



## Research Article

# Incorporating Extensive Listening Activities to Promote Listening Fluency among EFL Learners

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### Abstract

This study sought to examine the effect of developing L2 listening fluency throughout extensive listening (EL). In so doing, two groups of adult intermediate language learners were recruited to comply with the objective. They were randomly divided into two groups. Two different task types, reading-only task (ROT) and reading-while-listening task (RWLT), were employed on 18 university students over a 10-week period. The ROT and RWLT group studies a total of 8 reading and audio listening. A test measurement was utilized to gauge the ROT and RWLT language gains comprising the listening test. The test was administered before the intervention and was repeated after the program. An immediate questionnaire was developed to obtain students' attitudes towards EL class. The results suggested that in the post-intervention test RWLT group significantly outperformed the ROT group on the listening fluency enhancement. In addition, the content analysis revealed some contributing factors to listening enhancement such as feeling responsibility, learning how to write, using telegram application as a motivator and facilitator and improving listening speed, to name a few. The findings have several suggestions for increasing L2 listening fluency.

**Keywords:** EFL Learners; Extensive Listening; Intensive Listening; Intermediate level; Listening Fluency

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## 1. Introduction

Listening skill is an important and challenging skills because it requires decoding of a message in a natural setting. Some called listening as a Cinderella skill (e.g., Vandergrift, 2002) because of its tendency to be neglected, and a cornerstone competence (Rost, 2002) because of its efficiency in comprehending a message. The new trends in teaching listening skill considers listening as an active process and critical to second language acquisition and the academic success. Many teachers and practitioners found it a cumbersome task for the students because it demands to find out what other

people say in natural setting (Barjesteh & Ghasemina, 2019). To cope with such a cumbersome task, two sets of skills (e.g., intensive and extensive) are distinguished in the professional literature. They are considered as two different approaches that serve different purposes in the learning process. Intensive listening (IL) has been the principal method for the teaching of foreign language listening. Generally defined, in IL, the teacher carries a voiced typescript (aural or movie) to the class and conducts the learners within a three-stage class process containing tasks before, while, and after listening. The teacher plays the listening several times (commonly involving two or three). The doings of each stage are

evaluated as an entire classroom or in tiny groups (Mayora, 2017). Recently, diverse language teaching specialists have made a circumstance in favor of EL (Krashen, 1996; Renandya, 2011; Rodrigo, 2004), a different method that appeals mainly to the academic foundations of and useful skills from extensive reading. Furthermore, Lynch (2009) has expressed EL as “the oral equivalent of extensive reading” (p. 153). Therefore, EL can be outlined and explained by modifying five wide rules that describe extensive reading: 1. *quantity*: Students must listen to great quantities of target language transcripts; 2. *comprehensibility*: Verbal scripts for listening must be simple for students to apprehend (i.e., simply beyond their present understanding and language knowledge); 3. *Learner-centeredness*: Students must listen at their personal speed to voiced textbooks of their choosing with no interference from the instructor except providing direction or support when and if learners require it; 4. *meaning-orientation*: Students listen for connotation, not structure, and their verbal scripts must be chosen for their probable applicability, curiosity, and pleasure and not for their language gratified; 5. *accountability*: Students are obligated to display several sort of responsibility for what they listen to, typically in the type of understanding-focused, non-unpleasant errands.

There are some benefits to employ EL in situations where English as a foreign language (EFL) is instructed. Firstly, it can enhance the sum of disclosure to verbal English because, for a lot of EFL students “their teacher is the only reliable origin and the English class the only chance of contact to the language” (Cárdenas & Chaves, 2013, p. 341). Secondly, EL decreases the sensations of nervousness and dissatisfaction students feel in IL classrooms because they can manipulate the speed and rate of transfer of the verbal script and choose the subject of the listening item (Renandya & Farrell, 2011). Thirdly, it permits students to essentially listen additional and to correctly concentrate on contented (Renandya, 2011; Rodrigo, 2004). Finally, it releases a place for listening to additional reliable supplies against unnaturally organized audios from commercially constructed course book sequences. These and further advantages have been approved by various experimental researches (Dupuy, 1999; Ewert & Mahan, 2012; Yeh, 2013; Mayora, 2017). Then, EL has captivated many teachers, educators, linguists, and EFL learners (Bidabadi & Yamat, 2014; Chang & Millett, 2016; Mayora, 2017). A lot of scholars have inspired the usage of EL to enhance students’ listening fluency (Chang & Millett, 2016; Renandya & Farrell, 2010). Ivone and Renandya (2019) admit that EL not only increases students’ listening skills but also progresses students’ general language skills. Nevertheless, not a lot of studies have been performed to discover whether EL has brought about the improvement

of listening or not. Thus, the current study intends to investigate the influence of improving listening through EL between two groups, reading-only group (ROT) and reading-while-listening group (RWLT) to see whether the EL has any effects on students’ listening fluency. Also, this study aims to find out any significant difference between reading only group and reading while listening group in their listening fluency.

