances but with the messages they are conveying and understanding. The most known and prominent theory of Stephen Krashen is his second language acquisition theory which consists of five hypotheses. They are the Monitor hypothesis, the Acquisition-Learning hypothesis, the Input hypothesis, the Natural Order hypothesis, and the Affective Filter hypothesis.

**Monitor Hypothesis.** Although there is a distinction between acquisition and learning of a second language, and unconsciously acquiring a language is preferable to consciously learning it, the conscious learning of language rules plays an important role in communication. Generally, acquisition facilitates fluency and communication, but learning monitors it. Krashen (1982) noted that learning has only one function and that is as a Monitor, or editor. Learning comes into play only to make changes in the form of an utterance, after it has been "produced" by the acquired system. This can happen before we speak or write, or afterward (self-correction). Thus, subconscious knowledge of learners initiates the communication while conscious knowledge corrects or changes what they write or said in an appropriate way. Although Krashen says learning acts as a monitor during the communication, there should be some circumstances in order for learners to use this monitor.

These circumstances include *time*, which refers to the time required to apply the conscious rules and knowledge; *focus on form*, which means learners should be careful about form and correctness of production of language; and *knowing the rule*, which means knowing and using the rules of the target language.

***Acquisition-Learning Hypothesis.*** According to this hypothesis, adults have two distinct and independent ways of developing competence in a second language. The first way is language *acquisition*, which is a subconscious process similar to the way children develop an ability in their first language. The second way to develop competence in a second language is by language *learning*, which refers to the conscious knowledge of the rules of grammar of a second language and their application in production (Krashen, 1982). From this point of view, we can say that acquisition is a more natural and way of developing skills and knowledge in the target language that occurs in informal contexts, while learning is a more formal process that occurs with explicit language teaching within the context of a classroom.

***Input Hypothesis.*** This is the most important hypothesis of Krashen, as it explains how learners acquire a second language. According to this hypothesis, language is acquired in only one way: by being exposed to comprehensible input in the form of written and spoken language. Comprehensible input is the most important component in second language acquisition, but not sufficient to acquire a language. Krashen (2002) stated that language is acquired by understanding of messages. More precisely, comprehension is a necessary, but not a sufficient condition for language acquisition. Other conditions must be met: an open attitude, or low affective filter, and the presence in the input of aspects of language that the acquirer has not yet acquired but is developmentally ready to acquire (“i+1”).

The expression *i+1* is an important element of this hypothesis. The “*i*” stands for input and refers to the current level of learners and “*+1*” refers to the next stage, therefore presenting a challenge for learners. The main condition to move from *i* to *i+1* is to understand

the meaning of the message. Krashen (1982) asserted that learners acquire a language only when they understand the language that contains structures that are "a little beyond" their current proficiency level.

According to Krashen, a language is acquired only by listening and reading. In other words, comprehensible input consists of written and spoken language that is meaningful to the learners. The more meaningful input learners obtain, the more and faster they will acquire language.

As stated above, language is acquired by being exposed to comprehensible input. Unlike other theories and methods in second language learning, in the Input Hypothesis learners aren't expected to produce language at the beginning of learning process. Speaking and writing emerge in time. Students aren't forced to speak or write the target language, in contrast, they can be silent, during what is called the "silent period" (Krashen, 1985), until those skills emerge. Thus, the input hypothesis is different from Comprehensible Output Hypothesis (Swain, 1985), which claims that learners acquire language when they try to convey a message, fail, understand what they did wrong, fix it, and try it again. In brief, they must practice and produce language in order to acquire it. Krashen (1998) noted that the comprehensible output hypothesis had numerous difficulties. Firstly, output and especially comprehensible output is too scarce to make a real contribution to linguistic competence. Secondly, high levels of linguistic competence are possible without output. Lastly, there is no direct evidence that comprehensible output leads to language acquisition. There are theories and hypothesis like the Interaction Hypothesis (Long, 1996) and Zone of Proximal Development theory (ZPD) (Vygotsky, 1978) emphasizing the importance of both input and output. The Interaction Hypothesis advocates that language proficiency is improved by interacting and communicating with other people. Vygotsky define ZPD as follows:

ZPD is the distance between a child's actual developmental level as determined by independent problem solving and the level of potential development as determined through problem solving under guidance or in collaboration with more capable peers (p. 86).

In general, both the Interaction Hypothesis and ZPD involve interaction with peers and people, communication with them, and negotiation of meaning. During this interaction and communication, they go through a process, which is called negotiation of meaning. In this process, learners talk with peers or other people, receive input, and produce output. This process includes strategies like asking for clarifications, rephrasing, and slowing down speaking rate in order to make communication more meaningful (Brown, 2000). In other words, learners can receive feedback to correct and improve themselves during this interaction or negotiation of meaning process. Although all theories and hypotheses mentioned above attach importance to comprehensible input in foreign language learning, this study is solely based on the Input Hypothesis and Natural Approach since the participants of this study learn English in a Natural Approach setting.

***Natural Order Hypothesis.*** This hypothesis states that some grammatical structures in a language are acquired by learners in a predictable order. This order of acquisition isn't affected by learning or direct teaching because learners might not be ready to incorporate the target grammar in their subconscious linguistic schema. Krashen (1982) expressed that the acquirers of a given language tended to acquire certain grammatical structures early, and others later. The agreement among individual acquirers is not always 100%, but there are clear, statistically significant, similarities. Here is Figure 1 which shows the average order of acquisition of grammatical morphemes in English as a second language. The order in the table below is derived from an analysis of empirical studies of second language acquisition (Krashen, 1977).

