# EFFICACY OF STRUCTURED EXTENSIVE LISTENING ON LOW-PROFICIENCY THAI LEARNERS OF ENGLISH

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# EFFICACY OF STRUCTURED EXTENSIVE LISTENING ON LOW-PROFICIENCY THAI LEARNERS OF ENGLISH

CHONLATHORN JANTASODE

A Dissertation Submitted in Partial Fulfillment of the Requirements

for the Degree of DOCTOR OF PHILOSOPHY

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THE DISSERTATION TITLED

EFFICACY OF STRUCTURED EXTENSIVE LISTENING ON LOW-PROFICIENCY THAI LEARNERS OF ENGLISH

BY

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HAS BEEN APPROVED BY THE GRADUATE SCHOOL IN PARTIAL FULFILLMENT
OF THE REQUIREMENTS FOR THE DOCTOR OF PHILOSOPHY
IN PH.D. (LANGUAGE AND GLOBAL COMMUNICATION) AT SRINAKHARINWIROT UNIVERSITY

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| Author | CHONLATHORN JANTASODE |
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Although Extensive Listening (EL) research is growing, it lacks a structured framework for learners with low proficiency, who often struggle with self-regulated learning. This study introduces a structured EL program designed for such learners, addressing three main questions: 1) the effectiveness of the program, 2) the relationship between listening hours and test scores, and 3) participants' perceptions of the program. An embedded experimental design involved 66 Thai university students, divided into an experimental group (33 participants) receiving the structured EL program and a comparison group (33 participants) completing textbook-based listening exercises. The participants were purposively selected with voluntary participation. Data collection tools included a screening test, pre- and post-listening comprehension tests, listening logs, and focus group interviews. T-tests revealed significant improvement in listening comprehension for the experimental group ($p = 0.00$), with a moderate effect size. Pearson's correlation showed a strong positive relationship ($r = 0.79$) between listening hours and test scores. Thematic analysis of focus group transcripts identified key themes, including motivation, emotional factors (positive and negative), and self-directed learning compared to classroom-based activities. The findings suggest that the structured EL program can be effectively implemented in higher education institutions where listening skills are often overlooked.

Keyword : structured Extensive Listening, ESL podcast, meaning-based listening, listening cloze, listening log, students' perceptions, listening comprehension

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CHONLATHORN JANTASODE

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# INTRODUCTION

## 1.1 Rationale

From the time students were young throughout their educational journey, listening has been the primary and most effective mode of learning (Brown, 2007). Therefore, a student's ability to listen will inevitably affect their educational progress. This is consistent with second or foreign language learning, Nunan (1998) claimed that over 50 percent of the time that students spend performing in a different language would reportedly be spent listening. However, Nunan's statement may not reflect the entire reality of some EFL classrooms, as lectures may not always be delivered in English and limited listening instruction is typically found. Traditionally, listening may have been seen as a natural skill; hence, listening instructions on tackling the aural input is not stressed in the classroom. Furthermore, the listening-speaking model in the past involved repetition and drills. Listening was viewed solely as a way of presenting different speaking models that were quickly imitated by students. The goal of acquiring a language was to be able to speak, and language was considered as a sort of behavior (Nation & Newton, 2009). However, Nord (1980) argued for the importance of listening that:

> "Some people now believe that learning a language is not just learning to talk, but rather that learning a language is building a map of meaning in the mind. These people believe that talking may indicate that the language was learned, but they do not believe that practice in talking is the best way to build up this 'cognitive' map in the mind. To do this, they feel, the best method is to practice meaningful listening" (p. 17)

Nation and Newton (2009) analyzed Nord's argument that listening is a method to learn language. It provides learners with data to create a learning map in their mind. This learning map is a network of language input that is necessary for learners when using the language. Once this knowledge has been achieved, speaking can begin.

Meaningful listening, as described by Krashen (1982) refers to the type of comprehensible input essential for language acquisition. Krashen emphasized that meaningful interaction in the target language is crucial for effective learning, with 'meaningful' equated to 'comprehensible' in his input hypothesis. Krashen underlined that language is only acquired when it is comprehensible. Despite the fact that this view has been challenged for being a bit too rigid, I agree with Renandya (2011) that comprehensible input is highly valuable, especially among low-proficiency learners. Furthermore, Renandya (2011) and Renandya and Farrell (2011) stressed the need of practicing a lot of meaningful listening in order to construct the essential learning cognitive map. Similarly, different scholars in L2 learning e.g. Nord (1980); Rost (1994); Krashen (1995) concluded that having substantial listening input is likewise having a significant impact on the L2 language learning and acquisition. However, despite its recognized importance, listening has historically been the most neglected of the four skills taught in language courses (Nation & Newton, 2009).

Listening is often referred to as the "forgotten skill" in language teaching, as it receives far less emphasis compared to other skills like speaking, reading, and writing. Mahmoud and Oraby (2024) described this phenomenon in Saudi classrooms, where listening instruction is minimal, leaving students ill-equipped for real-life communication. Siegel (2011) emphasized that listening is often overlooked because it is perceived as passive and difficult to assess, leading to a lack of structured pedagogy around it. Similarly, Field (2010) argued that traditional language curricula often prioritize speaking and writing over listening, neglecting this foundational skill crucial for effective language acquisition.

In EFL settings, students have no active role for English usage outside of the classroom, which can diminish their motivation to learn the language. Consequently, most students adopt a passive role, relying heavily on teachers, classroom instruction, and assigned textbooks. Furthermore, the competence of EFL teachers and the quality of their input are critical in shaping student engagement and learning outcomes. However, classroom situations in Thailand often fail to adequately support students in developing

their English proficiency. Vibulphol (2004) highlighted that many Thai EFL teachers continue to rely on grammar-focused instruction, which emphasizes rote memorization rather than meaningful communication. This traditional approach is compounded by a lack of confidence among some teachers in their own English proficiency, as well as limited exposure to diverse accents and insufficient training in listening pedagogy (Suwannasit, 2019). As a result, the classroom environment tends to foster passive learning, offering little motivation for students to actively use English in real-life contexts. Chen (2012) noted that while students value teachers with strong English proficiency, effective communication skills, and the ability to create a supportive classroom atmosphere, reliance on traditional methods may not fully equip students for practical language use. This gap underscores the necessity for teachers to go beyond traditional methods and actively support students in developing autonomous learning strategies, particularly for listening, where structured guidance is often lacking.

Although students have access to and can learn from an abundance of online language listening materials, students, particularly L2 beginners, may be uncertain about navigating the self-regulated path. They often need guidance from language instructors, especially in selecting suitable materials and resources. However, many language instructors may lack experience in advising on effective listening practice. The focus is generally on course-related subjects or content that can be examined within time restriction. The product has always taken priority over the learning process (Nguyen & Abbott, 2016).

In comparison to other skills, Vandergrift and Goh (2012) found that teachers and listening materials pay the least systematic attention to the enhancement of listening capacity. As a result, students are not taught to become skilled listeners. They are not given instructions or chances to practice widening the network of language input through listening. Given the fact that listening fluency development is regarded as one of the four strands of a well-balanced language course (Nation, 2007), listening activities such as listening to stories utilizing familiar words or listening repetitively were rarely incorporated in the common English courses. This limited opportunity to develop listening

skills may contribute to the low English proficiency levels observed among Thai EFL students, or it may be a consequence of those low proficiency levels.

Research consistently shows that Thai students learning English as a foreign language (EFL) often demonstrate low proficiency. A study by Waluyo (2019) indicates that among 2,248 first-year Thai EFL students, 77.3% only achieved elementary proficiency levels (A1 and A2) on the Common European Framework of Reference for Languages (CEFR) scale. This aligns with earlier studies (Chonprakay, 2009; Wiriyachitra, 2002) that have also documented low English proficiency among Thai learners. It is not surprising that Thai EFL learners frequently encounter listening difficulties, including unfamiliar accents, fast speech, long listening inputs, and insufficient listening practice (Jayawasu, 1998; Kajornboon, 2011; Sriprom, 2011). Even after nearly two decades, challenges such as inadequate practice and limited exposure to practical English use persist among Thai EFL learners (Bennui 2007; Chonprakay 2009 as cited in Suwannasit, 2019). This ongoing situation raises questions about the effectiveness of current teaching methods, which often undervalue the actual listening practice, lack adequate instructional support, and may not be well-suited for the majority of Thai students, who are predominantly low-proficiency learners. The low proficiency levels observed among Thai EFL learners and the persistent challenges in listening comprehension suggest a need for more effective instructional methods, as current approaches, such as Intensive Listening, may not fully address these issues.

Intensive Listening (IL) is the approach that is typically incorporated in textbooks and widely adapted and used in the classroom. According to Renandya (2011), the learning model involves pre-listening, while-listening and post-listening. During the pre-listening stage, the focus is frequently on introducing vocabulary and grammar, while in the post-listening stage, attention and a lot of time spent shifts to comprehension exercises and language analysis. To affirm Renandya's statements, the common approach to listening in communicative English or basic English courses in Thailand includes some audio input, but far more time is spent on post-listening exercises and assessments than to listening itself. Ivone and Renandya (2022) addressed that the

success in listening is frequently judged by students' performance to complete a planned set of listening exercises, while useful, it does not reflect the whole range of features that contribute to comprehension success because students are frequently required to memorize what they hear. Furthermore, it has been estimated that actual listening input in typical English class is approximately 9 minutes, which is less than 1/5 of the 50-minute class period (Renandya, 2011). For proficient students, listening tasks may not present any challenges, but for low-proficiency students, this is not the case. While they are constantly attempting to comprehend what they hear, the one-shot nature characteristic does not allow listeners to step back and learn how to deal with the listening input, unlike reading practice (Vandergrift & Goh, 2012). Oftentimes, low-proficiency students are usually left to deal with listening problems by themselves (Renandya & Farrell, 2011). Vandergrift and Goh (2012) raised the issue of students becoming stressed when they are required to show how much they have learned or more often, revealed how little they could comprehend. EFL students worldwide, including those in Thailand, have consistently reported unresolved listening problems. Research spanning several decades has identified common problematic aspects of aural input, including rapid speaking rates, accent variations, speech variability, word recognition difficulties, inadequate practice (Buck, 1995; Field, 2003; Lynch & Mendelsohn, 2010; Renandya & Farrell, 2011; Suwannasit, 2019; Zou, 2015). Therefore, the traditional or Intensive Listening approach utilized in class may be unlikely to aid students with low proficiency in tackling these typical listening problems.

Although students have reported common listening difficulties, there is still limited research on how to resolve these issues. Over the past few decades, listening research has stressed the strategy-based approach that does not directly solve listening difficulties reported (Renandya & Farrell, 2011). The strategy-based scholars (e.g. Graham & Macaro, 2008; Thompson & Rubin, 1996; Vandergrift & Tafaghodtari, 2010) have reported a correlation between employed strategies and increased listening competency. Nonetheless, other second language researchers (e.g., Field, 2000; Littlejohn, 2008; McDonough, 2006; Renandya & Farrell, 2011; Ridgway, 2000) have

questioned the evidence that they are inadequate on L2 students' listening skill improvement and noted that they may not function with low-proficiency ones. Renandya and Farrell (2011) and Renandya (2012) especially discussed the impracticality of implementing the strategy-based approach in the classroom. Strategy training places a significant amount of responsibility on teachers to instruct and train students on different listening strategies and which one best suit their learning styles. The training needs a large deal of time, which reduces opportunities for actual listening practice. The value of practice is consequently diminished (Renandya & Farrell, 2011) despite the fact that listening is a procedural skill acquired via practice. In light of the fact that a strategy-based approach may not directly resolve common listening issues among low-proficiency students, a new approach to resolving these age-old issues must be examined.

Extensive Listening (EL), in which I argue, along with Chang and Millett (2014); Chang et al. (2019); Gavenila et al. (2021); Gonulal (2020); Kampiranon (2021); Lee and Cha (2017); Mayora (2017) that it is a promising approach that provides solutions to common listening problems, allows students to have ample listening practice beyond the classroom, and motivates students to keep up with their own learning. Extensive Listening is an alternative way for addressing common listening difficulties, such as speech rate, inadequate practice, or word recognition. It refers to a teaching/learning approach which enables learners to receive a lot of comprehensible and enjoyable listening input over an extended period (Ivone & Renandya, 2019). It aims to expose students to meaningful listening input of their choices through a lot of listening practice. By having ample practice, this should result in better fluency and comprehension.

However, Extensive Listening alone may not be sufficient to encourage students to continue their independent practice. In light of the study of Vandergrift and Goh (2012), EL was pointed out on the lack of structure and clear guidelines in which I am aligned with. A study by Goh (2002) highlighted the difficulties of self-listening practice and staying motivated—challenges that lead to only 18% of students succeeding in self-listening practice, while more than half lose focus. A central concern is that students struggle to perceive their progress, which can be discouraging (Vandergrift & Goh, 2012).

To address these limitations, I propose a structured EL model that consists of three key components: (1) a meaning-based activity, namely an oral cloze exercise for classroom practice; (2) a listening log to facilitate planning, self-monitoring, and post-listening activities; and (3) a collaborative learning environment to encourage peer support and interaction. By incorporating these elements, the proposed model builds on Vandergrift and Goh's (2012) call for structure in listening activities, providing a cohesive framework that enhances comprehension, motivation, and the relevance of independent listening practice. To elaborate, these components provide a cohesive framework that addresses common challenges in self-regulated listening practice and supports students in developing comprehension and motivation.

The first component, oral cloze exercises, serves as an interactive classroom activity that aligns with EL's emphasis on meaning-focused input. According to Nation and Newton (2009), oral cloze activities involve listening to a story with periodic pauses where students predict missing words, ensuring comprehension without disrupting the narrative flow. The oral cloze task in this study is designed using stories from graded readers, categorized according to the Common European Framework of Reference for Languages (CEFR). Stories were selected from A1 and A2 levels to match students' proficiency, ensuring that the vocabulary and grammatical structures align with their abilities, minimizing the risk of cognitive overload. The deleted words are primarily content words, such as nouns, main verbs, adjectives, and adverbs—words that carry significant meaning and are essential for understanding the narrative. The task is structured to ensure that students can follow the stories and use contextual clues to infer and guess the missing words. While some knowledge of vocabulary and grammar is required, it matches their proficiency, making the task accessible and effective in fostering listening comprehension and active engagement with the language. Importantly, oral cloze allows students to observe their own performance and progress, fostering a sense of achievement and relevance. This relevance, in turn, motivates students to persist in their self-regulated listening practice, as they can clearly see the value of their efforts in improving comprehension.

The second component, listening logs, acts as a reflective tool that helps students track their listening habits, set goals, and monitor their progress. Listening logs enable students to summarize content, identify new vocabulary, and plan strategies for improvement, fostering metacognitive awareness and self-regulation. Studies by Lee and Cha (2017) and Kemp (2010) underscore the effectiveness of listening logs in promoting independent learning, enhancing listening proficiency, and instilling a sense of control and accountability in students' practice.

The third component, collaborative learning, enhances the EL model by fostering a supportive and interactive classroom environment where students can share experiences, exchange insights, and build a community of practice. This element is particularly critical for low-proficiency students, who often face anxiety in high-pressure situations where they risk exposing their lack of understanding (Suwannasit, 2019). Anxiety significantly hinders listening skill development, especially among Thai EFL students, highlighting the need for a low-stress, collaborative learning environment. By integrating enjoyable, low-anxiety activities tailored to meaningful language practice (Hadley, 2001), the EL program creates opportunities for students to collaboratively address listening challenges, share problem-solving strategies, and develop confidence. Research underscores the wide-ranging benefits of collaboration, including increased self-esteem, critical thinking, and accountability (Laal & Ghodsi, 2012; Smith & MacGregor, 1992). By reducing stress and fostering a sense of community, collaborative learning not only supports listening development but also sustains motivation and engagement, ensuring a more effective and inclusive EL experience.

In addition to the structured components of the EL model, this study utilizes ESL podcasts as the primary listening tool to provide meaningful and engaging input for learners. It is intended to enhance both cognitive map and listening comprehension. While input is essential for language acquisition, some teachers struggle to offer or point out the input that corresponds to their students' proficiency and interests. Podcast applications on a mobile phone could offer a solution to this issue. Given their portability and accessibility (Şendağ et al., 2018), podcasts are particularly

advantageous. Moreover, there are several authentic podcasts available online, many of which keep up with global trends and continue to gain popularity. While some podcasts are developed for general audiences, others are specifically tailored for academic objectives to assist L2 beginners. Additionally, several studies, such as those by Hawke (2010); Istanto and Indrianti (2011); Lu (2007); Palalas (2011), have demonstrated the positive impact of podcasts on learners' listening proficiency. Therefore, incorporating podcasts into the EL model could further support students in their journey toward improved listening comprehension.

Previous studies on Extensive Listening (EL) indicate that EL research has begun to gain scholarly interest, particularly in Indonesia. Several schools and institutions have started promoting and incorporating EL into their curricula. (Astika, 2015; Hapsari & Ratri, 2014; Saputra & Fatimah, 2018; Yudhiantara & Syihabuddin, 2023; Yusra & Hanifa, 2023). As a result, several research on different EL features and on L2 Indonesian students' perceptions of its implementation in the classroom. However, strong evidence proving its effectiveness remains limited, which restricts the broader application of EL in classroom settings. Ivone and Renandya (2019) emphasized that EL requires more research that focuses on actual listening, the most important aspect, as well as EL models that specifically designed for L2 beginners. However, its effectiveness for beginners in Thai contexts has yet to be thoroughly explored. This gap underscores the need for more localized studies to investigate the impact of structured EL programs on Thai learners' listening proficiency. Additionally, Ivone and Renandya also discussed why EL has not yet been widely implemented in the classroom, noting that EL remains relatively underexplored and is often seen as an obscure topic that requires considerable time and effort to fully develop. Meanwhile, some SLA scholars (Ivone & Renandya, 2022; Loewen, 2014 as cited in; Renandya & Jacobs, 2016) suggest that teaching pedagogy should place greater emphasis on developing implicit knowledge. This type of knowledge allows students to communicate authentically and with clear intent, underscoring its importance in the language acquisition process.

Extensive Listening (EL) is grounded in the principle of exposing learners to vast amounts of comprehensible spoken input over an extended period, with time dedicated to listening practice being a critical factor for achieving its goals. In this study, the 'hour' serves as a quantifiable measure of listening exposure, enabling an evaluation of its impact on listening comprehension, motivation and self-regulated learning behaviors. By tracking the total number of listening hours, the study examines whether increased exposure correlates with improved listening comprehension. Although a few studies, such as Bozan (2015) and Metruk (2019), have examining the correlation between listening practice time and comprehension gains, research in this area remains limited. These studies suggest that the amount of listening exposure may play a critical role in influencing outcomes, but more work is needed to establish clear benchmarks for practice time. While time is widely recognized as a key variable in language skill development, measures for listening practice remain underexplored in EL research. Extensive Reading (ER) guidelines, as proposed by Nation and Wang (1999) emphasize consistent practice—such as reading one graded book per week—to build fluency, EL research has yet to establish similar standards. Investigating how listening practice time relates to comprehension gains is essential for determining the optimal amount of exposure needed to enhance listening skills effectively and to provide actionable recommendations for EL programs.

Building on this need for clear guidelines, it is equally important to consider how learners perceive the structured EL program and its role in supporting their listening development. Understanding students' perception provides valuable insights into the motivational and affective dimensions of the structured EL programs. Students' perception toward the program, their engagement with its components, and their views on the challenges and benefits can significantly influence its overall effectiveness. Perceptions often serve as indicators of how well the program meets learners' needs and aligns with their goals. Investigating these perspectives not only helps refine the program but also sheds light on factors that contribute to sustained participation and successful

outcomes. By incorporating students' feedback, the structured EL program can be adapted to foster a more supportive and engaging learning environment.

These considerations highlight the need to investigate the effectiveness of the structured EL program, particularly its efficacy, the correlation between practice time and students' listening comprehension, as well as students' perceptions of the program. Consequently, the research questions are as follows:

### 1.2 Objectives of the Study

1. To investigate the effects of the structured Extensive Listening program on low-proficiency Thai students' listening comprehension.
2. To examine the correlation between listening hours and listening comprehension test scores under the structured Extensive Listening program designed.
3. To explore students' perceptions towards the structured Extensive Listening program.

### 1.3 Research Questions

1. To what extent does the structured Extensive Listening program enhance low-proficiency Thai students' listening comprehension?
2. Is there a significant relationship between listening hours and students' listening comprehension? If yes, to what extent?
3. How do students perceive the effectiveness of the structured EL program in improving their listening comprehension?

### 1.4 Research Hypothesis

Previous experimental studies on Extensive Listening (EL), such as those conducted by Gonulal (2020); Karlin and Karlin (2021); Le and Pham (2020); Lee and Cha (2017); Bozan (2015); Kampiranon (2021), have consistently shown that EL experimental groups outperformed control groups, significantly enhancing students' listening abilities. Based on these findings, the following hypotheses are proposed:

1. This Extensive Listening program would increase the listening comprehension test scores of Thai EFL undergraduate students with low proficiency.
2. There is a positive correlation between the number of listening hours and the listening comprehension test scores of Thai students participating in the structured Extensive Listening program.
3. Students would have positive perceptions of the structured Extensive Listening program, believing that it enhances their listening comprehension.

**1.5 Scope of the study**

Variables: Research on Extensive Listening is still limited, especially regarding effective learning models for L2 beginners or low-proficiency learners. As a result, the EL approach is not yet widely adopted. This study aims to examine the impact of a structured EL program on students' listening comprehension, as well as the relationship between the time spent listening and their scores on listening assessments. The independent variable in this study is the structured EL program, which includes both out-of-class listening practices and in-class EL sessions along with their proposed elements. In the quantitative component, the dependent variable is the students' listening comprehension test scores. For the qualitative component, the structured EL program serves as the independent variable, while the dependent variables include participants' perceptions of the program, specifically their satisfaction and views on its effectiveness.

Population: The population for this study consists of low-proficiency undergraduate Thai EFL students enrolled in a regular Thai program at a university in Thailand. Their ages range between 18 and 22 years, and they are taking Fundamental English I, II, and III courses. This research is conducted within the Thai educational context. Participants were selected through purposive sampling on a voluntary basis, as they expressed an interest in enhancing their listening skills.

Duration: The study was conducted over a 15-week academic semester during the 2023 academic year. The program included both independent listening

practice outside the classroom and 7 in-class sessions focused on proposed EL listening activities.

## 1.6 Research Framework

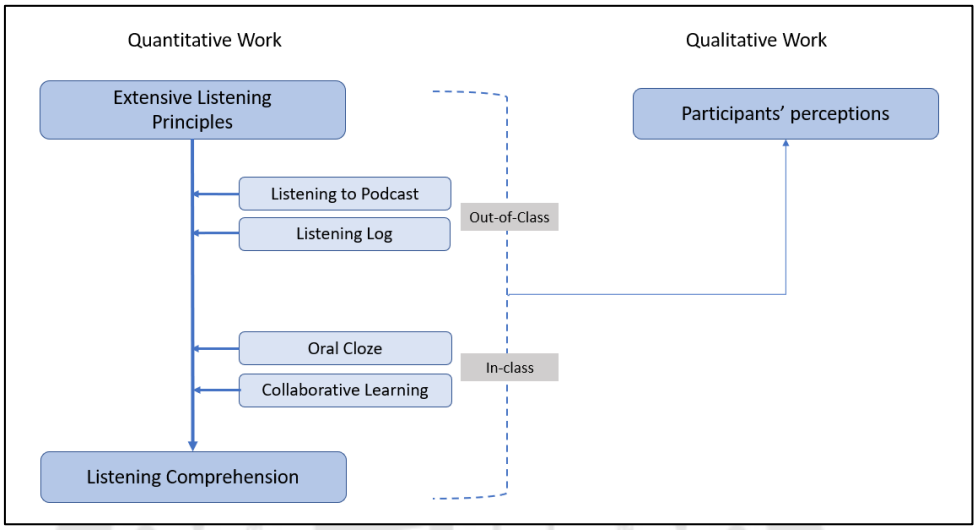


Figure 1 The study conceptual framework

The conceptual framework of this research is comprised of EL listening principles synthesized from the work of Renandya and Jacobs (2016), Mayora (2017) and Vandergrift and Goh (2012) to guide the program's design and implementation. The core component of the program is podcast listening practice outside the classroom, with a listening log used to document students' listening activities and their reactions to the content. Two additional elements designed to encourage continued engagement are oral cloze activities, where students fill in missing words while listening, and collaborative group discussions that reinforce supportive learning and motivation. The program aims to enhance students' listening comprehension, with qualitative insights gathered on students' perceptions of the EL program.

## 1.7 Definitions of Specific Terms

1.7.1 Extensive Listening (EL) refers to a teaching/learning approach adopted in this study, offering students enjoyable and comprehensible listening input over extended

periods (Ivone & Renandya, 2019). This method addresses common listening challenges, such as fast speech rates, word recognition and insufficient input while enhancing listening comprehension and motivation to have self-regulated listening practice.

1.7.2 Structured Extensive Listening refers to the program developed in this study, specifically tailored for low-proficiency EFL students. This program integrates the use of a primary listening application outside of class, accompanied by a listening log to support planning, monitoring, recording, and completing post-listening exercises (Gilliland, 2015; Lee & Cha, 2017). Within the EL classroom, it includes meaning-focused listening activities designed to enhance comprehension and fluency (Nation & Newton, 2009) while fostering a supportive collaborative learning that encourages participation and reduces anxiety. The Structured Extensive Listening program is grounded in 8 core principles, which serve to guide its implementation and ensure its effectiveness:

1) large amount of input: students are encouraged to engage with substantial volumes of listening practice across all EL activities. This principle, inspired by the success of Extensive Reading (ER) in improving language skills, underscores the importance of regular practice (e.g. Nakanishi, 2015).
2) comprehensibility: students are provided with listening materials they can easily understand, such as ESL podcasts and oral cloze activity. These materials feature simpler texts, familiar vocabulary, and grammatical structures, ensuring learners can focus on meaning rather than struggling with complex language. This principle is grounded in Krashen's Input Hypothesis (Krashen, 1982) which emphasizes that comprehensible input is essential for effective language acquisition, as it facilitates understanding.
3) repetition: students are guided to engage in repetitive listening to reinforce understanding and address challenges such as limited working memory and anxiety (Suwannasit, 2019).
4) bimodal input (link skills): students are advised to integrate listening and reading as a combined technique to enhance language comprehension. The program emphasizes the "reading while listening plus listening only" (RLL) approach, as it

significantly improves comprehension, vocabulary recognition, and confidence compared to listening-only or reading-only methods (Chang & Millett, 2014; Chang et al., 2019).

5) motivational boost: different elements in structured Extensive Listening program which fosters motivation through diverse ESL podcast content, comprehensible input, and learner autonomy in choosing topics and pacing. These elements promote engagement and self-regulation. Collaborative learning fosters supportive networks, while teacher support creates a positive emotional environment, boosting confidence and readiness for language challenges (Gardner, 1985).
6) accountability: it refers to a structured EL program that encourages students to take responsibility for their own learning through active participation, self-reflection, and collective engagement, as conceptualized by Kagan (2009). It involves students systematically documenting their learning progress, sharing insights with peers, and developing self-regulatory skills that promote individual and group learning responsibility.
7) clear objectives: it refers to the explicit and comprehensive communication of the EL program goals, expected learning outcomes, listening materials, practice methods, time commitments, and assessment process, as recommended by Renandya and Jacobs (2016). Implemented since the orientation day, these clear objectives provide students with a transparent roadmap, enhancing their focus, motivation, and ability to meet program expectations.
8) teacher's support: this refers to the guidance provided within the structured EL program, including during oral cloze and collaborative learning activities. Based on Harmer (2015) and Machá**č**ková (2009), this principle emphasizes how teachers foster a supportive environment, helping students build confidence through structured peer interactions and personalized feedback.

1.7.3 Listening Comprehension: this refers to a multi-step process involving the recognition of speech sounds, understanding of meaning and syntax, and making

inferences to comprehend spoken language (Nadig, 2021). Improving students' listening comprehension is the primary goal of the structured Extensive Listening program.

1.7.4 Listening Comprehension Assessment: this refers to a test designed to measure students' listening comprehension before (pretest) and after (posttest) an intervention. Adapted from the TOEIC Bridge Listening test, it targets foundational English communication skills for L2 beginners, focusing on basic to lower intermediate proficiency for daily interactions. The assessment aligns with the content and difficulty of structured EL materials.

1.7.5 Oral Cloze Activity: this refers to a meaning focused EL classroom exercise designed to improve listening comprehension. Students listen to a story and periodically predict missing words, with the deletions strategically chosen to ensure the flow of the story is not disrupted (Nation & Newton, 2009). The activity aligns with Extensive Listening principles by emphasizing comprehension and enjoyment rather than language form, providing support through context, and using engaging, level-appropriate materials.

1.7.6 Listening log: it refers to a continuous task where participants record their self-regulated listening activities, reflect on their understanding, and set personal targets. This practice, adapted from Lee and Cha (2017), Kampiranon (2021), and Yeh (2017), helps students develop language awareness and support self-regulation (Kemp, 2010). The log also tracks listening hours, an independent variable in this study, and documents extraneous factors affecting listening comprehension.

1.7.7 ESL Podcast refers to mobile applications, namely ESL conversations and British Council, used in the structured EL program, providing accessible audio content designed for second-language learners. It features easy-to-understand aural texts, adjustable audio speeds, varied topics, and accompanying scripts to support comprehension.

1.7.8 Collaborative Learning refers to a hybrid instructional environment where students engage in independent listening practice outside the classroom and participate in collaborative activities during EL class meetings. These activities include sharing knowledge, discussing learning experiences, and addressing common listening

challenges. Collaborative learning (CL) emphasizes shared knowledge construction and peer accountability, fostering a supportive and dynamic learning environment (Laal & Ghodsi, 2012; Smith & MacGregor, 1992).

1.7.9 Perceptions refers to students' satisfaction, thoughts, and experiences with the structured EL program. It encompasses their evaluations of program quality, relevance, and effectiveness, as well as their personal and cognitive reflections on their engagement with the program. By looking at participants' perception bridge the gap between quantitative metrics and the qualitative richness of human experiences.

1.7.10 Low-proficiency students refer to English language learners who demonstrate elementary-level language skills, specifically corresponding to the A1 or A2 levels on the Common European Framework of Reference for Languages (CEFR) scale. They constitute a significant proportion of Thai EFL learners and are the primary participants in this study, as documented by previous research (Chonprakay, 2009; Waluyo, 2019; Wiriyachitra, 2002).

### 1.8 Significance of the study

This study examined the effects of the structured Extensive Listening model on the listening comprehension of Thai EFL undergraduates with low proficiency. A teaching/learning program was designed based on a synthesis of the Extensive Listening principles for EFL context and extended activities. The EL program examined in this study is expected to benefit students, teachers and the field of listening pedagogy research.

This proposed EL program is anticipated to increase students' listening comprehension, solve common listening issues, build their confidence, and motivate them to engage in self-regulated learning. As was previously stated, the current approach to listening in the classroom does not emphasize or provide guidance for solving listening difficulties. Students are unlikely to increase their comprehension without much practice. By implementing this program beyond the classroom, students should be aware of the importance of practice, recognize the appropriate listening materials, and feel less pressure and anxiety unlike when completing listening tasks in class. Moreover, this could boost their confidence and encourage them to take ownership of their own learning, to

gear them towards building autonomy or 'learner agency,' which is crucial for present and future education. Learner agency is the capacity for students to take charge of their own learning by setting personal goals, making decisions about their learning strategies, and reflecting on their progress (Duff, 2012). Cultivating learner agency empowers students to be proactive and self-regulated, fostering independence that enriches their immediate learning experience and builds critical skills for lifelong learning. By promoting learner agency, I am equipping students to navigate and adapt to the evolving educational and professional challenges they will face in the future.

The EL program, which incorporates extended activities, offers teachers a systematic way to implement effective listening pedagogy in the classroom. Teachers often face pressure to cover all topics within a limited timeframe, which can hinder the development of students' comprehension and fluency. By adhering to the synthesized principles and variables included in this model, teachers can integrate EL into their English courses more effectively. This approach not only provides guidance on selecting appropriate materials for students, but also includes extended activities, such as oral cloze exercises. Teachers can select from graded stories that correspond to students' language competency levels, especially simpler texts for beginners in order to promote enjoyment and confidence. Tracking progress through repeated oral cloze exercises gives students evidence of development, which helps to motivate and encourage independent learning. This program equips teachers with a clear understanding of how extended activities can be incorporated and the benefits they offer to students. While the program is specifically designed for low-proficiency students, it can also be adapted for lower-level education settings, such as secondary schools.

This study aims to address the misconception that Extensive Listening (EL) is solely a set of theoretical principles, highlighting instead its potential as a practical, actionable teaching approach. Instead of relying solely on passive listening without task involvement, the extended activities in this program are designed to engage students through cognitive processing. Each element within the model offers structure, guidance, and motivation for learning. As Ivone and Renandya (2019) emphasized the need for more

research to demonstrate the efficacy of EL, particularly for L2 beginners in an EFL context, this program responds by considering the broader learning ecology and providing a supportive environment for low-proficiency students. It addresses barriers such as anxiety and low self-esteem, ultimately improving students' perceptions and enabling them to achieve positive learning outcomes. What is more, Renandya and Jacobs (2016) noted that EL studies lack precise information on the minimal amount of listening required to improve students' listening. Therefore, this study first aims to investigate the relationship between the amount of listening practice and improved listening proficiency, addressing the gap left by the lack of previous research on this correlation.

# CHAPTER 2
# LITERATURE REVIEW

In preparation for the analyses in chapter four, this chapter gives an overview and critical analysis of the relevant literature, and the main theoretical claims presented therein. This chapter starts with the general process of listening and listening comprehension, student's listening problems, Intensive Listening and listening strategies with respect to their limitations and impracticality for classroom pedagogy. The study's primary concept, Extensive Listening, is discussed next, followed by ESL podcasts, oral cloze, listening logs, collaborative classrooms, and students' perceptions.