Chang and Millett (2013) state that the connecting of reading and listening increases learners’ reliance: concurrent reading and listening before listening produces learners with supportive framework learning, decreases unknown words, and prompts learners to pay attention more cautiously. According to the earliest investigator’s examination, learners in the reading and listening group continually displayed upper enthusiasm than learners in the listening only group to perform the exercise since they distinguished the narrative plot and had likely acquired unknown words earlier than the listening proficiency rehearsal.

Nation and Newton (op. cit.) propose that more than 95 percent of the speech utilized had better be well known to the learners for interpretation to occur. Therefore, this study assumes a method named connected abilities (Nation & Newton, 2009), which compounds verbal and non-verbal abilities in many feasible manners. For instance, previous reading tasks can supply production and assist in following listening tasks. This might aid students in achieving an upper level of presentation in the listening task. On the other hand, reading and listening can be performed at the same time, and afterward kept on by a reading or listening task, dependent on which activity the learners need to concentrate on. (Chang & Millett, 2014)

Renandya and Jacobs (2016) declare that similar to ER, where the aim is to construct reading fluency; EL proposes to help improve listening fluency. Fluency in listening permits L2 learners to perform oral writing with superior easiness and correctness. To build fluency in listening, learners will be required to accomplish a considerable amount of EL so that they can understand vocabularies they hear easily, simultaneously comprehending the whole meaning of the writings to which they are listening.

As with ER, the procedure of making listening fluency also takes time and attempt; moreover, the other language learning advantages also appear with time. Therefore, EL includes students listening to vast amounts of encouraging and attractive resources that are linguistically proper over a while where they listen with a sensible pace for widespread comprehension, with an emphasis on meaning more than form. In current decades the researchers mostly emphasize ER and performed a lot of studies on it. However, only a few scholars emphasize the usefulness of EL and combination of reading and EL in the L2 class

environment. Although, the benefits of ER have now been recorded and broadly accepted ( Waring & McLean, 2015; Chang and Millett 2014 ), very little is known about the advantages of EL.

This study seeks to discover the influence of EL on improving listening fluency between intermediate English language learners. Furthermore, the study plans to discover any significant difference between the reading only group and the reading while listening group in their listening fluency improvement, and to find the learners' attitudes toward the extensive listening.

## 2. Review of the Related Literature

The process of listening can be broadly classified as IL and EL. Ewert and Mahan (2012) indicate the differences between EL and IL. However, EL is to proceed fluency by getting information and loving listening; the IL is to progress the accuracy by emphasizing answering the questions. Students can select their materials in EL, but teachers choose them for IL. Furthermore, there are many profits in EL (Ivone & Renandya, 2019). Renandya and Jacobs (2016) determine that EL can develop student capacity to cope with speech rate, word identification, bottom-up listening skills, awareness with spoken texts, and English proficiency. Ivone and Renandya (2019) point out that EL can introduce language learners to an enormous amount of language input. Language learners become more fluent and programmed in the identification of spoken texts because they perform their listening regularly and continuously and have more exposure to language input (Krashen, 1985). In addition, language learners can relish fun because they could pick out their topics. Moreover, EL is flexible because it can be completed beyond the classroom; hence, it can promote learner autonomy and individuality (Thin & Pham, 2020).

Ivone and Renandya (2019) express that EL is an input that students could use to develop their listening skills. As stated by Renandya and Farrell (2010), EL is “all sorts of listening activities that permit learners to obtain a lot of comprehensible and pleasant listening input” (p.56). Ivone and Renandya (2019) also categorize EL into five different sub-categories: listening only, active listening (e.g., reading about while listening), reading while listening, listening, and viewing (videos), combined listening, reading, and viewing. Renandya and Jacobs (2016) complement that materials should be within students' level, and listening and reading should be inspired to practice simultaneously because they clarified L2 learners at low levels are not capable of identifying the words that they have already learned. According to Brown, Waring and Donkaewbua (2008) concurrent reading and listening are superior to reading only or listening only since it causes input more understandable.