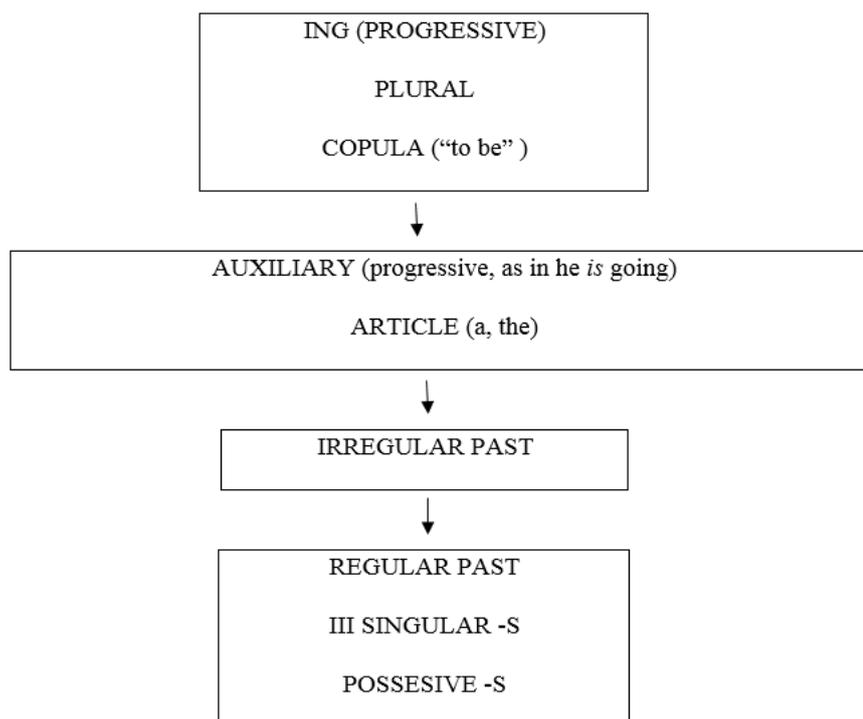


Figure 1: Order of acquisition of some grammatical features

**Affective Filter hypothesis.** The affective filter hypothesis refers to the influences of affective factors in second language acquisition process. This hypothesis is closely related to the input hypothesis because if a high affective filter prevents input from reaching the brain, acquisition doesn't happen. Motivation, self-confidence, and anxiety are the main affective factors that directly affect language acquisition. According to many researches (Krashen, 1985; Tuan, 2012; Abdelrahim and Humaida, 2012; Jafari, 2013), high motivation and self-confidence are crucial in language acquisition. Krashen (1982) hypothesized that these attitudinal factors related directly to acquisition and not learning, since they tended to show stronger relationships to second language achievement when communicative-type tests were used, tests that tap the acquired rather than the learned system, and when the students taking the test had used the language in "acquisition-rich" situations, situations where comprehensible input was plentiful.

**Silent Period** Silent period is a stage in second language acquisition process. In this period, learners do not produce language, instead they only listen and get input. According to

Krashen (1985), it is normal for second language learners to remain silent and not produce language for six months. Krashen (1985) accounted for what happens in the silent period as follows:

The child, during this time, is simply building up competence by listening, via comprehensible input. His first words in the second language are not the beginning of his second-language acquisition; rather, they are the result of the comprehensible input he has received over the previous months (p. 9).

Krashen (1985) indicates that as adult learners are not allowed to go through a silent period, they might feel uncomfortable and anxious in class. However, some classroom applications, i.e. listening comprehension exercises like “listening and making no linguistic response” (Ur, 1984) can be adopted to help learners in the silent period. Also, some techniques like Total Physical Response (Asher, 1965) include a silent period in the classroom setting. Students join the activities in the class either by physical responses or using their first language while they are in the silent period.

## Chapter 3: Methodology

### Introduction

In this thesis, the effects of extensive listening on proficiency of EFL learners and their motivation for keeping listening were investigated. The purpose of the study was to find out the nature of the relationship between those variables. Hence, to examine those relationships, the learners went through a process that will be described and explained in this section of the study. This section covers information on research design, participants, instruments, procedures of the study, and data analysis. The first part, *research design*, discusses the type of the research and the setting in which the research was conducted. The second part, *participants*, includes detailed information on how the subjects of the study were recruited and selected. The third part, *instruments*, covers the tools used in the study to gather data. The detailed description of tests and questionnaires used will be discussed in this part. The fourth part, *procedures*, involves information about how the study was conducted, what procedures were used in the study, how long it took, etc. In the last part, *data analysis*, will discuss how the data gathered will be analyzed, what tools and tests will be used.

### Research Design

This study was constructed on a quantitative base and adopted a pre-experimental research design. The independent variable of the study was the amount of time participants spent doing extensive listening, and the dependent variable was Oxford Online Placement Test (OOPT) scores. Eighty-five participants took a pre-test (OOPT) to determine their proficiency level. Then, they were provided with a large bank of listening materials including movies, TV shows, audiobooks, and documentaries (For some examples see Appendix A). The students were eager to listen to and watch those kind of materials. Hence, it was not difficult for the researcher to encourage and direct them. Still the students were explained the benefits of extensive listening and asked to choose what they wanted to listen to or watch.

Also, they were told that if they did not like what they selected, they could change it. After one semester of treatment, the students were given a post-test (OOPT) to determine the progress in their foreign language.

### **Participants**

In order to examine the effects of Extensive Listening on the proficiency level of EFL learners, the researcher recruited 85 military college students in a university in Turkey. They were all 19-20 years of age. They all had the same number of years of formal English instruction, which was nine years. In Turkey, children used to begin formal education at the age of seven until recent years, although it was possible to register and attend the school at the age of six. Formal English instruction begins at 4<sup>th</sup> grade in Turkey. Thus, although the participants were at different ages, they had the same number of years of English language instruction. As it was a military college, the students lived in a dormitory within the campus and were allowed to go out of the campus only at the weekends. They all had the same L1, Turkish.

The students took the Oxford Online Placement Test (OOPT) at the end of January 2015, which was also the beginning of spring 2015. This was a test administered by the college in order to determine the students' proficiency levels. In accordance with their performance, or the proficiency level determined by OOPT, they were divided into classes. The proficiency level was designed in accordance with the Common European Framework of References for Languages (CEFR) from A1 to C2. For example, the students who had A1 and A2 proficiency levels were in the same classrooms, and B1 and B2 students were in the same one. In order to understand what these levels represent more clearly, they should be compared with other proficiency classifications. To illustrate, A1 proficiency level in CEFR is the equivalent of novice low, novice mid, and novice high levels in the American Council on the Teaching of Foreign Languages (ACTFL) classification of proficiency levels, while A2 is the

equivalent of novice high and intermediate low. Eighty-five students were randomly selected from three classrooms in which there were A1 and A2 students. Therefore, the sampling method of the study was random sampling. The reason why the random sampling method was selected was to eliminate cultural and religious bias, and increase the validity of the sample.

According to the pre-test, more than half of the participants were almost zero beginners, who know just greetings and a few other simple expression, although they all had a nine years of formal foreign language education. In other words, they showed a very poor performance and got very low scores. The reason why the researcher specifically chose A1 and A2 students rather than more advanced ones was to investigate the effects of extensive listening on the students who knew almost nothing about language. In this way, the researcher meant to examine how effective extensive listening was on the learners who did not have required grammar/vocabulary knowledge and language skills that enabled them to understand what they listen to.