## 2.1 Listening and Listening Comprehension

Listening was traditionally viewed as a single passive process (Lynch & Mendelsohn, 2010) which simply refers to hearing speech sounds. Different scholars (Buck, 2001; Krashen, 2009; Purdy, 1997; Rost, 2001; 1991; Vandergrift, 2007) argued against the claim that listening is indeed complex and active. It involves linguistic and non-linguistic knowledge i.e., the knowledge of sounds, words, syntax, meanings and discourse structure (Buck, 2001). Since the process includes the discrimination of sound, the understanding of lexicon and grammar together with the interpretation of suprasegmental features such as stress and intonation, pitch, listening is, thus, an active set of processes (Vandergrift, 2007). It is pointed out that the 'subtle interpretation' lies in listening process is as active as speaking (Lynch & Mendelsohn, 2010).

To comprehend the spoken language, it is crucial to understand listening processes and key elements. Several studies, also from different fields attempted to understand the listening process, however, it is rather difficult to understand the process when it occurs in human cognition (Vandergrift, 2007). Low-proficiency learners frequently struggle with both bottom-up and top-down listening processes due to limited vocabulary and a lack of contextual knowledge. Osada (2001) found that such learners tend to rely heavily on bottom-up strategies, such as decoding words and phrases, which can lead to cognitive overload and hinder comprehension when processing connected speech.

Similarly, Tsui and Fullilove (1998, as cited in Lynch & Mendelsohn, 2010) reported that learners with limited linguistic competence are less able to use top-down strategies effectively, such as drawing on prior knowledge or making inferences, resulting in fragmented understanding.

For these learners, listening comprehension becomes particularly challenging when dealing with authentic texts or rapid speech. Vandergrift and Goh (2012) emphasized that low-proficiency learners often fail to integrate information from both processes effectively, which is crucial for constructing meaning. Warren (1970 as cited in Santos, 2016) demonstrated that even when acoustic input is restricted, proficient listeners rely on top-down processing to fill gaps in understanding. However, low-proficiency learners may lack the schema and contextual knowledge needed to compensate for such limitations.

To address these challenges, effective pedagogy for low-proficiency learners should focus on scaffolding listening comprehension. Nation and Newton (2009) advocate for meaning-focused input tailored to the learner's level, such as simplified texts or stories that align with their existing linguistic knowledge. Furthermore, Paulston and Bruder (1976) emphasized the importance of progressing from simple to complex listening tasks and providing immediate feedback to support learners' development.

To effectively support low-proficiency learners, it is crucial to explore how the cognitive processes of top-down and bottom-up strategies operate in listening comprehension and inform instructional design. To explain the process based on the cognitive view, it consists of top-down and bottom-up processes (Flowerdew & Miller, 2005; Lynch & Mendelsohn, 2010; Santos, 2016; Vandergrift & Goh, 2012). Below is an illustration developed from the explanations concluded by Santos (2016).

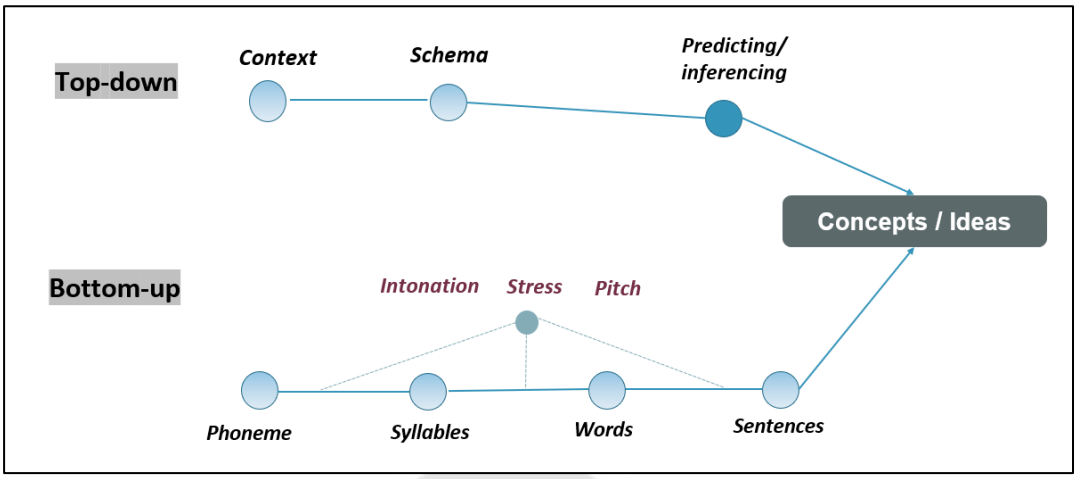


Figure 2 Listening process based on the cognitive view

Source: adapted from the explanation of Santos (2016)

When one receives acoustic input, bottom-up process starts at the decoding-level. One needs to rely on his/her linguistic features. This process is built from the smallest unit i.e., 'phonemes' level up to bigger meaningful units which are syllable, words, sentences. When these units are combined with stream of sounds such as intonation, stress, and pitch, they are later transformed into concepts and ideas. While the top-down process applies 'context' and 'world' knowledge in order to interpret the meaning of utterance heard. Contextual knowledge is a trigger that activates listeners' schema on the topics and to further work on the conceptual framework to parse the language input for vocabulary and content. As seen in figure 2, both top-down and bottom-up processes do not work independently, but they complement each other. They work in linear fashion towards concepts or ideas. Listeners generally analyze and interpret the message heard based on their world and linguistic knowledge (Vandergrift & Goh, 2012). Nation and Newton (2009) revealed that most of comprehension tasks involve a combination of both of these processes, but one is often more apparent. The extent to which listeners may utilize one process over another depends on their listening goal. One who needs to clarify a specific detail e.g., giving phone numbers or directions may participate in more bottom-up processing than a listener who seeks an overview of what happened at a given event. This study involves enhancing listening comprehension;

hence, top-down processing is predominant, as it enables learners to execute promptly without having to struggle with language forms. In order to comprehend both processes / approaches, the table below summarizes their key characteristics.

Table 1 A summary of top-down and bottom-up key characteristics

| Top-down | Bottom-up |
|---|---|
| *Listener-based*: the listener applies prior knowledge of this subject, the circumstance or context, and the language. | *text-based*: the listener relies on the language used in the message which includes the mixture of sounds, words, and grammar that produces meaning. |
| *Text processing method*: purpose driven, as the listener focuses upon what he or she needs. The listener activates just those expectations deemed relevant to the processed content. | *Text processing method*: traditional perspective of communication - the sender encodes a message, which then travels down the communication channel as a signal and is decoded by the receiver. The many sorts of knowledge are applied sequentially and hierarchically. |
| *Meaning focus:* To divide incoming speech into meaningful segments. Utilizing language data to predict what speakers will say and to keep information in memory and be able to retrieve it when needed. | *Form/Sound focus:* To recognize significance of language-related features, segment stream of sounds and recognize word boundaries as well as sentence and clause boundaries in speech. |

Source: adapted from Flowerdew and Miller (2005): McDonough and Shaw (1993)

Lynch and Mendelsohn (2010) emphasized that successful listening comprehension requires a certain level of linguistic competence. In their discussion of listening processes, they highlighted that bottom-up and top-down strategies play complementary roles in understanding spoken texts. Tsui and Fullilove (1998, as cited in Lynch & Mendelsohn, 2010) explored the role of these strategies in English standardized tests, such as IELTS and TOEFL. Their findings indicated that high-performing participants often relied on bottom-up processing to decode specific details.

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Top-down processing, which involves applying prior knowledge and contextual cues, is essential for constructing meaning in challenging listening situations. Field (1998) noted that this approach allows listeners to anticipate content, infer meaning, and fill in gaps when certain parts of the auditory input are unclear. For instance, Warren (1970 as cited in Santos, 2016) demonstrated that even when a phoneme is replaced by noise, listeners can rely on contextual knowledge to comprehend the message. This capacity to interpret meaning despite incomplete or distorted input highlights the interactive nature of listening comprehension.

Nunan (2002) affirmed that listening comprehension is neither bottom-up nor top-down processing. It is an interactive, interpretive process in which listeners use both prior knowledge and linguistic expertise to make meaning of what is being said. In a similar manner, Lynch and Mendelsohn (2010), noted that successful listening is contingent on the listener's capacity to synthesize information from these two processes.

Building on this understanding, scholars have proposed various definitions of listening comprehension. Comprehension, from the standpoint of cognition, refers to an individual’s capacity to perceive another person through their senses, particularly through hearing, and to assign meaning to the message being conveyed,

eventually understanding it (Steinberg, 2007). Hamouda (2013) and Rost (2002) defined listening comprehension as an interactive process in which listeners are engaged in the construction of meaning. Furthermore, some scholars characterized listening comprehension as a complex interactive process. In this process, listeners need to concentrate on various elements like sounds, intonation, linguistic structures, and social contexts (Vandergrift, 1999). Similarly, Nadig (2021) described listening comprehension as a multi-step process that involves recognizing speech sounds, understanding meaning and syntax, and making inferences when comprehending spoken language. From the addressed definitions, this study examined listening comprehension in the similar manner as Nadig (2021) which refers to the capacity to recognize speech sounds and understand the listening input.

The concept of listening comprehension, while distinct, shares some important connections with listening fluency. As learners develop their ability to comprehend spoken language, they often simultaneously enhance their fluency in processing auditory input. This interrelationship becomes particularly evident in the context of the EL approach. Interestingly, there is a fundamental overlap between the concepts of listening 'comprehension' and 'fluency' when viewed through the lens of Extensive Listening. Chang et al. (2019) and Renandya (2011) concluded that listening fluency refers to the capacity to effortlessly and automatically process or recognize aural input as a result of repeated practice with familiar listening texts. Furthermore, Nation and Newton (2009) broadened Hudson et al. (2005) 's definition of fluent readers to listeners as being able to sustain a decent comprehension level (70% or higher, for example) for an extended length of time and comprehend different kinds of aural input. This connection underscores the idea that as learners improve their listening fluency through repeated exposure to comprehensible input, their overall listening comprehension also improves. In light of this connection between listening comprehension and fluency, effective classroom pedagogy becomes essential.

Regarding classroom pedagogy, Paulston and Bruder (1976) asserted that teaching listening comprehension is challenging, and it has often been neglected

due to a lack of understanding about the nature of the process. They outlined essential principles for effective teaching: (1) Set clear goals aligned with the curriculum; (2) Plan listening comprehension lessons meticulously, step by step. As learners develop language proficiency, listening activities tend to evolve from straightforward to more complex; (3) Encourage active student participation during lessons. Student participation is the written response to the listening comprehension material and the immediate feedback on performance that can maintain students' motivation and concerns.; (4) Create a sense of communicative urgency to enhance concentration and memory. In order to cultivate concentration, listening comprehension sessions should serve as a communicative necessity; (5) Emphasize conscious memory work in lessons. One of the objectives of listening is to enhance the memory capacity of learners by reinforcing their ability to recall; (6) Focus on teaching rather than merely testing listening comprehension skills.

Building on these teaching principles, Nation and Newton (2009) proposed additional techniques that can enhance both comprehension and fluency. They emphasized the importance of meaning-focused activities, such as listening to engaging stories and completing puzzles or quizzes. They also stressed the value of using familiar linguistic elements and topics, allowing students to work with known structures and terminology. This approach aligns with Paulston and Bruder's idea of progressing from simple to complex activities. Furthermore, Nation and Newton suggested encouraging high performance through repetition, increased input speed, and leveraging background knowledge, which complements the emphasis on memory work and active participation highlighted by Paulston and Bruder.

This study synthesizes key principles from established research to create a structured Extensive Listening program. Drawing from Paulston and Bruder's (1976) framework, it emphasizes active student participation through written responses to listening materials and immediate performance feedback, aiming to maintain student motivation and engagement. The study also adopts their principle of focusing on teaching rather than merely testing listening comprehension skills, ensuring a more holistic

approach to skill development. This is aligned with listening cloze activities used in EL classrooms. Furthermore, incorporating Nation and Newton's (2009) concept of meaning-focused activities, this research introduces an EL classroom practice namely: the oral cloze exercise. This addition serves as a beneficial variable, enhancing the program's effectiveness by providing students with engaging, context-rich listening experiences. Not only must the elements that contribute to listening comprehension be understood, but also the causes that lead to students' listening difficulties must be investigated. The subsequent section discusses the elements that contribute to listening problems.

### 2.2 Factors Contribute to Listening Difficulties

From the perspective of EFL Thai classroom reality, teachers typically allow students to listen to audio recordings two or three times and then assess their comprehension with questions. The instructional materials i.e., commercial textbooks which are students' resources do not provide sufficient guidance for students on how to handle audio input (Renandya, 2011). It is believed that students can acquire listening skills naturally. Listening exercises in many language courses tend to be outcome-focused (Vandergrift & Goh, 2012). Brown (2011, p. 36) explained that "playing audio and asking comprehension questions, or even playing audio and asking students to complete task, is merely testing". Some scholars viewed that the usual listening practice in the classroom is testing listening while teaching is absent (Brown, 2011; Schmidt, 2016; Vandergrift & Goh, 2012). Schmidt (2016) addressed that it is not practical to test a skill before teaching has not been done. Having said that, teachers must possess a thorough awareness of the processes involved in listening, as well as an understanding of how to teach listening, in order to assist students in developing listening competency.

A further challenge for L2 listeners is the nature of the listening input. Listeners usually have only one chance to process the input or so called 'one-shot nature' and it comes with 'a rich prosody' – stress, tones, rhythm, volume for example (Lynch & Mendelsohn, 2010). In addition to this, Lynch and Mendelsohn gathered factors from different studies and discovered that some factors leading to difficulties in listening were classified as 'listening features' as displayed in table 2 in the following.

Table 2 Sources of listening difficulty

| Aspects | Listening features |
|---|---|
| Language | Speaking rate |
| | Unfamiliar accents |
| | Number of speakers |
| | Voice similarity |
| | Using less common vocabulary |
| | Grammatical complexity |
| | Incorporated concept units |
| Explicitness | Implicit ideas |
| | Lack of redundancy |
| Organization | Events are narrated out of chronological sequence |
| | Examples preceding the point being made |
| Content | Unfamiliar topics |
| | The quantity of items and persons mentioned |
| | No obvious indication of the relative importance of the text protagonist |
| | Shifting relationships between protagonists |
| | Abstract content |
| Context | Inadequate visual or other support |

Source: adapted from Lynch and Mendelsohn (2010)

This table identified various causes of listening difficulty based on listening characteristics. From a language standpoint, speaking rate and unfamiliar accent are the two most challenging aspects for L2 learners. From my teaching experience, students typically complain about fast speech rate, and their inability to recognize familiar words. Interestingly, Renandya and Farrell (2011) emphasized speaking rate and asserted that L2 learners typically interpret a text given at a common or even a slower tempo by native English speakers as being too fast. Furthermore, implicit ideas, spoken text arrangement, unexpected content, the number of items and persons addressed, and the absence of visual support, for example, are all aspects influenced by listening features.

Renandya and Farrell (2011) additionally stressed four factors identified by Buck (1995) and Field (2003). They found that some characteristics of listening text could make spoken text challenging for L2 beginners, and they considered that the following could cause comprehension challenges. The findings are presented as follows; (1) 'speech is fast'- It is pointed out that successful comprehension is relevant to speaking rate (Buck, 1995). (2) 'speech is variable' - The 'radical phonological changes' when speaking leads to difficulties among L2 learners. To illustrate, '*What is up*?' may shrink to '*Sup*?'. It is shown that 'modify, drop, or add sounds' are a natural process. This creates word recognition issues among EFL learners. (3) 'word boundaries are blurry' - The boundary between words is versatile, for instance, '*the standard the hotel achieves*' may be heard as '*stand at the hotel*' by learners. (4) 'speech has to be processed in real time' - The interlocutor has to process the message and respond almost immediately. It is challenging as we could not go back to the input like reading. These four speech characteristics present a significant difficulty for EFL learners when listening to recordings.

It is not only the features of the input that cause difficulties for L2 low proficiency students, some listening tasks, for example, listening for summary, listening for taking notes or listening to infer some meanings could also make it more challenging for them. Understanding basic listening material at a common speaking rate is already difficult for this group of students, let alone listening for a variety of purposes. Many teachers may not know how to assist them and hence provide no guidance for dealing with the input. As a result, some students may lose interest and stop practicing listening. This hinders their English learning and performance. To better understand these challenges, research has focused on identifying specific stages and sources of difficulty in L2 listening comprehension. The next section highlights listening difficulties faced by Chinese EFL learners.

Zou (2015) compiled studies from Goh, 2000; Su, 2003; Wang, 2008; Hu, 2009 on Chinese EFL learners' difficulties in listening comprehension. She gathered some significant listening issues categorized by stage of listening processing: perception,

parsing, and utilization. The issues highlighted are those that are most prevalent among the listed studies. In the perception stage, the two most important concerns are restricted vocabulary and word recognition. Slow processing speed and input retention pose difficulties during the parsing stage. The only issue with the use stage is the inability to infer main ideas. Another study on Chinese EFL students discovered similar sources of listening difficulties. There are three of them: speaking rate, distraction, and word recognition (Zeng, 2007 as cited in Renandya & Farrell, 2011)

In the Thai context, the majority of EFL students are low-proficiency learners and consistently identify listening as the most challenging language skill. A study by Waluyo (2019) revealed that 77.3% of 2,248 first-year Thai EFL students achieved only elementary proficiency levels (A1 and A2) on the Common European Framework of Reference for Languages (CEFR), reflecting the low linguistic competence that underpins many of their difficulties with listening. This finding aligns with earlier research by Chonprakay (2009) and Wiriyachitra (2002), which similarly documented the widespread low proficiency among Thai learners. These challenges stem from a combination of learner-related and input-related factors. Learner-related issues include insufficient language proficiency, limited working memory, low motivation, and heightened anxiety, all of which significantly impede listening comprehension (Suwannasit, 2019). Bennui (2007) highlighted that low linguistic competence and minimal expectations for improvement further exacerbate these challenges. Additionally, Piamsai (2014) and Sriprom (2011) observed that anxiety, lack of concentration, insufficient listening training, and an overemphasis on grammatical details over practical usage hinder Thai learners' ability to process spoken texts effectively. Input-related factors present additional barriers, with Suwannasit (2019) identifying fast speech delivery, unfamiliar terminology and concepts, lengthy listening texts, and accents or pronunciations not commonly encountered by learners as critical issues. For low-proficiency learners, these challenges are amplified, as they often struggle with basic decoding and word recognition, making it harder to grasp the overall meaning of spoken texts. These difficulties reflect a global pattern among EFL learners, but they are particularly pronounced in the Thai context due

to limited exposure to English usage and inadequate support in classroom settings. Addressing these persistent issues requires a focus on scaffolding listening instruction, incorporating strategies such as slowed-down speech, repeated exposure to varied accents, and pre-listening activities that build contextual knowledge and confidence.

In summary, listening difficulties among EFL learners arise from both input-related and learner-related factors. Fast speech rates and unfamiliar accents are particularly challenging, often leading to issues with word recognition and comprehension. Renandya and Farrell (2011) noted that even speech at a normal or slower pace can seem too fast for L2 learners. Earlier studies by Buck (1995) and Field (2003) also identified challenges like variable speech, unclear word boundaries, and the need to process spoken language in real time, which make listening especially difficult for low-proficiency learners. Research on Chinese and Thai EFL learners (Suwannasit, 2019; Zou, 2015) further highlighted limited vocabulary, slow processing speed, and unfamiliar terminology as common obstacles. Thai learners also face challenges such as motivation, anxiety, and difficulty focusing.

Despite decades of research, these listening challenges remain unresolved, with EFL learners globally continuing to report similar problems. This persistence suggests a mismatch between learners' needs and the focus of scholars and teachers. Listening pedagogy and classroom materials are often insufficient in providing students with adequate opportunities for actual listening practice (Renandya, 2011). A closer examination of common classroom practices and scholarly contributions to listening pedagogy is therefore essential, as discussed in the following sections.

### 2.3 Intensive Listening as a Common Practice in Language Classroom

In today's language courses, the intensive listening approach, which is incorporated into various textbooks, is commonly used. Intensive listening (IL) requires students to pay close attention to small units of sound and language at a greater difficulty level (Rost, 2016) i.e., they may be asked to understand every little unit of the hearing text, including particular details, grammar, lexicon, and sounds during listening session (Gilakjani & Ahmadi, 2011).

According to Renandya (2011), IL usually consists of three steps. They are (1) pre-listening which is frequently used as warm-up activities. The new lexicon and grammar are pre-taught at this step. (2) while-listening, which is the time when students are required to work on worksheets. Its purpose is to draw students' attention to specific features of the listening text. (3) Post-listening activities include comprehension tasks, language analysis, and other follow-up activities. This conventional three-step method, on the other hand, is considered as too restrictive and reflects the structuralism perspective on audiolingualism (Renandya, 2011). While this method has been adjusted to incorporate both bottom-up and top-down processes, its primary focus remains on vocabulary building and comprehension testing, which can be limiting for low-proficiency learners.

Low-proficiency learners face unique challenges when engaging with IL tasks. Since they often struggle with basic decoding and word recognition, tasks that require comprehension of intricate details or higher-level linguistic features can quickly overwhelm them. Vandergrift and Goh (2012) emphasized that low-proficiency learners require significant scaffolding to navigate these tasks, such as slowing down audio, segmenting input into manageable parts, or providing repeated exposure to key phrases. Without such support, these learners may focus entirely on decoding individual sounds or words, neglecting the broader context of the listening material. As a result, they may feel demotivated or frustrated, especially when comprehension tasks are outcome-oriented rather than process-driven. Teachers, therefore, must balance IL tasks with strategies that directly address the common listening difficulties faced by this group.

Figure 3 illustrates how the current format of intensive listening lessons integrates bottom-up and top-down processing, although the focus in classrooms often remains on vocabulary building and comprehension testing.

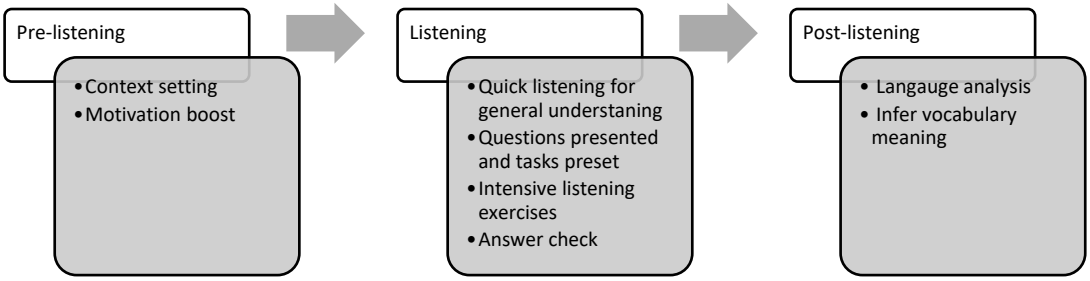



Figure 3 The current format of intensive listening lesson

Source: adapted from Renandya (2011) Extensive listening in the language classroom.

As demonstrated, pre-listening activities give listeners context knowledge and motivate them to actively listen. Through a pre-listening activity, learners are prepped to listen to a certain piece of text, but they are rarely taught how to listen once the audio text begins. Goh (2000) pointed out that L2 Listeners often require time to grow adjusted to the speaker's voice or "tune in" to the speech. They frequently miss the beginning of an aural text, making it difficult to understand the rest of the message. Due to the fact that time allocated to listening practice is quite limited, students are typically allowed to listen to the text twice, or only a few times, regardless of the passage's difficulty level. Vandergrift and Goh (2012) further explained that during this process, they are usually expected to complete the listening exercise on their own. Listening text is perceived in real time; hence, listeners cannot reduce the pace or partition the text into parts. Some teachers believe that in order to simulate real-life conversations, students should listen without repetition or transcript. The problem with this approach is that students are constantly attempting to comprehend what they hear, with no opportunity to step back and learn how to deal with aural input, which is opposite to reading practice. As a result, students do not know how to deal with listening input. The post-listening process is to look at functions of language and vocabulary meaning. Some teachers may spend more time explaining functions of language than they do giving students actual listening practice.

EFL/L2 students are more accustomed to Intensive Listening and have little knowledge of other listening approaches. A study by Siegel (2014) revealed that in Japan, for instance, around 70% of L2 listening instruction examples were focused on comprehension questions. The other 30% of the cases used a bottom-up approach, metacognitive strategies, teacher modelling, for instance. Intensive Listening approach can be seen in some commercial textbooks that are used in class. They include a variety of topics, exercises, and aspects of listening. These textbooks typically provide different listening objectives, such as listening for key ideas, details, and summary, as well as listening to activate vocabulary, take notes, and infer meanings. However, teachers provide little assistance during listening procedure regardless of how difficult the listening tasks are. Many teachers overlook the self-learning instructions which, in fact, could greatly be beneficial to students. The suggestions given by teachers are usually listening to music, news or movies, for instance. What is more, the majority of these suggested activities are usually accompanied by homework that asks students to demonstrate the result of their listening (Vandergrift & Goh, 2012). The outcome-oriented combined with a lack of teacher assistance may demotivate students from taking advantage of these opportunities to enhance their listening skills.

Renandya (2011) emphasized that a large amount of actual listening input is essential for improving listening skills. However, this is not the primary focus of the IL approach, which instead emphasizes activities and tasks. Different purposes of listening are expected to assist students to become fluent. Interesting topics, activities, and various purposes of listening incorporated would benefit students at a certain degree, but they do not provide sufficient listening practice nor how to tackle the common listening issues head on. Instead, the approach can sometimes be indirect and may not always lead to the most efficient results.

While IL is more appealing to teachers due to its structured framework, strategy-based approaches have been proposed by many researchers over the past decades as a solution to improve listening comprehension. However, these approaches

are not widely implemented in classrooms. Understanding both the nature and limitations of the strategy-based approach is crucial.

### 2.4. Strategy-Based Approach: Shortcomings for Classroom Pedagogy

Common listening problems reported by L2 students worldwide has not received much attention from researchers in the past decades (Renandya & Farrell, 2011). Rather of putting more emphasis on resolving students' chronic listening issues, primary research has largely emphasized the development of various listening strategies to enhance students' listening skills. Berne (1998) made an interesting point that researchers and teachers have divergent interests and do not collaborate in order to resolve students' actual problems. Nevertheless, Lynch and Mendelsohn (2010) stressed that 'strategy approach' is where theory meets practice and listening researchers have made much progress over the past four decades to provide solutions for listening difficulties. The products acquired from strategy studies, however, were not successfully brought into classroom and many teachers still struggle to teach listening effectively. It is understood that the strategy-based approach is expected to be widely employed by teachers in order to 'meet practice' theoretically. As it turns out, the contrary is happening. Thus, it is vital to examine the underlying causes in this instance.

Some scholars (Field, 2000; Littlejohn, 2008; McDonough, 2006; Renandya & Farrell, 2011; Ridgway, 2000) have questioned whether listening strategies are beneficial as claimed, whereas some proponents of listening strategies (Lynch & Mendelsohn, 2010; Rubin, 1994; Thompson & Rubin, 1996; Vandergrift & Goh, 2012) assert that listening strategies do enhance comprehension. According to Nation and Newton (2009), the disagreement could start from the broad definition of 'strategy', yet it nevertheless has direct pedagogical implications. Strategy is understood as "technique, approaches, or deliberate actions that students take in order to facilitate the learning and recall of both listening and content area information" (Chamot, 1987, p. 71 ). Goh (2000) discussed two sorts of useful strategies. The first one is the strategies used in communication. It is to aid comprehension e.g., generating predictions before listening, listening selectively. Another one is learning strategies which involve recognizing language forms in the input during

autonomous study, such as negotiation, pattern recognition and concentrated listening. Nonetheless, Renandya and Farrell (2011) identify three main drawbacks to using a strategy-based approach in the classroom. They cited a high demand for teachers, a practice opportunity cost, and a lack of strong proof of its efficacy.

Teachers are placed under an excessive amount of burden when it comes to strategy training. To effectively execute strategy training and achieve the best results, strategy scholars (Rubin & Thompson's, 1994; Mendelsohn, 1994 as cited in Chamot, 1995) proposed different stages and requirements in the training. Renandya and Farrell (2011) summarized on what teachers should know in order to conduct a strategy training in classroom which are; (1) theories and principles of strategy instruction; (2) how to choose which strategies students should learn; (3) the sequence in which to teach and practice these techniques; (4) to incorporate these strategies within the school's academic program; (5) how much time should strategy training be allocated. Having said that, teachers must put a lot of effort and time even before implementing the strategy-based approach in the classroom. Many may find strategy instruction challenging to implement. Apart from what teachers must know, there are some certain steps that require teachers' effort in order to successfully implement the strategy training in classroom. The following figure illustrates steps in standard strategy training.

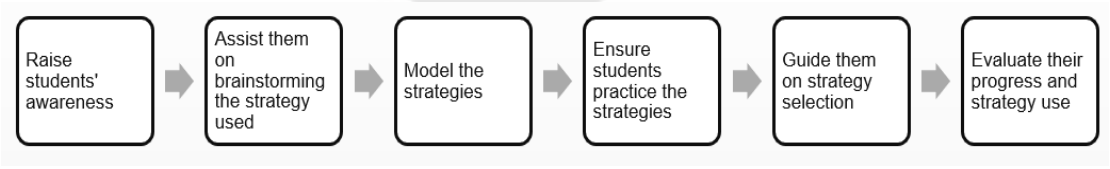



Figure 4 Steps in standard strategy training

Source: adapted from Grenfell and Harris (1999); Littlejohn (2008) as cited in Renandya and Farrell (2011)

As shown in this figure, teachers begin by raising students' awareness. Students are asked to complete a strategy analysis such as MALQ (the Metacognitive Awareness of Listening Questionnaire) for self-assessment or SILL (Strategy Inventory for Language Learners' developed by Rebecca Oxford, 1989). The data is then analyzed by teachers to determine how well their students understand various listening strategies.

In the second step, it is recommended that teachers offer guidance on the specific listening skill students are practicing, whether it be perception, parsing, or utilization. Teachers may arrange brainstorming tasks to discuss one or two types of listening skills and explain why and when they might be used during the listening process. For instance, if the problem is related to perception and students are unable to recognize the words they hear, the teacher must develop authentic listening tasks that encourage students to hear words in chunks rather than attempting to identify each word individually (Mendelsohn, 1994; Rubin & Thompson, 1994 as cited in Chamot, 1995).

Later on, teachers demonstrate how to use strategy. That is, they are expected to research how each strategy works prior to modelling it in the classroom. They should not provide students with answers but rather demonstrate how a behavior or task should be carried out. For instance, during a listening session, teachers may play the audio recording and generate 'think aloud' questions that may include WH questions to aid in comprehension. Following that, it is necessary to ensure that students practice the strategies. Teachers may request that students report what they heard or saw (Mendelsohn, 1994).

Guidance on strategy selection also includes providing opportunities for students to practice strategies and assessing their proficiency with them. Teachers should arrange activities that incorporate different types of listening text, one-way or two-way listening. Students with different level of competency should be aware of different strategies available for them prior to selection (Goh, 2000). Last but not least, teachers should encourage students to apply the strategies they have learned and assess which one works best for them (Mendelsohn, 1994).

As discussed, teaching plays a crucial role in strategy training. They are required to know and to do different tasks in order to successfully implement a strategy-based approach in the classroom. This poses a practicality problem for classroom teachers, who in my opinion are still struggling with keeping up with the content on prescriptive-bound curriculum, checking students' work, doing other assigned extracurricular work and so on. This could be one of the reasons why the strategy-based approach has not been successfully implemented in the classroom as intended. What is more, a study of Wang (2010 as cited in Renandya, 2012) revealed that some EFL teachers did not believe that facilitating listening in the classroom was beneficial, particularly for less-proficiency English learners who have difficulty to recognize words. These teachers viewed that they cannot expect their students to make inferences based on limited words students believe they understand. Teachers viewed that having students work on their decoding skills was a better way to help them with their listening problems. Students' attitudes toward strategy-based instruction should also be further investigated to fully understand why this method has not been successfully implemented in the classroom. Not only does it become a burden on the teacher, but time spent on strategy training is also regarded a "opportunity cost" (McDonough, 2006 & Littlejohn, 2008 as cited in Renandya & Farrell, 2011) The following section discusses another shortcoming pertaining to the requirements for strategy training.

As illustrated by the steps of standard strategy training on figure 4, significant classroom time is devoted to train students to comprehend many sorts of strategies, to practice each one, and to select the one that best fits their listening style. Non-English majors typically get one session of English per week, which equates to three hours. Three hours are also divided to expose to various aspects of English learning; as a result, they have very little time in class to practice English listening. (Renandya, 2011) pointed out that students are typically required to listen to the material twice, and only on rare occasions, three times. It is estimated that students spend approximately nine minutes of actual listening time during a typical 50-minute session, which is less than one-fifth of the classroom time. Implementing strategy training in the classroom would deprive

students of the opportunity to practice actual listening. Some scholars (Littlejohn, 2008; McDonough, 2006; Renandya & Farrell, 2011; Ridgway, 2000) discussed that placing an excessive emphasis on strategy training may lessen the importance of practice, despite the fact that practice is critical for building procedural knowledge in language learning. They agreed that knowledge of how to obtain the word meaning and integrate it quickly and efficiently to their growing interpretation is what EFL/L2 students require most at the early stage of learning. To work on listening from a strategy perspective requires a serious amount of classroom time and effort on the part of teachers and students. Besides this, Renandya and Farrell (2011); Renandya (2012) questioned the empirical evidence demonstrating a correlation between strategy utilization and students increased listening proficiency which is discussed next.

Several listening strategy-based research focused on identifying the kinds of listening strategy that learners use (e.g. Maimunah et al., 2019; Nguyen, 2014; Watthajarukiat et al., 2016). However, experimental studies that revealed the positive effect between strategies and students' listening competence is rather scant. Renandya (2012) examined different studies on strategy and identified two perspectives: (1) several studies were not straight forward. They were written in descriptive and correlational character between strategy use and learners' proficiency. In other words, it is unclear whether strategy utilization has an effect on proficiency or vice versa. Proficient learners usually employ a greater variety of strategies, but low-proficiency learners do not. Strategy use is, thus, an indicator of proficiency (McIntyre, 1994) and several previous studies also confirmed this assertion (Chamot et al., 1988; Liu, 2004; Piamsai, 2005). Some scholars (Bremner, 1998; Rees-Miller, 1993; Skehan, 1989 as cited in Renandya, 2012) pointed out that since correlation is not causality, it cannot state with certainty that strategy use results in higher proficiency. Renandya, therefore, viewed that the use of strategy does not have a direct effect on proficiency. He investigated a previous experiment conducted by Thompson and Rubin (1996). It revealed the effectiveness of a two-year strategy instruction program for college students studying Russian. The correlational study, however, failed to disclose basic descriptive statistics such as means and standard

deviations. In addition, the authors used a non-parametric statistic; Chi Square to analyze the data that would ordinarily require the use of a parametric statistical procedure such as the t-test. This made determining the reliability of the data analysis more complex. (2) A small number of experimental studies suggest limited positive experimental effects of strategy training of L2 learners' comprehension (e.g. Graham & Macaro, 2008; Vandergrift & Tafaghodtari, 2010).

