

MUĞLA SITKI KOÇMAN UNIVERSITY  
INSTITUTE OF EDUCATIONAL SCIENCES  
ENGLISH LANGUAGE TEACHING DEPARTMENT

THE RELATIONSHIP BETWEEN THE USE OF EXTENSIVE LISTENING TASKS  
AND LISTENING SKILLS OF ENGLISH LANGUAGE LEARNERS

MA THESIS

EQLIMA OTMANI

ASSOCIATE PROF. DR. ŞEVKİ KÖMÜR

JUNE, 2015

MUĞLA

T.C.  
MUĞLA SITKI KOÇMAN UNIVERSITY  
INSTITUTE OF EDUCATION SCIENCES  
ENGLISH LANGUAGE TEACHING DEPARTMENT

THE RELATIONSHIP BETWEEN THE USE OF EXTENSIVE LISTENING TASKS  
AND LISTENING SKILLS OF ENGLISH LANGUAGE LEARNERS

EQLIMA OTMANI

Eğitim Bilimleri Enstitüsünce

“Yüksek Lisans”

Diploması Verilmesi İçin Kabul Edilen Tezdir.

Tezin Enstitüye Verildiği Tarih :

Tezin Sözlü Savunma Tarihi : 11.06.2015

Tez Danışmanı : Doç. Dr. Şevki KÖMÜR

Jüri Üyesi : Prof. Dr. Mehmet ÇELİK

Jüri Üyesi : Doç. Dr. Recep Şahin ARSLAN

Enstitü Müdürü: Prof. Dr. Ayşe Rezan Çeçen EROĞUL

JUNE, 2015

MUĞLA

## TUTANAK

109 Muğla Sıtkı Koçman Üniversitesi Eğitim Bilimleri Enstitüsü'nün 21./05/2015 tarih ve ..... sayılı toplantısında oluşturulan jüri, Lisansüstü Eğitim-Öğretim Yönetmeliği'nin 24/6 maddesine göre, İngiliz Dili Eğitimi Anabilim Dalı Yüksek lisans öğrencisi Eqlima OTMANI'nin "The Relationship the Use of Extensive Listening Tasks and Listening Skills of English Language Learners" adlı tezini incelemiş ve aday 11./06/2015 tarihinde saat 13.8...da jüri önünde tez savunmasına alınmıştır.

Adayın kişisel çalışmaya dayanan tezini savunmasından sonra ..... dakikalık süre içinde gerek tez konusu, gerekse tezin dayanağı olan anabilim dallarından sorulan sorulara verdiği cevaplar değerlendirilerek tezin  **kabul**  edildiğine ..... **oybirliği** ..... ile karar verildi.

  
Doç. Dr. Şevki KÖMÜR  
Tez Danışmanı

  
Prof. Dr. Mehmet ÇELİK  
Üye

  
Doç. Dr. Recep Şahin ARSLAN  
Üye

## YEMİN

Yüksek Lisans tezi olarak sunduğum “The Relationship Between the Use of Extensive Listening Tasks and Listening Skills of English Language Learners” adlı çalışmanın, tarafımdan bilimsel ahlak ve geleneklere aykırı düşecek bir yardıma başvurulmaksızın yazıldığını ve yararlandığım eserlerin Kaynakça’da gösterilenlerden oluştuğunu, bunlara atıf yapılarak yararlanmış olduğumu belirtir ve bunu onurumla doğrularım.

11.6.2015



EQLIMA OTMANI

YÜKSEKÖĞRETİM KURULU DOKÜMANTASYON MERKEZİ

TEZ VERİ GİRİŞ FORMU

YAZARIN

Soyadı : OTMANI

Adı : EQLIMA

Kayıt No:

TEZİN ADI

Türkçe:

Y. Dil: The Relationship Between the Use of Extensive Listening Tasks and Listening Skills of English Language Learners

TEZİN TÜRÜ: Yüksek Lisans

Doktora

Sanatta Yeterlilik

X

TEZİN KABUL EDİLDİĞİ

Üniversite: Muğla Sıtkı Koçman Üniversitesi

Fakülte : -

Enstitü: Eğitim Bilimleri Enstitüsü

Diğer Kuruluşlar : -

Tarih:

TEZ YAYINLANMIŞSA

Yayınlayan : -

Basım Yeri : -

Basım Tarihi : -

ISBN: -

TEZ YÖNETİCİSİNİN

Soyadı, Adı : Kömür Şevki

Ünvanı : Doç. Dr.

TEZİN YAZILDIĞI DİL: İNGİLİZCE

TEZİN SAYFA SAYISI:67

TEZİN KONUSU (KONULARI) :

TÜRKÇE ANAHTAR KELİMELER:

1. Dinleme Becerisi
2. Yayın dinleme etkinlikleri
3. Yabancı dil sınıfları öğrenme

İNGİLİZCE ANAHTAR KELİMELER:

1. Listening skill
2. Extensive Listening
3. Foreign Language classroom

1- Tezimden fotokopi yapılmasına izin vermiyorum

2- Tezimden dipnot gösterilmek şartıyla bir bölümünün fotokopisi alınabilir

3- Kaynak gösterilmek şartıyla tezimin tamamının fotokopisi alınabilir

Yazarın İmzası :



Tarih : 11.6.2015

## ABSTRACT

This study aims to explore the relationship between extensive listening tasks and listening skills of English language learners. The participants are 32 Turkish learners of English. All of the participants of the present study were enrolled in a program at the Faculty of Engineering. As the faculty is an English medium faculty, all the students must attain certain level of language proficiency in the target language. For that reason, students who do not pass the test of English at the very beginning of the academic year must take an intensive English course at the School of Foreign Languages. The study was conducted in the spring term of 2013-2014 academic year. Three groups of students were selected for the study; one as an experimental group and two for control groups. However, one group from the control group was excluded from the research as they had higher points in the listening test compared to the other two groups. The research was carried out with one experimental and one control group for six weeks. The control group received regular instruction in the English course and the experimental group, besides the regular instruction, was required to read and listen to six graded books with audio components. The listening skills of both groups were tested at the beginning and at the end of the treatment period of the study. Pre-test, post – test, and proficiency tests were administered on a regular basis. Additionally a questionnaire and teacher field notes were used for additional data collection.

The results of the statistical analyses showed that although there was no significant increase in the development of students' listening skills, the experimental group showed a significant difference in the post-test and the proficiency tests. It is also noted that most of the students in the experimental group reported a significant contribution of extensive listening texts to their vocabulary growth and language development in general.

## ACKNOWLEDGEMENT

I would like to thank everyone who has helped me throughout my thesis over the years. At first, I would like to express my sincere thanks to Assoc. Prof. Dr. Şevki K m r for providing me with all necessary facilities for my study, and I am truly grateful for his advice, patience, motivation, guidance and for his help, that he was heavily involved in some parts of the study. Additionally, I would like to thank Assoc. Prof. Dr. Eda  st nel and Assist. Prof. Dr. Sezer Sabriye FıĖlalı-İkiz for their useful comments, suggestions, and motivation that helped me to complete this thesis.

I would like to extend my gratitude to all members and especially instructors of the School of Foreign Languages, who spent their precious time with me to carry out this study.

I would like to thank deeply one and all who directly and indirectly, have given their hands in completing this research, in particular, Research Assistants Ali Yakar, Şeyda Selen  imen and Hazel  epik

I would like to present my sincere thanks to all my classmates, Ainur Aitkuzhinova Arslan, Pelin  zdemir, Havva S mevra Pektaş, Or in KaradaĖ, S leman G n, and Fatma Karaca.

My heartfelt thank goes to my government and all members of the MRRD Ministry for motivating and encouraging me to complete my MA abroad, in such a nice country, Turkey.

Last but not least I would like to express my gratitude and faithfulness to my family for their love, support and encouragement.



## TABLE OF CONTENTS

Title .....	i
Concept Page.....	ii
Tutanak.....	iii
Yemin.....	iv
Yüksek öğretim kurumu Tez veri Giriş Formu.....	v
Abstract .....	vii
Acknowledgment.....	viii
Table of Contents.....	ix

### CHAPTER 1

#### Introduction

1.1. Back ground to the Study.....	1
1.2. The aim of the Study.....	3
1.3. Research Questions.....	3
1.4. Significance of the Study.....	3
1.5. Limitation of the Study.....	4
1.6. Operational Definition.....	4

## CHAPTER 2

### Literature Review

2.1. What is listening?.....	5
2.2. The Difference between Listening and Hearing.....	7
2.3. The Importance of Listening .....	8
2.4. What Makes Listening Difficult? .....	9
2.5. Listening Comprehension.....	12
2.6. The Process of Listening.....	13
2.7. Listening Materials.....	17
2.8. Extensive Listening .....	18
2.9. The Benefit of Extensive Listening.....	20

## CHAPTER 3

### Methodology

3. 1. Method.....	24
3. 2. Participants.....	24
3.3. Instrumentation and Data Collection Procedures.....	25
3. 4. Data Analysis.....	27

## CHAPTER 4

### Results and Discussion

4.1 Research Question 1.....	29
4.2. Research Question 2.....	32
4.3. Research Question 3.....	43
4.4. Analyses of Field Notes Taken by the Researcher.....	46

## CHAPTER 5

5.1. Conclusion.....	48
5.2. Implications.....	51
3.3. Suggestions for Further Study.....	52
5.4. Summary of the Chapters.....	53
5.5. REFERENCES.....	54
5.6 APPENDICES.....	61
Appendix: 1: The Questionnaire1 .....	61
Appendix: 2: The Questionnaire 2.....	62
Appendix: 3: Schedule 1.....	63
Appendix: 4: Schedule 2.....	64
Appendix: 5: Schedule 3.....	65
Appendix: 6: Schedule 4.....	66
Appendix: 7: Note form.....	67

## List of Abbreviations and Acronyms

EL: English Language

SL: Second Language

SPSS: Statistical Package of Social Science

LTM: long –Term Memory

STM: Short –Term Memory

GTM: Grammar Translation Method

EX: Extensive Listening

IL: Intensive listening

## CHAPTER 1

### INTRODUCTION

#### 1.1. Background to the Study

Language is the most distinctive aspect of human beings. It is an amazing feat, and playing an institutional and social role in the community. Indeed it is only the language through which we can communicate effortlessly and efficiently with each other. We use language to exchange our knowledge, opinions, hopes, wishes, thanks, commends, and feelings. Brown (2000:5) states that “language is a system of arbitrary conventionalized vocal, written or gestural symbols that enable members of a given community to communicate intelligibly with one another”.

Around the world there are various languages people use to communicate with each other. An extra language that is learned in addition to a mother tongue is called a Second Language (SL) or Foreign Language (FL). Ellis (1997: 3) defines second language acquisition as “the way in which people learn a language other than their mother tongue, inside or outside of a classroom”. Saville-Troike’s (2006: 2) definition of second language acquisition (SLA) is given as “both the study of individuals and groups who are learning a language subsequent to learning their first one as young children”. The language in question is called a second language (L2), in contrast to a first language (L1). A child’s first language is what we also call a mother tongue and is basically the first language a child learns. The second language does not only refer to the second language the child learns, but to any language that is learnt after the child has acquired a first language.

Chio (1999: 4) points out that “in second and foreign language education, developing students’ communicative competence in the target language is one of the most significant goals of language professionals. So, the researcher ensures to acquire the communicative competence, students have to develop their four skills, in addition to their linguistic competence e.g. grammar and vocabulary”. Moreover, Harmer (2010: 69) says that “communicative competence includes linguistic competence which students can achieve by having the abilities in grammar and

vocabulary”. Genç (2007: 6) assert that “when we learn a language, there are four skills that we need for complete communication”. When we learn our mother tongue, we always listen first, then slowly start speaking, then read and finally write. These skills are called four language skills.

People from ancient time till now have used Second Language (SL) for different goals, such as education, politics, commerce, and etc... Long ago it was Latin and it was a dominant language in education, religion, and government in the western world. Throughout the history of language, foreign language has always been an important practical concern. In the sixteenth century, French, Italian, and English gained importance as a result of political change in Europe, and Latin gradually become displaced as a language of spoken and written communication. From eighteenth and nineteenth centuries the Classical Method became the model for teaching foreign language. In this method learners learn a language by using translating cumbersome volume from Classical Greek in to English and it focused on grammatical rules, translations of sentences, and exercise drill to practice the new structures. In this method listening was not taught in language classes.