As the population of the study was college-level classroom learners of EFL, the sampling method also worked in terms of representing the population. In order to eliminate a possible sampling error, which was a lack of representativeness of the sample, the students were randomly recruited. To be more precise, in order to ensure the representativeness of the sample, the participants were randomly selected among the students who had the same proficiency level and language background.

### **Instrumentations**

In this study, two data collection tools were used. The first one was the OOPT to measure the participants' improvement and proficiency level, and the second one was a Listening Habits Questionnaire, which was used to get information on what and how the participants listen the materials. Both tools will be explained in more detail below.

**Oxford Online Placement Test (OOPT)** The OOPT was developed by Oxford University Press between 2007 and 2010 to provide a reliable and valid measure of learners' linguistic knowledge (grammar and vocabulary) and "how learners use that knowledge in order to understand the meaning in communication" in order to assist university and other language institutes place the students into groups according to their proficiency levels. The OOPT also measures learners' ability to comprehend some grammatical structures and meanings, and use them in various contexts. The OOPT is a multiple-choice test and it mainly consists of two sections. The first part is *use of English* which includes 30 grammar and vocabulary questions. This part of the OOPT includes four task types, which are testing knowledge of forms, testing knowledge of meaning, testing knowledge of forms and meaning, and testing knowledge of pragmatic meaning. The questions in this part of the test basically measure learners' knowledge of forms and meaning, and their use in different contexts. The questions mostly consist of dialogues, and in order to help learners put those dialogues into a context, each question is presented with an image. There is a cloze test in this part which tests the learners' reading comprehension skills and ability to understand a written text as well as their grammar and vocabulary knowledge. The second one is a *listening* section which includes 15 listening comprehension questions. In the listening section of the test, the test takers are required to recognize and distinguish the literal, intended, and implied meanings of what they hear in communication. The OOPT requires 60 minutes to complete.

An advantage of the OOPT is that it enables test takers to choose their starting level. At the beginning of the test, the test takers are asked to choose if they want to begin at the lower, mid- or higher level. After this selection, the first question appears on the screen, and the test takers answer it. Then, according to the answers of the test takers, the OOPT selects the future items. This is an important dimension of OOPT, which is called computer-adaptive test (CAT). This means the test adapts to the answers of each test-taker. In other words, the

questions are presented to each learner according to his/her language abilities, which is determined by considering his/her answer to the previous question. To exemplify, if a test taker answers a question correctly, then the next question will be more difficult; similarly, answering the question wrong denotes that the next one will be easier. Each time a test taker answers a question correctly, the test system increases a little its prediction of the learner's score, and so selects a more difficult question for the next time. In other words, each question contributes a little to determine the level of test takers. The OOPT maintains the same level until the test taker gets one wrong, and that time both the prediction and the selection of questions are lowered, and the OOPT 'sets the student's performance level. This feature of the OOPT makes it accurate and valid.

The OOPT scores are reported on a scale between 0 and 120, and those scores are converted to the CEFR levels, which are ranged from A1 to C2. Thus, it can be said that 20 points correspond to each level. In this regard, a score of 70 would place the test taker in the B2 level.

Lastly, the reason why the researcher chose the OOPT instead of using another one like TOEFL, TOEIC, or batteries of test is that because the OOPT is much shorter and less time consuming than those other tests. Also, in the OOPT, the scores are provided immediately and according to CEFR proficiency levels. Lastly, although it is shorter than the others, and does not include speaking and writing skills, it is still highly reliable and valid in terms of determining the general proficiency level of learners (Pollitt, 2009).

**Listening Habits Questionnaire** The Listening Habits Questionnaire was designed by the researcher in order to find out what and how the participants listen and watch in English language in their free time, or outside of the class, which was essential to answer the research questions. As there was not a common and well-known listening habits questionnaire in the field, the researcher had to design a new one for the study (see Appendix B). Although, it was

mainly a listening habits questionnaire, it also had some items related to the attitudes of the participants about extensive listening. Therefore, it can be said the questionnaire was also designed to learn the participants' thoughts on extensive listening as well as what and how much time they listened. There were 15 items in the questionnaire. Of those 15 items, 12 were related to what they listened, how they listened and how much time they spent for listening. The other three items were related to what participants thought about extensive listening. Those three items included the information about motivation for keeping listening.

Apart from OOPT and listening habits questionnaire, a large number of listening texts and materials like movies, TV shows, documentaries, music, audiobooks, radio programs, etc. were provided to the participants.

### **Procedure**

In this section of the study, the researcher will discuss how and under what conditions he conducted the study, and the process of data collection. At this point, it will be beneficial to remind the research questions, as the whole procedure was conducted to answer them. They were:

1. What is the relationship between extensive listening and the participants' proficiency test scores?
  - a. What are the effects of extensive listening on listening comprehension skills of the learners?
  - b. What are the effects of extensive listening on vocabulary and grammar knowledge of the learners?
2. What are the effects of extensive listening on students' motivation for sustaining listening?

In order to answer these questions, the 85 participants were given the OOPT by the college at the beginning of the spring 2015 semester to determine their proficiency levels. The

OOPT was internet-based and administered in a language lab in the Foreign Language Department of the College. All computers and headsets were controlled before the test in order to avoid any problem during the test. It lasted 60 minutes. After this test, the students were provided a great amount of listening materials via a common network that they could access from their PCs. These materials were also copied in a common folder that was created by the Foreign Language Department of the college, and accessible to all participants via the network of the school. For the first option, the participants needed an internet connection to access the materials. However, for the second one, they were just required to connect the college system with their student ID. Another difference between these two options was that in option one, the participants could access the materials wherever they wanted, while option two was only possible on the college campus. However, as the students had restricted access to the internet (i.e. they could not access Facebook, Twitter, YouTube or other video websites) in the college campus, it was easy to control if they used different materials or not. All of these features of the two options were explained and the participants were taught how to access and use them. As they lived within the campus of the college and the internet connection was restricted in the environment, they used the second option while they were at school and the first one while they were out on the weekends.

The materials on the network and in the folder includes popular movies like *Iron Man*, *Avengers*, *Kingdom of Heaven*, *Anchorman*, *Die Hard*, etc., TV shows like *Fringe*, *Lost*, *Arrow*, *Person of Interest*, *Avatar*, *The Unit*, *Band of Brothers*, etc., documentaries like *World War I and II*, *Planet Earth*, *Wild Life*, etc., and audiobooks by known authors like *Ender's Game*, *Maze Runner*, etc. as well as lots of graded readers at various difficulty levels. The participants were free to select their own materials and change it whenever they wanted. These listening activities lasted one semester, and the students received their formal instruction during this period, too. What they did in terms of extensive listening was outside

of the classroom. The formal instruction the participants attended was input-based and they experienced a silent period during the semester, meaning they did not have to produce language while conducting extensive listening activities. In other words, the participants were not forced to speak or write in English, but they could use some simple expressions like greetings when they wanted. Another way to attend the classroom activities was using native language. The participants were allowed to use their native language to answer the questions and attend the activities. Also, some teachers implemented Total Physical Response (Asher, 1965) to help the students to attend the classroom activities.