Aside from that, neither study was undertaken in an ELT context. They examined the influence of strategy training on adult learners; as a result, generalizing the pedagogical benefit to ESL/EFL classes, particularly among low-proficiency students, is rather limited. Due to the lack of a clear empirical basis, the efficacy of teaching listening strategies was questioned as well as its contribution to language development.

One of the ultimate goals of empirical strategy-based research is to provide knowledge that can be used to improve language learning and teaching in both ESL and EFL classrooms (Manchón, 2008). To accomplish this, it is critical to investigate how this approach has been implemented, its practicality, potential limitations as well as accomplishments. More significantly, adequate empirical evidence on students' listening development and resolves students' actual listening problems. This would bridge the gap in its value for ELT.

Regardless of the efficacy of the approach asserted by strategy scholars (Graham & Macaro, 2008; Lynch & Mendelsohn, 2010; Thompson & Rubin, 1996; Vandergrift & Tafaghodtari, 2010) or the significant movement toward strategy implementation in the classroom (Cohen, 2003), students' listening difficulties persist. Given that strategy-based approach has been examined for over 30 years (Renandya, 2012) and has not directly resolved common listening problems, a new approach to deal with these old listening problems should be thoroughly studied and promoted. And if the ultimate purpose of teaching listening is to enhance students' overall listening proficiency, Extensive Listening (EL) is believed to be a promising alternative that may provide a solution.

## 2.5 Extensive Listening (EL)

The study of Renandya and Farrell (2011) shed light on the fact that overemphasizing on strategy training may not support students on processing spoken input as previously discussed. They argued in favor of the Extensive Listening notion: learning how to listen is best done by really doing so. In other words, EL emphasizes the importance of practice. Ridgway (2000) pointed out that "Practice is the most important thing. The more listening the better, and the subskills will take care of themselves as they become automized" (p.183). Additionally, he stated that a lot of exposure to understandable listening text is an excellent way of improving comprehension. EL is developed from the successful Extensive Reading (ER) approach. ER has been widely studied and promoted as it brings satisfactory results in improving reading proficiency as well as increasing the learner's motivation (Renandya, 2011). Several research findings indicated that ER has beneficial influence on reading comprehension, speed, lexicons, grammar, writing, and competency of L2 learners (Day et al., 1998). Another study conducted by (Iwahori, 2008) affirmed that ER had a positive influence on the development of reading fluency and comprehension. Consequently, different scholars, for example, Ridgway (2000); Renandya (2011); Mayora (2017); Waring (2008) agreed that the ER concept can be adapted to listening. Mayora (2017) adapted the ER concept and principles in the following manner: (1) large amount of input, (2) comprehensibility, (3) student-centeredness, (4) meaning focus, and (5) accountability. This approach suggests that learners should be exposed to a great number of easy listening inputs. They listen to spoken text of their own interest at their own pace, without teacher intervention. The focus of listening is on meaning rather than form. Learners are also asked to demonstrate some kind of involvement in what they listen to through comprehension-oriented tasks. Since the EL's core principles are drawn from the definition of the ER, its definitions are explained as follows.

Rixon (1986) previously defined Extensive Listening as the act of listening for enjoyment without concern for the topic or language utilized. Waring (2008) viewed EL as a method for enhancing listening fluency through practice with simple texts. Vandergrift

and Goh (2012) looked at EL as a means to increase learners' exposure to spoken input using resources such as self-access materials outside the classroom. Renandya and Farrell (2011) viewed EL as "all type of listening activities that allows learners to receive a lot of comprehensible and enjoyable listening input" (p.5). Apart from self-regulated listening for pleasure, EL activities can also refer to, for example, teacher-directed read aloud or dictation as long as they provide learners many opportunities to get plenty of enjoyable listening practice. EL implementation in EFL context is recently defined by Ivone and Renandya (2019). They described EL as an approach to teach and to learn language which enables learners to receive a lot of easy-to-understand and enjoyable listening materials over an extended period of time. In terms of the EFL context, it is mentioned that there has been relatively little EL research conducted; also, fewer textbooks on listening pedagogy do not explain, define, or provide examples of EL and how it could be utilized in the EFL context. Ivone & Renandya, thus, concluded that EL is still in the stage of infancy and form in EFL/L2 setting.

The framework of this study is compatible with practically all definitions, with the exception of the time constraints which is the limitation of this study. The study aligns most closely with Ivone and Renandya (2019) proposed EL definition since EL is employed as a method of teaching and learning in an EFL context. To better understand the unique characteristics of EL, it is essential to compare its strategies and objectives with those of Intensive Listening (IL), a more traditional approach in language learning.

Intensive Listening (IL) and Extensive Listening (EL) differ significantly in their strategies and objectives, making them suited to different pedagogical goals. IL is characterized by its structured, teacher-directed approach, focusing on the detailed comprehension of small segments of audio through pre-listening, while-listening, and post-listening activities (Renandya, 2011). Strategies in IL often include tasks such as gap-filling, transcription, and answering comprehension questions, which emphasize vocabulary building, grammar, and accuracy. While these activities can enhance specific linguistic skills, they are time-intensive and primarily test comprehension (Vandergrift & Goh, 2012).

In contrast, EL focuses on meaningful exposure to comprehensible spoken input. EL strategies encourage learners to listen to extensive audio materials such as podcasts, audiobooks, or YouTube for general understanding, fluency, and enjoyment. Unlike IL, EL promotes learner autonomy by allowing students to select materials of interest, fostering intrinsic motivation. The emphasis on meaning over form aligns with implicit learning, enabling students to develop listening skills naturally over time (Renandya, 2020). According to Renandya and Farrell (2011), EL supports fluency and comprehension through repetitive exposure to diverse spoken input, helping learners build confidence and familiarity with the language.

This study prioritizes Extensive Listening (EL) over Intensive Listening (IL) due to its broader and more impactful benefits for listening comprehension, fluency, and overall language development, supported by substantial evidence from both literature and empirical studies. It helps learners build essential skills through ample exposure to meaningful input. EL encourages the development of a cognitive map of language input, forming the foundation for other linguistic skills (Nation & Newton, 2009).

Studies conducted in diverse foreign language contexts reinforce these findings. Alm (2013) highlighted the role of EL in improving learner motivation and engagement by allowing access to authentic and enjoyable listening materials. Cahyana (2020) and Saputra and Fatimah (2018) demonstrated that repetitive exposure to spoken input significantly enhanced students' listening comprehension and vocabulary acquisition. Chang et al. (2019) and Gonulal (2020) observed that EL improved learners' ability to process natural spoken language, building fluency and confidence over time. Similarly, Yudhiantara and Syihabuddin (2023) and Yusra and Hanifa (2023) found that EL was instrumental in fostering self-regulated learning behaviors.

Empirical studies comparing EL and IL further support the prioritization of EL. Kampiranon (2021) reported that instructional frameworks incorporating EL significantly improved posttest listening comprehension scores. Bozan (2015) found that self-selected EL materials like audiobooks and TV shows allowed students to improve their vocabulary and comprehension effectively. Although Karlin and Karlin (2019) initially

suggested IL might lead to greater gains, a revised study in 2021 demonstrated that EL interventions, when designed with balanced activities between the two groups, produced significantly better outcomes in listening comprehension. These results emphasize the importance of ample and meaningful listening in fostering language development.

By focusing on EL, this study aligns with its goals of enhancing listening comprehension, motivation, and self-regulated learning behaviors. The evidence highlights EL's capacity to not only address listening challenges but also support broader educational objectives, making it a more comprehensive approach compared to IL in this context. Building upon these insights, key themes such as enjoyment, practice, exposure, comprehensibility, and the integration of teaching and learning approaches emerge as foundational principles of EL. These principles will be explored further in the next section, providing a clearer understanding of EL's role and implementation in language education.

### 2.5.1 Principles for Structured Extensive Listening in the Study

To implement an EL program in an EFL context, this study synthesized principles from Renandya and Jacobs (2016), Mayora (2017) and Vandergrift and Goh (2012). Consequently, the study adopts 8 guiding principles: (1) quantity of input, (2) comprehensibility, (3) repetition, (4) bimodal input, (5) motivation, (6) accountability, (7) clear objectives, and (8) teacher support, as detailed in the following table.

Table 3 Principles for Structured Extensive Listening in the Study

| Principle | Description |
|---|---|
| (1) Quantity | To encourage students to listen to a large amount of listening input, which is identified as the most significant element affecting the language development of L2 learners. |
| (2) Comprehensibility | To select EL materials that are suitable for the students' level of competency. That is, a level *i=1* or *i-1* for the SLA term (Renandya, 2011). EL materials should contain easier texts with a slower pace and using familiar terms and grammatical structures, so that students could understand them independently of the teacher. |

Table 3 (continued)

| Principle | Description |
|---|---|
| (3) Repetition | To support repetitive listening, which promotes automatic listening processes, and improves comprehension. |
| (4) Bimodal input | To promote bimodal input, which combines both listening and reading simultaneously. This is especially beneficial for low-proficiency L2 learners, as it leads to an increase comprehension. |
| (5) Motivation | To sustain students' motivation all through ER/EL program. For example, sharing experiences from previous participants or exempting students from taking a mid-term examination if they complete the required amount of listening/reading. |
| (6) Accountability | To support students to demonstrate accountability for their listening practice through logs and reflective activities |
| (7) Clear Objectives | To ensure that everyone involved clearly understands the EL program's objectives. This covers the anticipated learning outcomes, the quantity and sort of listening practice, the duration, and the assessment. |
| (8) Teacher's support | The continuing support from teachers, particularly those in most need. Some students may struggle to keep up with the program's pace, therefore, teachers should provide assistance and encouragement to help them succeed. |

Source: synthesized from Mayora (2017); Renandya and Jacobs (2016); Vandergrift and Goh (2012)

**(1) Quantity:** The principle of quantity emphasizes the importance of exposing students to a substantial amount of listening input in their second language. However, since EL has only recently gained popularity as a focus of study, there are limited investigations exploring the direct correlation between the quantity of practice and improved competency. This principle of large amount of exposure is adopted from the concept of Extensive Reading (ER), where the importance of practice quantity has been more thoroughly examined. For example, a meta-analysis conducted by Nakanishi (2015) which included 34 studies with a total sample size of 3,942 participants, found that students who received ER instruction consistently outperformed those who did not. In terms of the duration of instruction, the study revealed that both one semester ($d$ = .36) and one year of instruction ($d$ = .52) resulted in small but positive effects for group

contrasts, while one year of instruction yielded a medium effect size ($d$ = .74) for pre-post contrasts, demonstrating that extended exposure significantly enhances reading ability and supports the role of quantity in improving competency. Similarly, a more recent study by Ateek (2021) on ER in an EFL classroom found a positive correlation between the amount of reading and improvements in reading fluency and vocabulary knowledge. These findings collectively underscore the quantity of practice which is crucial for improving language competency.

While the principle of quantity is well-established in Extensive Reading, particularly in terms of measurable practice and its impact on reading fluency, the same level of clarity is lacking in the context of Extensive Listening. In contrast to the clear recommendations in ER, such as reading one graded reader per week to build fluency (Nation & Wang, 1999). EL studies have not established specific thresholds for listening input. This lack of clarity in EL underscores the urgency highlighted by Renandya and Jacobs (2016), who call for more precise parameters regarding listening practice. Therefore, this study seeks to fill this gap by investigating the relationship between the amount of listening input and improved listening comprehension, paving the way for further experimental studies to establish clearer guidelines for EL programs.

**(2) Comprehensibility**: The Input Hypothesis, as proposed by Krashen (1982); (Krashen, 1995), asserts that the most effective way to teach language is through providing comprehensible input. This theory highlights that learners acquire language best when they understand the material presented, rather than through explicit instruction or memorization. A recent addition to the concept of comprehensible input, discussed by Mason and Krashen (2020) highlights that for input to be highly effective, it should meet four key characteristics: it must be ‘comprehensible’, ‘compelling’ (highly interesting), ‘rich’ in language that supports the message and flow of the content, and ‘abundant’, offering many opportunities for language acquisition. This expanded framework is referred to as the "*Optimal Input Hypothesis*." So, what kind of input fulfils these four criteria? Stories. Research shows that compelling stories are an excellent source of optimal input, helping students retain new language more effectively than traditional study methods. A

recent study by Mason and Ae (2023), titled “70 Hours of Comprehensible Input = 286 Hours of Traditional Instruction,” provides strong evidence for this approach. The three-year experiment, conducted at a public junior high school in Japan, demonstrated the effectiveness of comprehensible input-based instruction over traditional methods. Despite the control groups spending an additional 286 hours on conscious learning, there was no significant difference in final academic test scores between the groups. This finding emphasizes that meaningful input, without practice such as homework, forced output, error correction, or vocabulary memorization, can be just as effective for language acquisition. The study challenges the efficacy of traditional language teaching methods, highlighting the superiority of an input-centered approach.

In addition to selecting EL materials that are appropriate for the students' competency level—such as texts with a slower pace, familiar terms, and grammatical structures—the program also uses stories in oral cloze for EL class activity in an attempt to further align with the Optimal Input Hypothesis. By using stories, the program aims to provide engaging and meaningful content that enhances students’ listening comprehension while meeting the key criteria of comprehensibility, interest, richness, and abundance. The comprehensibility principle is, therefore, necessary and helps create a more immersive and effective learning experience for students.

(3) **Repetition**: To further support students’ comprehension, repetition plays a critical role in addressing common listening challenges, such as limited working memory and anxiety, both of which have been identified as obstacles for Thai students (Suwannasit, 2019). According to Vandergrift and Goh (2012) repetition offers a powerful cognitive advantage by helping learners become increasingly familiar with the content, vocabulary, and structure of spoken texts. This growing familiarity eases the cognitive load with each additional listen, freeing up limited working memory to engage with other aspects of the material. Over time, repeated listening automates listening processes, leading to more effective comprehension while simultaneously reducing anxiety, a major barrier to understanding. Other studies (Alm, 2013; Robin, 2007) have also highlighted the essential role of repetition in authentic L2 podcast listening, particularly emphasizing

its cognitive benefits in enhancing listening comprehension. Robin (2007) explains that listening, through repetition and the ability to replay audio, becomes a “semi-recursive” activity. This process makes listening less reliant on transient memory, as learners can revisit sections of audio multiple times, reinforcing their understanding. As a result, listening moves closer to the recursive nature of reading, where content can be revisited and processed at deeper levels, ultimately supporting more effective comprehension. Building on the advantages of repetition in listening comprehension, incorporating bimodal input further enhances the learning experience by integrating listening and reading.

**(4) The bimodal input:** also known as the ‘linked skills’, is worth discussing based on two related studies by Chang and Millett (2014) and Chang et al. (2019). These studies examined the effectiveness of combining listening and reading within the Extensive Listening framework. Both studies investigated listening proficiency improvements across different intervention groups: the 2014 study examined reading while listening (RL), while the 2019 study explored reading while listening plus listening only (RLL), compared to control groups using listening only (LO) or reading only (RO). The results revealed that the RL and RLL groups from both studies outperformed the other two groups. This is especially advantageous for low-proficiency L2 learners who participated in this study, as it improves their comprehension, vocabulary recognition and their confidence (Chang & Millett, 2014; Chang et al., 2019). Based on the findings, it can be stated that the combined listening and reading is an effective technique for listening practice. With evidence supporting the effectiveness of combined listening and reading techniques, it is equally important to consider how motivational elements within the EL program further enhance students' engagement and persistence in listening practice.

**(5) Motivation**: the structured EL program incorporates various motivational elements to keep students engaged in listening practice, recognizing that motivation provides learners with clear direction and sustains their efforts (Goctu, 2016). Historically, motivation has been acknowledged as a critical factor in language acquisition, serving as a mediator that enhances learning outcomes (Gardner & Smythe,

1975). Gardner (1985) further explored this concept, suggesting that individuals with a strong desire to integrate into a language community often demonstrate higher motivation levels. This motivation, in turn, facilitates greater language proficiency as they actively engage in learning and practicing the language. In this study, each variable is strategically designed to foster a supportive and self-regulated learning experience. Elements such as diverse ESL podcast content, comprehensible input, and the autonomy to choose topics, pause, and revisit materials allow students to tailor their learning pace. This freedom contributes to a sense of control and engagement, critical for sustained motivation. Collaborative learning within the EL program further develops a supportive network, nurturing a healthy and cohesive learning community where participants encourage each other by sharing knowledge and experiences rather than competing. Teacher support is also pivotal, as it provides the guidance and encouragement students need, fostering a positive and secure emotional climate. This climate can significantly influence students' emotions, which play a fundamental role in shaping learning patterns. Emotions, as Gardner (1985) points out, influence and organize learning experiences, underscoring the importance of an appropriate emotional environment for effective foreign language acquisition. A supportive emotional atmosphere helps students feel more willing and prepared to take on the challenges of learning a new language, creating a foundation for ongoing motivation and achievement in their studies. However, while a supportive emotional environment is essential, accountability plays an equally crucial role, as it reinforces students' commitment to their learning goals, ensuring they remain actively engaged and responsible for their progress in listening practice.

**(6) Accountability**: in traditional Thai EFL classrooms, teaching methods have often emphasized direct instruction and step-by-step guidance, with students relying on teacher-provided information rather than independent exploration. To cultivate accountability in these learners, they need a structured system that offers guidance, motivation, and opportunities to practice self-regulation. The structured EL program addresses this need by integrating Collaborative Learning (CL) and listening logs, aiming to support both accountability and learner autonomy for future learning. Through

Collaborative Learning, students are encouraged to engage actively with peers by sharing insights from their independent learning activities—such as new vocabulary, content summaries, and challenges encountered. This interaction supports individual accountability, particularly when students publicly present or share their knowledge and progress with group members, as suggested by Kagan (2009). This process allows students to show what they have learned in a supportive environment where their peers also expect them to succeed. This interaction not only builds a sense of accountability but also starts nurturing the seeds of learner agency, as students begin taking ownership of what they learn, how they engage, and how they contribute to the group. The collaborative EL learning community also provides a meaningful audience for these individual performances, reinforcing accountability within the learning context (Astuti & Lammers, 2017). This interaction cultivates a classroom atmosphere where students feel responsible not only for their own learning but also for contributing to the collective knowledge of their peers. Additionally, the listening log serves as another critical tool for fostering accountability. By planning their weekly practice in detail, students gain a clear sense of direction, setting tangible learning goals. They document their learning, reflect on experiences, and record personal insights, which enhances their sense of ownership over their progress (Lee & Cha, 2017). This reflective practice bridges accountability and agency: as students track their progress and reflect on achievements, they build the self-regulatory skills necessary for learner agency. Over time, this self-guided reflection empowers them to make more informed choices, take initiative, and adapt their learning approaches independently. This reflective practice helps students recognize their efforts, track improvement, and build a sense of accountability toward their language development journey. By practicing accountability, students feel more in control, which encourages them to take initiative and become active learners. In essence, the structured approach to accountability in this program serves as a pathway to learner agency, creating a framework within which students are both guided and empowered to take charge of their learning journeys. This independence not only improves their current learning but also gives them important skills they can use throughout their lives.

**(7) Clear objectives:** Having well-defined objectives is critical to the success of an EL program, as they provide clarity on the program's goals and ensure that all participants understand what is expected of them. Renandya and Jacobs (2016) highlight that objectives should clearly define learning outcomes, required resources, and detailed implementation steps. For example, one objective involves teaching students how to complete a reflective listening log accurately. This could include providing step-by-step instructions during orientation, such as noting the title and duration of the listening material, summarizing the main ideas, identifying new vocabulary, and reflecting on comprehension challenges. By offering templates and demonstrating examples, participants can practice and become familiar with the process. Setting such clear and actionable objectives ensures students understand how to engage effectively with the program and track their own progress (Renandya & Jacobs, 2016).

**8) Teacher's support:** Teachers play a vital role in shaping a supportive classroom environment by adopting various roles, such as organizer, controller, evaluator, and participant (Harmer, 2015; Machá**č**ková, 2009). They guide tasks, provide feedback, and actively engage in lessons, creating a positive atmosphere that enhances student motivation and involvement in activities like listening exercises. In the EL program, teachers use positive reinforcement to boost students' confidence, particularly helping those who may struggle to keep pace with the program. This approach ensures that all students feel supported and motivated to engage in their learning journey.

Apart from the discussed principles, Ivone and Renandya (2019) presented EL characteristics that are parallel to the discussed principles. Hence, this will be explained briefly. EL characteristics are based on four aspects which are: (1) objectives, (2) learning materials, (3) activities and (4) assessment. Firstly, the objectives of EL are to expose students to a number of comprehensible and enjoyable listening inputs, to encourage students to focus on listening for meaning, to enhance fluency and comprehension as well as motivation and self- confidence. Secondly, various efficient listening materials are available online e.g., audiobooks, podcasts, websites which can be resourceful to incorporate into EL program. Additionally, materials could be both

simplified and authentic as long as they are comprehensible to students. Following, activities addressed in this context refer to how students listen to the input e.g., listening only, listening while reading, listening and viewing, for instance. Lastly, for the aspect of EL assessment, it does not only mean progress check, but also to a journal, a summary, or notetaking to guide and to relate themselves to continue with the listening activity. In addition, alternative forms of EL assessment may consist of comprehension-oriented and nonintrusive assignments (Mayora, 2017) such as writing appreciation, stating the key idea, dictation, note-taking, editing and retelling.

The principles and characteristics of EL described would serve as a foundation for conducting the EL program. If the program is successful, there will undoubtedly be benefits for participants. In other sense, listening difficulties, especially among L2 beginners as previously discussed could be resolved (Renandya & Farrell, 2011) . The benefits of the EL program are listed below.

### 2.5.2 Extensive Listening Benefits

EL benefits were identified by Renandya (2011) and Renandya and Farrell (2011) as following: (1) EL assists students in creating a learning map in their mind i.e., a cognitive map which refers to a network of language input from “which learners can build up the necessary knowledge for using the language” (Nation & Newton, 2009, p. 38). This knowledge enables the construction of other linguistic skills. In this context, practicing meaningful listening is equivalent to acquiring knowledge, after which students can start to speak (Nation & Newton, 2009). (2) it helps students deal with the normal speech rate, which is typically viewed as too fast by second language learners. Since they can listen to the text repeatedly, they can eventually adjust to normal listening pace. (3) It enhances word recognition skills. Students can develop automaticity in the link between sound and text through repeated exposure to spoken language. (4) it improves students’ bottom-up skills which is considered a primary step leading to comprehension. Common speech phenomenon such as assimilation (e.g., handbag – hambag), contractions (e.g. you all – y’all), and resyllabification (e.g. my bike is – mai bai kis) are known for causing listening

difficulties. (5) It broadens the vocabulary to include more spoken language. (6) EL creates fluency. Listening fluency is defined as “the ability to recognize spoken words and sentences smoothly, quickly and effortlessly” Renandya (2011, p. 33). The ability to listen fluently can only be developed once students have had a large amount of experience with listening for meaning. (7) it allows students to comprehend the input in a deeper level of comprehension. This level of comprehension derived, for instance, from repeated listening to the same material is more likely to result in acquisition. (8) it leads to other areas of language improvement as reported by some studies. EL improves learners’ vocab, speaking, and reading skills, as well as their confidence.

There are a few benefits that should be discussed further here. For the first benefit discussed, which relates to a cognitive map developed by EL, given that EL aims to improve listening fluency as well as comprehension. If learners were unable to recognize the spoken text, they would be unable to construct their network of linguistic input. Thus, EL provides comprehensible input so that, according to Nation and Newton (2009), during the listening-only period students can observe and learn the language that serves as the foundation for the other language skills. Because it is estimated that more than half of the time students spend functioning in a different language is spent listening (Nunan, 1998), becoming fluent listeners could greatly benefit them in expanding their cognitive map. Another point is that EL improves word recognition skills i.e., the ability to recognize known words, which is a common problem among EFL students. One of the principles of EL is to encourage students to listen and read the script. Not only does this method increase the comprehensibility of the listening text, but it also improves vocabulary, pronunciation, listening concentration, and most importantly, it enables students to see how spoken and written text are connected (Chang, 2009; Chang & Millett, 2014; Santos, 2016). EL not only enhances comprehension, fluency and word recognition but also fosters the self-regulated learning and motivation crucial for lifelong learning, bridging language benefits with long-term educational growth.

Extensive Listening (EL) is a vital tool in fostering lifelong learning habits by engaging learners in enjoyable and meaningful listening activities that enhance

comprehension and promote self-regulated practices. Lifelong learning (LLL) represents the persistent ability to acquire knowledge and skills throughout life, requiring motivation and self-regulated learning (Lüftenegger et al., 2015). Self-regulated learning integrates students' behaviors, metacognition, and motivation into their educational journeys, enabling them to control and adjust thoughts, feelings, and actions, set learning objectives, devise strategies, and monitor progress (Zimmerman, 2002). EL supports these principles by empowering learners to establish personalized objectives that align with their interests and proficiency levels. This approach sustains motivation and engagement over time, critical components of lifelong learning (Stănescu et al., 2024).

Building upon this foundation, motivation emerges as a cornerstone of the structured EL program, alongside an appreciation for learning as key drivers of lifelong learning. EL inherently promotes intrinsic motivation through autonomy, allowing learners to select materials that resonate with their personal interests and goals (Demirören et al., 2016; Schunk, 2005). By integrating goal setting, personalization, and reflective activities, such as listening logs, structured EL programs support learners in developing self-regulation skills that transcend language acquisition and apply to broader educational contexts.

Regarding the benefits of EL addressed by scholars, the following experimental EL studies conducted in recent years provide evidence that students' listening comprehension and fluency have improved significantly. Two studies from Karlin and Karlin (2019) and Karlin and Karlin (2021) should be analyzed since both studies compared the effectiveness of Intensive Listening (IL) and Extensive Listening (EL) on students' listening comprehension but reached different conclusions. The 2019 study revealed that IL group improved significantly more than the EL group. In contrast, a later study conducted in 2021 surprisingly revealed that the mean difference between the pre- and posttest scores for the EL group was significantly greater than for the IL group. The research design of the 2019 study was flawed, according to the study's authors. Concerning intervention, there was disparity between the IL and EL groups. While the IL group was given difficult assignments that required many hours of listening practice in

order to complete dictation tasks, the EL group was provided simple work that took significantly less time to complete. The amount of time spent on listening practice has a considerable impact on the outcomes. A solid framework for determining the number of interventions must be studied and carried out properly. In 2021 study, the authors attempted to bridge the gap on this issue. The EL group chose three audiobooks to summarize briefly. Each of the three summaries should fit on a single sheet of A4 paper. While the IL group received one audiobook, they must listen to and transcribe one A4-sized page of dictation. Presumably, the weighting of the interventions for both groups was relatively equal. It is acknowledged that designing two interventions with equal weight is somewhat complex. Possibly, a pilot study with the same group of participants that measures the time to practice on both EL and IL materials as compared to the product printed on the paper could be of use. In any case, the findings of the 2021 study demonstrate the value of EL practice.

A study of Kampiranon (2021) examined the impact of EL instructions on students' listening comprehension. The study included various instructional stages, such as class-based, group-based, and self-based. The framework of the study could be customized for various English courses in different levels. The 10-week duration of data collection is relatively short considering the nature of the EL program. However, the mean scores on the posttest are significantly higher than those on the pretest, with a substantial effect (Cohen d = 1.09). This suggests that the different instructional stages under EL approach may encourage students to listen extensively. A study of Bozan (2015) is another EL study that reported highly positive EL effects on EFL college students. The participants selected their own entertaining listening materials e.g., movies, TV shows, documentaries, audiobooks. The mean score of pretest was not very high (m=11.55) while the posttest has increased (m=26.41). One interesting point to note is that the subtitles in native language were also incorporated in listening materials to assist students in comprehension since they are A1 and A2 levels. The findings were rather intriguing – participants who relied on native language subtitles received a little higher test scores than those used English subtitles. It is understood that using English subtitles could

enhance comprehensibility as well as vocabulary by allowing listeners to see how spoken and written text are connected (Ivone & Renandya, 2019) but it is uncertain how native language subtitles could achieve the similar results and this matter should be accordingly explained. Le and Pham (2020) reported a positive effect of EL on the listening abilities of EFL Vietnamese students. Following a semester-long intervention, the experimental group outperformed the control group. They reported that repetitive listening helped them enhance their listening abilities. However, regardless of how beneficial EL is, there are some gaps and concerns raised by scholars that cannot be ignored. It is provided in the next passage.

### 2.5.3 Extensive Listening Critiques, Gaps and Concerns

Beginning with the definition of EL, Karlin and Karlin (2019, p.99) critiqued a part of the definition – "motivating and engaging materials" as potentially problematic. They argued in favor of the Intensive Listening (IL) approach and addressed that this phrase is attributed to EL and in some ways restricted to IL. They stated that IL materials can also be motivating and engaging, making this part of definition "expansive conceptualization" (p. 100). The part of EL definition that involves motivating and engaging materials can be explained by the fact that EL places a great deal of emphasis on selecting materials that match the level of students' comprehension and allows students to choose materials based on their personal interests. Also, Internet-accessible EL materials can have several forms, such as podcasts, storytelling sites, audiobooks, news, interviews, television, films, and speeches (Ivone & Renandya, 2019). From three key factors: comprehensible content, the variety of forms, the freedom to choose what interests them could result in motivating and engaging EL materials. While I note and agree that IL and other listening approaches should also assert the use of motivating and engaging materials, it would be beneficial to students. However, whether materials are motivating or engaging or not is mainly determined by students, not the teacher, facilitators, or textbook authors. Freedom of choice is one factor to consider. The authors also viewed the benefits of EL such as strengthening the ability to cope with speaking rate, improving word recognition skills,

and boosting bottom-up listening skills, among others. They stated these as other examples of an expansive conception of EL and made strong references to the fact that IL should also be eligible for these advantages. Strengthening students' bottom-up skills, for instance, is more directed towards IL since it aligns with the segmental parsing objectives of IL. It is understood that EL and IL have different features e.g., The objective of EL is to listen to large amounts of text with a high level of comprehension, whereas the objective of IL is to listen to specific information for details (Chang, 2012). Both EL and IL may provide different and similar benefits, such stated advantages are not listed as being exclusive to the EL listening approach. This is due to the justifications and discretion that EL enhances the ability to manage with speaking rate, as EL states that comprehensibility is an essential part of language learning (Renandya, 2011). This is consistent with Krashen's theory of comprehensible input (Krashen, 1982). Thus, speech rate is considered, and ensured that listening audio is not too fast, especially for students with limited listening experience. As a result, students can deal with speech rate, i.e., they can listen and comprehend the input without much assistance from teachers. In the practice of IL, if teachers select listening materials bearing speech rate in mind, which is one of the most common issues perceived by students, this could also provide similar results. Furthermore, as long as discretions are presented, neither word recognition nor improvement in bottom-up listening skills are exclusive to EL.

Given that EL is still in its developmental stages, this approach might be seen as a set of principles rather than a practical learning/teaching approach. Vandergrift and Goh (2012) viewed that EL lacks structure and it does not offer guidelines to follow. Similarly, teachers may discover EL in the same manner, which could impede the implementation of EL in the classroom. EL encourages students to engage in plenty of listening practice, which suggests they should practice self-listening outside of class. If students want to enhance their listening abilities, they cannot rely solely on EL practice in the classroom. Vandergrift and Goh (2012) pointed out that failure to carry on the listening practice is a consequence from lack of structure. Goh's (2002) study on the challenges of self-listening practice revealed that only 18 percent of 118 students succeeded in self-

listening practice, while the majority were unsuccessful. This concern should not be overlooked, as it is fundamentally crucial for the EL learning program that students have ample practice throughout the course. They suggested that EL program should be process-based, systematic, and allow students to see their progress in order to increase relevance, motivation, and self-learning habits. Four projects were suggested as examples, including (1) peer listening task, (2) facilitated independent listening, (3) listening buddies, and (4) authentic interview. They believed that these proposed projects contribute to the development of EL structure and teacher's framework. Students develop the habit of self-practice listening as a result. This study could benefit from incorporating certain elements of the 'facilitated independent listening' project. It is a project created to compensate the limitation of listening practice in classroom. This project involves all necessary aspects of autonomous listening. A learning log i.e., journal is included to track students' listening habits. It records types of materials or topics they choose, the way they practice and an assessment of their own practice. For the teacher's role, the teacher must assist students on material selections and preparation including listening log. A well-planned listening schedule including sessions when students could consult with their teachers and report on their progress is necessary. At the end of the project, students evaluate listening material whether they are well-suited to the program.

This proposed project is designed to set milestones in the process of self-listening practice which is a creative means to embed structure into EL program. This study adapted some features of the proposed 'facilitated independent listening' project such as listening log and program implementation. Therefore, this study proposed the additional variables to EL program which are (1) oral cloze as an EL classroom activity, (2) a listening log as an EL aid, and (3) collaborative learning as an EL setting. This model conforms to EL principles on independent listening, but it is necessary to consider comprehension - building activities in EL classroom, an aid to assist students in planning, recording, and reflecting on their independent study, and a setting in which students can share and discuss their experiences. This would provide mechanisms for maintaining

students' motivation in the program and address the structural issue raised by Vandergrift and Goh (2012).

