

Development of Extensive Listening Activities for Listening Comprehension of Thai Secondary School Students

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A Thesis Submitted in Partial Fulfillment of the Requirements
for the Degree of Master of Education in Teaching English as a Foreign
Language

Department of Curriculum and Instruction

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การพัฒนากิจกรรมการสอนการฟังแบบกว้างขวางสำหรับการฟังเพื่อความเข้าใจ
ของนักเรียนมัธยมศึกษาไทย



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งานวิจัยชิ้นนี้ศึกษา 1) ผลของกิจกรรมการเรียนรู้การฟังแบบกว้างขวางที่มีต่อการฟังเพื่อความเข้าใจของนักเรียน
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ระดับชั้นมัธยมศึกษาตอนปลายจากโรงเรียนของรัฐที่ลงทะเบียนเรียนในวิชาเลือกเสรี เพื่อเข้าร่วมการทดลองเป็นระยะเวลา 10
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ผลของการวิจัยสามารถสรุปได้ว่า คะแนนเฉลี่ยหลังการทดสอบของนักเรียนจากแบบทดสอบความเข้าใจในการฟัง
สูงกว่าคะแนนเฉลี่ยก่อนการทดสอบของนักเรียนในระดับที่มีนัยสำคัญ ($p < .05$) ซึ่งมีดัชนีขนาดอิทธิพลมีขนาดใหญ่
(Cohen $d = 1.09$) และนักเรียนที่ทำคะแนนได้สูงมีการใช้คำบรรยาย กลยุทธ์การฟังซ้ำ และแรงจูงใจภายในในการฟังที่
มากกว่ากลุ่มอื่น



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This study examined 1) the effects of extensive listening instruction on English listening comprehension of Thai upper secondary students and 2) how students listen via extensive listening instruction. The participants were eighteen students from a public secondary school who enrolled in the elective subject. They were chosen to participate in the 10-week-instruction by convenient sampling. The instruction instrument was extensive listening instruction which comprises 5 teaching stages: 1) Connect to out-of-class 2) Class-based listening 3) Group-based listening 4) Self-based listening 5) Out-of-class listening. There were three research instruments used to collect data 1) a listening comprehension test to assess students' listening comprehension for quantitative data, 2) listening journals to explore how students practice English listening outside the classroom and 3) semi-structured interviews to conduct in-depth data qualitatively.

The results could be concluded that the post-test mean scores of the students from the listening comprehension test were higher than the pre-test mean scores of the students at a significant level ($p < .05$) with a large effect size (Cohen $d = 1.09$), and students who achieved high gain scores reported greater rates of subtitles application, repeated listening strategy, and intrinsic motivation in listening more than other groups.

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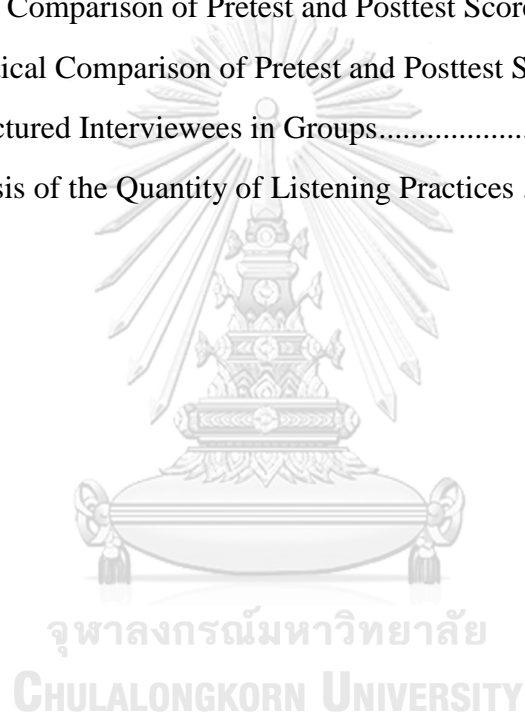
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CHAPTER I

INTRODUCTION

1.1 Background of the Study

The first goal of foreign language teaching in Thailand is to build students' communicative competencies, in which English is the single compulsory language (Commission, 2008). To reach the goal, the focus should be placed on enhancing students' communicative skills. Listening is one important skill to emphasize as Nunan (1999) states that “...*listening is the basic skill in language learning. Without listening skill, learners will never learn to communicate effectively*”. Indeed, listening is a crucial skill in learning a language since it supplies spoken input for students. If students cannot understand the spoken input, learning cannot occur (Rost, 1994). Thus, listening is used as a channel for language acquisition as well as a launching pad for other skills and content integration (Shrum & Glisan, 1994). Listening is also the most frequently used language skill in the classroom and daily communication (Ferris, 1998). Therefore, listening is a necessary skill that should be first introduced to students to contribute to the development of communication and other skills.

However, listening was found to be more difficult than other skills as well as believed to be the most difficult skills to develop across different contexts (Goh, 2000; Graham, 2006), including the Thai context, where listening has been widely reported to be one of the most difficult and underdeveloped skills by secondary and tertiary level students, as well as working people (Chaibao & Ratanapruks, 2017;

Khamprated, 2012; Simasangyaporn, 2016; Tamtani, 2019), due to the lack of efficient instructions and improper exposure to the target language.

1.2 Statement of Problems

The main English listening problems found in general contexts including Thai were concerned with the perception process: (1) students cannot proceed speech at normal speech rate of native speakers since more proficient listeners proceed texts faster than lower proficiency, (2) they cannot recognize words in spoken form although they know those words in written form, and (3) students are not familiar with common language features of spoken form as they are different from written language including fillers, fixed phrases, accents, slang, and others (Chaibao & Ratanapruks, 2017; Khamprated, 2012; Renandya & Jacobs, 2016). These problems require repetitive practice of spoken form. In Thai context, the problems are relevant to ineffective instruction in classrooms and insufficient exposure to English outside classrooms of students (Kaur et al., 2016; Tantiachai, 2016).

According to the belief that listening competence can happen naturally or automatically while developing other skills. Therefore, listening is overlooked as a passive skill focused rather on other skills (Ratanapruks, 2015), class time is spent on developing other skills, traditional method is widely used, teacher-centered or exam oriented are dominant in classrooms (Kaur et al., 2016; Simasangyaorn, 2016). As a result, most of students are rarely taught how to listen effectively inside classrooms (Choomthong, 2014; Ratanapruks, 2015). Moreover, materials used in classrooms are usually traditional materials which are not suitable for

students. Most of these materials are audio recorded of a few native speakers speaking to one another with careful articulation which are unnatural and unlikely to occur in a conversation outside the classroom, they do not prepare students to confront the real language use (Tian, 2019) which cause students' perception process as mentioned above.

Worse than that, with English as a foreign language context (EFL) where exposure to English is restrictive, most of Thai students only expose to English inside the classrooms which is about merely three hours per week or ninety hours per year (Choomthong, 2014; Kaur et al., 2016; Tantiachai, 2016). According to Archibald et al. (2004), "*Learning a second language for ninety hours per year for six years will not lead to functional bilingualism and fluency in the second language*". Therefore, students should also be guided how to practice properly outside classrooms in order to achieve more familiarity to the target language.

In this regard, extensive listening which aims to expose students to massive amount of listening input by selecting variety of materials suitable with their English proficiency level and interest (Ivone & Renandya, 2019), is an approach to be considered. Extensive listening shares many characteristics with extensive reading (Renandya & Jacobs, 2016), an approach which is guaranteed its success in many empirical studies, but there were only a small number of studies conducted extensive listening within EFL context (Ivone & Renandya, 2019), however, they indicated the significant improvement of general listening proficiencies of students (Bibby, 2020; Chang & Millett, 2014; Ivone & Renandya, 2019; Mayora, 2017; Takaesu, 2014; Waring, 2008). Extensive listening is gaining more interest in the EFL contexts but mostly in tertiary level, so there is calling for extensive listening

implication in lower education (Ivone & Renandya, 2019). As far as I know, there is no extensive listening study conducted in Thai context so far. Thus, extensive listening is also expected to develop listening competency in Thai secondary school context.