Finally, at the end of the semester, the participants were given a listening habits questionnaire to determine how often they listened, how much time they listened in a day, what they listened to, and what they thought about extensive listening. The questionnaire was paper-based, and the participants answered it during an English class. Immediately after completing the questionnaire, all participants took the OOPT as the post-test. The OOPT was administered in the same way as the pre-test. It was given in a language lab in the Foreign Language Department of the College, and it lasted 60 minutes.

### **Data Analysis**

The data gathered was analyzed by using SPSS, and several statistical tests were run in the study. First, to see whether there is a significant relationship between extensive listening and amount of listening time, a linear regression test was applied. Second, the researcher ran a paired sample t-test to find out the difference between pre- and post-test scores and if that difference was significant. In order to test the reliability of the questionnaire, a Cronbach Alpha test was conducted.

## Chapter 4: Results

### Introduction

A linear regression analysis was used to develop a model to predict the proficiency scores and levels from hours of extensive listening, and examine how extensive listening affects the proficiency of EFL learners. For the linear regression test, the assumptions of linearity, independence of errors, and normality of residuals were met. The normality of residuals was tested and seemed to be random and independent, which means it met the assumption of independence of errors.

**Table 4: Descriptive Statistics of dependent and independent variables**

	N	Range	Minimum	Maximum	Mean	Std. Deviation
Pre-test	85	40	0	40	11.55	14.779
Post-test	85	68	3	71	26.41	12.621
Hours of Listening	85	85	5	90	46.47	21.737
Valid N	85					

Table 4 summarizes the descriptive statistics of the variables. Although the mean score of the participants on the post-test was not very high ( $M = 26.41$ ,  $SD = 12.621$ ), when considering their very poor pre-test scores, it can be said they improved after the extensive listening activities. Also, the results showed a mean score of 25.62 for the use of English section and 26.85 for the listening section on the post-test (see Table 5). Although the mean

score of use of English was higher than the listening on the pre-test, it can be seen from Table 5 that this changed on the post-test.

**Table 5: Descriptive statistics of use of English and listening sections on the pre- and post-test.**

	N	Minimum	Maximum	Mean	Std. Deviation
Use of English - pre-test	85	1	52	12.73	16.549
Listening – pre-test	85	0	40	10.24	13.219
Use of English – post-test	85	3	60	25.62	13.209
Listening – post-test	85	2	62	26.85	13.751
Valid N	85				

Table 6 describes the use of materials by the participants. As it can be clearly understood, almost all participants used visual materials. On the other hand, just 8.2% of the participants used audiobooks, which are only aural materials.

**Table 6: The percentage of the materials the participants used**

Materials	Frequency	Percent	Valid Percent
Movies	52	61.2	61.2
TV Shows	19	22.4	22.4
Documentaries	7	8.2	8.2
Audiobooks	7	8.2	8.2
Total	85	100.0	100.0

### **Pilot study of the Listening Habits Questionnaire**

The listening habits questionnaire consisted of 17 items before the researcher piloted its reliability and validity on 24 students who did extensive listening. First, the researcher

looked into face validity of the questionnaire and modified it in accordance with the feedback given by the participants in the pilot group. In order to obtain more accurate answers and enhance reliability and validity of the questionnaire, the researcher provided it in the native language of the participants. After answering the questionnaire, the participants stated that there were some words and phrases in the questionnaire that cause ambiguity. So, the researcher corrected or replaced them with new words. Also, two items were eliminated from the questionnaire as they were similar to other two questions and did not elicit something different from them. Lastly, the researcher conducted Cronbach's Alpha test on SPSS in order to control the reliability of the listening habits questionnaire, and according to the test, the reliability was found to be satisfactory,  $\alpha = .76$ .

### Results by Research Question

*The first research question.* In order to examine the relationship between extensive listening and the participants' proficiency test scores, the researcher conducted a linear regression test. The *r square* for the model was found to be .223, which means the independence variable (hours of listening) can explain 22% of the differences in the dependent variable (the post-test scores).

**Table 7: Analysis on the relationship between hours of listening and post-test.**

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.
	B	Std. Error	Beta		
(Constant)	13.889	2.808		4.946	.000
Hours of listening	.266	.055	.472	4.881	.000

a. Dependent variable: post-test

According to the results, as expected, extensive listening could significantly predict the post-test score. In other words, there was a positive relationship between two variables,  $p < .001$  (see Table 7). Also, the relationship between hours of listening and post-test scores can be seen in figure 2.