Apart from the gaps on EL structure, Siegel (2011) who argued for listening strategy-based approach, brought out certain criticisms he observed in Renandya and Farrell (2011)'s EL article. He believed that EL could only serve a supportive function in teaching listening for L2 students. Because of some elements or concepts that he deemed problematic, the value of EL as practice-oriented could not be emphasized. In other words, the significance of practice listening should not be 'overstated' (p. 318). A substantial quantity of practice time is an issue for non-native students, according to Siegel. Students may prefer an approach that is more explicit than EL. In this regard, Blyth (2012) responded to Siegel. Blyth explained that there are no shortcuts for certain abilities and compared listening skills to skiing. He provided an example of teaching pronunciation to L2 Japanese students. In order to achieve automaticity in recognition, students require time to practice recognizing pronunciation encoded in natural speech. Aside from Blyth's explanation, it is known that listening skill is procedural knowledge. This skill is rather complex because it involves procedure, problem-solving, and strategic thinking (McCormick, 1997). Time and practice are unquestionably necessary to acquire procedural knowledge. One answer to the issue of lack of time is to emphasize the importance of practice and incorporate EL into the curriculum at the elementary level. Another critique by Siegel is that EL may turn the teacher in the classroom a "non-essential bystander" (p. 319). Blyth responded to this critique by stating that both explicit and implicit instructions are essential in language training and highlighting the benefits of implicit instructions. In my opinion, EL teachers not only encourage and let students to engage in silent listening practice in classroom, but they also suggest appropriate materials/resources to students, assisting and giving advice, keep boosting students' motivation and checking their progress. Teachers could also implement EL classroom activities in different forms. EL activities such as teacher read-aloud, narrow listening (Renandya, 2011), listen and draw or picture ordering., etc.

could also be introduced and implemented in classroom. EL diminishing the teacher's role in class is, therefore, inaccurate.

ER/EL advocates like Renandya and Jacobs (2016) also voiced their concerns that may impede the implementation of EL in the classroom. ER and EL, for instance, are frequently utilized as out-of-class activities introduced by the teacher. Small-scale ER or EL programs are less successful than large-scale ones. This may be due to the fact that teachers who already have a lot of duties may begin to feel overwhelmed by the quantity of work associated with the program's administration. This point should be taken into consideration. To resolve this, EL must be promoted and incorporated into the school curriculum. If the EL program is integrated into the curriculum, teachers will have less extra work, and students will be more motivated to practice listening. Consequently, this could raise the level of program success. The idea of 'legitimacy' (p. 12) was also cited as a major concern. It is when students engage in individual quiet listening while teachers observe them in silence, and this practice is not usually perceived as a teaching lesson. Thus, EL and ER are frequently seen as optional learning activities that play a minor function. The issue of legitimacy could be resolved if EL and ER have been incorporated into coursebooks. Renandya and Jacobs (2016) referenced Brown's statement that coursebooks are considered by school personnel as strong legitimizing tool. ER concept has been included in some textbooks, while EL has not. It shows that EL research is insufficient to influence educators, coursebook authors, or English teachers. To establish the efficacy of EL, additional research is required, followed by the promotion of EL in coursebooks and school curriculum.

Relating to the point discussed above, Ivone and Renandya (2019) discussed why EL has not yet been widely practiced in classroom. This is because EL has not been well explored and is regarded as a relatively obscure topic. EL is also viewed as implicit and requires a large amount of time to emerge and produce the language. As a result, a number of EFL teachers may not consider EL to be fit for the classroom, given that they educate to get immediate results within a limited amount of time.

Ivone and Renandya (2019) reviewed right EL studies in the past five years in Indonesia and found that EL is on the rise and caught some attention of researchers. However, it was concluded that most of these studies failed to focus on the main element, which is actual listening practice. They paid a lot of attention to the authenticity aspect of materials in music and movies, for example. Additionally, the focus was on the extra tasks e.g., metacognitive, reflective or collaborative work/tasks. Ivone & Renandya reiterated that ample practice of listening leads to improved listening proficiency which is a fundamental aim to focus on. I agree with the issue discussed on EL recent studies; nonetheless, independent listening upon EL alone may not be enough to drive learners to reach their listening goals. Activities that motivate students to continue their self-regulated listening should also not be disregarded. In addition, Ivone & Renandya stated that EL is seen as a viable approach for implementation in higher education. They suggest the necessity for EL model at the lower education. This study constructs an EL model applicable to students with low English proficiency. In order to address the limitations of EL, this research approach could be applied to lower education. The EL activities in this research are carefully designed so as not to overwhelm students, but rather to encourage and support their listening practice throughout the program. The following section will discuss the important element of EL programs: ESL podcast listening material.

### 2.6 ESL Podcast: Extensive Listening Material

EL materials are vital to the success of the EL program. Therefore, it is necessary to carefully select listening material that corresponds with the purpose of this study. The listening material instrument used in the study is a mobile application known as ESL podcast. Since mobile phones play a large role in people's lives nowadays, particularly among Gen Z, podcast listening through mobile phone would have great potential for the EL program. Faramarzi and Bagheri (2015) referred to the term 'podcasting' as a method that utilizes RSS (Really Simple Syndication) feeding technology to deliver audio, video, and other file types through computer or smart phone subscription. Similar to radio, podcast uses speech to quickly connect with the audience, except podcast listeners can

choose their own content/topics whenever they want to (Abdulrahman et al., 2018). Gromik (2008) highlighted podcasts as a valuable learning medium that allows L2 learners to access authentic, real-life listening sources from which they can greatly benefit. For example, international podcasts like “The Daily” by The New York Times (The New York Times, n.d.) offer concise reporting on current events, exposing learners to journalistic language and real-world issues. Similarly, “TED Radio Hour” by NPR features interviews and stories based on TED Talks, presenting thought-provoking ideas in an engaging format (NPR, n.d.). On the Thai side, Mission to The Moon, a podcast focusing on personal development and business, showcases conversational and professional Thai (Mission to The Moon, n.d.), while We Need To Talk, a bilingual podcast, mixes Thai and English to explore cultural and personal growth topics (We Need to Talk, n.d. ). These podcasts serve as authentic materials that not only improve listening comprehension but also enrich learners’ cultural and linguistic knowledge, making them an effective tool for language acquisition.

Not only could advance-language learners benefit from authentic listening sources in podcast, but also L2 beginners could. Rosell-Aguilar (2013) distinguishes between two kinds of podcasts, the first of which consists of authentic input that typically capture real-world events. A second one is designed for language learning and comprises of varying speech rates for L2 learners with different levels of proficiency. The latter type of podcast is used in order to improve listening comprehension. The justifications for choosing this particular ESL podcast are addressed in the following.

ESL podcasts chosen meets EL program principles and the criterion on material selection. It is to encourage students to have ample listening practice. To encourage students to do so, the podcast must have interesting as well as varied topics. ESL podcasts selected consists of more than 100 topics with different genres e.g., sports, animals, technology, shopping, jobs, science, travelling, people of the world, movies, geography that students can choose what interests them. In addition, Vandergrift and Goh (2012) addressed that different theme and topics positively affect the way learners process and comprehend listening text in real life. This would directly relate to one of the

EL benefits of constructing a cognitive map or a network of linguistic input. Students who listen to a variety of topics will acquire a variety of knowledge for language usage in the future. ESL podcasts also conform to the principle of selecting appropriate material for students' ability levels. As stated by Renandya (2011) listening materials must match the level of student's competence (level *i*) or below their proficiency (*i*-1). It should include simpler texts with a slower speed and familiar vocabulary and grammatical structures, so that students can comprehend materials on their own. ESL podcasts selected provide easy aural text with different audio speeds that the L2 less proficient could understand and adjust the speed according to their listening abilities. Another related principle is the provision of a script for simultaneously reading and listening to aural input. ESL podcast offered script to aid in comprehension. In addition to ensuring that the material corresponds to EL principles, podcast length must also be considered. Previous studies recommended different length varies from 5 -15minutes (Abt & Barry, 2007; Carvalho et al., 2009). Şendağ et al. (2018), podcasts should not be longer than ten minutes. Since listening to lengthy podcasts, it may be necessary to use listening aids such as an advanced organizer, visual aid, or comprehension questions to reduce repetitions. However, repetition is not an issue, but rather an important principle to improve fluency. It benefits learners on automaticity and reduced cognitive burden and anxiety (Vandergrift & Goh, 2012). According to EL scholars (Ivone & Renandya, 2022), there is no maximum length for EL materials. If students encounter a lengthy text, they can listen sequentially. Because the emphasis of EL is on enjoyment, students are not required to listen to an entire work in one sitting. Aside from the principles discussed, some podcast benefits should be discussed.

Podcast provides benefits in two ways: from its characteristics and from its effect on listening proficiency. Certain advantages gained from its characteristics e.g., portability, ease-of-use, and flexibility. These features have made podcasts a popular tool which can be used in education, resulting in the capacity to enhance L2 learning by encouraging self-paced learning, engagement, and personalized listening practice (Gromik, 2008; Rahimi & Katal, 2012; Rosell-Aguilar, 2013; Şendağ et al., 2018).

For the effect on listening proficiency, several studies (Hawke, 2010; Istanto & Indrianti, 2011; Lu, 2007; Palalas, 2011) revealed that listening proficiency as well as improving speaking, grammar, pronunciation, and vocabulary (Lord, 2008). Another group of studies on the effectiveness of podcast used in EL program are Alm (2013); Yeh (2014); Gonulal (2020). These studies highlighted the advantages of using podcast in learning, for example, it provides a wide range of topics, frequency and repetition. The frequency and repetition are two benefits that correspond to the main features of EL stated by Vandergrift and Goh (2012). The study of Alm (2013) explored the experience of podcast use, effectiveness of blog use and the listening strategy used by participants. The one-year study by Gonulal (2020) indicated that students spent around one hour per week on EL outside of class, and by the end of the year, their listening exam results had doubled. This may also partially be contributed from formal classroom teaching. In spite of this, the author stated that formal training does not appear to be sufficient to help students improve quickly and visibly, especially considering the size of the effect ($r = 0.87$) was surprisingly high. Regarding students' perceptions of the use of podcasts in EL programs, students reported favorably on enjoyment, freedom of choice, meaningful practice, and the close integration with the course syllabus (Li, 2010; Yeh, 2014).

However, the use of podcasts is not without drawbacks. A sufficient internet connection speed is required, which may be an issue for certain students. Another drawback is ESL podcast lacks visual support. The audio-visual texts are more comprehensible than audio recordings alone because they contain visual and auditory input and also nonverbal signals that aid in the processing of aural input (Ivone & Renandya, 2019). Despite the fact that ESL podcasts lack a visual component, their easy aural input and script support could help students in achieving comprehensibility.

In light of the fact that ESL podcasts match EL principles and material criteria, the characteristics, benefits, and empirical evidence of its effect on listening could be a great potential to the EL program in this study. Even so, an ESL podcast may not be enough to motivate students to complete the program on its own. The oral cloze as an EL

classroom activity, listening log as an EL aid, and collaborative learning as an EL setting are proposed to bridge the lack of structure highlighted by Vandergrift and Goh (2012) and serve as components in the EL learning/teaching model for the low proficiency level.

### 2.7 Oral cloze: Extensive Listening Classroom Activity

Oral cloze activities are a key element in enhancing listening fluency and comprehension, making the EL learning model more engaging and motivating for students. Vandergrift and Goh (2012) emphasize that a lack of structure can lead to the failure of self-listening practice. To address this, structured elements—such as classroom activities, learning aids, and a supportive setting—are essential components of the program. Oral cloze exercises, as part of the structured EL classroom activities, allow students to assess their listening performance, enhancing their engagement with the exercises and the program overall. This added structure and relevance can, in turn, motivate students to pursue independent listening practice.

To build on Vandergrift and Goh (2012) emphasis on structure in supporting self- regulated listening, Ivone and Renandya (2019) suggest that that an EL program should prioritize listening practice itself above supplementary activities. While this focus is valid, sustaining students' interest and motivation is equally crucial to ensure they engage deeply with extensive listening. Therefore, oral cloze activities are integrated into this EL program as a structured approach that both supports listening practice and actively keeps students motivated.

An oral cloze is a common classroom practice for improving listening abilities. It is done by the students listening to a story and periodically pausing so that the learners can predict the next word in the story. The missing words should not be too difficult to guess, and the guessing should not disrupt the story too much. Teachers may aid students if they are unable to create much English by giving possible words on the board for them to choose from (Nation & Newton, 2009). Cloze instruction was once widely utilized for reading comprehension, and this practice was eventually applied to listening (El-Koumy, 1997). Oral cloze is a meaning-focused activity that conforms to the EL basic purpose of listening for meaning rather than form. Not only does the purpose of oral cloze

relate to EL, but so do its characteristics. Nation and Newton (2009) described the following characteristics of the meaning-based activity i.e., the oral cloze. (1) The story should be interesting to the students. (2) They can comprehend the story. (3) The material is appropriate for the level of the students. (4) The listening material may contain unfamiliar items that students can comprehend with the assistance of context or teachers' explanations. Several of these items appear multiple times in the input. (5) A small amount of attention is paid to language elements without significantly disrupting the story flow. (6) The teacher and students may interact during the activity; for instance, students may ask questions or request that the teacher for repetition or explanations. (7) The amount of input is large. (8) Students are not required to generate a lot of output. From the first three features addressed: students find the listening material engaging and are able to comprehend the story, as it matches to their level of proficiency, these correspond to EL principles previously discussed by Renandya and Jacobs (2016). In addition, the primary objective of this activity is for students to follow and enjoy the story (Nation & Newton, 2009) in the same manner as EL. Other characteristics e.g., support from teachers when needed indicate that oral cloze is a non-intrusive task consistent with the EL concept of listening for pleasure.

Another factor to consider is the deletion pattern. Brown (2018) defined two deletion patterns: fixed deletion and rational deletion. The fixed deletion is a systematic method by deleting every *n*th word in a passage such as every fifth or seventh word. Generally, the wider the deletion pattern is when creating the fixed pattern, the greater the context for each blank and the simpler it is to fill in the blanks. In a rational deletion pattern, deletions are not made at specified intervals, but rather based on word categories, a certain part of speech for example. However, in particular to oral cloze, Nation and Newton (2009) recommended the deletion word once for every about 50 words. The word should be simple to guess, and the process of guessing should not significantly disrupt the flow of the story. According to Newton and Nation's suggestions, the deletion pattern is rather rational. The aim of this activity in the study is to ensure that students understand the story so that they can predict and recognize some essential

terms that are missing from the story sharing. For scoring, not only the exact answer is counted, but acceptable answers may also be counted if they are deemed logical by a native English speaker. In addition, the answers to the cloze activity can be written down or selected from a list of options i.e., multiple choice. Multiple-choice cloze is typically easier than other cloze forms because students simply identify and select the correct word for each blank. Aside from the fact that oral cloze improves listening fluency and comprehension, the following passage mentions additional benefits.

Previous research (Radice, 1978; Bastidas, 1989; Seifeddin, 1988 as cited in El-Koumy, 1997) identified the following benefits of cloze activity: (1) it is easy to prepare and administer. (2) teacher could receive results and feedback right away. (3) it is a versatile and useful tool for classroom teaching. (4) it removes grammar concerns from the task. (5) it is a dynamic approach to learn and apply skills. (6) it requires students to be more creative to language learning. (7) the teacher could assess and resolve the difficulties that students encounter. This simple yet beneficial task is to be conducted in class, however the emphasis of EL is on students practicing listening independently. As a result, the program introduces a further instrument to aid in self-control and regulation in order to develop good listening habits.

### 2.8 Listening Log: Extensive Listening Aid

To improve their listening skills, students need to invest extra time and effort into sustained practice. However, when tasked with extended listening exercises, students often progress passively, rarely pausing to reflect on their L2 learning process (Matsumoto, 1996). This is consistent with Graham (2006) observation that listening practice alone does not address the need for students to feel in control of their practice and to believe that improvement is within reach. In other words, beyond merely engaging with enjoyable listening materials, students should actively consider their listening methods and identify strategies to further develop their listening skills (Gilliland, 2015). This is referred to as reflection. Reflection is one of stages in Experiential Learning Theory (ELT) concept and the four stages consist of experience, reflection, thought, and action. ELT describes learning as a procedure through which knowledge is generated via the

transformation of experience (Kolb & Kolb, 2011). Chen (2016) draws a parallel between keeping a listening log and the reflection stage of ELT. Therefore, listening logs serve as valuable tools that enable students to reflect on their learning experiences, making them an essential component of Extensive Listening.

A listening log/journal/diary is defined as a continuous task in which students record their participation in extracurricular activities. It requires students to record the subject and reflect on their understanding of each piece of content they listen to. Students can also set their own target which will be monitored routinely via listening log (Gilliland, 2015). Since the EL program is a self-regulated listening practice, students are responsible for their own learning. A listening log would give students a sense of control and self-regulation, as well as enable them to tell their needs and the process of learning with teachers and take charge of their own learning (Lee & Cha, 2017). In the research aspect, log or diary is an introspective form of collecting data, according to Nunan and Bailey (2009), who describe introspection as “the process of observing and reporting on one’s own thoughts, feelings, motives, reasoning process, and mental states” (p. 285). Nunan (1992) recommended language scholars to utilize learner diaries since they can provide several insights. Similarly, Dörnyei (2007) asserted that diary can act as an effective study method for obtaining an honest account of the participants’ feelings and views.

The following are the components of a listening log as described by Gilliland (2015). 1) An overview of the event; when writing a summary, students should focus on the main points rather than the specifics. 2) A reply to the topic/content; students have to engage with the concepts by relating prior knowledge to what they listened to. Additionally, this process stimulates observation, which is essential for language development (Kemp, 2010). 3) A reflection towards their listening experience that includes a future comprehension improvement plan. 4) The acquisition of new idioms, phrases, or terminology through the experience. These four factors could enhance their awareness of language and language learning (Matsumoto, 1996) as evidenced by the research listed in the next section.

Lee and Cha (2017) conducted an experiment to determine the impact of listening logs utilized in an EL environment on the TOEFL test. They found that there was a significant difference between pre and posttest scores. The students' mean score increased from 32.88 to 35.14, demonstrating a small-to-medium impact size difference in mean scores on listening proficiency. They concluded that logs could assist college students enhance their listening skills by contributing to their improvement in the ability to summarize, convey emotions, improve their English proficiency, and reflect on the listening strategies they had employed. In addition, the majority of students responded positively to the suggestion of writing a log on a regular basis. Regarding the student's perceptions, Gilliland (2015) explored advanced and intermediate L2 students regarding extensive listening logs. The listening log encouraged students to try various sorts of listening materials, according to the research. In addition, the students' listening and critical thinking skills improved. Similarly, Chen (2016) also found that students positively viewed the experience from recording a listening log. The data revealed that having a listening log aided in the formation of future study goals, language knowledge, listening and writing abilities as well as self-confidence. Kemp (2010)found that listening logs enhanced skills on independent learning, particularly self-monitoring on their performance and development, making judgment on their learning, and acting on those decisions. Kemp also noted that the listening log acted as a formative assessment since this tool offering a chance "for individual guidance and feedback, as well as ideas for class input and discussion" (pp. 394-395).

In addition to the benefits received, there are also some concerns teachers should be aware of. When a listening log becomes a class assignment, instead of writing their own reflections, some students may copy and paste TV or movie reviews from the internet (Gilliland, 2015). A suggestion from Gilliland is to teach students to focus on comprehension as well as strategies for creating meaning and fixing errors. This could help in case the listening text is a challenge. Nonetheless, some students may engage in this behavior because they are under pressure to do so for scores. Otherwise, they do not see the value in writing logs. Scores should not be assigned to listening logs. Instead,

explicit explanations of listening aim and direction for the writing as well as a recognition that reflection is a valuable learning activity (Lee & Cha, 2017) should be told to students. Consequently, this makes the listening log a genuinely reflecting tool, which would be to their great benefit.

The fact that the listening log allows students to record, reflect, set learning objectives, and have a sense of control leads to them taking ownership of their learning, which is essential for any independent learning. Listening log is indeed another motivator to encourage students to continue listening throughout the program. In class meetings, students participate in EL-related activities, including the sharing of portions of their listening log. The EL classroom is intended to be a collaborative and supportive community, as will be explained next.

### 2.9 Collaborative Learning Classroom: Extensive Listening Program Setting

While students primarily engage in Extensive Listening practice independently, other EL activities take place during class meetings where students work collaboratively. This hybrid approach to class organization aligns with key principles of collaborative learning (CL), which emphasizes student interaction and shared knowledge construction. Collaboration is a concept of interactions and way of life in which people are accountable for their actions, include learning, and value their peers' capabilities and contribution (Laal & Ghodsi, 2012). Collaborative Learning is a broad term, and one is commonly used in education is given by MacGregor (1990) that collaborative teaching and learning is a pedagogical method in which groups of students try and solve a challenge, accomplish a task, or develop a product. Smith and MacGregor (1992) noted that collaborative learning (CL) is an umbrella word for a variety of educational systems requiring intellectual collaboration between students or students and teachers. Typically, students collaborate in groups of two or more to jointly seek insights, answers, or meanings, or to produce a product. Smith and MacGregor (1992) added that majority of CL activities focus on students' exploration or usage of course material, rather than the teacher's presentation or explanation of it. Consequently, CL marks a substantial change from the conventional teacher-centered or lecture-based environment of college courses. The notion of CL

could also include situations in which a few individuals learn or make an effort to learn something jointly. It could be in a form of a pair study, a small group of three to five students, or a class of twenty to thirty students (Dillenbourg, 1999).

In an EL classroom, students assemble to: (1) listen to stories and complete oral cloze activity; (2) exchange language knowledge gained from the listening materials; and (3) discuss learning experiences. These activities are comparable to initiating a step toward resolving mutual listening difficulties and achieving their common learning objective, which is improved listening comprehension. Smith and MacGregor (1992) mentioned that collaborative learning also focuses on students' exploration of the learning materials; EL class places students in situations in which they share their learning experiences and the knowledge they have gained from the program materials. These are the actions that meet some of Kirschner's common CL elements. For instance, learning is dynamic and learning and teaching are shared experiences. Students are accountable for their own learning. The teacher is usually more of a facilitator than a lecturer in a traditional classroom. These characteristics produce some advantages in the following passage.

Collaborative learning, a pedagogical concept where students work together to achieve shared learning goals, has been widely studied and advocated in educational research. CL provides many benefits in four primary areas: social, psychological, intellectual, and evaluation (Johnsons, 1989 and Pantiz, 1999, as cited in Laal & Ghodsi, 2012). For the purposes of this discussion, I will focus specifically on those benefits that are relevant to the EL program. For social benefit, CL contributes to the development of a network of support for students and a healthy learning community environment. Similarly, the EL program is a learning community where no pressure is exerted by grades, teachers, or classmates. Students do not compete but rather support one another by sharing their knowledge and experiences. From a psychological perspective, collaborative learning (CL) enhances students' self-esteem and fosters positive attitudes toward teachers. Both CL and EL share a student-centered approach, which naturally promotes students' confidence and self-worth. In the EL program,

teachers serve as supportive facilitators, providing guidance when needed rather than directing all learning activities. Academically, this approach actively engages students in their learning process, promotes critical thinking, and increases motivation. When students share their learning experiences, including both achievements and challenges, they develop stronger critical thinking skills and maintain higher motivation to continue in the EL program.

Moreover, collaborative learning complements the individual aspect of Extensive Listening (EL) by creating a structured yet flexible approach that sustains motivation and ensures engagement without undermining the independent nature of EL. For low-proficiency learners, this balance is crucial. Collaborative activities serve as a bridge, gradually equipping students with the confidence needed for self-regulated practice while ensuring they remain motivated and engaged throughout their learning process. For low-proficiency learners, the need for guidance and encouragement is particularly significant. Such learners often face heightened challenges in sustaining independent listening practices due to limited linguistic competence, lack of confidence, and feelings of isolation. Goh (2002) found that only 18% of students succeeded in maintaining self-listening practices, with the majority losing focus. Simply assigning independent listening tasks and expecting students to sustain consistent practice independently may not be fully effective, especially for learners who require additional support to overcome these barriers.

Collaborative learning mitigates these challenges by providing the social and emotional scaffolding necessary for motivation and engagement. Activities such as oral cloze or peer discussions allow learners to approach listening in a supportive setting where they can share experiences and learn from one another, fostering both competence and confidence in their listening abilities.

Despite the described benefits, one of the challenges is ensuring that students attend and present themselves socially within the given EL community. Being present definitely promotes to the formation of meaningful learning experiences. Garrison et al. (2000) addressed elements of social presence for online courses that might also be

used for on-site EL class. For example, implementing ice-breaking activities, student involvement in setting the tone and making decisions, and providing chances for peer-to-peer participation throughout the course. What is more, allowing students to provide each other with constructive feedback and to view one another's work. These ideas could be useful for increasing student attendance in EL classroom.

### 2.10 Students' perceptions

EFL/L2 learners usually have limited opportunity for English daily exposure outside the classroom. And what of the opportunity to learn and practice listening in the classroom? One of the difficulties begins in the classroom. According to Vandergrift and Goh (2012), teachers and instructional materials devote the least systematic focus to the development of listening abilities when compared to other skills. This neglect often stems from teachers' uncertainty about how to teach listening in a principled and structured way. Consequently, students, especially those with lower proficiency levels, are not taught effective listening strategies and are left to process listening input on their own (Renandya & Farrell, 2011). Furthermore, this group of students are frequently placed in stressful situations in which they must demonstrate how much they have understood or more frequently, reveal how little they have grasped. As a result, students' levels of stress and anxiety rise (Vandergrift & Goh, 2012).

A study by Angellia and Listyani (2019) revealed that 46 of 80 EFL Indonesian college students who enrolled in an intensive listening course expressed anxiety. This can be a serious issue that affect students' listening ability. Angellia and Listyani (2019) elaborated that listening is a complex skill that requires a great deal of brain work, and the training entails several processes: learners listen, recall, comprehend, and then commence to pronounce. Students reported reasons contributed to the anxiety which are (1) fear of falling behind, (2) difficult listening materials, (3) a deficiency in knowledge, and (4) classroom stress. Of the 46 students who reported anxiety in intensive listening class, 40 reported moderate anxiety, while the remaining six reported severe anxiety. On the other hand, students who did not report anxiety felt that the class was quite easy, and the materials were not difficult for them, in comparison to students who did report feeling

anxious. From this vantage point, the current traditional listening practice without adjustment may not be the most effective method of instruction for students with lesser proficiency. Anxiety, according to Lili (2015) study, interferes with both attention and listening comprehension. The issue is not just about performing in class, but experiencing constant challenging states could make students lose interest in listening practice. Students' perceptions i.e., their view, level of satisfaction or perceived difficulty toward learning should never be disregarded since they have a substantial impact on their academic performance.

EL studies that looked at students' perceptions should accordingly be discussed. A small scale of action research of Saputra and Fatimah (2018) investigated the use of TED and other YouTube videos in the classroom resulted in some positive changes, the classroom became more dynamic and students reported that the online materials helped them enhance their vocabulary. A study of Al-Baekani and Ridwan (2018) explored listening applications on mobile devices and found that students responded positively to the used of mobile listening applications. 37% rated listening applications are interesting and practical. Other mobile backed factors include accessibility (30%), easiness (17%), authenticity (10%) and usefulness and enjoyment (7%). Another study by Widodo and Rozak (2016) analyzed how students participated in EL activities, namely collaborative and reflective online video-assisted instruction. Students positively perceived collaborative and reflective online video assisted EL instruction. A study of Mayora (2017) which adopted ER principles examined an EL activity i.e., narrow listening. Students from these studies reported favorable experiences with the given EL materials and activities.

In contrast, a study by Su et al. (2021) found that the majority of participants, 62%, had negative attitudes regarding the EL program. The authors explained that caused by different factors. Students were unaware of the significance of EL practice as a means to enhance listening abilities. In addition, listening was viewed as a 'passive skill' when compared to other language skills. They believed that speaking is the best medium through which to display their language abilities. Therefore, they were

unsure of the importance and how listening functions in the process of second language learning. It is understood that listening was not the focus of language training in class. This result is in line with the reality that listening received less systematic attention from teachers and instructional materials than other skills (Vandergrift & Goh, 2012). This may be due to the fact that teachers are unsure of how to teach listening in a principled manner (Flowerdew & Miller, 2005).

# CHAPTER 3
# RESEARCH METHODOLOGY

In order to enhance and examine students' listening comprehension, I combined the following variables: podcast listening, listening log (adapted from Kampiranon, 2021; Lee & Cha, 2017; Yeh, 2014), oral cloze (Nation & Newton, 2009) into the EL program. The program principles are synthesized from Renandya and Jacobs (2016) Mayora (2017) and Vandergrift and Goh (2012). For the students' perceptions, the interview questions adapted from the study of Yeh (2014) and Kampiranon (2021) were used to look at participants' satisfactions, experiences, and how they listen to the materials. This chapter describes the methodology used in the research. The following sections cover population, participants, research design, instruments, data collection, procedure of the experiment and data analysis.

## 3.1 Population

The population was 1st- through 4th- year undergraduate Thai students. Students aged 18 to 22 studying at a subsidized university in Thailand. The population were those who enrolled in Fundamental English 1, 2 and 3. They were from the following five faculties: Management Sciences, Engineering, Science, Economics, and International Maritime Studies.

## 3.2 Participants

Participants were 66 students from freshmen to senior year, from different faculties as previously mentioned. Regarding participant homogeneity, none of them had been in an English program during secondary school and had no prior experience studying or working in English-speaking countries. To assist students in determining whether they could take the placement test and attend the EL experimental program, the following was a checklist.

Table 4 A checklist for qualifications

| Qualifications | Yes | No | Remark |
|---|---|---|---|
| 1) I am 1st – 4th year undergrads in Thai program. | | | I am _____ year student |
| 2) During my secondary school, I studied in common Thai program. | | | |
| 3) I have not studied or worked in English-speaking countries. | | | |
| 4) This semester, I'm taking either Fundamental English 1 or 2 or 3. | | | |
| 5) I believe my English listening skill is lacking, and I want/need to enhance them. | | | |

Students who answered "Yes" to items 1, 2, 4, and 5, and "No" to item 3, qualified for the standardized English placement test, EF SET. Those who did not meet these criteria were not eligible for the program. Students who were eligible to take the test and received scores ranging from 1 to 40 (equivalent to A1 and A2 levels in the CEFR) could enroll in the program. According to the 'can do' listening comprehension descriptors of the CEFR, learners at the A1 level could recognize familiar terms and very basic phrases, while those at the A2 level could comprehend phrases and the most frequently used terminology in areas such as basic personal, family, and shopping information. As a result, they were classified as basic language users, i.e., low-proficiency, and were encouraged to enroll in the program.

Non-probability purposive sampling through voluntary selection was employed in this study since participants were expected to complete various activities over the course of an entire semester. As a result, participants needed to enter the program of their own free will. Each participant was treated anonymously.

### 3.3 Research Design

The primary objective of this study was to investigate the effects of the structured EL program on students' listening comprehension. Different EL scholars have asserted

that EL inherently supports learners' listening capabilities and language development (Chang & Millett, 2014; Ivone & Renandya, 2019; Mayora, 2017; Renandya & Farrell, 2011; Waring, 2008). Consequently, the study employed a quasi-experimental design, which included an experimental group and a comparison group. The comparison group, serving as a baseline for the experimental condition, received standard classroom listening treatment and participated in pre- and post-testing. The experimental group, on the other hand, received the EL integrated program as treatment, as well as pre- and post-testing (Rogers & Revesz, 2019).

This study is well-suited to the Embedded Research Design, a mixed-methods approach that incorporated different sets of data at the design level. The listening log, which was one set of qualitative data, was embedded within an EL experimental quantitative design. Since the quantitative data, which produced the results to assess listening performance, did not answer the research question on students' perceptions, the qualitative data gained from the interview was included to capture participants' actual words and views. This offered the researchers insights into the effectiveness of the integrated EL program provided.

This embedded design is comparable to the widely used Triangulation design. However, the critical distinction is that triangulation design is one phase in which researchers place quantitative and qualitative methods in the same time period and assign equal weight to each method in the study. Therefore, 'concurrent triangulation design' is commonly used to refer to it (Creswell et al., 2003). While the embedded model in this study is developed in two phases and qualitative data contribute to the entire research design is in a complementary way i.e., qualitative data is a secondary component of the process (Creswell, 2006). The embedded experimental model used in this study is shown in the following figure:

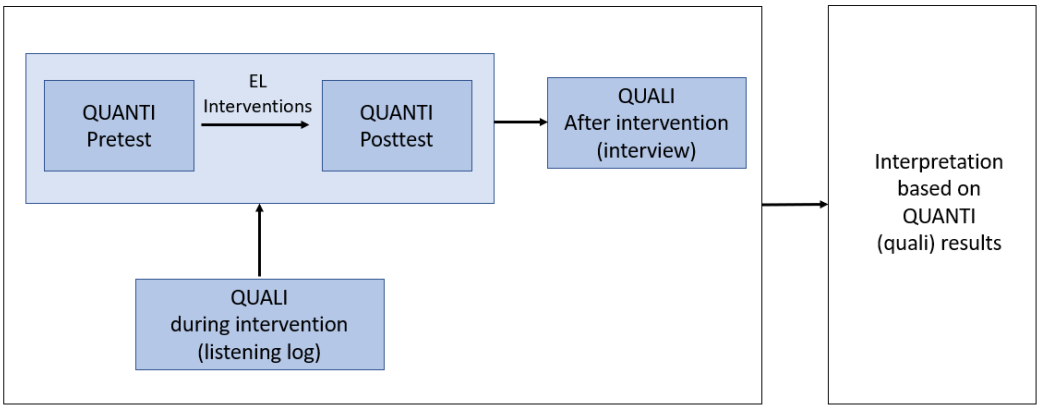



Figure 5 Embedded experimental research design

Source: Adapted from Creswell, 2006. Understanding Mixed Methods Research.