Development in methodology not only changed the way of teaching, it also changed the condition of listening from one of neglected to one of increasing. One hundred and fifty years ago, listening was traditionally thought to be a passive skill, because it was considered that speaking and writing were productive or active skills, while listening and reading were receptive, and thus passive. Even in the early 1970s there were no textbooks for teaching listening as second language.

According to Morley (2001), during the 1980s special attention to listening was incorporated into new instructional frameworks, that is, functional language and communication approaches. Throughout the 1990s, attention to listening in language instruction increased dramatically and in the mid – nineteenth century some scholars become uncomfortable with Grammar Translation Method (GTM) and started to criticize the method. They believed that no explicit grammar instruction should be provided and translation should be avoided. The first language teaching method that touched upon the importance of listening comprehension is known as the Direct Approach (Felder & Enriquez, 1995), in this method the class was conducted in oral-based approach in the target language. Speech and listening were thought while grammar was thought

inductively; correct pronunciation and grammar were emphasized. Listening was the most important skill focused in this method because it provided natural input for orally conducted language teaching. After these two fundamental methods in period of English language teaching (ELT), Language teaching in the twentieth century was characterized by frequent change and innovation and by the development of competing language teaching approaches. Much of the impetus for change in approaches to language teaching came about from change in teaching methods. According to Richards & Rodgers (2001: 69) however, “changes in approaches to language teaching led to changes in classroom applications breeding a fluctuation in the attention given to listening. Although aural comprehension is now well facet of language learning “much work remains to be done in both theory and practice”.

## **1.2. Aim**

The aim of this study is to examine the relationship between the use of extensive listening tasks and listening skills of English language learners in the School of Foreign Languages of Muğla Sıtkı Koçman University.

## **1.3. Research questions**

- 1- What are the attitudes of English language learners towards listening in English as a foreign language?
- 2- Are there any problems that you encounter while implementing extensive listening tasks? (If yes, what kind of problems do they encounter?)
- 3- Is there a significant relationship between the use of extensive listening tasks and the development of listening skills of English language learners?

#### 1.4. Significance of the study

This research seeks to investigate the relationship between the use of extensive listening tasks and listening skills of English language learners. As extensive listening tasks supply comprehensible input for language learners, it can help learners be exposed to real language use though these extensive listening tasks in such domains of language as pronunciation, vocabulary and grammar. In this context, Nation (2007: 1) claims that “listening skills will improve when the learner engages in meaning–focused input and fluency development tasks that include extensive listening to easy and interesting materials”. The finding of this research will shed light on prospective researchers who intend to explore the impact of extensive listening tasks and help them to provide better listening materials and methodology for implementing extensive listening outside the classroom.

#### 1.5. Limitations

This study was conducted in the second term of 2013-2014 Academic Years. This research only covered 32 first year students of Engineering Faculty in the School of Foreign Languages of Muğla Sıtkı Koçman University, who were attending intensive English course.

#### 1.6. Operational Definitions

**Listening:** the ability to identify and understand what the others are saying. This involves understanding a speaker’s accent or pronunciation, his grammar and vocabulary, and grasping his meaning (Howett and Dakin: 1974).

**Listening comprehension:** refers to the process of understanding what is meant in a spoken text in a second language or foreign language.

**Extensive listening:** refers to all types of listening activities that allow learners to receive a lot of comprehension and enjoyable listening input (Renandya and Farrell 2011: 56).



This chapter presented the background to the study, the aim, the research questions, and the significant of the study, the limitation, and operational definitions. The next chapter will focus on the review of the literature on the listening skills and the use of extensive listening in language classroom.

## CHAPTER 2

### LITERATURE REVIEW

#### 2.1. What is listening?

Language learning proceeds in linear process. Language education has been separated into four skills, listening, speaking, reading and writing. These four skills are divided into receptive and productive ones. The receptive skills include listening and reading while the productive ones are speaking and writing. Structuralists consider that language learning starts with oral skills that deal with (listening and speaking) skills and move later to the graphic skills that focus on reading and writing. A different view was that language is learned as integrative process and it was recommended that all skills be introduced simultaneously. (Oller, 1979). In opposition to the Structuralists, Oller (1979: 212) claims that “the whole is greater than sum of its parts”. This view underpinned communication methodology (e.g. Johnson & Morrow 1981). Others (Krashen, 1980, 1982, 1989, Long 1981, 1985, Swain 1989) have stressed the key role that listening plays as a source of input for L2 learners in learning the target language so listening is a primary channel for learning a language and it is a receptive skill which is first developed in babies.

Many definitions have been made by several researchers, and they are as follows:

Rankin (1926: 847) defined listening as “...the ability to understand spoken language”. Johnson (1951: 58) expended the definition as “...the ability to understand and respond effectively to oral communication”. Underwood (1989: 1) simplified the definition of listening as “the activity of paying attention to and trying to get meaning from something we hear”. According to Bowen, Madsen & Hilferty (1985: 73) “listening is attending to interpreting oral language the student should be able to hear oral speech in English segment the stream of sound, group then in to lexical and syntactic units (words, phrase, sentences), and understand the meaning they convey”. O’Malley, Chamat, & Kupper (1989: 19) offer a useful and more extensive definition: “listening comprehension is an active and conscious process in which the listener constructs meaning by using cues from contextual information and from existing knowledge while relying upon multiply strategic resources to fulfill the task requirement”.

Rost (1991, p. 4 cited in Özgen, 2008, p. 16) lists requirements of listening comprehension as follows:

- Discriminating between sounds / identifying sound segment
- Recognizing words:
- Identifying grammatical grouping of words: constituents
- Identifying “ pragmatic units” expressions and sets of utterance which functions as a whole unite to create meaning
- Connecting linguistic cues to paralinguistic cues (intonation and stress) and to nonlinguistic cues (gestures and relevant objects in the situation ) in order to construct meaning
- Using background knowledge (what we already know about the content and the form) and context (what has already been said) to predicate and to confirm meaning.
- Recalling important words and ideas.

On the other hand Purdy (1997: 8) defined listening as “the active and dynamic process at attending, perceiving, interpreting, remembering, and responding to the expressed (verbal and nonverbal) needs, concerns, and information offered by other human being”. Listening is psychological process. It is not only the way of receiving message, but also the way of extracting, understanding, and storing meaning from the message. It requires the listener to provide feedback by verbal and non-verbal to speaker.

Having reviewed a number of definitions, it can be summarized that listening is an active process involving four interrelated activities: receiving sounds, attending to the spoken words, attaching meaning to the aural signs and interaction in target language.

## **2.2. The difference between listening and hearing**

Hearing is the psychological aspect of listening. It is the non-selective process resulting from sound waves we detect that range in frequency and vary in loudness between 55 and 85 decibels.

(Sage 2003:12). Sage emphasized that hearing is a natural process that happen without planning to it so one may hear randomly.

Moreover, Millrood (2001: 99) defined listening as “an act of interpreting speech that one receives through ears”. He distinguished between listening and hearing explaining that hearing is an act of receiving the language through ears without interpretation; on the contrary, listening is an act of interpreting speech that one receives through ears. He explained that one may hear something but actually, he may not listen to what is being said. Additionally, listening is a communicative skill that the listener may get the meaning from what s/he hears.

### **2.3. The importance of listening**

Some SL/FL learners usually think that speaking is the most important skill to master first. But hardly anyone is aware of the fact that before speaking we always listen, and then one is able to speak. The reason why listening is important has been an interesting point of many researchers, various books or articles. For example, Hedge (2000) argues that listening plays an important role in everyday life and states that when a person is engaged in communication, 9 % is devoted to writing, 16% to reading, 30% to speaking and 45% to listening, which illustrates the place of listening in everyday communication.

Lundsteen (1979) discusses “why listening is put first in the language arts and says that for one reason, listening is the first skill to appear. Chronologically, children listen before they speak” (p.xi). The importance of listening can be seen more clearly when the lack of listening input is considered. To illustrate, the case of people who cannot speak because they cannot hear is a tangible proof of this.

Hammer (1998: 97-98) describes three main reasons why it is also important to teach listening to spoken English as

One of the main reasons for getting students to listen to spoken English is to let them hear different varieties such as American English, Australian English, Canadian English, Indian English or West African English. The second reason it helps students acquire language subconsciously even if the teacher does not draw attention to its

special features and help them to get vital information about grammar and vocabulary, pronunciation, rhythm, intonation, and stress. Lastly, just as with reading, student get better at listening the more they do it! Listening is a skill and any help we can give student in performing that skill will help them to be better listener.

As it is mentioned above, it is essential for learners to have more chance to contact with different varieties of English real-input and let them to become familiar with different sounds in order to help them to consolidate the new vocabulary and refresh the old one.

#### **2.4. What makes listening difficult?**

Listening has often been regarded and seen as an obstacle especially in learning a SL/FL. Goh's (2000) study indicates that the primary difficulty faced by the learner is quickly forgetting the input which may arise from the high speed of the input. On the other hand Rubin (1995: 8) summarized this as "listening is the skill that makes the heaviest processing demands because learners must store information into short-term memory at the same time as they are working to understand the information". In this contexts Underwood (1994: 16-19) defined seven causes of obstacles to efficient listening comprehension.

First, listeners cannot control the speed of delivery. Listener believes that the biggest problem with listening comprehension is that the listener cannot control how quickly a speaker speaks.

Second, listeners cannot always have words repeated. This is a serious problem in learning situation. In the classroom teacher decides what and when to repeat listening passage.

Third, the listener's has a limited vocabulary. The using of vocabulary is in the hand of the speakers, when the listener hears new and unknown word stop listening and thinking about meaning of word so miss the next part. Fourth, listener may fail to recognize the signals which indicate that the speaker is moving from one point to another. Fifth, the listener may lack contextual knowledge. Sharing mutual knowledge and common content makes communication easier. Even if the listener can understand the surface meaning of the text, they may have considerable difficulty in comprehending the whole meaning of the passage unless they are familiar with the context. Sixth, it can be difficult for the listener to concentrate in a foreign

language. In listening; even the shortest break in attention can seriously impair comprehension. Seventh, students may have established certain learning habits such as a wish to understand every word (Underwood, 1989).

From above explanations it is clear that, the process of listening not only involves acoustic input, vocabulary knowledge, linguistic knowledge, and background knowledge, but also the listening comprehension involves other processes such as decoding input and deriving meaning from spoken words that make listening difficult for SL .

Goh (2000) investigated the comprehension problems of SL listening in a cognitive perspective with in the three – phase model of language comprehension: perceptual processing; parsing and utilization, which was proposed by Anderson (1995). According to Goh (2000: 57) “these three stages listening are ‘recursive’ and can overload”. These can overload L2 students’ short-term memory capacity and cause disadvantages then in lectures. Goh (2000: 67), if words heard are not matched quickly to external connection and stored in long-term memory (LTM). The listening process can become gridlocked (Vandergrift, 1999: 169). Conversely, effective listening comprehension can free up short-term memory (STM) to accommodate new information unit. One benefit of efficient listening is the potential decrease in anxiety level of L2 students during listening (Vandergrift, 1999: 169). L2 students do, however, experience problem with comprehension at the perception, parsing and utilization stages of listening.

Problem at the perception stage can include the non-recognition of familiar words. In this case, students may not match sounds automatically to words because they have not stored the sound of words efficiently in LTM. For instance, if L2 students focus on words’ spelling and neglect their sounds, they can generate inaccurate phonological representation of words in LTM. For example if the words Hostel is stored by a student as ‘hostel’; it can make its retrieval from LTM difficult because the stress is on the wrong syllable. Consequently LTM will not recognize it during listening (Goh, 2000: 61-62). Linguistically weaker L2 students tend to comprehend every word of listening input, as they focus on meaning at word level, they use up short –term memory resources that could be used to derive higher –level meaning (Filed, 2004: 365). L2 students who are experiencing problems at the perceptual processing stage can compensate by using contextual clues from background knowledge to process input in a top-down fashion. Importantly, the

relation between top down and bottom up processing is a variable one and changes as the amount of listener confidence in the reliability of each processing type fluctuate. (Filed, 2004: 367). In addition to sounds, if word meaning is not fully automatic, a word's recognition and retrieval can be slow (Goh, 2000: 61-62). As a result, subsequent listening input can be ignored as L2 listeners become fixated and continue to think about the meaning of a word in present input. Again L2 students' potentially limited STM capacity can cause listening problems (Goh, 2000: 63). At the parsing stage, students can quickly forget what is heard, there are students that understand the gist or general meaning, but not the exact meaning and this is because they cannot remember key words and phrases. L2 students may need to form mental representation of words heard to remember in formation in details (Goh, 2000: 64).