In 2019, Chang, Millett, and Renandya evaluated three different groups; listening only, reading only, and listening and reading.

The outcome revealed that the listening and reading group excelled in the other two groups. Chang (2011) investigated seven ESL students who concurrently read and listened to 28–39 audial classified booklovers (produced 160 vocabularies each minute) throughout 26 weeks. She discovered that the contestants seriously developed their overall lexicon learning and their listening fluency contrasted with students who did not gain the task.

Mayora (2017) investigates a skill employing a minor-scale narrow listening system (a type of EL) with intermediate EFL students in a Colombian university. Product and perceptions indicated that the educational execution was progressive. The EL scheme earlier explained was executed in an “English V” classroom of students of the Bachelor of Education degree program in foreign languages.

As identified earlier, the English V classroom targets at increasing students' listening and speaking abilities. The program is planned over various listening transcript types such as; movies, TV shows, news reports, etc. Predictably, the program comprises plenty of IL and learners performing verbal performances imitating the individualities of the types and manuscripts earlier operated in the classroom.

The project was accomplished along with the usual procedures but involved the EL constituent. Generally, the learners who mentioned on EL believed that performing the task was helpful, that it assisted the learners to increase the listening abilities, improve understanding different accents in English, acquire novel vocabularies and idioms that are not ordinary in educational resources, and improve a feeling of self-confidence when listening to “real” English.

Moreover, the students appreciated the task since, existing news reports the primary supply of input, it permitted them to be enhanced learned about present happenings and what “is happening in the world right now”.

Tragant and Vallbona (2018) organized a study including two groups of students in grade 5 from a half-private school in Barcelona. Learners consumed two of their classroom phases (about 2 hours a week) involved with classified and grouped readers. One group was revealed to RWL and the other group to RO. The two groups employed the identical reading resources, a collection of 39 reality grouped readers, which wholly learners were obligated to study.

The difficulty of reading raised marginally throughout the school year. In the classroom, learners were presumed to spend almost 20 minutes each session involved with reading and listening. On completing reading and listening to the book, learners had to write two post-

reading tasks. The findings of the feedback form dispensed at the end of this one-year plan reveal a generally encouraging feedback specifically from the learners in the reading while listening group indicated considerably enhanced opinions than the students in the reading only group.

Thin and Pham (2020) employed EL to help students to improve their listening skill. The study explored whether EL enhanced students' listening proficiency. Two groups of students designed two complete classes: the control group and the experimental group were selected. Before the semester started, all students sat for the pre-listening test.

Afterward, students in the experimental group were guided to listen to fifteen recommended sound files with one file for each week. They were also taught some listening strategies to self-preparation at home while students in the control group did not do any listening tasks at home. The results presented that the experimental group outstripped the control group in the posttest. Some students in the experimental group testified that they practiced listening repeatedly and attempted to learn as much vocabulary as possible.

Some studies have inspected student experiences on EL online or on campus. Widodo and Rozak (2016) found out that Indonesian students from a private university selected the videos consistent with their culture and personality. These students also had to discuss and talk over after watching a video together. They stated that they tried to watch the videos five to six times and cooperate to practice their listening. They observed that their listening skills developed; though, the study did not calculate the effects of EL.

The overhead studies have discovered that EL personalized students listening development, increased students' listening skills compared to the ER group only. Regardless of the emergent figure of statements of practices applying EL in various environments and with altered supplies, the method is quiet uncommon. It appears obvious that the EL could be advantageous for the teaching of English foreign language in situation of Iran. Therefore, this study seeks to explore the influence of EL on evolving L2 listening fluency, and more specific to discover any significant difference between reading only group and reading while listening group in their listening fluency improvement.

The current study also tries to find the learners' attitudes toward EL after finishing the course. To assume the goal of the current study, the subsequent research questions were planned:

Does extensive listening have any effect on developing L2 listening fluency among intermediate L2 English language learners?

What is the learners' attitude toward extensive listening after the intervention?