1.3 Research Questions

1.3.1 To what extent an extensive listening instruction enhance students' listening comprehension?

1.3.2 How do students listen via extensive listening instruction?

1.4 Objectives of the study

1.4.1 To investigate whether extensive listening instruction can enhance students' listening comprehension.

1.4.2 To examine how students listen via extensive listening instruction.

1.5 Statement of Hypothesis

Extensive listening has been used worldwide including, Lee and Cha (2017) implemented extensive listening with 42 English major students in south Korea for a semester, the post-test showed that extensive listening significantly improved students' listening comprehension ($t = -2.22$), Do Huy (2019) applied a nine-week extensive listening program with 40 English major students in Vietnam, the post-test indicated that the majority of students' listening ability increased from average to over average level, Chang et al. (2018) implemented extensive listening with 132 college students in Taiwan, they compared listening comprehension between listening only and reading while listening group, the post-test scores of both groups

displayed significantly listening development with medium size effect, and Çelik (2020) used extensive listening with 86 Turkish high school students over six weeks and the post-test also showed that their listening comprehension improved significantly ($t = -1.73$).

According to the studies above, the researcher strongly believes that extensive listening would also enhance listening comprehension of Thai upper secondary students; therefore, the hypothesis of this study is that the post-test mean score of students' listening comprehension after learning with extensive listening will be significantly higher than the pre-test mean score ($p = .05$).

1.6 Definitions of terms

The terms presented below are the terms used in this present study.

1.6.1 Listening Comprehension is the ability to comprehend spoken language at the discourse level under English in daily life topics including variety of topics, genres, sources, and modality. Students with listening comprehension are able to recognize words or phrases, find key concepts, connect information, and make inferences from what they listen. Students' listening comprehension is assessed and evaluated by listening comprehension test developed by the researcher.

1.6.2 Extensive Listening (EL) is a language teaching and learning approach aims to expose students to a massive amount of comprehensible and enjoyable listening material from various topics, genres, sources, and modality,

contributed by teacher's guidance and support in order to develop students' accountability. Extensive listening in this study comprises six principles namely:

1. Comprehensibility: Students listen to comprehensible listening material for information and general understanding.

2. Variety: Students listen to variety of listening materials on a wide range of topics.

3. Personal pleasure: Students choose listening material they want to listen for pleasure.

4. Quantity: Students listen as much as possible.

5. Accountability: Students listen to listening material on their own time and pace both inside and outside classroom. They are required to report their listening practice and progress.

6. Teacher's support: Teacher orients and guides students by assisting and keeping track of their listening progress.

1.6.3 Students refer to upper secondary students who are studying in regular program (non-English program) at public secondary schools in Thailand.

1.7 Scope of the study

1.7.1. Population: The population in this study is upper secondary students who are studying in regular program (non-English program) at public secondary schools in Thailand.

The participants of this study is 18 students who are studying in grade 10 at a public secondary school in Nonthaburi, their ages ranged between 15-16 years

old. The participants are selected by purposive sampling according to the class enrollment to the elective subject in the first semester of the 2021 academic year, English in daily life. The registration is opened for all grade 10 students from 13 classrooms in the regular program. Therefore, the class is likely to be very mixed of English competency ranged from lower to upper intermediate levels. The participants have never taken part in an extensive listening program so they are at the level of novice extensive listeners.

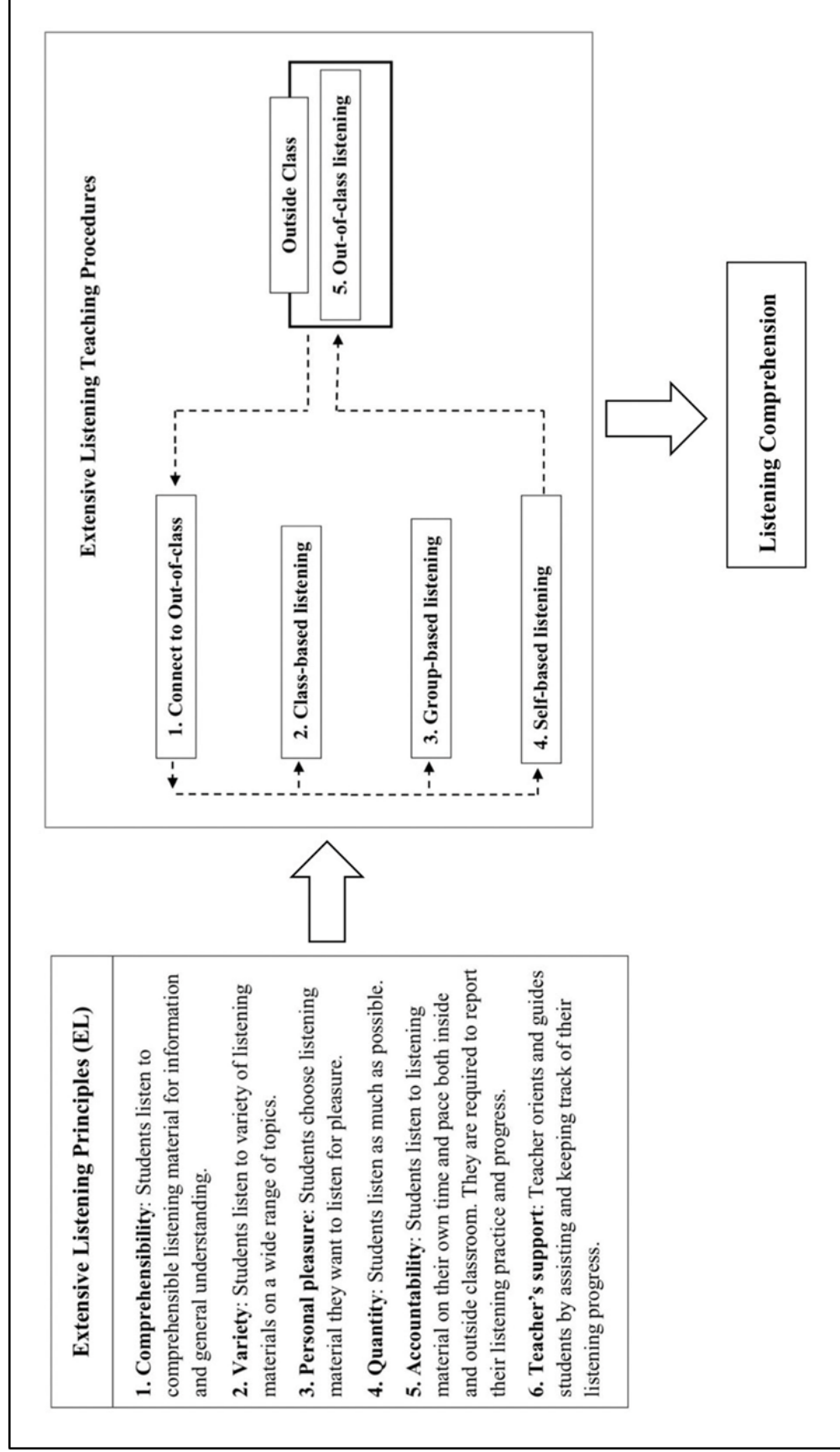
1.7.2. Variables: The independent variable of this study is extensive listening and the dependent variable of the study is English listening comprehension.

1.7.3. Research Duration: The data collection process is 10 weeks. Extensive listening instruction includes eight weeks of 100 minutes per week inside the class and at least 40 minutes per week required outside the class.

1.8 Research Framework

The research framework of extensive listening is the six principles of extensive listening synthesized from extensive reading principles by Day and Bamford (2002) and extensive listening principles by Mayora (2017) and Melani (2020). Then, the teaching procedures were developed conformed to the principles. Consequently, students' listening comprehension is anticipated to develop at a significant level as shown in Figure 1.