One very important question arising from Goh's (2000) research is that how can parsing be taught to L2 students so that their academic listening skill can be improved? According to Goh (2000), L2 students have to retain as much spoken texts as possible in short –term memory so that it can be difficult to teach parsing. In addition, little is known about how L2 students form mental representation of words in formation units or what cause parsing to fail. At the utilization stage, L2 students can understand words but not the intended message. This is because they cannot connect words to external sound such as background knowledge or knowledge of discourse structure. For example, if students lack background knowledge about a topic such as American business protocol, they may find it difficult to understand related information in listening input (Goh, 2000: 62-63). L2 listeners may also experience the following problems at a higher level of information processing:

- They miss the beginning of lectures and global lecture message elude them;
- They cannot chunk words heard into informational units; the correctly being that they cannot distinguished changes of emphasis of ideas;
- They concentrate too hard or they are unable to concentrate (Goh, 2000: 64-65)
- They cannot listen selectively to lectures because they do not have a clear and planned purpose for listening (Goh, 2000: 66).

## 2.5. Listening comprehension

Listening comprehension is a complex process which has many definitions by many researchers.

In parallel, Clark & Clark (1977), comprehension has two common senses. In its narrow sense, it denotes the mental process by which listener takes in the sounds uttered by a speaker and uses them to construct an interpretation of what they think the speaker intends to convey listening comprehension in its broader sense, however, rarely ends here, for listeners normally put the interpretation they have built to work (Clark & Clark, 1977: 43-44). As Rost (2002: 59) claims, listening comprehension is widely used to refer to all aspect of listening. However, the term 'comprehension' is used in a more specific sense. He defined 'comprehension' as the process of relating language to concept on one's memory and to reference in the real world. Comprehension is the sense of understanding what the language used refers to in one's experience or in the outside world". On another dimension, listening is considered an active skill that involves many processes. "The listener actively processes and interprets information" (Mandelson, 1995: 133). O'Malley, Chamot and Kupper (1989: 19) offer a useful and more extensive definition that "listening comprehension is an active and conscious process in which the listener constructs meaning by using cues from contextual information and existing knowledge, which is relying on multiple strategic resources to fulfill the task requirement". The interpretive nature of listening is characterized by Murphy (1985: 23-24) in the following way: "The listener generates internal texts which commonly differ from what they hear in unexpected ways. Acceptance of this notion requires that we modify our expectation of 'correctness' about what we listen to".

Therefore, understanding is not something that happens directly when a speaker speaks. The listener plays a serious role in the process of receiving messages, by using different type of knowledge, and by applying what s/he knows, what s/he listens to and trying to understand what the incoming message means. Listening is a dynamic, interactive and interpretive process which requires more training and practice.



## 2.6. The Process of Listening Comprehension

Listening had been treated as a receptive skill, the same as reading. However, both require processing input. There are two processes involved in understanding a message. The bottom-up process goes from language to meaning which means that the listener's lexical and grammatical competences in language provide the basis for bottom –up process. Input is scanned for familiar words; grammar knowledge is used to work out the relationship between sentences.

Rixon (1986: 30) mentions that in the 1950s listening was based on “separate building blocks” of the language, that is, the sounds, words and structures. It was a parts- whole approach where the listener moved from sound to grammar and vocabulary and finally to global message.

Hedge (2000: 31) explained that a learner uses knowledge of language and ability to process acoustic signals to make sense of the sound that speech presents to us. She further states that one has to “segment speech into identifiable sounds and impose a structure on these in terms of words, phrases, clauses, sentences and intonation patterns” By paying attention to lexical references, placement of stress and accompanying non-verbal behavior, one can arrive at the meaning, function and implied message of a text. The problem, however, is that processing so much information, stress, vocabulary, on-verbal action, demand concentration and ability to remember a considerable amount of data. This places a heavy load on short- term memory and one has to have a good “echoic memory” to retain words and their sequence.

According to Rixon (1986:30), “the most learners were anxious and frightened of listening because they thought they were unsuccessful listeners since they could not understand all words in a text. This is in contrast to what native listeners do. That is “native speaker do not rely entirely on what their ears tell them, but fill in parts of the message, usually unconsciously, according to what they expect to hear”.

The second process is top-down. It has been mentioned that bottom –up processing goes from language to meaning but top- down processing works in the opposite direction. In top-down processing, the input processed by linking what has been heard and what is already known about the text. These two, mental model and personal representations are combined and the messages are interpreted by pervious knowledge and experience that has already been received.

Anderson and Lynch (1988: 11) refer to such listeners as “active model builder.” To arrive at listening comprehension, they suggest that three sources of knowledge are needed: schematic or background knowledge, context and systematic knowledge.

Brown and Yule (1983: 63-64) place great importance on background knowledge, particularly the understanding of context for successful listening comprehension. They state that listeners encounter spoken language in real life in a context of situation. The native listener usually has a prior knowledge about this context, which helps him to deal with the difficulties associated with spoken discourse, down the necessary knowledge in terms of speaker, listener, place, time genre, topic, and co-text. Listeners relate the new text to the previous knowledge and try to fit in the new information with past experience.

Hedge (2000: 234) recommends the following strategies for top-down listening:

- Listeners will work out the purpose of the message by considering context clues, the content and the setting.
- Listeners will activate schematic knowledge and bring knowledge of scripts into play in order to make sense of content
- Play in order to make sense of content
- Listeners will try to match their perception of meaning with the speaker’s intended meaning, and this will depend on the many different factors involved in listening both top-down and bottom-up.

In the 1980s, it was thought that the top-down process is the only way that learners can improve their SL listening comprehension but now it is more accepted that both have their own effect in interpreting of messages. They depend on each other’s work simultaneously by using background knowledge, contextual information and linguistic information that make learning easy. When the text is familiar to learners, they will use their background knowledge and at the same time they will be able to make predictions easily. If the text is unfamiliar, learners will not be able to interpret the messages and predicating will be difficult for them. They will just rely on the bottom-up process to interpret the text, especially the meaning of words and grammar to get information. For the more Hedge (2000: 234) points out that the two processes are mutually

dependent and function simultaneously. She considers that linguistic information, contextual clues, and prior knowledge must interact to create comprehension.

The combination of top-down and bottom-up data is also called interaction. In spoken language, there are two primary functions, interactional and transitional functions. In interactional, the aim is to communicate with the listener which is called listener – oriented. When the transitional is at work, the aim is to transfer the data to the listener. There is no communication and it is message-oriented.

### Differences between Top- down and Bottom-up Processes

Top-down	Bottom-up
<ol style="list-style-type: none"> <li>1. It is developed in 1970s and 1980s.</li> <li>2. Listening comprehension does not have a fixed serial order: listeners use semantic knowledge to understand the phonetic input, the vocabulary, the syntax</li> <li>3. Listener is described as active model Builder as s/he is actively involved in meaning construction.</li> <li>4. Listener uses background knowledge (Schema theory) on the context in comprehension.</li> <li>5. Listener prefers fluency.</li> <li>6. It is holistic.</li> <li>7. It goes from whole to parts.</li> <li>8. It is mostly preferred by native speakers</li> <li>9. It is suitable for more advanced listeners.</li> <li>10. Important activities are pre-listening, hypothesizing, predicting, inference, etc.</li> </ol>	<ol style="list-style-type: none"> <li>1-It is developed during 1940s and 1950s.</li> <li>2. Listening comprehension has a fixed serial order: Phonemic units linked to words, words to phrases, phrases to utterances, an utterances to meaningful texts.</li> <li>3. Listener is described as tape recorder as s/he gathers all the parts and makes a meaningful whole.</li> <li>4. Listener uses sounds to decode the spoken text in comprehension.</li> <li>5. Listener prefers accuracy.</li> <li>6. It is linear.</li> <li>7. It goes from parts to whole.</li> <li>8. It is mostly preferred by nonnative speaker</li> <li>9, It is suitable for beginner listeners.</li> <li>10. Important activities are discriminating between the sounds, identifying stress, rhythm, intonation patterns, etc.</li> </ol>

*(Adapted from the works of Lynch (2006), Mendelsohn (1994), Nunan (1999, 2004), Richards & Renandya (2002), Anderson & Lynch (1988), Flowerdew & Miller (2005), Edwards & McDonald (1993), and Eskey 2005).*

## 2.7. Listening Materials

Learning a language takes practice and often more time than learners pass in class. Aural input is very important to second language learning and acquisition. SL/FL learners need a large amount of aural input comprehension to help them acquire the target language. In order to improve learners' listening abilities, learners should listen to more and more than just interesting materials and expose more to extensive listening. According to Tomlinson (2012: 162) "authentic material is as something "produced in order to communicate rather than to teach" Many researchers argue that the use of level adjusted textbooks in second language acquisition does not prepare learners for the real world, where the use of the target language is authentic, and authentic material is more beneficial for second language acquisition".

In recent years, the use of technology in SL/FL classes and outside the classes has become an integral part of language instruction in many parts of the world and the use of various forms of new technologies helps learners to face real world situations. Rost (1994: 145-146) stated that listening activities need some kind of language input. This input may be pre-recorded on audio or video tape or it may be live from the teacher or native speakers. Moreover, he suggested some kinds of input that would be of most interest to students as follows:

- Taped authentic conversation between native speakers , featuring functions, such as , ordering food in a restaurant
- Taped conversation that is simplified to allow the ease of comprehension.
- Taped authentic broadcast taken from television or radio, featuring news, documentaries or current topics.
- Prepared broadcast of news or documentaries, simplified for easy comprehension.
- Taped authentic films that are popular among native speakers.
- Taped enacted films that are simplified for easy comprehension.

Byrne (1986: 16) suggested several materials and techniques for teaching listening skills such as "stories, anecdotes, jokes, talks, commentaries that need only a single speaker. This kind may be recorded by the teachers. The second kind consists of conversations, discussions, and plays that need more than one speaker. In this type the teacher needs to tell about the background about the speakers. Thirdly, songs may give students clear and good way to practice listening

comprehension. Students may be asked to fill the missing words, phrases or sentences. Finally, videos and films are good way to achieve listening comprehension because most students like to go away from the school routine”.

Unfamiliar accents, dialects regionalisms, and idiom are the obstacles for SL/FL learners. On the contrary, graded readers are one of the most famous materials for learning a language. They help learners promote familiarity with some features of natural language, which learners have problem with them. Dawson (2002: 2) defines graded readers as books, both fiction and non-fiction where the language used is controlled to match the language competence of language learners. There are two types of graded readers: the “rewrite” which is an adaptation of “classic” texts, and the simple “original”, which is written with the second language learner in mind.

## **2.8. Extensive listening**

Extensive listening is defined by Renandya & Farrell (2011: 56) as “all types of listening activities that allow learners to receive a lot of comprehensible and enjoyable listening input. These activities can be teacher-directed dictation or read-aloud or self –directed listening for pleasure that can be done outside the classroom. The key consideration here is that learners get to do a lot of meaningful listening practice”. Renandya & Farrell (2011: 56) believe that just like reading, listening is best learnt through listening. We believe that extensive listening might just be the kind of approach that may help EFL students deal with their listening problems.

As we have seen in the above explanation, the main purpose of extensive listening is to provide learners with massive interesting and enjoyable amount of comprehension practice. Nation & Newton (2009: 38) explained that “the language must be comprehensible and the contents of the materials interesting and enjoyable. It is believed that this kind of sustained practice can provide learners with a cognitive map, i.e. a network of linguistic information from which learners can “build up the necessary knowledge for using the language”.