### 3. Method

#### 3.1. Participants

The learners participating in this study were 16 low-intermediate Iranian English learners in two intact classes in Frisby English Language Learning Institute. While, the participants may have had various educational experiences in English learning before, they can be considered at the same level of English proficiency. To check whether the whole groups were indeed comparable, a Graded Readers Placement Test (GRPT) was taken by all the participants, and all the 16 participants took part in the experiment on the bases of their performance. The participants were both female and male adults between the ages of 20 to 34 (with an average of 25). They were divided into two groups A and B (i.e., 8 in each group). Group A was considered as the experimental group (listening fluency group, LFG), and group B was considered as the control group (listening non-fluency group, LNFG). The participants' demographic information is presented in Table 1.

**Table 1.** EFL Learners' Demographic Information

Class code		Gender		Age average	
A	B	Male	Female	Group A	Group B
8	8	6	10	29	25

#### 3.2. Instruments

To homogenize the participants, a GRPT was utilized. It was employed a pre-test and post-test. The test comprised a total of 45 questions in listening, vocabulary, and grammar. The researcher used some vocabulary tests to avoid test effects on the process of research. A total of 16 learners participated in GRPT. Besides, three numbers of bookworm series level IV from Oxford 'Graded Readers' Bookworms series were considered as the instructional materials. The profile of the books is presented in Table 2.

**Table 2.** Details of Graded Reader

Book Title	Audio Duration (hour:minute: second)	Chapters
Three plays	3:05:22	6
Little women	2:09:25	14
Washington Square	2:36:35	9
The Odyssey	4:16:21	12

To consider the learners' attitude toward the type of activities that were planned based on the linked skills technique, a questionnaire consists of seven open-ended questions was given to the learners at the end of the

course. Learners' attitudes were determined through content analysis.

The questions probed students' concept about every night homework tasks, final project, their preference about homework tasks, their idea about being in touch with the teacher through the Telegram Application every night, the difference between this class and the other type of classes they have experienced before, their improvement at the end of the course, and their tendency to participate in this course again.

To probe the validity of the questionnaire, it was handed to three experts in the fields holding PH. D degree. Next, the experts were asked to score the items of the questionnaire as far as the relevance and clarity of the questions were concerned. The results of Pearson correlation analysis indicated that there was a relation among the experts (0.74). To probe the reliability of the questionnaire, it was administered to a similar group. The results of the Cronbach alpha indicated that the questionnaire enjoyed an accepted reliability (0.74).

### 3.3. Procedure

The experimental period was done among two intact classes- one targeted at the treatment group and the other was the control group- for ten sessions, each session lasted for 60 minutes. Two sessions were allocated for the pretest and a posttest. An immediate questionnaire was developed to obtain students' attitude towards this new type of class they have enrolled, consisting of seven items.

To check whether the whole groups were indeed comparable, a Graded Readers Placement Test (GRPT) was taken by all the participants, and all the 16 participants took part in the experiment based on their performance. Initially, a total number of 16 learners in two intact classes in Frisby English language Institute in Amol participated in this study. The Graded Readers Placement Test was allocated in the current study as the pretest and

posttest. It has contained of a total number of 45 questions in listening and vocabulary.

### 3.4. Data Analysis

All the statistics were evaluated with SPSS Statistics software (version 25). The Cronbach Alpha was utilized to inspect the internal reliability among the pre- and posttests. Following, all the test scores were assessed using independent t-tests between two groups: the LNFG and the LFG to observe whether the distinction is statistically remarkable or not. The paired t-tests were applied to find whether the change in each group was noteworthy before the project and after the project. The Pearson correlation analysis was applied to recognize whether there was a correlation between the numbers of tasks that students accomplished with their post-test scores.

## 4. Results

To probe the null hypothesis corresponding to the research question and to check the normality of data, a Shapiro-Wilk test of normality was employed. As revealed in the Table 3, the test distribution is normal for both groups in pretest at the (*sig.* =.393; .893) and posttest at the (*sig.* = 0.410; 0.800) respectively.

Therefore, the researcher can run parametric statistical tests that are independent sample t-test. To check the descriptive statistics of students in the pretest of listening, the following table 4 is used, which indicates the mean and standard deviation of learners' performance in the pretest.

As shown in this table, the mean of the two groups was not that much changed at the pretest before the teaching ( $X_{LNFG} = 19.50$ ,  $SD_{LNFG} = 2.92$ ;  $X_{LFG} = 20.00$ ,  $SD_{LFG} = 2.26$ ). To check whether the difference in the mean scores of the two groups in the pretest is significant, independent samples t-test was run. The outcomes are illustrated in Table 5.