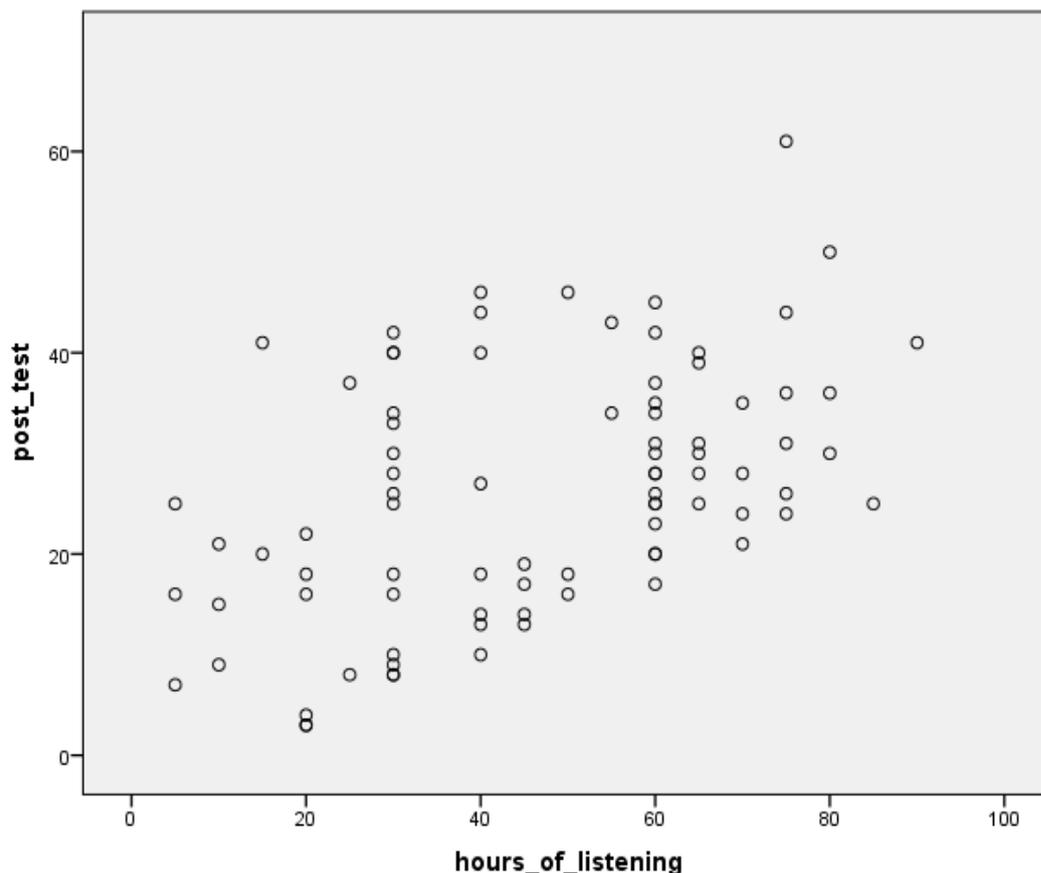


Figure 2: Scatter plot for the relationship between hours of listening and post-test scores.

In accordance with this question, the researcher examined the effects of hours of listening on the pre-test and post-test scores. In order to analyze this, the difference between pre-test and post-test scores needed to be found. For this reason, a new variable was created by subtracting the pre-test scores from post-test scores. A new model was developed to see the nature of this relationship. Also, the *r square* for this new model was found to be .760. The results are reported in Table 8.

**Table 8: The analysis on hours of listening and improvement from pre-test to post-test.**

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	-14.824	1.995		-7.432	.000
<sup>1</sup> Hours of listening	.636	.039	.874	16.347	.000

a. Dependent Variable: improvement from pre-test to post-test

As is seen on Table 8, there is a statistically significant relationship between hours of listening and the improvement of the participants from pre-test to post-test. The effects of hours of listening can be understood more clearly from this table.

There were also two sub-questions of this research question. The first one was related to the effect of extensive listening on the use of English. The use of English in this context does not mean the amount of language used, but two major aspects of language, grammar and vocabulary. The second sub-question was about the effect of extensive listening on the listening scores of the participants on the OOPT. In order to examine the effects of extensive listening on both listening and use of English scores, a linear regression test was applied. The test results showed that there was a strong relationship between extensive listening and use of English section,  $p < .001$ . The details about effects of extensive listening on the use of English sections of the post-test are presented in Table 9.

**Table 9: Analysis on hours of listening and use of English section**

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.
	B	Std. Error	Beta		
(Constant)	16.005	3.222		4.967	.000
Hours of listening	.207	.063	.340	3.296	.001

a. Dependent variable: use of English scores

A statistically significant relationship was found between hours of extensive listening and the listening section of the test, too,  $p < .001$ . For more details about effects of hours of listening on the listening section of the post-test, see Table 10.

**Table 10: Analysis on hours of listening and listening portion of the post-test.**

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	11.580	3.067		3.776	.000
Hours of listening	.329	.060	.517	5.502	.000

a. Dependent variable: listening scores

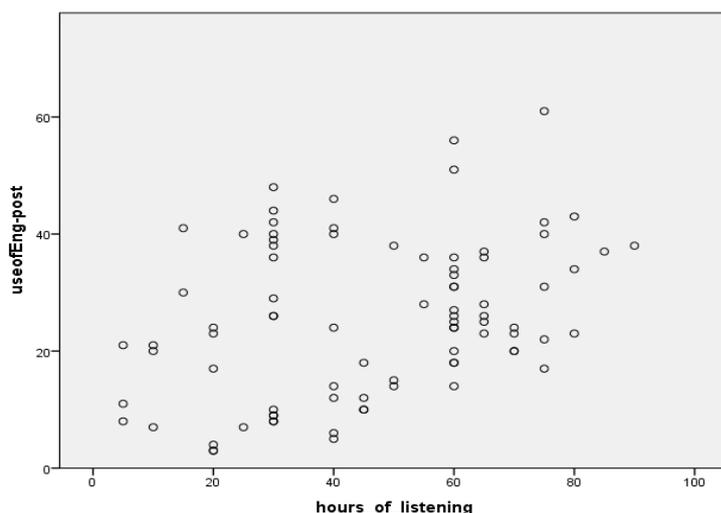


Figure 3: Scatter plot for hours of listening and use of English scores on the post-test.

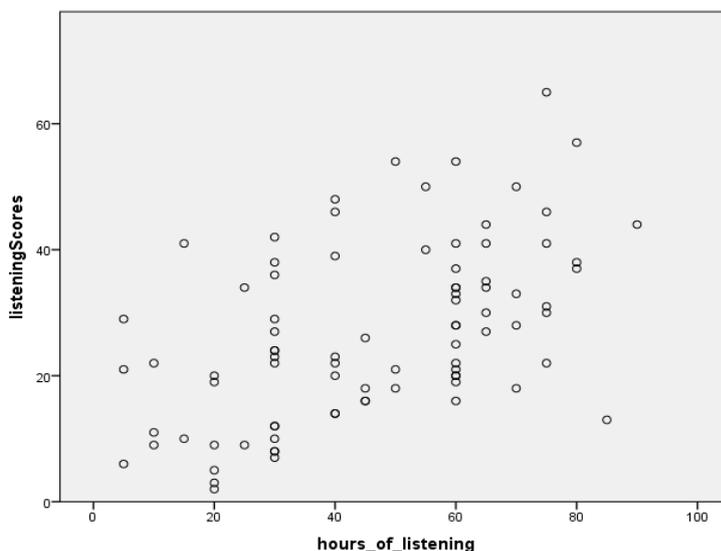


Figure 4: Scatter plot for hours of listening and listening scores on the post-test.

Figures 3 and 4 indicate the effects of extensive listening on the use of English and listening sections of the post-test. It can be seen that the variation in listening scores is smaller than use of English scores.

The improvement from the pre-test to post-test was also analyzed. After a one-term extensive listening program, the students took a post-test. In order to find out the improvement from the participants' pre- and post-test, a paired sample t-test was conducted, and it was found there was a significant improvement in the scores. A mean score of 11.55 was found for the pre-test while it was 26.29 on the post-test, and it was found to be statistically significant,  $p < .001$ .