The aim of extensive listening is to develop “listening fluency” which is presumed to assist learners to improve automatic processing of the target language when done properly (Waring, 2008: 8). In addition, from the perspective of a skill learning theory (e.g., DeKeyser, 2007: 3), language learning takes a lot of practice. The kind of practice afforded by extensive listening

enables L2 learners to move from the slow and controlled processing of language elements (e.g., sounds, words, phrases) to the faster, and automatic processing of these elements. This is particularly important where lower proficiency learners of English are concerned. While they have acquired some basic listening skills, their bottom-up processing skill is still at a level that isn't efficient enough to process normal speech. In order to be able to process spoken language at normal speed, the students' bottom-up processing skills will have to be automatized through repeated practice so that its use becomes "fully spontaneous, effortless, fast, and errorless". Extensive listening is well-suited to provide the kind of practice needed to develop this automaticity in L2 listening.

According to Brown (2007: 15) the value of extensive listening lies in increasing "the automaticity of recognition of words in their spoken form, in turn learning to improve aural fluency and thus improvement in overall comprehension". Ridgway (2000: 180), also regarded automaticity as a key element in language acquisition and held that practice is the most important role in achieving automaticity as practice is the most important thing. The more listening the better and the sub skills will take care of themselves as they become automatized' Renandya & Farrell (2011: 56) advanced a similar belief regarding the idea "listening is best learnt through listening":

SL/FL can improve their listening skills and gain valuable language input through a combination of extensive and intensive listening materials. Extensive listening is about listening in quantity and it increases a general understanding of what listening is. It means developing listening habits, to construct knowledge of vocabulary, grammar, and general knowledge of learner and to encourage learners for listening. Extensive listening mostly takes place when students are on their own, whereas intensive listening is often done with the help of intervention of the teacher. According to Rost (2002: 138), intensive listening refers to "listening for precise sounds, words, phrase, grammatical unites, specific information, and details in a style that has traditionally been used in L2 classroom".

A summary of the distinction between EI and IL by is shown below (*Field, 2008; Renandya, 201, Waring, personal website, n.d.*):

Extensive listening	Intensive listening
<ul style="list-style-type: none"> <li>• Listening to (or being involved in ) Massive amount of text</li> <li>• Text which learners can understand reasonable smoothly</li> <li>• High levels of comprehension</li> <li>• Listening without being constrained by pre-set questions or tasks</li> <li>• Listening at or below one's comfortable fluent listening ability</li> </ul>	<ul style="list-style-type: none"> <li>• Listening for specific information</li> <li>• Listening for the exact words of phrase or expression</li> <li>• Listening for details</li> <li>• Listening to mimic a text</li> </ul>

### 2.9. The Benefit of Extensive Listening

Renandya (2011: 32-33) states that “extensive listening can improve our students’ listening comprehension primarily because it enables them to process spoken language more accurately and fluently. He discussed a number of language learning benefits associated with extensive listening, some of which are listed below:

- It can enhance learner’s ability to deal with normal speech rate, which for many beginning L2 learners is perceived to be too fast. Beginning students often complain about the difficulty of understanding spoken language, not because the content is, difficult or the language is too hard, but because it is too fast. Renandya (2012).
- It can improve their word recognition skill. Students report that they can often recognize words in writing, but not in speech, again lower proficiency students seem to have



problems recognizing words in speech and frequent listening practice seems to have facilitated the development of automaticity in sound-script relations.

- It can enhance their bottom-up listening skills in particular the skill of recognizing word boundaries. In speech, words often take on different forms from when they are said in isolation speech phenomena such as assimilation (e.g. in classing class). Construction (e.g., going, to gonna), syllabification (e.g., bend it bandit) are common in speech and known to cause listening problems to lower proficiency learners (Renandya, 2011: 32-33).

According to Wenden (2002: 32) “the notion of learners-centered instruction in foreign and second language grew out of the recognition that language learners are diverse, in their reasons for learning another language, their approach to learning, and their abilities”.

As Cutting (2004: 21-24) states “EL should not only foster the development of learner’s listening skills, but also their ability to more consider guide themselves in independently learning a second language”.

Finally, Extensive listening provides opportunity for learners to gain knowledge and experience in the target language. It helps learners hear speaker’s intonation, stress and gives life to the character. It enables them to acquire more vocabulary and understand to improve their speaking skills. Learners can do extensive listening anywhere, while driving, walking or in noisy places (by using head phone), and anytime that they want.

This chapter focused on the review of the literature that is relevant to the present study. This chapter is divided into nine sections. The first section provided definitions and description on development of listening. The second sections defined the difference between listening and hearing. The third section presented the importance of listening among others language skills. The fourth section discusses why listening was difficult for foreign language learners. The fifth section explained the listening comprehension. The sixth section defined the process of listening. The seventh section presented the role of materials in learning of language. The eighth section contained the explanation of extensive listening. The final section presented the benefit and significant role of extensive listening in learning of second language. Therefore, the aim of this study is to examine the relationship between the uses of extensive listening tasks and listening

skills of English language learners in the School of Foreign Languages of Muğla Sıtkı Koçman University. The next chapter will present the methodology and will be provided information about participants, instrumentation and data collection procedures, and data analysis.

## CHAPTER 3

### 3.1. Methodology

In order to find answers to research questions, the present study aims to explore the relationship between the use of extensive listening tasks and listening skills of English language learners as well as the difficulties the language learners encountered in the implementation of extensive listening tasks. This study employs the mixed-methods research design which benefits from both qualitative and quantitative methods. It is a mixed methods design that involves collecting, analyzing, and integrating quantitative and qualitative data.

Creswell & Clark (2007: 5) defined mixed methods design as “a research design with philosophical assumption as well as methods of inquiry. As a methodology, it involves philosophical assumptions that guide the direction of the collection and analysis and the mixture of qualitative and quantitative approaches in many phases of the research processes. As a method it focuses on collecting, analyzing, and mixing both quantitative and qualitative data in a single study or series of studies. Its central premise is the use of quantitative and qualitative approaches. In combination, it provides a better understanding of problems than either approach alone. From the above explanation it is clear that the researchers, who want to achieve aim with high reliability, should make a combination of these two methods”.

### 3.2. Participants

All total of 32 participants took part in this study. The participants were the first year students from the Faculty of Engineering who were attending preparatory program at school of foreign language of 2014-2013 academic years. Their age range is between 18- 22. These learners were chosen because the medium of instruction in Engineering Faculty in Muğla Sıtkı Koçman University is English. So it is important for them to learn English professionally. It is expected that these students should be proficient in all language skills, but especially in listening skills as they are supposed to attend the lectures in English their faculty. For that reason all undergraduate students have to prove their proficiency in English before they start their first year academic

program. According to the University regulations students are required to pass proficiency test administered by test office with a score 70 out of 100 in order to be exempted from preparatory class. Those who fail will attend intensive English program for one year and complete this program at B2 level. The test administered includes grammar; reading writing, and listening section. Those learners taking preparatory program are classified into proficiency group with regard to their scores at the test. After an academic term another test was administered to students. According to the new scores of the students group were regrouped again. After having completed this English program they were supposed to attend to English medium departments at the faculty.

Table 1: The Distribution of the Participants According to Gender

Class	Female	Male	Total
E1	6	12	18
E2	5	9	14
Total	11	21	32
Percentage	34.37	66.62	100

As seen in Table 1 total 32 students participated in this research. The data were collected from two groups E-1 and E2. E-1 was included in experimental group which was composed of 6 female and 12 male and E-2 as control group comprised 5 female and 9 male students. It is seen in the table above that 62% of the students are male and 37% are female.

### 3.3. Instrumentation and Data Collection Procedures

Three data collecting tools were used in the study; first achievement tests were administered to students in order to collect data about their listening scores. Second a questionnaire was administered before and after the treatments of extensive listening tasks which lasted six weeks. Additionally, the researcher took field notes regarding the problems encountered while they were doing extensive listening during the six weeks.

Achievement tests and proficiency tests used in the study covered reading, writing, speaking, and listening parts. The listening part contains 15 items in three parts in which every part includes five questions with an audio record and used different types to be answered in 35 minutes. The first 5 questions of the test were about listening to the radio program *modern addition* and circle the correct answer (a, b, or c). The next 5 questions were about listening to the *quiz show* and complete the summary with words that you hear in the quiz show. The last part of listening test was about *five people* talking about advertising in schools, the students were asked to match the speakers 1-5 with the opinions A-E. They just had right to use one letter only once. These tests were administered at the beginning and end of treatment of extensive listening tasks.

Results of both pre and post-test and proficiency tests were analyzed with SPSS 20 statistical program and comparisons were made between experimental and control groups in terms of development of listening skills.

Three classes were chosen from the students of the Engineering Faculty of Muğla Sıtkı Koçman University who were attending intensive English course at the school of Foreign languages. These students were supposed to finish this intensive course at B2 level so that they can follow the courses in English their departments. Before the implementation of this study the participants had already finished the fall semester. The result of the pre-test showed that one of the classes had high score compared to two other classes. So, this class was not included in the study before treatment. The researcher explained to participants about the purpose of the study to be carried out and official permission was taken from the related authorities. They were informed about the study planned and they were convinced that the implementation of extensive listening would make a positive contribution to their language development.

It is important to get the reliable and authentic data and avoid problems such as respondents' shyness; the using questionnaire can be a useful way that should be followed by researchers. Nunan (1992: 143) mentioned two reasons for collecting data through questionnaires: "First, it is easy for us to construct and it does not either consume time or cost money. Secondly, questionnaires can help us to collect data in field setting, and the data themselves are more amenable to quantitation such as free-form field –notes- participants observes' journals or transcripts of oral language".

While designing and developing the questionnaire items consisting of four open-ended questions (see Appendix) the researcher referred to the expert advice. Before the extensive listening practices the questionnaire was administered to all groups included in the study in the second terms of 2013-2014 Academic years. It consisted of four questions as well as facts about students such as gender, the age, country, and etc.

The post-questionnaire consisting of five open-ended questions was administered only to the experimental groups in order to collect data about their attitudes toward the extensive listening tasks they received during six weeks. It was also the aim of our study to find out if the students experienced any problems regarding extensive listening tasks during this process and if their answers were yes, they were asked to write what kinds of problems they experienced.

At first the participants were planned to read and listen to 14 graded readers complemented with audio records in six week. However, after receiving books learners claimed that they were overloaded and they had to prepare for their other tasks and exams. After that the students were convinced to read and listen to one or two graded reader per week. The process of implementing extensive listening started. The graded readers were also accompanied with six mp3.

After having obtained data about their attitudes and problems regarding listening skills, extensive listening tasks were assigned to the students in the experimental group for six weeks. During these six weeks each participant from experimental groups listened to six graded readers and six mp3, and the transcripts were sent to the students via their email addresses. The graded readers books and mp3 chosen:

### The Mp3:

- One Thousand Dollars by O. Henry.
- A Horseman in the Sky by Ambrose Bierce.
- The Cask of Amontillado, by Edgar Allan Poe.
- Luck by Mark Twain
- The Tell-Tale Heart, by Edgar Allan Poe.
- The Line of Least Resistance by Edith Wharton

### Graded readers' group (1) and (2):

- British and American
- More tales from Shakespeare
- Eye of the storm
- The dairy of young girl
- The lost world
- Twelfth night

### Graded readers' group (3)

- Heart of darkness
- The grapes of wrath
- The talented
- Double cross

The materials were chosen from their schools library according to their levels. The Mp3 and books contain such topics as horror, love, jealousy, friendship, emotional, luck, and war.

### 3.4. Data Analysis

Achievement tests were used to obtain information about their listening comprehension proficiency at the beginning and end of the treatment of extensive listening tasks. The data obtained from this study were analysed by using quantitative and qualitative approaches. Quantitative data included the data from pre-test and post-test and proficiency tests. The listening part in each test is composed of 15 items, and it had a share of 15 points in total grading of the test. Each item had one point. The student who answered all items got 15 from the test. While

calculating the total points of the students their points were standardized as 15 equal to 100. The quantitative data obtained were analysed by using the SPSS 20 computer software program. In order to find if there is any significant different between experimental and control groups a paired t-test was applied. The qualitative data were analysed through content analysis techniques. The questionnaires were administered both at the beginning and end of term in order to obtain the learners attitude towards of foreign language and what kind of problems learners face during listening.