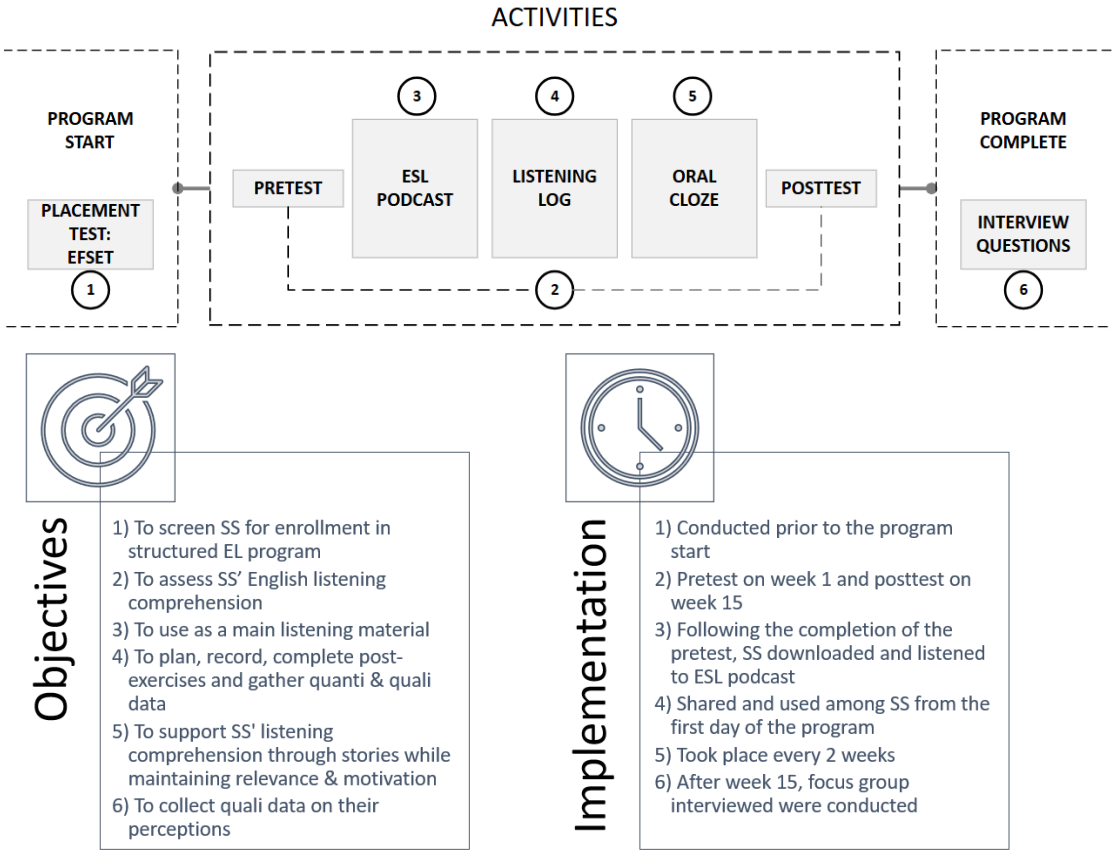
As seen in the figure, the study was divided into two phases: the intervention phase and the post-intervention phase. The first phase involved implementing an EL program in which podcast listening was the primary intervention, while a classroom oral cloze activity was included to enhance students' motivation and comprehension. Additionally, a listening log was incorporated to gather information about how participants engaged with the materials and to make the program more systematic. The quantitative section revealed whether the intervention statistically and significantly improved participants' listening comprehension.

The second phase included a focus group interview to elicit participants' satisfaction, thoughts, and experiences. This set of qualitative data on participants' views also contributed to the explanation of the intervention's results from the first phase. In other words, whether or not students' listening improved depended on how they perceived the program. Additionally, the listening log used during the intervention in the first phase may have revealed a potential treatment bias that influenced the experiment's outcomes (Creswell, 2006). The interpretation of this study is based mainly on quantitative outcomes.

### 3.4 Research Instruments

Due to the fact that this study proposes a structured Extensive Listening model which includes EL classroom activity, EL aid and EL setting to increase the possibility of improving students' listening comprehension; therefore, it is advantageous to provide a chart that summarizes each instrument, its associated objectives, and how it is used.

Figure 6 A summary of instruments used in the study




#### 3.4.1 A placement test: EF SET

According to EF SET test manual, The EF SET is a standardized English test, and it is an adaptive test via the Computer Adaptive Multi-Stage Testing [ca-MST] delivery model. This means that test takers complete the test in real time, and the test is adjusted to the test taker's level of comprehension. The test is developed to assess test takers' listening and reading abilities and to place their abilities into one of the six levels specified

by the Common European Framework of Reference (CEFR). CEFR is a set of common criteria that specify the expected proficiencies of language learners at six different levels as illustrated in the table below.

Table 5 CEFR guidelines on six levels of language proficiency

| Language User type | Classification | Code | Description |
|---|---|---|---|
| Basic | Beginner | A1 | Comprehends common everyday words, idioms, and extremely basic phrases intended for meeting specific needs. |
| | Elementary | A2 | Comprehends words and widely used expressions, for example, family and personal information, shopping, location, and job. |
| Independent | Intermediate | B1 | Understand the major points of clear, standard input on known subjects faced on a regular basis at work, education, leisure, and so on. |
| | Upper intermediate | B2 | Understands the major points of a difficult series of words on both tangible and abstract themes, including technical talks in his/her field of speciality. |
| Proficient | Advanced | C1 | Understands a diverse range of difficult, longer materials and recognizes implicit or complex meanings. |
| | Proficient | C2 | Understands almost any type of content read with ease, including abstract or linguistically complex literature such as specialized articles, and literary works, as well as any type of spoken language, including broadcasting provided at native speed. |

Source: Adapted from Standard Setting Report in EF SET test manual (Educational Testing Service, 2024)

The purpose of this placement test employed in this study is to identify students who are basic language users i.e., the students with low proficiency in level A1 and A2 according to CEFR framework. The EF SET listening and reading scores range from 1 to 100. As a point comparison, EF SET test takers who receive a score of 11-30 EF SET is equivalent to an A1, whereas a score of 31-40 is equivalent to A2 in CEFR as seen in the figure of score conversion below.

| CEFR [1] | EF SET | TOEFL iBT [2] | IELTS [3] | TOEIC (R&L) Total Score [4] | Cambridge English Scale [5] | Global Scale of English [6] |
|---|---|---|---|---|---|---|
| < A1 | 1 - 10 | n/a | n/a | n/a | 80 - 99 | n/a |
| A1 Beginner | 11 - 30 | n/a | n/a | 120 - 220 | 100 - 119 | 22 - 29 |
| A2 Elementary | 31 - 40 | n/a | n/a | 225 - 545 | 120 - 139 | 30 - 42 |
| B1 Intermediate | 41 - 50 | 42 - 71 | 4.0 - 5.0 | 550 - 780 | 140 - 159 | 43 - 58 |
| B2 Upper Intermediate | 51 - 60 | 72 - 94 | 5.5 - 6.0 | 785 - 940 | 160 - 179 | 59 - 75 |
| C1 Advanced | 61 - 70 | 95 - 120 | 6.5 - 7.5 | 945 - 990 | 180 - 199 | 76 - 84 |
| C2 Proficient | 71 - 100 | n/a | 8.0 - 9.0 | n/a | 200 - 230 | 85 - 90 |

Figure 7 EF SET score conversion chart

Source: Adopted from EF SET official website (2022)

According to the test manual, The EF Test was created in 2014 and was conducted on a sample of 14,500 test takers with varying levels of English proficiency who took the test over a 15-month period of nine sessions. The test manual revealed the findings of an investigation comparing the EF SET's reliability to the TOEFL iBT and IELTS. The results of the listening part revealed a reliability coefficient of 0.85 for TOEFL iBT and 0.90 for IELTS, respectively. The reliability coefficients for EF SET were 0.94 and 0.88, which were highly comparable. While the TOEFL iBT and IELTS reading sections received 0.85 and 0.91, respectively, the EF SETs got 0.95 and 0.90, indicating a higher level of reliability in this section. Shahrokni (2018) carried out a review of the EF TEST and

concluded that the EF SET scores were reliable. When it comes to validity, EF SET is well established as a result of a robust five-stage design and development phase that includes expert advice, item trials, and standard-setting panels. EF SET is freely accessible via the following official website: *https://www.efset.org.* Students must first register on the website and then complete a 15-minute test. Students receive a result and a certificate indicating their level of skill upon successful completion. From a standpoint of validity, reliability, zero cost and time/ place convenience. As a result, the EF SET is chosen as the study's placement test.

### 3.4.2 Pretest & Posttest: English Listening Comprehension Test

The listening comprehension test used in this study aims to measure students' listening proficiency before the intervention (pretest) and their progress after the intervention (posttest) at the end of the program. Adapted from the TOEIC Bridge Listening Test, it is designed specifically for non-native English speakers, focusing on basic to lower-intermediate proficiency levels. This test is highly suitable for learners at the A1-A2 levels, as defined by the Common European Framework of Reference for Languages (CEFR), due to its alignment with foundational language skills and its use of familiar, real-world contexts.

The validity of this test is supported by its close adherence to CEFR descriptors. For example, A1 learners are expected to understand familiar everyday expressions and basic phrases, while A2 learners should comprehend sentences related to areas of immediate relevance, such as directions or shopping. These expectations are reflected in the test tasks, which include matching spoken phrases to images, responding to simple audio prompts, and interpreting short dialogues or talks. The choice of familiar contexts—such as shopping, dining, and travel—ensures that the test remains relevant and accessible to learners at this level (Educational Testing Service, 2024).

The test comprises three sections with a total of 50 multiple-choice questions. Section 1 includes 15 questions where participants match spoken phrases to corresponding images, providing a visually supported and straightforward entry point for

A1 learners. Section 2 consists of 20 questions where learners choose the best response to audio prompts, simulating functional conversational exchanges typical of A2 proficiency. Section 3 involves 15 questions based on short talks or dialogues, often supplemented by contextual cues like signs or notices, allowing learners to engage with slightly extended speech without being overwhelmed. The entire Listening test takes approximately 25 minutes. Below is a test sample.


Figure 8 A test sample

Additionally, the test's materials feature clear articulation, controlled vocabulary, and simple sentence structures, ensuring that the tasks are cognitively and linguistically appropriate for A1-A2 learners. For instance, a sample task might involve listening to a public announcement, such as "The bookstore will close in 10 minutes. Please bring your items to the checkout counter," followed by questions like "When will the store close?" or "What does the speaker ask customers to do?" These tasks not only evaluate comprehension but also mirror real-life listening scenarios.

By closely aligning the test's format, content, and tasks with CEFR benchmarks and the TOEIC Bridge Listening Test guidelines (Educational Testing Service, 2024), this assessment offers a reliable and valid measure of foundational listening skills. Its design ensures that it effectively captures the listening abilities of A1-A2 learners while maintaining accessibility and relevance throughout.

To ensure content validity, three lecturers with doctoral degrees in English validated the test through the Index of Item-Objective Congruence (IOC) process. After establishing content validity, the test was assessed for reliability. A pilot test was administered to 30 individuals who were not part of the main study, and the internal consistency reliability was assessed using the Kuder–Richardson formula (KR-20), yielding a reliability coefficient of r = 0.90. A test-retest reliability coefficient between 0.8 and 0.9 indicates a high correlation, demonstrating good reliability (Draper, 2011). This test was administered as a pretest in week one before the intervention and as a posttest in week fifteen after the intervention.

### 3.4.3 ESL Podcasts

Podcast applications were used, as an EL listening material, to improve students' listening comprehension in this study. Podcasting refers to a technological modality which uses RSS technology to give downloaded audio, video or different forms of files by computer or mobile device subscription (Faramarzi & Bagheri, 2015). Podcasts provide listeners the freedom to choose what they want to listen to, whenever they want. Different studies have demonstrated the value of podcasting in enhancing language learning, particularly in the areas of speaking and listening (Hawke, 2010; Istanto & Indrianti, 2011; Lu, 2007). Additionally, the benefits include mobility, ease of use, easy accessibility, flexibility, and support for self-paced learning, motivation, and personalized learning (Gromik, 2008; McGarr, 2009; Rahimi & Katal, 2012; Rosell-Aguilar, 2013).

The ESL podcasts, namely *ESL Conversations* and *British Council* are chosen for the study since they meet two of the primaries EL criteria for material selection: comprehensible input and interesting content. Listening material for EL should be at students' present level (*i*) or below their proficiency level (*i-1* or *i-2* in some cases) in terms of SLA terminology (Krashen, 1982). The goal is to ensure that students are able to independently listen and understand the materials (Renandya, 2011). Both *ESL Conversations* and *British Council* offer different levels of audio speed and students can select the speed according to their listening proficiency levels. Another crucial criterion is

interesting content/topics. The podcasts selected offer a wide range of interesting content such as nature and environment, sports, animals, technology, gadgets, shopping, jobs, science, travelling, modes of transport, leisure and entertainment, movies, people of the world, geography etc., as shown in the sample topics below. *ESL conversation* application offers 197 topics of conversations and short talks while *British Council* application provides 4 series with 60 episodes of talk for elementary level. Students can select the topics of their own interests. Providing a variety of topics and allowing students to select their own content of interest helps boost students' motivation to maintain their listening practice (Renandya, 2011; Şendağ et al., 2018; Tomlinson, 2012).

Aside from this criterion, both podcasts provide full scripts to read and listen to audio text. Several studies (Chang & Millett, 2014; Lao & Krashen, 2000; Osada, 2001; Vandergrift, 2007; Woodall, 2010) have revealed that bimodal input could increase comprehensibility of listening text, enhances vocabulary, pronunciation, assists learners on listening concentration and allows learners to see how spoken and written text are connected. Regarding the length of podcast, there is no maximum length for EL materials, according to Ivone and Renandya (2022). If students come across a lengthy text, they can listen to it sequentially. The following are some samples of both podcasts with descriptions.

Table 6 Sample title of ESL conversations

| Theme | Title No. | Title | Min. |
|---|---|---|---|
| Environment | 1 | A Picnic by the River | 1.29 |
| | 2 | Let's Recycle | 1 |
| Plant & tree | 3 | Growing Roses | 1.04 |
| | 5 | Trees in the Forest | 1.13 |
| Animals | 4 | Bird Watching | 1.1 |
| | 43 | Save the turtles | 1.12 |
| Shopping | 6 | An Easy Way to Shop | 1.08 |
| | 28 | Shopping | 1.1 |
| | 10 | A New Camera | 1.04 |
| Science | 8 | Bubbles in Boiling Water | 1.08 |
| | 9 | The Blue Sky | 1.09 |
| | 48 | Acupuncture | 1.25 |
| Items | 11 | Gold | 1.09 |
| | 26 | A Problem at the Office | 1.12 |
| | 46 | Flying Cars | 1.09 |
| | 50 | The Telescope | 1.2 |
| Science | 8 | Bubbles in Boiling Water | 1.08 |
| | 9 | The Blue Sky | 1.09 |
| | 48 | Acupuncture | 1.25 |
| Items | 11 | Gold | 1.09 |
| | 26 | A Problem at the Office | 1.12 |
| | 50 | The Telescope | 1.2 |
| Story telling | 24 | Grandfather's birthday | 1.06 |
| | 25 | The Lessons | 1.11 |
| People of the world | 15 | Monet's Garden | 1.11 |
| | 49 | Albert Einstein | 1.3 |
| Geography | 41 | Antarctica | 1.53 |

The content/title no. 41 are randomly picked and displayed as follows. They are created in the form of a short talk or conversation.

Antarctica # 41

“Antarctica is another name for the South Pole. It is also a continent. A long time ago, the South Pole was close to the equator. That was 500 million years ago. It was once joined to Australia. Then, all the land on Earth started to move. Antarctica moved away from Australia and went south. Dinosaur bones were once found at the South Pole. Do you know why? Dinosaurs lived there millions of years ago. This was before it moved away from the equator. About 98% of this continent is frozen. The rest is made up of rock. The South Pole has 87% of the world’s ice. But did you know that it gets very little snow? Only about two inches of snow falls each year. How many people live on your continent? No one lives in the South Pole. Only animals, like penguins, live there. Scientists and tourists visit there, but they don’t stay long. Do you want to visit Antarctica? It is the coldest, driest place on Earth!”

Table 7 Sample title of British Council Podcast

| Series | Episode | Theme / Descriptions | Mins. |
|---|---|---|---|
| 1 | 1 | “Introducing your friends”<br>“Angelina Jolie”<br>“Things you can find in kitchen”<br>“Central Park in New York”<br>“celebrities working for charities” | 22.24 |
| | 2 | “A weekend away”<br>“Shakira”<br>“Hot Seat”<br>“Tango in Buenos Aires”<br>“Songs in English and other languages”<br>“Airport situations”<br>“A joke” | 24 |
| | 3 | “Talking about clothes”<br>“Jonathan Ive”<br>“10 seconds”<br>“The vuvuzela”<br>“Women’s football”<br>“Travelling on the London Underground” | 29.22 |

Table 7 (continued)

| Series | Episode | Theme / Descriptions | Mins. |
|---|---|---|---|
| 2 | 1 | “Talking about birthdays” | 30.10 |
| | | “Knitting” | |
| | | “Family quiz” | |
| | | “Favourite food” | |
| | | “Carolina goes shoe shopping” | |

The content from series 1, episode 1 is partially displayed as follow:

“Ravi: Hello, and welcome to Learn English elementary podcast number one. My name’s Ravi…

Tess: …and I’m Tess. We’re your presenters and we’ve got lots of things for you to listen to today, but before we start, I think we should introduce ourselves. Ravi?

Ravi: OK … erm … I'm Ravi.

Tess: Or, I tell you what, I'll introduce you and you can introduce me. How about that?

Ravi: Well, OK then. Erm, this is Tess. She's from London. She's … how old are you?

Tess: None of your business, Ravi!

Ravi: And she loves dancing and riding her mountain bike. OK?

Tess: OK. And this is Ravi. He comes from Manchester. He's 23. Oh … aren't you?

Ravi: Oh yes.

Tess: He likes football, and … he's a great cook.

Ravi: Thanks! And there's one more person for you to meet. I'd like to introduce our producer, Gordon. Say hello to everyone Gordon!

Gordon: Hello! Pleased to meet you!

Ravi and Tess: Hi Gordon.

Tess: And how are you today?

Gordon: Very well thank you Tess.

Tess: Good! We'll speak to Gordon again later in the show but now it's time to get on with our program. We've got an excellent show for you today, and let's start with

our first section, called ‘I'd like to meet'. We ask people a simple question – which famous person, dead or alive would you like to meet? And of course, we ask them to explain why. Our guest today on ‘I'd like to meet' is Zara Heller from Bristol. Hello Zara and welcome to the show.

Zara: Hello.

Ravi: Hi Zara.

Tess: And what do you do Zara?

Zara: I'm a student, I'm in my last year at school, I'm 16.

Tess: Right. Now let's ask the question. So Zara, which famous person, dead or alive would you like to meet?

Zara: I'd like to meet Angelina Jolie.

Ravi: Angelina Jolie. Great - good choice! Tell us a bit about her.

Zara: She's an American film actress, she was in ‘Tomb Raider', and she's an ambassador for the United Nations too.

Tess: And why did you choose her to talk about today?

Zara: Well, because I really admire her. She's a famous film star with a lot of money and a famous celebrity film star husband, but she really cares about helping people and she uses her money and her fame to help children and people who are very poor or have a difficult life. I saw a film about her on MTV the music channel – it was a video diary of her visiting Africa and talking about how to stop poverty, and they were really simple things, and I thought it was really cool because MTV doesn't usually show programs like that, it's usually just music videos and things, but because she's famous and beautiful then people want to see her so she can get a lot of attention for the things that she wants to change.” (Minute: 3.13)

**3.4.4 Oral cloze Worksheet**

The oral cloze in this study is proposed as an EL classroom activity. It is done by students listening to stories while pausing periodically to guess the next word and writing

it down on the given paper. It is important that the missing words are not too difficult to guess and that the process of trying to do so does not distract too much from the story. The fundamental rationale for proposing oral cloze into this study is to make the EL program more systematic – to create a structure that enables students to see their progress, discover more relevance, and most significantly, act as a motivator of program, which is essential for students to continue learning and practicing listening on their own (Vandergrift & Goh, 2012). The secondary objective is to serve as a learning tool as it is added to also strengthen students' listening skills.

Developing Oral Cloze Worksheet

In this study, oral cloze worksheet was created based on the Buck (2001)'s framework on listening task creation by considering the characteristics of setting, input, and the test rubric.

Characteristic of setting

The oral cloze activity was conducted during the group meetings, and it was carried out onsite at the university. The oral cloze task took place on weeks 2, 4, 6, 8, 10, 12, and 14. This task occurred 7 times across the duration of the 15-week program in an attempt to limit the demand on the students. Each cloze session lasts between 1 and 1 hour 30 minutes. For audio quality content, the voices on the recording are from two native English speakers. The sound was recorded to ensure the audio quality is maintained by minimizing background noise.

Characteristic of input

Listening to stories is one of the enjoyable techniques for meaning-focused input. Thus, graded readers level one and two were chosen as they match the level of participants' listening proficiency. The majority of the words or phrases they hear in the story are familiar to the students. Each graded reader varies in length from 20 to 1 minute 30 seconds. Regarding the length of oral cloze, Brown (1998) investigated 50 different cloze tests on their reliability. He concluded that the length of cloze test varied according to the students' competence level and the type of passages used. However, oral cloze in

this study differs from reading cloze or dictation in several ways. The primary objective of the activity is for students to enjoy and follow the story.

The oral cloze can be constructed in one of two ways: through the use of a standard fixed ratio or through the use of a rationale deletion format (Koda, 2005). Every $5^{th}$ or $7^{th}$ word is deleted in the standard fixed ratio deletion format, regardless of the category of function words. The empty spaces may take on surface linguistic forms. In such situations, it is not possible to specify the value of *n*, as the blank may correspond to a word that should not be omitted. Therefore, the rationale deletion format is used in the study. The deleted words mainly are content words i.e., words that have meanings such as nouns, main verbs, adjectives and adverbs. In addition, this study aims to ensure that students could follow the stories and guess the deleted words. The deleted words are thus considered from the high frequency such as lexical bundles. It refers to recurrent phrases and is defined primarily based on frequency. Lexical bundles contribute to fluent verbal production, and also serve as the fundamental building blocks of discourse (Biber et al., 2004). Therefore, the deleted words are drawn from content words and lexical bundles.

Below are samples of oral cloze worksheets.

**The detective mouse of London: Graded Reader Level 1**

"He is a detective, and he lives in Paris. But Marcel doesn't live in Paris all year. Every November he visits London. His old friend – Henry – has a small flat there. Marcel loves London. The beautiful buildings… the big, black taxis… the museum and shops. He loves Paris but he (1)_____London too. This story is about one of Marcel's November holidays. It starts at three o' clock on a Tuesday afternoon. Marcel is walking from Knight bridge station to Henry's flat. He has two heavy bags with him. Henry's address is 42 Old Wilton Street. Marcel looks at the numbers -36 - 38- 40. Yes, here it is. Number 42. He sees a sign. It says: 'Professor J.T. Barton'. Marcel looks at it and thinks, 'That's new'. Then, he goes down to Henry's flat. Henry opens the (2)_____and smiles. 'Marcel!' he says. 'Come in, come in!' 'Hello, Henry,'

Marcel says. 'How are you?' (His English is very good). 'I'm very well, thank you' 'Yes, thanks.' 'Good, good.' Henry takes Marcel's coat. 'Now', he says, 'let's have some tea'. The two friends sit in big (3)_____. They drink tea and talk. At five o'clock Marcel says, 'There's a new person in number 42. What's his name? Burton? Barnam? 'Barton,' Henry says. 'Professor Barton. He's very, very clever. And that's not all. After tomorrow he's going to be famous, too!' 'Famous?! Marcel looks at his English friend. 'Why?' 'It's a very interesting story,' Henry says. 'He has some letters. They were under the floor of an old woman's house in Oxford.' 'And…?' Marcel says. 'And they're from Shakespeare to his son,' Henry says. 'Shakespeare!' 'Yes.' Henry smiles. 'Shakespeare. The old lady telephoned Professor Barton, and the Professor visited her. They talked about the (4)_____and she said, "I want to give them to the British Museum in London. Can you do that for me?"' 'And Professor Barton said yes?' 'That's right.' 'Where are the letters now?' Marcel asks. 'In the professor's flat. He's going to give them to the British (5)_____ tomorrow morning at ten o'clock. A lot of journalists and TV people are going to be there.' Suddenly there's a big BANG! and then a long WHIZZZ! 'What's that noise?' Marcel asks. He goes to the window. Then he remembers. 'Oh – fireworks. Of course, it's the 5th of November – your "Guy Fawkes Day". Then a man walks down the steps from 42 old Wilton Street. Marcel looks at him. 'Is that Professor Barton?' he asks. 'Yes,' Henry answers. 'He always goes to the cinema on Tuesday evenings.' 'Aha!' Marcel says. 'Why do you say "Aha!"?' Henry looks at his French friend. Then suddenly he understands. 'Oh, you want to look at the Shakespeare letters. 'He smiles. OK. Why not?"

The Pirate Treasure Map - Graded Reader Level 1

The Story of the Ghost Ship

"Kate and Mike Sullivan live in San Francisco with their parents and their pet dog, Lucky. Their home is on Russian Hill and from their house Kate and Mike have a great view of San Francisco Bay and the Golden Gate Bridge. Their father, Frank Sullivan, is a professor and teaches marine biology at San Francisco University. Their mother, Liz

Sullivan, works in a big bookshop in the city centre. Kate is fourteen and her brother Mike is fifteen. Kate goes to Lincoln Middle School and Mike goes to Galileo High (1) _____. Kate is a pretty girl with long blonde hair and blue (2)_____. She likes school but doesn't like math. She loves dancing and belongs to the Lincoln Dance Club. She is a very good dancer and wants to become a professional (3)_____ one day. Mike is tall with brown (4)_____ and blue eyes. He is in his first year of high school and he always has a lot of homework. He is an excellent swimmer and is a member of the Galileo High School swimming team. Our story begins on a sunny Monday morning early in June.

"Half past seven!" said Kate, putting on her watch, "time for breakfast."

"Two more weeks and school is over," said Mike happily. "Summer vacation - the best (5)_____ of the year," said Kate laughing.

Kate was also excited because after the summer she was going to start high school.

"Good morning," said Mrs. Sullivan, who was preparing breakfast.

"Kate, remember you have an eye doctor's appointment today after school with Dr Lee. Please don't be late." "I know, Mom," said Kate.

"But I don't want to go, I don't want to wear glasses."

"Kate, you can't study well at school; you need a pair of (6)_____.

If you don't get them, your eyesight will get worse," said Mr. Sullivan, drinking a cup of (7)_____. "There's nothing wrong with glasses. I wear them. A lot of kids wear them." "Susan Garcia in my class just got glasses," said Mike, "and she looks better with glasses than without them." Kate slowly ate her (8)_____ and said, "OK, OK, I'll wear them to see the board."

Characteristics of the test rubric

The first item to consider is the instructions. The time allotted for oral cloze instructions is determined by the duration of each graded reader. It lasts between 30 and 45 minutes. The oral cloze session should not exceed 60 minutes, including time to mark

the sheets. Under the scoring mechanism, each answer for each blank space receives one point. One misspelling is not counted as incorrect, but two or more are.

**3.4.5 Listening log**

In the qualitative phase, Extensive Listening allows students to choose what to listen to and how to approach their learning, helping them develop a clearer understanding of the content. This helps students gain a sense of what they listen to, as this results in increased confidence and self-regulation (Graham, 2006; Lee & Cha, 2017). The listening log is a good fit for the EL area of practice in this study. A listening log/journal/diary is defined as a continuous task in which students record their participation in extracurricular activities. It requires learners to record the subject and reflect on their understanding of each piece of content they listen to. Learners can also set their own targets, which are monitored routinely via the listening log (Gilliland, 2015).

Notably, the listening log does not require advanced knowledge of English writing, ensuring accessibility for low-proficiency learners. Students are allowed to write their summaries or record new vocabulary in Thai, allowing them to focus on comprehension and vocabulary acquisition without the added burden of English writing. This flexibility enables students to engage meaningfully with the material while building their skills gradually.

The major components of the listening log entry are adapted from Lee and Cha (2017), Kampiranon (2021) and Yeh (2014) . They are as follows:

1) A listening plan specifying the number of topics to be listened to the following day, the amount of time to be spent on listening, and when the students will practice.
2) A summary of what they listen to. They may describe the story or the main characters.
3) A personal response to the topic/content selected from the ESL podcast. They can express their feelings about whether they enjoy it or not.
4) A reflection on their English proficiency. Students are required to assess the difficulty levels for each title listened to.

5) Listing new vocabulary, idioms, and expressions acquired from the ESL podcast. They may try to present these at EL group meetings.

For a clearer view, the listening log is displayed in the figure below.

**Part 1: My Weekly Planning**

**My Listening Log**

Name: ……Nickname: ……

In this week, I am determined to listen to the following titles…

| Day | Date | When | Audio Title | Minutes | Done |
|---|---|---|---|---|---|
| 1 | | | | | |
| 2 | | | | | |
| 3 | | | | | |
| 4 | | | | | |
| 5 | | | | | |

Total amount of time spends listening to podcast is ……..minutes

**Part 2: General Listening Information**

| Date: ……. | Audio title: …… ……... | Minutes: …… | What was the audio about? (5W1H) Who?…… What?……... Where?…… When?…… Why?…… How?…… |
|---|---|---|---|

What learning activities do you do when or after listening to this podcast? Check all that apply.

☐ Repeated listening: ☐ 1 time ☐ 2 times ☐ 3 times ☐ 4 times

☐ 5 times ☐ more than 5 times, please specify …… (times)

☐ Taking notes

☐ Searching for supplementary information online

☐ Others, please describe……

**Part 3: My Experience**

| | | | | | |
|---|---|---|---|---|---|
| In my opinion, this audio is | Easy ---------- Average ----------Difficult | | | | |
| | 1 | 2 | 3 | 4 | 5 |
| I enjoyed listening to this audio | Extremely disagree ----------Neutral ---------- Extremely agree | | | | |
| | 1 | 2 | 3 | 4 | 5 |

The problem(s) I found is……

and this is how I solve the problem(s):

☐ Go back to the script

☐ Translate the script

☐ Pause the script and read it

☐ Others, please specify ……

Apart from podcasts, today I also expose to ……

☐ Movie/ documentary / show in English via Netflix, YouTube or any other means, namely …… The length is …….. hour (s) …….. minutes

☐ Music in English

I listen to music in English for an average of..... minutes today.

☐ Any other means by which I expose myself to English listening, please describe the input and duration……

Figure 9 Listening log

Source: adapted from Lee and Cha (2017), Kampiranon (2021) and Yeh (2014)

By writing these five elements, students could increase their awareness of language and language learning (Matsumoto, 1996 as cited in Kemp, 2010). Additionally, when students wrote reflections, this process fostered noticing, a crucial component of language development (Kemp, 2010). The listening hours were counted

and regarded as one of the independent variables. They were used to justify the listening post-test scores. In addition, as students may have been exposed to different forms of English listening exposure, it was vital to document any extraneous variables that influenced listening comprehension.

The listening log was created using a Google Form, allowing the researcher to access the data. Students were encouraged to complete a listening log each time they practiced listening. They could write in Thai in order to freely convey their thoughts.

### 3.4.6 A List of Interview Question

The study collected qualitative data through an interview. In comparison to other data-gathering approaches, such as questionnaires, observation, and so on, an interview can be a rich source for eliciting information about people's feelings and attitudes (Dilshad & Latif, 2013). Focus group interviews were chosen over individual interviews for two main reasons, grounded in both methodological considerations and the research goals.

(1) Natural Interaction: As Casey and Kueger (2000) highlight, focus groups simulate a more natural environment where participants interact with and influence each other, reflecting real-life dynamics. This was particularly relevant for this study, as the EL program aimed to foster collaborative and interactive learning experiences, making a group setting a better fit for eliciting shared perceptions.

(2) Rich and Dynamic Data: Focus groups enable participants to engage in discussions that allow them to build on each other's ideas, leading to richer and more nuanced data compared to individual interviews. According to Rabiee (2004), the interaction within focus groups often results in deeper insights, as participants clarify and refine their views through dialogue. This aligned with the study's objective of exploring both individual and collective perceptions of the EL program.

By choosing focus groups, the study ensured that the data collected reflected the collaborative nature of the intervention while maximizing the richness and relevance of the qualitative findings.

Questions were divided into three categories: 1) the effectiveness of the EL program and each element, 2) their satisfaction and experiences with the program, and 3) their motivation to practice listening. A focus group interview was conducted with a small group of students, between 6 and 9 (Denscombe, 2007). In this study, there were 6 students from the higher listening hour group and another 6 from the lower listening hour group. The researcher served as a moderator, asking the pre-planned questions. Questions for the focus group interview were developed according to Anderson (1990) :

1) Questions are designed in open-ended form
2) Questions must be qualitative in nature
3) Avoid inquiries that can be answered with a yes or no
4) Avoid using the directive method when eliciting the reasons for a participant's firm viewpoint or attitude. Thus, the 'why' question is rarely posed.
5) Narrow to the appropriate number of questions.
6) The question should be structured in a logical manner.

The interview questions consisted of 7 items adapted from Yeh (2017) and Kampiranon (2021). In focus groups, the typical number of questions is 5 to 6, as this enables for discussion to occur naturally as a result of the group process (Dilshad & Latif, 2013). Since participants were lower-proficiency level, all questions were asked in Thai in order to minimize confusion and increase the reliability of the responses. The interview was digitally recorded, running between 60 and 90 minutes. To ensure the validity of the focus group interview questions, the list of questions was submitted to IOC evaluation by three experts.

In addition to the carefully designed interview questions, understanding the composition of the focus group participants provides important context for the qualitative data. The focus group consisted of 12 students in terms of age, English proficiency, and academic level. A detailed profile of these participants is presented below to provide insight into their shared experiences and perspectives during the interviews.

Table 8 Profiles of the 12 Focus Group Participants

| No. | Age | Gender | Year of Study | Major | Listening Hours |
|---|---|---|---|---|---|
| 3 | 19 | Female | 1 | Logistics | 43.23 |
| 8 | 21 | Male | 3 | Engineering | 47.23 |
| 10 | 21 | Male | 3 | Engineering | 43.5 |
| 20 | 19 | Female | 1 | Accounting | 48.26 |
| 21 | 19 | Female | 1 | Accounting | 47.55 |
| 26 | 20 | Female | 1 | Logistics | 48.48 |
| 1 | 18 | Female | 1 | Int' Business | 34.6 |
| 4 | 19 | Male | 1 | Logistics | 19.54 |
| 14 | 20 | Female | 3 | Int' Business | 26.82 |
| 15 | 21 | Female | 3 | Int' Business | 35.5 |
| 18 | 19 | Male | 1 | Logistics | 24.99 |
| 19 | 19 | Male | 1 | Logistics | 28.64 |

### 3.5 Data Collection

Data was collected from different instruments. The following table illustrates the data collection for each instrument.