Figure 2 Research Framework



1.9 Significance of the study

This study presented the effectiveness of extensive listening on listening comprehension of Thai secondary school students. Extensive listening principles were synthesized and developed into teaching guidelines and teaching procedures, with the selection of authentic materials from various sources based on students' proficiency levels and interests. It was expected that students' listening comprehension would be enhanced after they listened to these pre-selected materials for an extended period.

Also, the synthesized principles, the teaching guidelines, and teaching principles of extensive listening instruction were also expected to have a significant impact on teachers as a guideline to implement an effective teaching listening approach to develop their students' listening comprehension, to provide them guideline to choose listening materials suitable with their students' proficiencies and interests, and to help them guide their students to choose listening materials in further.

Furthermore, owing to previous studies concerned with extensive listening, this study would also introduce the further studies with some beneficial guidelines for research principles, instruments, and so on.

CHAPTER II

LITERATURE REVIEW

This research examines the effect of extensive listening on upper secondary students' listening comprehension. In this chapter, there are three main concepts which relate to the study in this chapter.

2.1 Extensive listening (EL)

2.2 Listening comprehension

2.3 Relevant studies

2.1 Extensive Listening

2.1.1 Definition of Extensive Listening

From the success of extensive reading (ER) in enhancing students' reading skills through exposure to reading, the approach is also anticipated to work with listening skills. Therefore, extensive listening (EL) which shared many characteristics of extensive reading was proposed (Holden & Wm, 2008). The definition of extensive listening has been developed from time to time by many scholars, even without widely consensus of what the actual definition is (Bibby, 2020), however, it has gained more and more interest in the field of EFL. Over decades ago, extensive listening was seen merely just listening extensively for pleasure as Rixon (1986) defined extensive listening as listening for pleasure without specific content or language-focused. However, other significant elements were later included in the definition of extensive listening as Waring (2008) defined it as involving students to massive amounts of high comprehensible text, at or below their levels, without pre-question or task, as well as, Chang and Millett (2014)

who offer its brief definition as students practice a lot of easy, comprehensible and enjoyable listening practice.

Recently, (Chang et al., 2018) still refer to extensive listening as exposing students to large amounts of oral input which are comprehensible and enjoyable. Their definition included three main elements including quantity, comprehensibility, and personal pleasure.

While other recent studies which were developed based on extensive reading principles proposed the top four elements of extensive listening: quantity, comprehensibility, and personal pleasure, and variety are included in the definition (Mayora, 2017; Melanie, 2020; Renandya & Day 2020). Similarly, Renandya & Day (2020) defined extensive listening as *“all types of listening activities that allow learners to receive a lot comprehensible and enjoyable listening input. These activities can be teacher-directed dictations or read aloud or self-directed listening for pleasure that can be done outside the classroom”*. They also concluded the same top four principles which were most often used by 44 articles in the extensive reading instruction: personal pleasure, quantity, variety, and comprehensibility, as well as, provided strong suggestions for further studies to apply these four principles into extensive listening instruction.

In conclusion, the definition of extensive listening has been developed up to present, there are various, yet similar definitions given, based on the studies, the most common terms of the definition of extensive listening would be to expose students to materials which covered (1) comprehensibility, (2) quantity, (3) personal pleasure, and (4) variety.

2.1.2 Principles of Extensive Listening

The extensive listening principles were proposed mainly based on extensive reading principles by many notable scholars in the field including Holden and Wm (2008), Mayora et al. (2014), Melanie, (2020), Renandya and Jacobs (2016), and Vandergrift and Goh (2012). Again, there are similarities, yet differences among these principles proposed. According to Renandya & Jacobs (2016), extensive reading is defined to fit specific contexts or to fit the purposes of their studies, as well as, extensive listening principles vary according to how it is utilized in a particular context.

Consequently, after exploring through a number of studies relevant to extensive listening and its principles proposed, the researcher decided that the principles proposed by one study cannot be applied in this study completely, as the best instruction should consider the differences of contexts, learners, and other relevant factors. Hence, this study synthesized from extensive reading Day & Bamford (2002) and extensive listening principles by Mayora (2017) and Melanie (2020) into new extensive listening principles.

There are 10 extensive reading principles proposed by Day & Bamford (2002), who suggested that the first four principles were the essential cores of the approach. In order to accomplish the goal, students must be exposed to the materials following the first four principles. Other principles are supplementary elements for the success of the approach: (1) The reading material is easy; (2) A variety of material on a wide range of topics is available; (3) Learners should what they want to learn; (4) Learners read as much as possible; (5) The purpose of reading is usually related to pleasure, information and general understanding; (6) Reading is its own

reward.; (7) Reading speed is usually faster rather than slower; (8) Reading is individual and silent; (9) Teachers orient and guide students; and (1) The teacher is a role model.

Melani (2020) mainly adapted the 10 extensive reading principles from the study above into 10 extensive listening principles. With the emphasis on authentic materials used, the principles used in this study indicated the development of students' listening comprehension: (1) The listening materials are easy for students; (2) The listening materials and the topics should be varied; (3) The students are free to choose listening material that they like; (4) The students need to listen to a large number of spoken texts; (5) Listening activity should be done for pleasure, and the aim is for obtaining information and general understanding; (6) Listening activity is a personal process (7) Listening fluency is achieved by staying within the students' linguistic ability; (8) Students do the listening activity autonomously; (9) Teachers are only responsible for making sure that the students are on the right track in doing extensive listening, and (10) Teachers should set an example for their students.

Mayora (2017) proposed another extensive listening principle based on extensive reading principles comprise (1) quantity: Learners should listen to a large amount of target language texts, (2) comprehensibility: Oral texts for listening should be within or just above their current comprehensible level, (3) learner-centeredness: Learners should listen at their own pace to oral texts of their choice with no intervention, (4) meaning-orientation: Learners listen for meaning, not form, (5) accountability: Learners are required to demonstrate some kind of accountability for what they listen to, mostly in the form of comprehension-oriented, non-intrusive tasks.

In addition, she also suggested guidelines for the process, product, and implementation of extensive listening into the classroom. The study also found satisfactory from students' perception toward their choices of materials and their listening comprehension improved significantly. However, with the use of narrow listening, she suggested further studies to emphasize the variety of materials.

Therefore, from the three principles proposed above, together with their suggestions, these principles were carefully studied, then synthesized into new six extensive listening principles to be the core principles of this study which comprise:

1. Comprehensibility: This element is claimed as the most important principle of both extensive reading and extensive listening. Students have a high possibility to fail if they are let to struggle with difficult materials. So easy oral texts within or just above students' current competency level should be used.

2. Variety: The term means students can find things that they want to listen to according to their interests. The materials should be various on topics, genres, modalities, and sources.

3. Personal pleasure: Contrast to academic reading, intensive reading, and detailed understanding, extensive listening requires students to read for their own pleasure and information.

4. Quantity: As it recently a wide consensus that input is the key factor in language learning, learners gain significant benefits from exposure to large amounts of the target language.

5. Accountability: Learners should be required to demonstrate some kind of accountability from what they listen to, as well as students-led activities, besides

choosing their own materials. The success of extensive listening also depends on the outside class practice, where students direct themselves in learning.

6. Teacher's support: Many studies exclude this principle, however, according to the Thai context, students strongly need teacher guidance and support for their learning. Teachers are not dominant in the instruction but take roles as a supporter in needs.

Thus, the extensive listening principles proposed in this study will work as a guideline to develop extensive listening instructional guidelines and teaching procedures for the implementation consequently. The comparison of these principles is shown in Figure 2.