**Table 3.** Tests of Normality

	Group	Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
Pretest	LNFG	0.196	8	0.200*	0.915	8	0.393
	LFG	0.170	8	0.200*	0.969	8	0.893
Posttest	LNFG	0.176	8	0.200*	0.917	8	0.410
	LFG	0.143	8	0.200*	0.959	8	0.800

**Table 4.** Descriptive statistics of pretest between LFG and LNFG

	Group	N	Mean	Std. Deviation	Std. Error Mean
Pretest	LNFG	8	19.500	2.92770	1.03510
	LFG	8	20.000	2.26779	0.80178

**Table 5.** Independent Samples t-Test for the Pre-Test

Levene's Test for Equality of Variances			t-test for Equality of Means						
F	Sig.		T	df	Sig	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
								Lower	Upper
1	1.4	2.4	-0.382	14	0.70	-0.50	1.309	3.308	2.308
2			-0.382	13.1	0.70	-0.50	1.309	3.32	2.32

1= Equal variances assumed, 2= Equal variances not assumed

**Table 6.** Descriptive statistics of posttest

	Group	N	Mean	Std. Deviation	Std. Error Mean
posttest	LNFG	8	20.75	3.8	1.35
	LFG	8	24.37	2.2	0.80

As revealed in the table, the sig. (2-tailed) value is higher than 0.05 (*Sig.* >0.05), then there is no important variation between the mean score on the dependent variable for the two groups. It means there is no important variation between LNFG and LFG s at the beginning of the study, and any changes in the learners' performance after the treatment can be attributed to the procedures.

To realize whether the teaching in EL was efficient, a posttest was administered. The scores of the descriptive

statistics on the posttest are displayed in table 6. The means scores of control and LFG after the intervention were ( $M = 20.75$ ;  $M = 24.37$ ) respectively. As it is clear, there is a large mean change in the LFG from pretest to posttest while the change for the LNFG is not that much significant. To investigate whether the mean variation between the LNFG and LFG after the intervention in listening is statistically meaningful, another independent sample t-test was run.

**Table 7.** Independent samples t-test for the Posttest

Levene's Test for Equality of Variances			t-test for Equality of Means						
F	Sig.		T	df	Sig	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
								Lower	Upper
1	4.2	0.60	-2.29	14	0.70	0.038	1.57	-7.00	-0.24
2			-2.29	11.3	0.70	0.042	1.57	-7.08	0.16

**Table 8.** Content Analysis of written Discourse Completion Task

No.	Major Theme
1	Feeling responsibility
2	Learning how to write
3	Using Apps (e.g., telegram) as a motivator
4	Teacher as a facilitator
5	Promoting listening speed

Table 7 represents the results obtained from the independent sample t-test on posttest scores. As the sig (2-tailed) value is smaller than the required 0.05 (*Sig.* <0.05), it can be stated that the mean difference between the two groups is considerable.

It means the LFG outperformed the LNFG after the intervention, which shows the impact of EL on the learners' listening fluency in the LFG. In this regard, the null hypothesis of this study stating, "EL doesn't have any effect on developing L2 listening fluency among intermediate EFL adult learners", is rejected. To consider learners' attitudes toward EL skills, the students in the

LFG were asked to answer a written discourse completion task (WDCT). The WDCT contained seven descriptive questions which administered immediately after the posttest. After the students answered the WDCT, a content analysis was conducted to uncover their attitude. Five major themes were extracted out of the content analysis. The results of the content analysis are presented in the Table 8.

**Feeling responsibility:** They believed that doing a task every night made them responsible for obeying the schedule because they knew that the teacher was waiting for the homework. Besides, learners believed that doing

homework made them listen to the stories more carefully and recall new words in mind to use them later in the homework. In the case of final projects, 40 percent of the learners were eager to do the project; however, the rest disliked. The former believed that final projects lead them to concentrate more on each story and helped them to evaluate their progress through the schedule.

**Learning how to write:** To tap the participants' attitude toward the type of every night homework tasks, 50 percent of the learners preferred to write a summary. They believed that through writing summaries, they have learned how to write more accurate sentences and how to conduct a paragraph. On the other hand, 25 percent of the learners preferred to give a summary by recording their voices. This group mentioned that giving a summary by voice recording guide them on the right track to speak systematically. However, 12.5 percent of the learners preferred to draw a picture map of the story. Yet, the rest preferred filling the blank exercises. Since they felt joy like solving a puzzle by doing the task.