Table 9 Processes of data collection

| Processes | Data collection |
|---|---|
| A placement test | Students took an online standardized English placement test called the EFSET to determine their proficiency levels. They then presented their scores. If their score ranged between 1 and 40 out of 100, they were classified as low-proficiency listeners. They were eligible to participate in the EL program. |
| A pretest | Participants took a pretest on the first day of the program. |
| Oral cloze | Scores from oral cloze sheets were collected and revealed to participants. |

Table 9 (continued)

| Processes | Data collection |
|---|---|
| Oral cloze | Scores from oral cloze sheets were collected and revealed to participants. |
| Listening logs | Data from listening logs, e.g., duration, personal responses, and challenges encountered, were collected to determine the participants' progress and perceptions. |
| A posttest | Participants took a posttest on the last day of the program. |
| Interview question list | 12 participants were selected from each group. Transcripts of the interview were used for thematic analysis. |

To aid visualize when these instruments were utilized in the investigation, the following figure in the experiment's procedure illustrates the study's execution in chronological order.

### 3.6 Procedure of the experiment

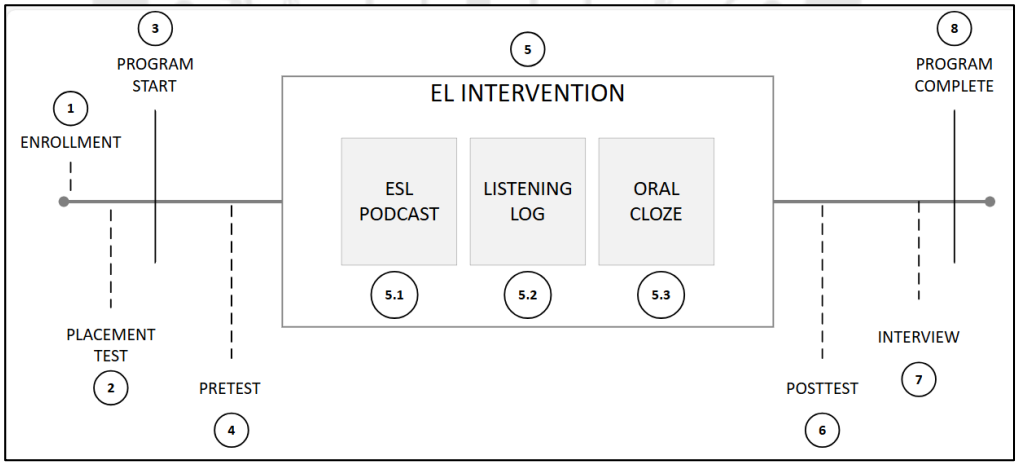



Figure 10 The experiment procedure

It began with enrolment for students who were interested in the program. They completed the qualification checklist (see Table 4). Following that, they took the EF SET placement test. If they earned a score between 1 and 40, this corresponded to A1 and A2 on the CEFR. After that, they became eligible for the EL program. The program began on orientation day with an overview of the objectives, anticipated outcomes, duration,

podcast introduction, other listening activities and assessment. Following that, a pretest was performed on the same day. Participants began listening to podcasts from week one and kept a log of their listening habits. Participants were advised to participate in the in-class oral cloze activity once every other week, i.e., weeks 2, 4, 6, 8, 10, 12, and 14. In week 15, participants took the posttest, and 12 students participated in focus group interviews. The program then concluded.

### 3.7 Data Analysis

To investigate the influence of the structured EL program on students' listening comprehension as well as the correlation between the amount of listening and improved listening posttest scores. The following statistics were used in the data analysis.

Analysis of pretest and posttest scores

To determine whether the structured EL program improves students' listening comprehension, as stated in the first research question, pretest and posttest scores from both the experimental group and the comparison group were analyzed using an independent t-test to determine whether there was a statistically significant difference between the two groups.

Before conducting t-tests, a normalized baseline was derived and verified using Levene's Test to ensure equal group variances. The data was assessed for normality and homogeneity. Normality was evaluated using skewness and kurtosis values along with their corresponding Z-scores (ZSK and ZKU). The analysis showed that the pre-test scores (ZSK = -0.249, ZKU = -1.488) and post-test scores (ZSK = -0.540, ZKU = -0.100) were approximately normally distributed, meeting the criteria for normality. Homogeneity of variances was then verified using Levene's Test to ensure equal variances across groups. Following these verifications, t-tests were applied. Furthermore, Cohen's *d* was used to determine the effect size of improvement within the group.

Analysis of the correlation between listening hours and students' listening posttest scores.

The correlation between the 1st independent variable (listening hours) and a single dependent variable (listening posttest scores) was examined using Pearson's correlation co-efficient. The probability value or p-value of 0.01 was specified and considered statistically significant. Additionally, Pearson's correlation co-efficient was used to look at the directions and the nature of this correlation.

Analysis of interview transcription

For analyzing the qualitative data, a thematic analysis approach was used, following the systematic six-stage process outlined by Braun and Clarke (2006). This method ensures a structured, transparent, and replicable framework for identifying and interpreting patterns in the data.

Step 1: Transcription and Familiarization. Initially, the audio-recorded interviews were transcribed verbatim. The transcripts were read multiple times to achieve immersion and a comprehensive understanding of the content. During this stage, noteworthy phrases, recurring concepts, and significant quotations were highlighted for further analysis.

Step 2: Initial Coding. The second stage involved assigning short labels, or codes, to segments of data that captured essential elements relevant to the research questions. For example, responses like "I prefer the red app [ESL Conversation] because it features easy daily life vocabulary" were coded as "Ease of Use" under the theme "Autonomy in Choosing ESL Podcasts." Another participant shared, "I feel like I am making progress in expanding my vocabulary, unlike before," illustrating how the program fostered a sense of achievement and forward momentum. Both inductive and deductive approaches were applied codes emerged from the data itself (inductive) while also being guided by the study's theoretical framework (deductive).

Step 3: Theme Development. Codes were grouped into broader categories based on patterns and relationships. For instance, the codes "learning

reflections" and "motivation boost" contributed to the development of the theme "Enhanced Motivation." Similarly, the codes related to "supportive group discussions" and "encouragement from instructors" were synthesized into the theme "Appreciation for and Involvement in a Supportive Learning Environment." Themes were refined to ensure coherence and clear distinctions between them.

Step 4: Review and Refinement of Themes. Themes were reviewed in relation to the coded data and the entire dataset to ensure consistency and relevance to the research questions. Adjustments were made to better represent the data's nuances. For example, the theme "Recognized Benefits Amidst Struggles with Listening Logs" was refined to highlight how participants balanced challenges with learning gains.

Step 5: Naming and Defining Themes. Each theme was clearly defined, and its scope was delineated. For instance, "Autonomy in Choosing ESL Podcasts and Perceived Input Ease" highlighted the learners' ability to select their listening materials and their perspectives on how manageable the inputs were. Similarly, "Recognized Benefits Amidst Struggles with Listening Logs" encapsulated both the challenges and the developmental outcomes associated with maintaining reflective logs. Names were chosen to succinctly encapsulate the essence of the theme. For instance, "learning experiences" encompassed the emotional and cognitive aspects of students' engagement with listening activities.

Step 6: Reporting and Interpretation. Finally, a narrative report was developed, including illustrative quotes to validate interpretations. The analysis linked themes back to the study's objectives, providing insights into the effectiveness of the intervention and its impact on participants.

The thematic analysis provided a systematic and rigorous framework for examining qualitative data. By following Braun and Clarke (2006)'s six-step process, the study uncovered rich insights into the participants' experiences, perceptions, and outcomes. These themes not only highlight the impact of the intervention on learners' listening comprehension but also offer valuable implications for enhancing future EL programs.

Intercoder Reliability for Qualitative Data

To ensure objectivity in the thematic analysis, the principle of intercoder reliability was addressed through a negotiated agreement process. While formal reliability measures, such as Cohen's kappa, were not calculated due to the exploratory nature of the study and practical constraints, this approach aligns with O'Connor and Joffe (2020) guidelines for fostering consistency and credibility in qualitative data analysis.

Following the initial coding, an experienced researcher specializing in thematic analysis reviewed 20% of the coded data. Discrepancies between the initial codes and the reviewer's observations were systematically discussed, focusing on clarifying code definitions, refining the coding frame, and ensuring alignment with the study's research objectives. This collaborative dialogue resolved ambiguities and established a shared understanding of the data, reducing individual coder bias.

The negotiated agreement process enhanced the thematic analysis in several ways: Improved Clarity: It ensured that the codes were well-defined and consistently applied across the dataset, enhancing the transparency of the coding process. Enhanced Validity: Collaborative discussions grounded the analysis in a shared interpretation of the data, addressing potential subjectivity and aligning with best practices in qualitative research. Strengthened Reliability: Although formal intercoder reliability measures were not employed, the process fostered procedural rigor, demonstrating adherence to established qualitative analysis standards and ensuring that the analysis remained systematic and replicable.

By incorporating this negotiated agreement approach, the study achieved a balance between methodological rigor and practical feasibility, reinforcing the objectivity and reliability of its findings.

### 3.8 Ethics

Since it is an experimental study involving students, the study's proposal and other relevant documents were submitted to the Human Research Ethics Committee of Srinakharinwirot University. Once the proposal is approved, the data collection process will begin.

# CHAPTER 4
# THE RESULTS OF THE STUDY

Expanding upon the theoretical framework laid out in Chapter 2 and the methodology detailed in Chapter 3, this chapter centers on the analysis of quantitative and qualitative data derived from university Thai students who participated in the study. This chapter provides an analysis of empirical data gathered from pre- and post- listening tests. It aims to assess how the structured Extensive Listening (EL) program influences students' listening comprehension in response to the first research question. Additionally, the relationship between listening test scores and the duration of time dedicated to listening activities is examined using data collected from students' logs alongside their test scores. Furthermore, the thematic analysis of interview transcripts provided valuable qualitative insights into students' perceptions and experiences with the program, further enriching understanding of its effectiveness.

## 4.1 Students' Listening Comprehension

This part focuses on the initial study question, which involves assessing the impact of the structured EL program on students' listening comprehension scores. To provide a comprehensive analysis, the comparison of students' pre- and posttest scores in listening comprehension between two groups of participants is initiated. Table 10 presents this comparison, offering insights into the effectiveness of the structured EL program.

Table 10 Comparison of Pre- and Posttest Listening Comprehension Scores

| | Comparison Group (*n = 33*) | | Experimental Group *(n = 33)* | | *Mean Dif.* | t-test for Equality of Means | |
|---|---|---|---|---|---|---|---|
| | *M* | *SD* | *M* | *SD* | | *T* | *Sig.(2-tailed)* |
| Pretest | 20.30 | 3.026 | 21.57 | 4.678 | 1.545 | 1.594 | .060 |
| Posttest | 21.21 | 2.666 | 32.18 | 4.496 | 10.969 | 12.055 | .000 |

Note. Significant at *p < .05 level.

The independent samples t-test results, depicted in Table 10, revealed that prior to the intervention, the mean scores of the listening pretest for both the comparison group and the experimental group were quite similar, at 20.30 and 21.57, respectively. There was no statistically significant difference in the average scores of the two groups before the intervention (p = .060). After the intervention, the experimental group performed better than the comparison group, with scores of 32.18 and 21.21 respectively. The mean difference between the two groups was 10.969. This is evidenced by a statistically significant disparity in the average posttest scores between the two groups (p = .000). Notably, within the experimental group, mean scores demonstrated a significant improvement from 21.57 to 32.18, indicating a medium-effect size (Cohen's d = .59), representing a moderate statistical impact.

### 4.2 The Relationship Between Listening Hours and Students' Listening Comprehension Scores

Given EL's principle and emphasis on a large amount of listening, it is essential to examine the number of hours students spend on listening activities. The total number of listening hours is determined by three components: podcast listening, keeping a listening log, and engaging in oral cloze exercises in the EL class. Table 11 below provides descriptive statistics about the duration of time spent in all listening activities in the EL program.

Table 11 Descriptive Statistics of Time Spent in Extensive Listening Program

| Listening Practice Mode | Min | Max | Median | Mean | S.D. |
|---|---|---|---|---|---|
| Hours spent on podcast listening (*n* = 33) | 5.44 | 23.40 | 16.20 | 15.87 | 4.97 |
| Hours spent on doing listening log (*n* = 33) | 9.10 | 22.10 | 17.30 | 16.47 | 3.65 |
| Hours spent on oral cloze activity in EL class (*n* = 33) | 4.00 | 7.00 | 6.00 | 6.03 | 0.85 |
| Hours in total | 18.54 | 52.50 | 39.50 | 38.37 | |

According to the data collected, participants dedicated the most time, approximately 16.47 hours (SD = 3.65), to maintaining their listening logs ranging from 9.10 to 22.10 hours. They spent on podcast listening an average of 15.87 hours (SD = 4.97), with a range of 5.44 to 23.40 hours. In EL classes, students spent an average of 6.03 hours (SD = 0.85) on oral cloze activities, with a range of 4.00 to 7.00 hours. In total, students dedicated an average of 38.37 hours to listening and related activities in EL program. To provide context, this time allocation was compared to the amount of time spent on English audio listening in traditional classrooms. The comparative data was obtained from six lecturers who taught Fundamental English I, II, and III at the campus, as shown in the following table.

Table 12 Descriptive Statistics for Listening and Listening Activity Time in Fundamental English Courses

| Fundamental English Courses | Lecturer A | Lecturer B | Mean |
|---|---|---|---|
| English I | 125 mins | 135 mins | 130 mins |
| | **Lecturer C** | **Lecturer D** | **Mean** |
| English II | 60 mins | 20 mins | 40 mins |
| | **Lecturer E** | **Lecturer F** | **Mean** |
| English III | 68 mins | 54 mins | 61 mins |
| | | **Total Mean** | **77 mins** |

Table 12 presents the descriptive statistics for listening and listening activity time in Fundamental English courses on campus. The data is broken down into three course levels and includes information from six different lecturers. For English I, Lecturer A allocated 125 minutes for listening and its activities, while Lecturer B dedicated 135 minutes. The mean listening activity time for this course is 130 minutes. English II shows a significant decrease in listening time. Lecturer C allocated 60 minutes, while Lecturer D only used 20 minutes for listening activities. The mean listening time for this

course is 40 minutes. For English III, Lecturer E dedicated 68 minutes to listening activities, and Lecturer F allocated 54 minutes. The mean listening and activity time for this course is 61 minutes. The total mean listening time across all three courses is 77 minutes which is 1 hour and 17 minutes.

This data reveals a notable variation in listening time allocation across the three course levels, with English I having significantly more time dedicated to listening activities compared to English II and III. It also highlights the differences in approach among lecturers teaching the same course. Building on these observations, the subsequent table investigates the potential relationship between the duration of listening hours in EL program and the listening comprehension scores of participants, along with the magnitude of any observed relationship.

Table 13 Correlations between Listening Comprehension Scores and Number of Listening Hours

| Variable | 1 | 2 |
|---|---|---|
| 1. Listening Comprehension Scores | — | .79** |
| 2. Number of Listening Hours | 79** | — |

Note. Pearson's r is reported. p < .01 (two-tailed).

Table 13 shows the relationship between listening comprehension scores and number of listening hours. The data reveal a significant positive relationship, $r(33) = .79$, $p < .01$. In other words, listening comprehension scores increase in proportion to the number of listening hours. The correlation value of .79 represents a strong effect size, demonstrating a significant relationship between these two variables.

The relationship between listening hours and comprehension scores offers valuable quantitative insights, but exploring students' perceptions of the structured EL program is equally important. Understanding their experiences, thoughts, and

satisfaction provides a holistic view of the program's effectiveness and areas for improvement.

### 4.3 Students' perceptions on the proposed structured Extensive Listening program

The next part explores students' perceptions of the structured EL program. Insights from focus group interviews and students' online responses, as documented in listening logs, are categorized into five themes: (i) enhanced motivation, (ii) autonomy in selecting ESL podcasts and perceived input ease, (iii) benefits despite struggles with listening logs, (iv) the role of oral cloze activities in improving comprehension, and (v) appreciation for a supportive learning environment. Participants were divided into two groups based on listening hours: the higher group (41.50–48.83 hours) and the lower group (19.54–38.30 hours), as shown in the following tables. This section uncovers differences or similarities in perceptions between the groups.

Table 14 Grouping of Participants by Higher Listening Hours

| Participant (*n* =18) | Hours on Podcast Listening | Hours on Listening Log | Hours on Oral Cloze Activity | Total Listening Hours and Related Activities |
|---|---|---|---|---|
| 3 | 19.08 | 18.15 | 6.00 | 43.23 |
| 5 | 17.24 | 20.15 | 5.00 | 42.39 |
| 7 | 18.28 | 22.10 | 6.00 | 46.38 |
| 8 | 20.10 | 20.13 | 7.00 | 47.23 |
| 10 | 16.20 | 20.30 | 7.00 | 43.50 |
| 11 | 22.28 | 20.55 | 6.00 | 48.83 |
| 13 | 22.55 | 17.30 | 6.00 | 45.85 |
| 16 | 19.21 | 18.17 | 7.00 | 44.38 |
| 20 | 22.00 | 20.26 | 6.00 | 48.26 |
| 21 | 21.43 | 19.12 | 7.00 | 47.55 |
| 23 | 19.45 | 18.15 | 7.00 | 44.60 |
| 26 | 22.38 | 19.10 | 7.00 | 48.48 |

Table 14 (Continued)

| Participant ($n$ =18) | Hours on Podcast Listening | Hours on Listening Log | Hours on Oral Cloze Activity | Total Listening Hours and Related Activities |
|---|---|---|---|---|
| 27 | 20.25 | 18.45 | 7.00 | 45.70 |
| 28 | 21.37 | 16.02 | 6.00 | 43.39 |
| 29 | 23.40 | 19.20 | 6.00 | 48.60 |
| 31 | 15.50 | 19.00 | 7.00 | 41.50 |
| 32 | 16.27 | 19.10 | 7.00 | 42.37 |
| 33 | 17.44 | 21.00 | 6.00 | 44.44 |
| **Min** | **15.50** | **16.02** | **5.00** | **41.50** |
| **Max** | **23.40** | **22.10** | **7.00** | **48.83** |
| **Median** | **19.78** | **19.11** | **6.50** | **45.15** |
| **Mean** | **19.69** | **19.24** | **6.44** | **45.37** |

Table 15 Grouping of Participants by Lower Listening Hours

| Participant ($n$=15) | Hours on Podcast Listening | Hours on Listening Log | Hours on Oral Cloze Activity | Total Listening Hours and Related Activities |
|---|---|---|---|---|
| 1 | 13.35 | 14.25 | 7.00 | 34.60 |
| 2 | 11.45 | 16.00 | 5.00 | 32.45 |
| 4 | 5.44 | 9.10 | 5.00 | 19.54 |
| 6 | 10.10 | 12.25 | 6.00 | 28.35 |
| 9 | 13.47 | 12.55 | 5.00 | 31.02 |
| 12 | 16.15 | 15.15 | 7.00 | 38.30 |
| 14 | 11.37 | 9.45 | 6.00 | 26.82 |
| 15 | 14.15 | 16.35 | 5.00 | 35.50 |
| 16 | 12.24 | 12.45 | 7.00 | 31.69 |
| 18 | 11.54 | 9.45 | 4.00 | 24.99 |
| 19 | 10.19 | 13.45 | 5.00 | 28.46 |
| 21 | 14.10 | 17.12 | 6.00 | 37.22 |
| 24 | 9.54 | 14.45 | 5.00 | 28.99 |
| 25 | 8.15 | 13.10 | 5.00 | 26.25 |
| 30 | 8.05 | 12.20 | 6.00 | 26.25 |
| **Min** | **5.44** | **9.10** | **4.00** | **19.54** |
| **Max** | **16.15** | **17.12** | **7.00** | **38.30** |
| **Median** | **11.45** | **13.10** | **5.00** | **28.99** |
| **Mean** | **11.29** | **13.15** | **5.60** | **30.03** |

The data from Table 14 and 15 highlight some differences between the higher and lower listening hour groups in terms of their engagement in different listening-related activities. In the higher listening hour group, consisting of 18 participants, devoted substantial time to podcast listening and related tasks, with total listening hours ranging from 41.50 to 48.83 (median = 45.15). On the other hand, the lower listening hour group consisted of 15 participants, whose total listening hours ranged from 19.54 to 38.30 (median = 28.99). Despite differences in listening hours, both groups showed comparable levels of engagement in oral cloze activities and overlapping pretest score ranges. Moreover, while the mean total listening hours were higher for the group with more listening hours, it's important to note that the ranges of total listening hours did not differ considerably between the two groups. A total of 12 students, consisting of 6 from the higher listening hour group and 6 from the lower listening group, participated in the focus group interview. The data collected was then analyzed using thematic analysis.

#### 4.3.1 Enhanced Student Motivation

Almost all of the participants in the interview focus group, consisting of 12 individuals, acknowledged experiencing higher levels of motivation when compared to their engagement in a regular classroom setting. Presented below are chosen excerpts, two from the group that reported a higher number of hours spent listening, and another two from the group that reported a lower number of hours spent listening.

> **Student 26** (Higher listening hour): *I am motivated. I learned more words – this kept me going. I also feel more confident like when I chatted [online] with my friends. While we usually chat [online] in Thai, lately, I have been using more English words.*

> **Student 08** (Higher listening hour): *Since I want to study for an MBA in America, I really want to improve my English communication skills. Right now, I feel like I am making progress in expanding my vocabulary, unlike before. The program and my peers here motivate me as well.*

**Student 14** (Lower listening hour): *Yes, I feel motivated compared to studying English in a traditional classroom. I mean, I am not good at English, and I usually get bored and sometimes stressed. But learning English in this program is more relaxed and fun.*

**Student 19** (Lower listening hour): *When I learn listening strategies in class, such as intonation, I never actually use those strategies during real listening. That's why I prefer ESL podcasts or easy stories - I don't need to focus on the falling and rising intonation as separate units.*

#### 4.3.2 The Autonomy to Select ESL Podcasts and Perceived Input Level Ease

The majority of students in the higher listening hour group said that they found ESL podcasts to be of moderate difficulty to easy, based on their listening logs and interviews. They exhibited a level of satisfaction with the majority of topics. During the interview, participants provided a few reasons, such as engaging or new content, humor, and conciseness, for the enjoyment of listening to podcasts. Similarly, students who spent less time listening to podcast expressed the degree of difficulty as neither too easy nor too hard, and they tended to appreciate it moderately. The results are presented in the following excerpts.

**Student 20** (Higher listening hour): *I prefer the red app [ESL Conversation] because it features easy daily life vocabulary and is easy to understand. The green app [British Council] even though it is rather lengthy, it has some funny jokes.*

**Student 21** (Higher listening hour): *I usually listen to the British Council's podcast. The content is something I can relate to, such as their favorite food, weather, and daily routine. Sometimes, I don't understand some parts, so I listen repeatedly until I grasp what they are saying.*

**Student 18** (Lower listening hour): *I listened to some content and mostly to the green app [British Council]. I enjoyed the content, and it has a British English accent too. As for the level of difficulty, I think it is not too difficult to understand.*

**Student 01** (Lower listening hour): *Some topics were really cool, like the aquarium trip. I learned new information about mammals. For me, some topics were not too easy; I had to focus and read the script. But some were very easy, and I am amazed that I understood most of it.*

Participants highlighted the enjoyment derived from using ESL podcasts, particularly emphasizing the importance of having the autonomy to choose their own listening material. This sense of freedom allowed them to explore a wide range of genres, including self-improvement, technology, animals, sports, and social sciences. Table 16 displays examples of the favored genres as reported in students' listening logs.

Table 16 Top Five Preferred Genres of ESL Podcasts

| Genre | Example of Titles | Frequency of Selection |
|---|---|---|
| Talk Show<br>(Mix of getting to know places, people, jokes, countries., etc) | - Talk series 1<br>- Talk series 2<br>- Talk series 3<br>- Talk series 4 | 132 |
| Self-Improvement | - How gaming can help you learn English<br>- Keeping a journal<br>- A little English everyday<br>- Relaxation techniques<br>- The power of introverts | 51 |
| Social Science | - Society's phone addiction<br>- K wave phenomenon<br>- Population explosion<br>- Its black Friday<br>- Virtual culture | 45 |

Table 16 (continued)

| Genre | Example of Titles | Frequency of Selection |
|---|---|---|
| English Language | - Ways to learn English 2<br>- Useful app for English<br>- Introducing your friends<br>- English online series 1<br>- English Etymology | 24 |
| Science | - The 10,000-step challenge<br>- Images from deep space<br>- Your immune system<br>- Online learning<br>- The power of water | 21 |

In addition to having the freedom to choose topics of their interest, participants' enjoyment and difficulty levels for each title listened to were revealed in their listening log. The data are presented in the following table.

Table 17 Summary of Difficulty and Enjoyment Levels for Listened Topics

| Level of Difficulty | Percentage | Level of Enjoyment | Percentage |
|---|---|---|---|
| Very easy | 8.51% | Very satisfied | 11.36% |
| Easy | 27.66% | Satisfied | 47.73% |
| Neutral | 48.94% | Neutral | 31.82% |
| Not so easy | 14.89% | Dissatisfied | 9.09% |
| Difficult | 0.00% | Very dissatisfied | 0.00% |

Regarding difficulty levels, participants rated the content across a range of genres. A notable proportion found all topics either "Easy" (27.66%) or "Neutral" (48.94%), indicating a substantial portion perceived them as manageable or neither easy nor difficult. However, a significant percentage also rated them as "Not so easy" (14.89%), suggesting that some participants encountered challenges with certain topics. Interestingly, none of the participants rated any topic as "Difficult," indicating that while some found them more challenging, none deemed them outright difficult. In terms of enjoyment, the majority of participants reported positive experiences. A considerable

portion expressed being “Satisfied” (47.73%), while a smaller percentage indicated feeling “Very satisfied” (11.36%). Additionally, nearly a third reported a “Neutral” level of enjoyment (31.82%), suggesting a mixed response among participants. However, a minority expressed dissatisfaction, with 9.09% indicating they were “Dissatisfied” and none reporting being “Very dissatisfied.”

The results revealed that 9.09% of participants expressed dissatisfaction with their listening experiences. Based on qualitative feedback, two primary reasons emerged: some participants found the topics they selected uninteresting, and others noted that certain materials were slightly challenging. This aligns with the discussion in Chapter 2, which highlights that learner engagement is influenced by the meaningfulness of content and its alignment with their proficiency levels. While the ESL podcasts were level-appropriate, with features such as adjustable speed and transcripts, some A2-level materials may have bordered on the upper threshold of learners’ comprehension abilities, requiring additional effort to understand.

Overall, the data suggests that participants generally found the topics to be either easy or neutral in difficulty, with most expressing satisfaction or neutrality in terms of enjoyment. However, there were also participants who found some topics challenging and expressed dissatisfaction with their listening experiences.

#### 4.3.3 Recognized Benefits Amidst Struggles with Listening Logs

Participants who had higher listening hours reported that the use of listening logs helped them concentrate by setting weekly or daily objectives to work towards, which in turn gave them a feeling of achievement. Additionally, they highlighted that the logs functioned as a comprehensive practice of the content and vocabulary they had acquired. Nevertheless, some had concerns regarding the various segments in the logs, occasionally perceiving them as overwhelming. Conversely, participants who had lower listening hours were conscious of the advantages of documenting listening logs but were unsure about doing so, as they saw it as an extra burden. The following excerpts demonstrate these findings.

**Student 03** (Higher listening hour): *It helped me follow my listening plan, kept me focused while listening, so I knew what they were talking about. But when I listened to many topics, I spent a lot of time filling out a lot of information in the logs.*

**Student 26** (Higher listening hour): *Because I have to write different sections in detail, it reminded me of what I've learned earlier. Sometimes, I go back to the listening track to grasp the main ideas of that title. It is like a review for me.*

**Student 04** (Lower listening hour): *When I listen, I know what I need to pay attention to in order to write the summary. But there are too many parts to fill out. I think it was too much.*

**Student 14** (Lower listening hour): *I like the weekly/daily planning in the log. It's good to see what I could accomplish as planned. But there are too many questions to answer in the listening log, so I spent a lot of time completing it.*

#### 4.3.4 The Significance of Oral Cloze Activities in Improving Listening Comprehension

Both participants with high and low listening hours generally expressed their enjoyment of the stories used in oral cloze activities. They reported a high and neutral degree of understanding of most stories presented to them in the EL classroom, even when they occasionally came across unfamiliar vocabulary. Upon closer examination of another dataset obtained from their oral cloze sheet, it was found that the participants consistently assessed the difficulty and enjoyment of the stories as neutral. The following excerpts demonstrate the findings from the interview.

**Student 08** (Higher listening hour): *When I listened attentively to follow the story, I could understand and have fun eventually. I rarely feel like this in a typical English classroom. Though I didn't know some words, I could guess the missing ones. I enjoyed writing down some vocabulary on paper, and the stories were enjoyable.*

**Student 26** (Higher listening hour): *Because they are in the form of stories, it's usually fun to get to know the characters and follow the storyline. The difficulty level is mixed: some are easy, and some are a little difficult for me.*

**Student 19** (Lower listening hour): *It was good to sit with friends; it felt more competitive, which made me more focused on the tasks. I got pretty good scores, and I think the [oral cloze] task was not too difficult.*

**Student 18** (Lower listening hour): *Most of the stories were okay. I mean, they weren't too difficult, but they made me a little sleepy. I liked some stories, like the one about Zorro or the pirates; they were exciting. But I sometimes struggle with the vocabulary.*

Furthermore, participants' levels of enjoyment and perceived difficulty for each oral cloze story they listened to were indicated on their activity sheets. The corresponding data can be found in the provided Table 18.

Table 18 Participant Ratings of Difficulty and Enjoyment for Oral Cloze Stories

| Level of Difficulty | Percentage | Level of Enjoyment | Percentage |
|---|---|---|---|
| Very easy | 0.00% | Very satisfied | 6.80% |
| Easy | 27.66% | Satisfied | 40.08% |
| Neutral | 61.11% | Neutral | 48.61% |
| Not so easy | 11.35% | Dissatisfied | 5.51% |
| Difficult | 0.00% | Very dissatisfied | 0.00% |

Participants' evaluations of the difficulty level showed a range of responses, with a notable portion describing the stories as either "Easy" (27.66%) or "Neutral" (61.11%). In contrast, a smaller group considered the stories "Not so easy" (11.35%), and none rated them as "Very easy" or "Difficult". This suggests that the majority of participants found the stories manageable, with only a minority facing noticeable challenges. In terms of enjoyment, the majority of participants expressed positive feedback. A considerable portion reported feeling "Satisfied" (40.08%), while nearly half indicated a "Neutral" level of enjoyment (48.61%). A smaller percentage voiced dissatisfaction, with 5.51% expressing being "Dissatisfied" and none indicating being "Very dissatisfied". These findings suggest that while the stories were generally well received, there was a small subset of participants who did not find them engaging or enjoyable.

Overall, the data highlights a generally positive reception of the oral cloze stories, with most participants finding them either easy or neutral in difficulty and expressing satisfaction or neutrality in terms of enjoyment.

#### 4.3.5 Appreciation for and Involvement in a Supportive Learning Environment.

Participants from both higher and lower listening hours reported gratitude for the collaborative learning atmosphere. In this setting, they were able to engage in discussions and exchange both knowledge and the difficulties they encountered in sustaining effective listening habits. The following excerpts demonstrate the findings.

> **Student 26 (Higher listening hour):** *I really like the atmosphere you [teacher] created here. It is great to participate in a group sharing the same energy, and I feel no pressure. I gain more confidence in talking in front of people too.*

> **Student 03 (Higher listening hour):** *I think getting together from time to time like this helps motivate me to keep going; if I were practicing alone, to be honest, I wouldn't be able to keep up.*

**Student 15 (Lower listening hour):** *I don't usually enjoy studying English in a typical classroom, but I've enjoyed coming here even on Saturdays. I want to talk and participate in activities with other friends.*

**Student 19 (Higher listening hour):** *I actually prefer learning with friends in classes like this. While I understand that practicing listening individually is important, I must admit I'm kind of lazy. So, it's good to learn with friends in this atmosphere.*

Overall, the perceptions of the participants underscore the vital role of a supportive learning environment in cultivating effective listening skills. Both those with higher and lower listening hours expressed appreciation for the collaborative atmosphere that encouraged open dialogue and mutual support. Moving forward into Chapter 5, deeper discussion of the findings, implications, limitation, suggestions and conclusion will be undertaken.

# CHAPTER 5
# DISCUSSION

The Discussion chapter plays a vital role in this research by connecting the results with their wider implications. The purpose of this chapter is to analyze the results discussed in Chapter 4 and connect them to the initial research questions regarding the effects of the structured Extensive Listening program on students' listening comprehension, the relationship between the amount of time spent listening and their listening scores, as well as their perceptions as outlined in the introduction. The main goals of this chapter are to offer a thorough analysis of the results, compare the findings with prior studies, examine their theoretical and practical consequences, acknowledge limitations, and propose further research possibilities. Each significant finding will be thoroughly analyzed, explaining its contribution to understanding the research question, examining any unforeseen outcomes, and suggesting potential explanations. Additionally, this chapter will discuss the wider context of the findings, analyzing their implications for theory, practice, and future research.

## 5.1 Summary of the Research Findings

Research question 1. To what extent does the Extensive Listening enhance low-proficiency Thai students' listening comprehension?

Before the intervention, there was no significant difference in the listening pretest scores between the comparison and experimental groups, with mean scores of 20.30 and 21.57, respectively ($p$ = .060). Post-intervention, the experimental group demonstrated a substantial improvement, achieving a mean score of 32.18 compared to 21.21 in the comparison group. This reflects a statistically significant mean difference of 10.969 ($p$ = .000), highlighting the impact of the structured Extensive Listening (EL) program on enhancing listening comprehension. Within the experimental group, the mean scores improved significantly from 21.57 to 32.18, indicating a medium effect size (Cohen's d = .59), representing a moderate statistical impact.

The significant improvement in posttest scores observed in the experimental group underscores the effectiveness of the structured Extensive Listening (EL) program. With a mean posttest score of 32.18 compared to 21.21 in the comparison group, the results highlight the substantial gains achieved through consistent and varied listening activities. The highly significant difference ($p$ = .000) between the two groups emphasizes the critical role of structured listening exposure in enhancing comprehension outcomes.