The post- questionnaire was administered in Turkish language because the participants were Turkish native speakers since it was aimed to elicit the information about their listening problems outside the class. This questionnaire consisted of five questions only addressed to experimental groups, and the answers of pre-test and post –test of the learners were gathered and analysed in order to reflect upon their ideas and attitudes regarding listening skills, implementation and the extensive listening tasks.



## CHAPTER 4

### Results and Discussion

The study sought to explore the relationship between the use of extensive listening tasks and listening skills of English language learners. With this goal in mind the research was designed and data were collected from questionnaires, pre-test, post-, proficiency listening tests and researcher's field notes. The present study also aims to reflect upon what kind of problems the learners faced during of the implementation of extensive listening tasks.

#### 4.1. Research Question 1

**What are the attitudes of English language learners toward listening outside the classroom?**

For this research question the following questions were asked to the students both in control and experimental groups. The results can be presented as follow.

#### 1-How often do you listen in English outside the classroom?

Table 2

Answers	Experimental group	Control group	Total
Always	10	6	16
Usually	4	6	10
Sometimes	3	1	4
Missing	1	2	2
Total	18	14	100

As it is clearly seen in Table 2, ten learners from experimental group and six students from the control group reported that they always listen English outside classroom, four learners were found that they usually listen to English outside the classroom meanwhile in the control group six students usually listen. However, there were a few students who did not do listening outside the classroom in both groups.

The results show that most of the students do listening outside the classroom in one way or another.

## 2-What do you listen most?

**Table 3**

Answers	Experimental group	control group	Total
Songs and movies	17	13	30
Missing	1	1	2
Total	18	14	32

The main factor that may affect the results in the experiment is their established learning mode. One would probably do better if s /he is used to watching English movies and listening to music. As we have seen in Table 3 all learners from both groups they mostly listen to music and watching movies. It is clear from the results that learners show their passion and interest in songs and movies, so one can say that listening to music and watching movies is highly demanded in foreign language learning. Particularly its contribution to fostering good learning habits and its facilitation of potential exposure to spoken English used by first language speaker cannot be denied in language learning and teaching endeavors.

## 3 – Do you have any difficulties in listening?

**Table 4**

learners reports	Experimental group	Control group	Total
Difficulties in understanding the text	6	3	9
Lack of attention	3	0	3
Speed of delivery	3	5	8
Lack of enough vocabulary	2	0	2

No problems in listening	2	5	7
Teachers' speed of delivery in class	1	0	1

According to the learners' self-reports, six learners from experimental and three from control groups reported that they don't understand listening texts because they have difficulty in understanding listening texts mainly due to lack of exposure to English, pronunciation, rapid speech and vocabulary. Three students from experimental group wrote that the main problem for them is that they couldn't concentrate on listening texts. On the other hand the students in control group didn't experience any problems in terms of attention.

Three learners from experimental and five from control groups experienced difficulties in pronunciation. In addition they reported that if the speech is fast and they are not familiar with the pronunciation of words in listening texts and they become hopeless and can't follow the rest of the listening task. The second problem is that they are facing varieties of English by different speakers. English is a state of confusion for many second language and foreign language learners with large varies of accent/dialect. American and British accent are different from each other in the domains of grammar, semantics and etc.

When Table 4 is analyzed it is clear that three learners from experimental group and two from control group state that they didn't have adequate vocabulary to understand the listening task. Two students from the experimental group and five students from control group indicate that they don't have any problems in listening. One students from experimental groups reported *that the teacher must speak English in class*. As Williams & Burden (1997: 199) note learning is clearly linked to teacher's ability to set an appropriate tone and gain learners' respect and co-operation in classroom". Teacher talk can provide facilitation for learning and promote interactive environment in classroom for second language learners.

In this context Rost (1994: 146-147) offered the language teacher several guidelines to help students to develop their listening ability in classroom. In classroom, firstly, teacher should talk in English for classroom interactions by talking with student about topics and mutual interest. Secondly, the teacher should enhance using native speakers through video and audio types of people and situation and to understand what they listen. Thirdly, the teacher should develop the learners' ability of listening, or the purpose for listening, next s/he should provide support and

encouragement that enhance the learners' confidence that increases their entertainment and information when listening. Then, s/he should introduce a range of listening inputs by using native speakers.

#### 4-How often do you have a chance to speak in English?

Table 5

Frequency	Experimental group	Control group
Always	0	0
Often	3	4
Sometimes	13	4
Rarely	1	4
Never	0	1

Table 5 shows all the students from experimental and control groups claim that they don't have chance to speak in English, three experimental and four from control groups often speak English and thirteen students from experimental and four from control groups sometimes find a chance to speak in English. One from experimental and four students from control group have chance to speak rarely in English, one person from control group found that he never has chance to speak English. It means that most of learners have problem in speaking and don't find chance to practice English.

#### 4.2. Research question 2

##### 2-What are the problems that you encounter while implementing extensive listening tasks?

Listening is a receptive skill. This means that listening is a process in which you don't produce but receive, and deal with comprehending a language. There are several problems for the

students who learn English as foreign language because it involves a number of basic processes such as linguistic competence, background knowledge, and psychological elements. These problems can be classified in terms of what these learners did or failed during real-time listening. For the second research question the following questions were asked only to the students of experimental group. The results can be summarized as follows:

**1-Do you think listening to graded readers with audio components is important? If yes, explain why?**

Extensive listening can act as a basis for learning second language with graded readers, mp3, and videos. They can play a significant role in language skill development. Listening to graded readers and mp3 files can have several goals as stated by the learners below.

Student 1: Of course an additional contribution was good for listening.

Student 2: It became effective to some extent. It made a contribution to my listening ability.

Student 3: Yes. I think that it plays an important role because it is integrated with development of your English.

Student4: It certainly made contributions, continuous listening contributed to a better understanding of the word after a time.

Student 5: I think it improved our vocabulary power as well as listening skills.

Student 6: Listening to MP3 and audio component constantly developed our understanding depending on which we are exposed. It also increases our rate thanks to its ability to understand vocabulary comprehension while listening to the graded books.

Student 7: Normally it had positive effect. Some listening or doing a listening develops your listening skills

Student 8: Yes, it should be helpful in this term

Student 9: Yes, it is very important for students' listening skills. It should be repeated every year. In fact I felt that my listening was developed, after the third book it was more effective. I understand better and I can use new words while speaking.

Student 10: Yes, I think that they helped. Graded with audio components books developed my speaking skills. Mp3 enhanced my listening skills.

Student 11: Yes, I think that our listening and reading skills are more developed.

Student 12: Yes, I think that it improved my listening skills, especially while listening to the listening texts a bit higher than your present level.

Student 13: Yes, it was really helpful. I think, helpful.

Student 14: Yes, I think that listening and reading plenty books helped us to improve our listening skills

From listeners' reports it is clear that exposure to different kinds of listening materials like mp3 files and graded readers help learners to be exposed to language that they have already met, this helped them to consolidate what they have already known. The additional listening practice not only helped them refresh their vocabulary that they have already learnt, but also retain the meaning of words. It is also seen from the self-reports of English language learners that practice can improve their language skills: fluency according to their level in listening, reading, speaking and it reinforced previously met vocabulary, grammar, new words, and helps them to gain pleasure from listening materials.

**2-How did you perform the listening activities conducted outside the classroom? Please indicate?**

Student 1: I followed the books by eyes and listened to them, which were uploaded to our laptop.

Student 2: Computer's sound quality was good.

Student 3: I listened to song lyrics in English I followed the subtitles and did some gap-filling exercises and did some listening activities.

Student 4: I listened to audio CDs on my computer.

Student 5: I listened to them on my computer.

Student 6: Typically, watching movies or soap operas (Turkish or English subtitles) Listening to music can be helpful for learning a language.

Student 7: On computer.

Student 8: I have just read books and listened to Mp3s.

Student 9: Yes, I listened to them at home on my computer. The stories were very nice.

Student 10: I listened to a lot of the lyrics from the computer tracing system in the dormitory. It was veryuseful.

Student 11: On my computer

Student 12: Listening to music. By following foreign serials that interest me, and I began to understand what I heard.

Student 13: I like to listen to music with headphones.

Student 14: In my room, I listen in a quiet environment.

Most learners reported when they watched foreign serials, songs and movies they followed them with Turkish subtitles, thus they understood the language. Just a few of them reported that they used headphones and MP3. From above statements of learners it is obvious that current computer technology enjoys a noticeable presence in EL/SL learning process. The use of computer as listening tools could be one of the most important learning tools for enhancing EL/SL learner's listening skills. It helps learners to learn independently and receive immediate feedback upon the completion of task.

**1-Do you think listening outside the classroom is better than in classroom? Explain briefly?**

Student 1: I like listening in class.

Student 2: We students take listening more seriously in the classroom.

Student 3: I think it is better in both cases. English teaching needs to be done everywhere in a good condition.

Student 4: Listening in the classroom is healthier; because the atmosphere in the classroom is better than outside I take this more seriously I think I get better results in the classroom.

Student 5: I think classroom listening is more useful. Because we work collaboratively and in so doing it become so instructive.

Student 6: Classroom listening is better it is more formally done.

Student 7: Better in the classroom. It can provide a higher concentration.

Student 8: classroom listening is better.

Student 9: Certainly listening outside the classroom is more useful. Because I understand better outside.

Student 10: Classroom listening is better because our teacher helps us and gives us tactics but mostly it is early in the morning and we are sleepy then.

Student 11: Listening in class. Because there's competition among classmates in classroom listening and learning this way is getting better.

Student 12: Classroom listening is better than outside. Because without committing to anything (sometimes I have to listen twice) I can listen in a comfortable way.

Student 13: It is more useful in the classroom.

Student 14: Both are going well according to the place.

From the learners reports it is elicited that most of learners satisfied with the listening in classroom, is better for them. it is considered respectable to listen to a teacher giving the subject that they are listening about it: the teacher helped them to continuously review what they have learned to refresh their memory and they link new information to ones that have already been covered. To conclude the participants emphasized the importance of repeated listening tasks.

#### **1- What can be done to improve your listening and speaking skills?**

Student1: Listening to music and soap operas, watching movies listening skills, Skype, talk programs such as TeamSpeak 3 make additional contributions to the development of listening skills.



Student 2: Practice, talking to foreigners.

Student 3: Watching movies in class may be more useful.

Student 4: Making great progress in speaking and listening skills requires more practice. Listening could be interesting and should be supported by creative video over the known and familiar issues.

Student 5: Practice is more important for speaking skills. Listening should be done with the native speakers.

Student 6: They can be improved by directly contacting with foreigners.

Student 7: Fun must be added. It is the best way of learning. All we need is more fun.

Student 8: Do I say this?

Student 9: These kinds of extensive listening activities should be done more often. (Mp3 and reading books)

Student 10: If you listen and repeat at the same time I think it would be very good for our accents and ears to develop.

Student 11: I have no idea

Student 12: We can develop our listening and speaking skills by watching movies and listening to English songs.

Student 13: By watching films and serials and by playing games.

Student 14: Doing plenty of practice in both skills develops speaking skills by talking with foreigners.

Most of the participants reported that improving listening and speaking skills requires much more extensive listening and practice. The major problems that learners expressed were lack of practices in listening skills and lack of exposure to different kinds of listening materials. However, all of participants were much more aware of the importance of practicing and extensive listening in and out of the classroom and they would like to practice listening by

watching movies, listening to music and having conversation with foreigners that gave them a chance to use what they had learnt in the classroom.

The use of extensive listening can be effective, because it provides language opportunity for learners to get more information from real-life input. More text application also helps learners to develop their vocabulary, and improve their pronunciation as well as their speaking skills.

Only one of student wrote, that, *Fun must be added. It is the best way of learning. All we need is more fun.*

It is an interesting finding as the listener in field claims that language *learning should involve fun*. It reduces the anxiety and creates a relaxing atmosphere. Listening comprehension is also affected by psychology such as anxiety and self-confidence. Brown & Yule (1983: 73) note that “the listener’s own personal interests will be a powerful determiner of what he abstracts from what is said”. Rost (1994: 2) also claims that “listening is a process that is triggered by attention”. Listener should not be a passive recipient of oral message of “the learner- as – sponge- passively absorbing the language models developed by text and tapes” (Nunan, 1999: 209). Furthermore, Anderson & Lynch (1988: 11) also argue that “listeners tend to be selective, in term of what they find most interesting and important or comprehensible input would be central to activation of listening comprehension”. In this context Stephan & Terrell (1983: 39) point out that “The affective filter acts to prevent input from being used for language acquisition. Acquisition with optimal attention is hypothesized to have a low affective filter. Classrooms that encourage low filter are these that promote low anxiety among students that keep students off the defensive”.