The researcher ran another paired sample t-test to investigate the development in both sections from pre-test to post-test. Detailed information on the results of this analysis is provided in Table 11.

**Table 11: The mean scores for Use of English and Listening section on both pre- and post-test.**

	Mean	N	Std. Deviation	Std. Error Mean	Change	Sig.
Use of English - pre-test	12.73	85	16.549	1.795	13.05	.000
Use of English - post-test	25.78	85	13.679	1.484		
Listening - pre-test	10.24	85	13.219	1.434	16.69	.000
Listening - post-test	26.93	85	13.983	1.517		

According to the test results, the mean score of the use of English section on the post-test was two times the mean score on the pre-test. On the other hand, the mean score for the listening section was found to be almost three times the mean score of the pre-test. The paired sample t-test results showed that the mean scores from the pre-test to the post-test were significantly different.

As related to the first research question, it is good to highlight an important point. It is about the categorical increase of participants' global proficiency level specified by using

CEFR proficiency levels. According to the pre-test scores 58 of the participants were at the A1 and 27 of them at the A2 proficiency level. However, it was found that this changed on the post-test. The post-test results showed that more than half of the participants improved and rose to an upper proficiency level. Some of the participants remained at the level determined by pre-test. Although there were differences between their pre- and post-test scores, it was not adequate to change their proficiency category. Also, 11 participants increased to B1 and B2 levels. On the other hand, some of the participants who were A2 on the pre-test fell to the lower level, A1. The information about the participants' proficiency levels is reported in Table 12.

**Table 12: Changes in the participants' proficiency levels.**

	Proficiency Level	Valid N	Percent	Total
<b>Pre-test</b>	A1	58	68.2	85
	A2	27	31.8	
<b>Post-test</b>	A1	30	35.3	85
	A2	44	51.8	
	B1	10	11.8	
	B2	1	1.2	

*The third research question* involved the relationship between extensive listening and motivation of the participants for keeping listening activities. As stated before, the participants were asked if extensive listening increased their motivation via the questionnaire. 88.2% (75 out of 85) of the participants answered positively. Also, a linear regression test was run to examine this relationship. The results showed a positive significant relationship between motivation and hours of listening,  $p < .001$ . The details about the relationship between hours of listening and motivation are provided in Table 13.

**Table 13: Analysis on the relationship between hours of listening and motivation.**

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.	
	B	Std. Error	Beta			
1	(Constant)	.496	.070		7.126	.000
	Hours of listening	.008	.001	.557	6.112	.000

a. Dependent Variable: motivation

Another finding of the study was about the use and effect of subtitles. Nearly all of the participants (91.8%) used visual materials like movies, TV shows, and documentaries as extensive listening activities. In fact, the subtitle type was not considered as an explanatory factor at first as the researcher had not known what materials the participants would choose. The researcher determined this by adding an item about subtitles to the questionnaire. The participants answered the question related to which subtitles (Native language, English, or none) they used while watching movies, TV shows, etc. As a result, the relationship between subtitle type and post-test scores was not statistically significant,  $p < .504$ . Also, to compare the post-test scores of participants who used Turkish subtitles with the ones who used English subtitles, a new analysis was conducted. As a result, the mean score for the Turkish group was found to be 28.10, while it was 24.69 for the English group, and this result was not found to be significant.

Lastly, in order to find out what factors make listening comprehension difficult for the learners, the listening habits questionnaire was used. The details about difficulty factors are presented in Table 14.

**Table 14: The difficulty factors affecting listening comprehension.**

Difficulty Factors	Frequency	Percent	Valid Percent	Cumulative Percent
Speaking speed	29	34.1	34.1	34.1
New vocabulary	19	22.4	22.4	56.5
Reduction	14	16.5	16.5	72.9
Sentence complexity	11	12.9	12.9	85.9
Unfamiliarity with context	10	11.8	11.8	97.6
Accent	2	2.4	2.4	100.0
Total	85	100.0	100.0	

From the participants' answers to the questionnaire, the speaking speed was found to be the highest rated difficulty factor with a percentage of 34. After the speaking speed, the participants thought unknown or new vocabulary was the most problematic factor in listening comprehension. These factors might be considered when selecting the materials.

## Chapter 5: Discussion

This study looked into the links between extensive listening and proficiency level of EFL learners. As such, they do not receive the opportunity to experience natural occurrences of English language, but learn its rules and memorize its vocabulary as a class in school contexts.

The first hypothesis of the study predicted that the time the participants spent doing extensive listening would positively affect their post-test scores. It was found that hours of extensive listening had a significant positive impact on the improvement of the participants from the pre-test to post-test. The regression analysis indicated that there was a statistically significant positive relationship between hours of listening and post-test scores. In other words, hours of extensive listening could predict post-test scores successfully. This implies that the more extensive listening, the higher results on a proficiency examination.

The second hypothesis assumed that extensive listening would advance the participants' various language skills and build up their knowledge of some aspects of the language. In general terms, the results demonstrated extensive listening had a positive effect on the development of language skills. The mean score of the pre-test was 11.55 while it was 26.41 on the post-test. As stated earlier, although the improvement may seem little, it will be understood better when considering most of the participants knew almost nothing at the start of the study (most of them were A1 and some of them were A2). With respect to this hypothesis, there were two sub-hypotheses. When we examine two parts of the post-test on an individually, we can see that the participants improved on the both parts of the exam. The first sub-hypothesis assumed that the participants would advance their listening skill with extensive listening activities. As anticipated, the results displayed that extensively listening increased the participants' listening skill. Moreover, it was found that the participants

demonstrated the greatest improvement in the listening section of the test. The mean score of listening portion was 10.24 on the pre-test, but it rose to 26.93 on the post-test.

The second sub-hypothesis predicted that extensive listening would also develop the participants' knowledge of grammar and vocabulary. The results indicated that extensive listening has a positive effect on the grammar and vocabulary knowledge, too. The average score in the use of English section rose to 25.78 on the post-test, which had been 12.73 on the pre-test. Also, although there is not a specific reading part in the test, a part of the use of English section (Cloze test) tests the reading comprehension skills along with knowledge of grammar and vocabulary. Thus, it can be presumed that reading skill improved, as well, though we do not know the precise measure of improvement. As a result, the results of both sections (listening and use of English) were consistent with previous studies (Ucan, 2010; Chang, 2010) as they also found that extensive listening increase learners' listening comprehension and general knowledge of language.