These findings align with the observed disparity in listening hours between the groups. While the experimental group engaged in an average of 38.37 hours of listening activities, the comparison group had 77 minutes (1 hour and 17 minutes) allocated across Fundamental English courses. The diverse practices within the EL program, such as podcast listening, listening logs, and oral cloze exercises, appear instrumental in driving these gains. This suggests that the program's structured and immersive approach offers significant advantages over traditional classroom-based listening activities. While these results affirm the effectiveness of the EL program, the lack of detailed tracking of listening hours in the comparison group presents a limitation.

Research question 2. Is there a significant relationship between listening hours and Thai students' listening comprehension? If yes, to what extent?

The study examined the relationship between the amount of time students spent on listening activities and their listening comprehension scores. Students engaged in three main listening activities: listening to podcasts, completing listening logs, and participating in oral cloze exercises in the EL class. On average, students spent 15.87 hours on podcast listening (SD = 4.97), 16.47 hours on listening logs (SD = 3.65), and 6.03 hours on oral cloze activities (SD = 0.85), totaling an average of 38.37 hours dedicated to listening activities. The correlation value of .79 represents a strong effect size, demonstrating a significant relationship between these two variables.

Additionally, the average listening time in the EL program was compared to that of three core English courses on campus, which was 130 minutes for English I, 40 minutes for English II, and 61 minutes for English III. The overall average listening time across these courses was 77 minutes (1 hour and 17 minutes) per semester, compared to an average of 38.37 hours dedicated to listening and related listening activities in the EL program.

Research question 3. How do students perceive the effectiveness of the structured EL program in improving their listening comprehension?

Enhanced Student Motivation

Participants reported higher levels of motivation in the structured Extensive Listening (EL) program compared to regular classroom settings. Both high and low listening hour groups noted increased engagement and enthusiasm, which was particularly evident in focus group interviews.

The Autonomy to Select ESL Podcasts and Perceived Input Level Ease

The findings on students' perceptions of selected ESL podcasts suggest that this freedom positively influenced their engagement and perceived ease of content. Most participants appreciated having the ability to choose topics of interest, which contributed to their overall enjoyment and satisfaction. Students with higher listening hours generally found the podcasts moderately easy, while those with lower listening hours felt the content was neither too easy nor too difficult. This perception is reinforced by quantitative data from the listening logs, where the majority of students rated the podcasts as either "Neutral" (48.94%) or "Easy" (27.66%), indicating that the content was manageable. Regarding enjoyment, most participants provided positive feedback, with 47.73% reporting they were "Satisfied" and 31.82% expressing "Neutral" feelings.

Recognized Benefits Amidst Struggles with Listening Logs

Students with higher listening hours found listening logs beneficial for setting goals and reviewing content, although some found the logs overwhelming. Those with lower listening hours recognized the benefits but felt the logs were an added burden. Both

groups acknowledged the value of logs in enhancing focus and providing a sense of accomplishment.

The Significance of Oral Cloze Activities in Improving Listening Comprehension

The findings from the oral cloze activities suggest a generally positive effect on listening comprehension. Both high and low listening hour participants expressed enjoyment of the stories used in these activities and reported either a high or neutral level of understanding, even when encountering unfamiliar vocabulary. This perception was further supported by the quantitative data collected immediately after the activities. In terms of difficulty, the majority rated the stories as either “Neutral” (61.11%) or “Easy” (27.66%), with only a small percentage (11.35%) finding them “Not so easy.” None of the participants considered the stories “Very easy” or “Difficult.” In terms of enjoyment, most participants felt either “Satisfied” (40.08%) or “Neutral” (48.61%), with only a small fraction (5.51%) expressing dissatisfaction.

Appreciation for and Involvement in a Supportive Learning Environment

The findings highlight participants’ appreciation for and active involvement in a supportive learning environment, regardless of their listening hour group. Both higher and lower listening hour participants expressed gratitude for the collaborative atmosphere, which allowed them to engage in discussions, share knowledge, and address challenges related to maintaining effective listening habits. Students with higher listening hours noted that the environment boosted their confidence in speaking and motivated them to continue practicing, while students with lower listening hours appreciated the opportunity to interact with peers, finding the experience more enjoyable than traditional classroom settings.

## 5.2 Discussion and Implications

### 5.2.1 Students’ Improved Listening

The findings of this section about the improvement of students’ listening scores are consistent with the studies carried out by Gonulal (2020), Kampiranon (2021), Karlin

and Karlin (2021), Chang et al. (2019), Lee and Cha (2017), Chang and Millett (2014) but it is in conflict with the study conducted by Karlin and Karlin (2019).

In light of this, the significance of sufficient practice emerges as a key factor, as illustrated by Gonulal (2020) emphasis on weekly involvement. In Gonulal (2020)'s study, which spanned over one year, the importance of weekly involvement was highlighted as a crucial element in the success of the EL project. It was revealed that students dedicated around one hour every week to activities outside of class. Significantly, besides the actual listening practice, students also spent a considerable amount of time completing log tasks. The study aligns with this finding, since students also reported spending a little greater proportion of their time on completing log assignments. Gonulal found that students' performance on listening tests had doubled, likely due to formal classroom instruction. However, he argued that just formal training might not be enough for rapid and significant improvement, especially given the high effect size observed. This supports the EL principle that a lot of practice is key to improving listening skills. Gonulal's study emphasizes that practice time is the main factor in improving listening skills effectively. Similarly, the findings of this study align with Gonulal's, suggesting that the limited listening practice in typical English courses contributes to insufficient progress. On average, students only engage in listening and related practice for about 77 minutes (1 hour and 17 minutes) over an entire semester. Additionally, this finding differs from Renandya's (2011) analysis, which revealed that in a typical 50-minute English class, EFL students spend approximately 9 minutes on listening activities—less than one-fifth of the total class time. According to Renandya's assessment, this would amount to around 405 minutes of listening practice over a semester. In contrast, the 77 minutes of listening practice in all three fundamental English courses observed in this study is significantly lower, further highlighting the inadequacy of listening exposure in classrooms to improve listening skills effectively. Consequently, the comparison group's posttest scores did not show significant improvement, further underscoring the critical role of practice time in listening comprehension development. In contrast, the Extensive Listening (EL) group engaged in an average of 2,302 minutes (38.37 hours) of listening and related activities provided in

the program. The amount of time dedicated to listening practice by the EL group was substantially higher—nearly 30 times more than the 77 minutes spent in traditional classroom. This substantial disparity in exposure to listening materials is a key factor that likely accounts for the EL group's enhanced performance on the posttest. The results underscore the critical role of ample and consistent listening practice in fostering improved comprehension skills. Such findings suggest that increasing the duration and frequency of listening exercises could significantly benefit students' overall language proficiency.

Another example of differing practice time influencing outcomes is demonstrated in the following study by Karlin and Karlin (2019) which contrast the results in this study. Karlin and Karlin compared Intensive Listening (IL) and Extensive Listening (EL) methods among Japanese university students, and their data showed that the IL group achieved significantly greater improvement on two exam measures compared to the EL group. This difference may be attributed to the fact that the IL group engaged in more challenging tasks and dedicated more time to listening practice, while the EL group completed simpler tasks that required less time. However, in their 2021 follow-up study, the results were unexpectedly different. The EL group, which listened to and summarized three audiobooks, outperformed the IL group, which focused on transcribing only one page from an audiobook. Even though both groups spent similar amounts of practice time, this unexpected result highlights the importance of the time spent on listening and related activities.

Another important factor in enhancing students' posttest scores appears to be the specific features of the listening input, particularly the comprehensible and bimodal components emphasized by EL principles. Previous studies primarily utilized platforms such as YouTube or movies, which are more appropriate for students at intermediate or advanced levels. The advent of mobile apps featuring comprehensible, bimodal ESL podcasts provides an effective alternative for students with lower proficiency. These podcast apps offer simplified texts at a slower pace, using familiar vocabulary and grammatical structures. This aspect of the study aligns with Mason's

(2011) and Mason's (2013) findings, which showed that language learning can occur through comprehensible input, even with limited time devoted to direct study. Mason (2013) also noted that acquiring listening and reading skills through comprehensible input is more efficient than traditional methods. Further supporting this, a recent study by Mason and Ae (2023) demonstrated that, in a three-year experiment at a Japanese junior high school, students receiving 70 hours of comprehensible input performed equally well on academic tests as those who received 286 hours of traditional instruction. This finding reinforces the impact of meaningful input on language improvement, even without additional practice such as homework or forced output of traditional methods. The results align with Krashen (1982) original Input Hypothesis, which posits that language acquisition occurs only when the input is comprehensible. Mason and Ae's (2023) study also support the Optimal Input Hypothesis (Mason & Krashen, 2020), which extends this idea, suggesting that language is best acquired when the input is not only comprehensible but also compelling, rich, and abundant.

Moreover, the bimodal input, which includes both listening and reading transcripts, ensures that learners can engage with both modalities for improved comprehension. Participants were instructed to read the transcripts while listening during the initial rounds and then to listen only in the final round (RLL mode). This study supports findings by Chang and Millett (2014) and Chang et al. (2019) on the effectiveness of the "linked skills" technique, which combines listening and reading (bimodal input). These studies showed that this method improves comprehension, confidence, motivation, and vocabulary recognition. Comparisons across three intervention modes consistently demonstrated that participants using reading while listening (RL) or reading while listening followed by listening only (RLL) performed better than those using listening or reading alone. This aligns with earlier research by Chang (2011) and Brown et al. (2008) on vocabulary acquisition. Furthermore, employing EL through reading while listening also improves pronunciation (Vo, 2013). Following the fundamental principles of EL, which focus on the large amount of listening, comprehensible input, and the use of bimodal input, can greatly enhance students' listening comprehension.

With the improvements observed in listening comprehension among the experimental group, hypothesis 1— "This Extensive Listening program would increase the listening comprehension test scores of Thai EFL undergraduate students with low proficiency"—can now be addressed based on the analysis of the results. The results strongly support this hypothesis. Before the program, both groups had similar test scores (experimental group: 20.30, comparison group: 21.57), with no significant difference between them. After the program, the experimental group's scores improved to 32.18, while the comparison group's scores stayed nearly the same at 21.21. This difference of 10.97 points was statistically significant and demonstrates that the EL program effectively improved students' listening comprehension. These findings lend support to the hypothesis that the Extensive Listening intervention effectively elevates listening comprehension among Thai EFL students with lower proficiency levels.

These findings underscore the practical benefits of using the structured Extensive Listening approach in educational settings to improve listening skills, particularly for Thai EFL students with lower proficiency. The results hold several important implications for classroom practice. Firstly, the role of consistent, regular practice in building listening comprehension is key. Teachers can integrate weekly listening activities into the curriculum, encouraging students to engage with listening materials both in and outside the classroom. This approach allows students to spend the necessary time on targeted listening practice, promoting gradual skill improvement. This recommendation, derived from this study's findings, is also supported by Gonulal (2020), whose study emphasized the positive impact of weekly involvement and extended time spent on log tasks for listening improvement. Additionally, teachers might consider assigning a variety of listening materials that cater to different topics and levels of difficulty, helping students to build confidence and comprehension across a range of contexts.

Educators could select listening materials based on EL principles, emphasizing the importance of comprehensible and bimodal input. As previously discussed, simplified ESL podcasts are one of the effective resources. Teachers could explore other resources such as graded listening materials, YouTube channels or

websites, ensuring that the content matches students' proficiency level or is slightly below it. Providing subtitles can further enhance comprehension. To further enhance comprehension, motivation, and vocabulary acquisition, the RLL method (reading while listening, followed by listening only) should be adopted, as this bimodal approach significantly outperforms methods that rely on listening alone.

Future research should continue to explore the effects of different listening practices and input modalities on language improvement. One area that warrants further investigation is the optimal combination of Intensive Listening (IL) and Extensive Listening (EL) across various contexts and proficiency levels. The conflicting findings between Karlin and Karlin (2019)'s study and their 2021 follow-up study suggest that the nature of the tasks and the time spent on listening activities can yield different outcomes. More research is needed to understand these dynamics better and to establish clearer guidelines on how to balance IL and EL effectively. By determining the right mix of these approaches, educators can maximize listening comprehension and overall language proficiency. Moreover, further studies should examine the long-term effects of using mobile apps with comprehensible and bimodal input on listening comprehension and overall language proficiency. As mobile learning becomes more widespread, understanding its potential benefits and limitations will be crucial for optimizing language instruction.

**5.2.2 The correlation between the amount of time spent listening and students' listening comprehension scores**

In their Extensive Reading (ER) guidelines, Nation and Wang (1999) suggested that to build fluency in reading, learners should aim to read at least one book, such as a graded reader, each week. However, EL studies have not extensively examined this issue and have not specified the minimum amount of listening practice necessary for students. It is essential to first investigate how the amount of listening practice correlates with improvements in listening comprehension. Understanding this relationship will help

establish the recommended amount of listening practice needed to effectively enhance students' listening.

The positive results discussed in this section are consistent with Bozan's (2015) findings, but they contradict Metruk's (2019) results. Three potential explanations for the observed or lack of an evident relationship should be considered. One critical factor to consider when evaluating the correlation is the extent of listening hours involved. In comparison to Bozan's study, which reported a listening hour mean of 46.47 and post-listening activity, this study recorded a mean of 38.37 listening hours including relevant activities. The regression analysis revealed a statistically significant positive correlation between the hours of listening and post-test scores. In contrast, Metruk's study indicated that the mean listening practice of three student groups was 19.8, 19.0, and 23.3. Consequently, these figures did not appear to have a significant impact on the students' listening abilities. I can only infer that a mean of 38.37 hours could potentially disclose a significant correlation between students' listening scores and listening hours, as I was able to locate only two studies that examined the correlation. Further studies are needed to investigate the relationship between these two variables and determine the minimum number of listening hours required and their impact on the field of EL (Renandya & Jacobs, 2016).

Beyond the differences in overall listening hours across studies, further analysis revealed three key factors that influenced engagement within the lower listening group in this study: the structured nature of the program, variations in motivation, and external workload pressures. Participants were divided into two groups based on their total listening hours: the higher listening hours group, whose listening hours ranged from 41.50 to 48.83, and the lower listening hours group, with listening hours ranging from 19.54 to 38.30. These hours highlight significant differences in engagement levels and the factors influencing listening behavior.

First, the structured nature of the current study's extensive listening (EL) program may have imposed limitations on some participants' engagement. For example, the use of listening logs, though intended to enhance reflective learning (Nunan & Bailey, 2009), was perceived by some participants as burdensome, potentially reducing their

overall listening hours. While logs can foster metacognitive awareness, excessive demands may discourage learners, especially those with lower proficiency or motivation levels.

Second, intrinsic and extrinsic motivations influenced participants' engagement levels. Participants in the higher listening group exhibited a strong alignment of the EL program with their personal or academic goals, such as improving vocabulary and listening comprehension for future studies abroad. In contrast, lower listening group participants, though motivated, often lacked similar clarity in goals, which may have limited their sustained engagement.

Third, a few participants in the lower listening group reported overwhelming academic workloads from other courses, which constrained their ability to practice listening consistently. Balancing competing demands made it challenging for these learners to dedicate sufficient time to the EL program, highlighting the impact of external factors on their engagement. These findings suggest that time management and workload prioritization are critical considerations in designing EL programs for learners juggling multiple responsibilities.

These findings underscore the complex nature of learner engagement in structured EL programs. The interplay of program structure, individual motivation, and external workload pressures contributes to the observed discrepancies in listening hours between groups. Addressing these barriers through more flexible, learner-centered program designs, such as reducing the burden of reflective tasks and accommodating varying schedules, can foster greater engagement and ensure more equitable learning outcomes.

Next, there are also distinctions in the type of listening input and post-listening activities used. This study utilized ESL podcasts as the main resource, along with listening log assignments that required students to summarize and identify new vocabulary along with their meanings for each title. These tasks help reinforce key words and phrases, improving retention and recall (Nurhayati & Fitriana, 2018). In contrast, Metruk (2019) and Bozan (2015) studies focused on movies and TV shows without any

follow-up tasks. These media, which combine auditory, visual, and nonverbal cues, could offer enhanced comprehension (Ivone & Renandya, 2019). Including post-listening activities not only strengthens comprehension but also supports active student involvement, creating a more dynamic learning experience. Future research could examine how different post-listening tasks in EL affect listening outcomes and student engagement.

Additionally, the choice of measurement tools can vary among studies, potentially influencing the observed correlations. This study utilized an adapted listening test designed specifically for lower-intermediate to beginner-level students, whereas Metruk's participants were in the intermediate range (B2+), with limited information available on the test used.

Although the analysis revealed a correlation, it is important to remember that correlation does not imply causation. Future research should address the study's limitations by clearly defining and systematically organizing factors like time spent listening and the content involved. This would enable a more thorough investigation of the cause-and-effect relationship between these variables.

Building on the investigation of the relationship between listening activity duration and comprehension scores, research hypothesis 2 proposed: "There is a positive correlation between the number of listening hours and the listening comprehension test scores of Thai students participating in the structured Extensive Listening program" The analysis revealed strong support for this hypothesis. Students in the structured EL program engaged in three main activities: podcasts listening, listening logs, and oral cloze exercises. On average, they dedicated 15.87 hours (SD = 4.97) to podcasts, 16.47 hours (SD = 3.65) to listening logs, and 6.03 hours (SD = 0.85) to oral cloze activities, totaling 38.37 hours for all listening activities. A positive correlation was observed between total listening hours and comprehension scores, with a Pearson correlation coefficient of .79, indicating a strong effect size, highlighting a significant connection between the two variables. When comparing average listening time in the EL program with three core English courses, students averaged only 77 minutes of listening per semester, contrasting

sharply with the 38.37 hours in the EL program. This substantial difference further supports the hypothesis that increased listening activity is significantly associated with enhanced listening comprehension among Thai EFL students.

The findings on the correlation between the amount of time spent listening and students' listening comprehension scores have important implications for classroom practice. Firstly, it is essential for educators to emphasize the importance of ample listening practice. Based on the positive correlation observed in this study, students should be encouraged to engage in EL activities regularly. Setting a target for the number of listening hours, for example, educators could aim to have students reach an average of around 38 hours or more of listening practice over a certain period, as this was found to have a statistically significant positive correlation with improved listening scores. Furthermore, educators should be aware of the variations in students' listening practice hours and aim to provide more structured and consistent listening opportunities.

Future research should focus on determining the optimal amount of listening practice required to significantly enhance students' listening comprehension skills. The current study suggests that around 38 hours of listening practice might be a threshold for observing significant improvements, but more research is needed to establish a more precise guideline. Investigating how different amounts of listening practice correlate with listening comprehension across various proficiency levels and contexts will help in formulating more effective EL.

The following section delves into student perceptions of the structured EL program. I analyzed and categorized the interview data using thematic analysis, identifying recurring themes. Insights from focus group interviews and students' online reflections, recorded in their listening logs, were organized into five key themes: (i) students' enhanced motivation, (ii) autonomy in selecting ESL podcasts and perceived ease of input level, (iii) recognition of benefits despite challenges with the listening log, (iv) the role of oral cloze activities in improving comprehension, and (v) appreciation and engagement in a supportive learning environment. Participants were split into two groups

based on their listening hours: the high-listening group, with scores ranging from 41.50 to 48.83, and the low-listening group, with scores ranging from 19.54 to 38.30.

**5.2.3 Students' perceptions towards the structured Extensive Listening program.**

**(i) Students' Enhanced Motivation**

It is reasonable to assume that the EL approach would attract students, as it encompasses helpful concepts such as providing understandable listening input that suits their language level, allowing them to choose topics of personal interest, conducting easy listening activities in class, and holding supportive classroom sessions. One clear sign of participants' positive perception is their high engagement in both independent listening practices and classroom activities. Concerning their views on the overall program, 12 participants, regardless of their number of listening hours, reported feeling motivated and more confident in their listening abilities. Additionally, some students suggested that traditional English classes should incorporate the EL approach, noting its alignment with their skill level and preferred learning style. Furthermore, this finding supports the quantitative results, which showed improved listening scores. Participants reported feeling more motivated and less pressured than in a classroom setting, leading to increased listening hours and progress.

While the quantitative results indicated improved listening scores and participants expressed greater motivation, it is essential to evaluate the structured EL program within the broader context of an 'education ecology' or 'learning ecosystem.' EL program may not constitute a complete ecosystem, but it includes some crucial components that support learners' motivation. Educational ecology in language learning, grounded in the study of the interrelationship between education and its environment, emphasizes how students adapt their language acquisition based on contextual factors and interpersonal dynamics (Hawkins, 2004; Orellana & Bowman, 2003; Paris, 2010). The contextual factors addressed in the EL program include a collaborative learning style and ongoing teacher's support and the easy access to listening materials. Additionally, the cultural context, where English is perceived necessary among learners, underscores the

importance of practice. Regarding interpersonal dynamics, the structured EL program values teacher-student interactions, particularly in providing encouragement and feedback, as well as fostering relationships with classmates and friends who offer support and practice opportunities.

In summary, the EL approach contributes to creating a positive educational ecology that enhances student motivation by providing personalized, engaging, and supportive learning experiences. This approach aligns well with modern educational philosophies that emphasize learner-centeredness and holistic development.

**(ii) The autonomy to select ESL podcasts and perceived input level ease**

The difficulty level of these graded podcasts is intended to accommodate a wide range of interests, and participants have reported that they are easily comprehensible in their listening logs. The nature of listening materials necessitates a distinct approach, as students are typically exposed to content slightly above their current proficiency level (*i* + 1) in other language skills. In the context of listening, it is recommended that materials be in accordance with the current level of students (*i*) or, in certain instances, be below their proficiency level *(i*-1 or *i*-2) (Renandya, 2011). This distinction is justified by the inherent difficulty of listening characteristics, as Krashen (1982) explains in his discussion of SLA terminology. The level of difficulty is not limited to the content, which includes vocabulary and grammar structures, but also the speed rate—a typical challenge among L2 students. Nevertheless, they stated that the speed rate issue is made better by the applications, which offer a variety of speed rates for students to select from, as well as transcripts that can be read while listening. These capabilities facilitate the more efficient management of listening input for students with low proficiency.

Participants emphasized the importance of the autonomy to choose their own listening content when discussing the pleasure they derive from using ESL podcasts. This freedom allows them to engage more attentively and without tension, promoting a relaxed approach to learning. As a result, this approach has the potential to enhance comprehension by allowing participants to concentrate on content that really interests

them. They selected a diverse range of genres, including technology, self-improvement, animals, sports, and social sciences. The most frequently chosen genre among students is Talk Series titles, which feature content such as places, people, jokes, songs, culture, and countries, despite their lengthy duration of approximately 20-30 minutes. Nevertheless, students are not required to finish the entire listening session in a single visit. The option to resume at their leisure or transition to a different title is available to them. Conversely, some students favored recordings that were only a few minutes in duration. Two students mentioned humor as a significant factor in their liking of the Talk Series during interviews. This observation is in accordance with a study conducted by Alm (2013), which identified humor as a substantial factor in the selection of podcasts. Furthermore, students reported that the ease of accessing podcast applications via mobile devices provided them with motivation to conduct additional listening practice. Studies conducted by Saputra and Fatimah (2018), Mahmudah (2015) and Al-Baekani and Ridwan (2018) have demonstrated that the availability of online resources on mobile devices is positively correlated with positive learning experiences. Sriprom et al. (2019) noted that this trend is particularly prevalent among Generation Z students, who formed the majority of the participants in this study. These students, born approximately between 1997 and 2012, are characterized by their tech-savvy nature and preference for digital tools, which makes mobile podcasts an appealing and effective medium for fostering listening skills.

By providing students with content that is specifically designed to meet their proficiency levels, the integration of ESL podcasts in the classroom can considerably improve their listening abilities. By granting students the freedom to choose podcasts that spark their interest, a more relaxed learning environment that is conducive to learning a language can be fostered, resulting in increased engagement and reduced anxiety. The learning process can be made more effective for students with differing levels of proficiency by utilizing podcasts or any other online learning channels with available transcripts and adjustable speed rates, which can further aid in managing the inherent difficulties of listening tasks. Instructors can make use of these features to develop

customized learning experiences that motivate students to investigate a wide variety of genres and subjects that stimulate their curiosity.

**(iii) Recognized benefits amidst struggles with listening logs**

Some positive outcomes were reported by students who acquired a greater number of listening hours, including enhanced focus and the reinforcement of previous content and vocabulary. These results are consistent with the research conducted by Lee and Cha (2017), Chen (2016), and Kemp (2010), which identified improvements in language proficiency, self-confidence, attentiveness, and study objectives. Despite the fact that students were aware of the advantages of maintaining a listening log, the log's demanding design inevitably negatively impacted their motivation. Initially, the process of recording a listening log is comparable to the stage of reflection from Experiential Learning Theory (ELT) (Chen, 2016), which is an essential part of the learning experience. Experiential Learning Theory posits that learning is a cyclical process involving four stages: Concrete Experience, Reflective Observation, Abstract Conceptualization, and Active Experimentation (Kolb & Kolb, 2011). The reflection stage, in particular, is critical as it allows learners to contemplate their experiences, leading to deeper understanding and insights. In the context of this study, the listening log serves as a tool for Reflective Observation, where students record their experiences and reflect on their listening activities. This reflective process, however, must be balanced to avoid overwhelming students, as excessive demand can reduce motivation.

This study incorporates a variety of components to elicit a variety of insights, including the amount of time spent on actual listening and filling the log, repetition time, difficulty level, enjoyment, problems encountered, other forms of listening practice, and post-listening activities such as summarization and vocabulary elicitation. Their perspective aligns with their report that they spent more time managing their listening records than actually engaging in listening activities. Nunan and Bailey (2009) have observed that this log design is advantageous for research purposes, as it functions as an introspective method of data collection. Nevertheless, it is recommended that those components be eliminated

for the purpose of data collection. It is crucial to meticulously design the log to ensure that students are not overburdened and are able to acquire practical experience. Adjustments are required in this context to create a balance where students can engage in reflective observation without feeling overwhelmed, thus maximizing the effectiveness of the experiential learning process. This balance will help maintain student motivation and ensure that the primary focus remains on actual listening practice and some practices rather than the administrative task of maintaining the log.

**(iv) The significance of oral cloze activities in improving comprehension**

This paper presents an original study on incorporating meaning-focused activities, like oral cloze exercises, into the EL program. The oral cloze exercise has garnered favorable response due to its apparent simplicity and focus on meaning, which facilitates the learning process, especially in the area of listening comprehension. Newmark (1981) asserts that successful comprehension depends on a sufficient number of language examples that students, who are focused on the task, can draw meaning from. This corresponds to the characteristics of oral cloze, which are defined by its immersive language background and emphasis on inferencing. To fully participate in the activity, one must engage in careful listening in order to comprehend the narrative and fill in the simple omitted words.

In reviewing the oral cloze samples from Chapter 4, it is crucial that the words that have been left out are not too difficult to guess, and attempting to figure out them does not disrupt the flow of the story too much. Students predominantly employ top-down processing, utilizing their existing knowledge to understand the message when they tackle comprehension challenges (Vandergrift & Goh, 2012). The absent words primarily consist of fundamental content words, including nouns, verbs, adjectives, adverbs, and frequently used lexical bundles. The missing words are supplied in a rationale deletion format, allowing students to identify them without getting distracted by the structure of the language. Three students stated that they find it simpler to understand and enjoy stories

compared to classroom conditions, when they are not allowed to refer to scripts and are only focused on comprehension tasks, which can be challenging and tiresome at times. This seemingly basic classroom practice, although sometimes ignored, serves not only to promote understanding but also to present stimulating challenges for students to overcome. It allows individuals to track their development and compare their scores to past attempts. The objective is to support confidence, drive, and to encourage students to establish a sense of relevance and motivation to pursue this English listening program further independently. After evaluating the feedback of oral cloze sheets, a notable finding emerged: A1-level stories were consistently enjoyed, whereas A2-level stories obtained neutral scores in terms of enjoyment. This shows that simpler and more understandable stories may lead to increased satisfaction among students.

Incorporating oral cloze exercises into the classroom could enhance listening comprehension by focusing on meaning and simplicity. Teachers could use stories with simple omitted words to help students concentrate on the narrative, harnessing their existing knowledge through top-down processing. These exercises promote active listening, requiring students to engage deeply without relying on scripts, creating a more immersive experience. Tracking progress and providing regular feedback can foster confidence and motivation, while designing exercises that are both enjoyable and challenging can stimulate interest and encourage deeper engagement.

**(v) The appreciation for and involvement in a supportive learning environment**

The collaborative atmosphere of EL activities is crucial for enhancing motivation among students with lower proficiency levels. According to Littlejohn (2001), students may not make significant progress in their learning if they lack motivation, even while the subject matter has potential benefits. In the field of language learning, elements such as motivation, anxiety, and self-esteem are acknowledged as significant drivers (Jamieson, 1992). However, it is essential to acknowledge discrepancies in the findings, as evidenced in the study conducted by Su et al. (2021). The EL program conducted was

viewed poorly by the majority of students. According to the authors, learners had a limited understanding of the importance of listening skills in second language learning, and their listening habits were heavily influenced by the instructions given by their teachers.

The adverse responses observed among participants in Su et al.'s study can be linked to multiple variables, such as research design, inefficient teaching methods, lack of support, or personal reasons. This aligns with Nation and Newton (2009)'s explanation that historically, the primary goal of language learning was speaking, treating language as a behavior. Emphasizing the significance of listening skills for academic and career advancement, adhering to effective EL principles, and clearly outlining the study's objectives can enhance students' positive perception of the program.

Research hypothesis 3 posited: "Students would have positive perceptions of the structured Extensive Listening program, believing that it enhances their listening comprehension." The findings support this hypothesis, indicating that participants experienced greater motivation and engagement in the EL program compared to traditional classroom settings. Focus group interviews revealed that both high and low listening hour groups felt more enthusiastic and engaged. Students appreciated the autonomy to select ESL podcasts, contributing positively to their engagement; most rated the podcasts as "Neutral" (48.94%) or "Easy" (27.66%), suggesting the material was manageable and enjoyable. While students with higher listening hours found listening logs beneficial for goal-setting and review, some felt they were overwhelming. Conversely, those with lower listening hours recognized the logs' value but viewed them as an added burden. Additionally, oral cloze activities were perceived positively, with participants reporting enjoyment and a high or neutral level of understanding of the stories, even with unfamiliar vocabulary. Lastly, students valued the supportive learning environment, which fostered collaboration and boosted confidence, leading to a more enjoyable experience than traditional classrooms. These factors highlight students' positive perceptions of the EL program and its impact on their listening comprehension.

**Promoting the Integration of Extensive Listening (EL) into the Thai Education System**

To promote the integration of EL into the Thai education system, a multi-faceted approach is needed, drawing on insights from Nation and Waring (2019) and Robin Fogarty's *Ten Ways to Integrate Curriculum* (1991). These strategies encompass teacher-led program adaptation, curriculum integration, and professional development to create a scalable and sustainable model.

Building on the growing recognition of Extensive Reading (ER) in various educational systems, Nation and Waring (2019) emphasize the importance of teacher-led action research in tailoring Extensive Reading (ER) programs to specific learner needs. By allowing educators to experiment and refine EL practices within their classrooms, programs can better respond to diverse student populations and local contexts. Extensive Listening (EL) can follow this approach, enabling teachers to adapt listening activities and materials to suit their students' proficiency levels and interests. Action research also empowers teachers to take ownership of the program implementation, making it a practical and adaptable component of the curriculum. Similarly, Fogarty (1991) stresses the need for flexible, teacher-driven approaches to curriculum integration. Schools should be allowed to customize EL programs while adhering to guidelines that promote practices such as listening logs, graded audio materials and thematic listening. Together, these insights underscore the importance of adaptability in embedding EL into the Thai education system.

The increasing acceptance of ER has been supported by sustained global efforts to promote its adoption, led by organizations such as the Extensive Reading Foundation (ERF). These initiatives include regular conferences, resource-sharing platforms, and collaborations across countries like Japan, Taiwan, Indonesia, and Thailand. Notably, the ERF International Conference was hosted by Chulalongkorn University in 2024, further cementing Thailand's role in the ER network. Similarly, efforts to integrate EL into educational systems can benefit from creating a comparable ecosystem of resources, teacher training programs, and institutional support. Establishing such

networks can foster collaborations between educators, researchers, and policymakers, making EL an integral part of the national curriculum.

In terms of curriculum design, Fogarty's Webbed Model is particularly relevant. This model suggests using central themes, such as "sustainability," "travel," or "technology," to integrate EL activities across multiple subjects. For example, students could engage in listening tasks tied to social studies, such as historical podcasts, or science, such as informational audio content. These interdisciplinary connections align with Nation and Waring's (2019) vision of a holistic learning experience, where EL complements other language and subject-based learning activities. Creating these connections helps students see the relevance of EL to their overall educational journey, fostering both linguistic and academic growth.

Professional development is another cornerstone of effective EL integration. Fogarty (1991) highlights the critical role of teacher training in adopting innovative tools and designing activities that align with integrative curriculum models. Nation and Waring (2019) echo this sentiment, suggesting that empowering educators with practical strategies for implementing EL is among the most impactful changes a teacher can make. Training programs should focus on using digital tools, such as podcasts and interactive audio platforms, as well as techniques for assessing students' listening progress.

Finally, leveraging technology and real-world applications enhances EL's relevance to contemporary learners. Nation and Waring (2019) note that modern learners, often digital natives, benefit from bite-sized, engaging digital materials that suit their shorter attention spans. Fogarty's (1991) emphasis on fostering connections further supports this, suggesting that linking listening tasks to real-world applications, such as travel or business, motivates students and enhances contextual learning.

By combining teacher-led adaptation, thematic and interdisciplinary curriculum integration, professional development, and digital-first approaches, the Thai education system can create a robust framework for EL. These strategies not only address

existing gaps in listening education but also ensure its long-term sustainability and effectiveness.

**The integration of Global Englishes (GE) into Extensive Listening programs**

Building on these efforts to promote the integration of Extensive Listening (EL), the inclusion of Global Englishes (GE) into EL programs offers further opportunities to enrich learners' listening experiences. By exposing learners to a variety of English accents and speech patterns, GE enhances not only listening skills but also intercultural communication competence, equipping students for real-world interactions in a globalized context.