**5-Explain briefly the problem that you had during listening task regarding grammar, pronunciation, words and etc.?**

Student 1: English is fluent language and speaker is very fast, that is, while listening we have difficulty in catching words.

Student 2: I do not have any problems.

Student 3: We have difficulty in areas we haven’t made practice.

Student 4: I have problems with pronunciation. This is because we do not make enough practice.

Student 5: Unknown words have a negative impact on our listening.

Student 6: The biggest problem is unknown words. I suffer from the words as people talk very fast.

Student 7: Words are the biggest problem. I do not know the meaning of the word and it affects listening adversely. The speech rate affects all my concentration. I do not break the record.

Student 8: I had no problems

Student 9: When the conversation was quick, I struggled to capture conversations.

Student 10: I have no problem

Student 11: I have difficulty in reading. I do not know how to read. I'm listening to a song and get to understand it by referring to grammar books and by asking to a teacher.

Student 12: I have problem with the pronunciations of words, especially when new words are encountered. It is the issue I experienced a lot.

Student 13: I do not know the meaning and pronunciation of the word. I don't understand the difficult topics.

Student 14: Grammar may be difficulties. People do not comply fully with the rules in colloquial language.

The students' reports regarding their problems in listening were examined and the majority of them expressed that they have trouble in pronunciation and the meaning of the spoken words; they fail to process spoken input efficiently; rate of speech, unknown words due to limited English vocabulary, poor grammar, and the listening skills.

Learners of different English proficiencies have different listening comprehension problems. The learners who have high proficiency level uncover listening texts by using top down processing. On the other hand learners who have low proficiency rely on bottom up processing to grasp the meaning expressed in the listening text. In bottom-up processing listeners they often rely on lexical and syntactical to obtain the data. For example, when they don't understand the message, they use translation, repatriation, key words, and note taken.

### **Problem in bottom-up process**

#### Rate speech

Some of students reported that they have problems about fast speech of speaker when they listen, they couldn't get easily what they hear. Speech is the more problematic factor for SL/FL, when SL/FL listeners experience difficulties in understanding a message; they usually complain that spoken language is too fast.

These processes depend on the degree of listener to what extent he/she can process the message that has been said. The native language listener does this process easily and automatically without paying too much consideration on every individual word. As beginner and pre intermediate and learners have limited language knowledge, however; when they listen they feel to need to focus on details rather than on the context.

#### Problem with unknown words and Meaning

With consideration to the learner's problems in listening, most of them encountered problems during listening practices that they don't know the meaning of words, it means that learners don't have enough listening input and don't have regular practice in the target language as well as lack of transferring comprehensible input into intake through production.

*Student 5: Unfamiliar words have a negative impact on our listening.*

*Student 6: The biggest problem is unknown words.*

*Student 7: Words are the biggest problem. I do not know the meaning of the word and it affects listening adversely.*

The problem here is that listeners utilize their linguistic knowledge to recognize linguistic elements in an order from the smallest to like phoneme to the largest one like complete text.

When learners start paying attentions to every single unite meaning with this interruption learners are unable to integrate the large one. If they don't know the new words, they can't relate it with another one, they lose the rest of topic because they stop thinking about new words.

## Problem with Pronunciation

Participants reported that:

*Student 4: I have problems with pronunciation. This is because we do not make enough practice.*

*Student 12: I have problem with the pronunciations of words, especially when new words are encountered. It is the issue I experienced a lot.*

*Student 13: I do not know the meaning and pronunciation of the word*

Pronunciation practice should be integrated with languages skills such as speaking, listening, reading and writing. Listening comprehensions and pronunciation are related to each other. If the learners' pronunciation skills are to be improved it is obvious that their listening skills need to be developed. Pronunciation improvement not only enhances their listening skills but also builds their confidence and makes them to develop automaticity in recognition. Brown (1995: 2) suggested that the main problem of students, especially the ones visiting foreign countries is that although they can speak English intelligibly, they cannot understand it. Brown asserted that the reason behind this is because the students usually exposed to a "slow formal style of English spoken on taped courses".

## Problem in perception, parsing, and utilization

Some learners reported that they had problem in catching words as speakers speak fast. For that reason they couldn't understand certain sounds when they were listening. Here are four reports from the students:

*Student 1: English is a fluent language and speaker is very fast, that is, while listening we have difficulty in catching words.*

*Student 4: I have problems with pronunciation. This is because we do not make enough practice.*

*Student 6: The biggest problem is unknown words.*

*Student 9: When the conversation was quick, I struggled to capture conversations.*

*Student 12: I have problem with the pronunciations of words, especially when new words are encountered. It is the issue I experienced a lot.*

### **The perception part**

According to the learners' statements, they faced lack of insufficient practice. In fact when learners heard the sound they couldn't match and recognize them automatically because they did not store the lexical sounds in their long-term memory and when they start to listen, during the listening they lose their ability to understand words because they knew the lexical spelling but not understand the words sounds and they didn't have any retention of sounds in their long-term memory. It means that learners may have stored words by their own sounds not the real sound of words in their long-term memory. For example Goh (2000: 62) states that "if the word "Hostel" is stored by a student as "hosTel"; it can make its retrieval from LTM difficult because the stress is on the wrong syllable. Consequently LTM will not recognize it during listening.

### **The parsing part**

In this part learners reported that they don't know the meaning of words.

*Student 7: Words are the biggest problem. I do not know the meaning of the word and it affects listening adversely. The speech rate affects all my concentration. I do not break the record*

*Student 13: I do not know the meaning and pronunciation of the word.*

*Student 5: Unfamiliar words have a negative impact on our listening.*

Listening is not like others skill, when learners listen they have to do two things simultaneously, constricting the structure and to be fast to get idea about the spoken text because listening is segmental. When learners couldn't process the spoken text fast enough, the message displace by new inputs. Goh (2000: 63-64) states that "The decreasing cognitive processing capacity becomes even more severely taxed when they had to keep up with new input. This could have caused the students to be caught in a vicious circle of perception and parsing, with few opportunities to utilize mental representation they tentatively formed".

## The utilization part

Student 13: *I don't understand the difficult topics.*

When the content of listening is familiar to the listeners s/he will use their background knowledge that they have already stored in their long-term memory at the same time when the listening material is unfamiliar, they will rely on their linguistic knowledge.

Other problems that learners had can be listed as follows:

Student 3: *We have difficulty in areas we haven't made practice.*

Student 14: *I have difficulty in reading. I do not know how to read. I'm listening to a song and get to understand it by referring to grammar books and by asking to a teacher.*

Student 14: *Grammar may be difficulties. People do not comply fully with the rules in colloquial language. Pronunciation can be a problem. Some may find it necessary to listen to the words again and again.*

### 4.3. Research question 3:

3-Is there a significant relationship between the use of extensive listening tasks and the development of listening skills of English language learners?

Table 6. Descriptive analysis of experimental and control groups' listening pre-test, post-test and proficiency test

Groups	Listening Pre-test			Listening Post-test			Proficiency Test		
	N	Mean	Std. Deviation	N	Mean	Std. Deviation	N	Mean	Std. Deviation
Experimental Group	18	56.78	18.91	18	57.83	18.69	18	79.61	12.27
Control Group	14	61.07	16.88	14	57.57	20.88	14	77.14	17.66

**Table 7.** Independent samples t-test analysis towards experimental and control groups' listening pre-tests

Groups	N	Mean	Std. Deviation	t	F	Df	p*
Experimental Group	18	56.78	18.91	-.667	.579	30	.510
Control Group	14	61.07	16.88				

\* $p < .05$  levels of significance

When Table 7 is examined, it is seen that results of both groups including pre-post and proficiency tests were giving together. The study consists of two group of students as control and experimental group. In pre-listening test the means for the experimental group is 56.78 and 61.07 for the control group. Before starting the treatment the control group is a bit higher than the experimental group. It means that there is no significant difference between the control and experimental group. Their standard deviations are close to each other as 18.91 for experimental group and 16.88 for the control group.

**Table 8.** Independent samples t-test analysis towards experimental and control groups' listening post-tests

Groups	N	Mean	Std. Deviation	t	F	Df	p*
Experimental Group	18	57.83	18.69	.037	.010	30	.970
Control Group	14	57.57	20.88				

\* $p < .05$  levels of significance

When it comes to Table 8 it can be argued that although there is no significant difference between groups their means are more or less the same. However, in the pre-listening test the



control group had a bit higher means it is seen now that it is reduced to 57.57 and the experimental group saved its place. One important finding here is that the standard deviation of the experimental group is smaller than that of control group.

**Table 9.** Independent samples t-test analysis towards experimental and control groups' proficiency tests

Groups	N	Mean	Std. Deviation	T	F	Df	p*
Experimental Group	18	79.61	12.27	.466	8.113	30	.644
Control Group	14	77.14	17.66				

*\*p<.05 levels of significance*

When Table 9 is closely examined it is seen that there is no significant difference between the experimental and control group. With the results at hand it cannot be claimed that the extensive listening tasks changed the direction of the development of the listening skills of experimental group. But it can be discussed that the means of the experimental group is two points higher than the control group although the control group was advantageous at the beginning of the treatment (79.61 for the experimental group and 77.14 for the control group. Moreover, the standard deviation of the experimental group is smaller than that of the control group, and it means that the distribution of the points is clustered. In control group the grades are sparsely spread. It is possible to say that in this group we can see students who earned both high and low grades

#### 4.4 Analyses of Field Notes Taken by the Researcher

During six weeks of the treatment in experimental group after every couple of days I had just four or five minutes to collect data from students about their problems in listening by taking field notes. I have observed that there were two categories of learners engaged in study of English as second language in experimental class: some of them were active, fearless and more confident whereas the some others were shy, anxiety, unconfident, and discouraged. Besides, I have found that not only all learners have problem in listening but also they have problems in speaking. When I spoke English with some of them, they felt shy and they could not speak English, even pronunciation of some words was difficult for them to produce in the target of language.

For acquisition to take place, the learner has to be able to absorb the appropriate parts of the input. There can be “a mental block that prevents acquirers from fully utilizing the comprehensible input they receive for language acquisition” (Krashen, 1985: 3). This block, called “the affective filter”, might be because the acquirer is unmotivated, lacking in self-confidence, or anxious” (Krashen, 1985: 3). The Affective Filter Hypothesis ascribes variation between learners to their psychological states. If the filter is “up”, comprehensible input cannot get through; if it is “down”, they can make effective use of it. In particular the reason why younger learners are better at L2 acquisition over the long term is that the affective filter gains dramatically in strength at around puberty” (Krashen, 1985: 13). Older learners are cut off from proper access to comprehensible input by the increased strength of the filter. In Krashen’s words, “comprehensible input and the strength of the filter are the true causes of second language acquisition” (Krashen, 1982: 33).

The main problem that we have noticed about speaking and listening are those the learners faced lack of knowledge, they feel shy, nervous and afraid, and thus contributes to poor performance; this in turn creates more anxiety and even worse performance. When learners feeling nervousness and fear are closely connected to the cognitive side of anxiety, they start worry and worry wastes the energy that energy should be used for process of thinking.

There are many reasons why learners are faced with anxiety about the language itself, about speaking in front of other learners, about the language class, about the behavior of their peers, about their standing in the competition with fellow learners, about taking tests, about the speakers of the language they are learning, etc. The primary reason that the some students cannot

participate in speaking of target language is the fear of making mistake in front of their peers and other partners, they are afraid that they look foolish when they make mistake and they are concerned about how other will see them. Low skilled learners more suffer shyness, an emotional thing that many learners suffer from at same time when they are required to speak in English, and it could be assure difficulties in learners learning activities in speaking of second language. Most of them feel unconfident and shy when they talk English because they think that they will do mistake. (Robby, 2010, Kurtus 2001, Middleton, 2009, Horwitz, Hieu 2011, Gebhard 2000, Krashen, 1985 :)

Listening comprehension anxiety has started when listener faced lack of knowledge and when they couldn't understand the text because of the speaker is too fast, this anxiety make listeners are under the false impression that they should know word by word that they hear.