**Using Telegram application as an encouragement:** All of the participants were satisfied with being in touch with the teacher every night through the Telegram application. They mentioned that receiving teacher's feedbacks helped them find their mistakes. This problem solving prevented the mistakes to be fossilized. Besides, it was not just direct corrective feedback, so, the teacher's positive messages encouraged them to continue with more effort.

**Teacher as a facilitator:** Similarly, all participants unanimously agreed that the course was different from those they experienced before. Unlike the other courses, there had no restricted rules during the class to obey. Despite the other courses, teachers and students were more sympathetic. The teachers acted as a facilitator and guided them through the procedure. They mentioned that the classroom activities engaged students in learning so that they might sometimes forget to be in the class. They unanimously posited that the activities were enjoyable.

**Improving listening skills:** About their improvement, all the students reported a change in their English listening skills. They said that at first, they needed to listen to the tracks with lots of pauses and repetition. It was hard for them to understand, and so at the beginning of the course, it took a lot of time to listen and understand the story. Besides, they needed to check for many new words in a dictionary. But as time passed, they progressed. They understood the story better and required less to check for the new words. so, their listening speed was increased, and they needed less time to cover their home works.

## 5. Discussion

This study was an attempt under the scrutiny linked skill technique proposed by Nation and Newton (2009). To

this aim, the first research question examined whether EL tasks have any effects on EFL learners' listening fluency in immediate posttest. The second question was to probe learners' attitudes toward EL through a questionnaire after finishing the course.

Firstly, according to the result of this study, EL tasks had some effects on learners' listening fluency development. Both groups (i.e., LNFG and LFG s) displayed their improvement in their listening fluency through the posttest scores. However, the LFG outperformed the control group. It means that the performing of the LFG was much higher than the LNFG after the intervention, which showed the impact of EL on the listening fluency of the learners in the LFG. In other word, the improvement of LFG was much better than the control group, which showed the positive effect of EL tasks on the listening fluency of the learners. The finding of the current study is in line with Think and Pham (2020) that found that both LNFG and LFG revealed their improvement in their listening skills within the pretest and posttest scores, but the LFG outperformed the control group. Think and Pham (2020) announced that some students in the post-interview described that they practiced EL activities outdoor the classroom. The results suggested that EL outside the classroom empowered students to increase their language skills because of exposure to the language input (Krashen,1985) more than the students who did not take part in the EL activities.

Secondly, the result showed that simultaneous reading and listening was more beneficial than reading only or listening only. This result of this study is in agreement with the earlier surveys. Chang (2010, 2012), in an experimental investigation on seven ESL learners, discovered that a combination of reading and listening was enormously useful in increasing listening skills. Chang and Millet (2014), in another study on three different groups of Taiwan EFL learners, observed the same results as she had obtained in 2011 and 2012. Similarly, the results of prior studies (Chang & Millett, 2013; Chang et al., 2019) revealed that when running EL, the employment of concurrent reading and listening before emphasizing on LO was the most successful method in enhancing L2 listening fluency. Amongst the three groups, the understanding outcomes of the RWL group were the most reliable and essential. They established that the EL groups outshined the reading groups, or the reading and listening group recorded much superior to the listening only or the reading only group. According to Think and Pham (2020), it appears that the dual-input style of reading while listening causes the skill fascinating to a high numeral of young language students, involving those who are not enthusiastic about reading. And also discovery in the current study is in line with Tragant and Vallbona's (2018) study that demonstrated that young language students desire reading classified

readers with aural reinforcement to simply reading alone, and of course performing autonomously via electrical tools contributes them a feeling of independence that students enjoy.

Thirdly, there was a relationship between improving listening fluency with learners' improvement in other language skills at the end of the project. According to the type of every night homework task, 50 percent of the learners agreed with writing a summary, and 25 percent of the learners agreed with giving a summary by recording their voices. Consequently, the participants improved the ability to write more accurate sentences and conduct a paragraph through writing summaries. On the other hand, 25 percent of the participants improved the ability to give a summary by recording their voice and speaking systematically. This result is in line with Thinh and Pham (2020) that the results were reinforced by the students in the post-interview. They identified that they practiced their listening and observed their listening skills and vocabulary increased after the EL project. The more EL activities the students in the LFG completed, the higher their listening scores were. The result proved the outcomes from a previous study by Chang and Millett (2016) that there was a relationship between the number of books students listened to and their improvement. The results propose that when students have more disclosure to spoken language input, their listening skills have developed. This finding of the current study is similar to the survey by Pamuji, Waring, and Kurniawan (2019) that students noticed lexical improvement when they regularly practiced. Meier (2015) evaluated many studies in EL and realized that EL could accidentally progress students' vocabulary when they had some disclosure to language input. Masrai (2020) also determined that students increased their aural lexical knowledge when they watched movies. The findings from previous studies established that EL could advance students' lexical knowledge when they had contact with language input.