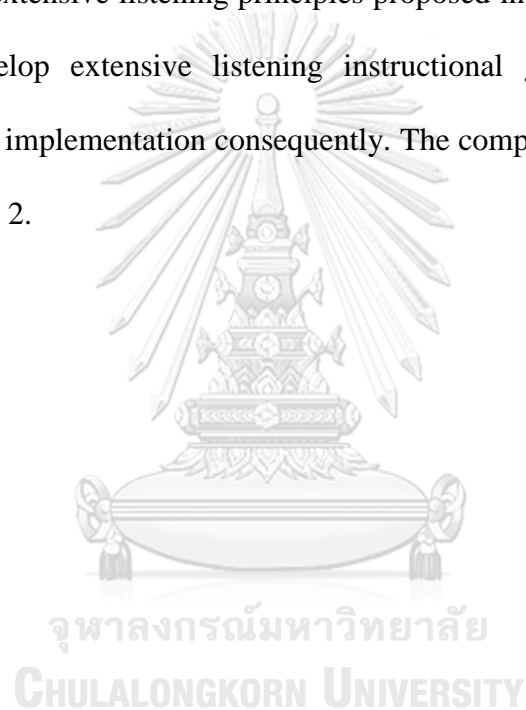
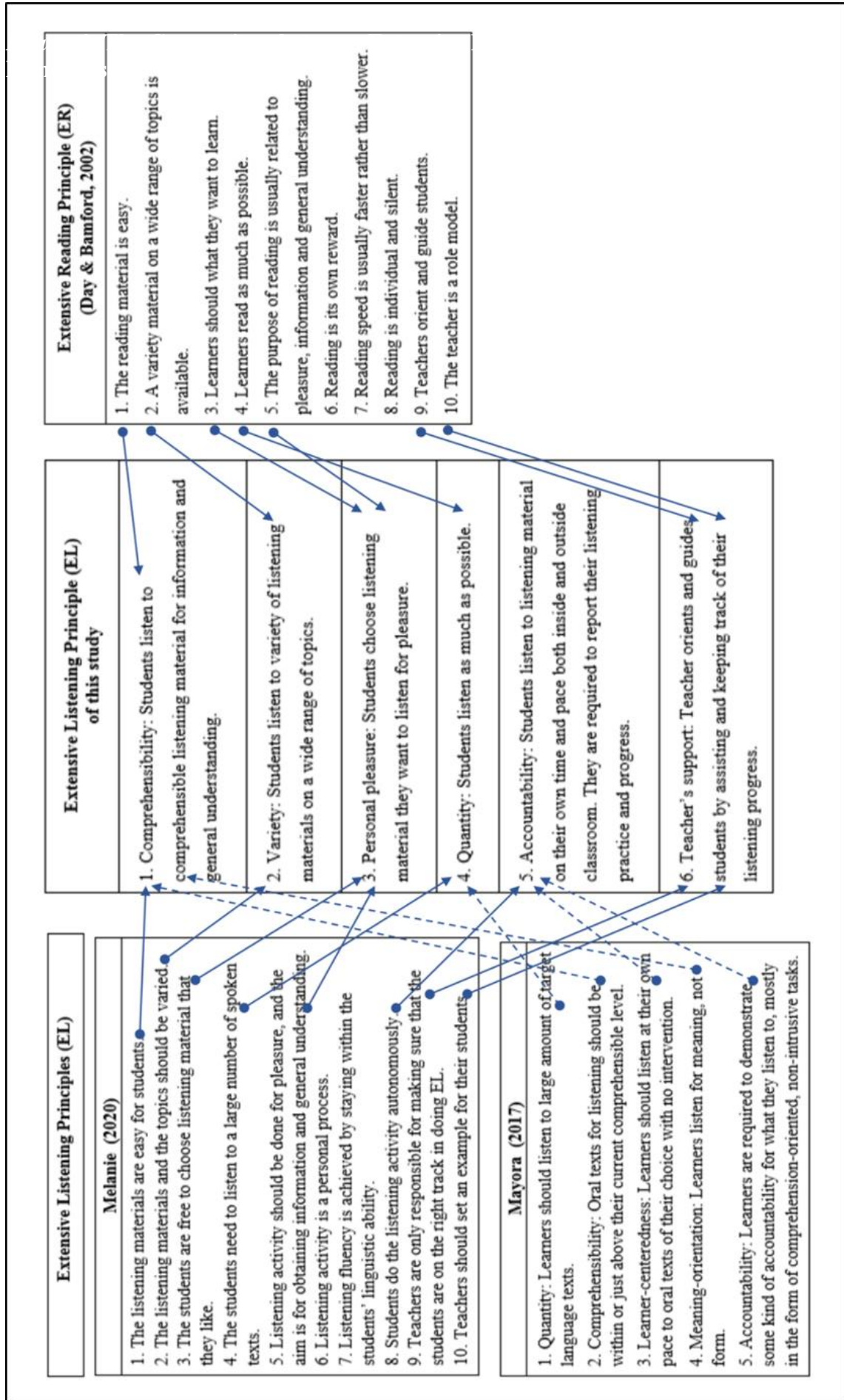


Figure 4 The Comparison between Extensive Reading and Extensive Listening Principles



2.1.3 Extensive Listening Activities

To support students' listening practice consistency, various extensive listening activities are also adopted from (Bamford & Day, 2004) in order to motivate students in a class to keep continue practicing, since the fruit of practicing may yield slowly, students may feel discouraged during the way, extensive listening activities are designed to enrich their listening experiences in the classroom.

In addition, these activities are aimed to practice students in the classroom by guiding them on how to choose proper listening materials, introduce their understanding about genre and title, practice them to summarize, recap, and share their practice with their peers. The activities utilized mainly in the classroom in this study are illustrated in Table 1 below.

Table 1 Extensive Listening Activities

No.	Extensive Listening Activities	Extensive Listening materials
1.	- Exploring personal listening histories Teacher and students share listening experiences	- Discussion questions
2.	- Genres & Titles Students match the genres and the titles given	- Genres and titles handout
3.	- Find your level Teacher explains how to choose listening materials	- Six samples from listening materials
4.	- Rate it! Students rate listening material and use peer' s rating as a guide when choosing next materials	- Example of Rate it form
5.	- Reading partners Students are assigned a classmate to plan and listen together	- Listening materials
6.	- The story and me In group, talk and share	- Two task form: The facts and personal response
7.	- Picture it Students draw a picture from what they listen and write about what it shows	- Examples of a drawing scene from a passage
8.	- One sentence check Students summarize what they listen into one sentence	- listening material

No.	Extensive Listening Activities	Extensive Listening materials
9.	- Quick questionnaire Students rate the interests and difficulty	- Questionnaire questions form
10.	- Poster presentation In group, students make poster from the material listen	- Listening materials - Example of poster presentation
11.	Listening report checklist Teacher introduces how to write summary of listening material	- Listening report checklist form
12.	- The 4/3/2 Technique Students report their listening in pair, change partner twice, and report again faster)	- 4/3/2 report form
13.	- I can feel you Students guess attitudes or opinions of the speakers and write down	- I can feel you form
14.	- Dramatic conversation Students give dramatic reading of conversation from the material listen	- Example of conversation
15.	- Act it out In group, students perform role play from the listening material they listen	- Act it out form: Getting ready and performance

2.1.4 Extensive Listening Materials

(Ivone & Renandya, 2019) suggest five types of listening activities that can be applied to extensive listening instruction including: (1) Listening only, students only listening and enjoying the texts, (2) Active listening, (a) overlapping is reading aloud using the script while listening, (b) shadowing is reproducing phrases right after listening to a chunk of a word without looking at the text, (3) Reading while listening, when texts are available both aural and textual forms, students read and listen at the same time, for instance, a song with lyrics podcasts and audio scripts, (4) Listening and viewing, when the texts are in the form of audiovisual or videos, students can watch and comprehend the storyline or nonverbal clues, (5) Combined listening, reading and viewing, for instance, watching a video with a caption.