The inclusion of Global Englishes (GE) in ELT pedagogy is essential for preparing learners to engage in real-world intercultural interactions, where English is frequently spoken by individuals from diverse ethnolinguistic backgrounds (Karakaş, 2021). Extensive Listening (EL) focuses on providing learners with ample practice through engaging and comprehensible input. While GE and EL are distinct concepts, they can complement one another when thoughtfully integrated. Students can be introduced to GE within EL programs if the materials are designed to be accessible and engaging, ensuring students remain motivated.

Unfamiliar accents, often considered challenging for EFL students, present an opportunity for learners to develop flexible listening strategies. For lower-proficiency learners, a gradual and carefully structured introduction to GE ensures that the benefits of EL are maximized without causing excessive cognitive overload. Starting with simpler accents and gradually increasing complexity, along with bimodal input (e.g., pairing audio with text), allows learners to build both confidence and comprehension step by step. This ensures that the learning process remains enjoyable and effective.

Furthermore, raising awareness of English's global diversity deepens students' cultural sensitivity and appreciation for the dynamic nature of language use (Rose et al., 2021). Exposure to these variations not only enhances listening skills but also enriches students' understanding of the global role of English.

**Fostering Lifelong Learning Through Extensive Listening (EL): Strategies, Collaboration, and Future Directions**

The positive perceptions and experiences shared by students underscore the potential of the structured EL program to not only enhance listening comprehension but also foster lifelong learning habits through strategic implementation and thoughtful design. To effectively implement EL as a tool for lifelong learning, a series of practical strategies can be applied. Central to this implementation is the integration of self-regulated learning principles, which encourage proactive engagement through goal-setting, self-monitoring, and strategic planning (Lüftenegger et al., 2015; Zimmerman, 2002). For example, this study demonstrates the value of listening logs in helping learners establish clear objectives and personalize their content based on interests and proficiency levels. These logs encourage learners to monitor their progress, adapt their strategies, and develop metacognitive awareness, fostering long-term self-regulation (Stănescu et al., 2024).

To sustain their Extensive Listening (EL) practice beyond structured programs, students can adopt self-regulated strategies such as choosing materials that match their interests and levels, fostering autonomy and motivation (Zimmerman, 2002). Listening logs help learners track progress, reflect on strategies, and build metacognitive awareness (Stănescu et al., 2024). Setting incremental goals, such as focusing on specific genres or accents, keeps practice purposeful and engaging (Schunk, 2005). Leveraging technology, such as apps and online platforms, provides accessible resources for varied listening input (Demirören et al., 2016). Seeking feedback through forums or study groups also further supports skill development and collaborative learning. These strategies empower learners to independently sustain their listening practice.

EL can also foster collaboration through group listening sessions or discussions, enhancing both social and cognitive learning. This aligns with the SECI (Socialization, Externalization, Combination, Internalization) model, which highlights the importance of collaborative knowledge transfer (Gopalakrishnan et al., 2024)

Furthermore, incorporating regular evaluations, such as reflective journals and oral cloze activity scores, provides learners with insights into their progress and ensures the practical application of listening skills across diverse contexts.

Future research could explore several avenues to deepen our understanding of the structured Extensive Listening (EL) program and its impact on lifelong learning. One promising direction is to investigate the long-term effects of structured EL programs on learners' self-regulated learning skills, particularly how these skills transfer to other areas of study or professional development. Longitudinal studies could provide valuable insights into whether the benefits of EL, such as enhanced metacognitive awareness and motivation, are sustained over time and across diverse learning contexts. By embedding self-regulated learning principles and fostering collaborative approaches, the structured EL program becomes dynamic frameworks for promoting lifelong learning. These programs empower learners to thrive in an increasingly knowledge-centric society, equipping them with the skills and motivation necessary for continuous growth and adaptation.

**Future Directions for Extensive Listening (EL): Technology and Collaboration**

Future research could explore the dual opportunities presented by technological advancements and collaborative approaches in optimizing Extensive Listening (EL) programs. On the technological front, studies could investigate the integration of AI-driven personalization tools, which analyze learner preferences and adjust content dynamically to enhance engagement and efficacy. Similarly, immersive technologies such as virtual reality (VR) and augmented reality (AR) offer potential for creating interactive and engaging listening environments, making them promising areas for research on their impact on listening comprehension and learner motivation.

In addition to technology, the collaborative aspect of EL presents valuable opportunities for investigation. Research could examine the specific dynamics of group listening sessions, focusing on how peer interactions facilitate social learning and cognitive development. Furthermore, future studies might assess the scalability and effectiveness

of collaborative EL approaches in diverse educational and cultural contexts, providing insights into their broader applicability. Together, these avenues highlight the rich potential for innovation in EL programs.

### 5.3 Conclusion

This study investigated the effect of structured Extensive Listening (EL) programs on the listening comprehension of low-proficiency Thai students. Results indicated a significant improvement in listening comprehension, with a moderate effect size, potentially influenced by factors such as time spent listening, bimodal input, and comprehensible input. There was also a strong positive correlation between listening hours and post-test scores, with 38.37 hours of practice identified as a key contributor. Thematic analysis of student feedback revealed increased motivation, as students enjoyed the content and found the difficulty level manageable. While participants recognized the benefits of listening logs in enhancing focus and setting goals, they also considered them burdensome. Oral cloze activities were seen as beneficial, and the collaborative learning classroom environment boosted student confidence and engagement, particularly for those who struggled with motivation in traditional settings. Moreover, the research has important implications for both pedagogy and future studies, as the proposed model—featuring activities, tools, and settings that align with EL principles—can effectively enhance students' listening comprehension.

Theoretically, this study makes a significant contribution to the field of listening skill development by providing empirical evidence for the effectiveness of structured Extensive Listening programs in enhancing listening comprehension. It underscores the importance of comprehensible input in language learning and deepens our understanding of how practice time influences skill development, offering a potential benchmark for effective listening practice. The research has important implications for both pedagogy and future studies, as the proposed model—featuring activities, tools, and settings that align with EL principles—can effectively enhance students' listening comprehension. Moreover, it provides a practical framework for educators to incorporate EL elements into their teaching, enriching language acquisition approaches.

These findings hold practical significance for classroom instruction. Educators should prioritize consistent and substantial listening practice, encouraging students to engage regularly in diverse listening activities. The study proposes a benchmark of at least 38 hours of listening practice for effective skill development. To maintain student engagement and enhance comprehension, educators should provide varied listening opportunities using materials tailored to different proficiency levels. Additionally, insights from students' perceptions suggest integrating the EL approach to create more personalized learning experiences. This includes offering students' autonomy in material selection, focusing on meaning-based activities, and fostering a supportive, engaging learning environment.

While the theoretical and classroom contributions of this study are valuable, it is essential to acknowledge the study's limitations and consider areas for improvement in future research to fully realize the potential of EL programs.

### 5.4 Limitations and Future Research

Although the study was designed and conducted according to research-based guidelines, a few limitations need to be addressed. A key limitation of this study is that listening exposure was measured only within the context of classroom activities. The tracked listening time includes only the minutes dedicated to listening and related activities during scheduled Fundamental English courses. On average, students spent a total of 77 minutes (1 hour and 17 minutes) on listening activities across all three courses. However, no data was gathered on students' engagement with listening or other English language practice outside the classroom, leaving out potential contributions from external learning environments. This includes informal listening, independent study, or other language-learning activities, which may also contribute to comprehension, motivation, and self-regulated learning behaviors. Future research should consider incorporating mechanisms to capture both in-class and out-of-class practice time to provide a more holistic understanding of listening exposure and its effects.

The small sample size of 33 participants in the experimental group limited the generalizability of the findings. Additionally, the 15-week duration of the EL intervention

may not have been enough to capture the long-term effects of structured listening activities on students' listening comprehension. The oral cloze activity, while valuable, lacked specific guidance on which words to omit, and the study's reliance on a narrow range of meaning-focused activities beyond story listening restricted our understanding of potential learning approaches.

To address these limitations, future research should include larger, more diverse samples and longer intervention periods to enhance the generalizability of findings and better understand long-term outcomes. Additionally, researchers should explore a wider range of meaning-focused activities that actively engage students while enabling effective evaluation and progress monitoring. This exploration should account for specific factors, such as time spent listening and content type, to deepen our understanding of their impact on listening comprehension and language development.

Building on these improvements, the integration of technology offers promising opportunities for enhancing EL programs. For instance, AI-driven tools could assist teachers by automating word selection for oral cloze activities, thereby reducing workload and supporting the effective implementation of these activities. Mobile apps that provide comprehensible and bimodal input could also be examined for their potential to improve listening comprehension outside the classroom.

Another crucial area for investigation is finding the optimal balance between Intensive Listening (IL) and Extensive Listening (EL) across various contexts and proficiency levels. Research in this area could resolve conflicting findings from previous studies and provide clearer guidelines for educators. Additionally, understanding how teacher instruction shapes students' attitudes toward listening skills is essential, as it can significantly influence learner motivation and engagement. By examining the role of teacher guidance and a supportive learning environment, future studies could contribute to the development of more engaging and effective EL programs.

Through a comprehensive investigation of these areas, future research can provide reliable and actionable insights into effective EL practices and their impact on language acquisition. This enhanced understanding will enable educators to better

support students in developing their listening comprehension skills and overall language proficiency.

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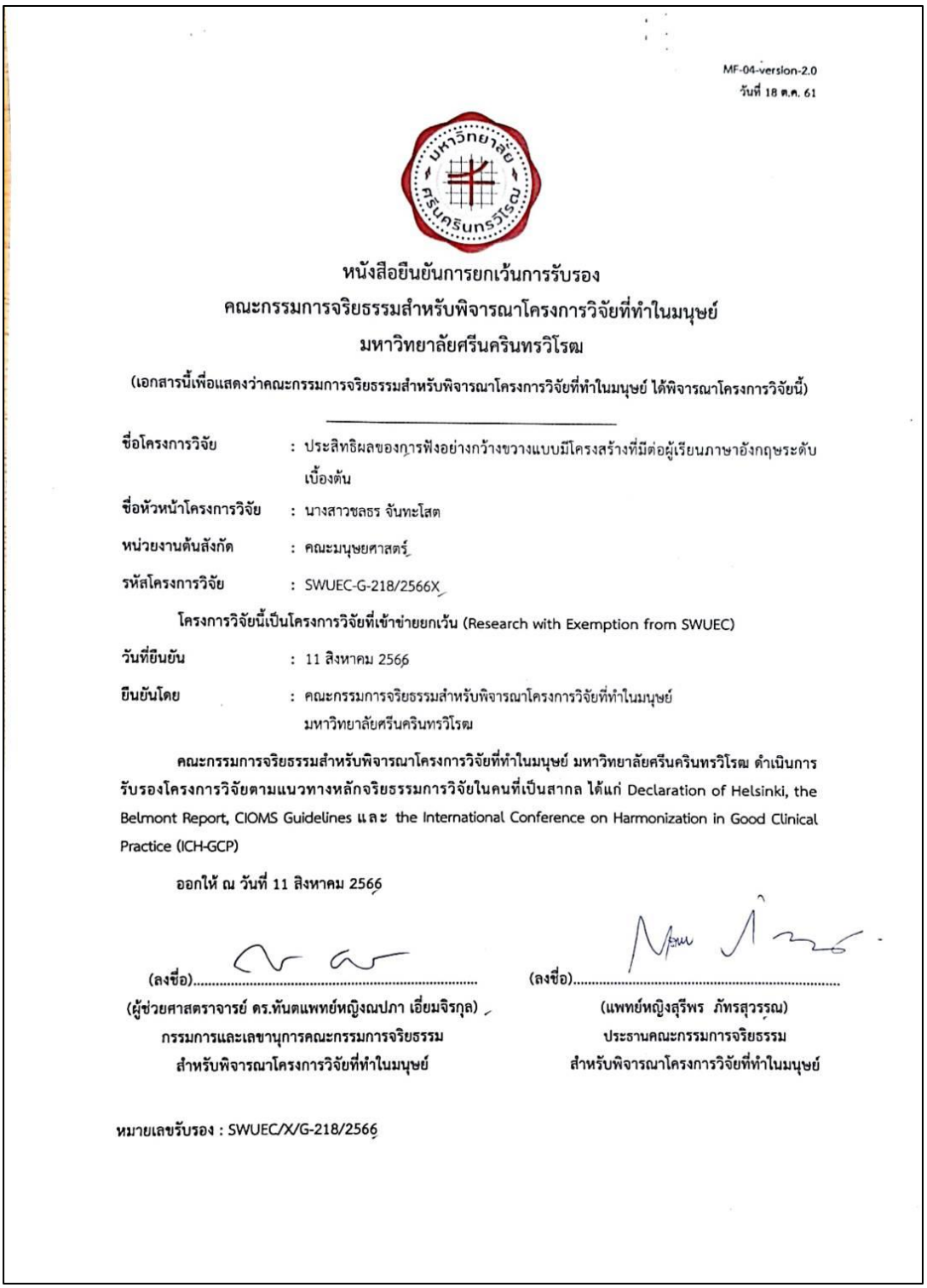
# APPENDIX

## APPENDIX A: Ethics Approval Letter



MF-04-version-2.0
วันที่ 18 ต.ค. 61

**หนังสือยืนยันการยกเว้นการรับรอง**
**คณะกรรมการจริยธรรมสำหรับพิจารณาโครงการวิจัยที่ทำในมนุษย์**
**มหาวิทยาลัยศรีนครินทรวิโรฒ**

(เอกสารนี้เพื่อแสดงว่าคณะกรรมการจริยธรรมสำหรับพิจารณาโครงการวิจัยที่ทำในมนุษย์ ได้พิจารณาโครงการวิจัยนี้)

| | |
|---|---|
| ชื่อโครงการวิจัย | : ประสิทธิผลของการฟังอย่างกว้างขวางแบบมีโครงสร้างที่มีต่อผู้เรียนภาษาอังกฤษระดับเบื้องต้น |
| ชื่อหัวหน้าโครงการวิจัย | : นางสาวชลธร จันทะโสต |
| หน่วยงานต้นสังกัด | : คณะมนุษยศาสตร์ |
| รหัสโครงการวิจัย | : SWUEC-G-218/2566X |

โครงการวิจัยนี้เป็นโครงการวิจัยที่เข้าข่ายยกเว้น (Research with Exemption from SWUEC)

| | |
|---|---|
| วันที่ยืนยัน | : 11 สิงหาคม 2566 |
| ยืนยันโดย | : คณะกรรมการจริยธรรมสำหรับพิจารณาโครงการวิจัยที่ทำในมนุษย์ มหาวิทยาลัยศรีนครินทรวิโรฒ |

คณะกรรมการจริยธรรมสำหรับพิจารณาโครงการวิจัยที่ทำในมนุษย์ มหาวิทยาลัยศรีนครินทรวิโรฒ ดำเนินการรับรองโครงการวิจัยตามแนวทางหลักจริยธรรมการวิจัยในคนที่เป็นสากล ได้แก่ Declaration of Helsinki, the Belmont Report, CIOMS Guidelines และ the International Conference on Harmonization in Good Clinical Practice (ICH-GCP)

ออกให้ ณ วันที่ 11 สิงหาคม 2566

(ลงชื่อ).....
(ผู้ช่วยศาสตราจารย์ ดร.ทันตแพทย์หญิงณปภา เอี่ยมจิรกุล)
กรรมการและเลขานุการคณะกรรมการจริยธรรม
สำหรับพิจารณาโครงการวิจัยที่ทำในมนุษย์

(ลงชื่อ).....
(แพทย์หญิงสุรีพร ภัทรสุวรรณ)
ประธานคณะกรรมการจริยธรรม
สำหรับพิจารณาโครงการวิจัยที่ทำในมนุษย์

หมายเลขรับรอง : SWUEC/X/G-218/2566

APPENDIX B: The Listening Comprehension Test

| Part | Format | Task Focus | Number of items |
|---|---|---|---|
| 1 | Four Pictures | To identify simple descriptions of people, places, objects, and actions. | 15 |
| 2 | Question-Response | To understand and identify specific question types and typical answers. | 20 |
| 3 | Short talks and conversations | To understand short dialogues or conversations on topics related to everyday life | 15 |
| | | Total | 50 |

There are three parts in this section.

PART I

**Directions:** You will see a picture in your test book and you will hear four short statements.

Now let us begin Part 1 with question number one.

1.

2.

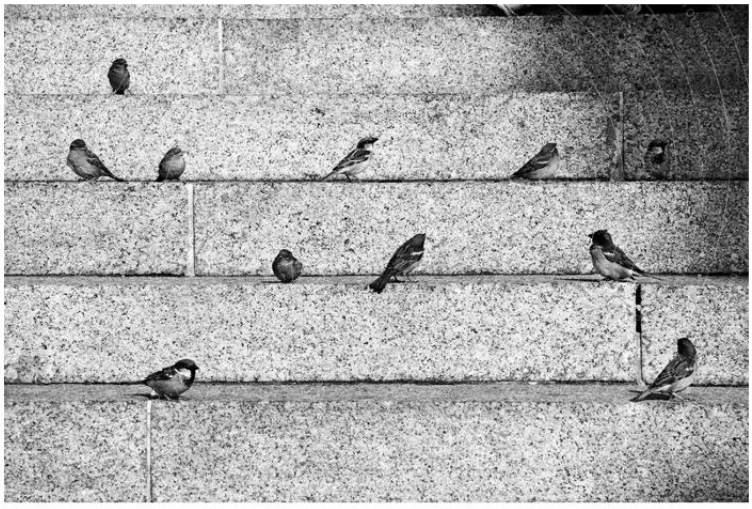
3.

4.

5.


6.

7.



8.

9.

10.

11.

12.

13.

14.

15.

## PART II 

**Directions:** Now, you will hear a question or statement followed by three responses. Choose the best response to each question or statement.

16. Mark your answer on your answer sheet.
17. Mark your answer on your answer sheet.
18. Mark your answer on your answer sheet.
19. Mark your answer on your answer sheet.
20. Mark your answer on your answer sheet.
21. Mark your answer on your answer sheet.
22. Mark your answer on your answer sheet.
23. Mark your answer on your answer sheet.
24. Mark your answer on your answer sheet.
25. Mark your answer on your answer sheet.
26. Mark your answer on your answer sheet.
27. Mark your answer on your answer sheet.
28. Mark your answer on your answer sheet.
29. Mark your answer on your answer sheet.
30. Mark your answer on your answer sheet.
31. Mark your answer on your answer sheet.
32. Mark your answer on your answer sheet.
33. Mark your answer on your answer sheet.
34. Mark your answer on your answer sheet.
35. Mark your answer on your answer sheet.

## PART III 

**Directions:** Now, you will hear several short talks or conversations.

36. What is the man probably going to do?
    (A) Declare the document.
    (B) Open his case.
    (C) Show his visa.
    (D) Grab a taxi.

37. What is Jeff's problem?
    (A) His car does not work.
    (B) He must pick up his kids.
    (C) He broke his arm.
    (D) He lost his driving license.

38. Where does the conversation take place?
    (A) On a plane.
    (B) At a cafe.
    (C) At a bar.
    (D) At a food store.

39. When is the next meeting?
    (A) This morning.
    (B) On Tuesday.
    (C) At 9:00.
    (D) At 5:00.

40. How will the woman probably go downtown?
    (A) By subway.
    (B) By bus.
    (C) By taxi.
    (D) On foot.

41. What are they probably talking about?
    (A) Yesterday's meeting.
    (B) A book.
    (C) The rush hour.
    (D) A bus schedule.

42. When is the office open?
    (A) On Saturdays.
    (B) Until 6:30pm.
    (C) From 9:00am.
    (D) Next month.

43. Where does Mr. Nishimura live?
    (A) Osaka.
    (B) Tokyo.
    (C) New York.
    (D) Singapore.

44. How will the woman probably go to her hotel?
    (A) By subway.
    (B) By taxi.
    (C) On foot.
    (D) By train.

45. Why can't the man speak to Mr. Edwards?
    (A) He is on a business leave.
    (B) He no longer works for the company.
    (C) He has moved to another department.
    (D) He is in an important meeting.

46. What is Cathy going to do?
    (A) Get married.
    (B) Celebrate her husband's birthday.
    (C) Buy Christmas presents.
    (D) Plan a trip with her family.

47. When will she travel?
    (A) At 8:00.
    (B) At 9:00.
    (C) At 10:00.
    (D) At 11 :00.

48. What does Melissa want the man to do?
    (A) Follow her.
    (B) Be kind to her.
    (C) Show her the way.
    (D) Talk to the manager.

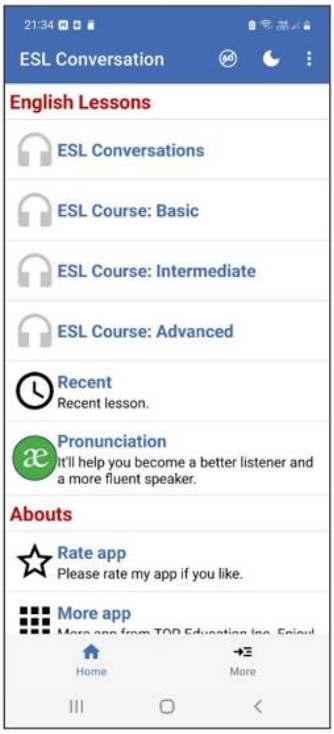
49. What is the man's occupation?
    (A) He is a waiter.
    (B) He is a bus driver.
    (C) He is a hotel receptionist.
    (D) He is a taxi driver.

50. How much will the taxi cost?
    (A) Around twenty dollars.
    (B) More than five dollars.
    (C) Eight dollars.
    (D) No more than ten dollars.

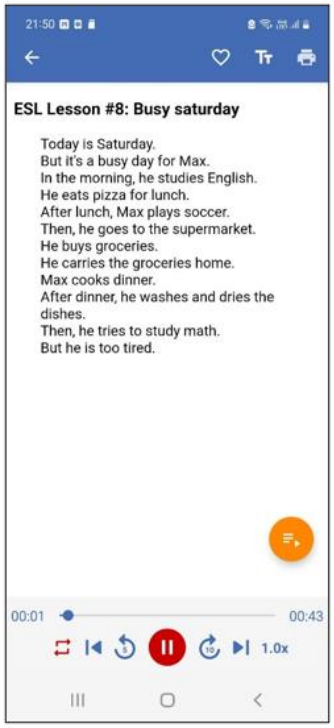
## APPENDIX C: Focus Group Interview Questions

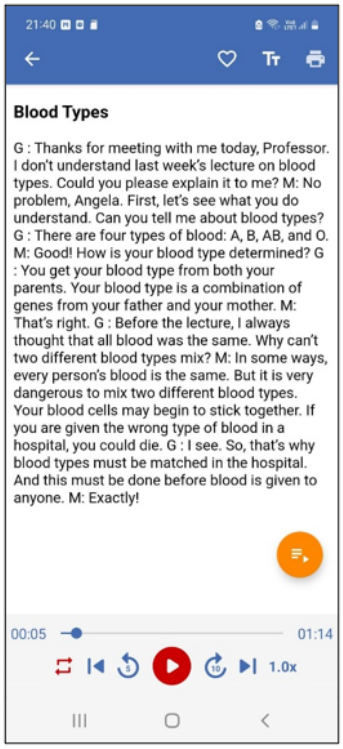
| |
|---|
| 1. What are your thoughts about the effectiveness of the EL integrated program? In terms of improved English listening performance, learning motivation and world knowledge (adapted from Yeh, 2017).<br>(คุณคิดเห็นอย่างไรกับโปรแกรม Extensive Listening ในส่วนของประสิทธิภาพในการฟังที่พัฒนาขึ้น แรงจูงใจในการเรียนรู้ และความรู้ในเรื่องต่างๆรอบตัว) |
| 2. What are your thoughts about ESL Podcast? In terms of effectiveness, difficulty level, and interest of the topics to you (adapted from Yeh, 2017).<br>(คุณคิดเห็นอย่างไรกับ ESL พอดแคสท์ ในส่วนของประสิทธิภาพ ระดับความยาก และความน่าสนใจของหัวข้อต่างๆ) |
| 3. What are your thoughts about listening cloze activity? In terms of effectiveness, difficulty level, and interest of the content to you (adapted from Yeh, 2017).<br>(คุณคิดเห็นอย่างไรกับกิจกรรม listening cloze ในส่วนของประสิทธิภาพ ระดับความยาก และความน่าสนใจของเนื้อหา) |
| 4. How did you enjoy practicing listening to podcasts outside the class and listening cloze activity inside the class? Please describe (adapted from Kampiranon, 2021).<br>(คุณสนุกกับการฝึกฟังภาษาอังกฤษผ่านทางพอดแคสท์นอกห้องเรียนและ listening cloze ในห้องเรียนอย่างไร โปรดอธิบาย) |
| 5. What are your thoughts about listening log in terms of increased motivation to keep on listening practice?<br>(คุณคิดเห็นอย่างไรกับการเขียนบันทึกการฟัง กิจกรรมนี้ช่วยเพิ่มแรงจูงใจ หรือแรงกระตุ้นเพื่อให้คุณฝึกฟังอย่างต่อเนื่องหรือไม่) |
| 6. What are your thoughts about collaborative learning in terms of increased motivation to keep on listening practice?<br>(คุณคิดเห็นอย่างไรกับการเรียนรู้ร่วมกันในห้องเรียนมันช่วยเพิ่มแรงจูงใจหรือแรงกระตุ้นเพื่อให้คุณฝึกฟังอย่างต่อเนื่องหรือไม่) |
| 7. What motivated you to practice English listening each time? (adopted from Kampiranon, 2021).<br>(อะไรเป็นแรงบันดาลใจหรือสิ่งกระตุ้นให้คุณฝึกฟังภาษาอังกฤษในแต่ละครั้ง) |

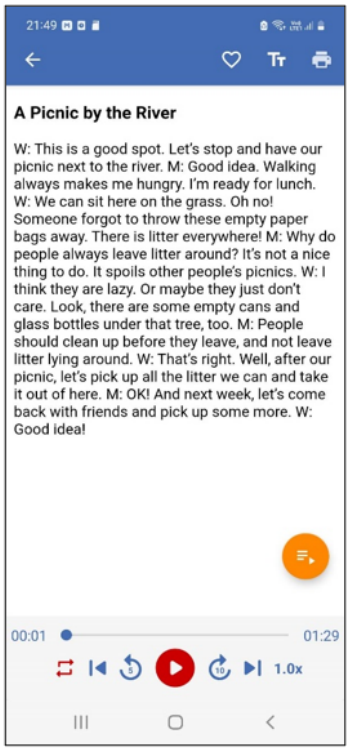
APPENDIX D: Samples of Podcast Applications

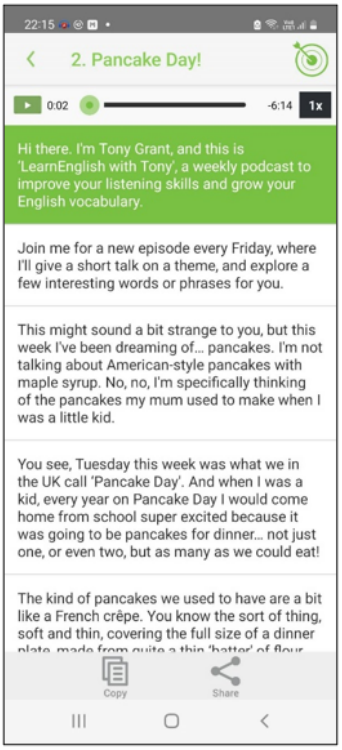






APPENDIX E: Listening Log

## แบบบันทึกการฟัง

My Listening Log

**Part 1: My Weekly Planning**

In this week, I am determined to listen to the following titles…

| Day | Date | When | Audio Title | Minutes | Done |
|---|---|---|---|---|---|
| 1 | | | | | |
| 2 | | | | | |
| 3 | | | | | |
| 4 | | | | | |
| 5 | | | | | |
| 6 | | | | | |
| 7 | | | | | |

Total amount of time spends listening to podcast is ……..minutes

**Part 2: General Listening Information**

| Date: | Audio title: | Minutes: | What was the audio about? (5W1H) |
|---|---|---|---|
| …… | …… | …… | Who?…… |
| | …… | | What?…… |
| | | | Where?…… |
| | | | When?…… |
| | | | Why?…… |
| | | | How?…… |

New words or expressions and their meanings in Thai:

……

……

What learning activities do you do when or after listening to this podcast? Check all that apply.

☐ Repeated listening: ☐ 1 time ☐ 2 times ☐ 3 times ☐ 4 times

☐ 5 times ☐ more than 5 times, please specify …… (times)

☐ Taking notes

☐ Searching for supplementary information online

☐ Others, please describe……

Part 3: My Experience

| | | | | | |
|---|---|---|---|---|---|
| In my opinion, this audio is | Easy ---------- Average ---------- Difficult | | | | |
| | 1 | 2 | 3 | 4 | 5 |
| I enjoyed listening to this audio | Extremely disagree ---------- Neutral ---------- Extremely agree | | | | |
| | 1 | 2 | 3 | 4 | 5 |

The problem(s) I found is.....

and this is how I solve the problem(s):

- ☐ Go back to the script
- ☐ Translate the script
- ☐ Pause the script and read it
- ☐ Others, please specify .....

Apart from podcasts, today I also expose to .....

☐ Movie/ documentary / show in English via Netflix, YouTube or any other means, namely ..... The length is ..... hour (s) ..... minutes

☐ Thai audio ☐ English audio

☐ Thai subtitle ☐ English subtitle ☐ No subtitle

☐ Music in English

I listen to music in English for an average of..... minutes today.

☐ Any other means by which I expose myself to English listening, please describe the input and duration.....

APPENDIX F: Sample of Listening Cloze Sheet

No. 20

The Hero with The Black Mask – Graded Reader Level 1

CHAPTER ONE A Stormy Night

Reina de Los Angeles is a Spanish village in southern California. In the village there is a military presidio with Spanish soldiers and their horses. There is also a Spanish church called a mission. The Spanish friars live here. All around the village there are big homes with patios.

Tonight, there is a terrible storm, and it is raining. Inside the village tavern there are soldiers and other men. They are eating and (1). drinking ✓

Sergeant Pedro Gonzales is at the tavern. He is a big, strong man. "What a horrible night! It always rains in February. Where is Zorro on this stormy night?" asks one soldier. "Zorro! Don't say that name! He is a bandit and a criminal says Sergeant Gonzales.

"He is the terror of southern California," says another soldier.

"People say that he takes from the rich and gives to the (2).... poor ✓ .....

He is a friend of the natives and the friars. He punishes dishonest people," says an old man.

"Ha! Zorro is a big mystery. Who is he?

Where is he from? He wears a black mask, and no one can see his (3)... face ✓ .....

He travels on the El Camino Real on his fast horse.

He is very good with his sword," says the Sergeant.

"Yes, and he leaves his mark- the Z - everywhere," says the old man.

"No one can stop him. The Governor of California offers a big reward for the capture of Zorro," says one soldier.

At that moment a man enters the tavern. He is young and handsome.

He has black hair and dark eyes. He has fine clothes.

"Don Diego Vega, my friend!" says Sergeant Gonzales.

"Your clothes are wet. Why are you out on this rainy night?"

Don Diego smiles and says, "I am going home, but I am cold and (4).. .. .. sick ✗ wet

I want something to drink." "Come and stand near the fire," says the Sergeant.

"Here is a glass of wine." "Thank you, my friend," says Don Diego.

"We are talking about Zorro. Everyone is scared of him, but I am not!

I am ready to fight Zorro and win! I am a champion with a sword.

What do you think, Don Diego?" asks the Sergeant. "Everyone talks about this mysterious man with a (5)....swortX Sword Many people say good things about him," says Don Diego. "I want to fight him and capture him!

I want the big reward," says Sergeant Gonzales. "No, no!

Don't talk about fighting. I hate fighting and I hate violence. I think Zorro is sincere.

He punishes only (6)....bad....people. He protects the poor, the natives and the friars.

Let Zorro do his work," says Don Diego. "You are a kind man.

You like music and poetry. You don't understand, my friend.

You are rich and noble," says the Sergeant. Don Diego smiles and says, "It's 6 p.m.

I must return to my hacienda. Good night everyone." He opens the tavern (7)....door.... and goes out into the rain.

CHAPTER TWO A Surprise Visit

At 7 p.m. the door of the tavern opens.

Sergeant Gonzales and the other soldiers are standing near the fire.

They are talking about Don Diego Vega and his rich family.

They turn around and see a man. He is dressed in black.

He has a black mask and a black sombrero. It is Zorro!

"Good evening! My (8)...name..... is Zorro!" says the masked man.

The men in the tavern are very surprised and scared.

Sergeant Gonzales looks at him carefully and says, "What do you want, bandit?"

Zorro laughs loudly. He looks at Sergeant Gonzales and says," I am here to punish you, Sergeant!"

"What do you (9)..wont.....?" says the Sergeant. "You beat the poor natives.

I am a friend of the natives. I am here to punish you." "You idiot!

The governor wants you dead or alive! says Sergeant Gonzales.

He pulls out his sword and wants to fight. At that moment Zorro pulls out a pistol.

He watches everyone carefully. Sergeant Gonzales looks at the pistol and says, "Courageous men don't use pistols.

They use swords. Perhaps you are not courageous, Zorro?"

"This pistol is necessary because you have many friends in this tavern.

Everyone must go near the fire and stay there!" says Zorro. "Now I have a pistol in my left hand and a sword in my (10)....right.....hand.

I am ready to punish you." "Fight, senor!" says the Sergeant.

They start fighting. Their swords move quickly and make a lot of noise.

The two men are good fighters. Zorro is fast and light.

Sergeant Gonzales is slow and heavy. Zorro jumps onto a table.

Then he jumps onto a table. The fight continues and Sergeant Gonzales' sword falls onto the floor.

His face is white. He is scared. Zorro slaps his (11)....face.....and says, "This is your punishment."

Then he makes a Z on the Sergeant's shirt with his sword.

Zorro runs to the window. He opens it and says, "Good evening, gentlemen!"

He jumps out of the (12)window..... and disappears.

Total score .....

| | | | | | |
|---|---|---|---|---|---|
| In my opinion, this story is | Easy ---------- Average ---------- Difficult | | | | |
| | 1 | 2 | 3 | 4 | 5 |
| I enjoyed listening to this story | Extremely disagree ---------- Neutral ---------- Extremely agree | | | | |
| | 1 | 2 | 3 | 4 | 5 |

VITA