Fourthly, all students informed their enhancement in listening skills through EL. In the beginning, they needed to replay and repeat many times. But as time passed, they progressed. They understood the story better and required less to check for the new words. So, their listening speed was increased, and they needed less time to cover their homework. This result is verified by the result from Chang et al. (2019) that repeated activities could increase students listening comprehension. The result of the current study is similar to Nation and Newton (2008)'s statement that repeated practice could organize and advocate following tasks. When language learners practiced speaking more than three times, they became more smooth-spoken. students became more fluent when they subjected to the spoken language continually. Alm (2013) also discovered that while students practiced their EL, they repeated the listening task many times to

understand the listening better. Some students from the LFG performed the same when they listened to the record more than once to acquire better comprehension. Throughout the listening procedure, students utilized listening strategies to overwhelm their difficulties by guessing the meaning from the context before they mainly read the text and looked up the vocabulary.

Finally, according to the results obtained from the WDCT which was taken immediately after finishing the course, most of students agreed with the regular tasks which were given to them through a schedule. Student believed that regular programs, made them keep in touch with the lessons and the teacher, which has rarely seen in other language classes. Besides, the feeling of being free to choose homework tasks was something completely new and interesting that students have never experienced before. Moreover, they believed that, it was interesting to be in touch with the teacher every night through the Telegram application and receive feedback through problem-solving. This procedure made the atmosphere completely friendly, and so they felt it was a part of their daily life, and also they understood that they were going to improve in a particular ability in language knowledge.

## 6. Conclusion

The present study was conducted to examine if EL tasks led to learners' improvement in listening fluency. Moreover, regarding the Linked Skills Technique proposed by Nation and Newton (2009), the study aimed to determine whether the simultaneous combination of reading and listening effected more on learners' listening fluency improvement than the reading only task. In conclusion, it is evident from the result that both groups had some kind of enhancement in their listening fluency after the course. However, the results suggested that in the post-intervention test RWL group meaningfully outperformed the RO group on the listening fluency enhancement. EL activities might probably promote their listening growth. The result showed that a combination of reading and listening is more helpful than reading only or listening only. As a result, EL showed some effects on learners' listening fluency improvement. The students improved other language skills during the project too. They professed that their listening fluency, listening speed, vocabulary, writing, and speaking enhanced after the EL listening project, similar to the studies by Pamuji, Waring, and Kurniawan (2019), Meier (2015), Masrai (2020) and Thinh and Pham (2020). The study has some pedagogical implications. The result enriches our understanding of different types of tasks that are helpful in listening ability enhancement through linked skills activities. Consistent with the results of this study, a combination of reading and listening can be so useful for language institutes and language teachers to design a

suitable lesson curriculum in a way to be more helpful for the learners. Through using a combination of different task types, the teacher can help the learners to gain better language comprehension and enhancement.

### 6.1. Limitation and Future Research

The study has some limitations. First, the study did not interview students before the EL project. It is possible that some students might do some EL by listening to music or watching movies outside the classroom before the project. In addition, it also did not interview the students in the control group after the extensive project. It is possible that some of the students in the control group also practiced some kinds of EL outside the classroom, such as listening to music or watching movies as students in the LFG. Moreover, the extensive project only examined a small number of students within an institute; hence, it cannot be generalized for every circumstance. More research is needed to determine whether EL could develop students' listening on a larger scale. However, the EL has been supported by some researchers; it is quite under-investigated. The current research has illustrated just one method of applying EL in an EFL class for intermediate students. There are a lot of different approaches to improving fluency, for instance, the 'well-beaten path' method (repetitive listening) and the 'richness' method (limited listening: emphasizing on a particular subject, type, and author), proposed by Nation and Newton. To superior-conclude the influences of EL and to investigate new useful methods to progress listening fluency, extra experimental surveys are required.

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