From the activities suggested above, four of them will be applied to the criteria of material selection, in order to meet one of the extensive listening principles; variety. Therefore, listening materials pre-selected for students in this study will be included these four modalities: (1) Listening only (audio); the only sound is provided, for instance, radio news or podcast, (2) Reading while listening (audio-text); written words along with the sound are presented, some examples are short stories with subtitle, (3) Listening and viewing (audio-visual); both image and sound are given, for instance, advertisement or speech without subtitles, and (4) Combined listening, reading, and viewing (multimodal); sound, text, and image are presented together, some examples are short movies or speech with subtitles.

With the cooperation of these activities presenting an input to students in various modes, it is expected to take parts in supporting the variety of listening materials, according to the principle, the variety of modalities will expose students to different input which represents the real world use where students confront with variety of spoken texts in daily life including radio news, announcement, songs with lyrics, speech videos, movies, and others.

Moreover, the variety of modalities will also support students with different learning styles as Kam et al. (2020) recommended teachers consider individual differences, visual learners learn best from watching a captioned video, while auditory learners gained their best performance from videos without captions. Therefore, the pre-selected materials with a variety of modalities are also to support students with different learning styles.

2.1.5 Extensive Listening Assessment

Wright (2017) explained that as extensive listening focuses on exposing students to comprehensible and enjoyable content; therefore, students should be evaluated primarily on how much they have listened to and how much time they have spent on listening, rather than on their level of comprehension or what they listened to.

Mayora (2017) also suggested another method to assess students besides the traditional method by focusing on tasks that support students' responsibility. These tasks should come in the form of comprehension-oriented or non-intrusive tasks, for instance, writing or telling appreciation, stating the main idea, making a summary, dictation, stimulus-response, note-taking, and else.

Chen (2019) also supports that this method promotes listening autonomy to guide students in planning, monitoring, and evaluating their listening activities. In addition, they usually compose of listener's details, post-listening tasks, for instance, summary, listener's opinion, reflection, planning for further reading. Or else, open-ended prompts can also be provided for less self-regulated students.

Ivone & Renandya (2019) concluded the assessment methods used in extensive listening include: planning, assessing, reflecting, monitoring learners' progress, and maintaining learners' responsibility. One of the most common methods used in extensive listening is listening journal/diary/log. They are useful for students to record their listening activities and reflect on their listening experiences.

To conclude from the studies above, the assessment of extensive listening aims mainly to assess students on their listening process more than their listening

outcome. These studies affirmed the emphasis on students' learning autonomy and responsibility. Therefore, extensive listening instruction should aim to assign tasks to support students' practice and assess them on the amounts of practice or on their self-regulated tasks.

2.1.6 Gaps of Research in Extensive Listening

Ivone & Renandya (2019) examined some researches using extensive listening instruction and criticized that most of the researches were not emphasized the key features of extensive listening instructions to expose students to actual listening practice, but rather on the use of authentic materials including YouTube, Ted Talks, and others. However, the materials used were found to be above students' competency. Yet, many of them were also reported to use reflective tasks or metacognitive tasks that took students' attention away from actual listening practice. These factors did not subdue the core principles of extensive listening instruction. Besides, most of those studies were conducted at the tertiary level, especially English majors.

Mayora (2017 and Pamuji et al. (2019) also stated the same matter and suggested further studies to implement extensive listening in a school context, moreover, they mentioned that personal experiences of students who were developed by extensive listening instruction were rarely studied.

Çelik (2020) suggested that the comparison between extensive listening instruction with scaffolding and teaching strategies compared with the instruction without any pedagogical support except the key principles instruction should be conducted.

Nugroho (2020) recommended more studies to conduct researches on how extensive listening can develop students' listening fluency and students' awareness of different types of world Englishes.

From all the studies above, this could be summarized that the implementation and understanding of extensive listening instruction on students' listening development are very limited. The most obvious issue to cover urgently is the calling for research design which focuses mainly on exposing students to the key features of extensive listening instruction or the actual listening practice. In addition, the implementation with lower-level students besides university context is also an interesting point to be considered.

2.2 Listening Comprehension

2.2.1 Definition of Listening Comprehension

Nadig (2013) defines listening comprehension as the multi processes involved to comprehend the spoken language including recognizing speech sounds, understanding meaning and syntax, and making inferences.

Kim and Pilcher (2016) define it as “*a higher-order skill that requires multiple languages (including vocabulary) and cognitive skills*”.

Buck (2001) stated that listening comprehension is a complex process, to measure it, we need to understand and measure on the right construct.

For short, listening comprehension is complex, it requires cognitive skills to proceed and recognize speech sound and syntax, understand the meaning, and make inferences of what listen to. Therefore, students with high listening comprehension levels are able to recognize words or phrases and make an inference of the material.

2.2.2 Principles of Listening Comprehension

Paulston and Bruder (1976) claimed that listening comprehension is the most difficult task to teach, also it was an abandoned skill, due to the ignorance about the nature of the process of listening comprehension. They proposed that *“the goal of listening comprehension is to be able to understand native speech at normal speed in unstructured situations”*. They also provided the general principles for teaching listening comprehension as follows: (1) Listening comprehension lessons must have definite goal that fit the curriculum; (2) Listening comprehension lessons should be constructed with careful step by step planning; (3) Listening comprehension lessons should demand active student’s participation; (4) Listening comprehension lessons should provide communicative urgency for remembering to develop concentration; (5) Listening comprehension lessons should stress on conscious memory work; (6) Listening comprehension lessons should teach not test.

In order to assure the development of students’ listening comprehension, these principles are taken to consideration and comparison to look for the coherence between listening comprehension principles and extensive listening principles. With the careful consideration, these two principles are coherent, for instance, both principles required actual goals and careful steps. Besides, these two aims for active participation and communication from students. Lastly, they emphasize on students’ conscious memory and to practice students rather than test them. Thus the development of students’ listening comprehension after the treatment is highly anticipated.

2.2.3 Assessing Listening Comprehension

Listening is a complex skill processing as a cognitive activity, it is an unobservable skill that required indirect measures to observe the listeners' engagement while listening. Therefore, to assess listening in comprehensive ability, descriptors of a person's ability are required. Starting from choosing between criterion-referenced or construct-referenced. A criterion-reference test is about skills expected of a listener, which is used by most of the tests and quizzes. While construct-reference validity is about measuring particular competency or intelligence, for instance, competency to understand conversational speech. It concerns about demonstrating particular ability (Rost, 2013).

In constructing listening assessment, Rost (2013) recommended various forms of assessment, for instance, discrete item tests such as multiple-choice questions, task-based tests, integrative tests, communicative tests, interview tests, self-assessment tests, or portfolio assessments. Similarly, (Vandergrift & Goh, 2009) stated the importance of choosing construct validity to assess and elicit listeners' behaviors. The purposes and contexts of language need to be clear enough to guide the construction. They also agree to assess listening, task completion is required due to its complex process. Also, Buck (2001) proposed the listening construct to help define listening as (1) the ability to grasp spoken language heard automatically, (2) the ability to comprehend the linguistic knowledge of the spoken input, and (3) the ability to infer the content of the spoken input

Buck and Tatsuoka (1998) also suggested principles to measure listening comprehension ability comprise (1) top-level (general) abilities and (2) bottom-level (skill-specific) abilities. The top-level attributes include the ability to identify relevant

information, make an inference, relate grammatical knowledge, and others. Whereas, the bottom-level attributes the abilities to scan text automatically, to proceed with information, and so on.

Mead and Rubin (1985) recommended that the listening test should consist of three elements comprise (1) listening stimuli, a typical oral language which relates to listeners from various media or in daily life, (2) the questions used, the important aspects should be measured, and (3) the test environment, there should be no distraction and the audio should be clear.