## CHAPTER 5

### 5. 1. Conclusion

The present study was motivated by extensive listening studies and it was inspired by various readings for listening skills. It examines the relationship between the use of extensive listening tasks and listening skills of English language learners. 32 learners participated in this study. Of these students 18 were included in the experimental group and 14 in the control group. The study was carried out over the course of six weeks when 18 participants listened to six graded readers and six mp3 out of the classroom.

The aim of the study is not only to investigate the relationship between the extensive listening task and listening skills, but also to explore the learners' problems they experienced while doing extensive listening tasks. In order to achieve these aims pre-test and post and proficiency tests were administered and questions regarding the attitudes of the language learners were asked at the beginning and at the end of research period.

From the self-reports of the students it was found that most of the learners do listening outside the class in way or another and they are interested in listening to songs or watching movies. Learners' responses to the third questions in the questionnaire showed that they faced many problems like lack of English words, rate of delivery of the speakers, and they don't understand listening texts in English listening easily.

The most learners claimed that they didn't have a chance to speak English in and out of classroom. Only few have found a chance to speak English.

It can be concluded from all those answers that learners should be encouraged to listen more in and out of classroom since listening is one of the ways to provide input for producing output and with more input we can built accuracy and fluency of second language learners.

It is clear from the findings of the post- questionnaires that exposure to different kinds of listening materials like mp3 and graded readers helped learners to build up self-confidence and improve their language that they have already learned, this also consolidates what they have already known. The additional listening practice not only led them to refresh and fix the vocabulary that they have already learnt, but also to provide context for the retention of the meaning of words. This massive repeated practice can improve fluency and comprehension in their listening skills as well as establishing previously met vocabulary, grammar and in so doing they get pleasure from listening materials. Moreover Brown, Waring, and Donkaebue (2008) have demonstrated that simultaneous reading and listening is preferable to reading only or listening only because it makes input more comprehensible. More Latest Chang & Millet (2011) worked with even ESL learners who simultaneously read and listened to 25-39 audio graded readers (delivered at 160 words per minute) over a 26-week period. They found that the participants significantly improved not their general vocabulary knowledge but also their listening fluency compared with those who did not receive the treatment. However, in Chang's 2012 study with 34 ES University students who also simultaneously read and listened to 15 audio graded over 26 weeks; a much smaller effect on their listening performance was found. The two studies differed largely in the quantity of input: unless SL learners expose themselves to abundant aural input, like the seven participants who studied more than one book per week, they are not likely to improve their listening skills much. Thus while simultaneously reading and listening could be beneficial to both reading and listening, if the goal is to develop L2 listening competence, listening should conclude the cycle because listening after reading helps learners recognize acoustically what they can already comprehended in print and instills satisfaction and confidence in listening (Lund 1991:202).

From above statements of learners it is clear that current computer technology enjoys a noticeable presence in EL/SL learning process. The use of computer as listening tools could be one of the more important learning tools for enhancing EL/SL learner's listening skills. It helps learners to learn independently and receive immediate feedback upon the completion of task.

It is an interesting finding that most of learners revealed that listening in classroom is better for them because: It is considered respectable to listen to a teacher giving the subject that they are listening about it: the teacher helps them to continuously review what they have learned to refresh their memory and they link new information to ones that have already covered, and repeated emphasis leads up to spiral learning in language education.

On the other hand most of the participants reported that for improving listening and speaking skills extensive listening is a must in order to develop language skills.

The most important problem that learners experienced in listening can be listed as lack of practices and lack of exposure to different kinds of listening materials. However, all of participants stated that they were much more aware of the importance of incorporating extensive listening in and out of the classroom and they would like to practice listening by watching movies, listening to music and having conversation with foreigners that gave them a chance to use what they had learnt in the classroom.

Another finding from this question, is one of the student reported, *Fun must be added. It is the best way of learning. All we need is more fun.*

It is an interesting finding as the listener in field claims that language learning should involve fun by stating that it reduces anxiety and creates a relaxing atmosphere.

From the findings from fifth question, the students reported their problems listening and the majority of them still get stuck in perception part because they had trouble in recognizing the pronunciation and the meaning of the spoken words; they fail to process spoken input efficiently; learners fails to control the rate of speech, learners didn't understand unknown words, learners had limited English vocabulary, learners faced poor grammar, and finally learners had in sufficient prior knowledge.

The third question of the study examined if there are statistically significant differences in the development of listening skills of English language learners according to the results of the pre and the posttest and proficiency tests. In pre-listening test the means for the experimental group is 56.78 and 61.07 for the control group. Before starting the treatment the control group is a bit

higher than the experimental group. It means that there is no significant difference between the control and experimental group. Their standard deviations are close to each other as 18.91 for experimental group and 16.88 for the control group.

According to the result of post-test there is no significant difference between groups their means are more or less the same. However, in the pre-listening test the control group had a bit higher means it is seen now that it is reduced to **57.57** and the experimental group saved its place. One important finding here is that the standard deviation of the experimental group is smaller than that of control group.

According to the result of proficiency tests it is seen that there is no significant difference between the experimental and control group. With the results at hand it cannot be claimed that the extensive listening tasks changed the direction of the development of the listening skills of experimental group. But it can be discussed that the means of the experimental group is two points higher than the control group although the control group was advantageous at the beginning of the treatment (**79.61** for the experimental group and **77.14** for the control group). Moreover it the standard deviation of the experimental group is smaller than that of the control group and it means that the distribution of the points is clustered. In control group the grades are sparsely spread. That is to say it is possible to say that in this group we can see students who earned both high and low grades.

## **5.2. Implications**

Although there are many studies on the use of extensive reading in language education and on others skills, limited number of research has been on the use and effects of extensive listening tasks so far. Some studies applied story-telling and it was found that storytelling was beneficial for learning a language. Elly and Agundbhai (1981) used “book flood” with primary school students and they reported that the abilities of the participants to understand sentence structures improved next to their reading and listening skills.

Bandura (1986) explicated the effects of intrinsic motivation and self-efficacy on language skill development and the results showed that learners can regulate their learning when they are intrinsically motivated and self-efficacious, self-regulated learning, in turn effectively yielded enhanced academic achievement, which in turn, improved self-efficacy.

Extensive listening can be corroborated with extensive reading on language learning. In this context Sheu (2003) suggested that junior high school students in Taiwan improved their reading comprehension and speed. Moreover Lai (1993) provided evidence that high school students in Hong Kong improved reading comprehension and speed with extensive reading. Renandya, Rajan, and Jacobs (1999) showed that adult learners in Vietnam improved their general English proficiency. On the other hand Harmer (2001) argued that extensive reading had a number of benefits for the development of language skills , and that the effects of extensive reading are echoed by the effects of extensive listening: the more students listen, the more language they acquire and the better they get at listening activities in general (p.204).

Millet's teaching technique utilizing the quick listening approach (2010) lends supports to extensive listening. Quick listening includes short and focused listening exercise utilizing graded readers supplemented with a CD. The activity was designed to repeated exposure to high frequency vocabulary and grammar, and to improved students listening skills. The activity is important for meaning –focused input and fluency development, which are two of Nation's four stands of teaching. This activity helps learners gain confidence in using and listening to English and listening by putting into practice what they already know.

### **5.3. Suggestions for further research**

The current study aimed to investigate the relationship of Extensive listening Tasks and Listening Skills of English Language Learners. For further research the effect of extensive listening tasks on speaking skills of English language learners can be investigated. In addition, our study is a small scale study as it was conducted by a small number of students and with two groups. For further research more variables can be included in order to see the effects of the extensive listening tasks and this study can be extended to longer periods. Moreover a case study can be conducted with a few students and they can be treated over a semester or an academic year.

In order to develop listening skills, teachers need to put extensive listening materials according to the learners' interests beside their routine classes such movies and songs, which may help learners to improve their language proficiency.



#### **5.4. Summary of the Chapters**

This research study comprises five chapters, the first chapter includes an introduction, research questions, hypothesis, limitation of the study, and finally definition of term.

The second chapters contain Review of literature which discussed throw 8 sections, the definition of listening, the important of listening, what makes listening difficult, listening comprehension, the process of listening, listening materials, extensive listening, and finally the benefit of extensive listening.

The third chapter demonstrates procedures followed throughout the study. It contains explanation of the study population, instrument and data collection procedure, data analysis and it also presents the research design and methodology.

The fourth chapter shows the results of the study that have been reached by the use of the statistical methods for data analysis.

The final chapter presents the summary of the study and implication and suggestions for further study.

## REFERENCES

- Anderson, A. and Lynch, T. 1988. *Listening*. Oxford: Oxford University Press.
- Bowen, J.D. , Madsen, H., & Hilferty, A. (1985). *TESOL: Techniques and procedures*. Boston, MA: Heinle and Heinle.
- Brown, G. (1995). Dimension of difficulty in lessening comprehension. In D.J. Mendelsohn & Rubin (Eds.). *A guide for the teaching of second language listening*. (p.2). Santiago California; Domini Press, Inc.
- Brown, H. D. (2001). *Teaching by principles: An interactive approach to language pedagogy*. White Plains, NY: Longman.
- Brown, R. (2007). Extensive listening in English as foreign languages. *The Language Teacher*, 31(12), 15-19.
- Brown, S. (2009). *Teaching listening*. Cambridge: Cambridge University Press.
- Brown, G. & Yule, G. (1983). *Teaching the spoken language*. Cambridge: Cambridge University Press.
- Brown, G. (1993). *Listening to spoken English*. Longman Press.
- Clark, H. & Clark, F. V. (1977). *Psychology and language; An introduction to Psycholinguistics*. New York; Harcourt Brace Jovanovich Inc.
- Coakley, G. C. & Wolvin, A.D. (1986). Listening in the native language. In Wing, B. H. (Ed). *Listening, reading, writing; Analysis and application*, U. S.S. Northeast Conference on the Teaching of Foreign Language Inc.

- Chamot, A.U. & Kupper, L. (1989). Learning Strategies in Foreign Language Instruction. *Foreign Language Annuals*, 22, 13 -24.
- Chio, S.(1999). *Teaching english as a Foreigen language in Korean Middle Schoole*. MA study. Ohio State University Press.
- Cutting, M. (2004). Making the Transition to effective self–access listening. *The Language Teacher*, 28(6) 21-22
- Dawson, N. (2002) *Penguin reader's teacher's Guide to Using Grade Readers*. Essex: Pearson,
- Dekeyser, R. M. (2007). Introduction Situating, the Concept of Practice. In R. M. DeKeyser (Ed), *Practice in A Second Language: Perspective from Applied Linguistics and Cognitive Psychology* (pp1-18). Cambridge: Cambridge University Press.
- Ellis, R. (1997). *Second Language Acquisition*, Oxford: Oxford University Press.
- Filed, J. (1998). Skills and Strategies: Toward a New Methodology for Listening. *ELT Journal*, 52(2), 110-118.
- Gebhard, G.J. (2000). *Teaching English as a Foreign or Second Language*. USA: The University of Michigan Press.
- Genç, B, (2007). An Analysis of communication strategies Employed by Turkish- speaker of English. Unpublished Doctoral Dissertation, Cukurova University, Adana: Turkey.
- Goh, C. (2000). A Cognitive Perspective On Language Learner's Listening Comprehension Problems: *System*, 28. 55-75.
- Goh, C. (2002). Learners' Self–Reports On Comprehension And Learning Strategies For Listening, *Asian Journal of English Language Teaching*. 12. 24-68.

Lundsteen, S. W. (1979). National Council Of Teachers Of English, U. L. & ERIC Learning house On Reading And Communication Skills. *Listening; Its Impact on All Levels on Reading and the Other Language Arts*, Revised Edition.

Johnson, K. O. (1951). The effective of classroom training upon listening comprehension, *Journal Of Communication*, 1-58

Hammer, J. ( 1998). *How To Teach English*, Addition Wesley Longman limited.