Another significant issue was found to be related to the participants' proficiency levels. Pre-test scores showed that most of the participants knew almost nothing as they got 1 or 2 points out of 120. Yet, most participants who got 1 or 2 got better scores on the post-test and increased their proficiency the upper level. As the results indicated, most of the students either increased their scores and approached to the upper level, or improved and moved to the upper level. Although some of them improved their language and raised their scores, it was not enough to categorically change their proficiency level. There were also some participants who got lower scores on the post-test than the pre-test. Thus, they fell to the lower level. According to the results, those participants whose scores decreased, did not implement much extensive listening. For instance, one of the participants got 31 on the pre-test, and 16 on the post-test. According to the data gathered, he did extensive listening only 5 minutes or less in a day. In fact, although it was anticipated that the participants who spent too little time doing

extensive listening would not improve much, but it was not expected that there would be such a decrease in their scores. There might be other reasons for this and similar cases. The learners whose scores decreased from pre-test to post-test might do nothing in terms of foreign language and ignore the language completely. In other words, those students might not only ignore extensive listening activities, but also other foreign language activities like attending classroom exercises and spending their time to study the foreign language. Otherwise, at least they should have got the same scores.

The last hypothesis of the study predicted that extensive listening would enhance the participants' motivation for sustaining listening activities as they choose their own materials like movies and TV shows. According to the participants' answers to the listening habits questionnaire, 75 participants out of 85 considered extensive listening increased their motivation and urge to continue listening. The other 10 participants were the ones who did extensive listening the least. Also, the regression analysis results showed a significant relationship between hours of extensive listening and motivation. In other words, extensive listening was a significant predictor of motivation. The results of this study are also similar to the previous ones (Ryan, 1998; Onoda, 2012; Ucan, 2010). Those studies also found that extensive listening activities have an important role in increasing learners' motivation.

Another finding of the study was about the use of subtitles. Although this was not a part of the research questions, as most of the participants used visual materials like movies, documentaries, and TV shows, the effect of use of subtitle was needed to be examined. This was determined with a question in the listening habits questionnaire. The participants were asked what kind of subtitle they use while watching the materials. The question had three choices; English subtitle, Turkish subtitle, and without subtitle. The answers revealed that nobody listened to the materials without subtitle. As a result, it was found that the mean score for Turkish subtitle group was about 28 on the post-test, while it was 24 for English subtitle

group. However, there was not a statistically significant effect of subtitle types. These results were partly similar to the findings of Markham et al. (2001). In their study, Markham et al (2001) revealed that native language subtitle was the most effective one followed by target language subtitle and no subtitle respectively, and this study found that although there was not a significant relationship between subtitle types and post-test scores, the participants who used native language subtitle got higher scores.

Lastly, in order to determine what makes listening difficult to the participants, some potential difficulty factors were mentioned in the questionnaire, which the participants were asked to put in order from most difficult to the least according to their view. This finding was important for some reasons. First, as it was stated at the beginning, listening is said to be one of the most effective ways of learning a language (Bozorgian, 2012; Krashen, 1985). But if learners do not understand what they hear, it will be difficult for them to improve. In other words, what they listen should be comprehensible to them to be efficient. Second, this is important while choosing the appropriate material for both teachers and learners. For example, when teachers recommend listening materials to their students, they can consider these factors, and suggest appropriate materials. According to the questionnaire, the biggest factor that negatively affects the listening comprehension was speaking speed of the speaker, which was followed by new vocabulary, reduction, and sentence complexity respectively. The results were similar to the previous studies (Zeng, 2007; Goh, 2000). These factors are closely related to the comprehensibility of materials. The learners, and especially teachers, should take these factors into account while choosing materials.

In conclusion, this study revealed that extensive listening is a good and effective way to improve language skills out of classroom. It also indicated that extensive listening can increase the learners' motivation and interest to keep listening. Lastly, although this study has

some limitations too and it did not implement pure extensive listening, it can be said that it has less problems than the previous studies in terms of application of extensive listening.

### **Limitations**

One limitation of the study was the experimental time, which was a semester. One semester may be a short time to get more reliable results for the beginner learners as it might take more time to understand and produce language in their case. This experiment time could be longer in future studies. Also, this study was constructed on a pre-experimental research design, and so it did not involve a control group. The study examined the language improvement in one group before and after treatment. For a follow up study, two groups, control and experimental, could be investigated in order to see the effects of extensive listening on the proficiency of different EFL learners group and compare their results. Thus, it is likely to get more reliable results.

### **Teaching Implications**

In this thesis, the relationship between extensive listening and the EFL learners' proficiency level was investigated. The results provided evidence for the positive effects of extensive listening on the proficiency level and language skills of the learners. There are some implications of the findings for learning and teaching English as a foreign language.

First of all, the results indicated the importance of listening skill for developing both listening and other language skills. For this reason, listening skill should be cared for and emphasized more in foreign language education and curriculum. Specifically, extensive listening should be a part of foreign language teaching and learning as it is an effective and efficient way of getting comprehensible input. Curriculum makers and teachers should take extensive listening activities into account while making curriculum for learners. Classroom listening activities might be more appropriate for beginners due to its controlled and directed

context. Moreover, it can be said that the instruction and classroom activities had an effect on the performance of the participants in this study too. Yet, as this study indicated, extensive listening can be helpful for beginners too providing that they listen appropriate materials and keep listening. Also, the learners feel more comfortable in extensive listening as they do not answer questions or look for details.

In extensive listening, learners listen to authentic materials, and it is clear from the study that in order to improve a foreign language, these materials are highly important in a foreign language setting. As stated before, a foreign language setting is different from the second language setting (Richards and Schmidt, 2002). In foreign language setting, the learners cannot experience the natural occurrences of the language. In other words, they do not have the opportunity to interact and communicate with native speakers of the target language. Therefore, in order to eliminate this deficiency, teachers can use authentic materials for enhancing the classroom instruction, and they can encourage their students to use such materials out of class. It is not recommend to use a whole movie or TV show as classroom activities, but teachers can select authentic, enjoyable short videos, interesting advertisements, and maybe a scene from popular movies. Also, teachers and school managements can create a specific listening library, including those kinds of authentic materials, and in this way, they can both track and direct the learners' development too. This kind of extra-curricular activities will be effective to motivate and encourage the learners to continue listening as well.