From all the studies above, to construct a listening test, proper criteria are required due to the cognitive process of listening which cannot be observed like other skills. Therefore, the researcher has to decide either a criterion-referenced or a construct-referenced measurement. Based on the research question, the criterion-referenced would be applied as students are expected to perform expected listening comprehension skills which are defined into four aspects. Moreover, other recommendations are also taken into the test construction, for instance, listening stimuli, the question used, top-level or bottom-level skill, and others.

2.3 Relevant studies

2.3.1 Extensive Listening and other relevant studies

The other studies of extensive listening approach were research based on the synthesized principles of this study: (1) Comprehensibility, (2) Variety, (3) Personal pleasure, (4) Quantity, (5) Accountability, and (6) Teacher's support respectively as follows:

1. Comprehensibility: Krashen et al. (2017) believe that through exposure to a massive amount of comprehensible and compelling input, language learning would occur. Therefore, one of the keys to emphasis is to ensure whether students are able to understand listening materials. Waring (2008) suggested that students should understand 90 percentages or more of the content and over 95 percentages of the vocabulary and grammatical structure without having to pause the audio. He also suggested students choose listening material one level lower than their actual skill since listening is naturally more difficult to practice than reading.

However, Ivone & Renandya (2019) criticized that many researchers who implemented extensive listening instruction didn't emphasize this key principle, instead, they focused more on the authentic materials, but not comprehensibility. This issue could cause a negative effect on students if students cannot understand those materials, they tend to be demotivated instead. Thus, to firstly introduce students to how to select proper listening materials is vital and necessary for extensive listening implementation.

2. Variety: it is one of the extensive listening principles which is used to guide listening material selection. Initially, materials used in extensive listening instruction were mainly audiobooks because they are accessible and graded systematically with varieties of topics provided. However, they are lack authenticity and discourse markers of spoken language that can easily lead to boredom for students, besides, these materials take a long time to develop students' comprehension.

Current studies focus more on applying authentic materials, especially those from the internet which are more interesting and more relevant to their daily use, for instance, YouTube, Ted talks, podcast, and various websites (Ivone & Renandya, 2019). Besides, a variety of genres and topics should also be provided as Mayora (2017) applied one type of extensive listening instruction: narrow listening which was found to develop students' listening ability at a satisfactory level. Even with some success, the listening materials required in the study were only the news topic throughout the study. He found that many of his students showed their boredom and chose some non-news topics instead, he concluded at the end that further researches should provide more open choices for students.

In addition, Ivone & Renandya (2019) suggested that exposing students to more than one mode of materials would develop their comprehension better. They also suggested some listening activities from various modes including: (1) listening only (audio); (2) active listening and reading while listening (audio with script); (3) listening and viewing (video); and (4) combined listening (video with script).

Besides, an empirical study by Chang et al. (2019) and Renandya et al. (2019) indicated that the students from reading while listening group developed their listening ability more than reading only and reading only groups. From all the studies mentioned above, it could be concluded that a variety of topics, genres, sources, and modalities are necessary for material selection.

3. Personal pleasure: According to the stance of locus of control in a communication event, Norton (1993) described that the more students feel more in control of an event, the more they suggest about the task. In other words, students

tend to find tasks given more doable and more satisfying, if they are given more control over the tasks. Thus, allowing students to select their materials and control their own pace and practice are firmly recommended, since personal pleasure is one of the key principles to guarantee the success of extensive listening implementation, the fruit of listening development may take a long time, causing many students to demotivate during the process.

Thus, the ability to motivate them to keep on their practice is extremely vital (Ivone & Renandya, 2019), personal pleasure can be a driven motivation to keep them on practicing, as well as, urge them to continue listening (Bozan, 2015; OnOda, 2012; Ucán, 2010). In another point of view, demotivation and frustration were reported in students when they were presented with pre-selected materials in intensive listening (Mayora, 2017), thus, to encourage students to keep listening progress and prevent them from demotivation, supporting students to select proper materials according to their personal pleasure and to control their personal practice is strongly recommended.

4. Quantity: Elley (2001) described that through exposing to meaningful and interesting language input repeatedly by focusing on the meaning, students would gradually and accidentally acquire the language unconsciously, accordingly, Krashen et al. (2017), also believe that through exposing to a massive amount of comprehensible and compelling input, language learning would occur. From these two empirical studies, the explanation of why quantity plays an important role in extensive listening instruction is described.

Some pieces of evidence of the effect of quantity of listening on students' listening development were found in Zeng and Goh (2018), who reported that high

achieving students spent four more times on listening minutes than low achieving students. Moreover, in order to understand the tasks better, high achieving students listened about four times, while low achieving students spent approximately two times. (Lee & Cha, 2017) also found some correlation between the number of listening activities and students' test scores, the more students practiced listening, the higher their listening test scores were. Accordingly, Chang et al. (2018) also affirmed that repeated listening activities could develop students' listening comprehension. It could be summarized that exposing students to a large amount of listening input, both in quantity and repetition could develop students' listening skills significantly.

5. Accountability: according to Archibald et al. (2004), *“Learning a second language for ninety hours per year for six years will not lead to functional bilingualism and fluency in the second language”*, thus listening practice needs to be extended to outside classroom practice by supporting students to be in charge of their listening practice. Teachers should expect their students to be active learners as Pintrich (2000) described that *“an active, constructive process whereby learners set goals for their learning and then attempt to monitor, regulate, and control their cognition, motivation, and behavior, guided and constrained by their goals and the contextual features in the environment”*. These qualifications of active learners would support students in their practice outside classrooms. As Zeng & Goh (2018) reported that high achieving students could control their planning, attention managing, problem-solving, and self-evaluation better than low achieving students. Thus, supporting students' self-regulated and autonomous learning development seems to be vital.

6. Teacher's support: Zeng & Goh (2018) indicated that high achieving and low achieving differ in their goal-orientations, this starting point is the driven energy to contribute to their success. While low achieving students focused on passing the test only, high achieving students focus rather on deep understanding and self-improvement. Besides, it is not just asking students to listen more, but the teacher should provide an instrument to support their learning by scaffolding their planning and monitoring and tracking their progress.

To start, Renendya & Jacobs (2016) recommended teachers begin by engaging students in the classroom, arranging group tasks, and being silent during their personal practice. In addition, Renanday & Day (2020) also suggested teachers provide pedagogical support by practicing students to various listening activities including repeated listening and viewing, listening to different modes of materials, listening to slow or fast speech rate, listening for different aspects of texts, listening and shadowing, and others, as well as, encourage them to practice more outside classroom.

It could be summarized that teachers play a crucial role in establishing students' learning goals and personal practice by supporting them to settle for more meaningful purposes, adapting learner-oriented, guiding their planning or strategies use before they go outside the classroom. Moreover, teachers should also apply a variety of listening activities to support students to enhance their comprehension in classrooms.

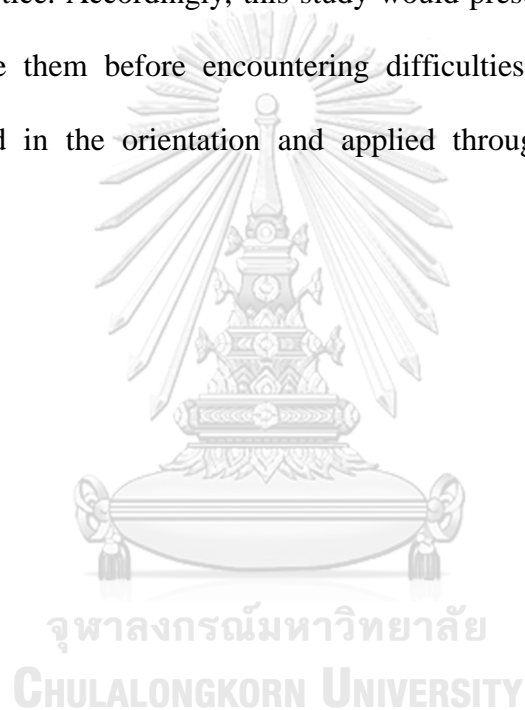
2.3.2 Extensive Listening and Comprehension Strategies

Chamot (1995) and Cohen (1998) described learner strategies as the use of procedures by students to obtain more comprehension, learning, and acquirement of the target language. Vandergrift (2008) explained in more detail that when students encounter the limited ability to comprehend the spoken input, they deliberate strategies to acquire comprehension. These studies indicate the essential aspects of strategies used. In another aspect, as Zeng & Goh (2018) reported that high achieving students could control their planning, attention managing, problem-solving, and self-evaluation better than low achieving students. These strategies also signal positive effects on students' self-regulated and autonomous learning development.