Hamer, A. (2010). *The practice of English language teaching (4rd end)*. England, Pearson: Longman, Book Aid International.

Hedge, T. (2000). *Teaching and learning in the Language Classroom*. Oxford: Oxford University Press.

Horwitz, E. K., & Horwitz, M. B. (1986). Foreign Language Classroom Anxiety. Joan Cope Source: *The Modern Language Journal*, 70 (2) 125-130.

Hieu, Trung, (2011), Students Lack Confidence To Use English. [Online] Available: <http://vietnamnews.vnagency.com.vn/Talk-Around-town/212262/Students-lack-confidence-to-use-English.html> (July15, 2011)

Krashen, S. (1981). *Second Language Acquisition and Second Language Learning*. Oxford: A. Wheaton & co. Ltd

Krashen, S. D. (1982). Principle and Practice in Second Language Acquisition. Oxford: Pergamon Press p. 10-32, In Quinn, T,T.

Krashen, S.D. & Terrell, T.D. (1983). *The Natural Approaches To Language Acquisition in The Classroom*, San Francisco: Pergamum.

Krashen, S. (1982) Theory Versus Practice in Language Training. In R.W. Blair(ed), *Innovative approaches to language teaching*. (pp-15-30) Rowley, MA; Newbury House Publisher.

Krashen, S. (1985). *The Input Hypothesis*. New York: Longman.

Krashen, S. (1989). *The Input Hypotheses: Issues And Implication*. Harlow: Longman.

Kurtus, R. (2001) overcome the fear of speaking to group. (Online). Available:  
<http://www.school-for-champions.com/speaking/fear.htm>. (May 15, 2015)

Lynch, T. (1988). Theoretical perspective on listening. *Annual review of applied linguistics*.

Mendelsohn, D.J. and Rubin, J. (Eds.). (1995) *A Guide for the teaching of second language listening*. San Diego, CA: Domini press.

Middleton, Frank, (2009), Overcome Your Fear Of Speaking Foreign Languages. [Online]  
Available:<http://www.eslteachersboard.com/cgi-bin/language/index.pl?page=2;read=1071>  
(March 17, 2010)

Millrood, R. (2001). *Teaching to Listen*. Modular Course in ELT Methodology

Morely, J. (2001). Aural comprehension instruction: principle and practice. In M. Celce-Murcia (Ed.), *Teaching English as a second or foreign language* (3rd ed, p. 69).

Nunan, D. (1992). *Research methods in language learning*. Cambridge: Cambridge University Press.

Nunan, D. (1999). *Designing tasks for the communication classroom*. Cambridge: Cambridge University Press.

Nation, I. S. P. & Newton, J. (2009). *Teaching ELT/EFL listening and speaking*. New York: Routledge.

Oller, J. (1979) *Language tests at school*. London: Longman.

O'Malley, T.M., Chamot, A.U., and Kupper, L. (1989). *Listening comprehension strategies in second language Acquisition, Applied linguistics*, 10 (4),

Purdy, M. (1997). What is listening?/ In M. Purdy. & D. Borisoff (Eds) *Listening in every life: A personal and professional approach* (2nd Ed.) (pp.1-20) Langham, MD: University Press Of America.

Renandya, W, A. & Farrell, T. S. C. (2011) 'Teacher the tape is too fast' Extensive listening in ELT. *ELT Journal*, 65(1) 52-59.

Renandya, W.A. (2011). Extensive listening in the second language classroom. In Widodo, H, P., P& Cirocki, A. (Eds), *Innovation and creativity in ELT Methodology* (pp.28-41). New York: Nova Science publisher.

Renandya, W. A., & Farrell, T. S.C. (2011). "Teacher, the tape is too fast": Extensive Listening in ELT. *ELT Journal*, 65(1), 52-59.

Ridgway, T. (2000) 'listening strategies- I beg your pardon?' *ELT Journal* 54,179-185

Richards, J.C. & Rodgers, T. S. (2001). *Approaches and Methods in language Teaching*. Cambridge: Cambridge University Press.

Rixon, S. (1986). *Developing listening skills*, London: Macmillan.

Rost, M. (1994). *Introducing listening*. London penguin.

- Rost, M. (1991). *Listening in action*. Norwich: Prentice International.
- Rost, M. (2002). *Teaching and researching listening*. London: Pearson Education.
- Rost, M. (2002). Listening task and language acquisition. *JALT 2002* at Shizuoka conference preceeding.
- Rost, M. (2000). Listening, In R Carter and Nunan, D. (Eds). *Guide to teaching English to speaker of other language*, Cambridge: Cambridge University press.
- Robby, S, (2010), Conquer Your Fear of Making Mistakes when Speaking English. [Online] Available:<http://englishharmony.com/conquer-fear-of-making-mistakes-when-speaking-english/> (March 15. 2011).
- Rubin, J. (1995). An overview to *A guide for the teaching of second language listening*, In D Mendelsohn and J. Rubin (Eds). Sandi ego. California-Dominion press. Inc
- Sage,R. (2003). *Lend Us Your Ears: listen & learn*. Network Education press Ltd. Staaford.
- Thanajarog, M. (2000). Using Authentic materials to develop listening comprehension in the English as a second language classroom. Unpublished doctoral dissertation, the Faculty of the Virginia Polytechnic Institute and State University, Black Burg, Virginia.
- Tomlinson, B. & Masuhara, H. (2012). *Applied linguistics and materials development*. London: continuum.
- Underwood, M. (1989). *Teaching listening*. New York. Longman.
- Underwood, M. (1994). *Teaching listening*. Longman Handbooks for Language Teachers.

Wenden, A.L. (2002). Learner development in language learning: *Applied linguistics*, 23(1) 32-55.

Waring, R. (2008). Starting an extensive listening program. *Extensive Reading in Japan: The Journal of the JALT Extensive Reading special Interest Group*, 1(1).



## APPENDICES

### APPENDIX 1

Dear students

This study aims at investigating your attitude towards speaking and listening skills. The data obtained will be used in a MA by EQLIMA Otmani and Doç. Dr. Şevki KÖMÜR. To help us, please fill in the questionnaire. All responses provided will be confidential and used for research purposes only. Thank you very much for your cooperation and contribution.

GENDER:

AGE:

HOME TOWN

1-Which high school did you graduate from?

2-How often do you listen in English outside the classroom? What do you mostly listen?

3-How often do you find a chance to speak English?

4- Do you have any difficulties in both speaking and listening? Please identify?

## APPENDIX 2

### Post questioner

Değerli Öğrencilerimiz,

Aşağıdaki sorulara vereceğiniz cevaplar yürütmekte olduğumuz çalışmamız için son derece önemlidir. Katkılarınız için şimdiden çok teşekkür ederiz.

Yüksek Lisans Öğrencisi

Doç.Dr. Şevki KÖMÜR

Eqlima Otmani

- 1-Do you think listening to graded readers with audio components is important? If yes, explain why?
- 2-How did you perform the listening activities conducted outside the classroom? Please indicate?
- 3-Do you think listening outside of the classroom is better than in classroom? Explain briefly?
- 4-What can be done to improve your listening and speaking skills?
- 5--Explain briefly the problem that you had during listening task regarding grammar, pronunciation, words and etc.?

### Appendix 3

#### Muğla Sıtkı Koçman University the School of Foreign Languages

class : EL.(Elementary)

Books list

Date 28 April to May30

NO	Name	1	2	3	4	5	6	7	8	9	10	11	12	13	14
		British and American	Double Cross	Great expectations	Heart of Darkness	The grassp of wrath	Tess of the d Urbervilles	The firm	The talented	More talent from shakespeare	A Space odayss ey	EYE OF The storm	The diary of a young girl	The lost work d	Twelfth Night
1	Alper Emi	28-30	30-2	2-5	5-7	7-9	9-11	11-14	14-16	16-18	18-21	21-22	22-23	23-24	24-25
2	Selman	24-25	28-30	30-2	2-5	5-7	7-9	9-11	11-14	14-16	16-18	18-21	21-22	22-23	23-24
3	Atakan	23-24	24-25	28-30	30-2	2-5	5-7	7-9	9-11	11-14	14-16	16-18	18-21	21-22	22-23
5	Burak	22-23	23-24	24-25	28-30	30-2	2-5	5-7	7-9	9-11	11-14	14-16	16-18	18-21	21-22
5	Esra NUR	21-22	22-23	23-24	24-25	28-30	30-2	2-5	5-7	7-9	9-11	11-14	14-16	16-18	18-21
6	İzgai Bilg	18-21	21-22	22-23	23-24	24-25	28-30	30-2	2-5	5-7	7-9	9-11	11-14	14-16	16-18
7	Gamza	16-18	18-21	21-22	22-23	23-24	24-25	28-30	30-2	2-5	5-7	7-9	9-11	11-14	14-16
8	Hakan	14-16	16-18	18-21	21-22	22-23	23-24	24-25	28-30	30-2	2-5	5-7	7-9	9-11	11-14
9	Huseyin	11-14	14-16	16-18	18-21	21-22	22-23	23-24	24-25	28-30	30-2	2-5	5-7	7-9	9-11
10	Ibrahim	9-11	11-14	14-16	16-18	18-21	21-22	22-23	23-24	24-25	28-30	30-2	2-5	5-7	7-9
11	İslem	7-9	9-11	11-14	14-16	16-18	18-21	21-22	22-23	23-24	24-25	28-30	30-2	2-5	5-7
10	Mert Aki	5-7	7-9	9-11	11-14	14-16	16-18	18-21	21-22	22-23	23-24	24-25	28-30	30-2	2-5
12	Nurtan	2-5	5-7	7-9	9-11	11-14	14-16	16-18	18-21	21-22	22-23	23-24	24-25	28-30	30-2
13	onur	30-2	2-5	5-7	7-9	9-11	11-14	14-16	16-18	18-21	21-22	22-23	23-24	24-25	28-30
14	oyko	25													
15	Anil	25													
16	Sergen	25													
17	emet ok	25													
18	Note: Red_ absent														

## Appendix 4

Mugla University Foreign languages

class : EL.(Elementry)

Group --A

NO	Name	1	2	3	4	5	6	
		British and American	More tales from shakespeare	EYE OF The storm	The diary of a young girl	The lost workd	Twelfth Night	
Date ( 5 May to 19 May 2014)								
1	Atakan	5--7	7--9	9--12	12---14	14--16	16--19	
2	Burak	16---19	5---7	7---9	9---12	12---14	14---16	
3	Esra	14---16	16---19	5--7	7---9	9----12	12---14	
4	Ezgai	12---14	14---16	16---19	5--7	7---9	9---12	
5	Gamzi	9---12	12---14	14---16	16---19	5--7	7---9	
6	Hakan	7---9	9--12	12---14	14---16	16---19	5-----7	

## Appendix 5

Mugla University Foreign languages

class : EL.(Elementry)

Books list

NO	Name	1	2	3	4	5	6
		More tales from shakespeare	EYE OF The storm	The diary of a young girl	The lost workd	Twelfth Night	British and American
Date ( 19 May to 28 May 2014)							
1	Nurtan	20--21	21--22	22--23	23--26	26-27	27-28
2	Onur	27--28	20--21	21--22	22--23	23--26	26--27
3	suleyman	26--27	27--28	20--21	21--22	22--23	23--26
4	Husine	23--26	26--27	27--28	20--21	21--22	22--23
5	oyko	22--23	23--26	26--27	27--28	20--21	21--22
6	selman	21-23	22--23	23--26	26--27	27--28	20--21

Note:

## Appendix6

MueLa University Foreign languages

Books list

class : EL.(Elementry)

NO	Name	1	2	3	4	
		Heart of Darkness	The grapes of wrath	The Talented	Double cross	

(y to 26 May 2014)

1	Alper	9--12	14--16	19--21	21--23	British & American 28--30 April
2	Anil	14--16	9--12	21--23	19--21	Twelfth night 28--30
3	Memet	12--14	19--21	9--12	16--19	Eye of storm 28--30
4	Mert	16--19	21--23	12--14	9--12	The dairy of young girl 28--30
5	Sergen	21--23	12--14	16--19	14--16	More tales from shakespeare
6	ibraim	19--21	16--19	14--16	12--14	absant

Note:

## Appendix 7

Notes and Observations