As the results of this study revealed that extensive listening and authentic materials increase participants' motivation for language learning and sustain listening activities, EFL learners are encouraged to use authentic materials like movies, TV shows, radio programs, TV channels, etc. via internet while they are out of school. Moreover, as they can find appropriate materials at any difficulty level, they can benefit from them by selecting those that fit their own level of proficiency. This will help them both improve their language skills and

keeping listening. Also, teachers can use extensive listening activities to enhance their students' motivation. The results of this study showed that extensive listening raised students' interest and motivation too.

Another implication of this study is about the factors that make listening comprehension difficult. This is important as listening is one of the most important channels of the language learning process. But, if learners do not comprehend what they hear, they cannot fully benefit from it. Hence, while choosing a listening material, learners should select materials they can understand and teachers should recommend such materials for their students. In order to choose the proper material, factors such as speaking speed should be taken into account. Thus, teachers and learners should take care of selecting materials that provide aural input at a relatively slow speed, which can become faster as learners advance. Also, in order to make the materials more comprehensible, some techniques should be applied. For example, for visual materials, either native language or target language subtitles should be used. If the material is only aural, then getting background knowledge about the topic will be beneficial (Krashen, 2004). As related to this issue, Krashen's *i+1* theory should be implemented while choosing the materials as well.

Lastly, language education should not be restricted to only four or six hours per week in the school context. Language education needs to be maintained out of school too. Otherwise, learners and teachers might make language learning more influential and efficient by integrating technology into foreign language education. Technology is an ideal tool to extend learning beyond the school hours. As it is known, technology is extensively developed and commonly used in education as well as in other areas of life. Almost all students have their own smartphones, mp3 players, tablets, or PCs, and this can make education sustainable out of school too. Specifically, these devices can always be used for extensive listening activities. When provided with appropriate materials, learners can use these devices as a good

mean of language learning. As a result, the teachers should encourage their students to use these devices for improving language skills and learners should use these devices in order to advance language skills out of school too.

### **Future Research**

The current study provided supporting evidence for the effectiveness of EL on the learners who were A1 and A2. In future research, other proficiency levels can be involved in order to examine the effects of EL on different proficiency levels and get more extensive results. Another issue for future research might be investigating the impact of EL on the learners who learn English in different classroom settings. In the current study, the learners did not produce language while they were listening to the materials, because they were learning English in an input-based setting and went through a silent period. However, it might be different if they practiced by speaking and writing. Hence, to find out the effects of EL on different settings, further research is required. As expressed before, there are other theories and hypotheses that attach importance to comprehensible input. However, unlike the Input Hypothesis, they allow and encourage learners to produce language and interact with each other. Thus, they improve their language skills by communicating with others and getting corrective feedback from them, which is called negotiation of meaning. For future research, participants from various instruction settings might be recruited and the differences between their development rates might be examined to find out the effects of the instruction type in an extensive listening study. Lastly, in future studies, a productive skills assessment might be included the study in order to see the effects of extensive listening on the speaking and writing more clearly. Although the result of the OOPT can be generalized to the overall proficiency of the participants in this study, the results would be more reliable if productive skills are involved.

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## Appendix

### Appendix A

#### *Some of the movies used in the study*

Iron Man 1-2-3

Avengers

Shooter

Anchorman 1-2

Kingdom of Heaven

Kung-fu Panda 1-2

Ice Age 1-2-3-4

Frozen

Black Hawk Down

Captain America First Avenger

Shawshank Redemption

Titanic

Batman 1-2-3

#### *Some of the TV shows used in the study*

Fringe

Arrow

Avatar

Lost

The Unit

Sherlock

Heroes

Chuck

Two and Half Man

#### *Some of the documentaries used in the study*

Planet Earth

Mankind: The Story of All of Us

The Blue Planet

The Life of Mammals

World War I

World War II

Ancient X-Files

Live Fire

The Battle for Midway

Tesla: Master of Lightning

Black Ops

Titanic's Final Mystery

Hiroshima

#### *Some of the audiobooks used in the study*

Maze Runner 1-2-3-4

Ender's Game

Girl on the Train

Assassin

Jason Bourne Collection (ten audiobooks)

Seven Habits of Successful People

*and*

Lots of graded readers at various difficulty levels

## Appendix B

### Listening Habits Questionnaire

Name: \_\_\_\_\_

This questionnaire is delivered to you in order to determine what you listen/watch, and how much time you listen/watch in English in your free time/out of the class (TV shows, movies, audiobooks, podcasts, radio, etc.). The answers you give will not be shared with any third party, will not be used to assess you or grade you. It will only be used by the researcher. Therefore, please provide accurate information.

1. How much time in average do you spend for listening/watching in English in a day? \_\_\_\_\_
2. Do you listen/watch in English out of the college campus (at the weekend)? If yes, what are the resources? (Internet, TV, radio, native speakers, etc.)  
\_\_\_\_\_
3. I listen/watch in English for extra practice
  - a. Always
  - b. Often
  - c. Rarely
  - d. Never
4. I take notes while listening/watching.
  - a. Always
  - b. Often
  - c. Rarely
  - d. Never
5. I use dictionary for unknown words while listening/watching.
  - a. Always
  - b. Often
  - c. Rarely
  - d. Never
6. I understand the general context or the main idea of a video or audio in spite of the unknown words.
  - a. Always
  - b. Often
  - c. Rarely
  - d. Never

7. I watch English movies/TV shows with;
  - a. Subtitles (Turkish)
  - b. Subtitles (English)
  - c. Without subtitles
  
8. I watch/listen to English TV or radio channels.
  - a. Always
  - b. Often
  - c. Rarely
  - d. Never
  
9. I listen to audiobooks.
  - a. Always
  - b. Often
  - c. Rarely
  - d. Never
  
10. I read the script of a book while listening its audiobook version simultaneously.
  - a. Always
  - b. Often
  - c. Rarely
  - d. Never
  
11. Rank the following items from the most to the least you do out of the class.
  - a. Movies
  - b. TV shows
  - c. Documentaries
  - d. Audiobooks
  
12. In your opinion, what makes listening difficult to understand? Rank the following items from 1 to five as 5 is the most and 1 is the least difficult.
  - a. Speaking speed
  - b. Unknown and new vocabulary
  - c. Accent
  - d. Reduction
  - e. Unfamiliarity with context
  - f. Sentence complexity
  
13. I feel comfortable while doing extensive listening.
  - a. Always
  - b. Often
  - c. Rarely
  - d. Never
  
14. It is motivating to choose your own listening materials and do extensive listening.
  - a. Always
  - b. Often
  - c. Rarely
  - d. Never

- 15.** Extensive listening motivates and encourages me to keep listening.
- a. Always
  - b. Often
  - c. Rarely
  - d. Never