Some useful comprehension strategies presented by Block and Duffy (2008) were validated to be highly successful since 2000 comprises 9 strategies as follow: (1) Predict: size up a text prior by looking at titles, text features, pictures and predict what will happen next; (2) Monitor: decode and derive meaning from words, phrases, sentences, and texts by activating many strategies; (3) Questions: stop to re-listen and initiate comprehension process when the meaning is unclear, (4) Image: construct meanings by wondering, noticing, and generating mental pictures; (5) Look-back, re-listen, and fix-it: decide how to shape the knowledge; (6) Infer: connect ideas based on personal experiences, knowledge, texts, and general world knowledge; (7) Find main ideas: summarize, and draw conclusions including information gained from grammar and text features; (8) Evaluate: note the setting, characters, and story including problems and resolution occur; (9) Synthesize: approach an information, unique types of information, and conclusions combined.

However, Renandya & Day (2020) concluded that spending a little amount of class time presenting some key listening strategies would be beneficial to students' listening practice, not too much emphasis on teaching strategies, but rather on actual listening practice.

To summarize, strategies should be presented as instruments to handle some difficulty whilst listening, but the main goal must be based on exposing the student to actual listening practice. Accordingly, this study would present some useful strategies to students, to prepare them before encountering difficulties in listening, the strategies would be presented in the orientation and applied through various activities in the classroom.



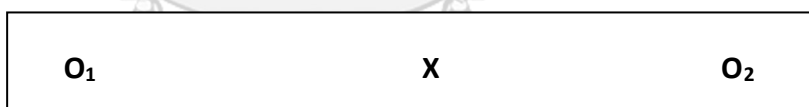
CHAPTER III

RESEACH METHODOLOGY

This chapter mainly depicts the research methodology used to investigate the effect of extensive listening on the English listening comprehension of Thai upper secondary students. The chapter concludes the overall design of research design, methodology, and procedures as follows:

3.1 Research Design

The study examined the impacts of extensive listening on the English listening comprehension of Thai upper secondary students. One-group pretest-posttest design, a type of quasi-experiment was administered in this study. The dependent variable was measured once before the treatment and once after it was implemented. The research design is presented below.



O1 stands for Pretest

O2 stands for Posttest

X stands for Extensive Listening Instruction

3.1.1 Context of the Study

The setting of this study was a public secondary school located in Nonthaburi province, Thailand. This school provides six-years-education from grade 7 to 12 under three different programs: general program, Mini English Program (MEP), and

International Program (IP). The classroom population varies from 30-50 students depending on each type of study program. The school provides accessible internet covered all the school area.

3.1.2 Population and Participants

The population of this study was upper secondary students who were studying in the regular program (non-English program) at public secondary schools in Thailand.

The participants of this study were 18 students who were studying in grade 10 at a public secondary school in Nonthaburi, their ages ranged between 15-16 years old. The participants were selected by convenient sampling according to the enrollment to the elective subject of grade 10 students in the first semester of the 2021 academic year, *English in daily life*. This course was selected for extensive listening implementation due to its objectives to develop students' speaking and listening skills for daily life purposes. Therefore, extensive listening instruction was included as a part of the course to enhance students' listening comprehension competency.

The course registration was opened for all grade 10 students from 13 classrooms in the regular program. Therefore, the class was mixed of English competency ranged from lower to upper-intermediate levels. The participants had never taken part in an extensive listening program so they were at the level of novice extensive listeners.

3.2 Research Procedures

The research procedures of this study were divided into two phases. The first phase focused on the preparation of extensive listening instruction. The second phase was used to implement the ten-week extensive listening instruction in the actual classroom as follow:

Phase 1: Preparation of Extensive Listening Instruction

1. Study and analyze the problems relevant to English listening in the Thai context
2. Construct of extensive listening instruction

Phase 2: Implementation of Extensive Listening Instruction

1. Validate and revise research instruments
2. Implement extensive listening instruction
3. Analyze the effect of extensive listening instruction

3.2.1 Phase 1: Preparation of Extensive Listening Instruction

3.2.1.1 Study and Analyze the Problems Relevant to English Listening in

Thai Context

First of all, the essential concepts and relevant documents were explored in this process which included the listening problems of Thai secondary students. As the researcher found out that the top three problems of Thai students' listening skills were relevant with perception process include fast speed rate, unfamiliarity with spoken input forms, unfamiliarity with language features of spoken form such as fillers, fixed phrases, accents, slang, and others (Chaibao, 2017; Khamprated, 2012; Renandya &

Jacobs, 2016). Then, recommended solutions or suggested approaches to solve those problems were researched, one of the recommended approach was extensive listening, which was guaranteed its success in developing students' listening skills in various ESL and EFL contexts, especially in Southeast Asian countries. Hence, the principles, materials, instructional developments, as well as activities in the extensive listening approach were further researched.

3.2.1.2 Construct of Extensive Listening Instruction

According to one of the principles of extensive listening, students' pleasure. In order to construct the extensive listening instruction, students' needs were firstly surveyed on their favorite listening topics, then the learning objective was developed following the core curriculum studied.

Afterward, the six principles of extensive listening instruction were synthesized from extensive reading principles (Day & Bamford, 2002) and extensive listening principles (Mayora, 2017; Melanie, 2020), then teaching guidelines and teaching procedures were developed respectively as the details presented below.

1. Needs Analysis

According to one of the principles, students' pleasure, the listening topics were given to students for voting. Those themes comprise hobby, traveling, entertainment, language, storytelling/short story, sports, history, and open choices. The top four results selected by students were entertainment, storytelling/short story, hobby, and traveling respectively. These four listening topics were taken into the four weekly themes for the further extensive listening instructional lesson plan development.

2. Learning Objective

In order to implement the extensive listening instruction, the elective course, *English in daily life* was chosen due to its learning objective to develop students' speaking and listening skills in daily life purposes "to practice speaking and listening by following practical steps and other sub-skills of daily communication suitable with the general manner and social etiquette by using correct language structures relevant to the purposes of communication and to be able to seek and develop knowledge from various sources to broaden learning and to be beneficial toward a future career, community and society". Thus, the learning objective of the course and the objectives of the implementation were concurrent. As the course focused mainly on the two communicative skills, speaking and listening. Extensive listening instruction was included as a part of the course to enhance students' listening comprehension competency.

3. Extensive Listening Principles and Teaching Guidelines

The six principles of extensive listening used in this study were synthesized from extensive reading (Day & Bamford, 2002) and extensive listening principles by Mayora (2017) and Melanie (2020). Based on the principles, nine extensive listening teaching guideline was proposed in order to be the instructional guideline. Consequently, the teaching procedures of extensive listening were developed as the pinpoints for classroom instruction. The lesson plans were designed to be covered by the principles, teaching guidelines, and the teaching procedures thoroughly as shown in Figure 3.

Figure 6 Extensive Listening Principles and Teaching Guidelines

Extensive Listening Principle (EL)	Teaching Guideline
1. Comprehensibility: Students listen to comprehensible listening material for information and general understanding.	1. Teacher selects and provides listening materials suitable for students' competency levels.
2. Variety: Students listen to variety of listening materials on a wide range of topics.	2. Students are encouraged to listen for general information and general understanding.
3. Personal pleasure: Students choose listening material they want to listen for pleasure.	3. Teacher selects and provides a variety of listening topics from various sources.
4. Quantity: Students listen as much as possible.	4. Students are encouraged to choose listening materials by themselves (from the provided lists) and they are allowed to change the material if they find it too difficult or not to be of interest.
5. Accountability: Students listen to listening material on their own time and place both inside and outside classroom. They are required to report their listening practice and progress.	5. Students are required to listen to the materials provided as much as possible
6. Teacher's support: Teacher orients and guides students by assisting and keeping track of their listening progress.	6. Students are required to listen on their own time and place inside and outside classroom.
	7. Students are required to report their listening practice and progress.
	8. Teacher provides orientation at the first class.
	9. Teacher provides a variety of activities in classroom to support and encourage student' listening practice consistency.

4. Teaching Procedures of Extensive Listening

From Figure 4, the teaching procedures of extensive listening were divided into five stages; four stages were conducted in the classroom and one stage was conducted outside the classroom. For inside classroom, stage 1 was used for students to share their prior listening or out-of-class listening experiences and problems in small groups, stage 2 -3 were designed as teacher-led instruction by providing pre-selected materials for students to choose and practice as well as giving a theme of listening materials for each week. In stage 4, students gained their personal practice time by choosing materials from the provided list and practicing individually. Stage 5 was designed for an outside classroom activity, it was a self-directed activity in which students were allowed to choose listening materials freely by themselves according to the weekly theme. The detail of each stage are as follow:

Stage 1 (Connect to Out-of-class), for the first week, students shared their prior listening experiences or some problems they had confronted in listening. In the latter weeks, they will choose one of their records in the listening journal, share the summarization, comprehension, experiences, and difficulties during their out-of-class listening. Their group members were expected to provide them constructive and useful feedback, and then each group voted for the best listening journal of the week.

Stage 2 (Class-based listening), teacher initially provided a weekly theme and guided the whole class on how to choose listening materials suitable for their interests and proficiencies, after that the class voted for one material to practice together. Consequently, students were prepared before listening to the materials, activities to awaken their readiness, provide stimulation of their interests, and connect their prior knowledge to the topic were provided. In addition, some comprehension strategies

were provided briefly. Students then listen for general information, for instance, keywords or main ideas. According to the principles, they listened individually at their own pace. Afterward, students were divided into small groups to share and recap what they have listened to, through these activities, students helped check comprehension of one another. They were asked to share their recaps with other groups, through their sharing, the teacher compared and provided constructive feedback for each group or the whole class in general.

Stage 3 (Group-based listening), working in the same group, the members voted their next material, listened together or individually at their own pace. They were encouraged to stop listening and change the material if they found the material was not interesting or too difficult. Each group was required to share and recap once again. However, this time they prepared their demonstration according to their material listened, variety of activities were assigned each week, for instance, role play, poster making, interview, drawing, dramatic reading, and others. Lastly, the teacher encouraged each group to provide feedback to the other groups.

Stage 4 (Self-based listening), students were given individual time practice time. They were allowed to choose listening materials from the provided list on their own under the same weekly theme. In this stage, students practiced on their own, the teacher only provided help or support if they needed it. They were encouraged to stop listening and change the material if they find the material is not interesting or too difficult. After they listened, they were required to check their self-comprehension and recap individually before sharing with a peer, then each pair took a turn to provide positive or constructive feedback.

Whereas, stage 5 (Out-of-class listening) required outside class activities. These activities were utilized in order to provide students' more personal practice time according to the principles. They were allowed to choose listening materials by themselves according to the weekly theme. First of all, students were required to plan their listening beforehand, they were expected to plan when, what materials, and how many materials they are going to practice during the week. In addition, they were also required to record their practice, self-comprehension, the difficulty of materials, and recommendation of each material in their listening journal. Lastly, they were required to check whether they can follow their pre-planned.



Figure 7 Teaching Procedures of Extensive Listening

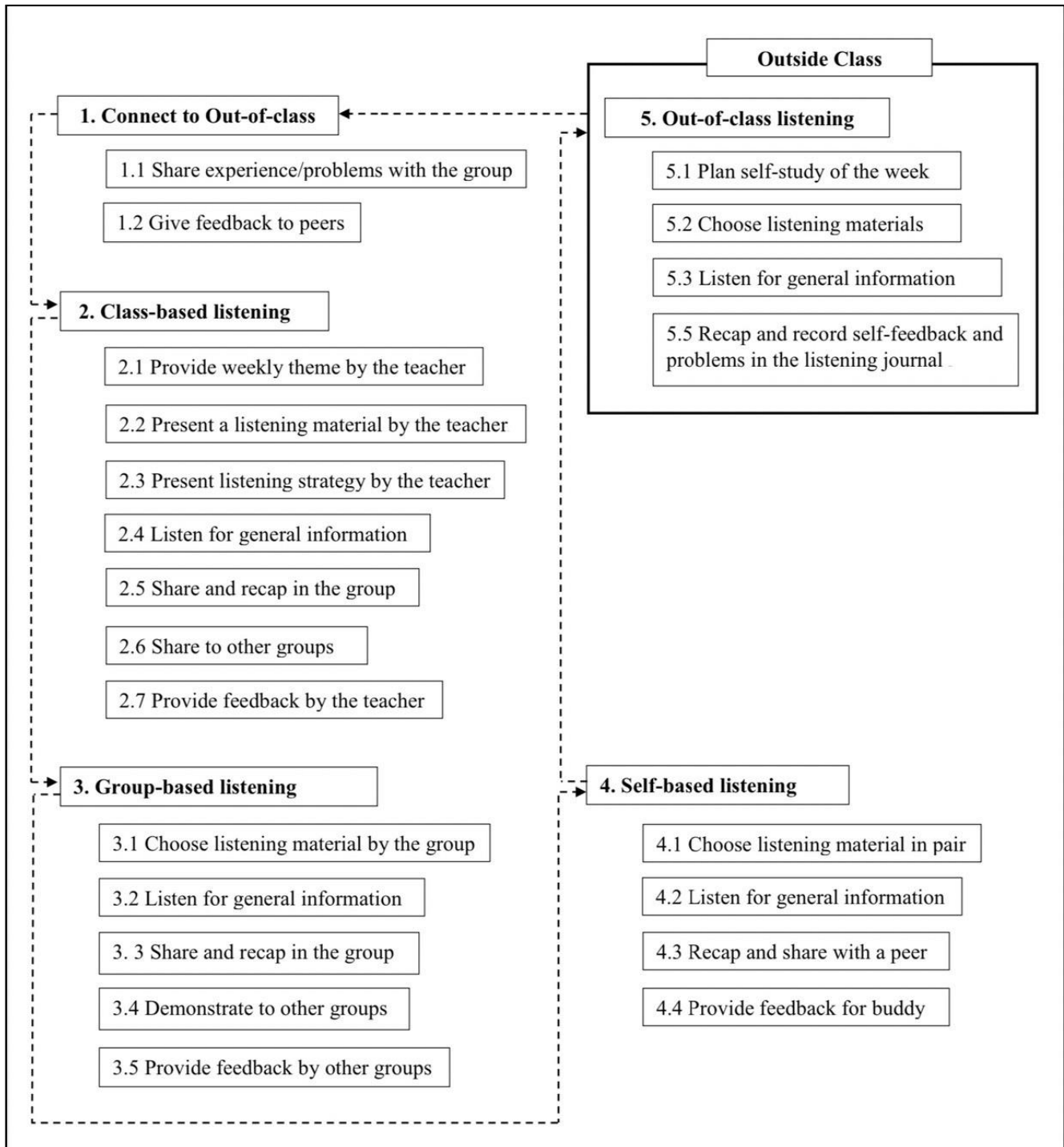


Table 3 Scope and Sequence of Extensive Listening Instruction

Week	Lesson/Topic	Teaching Procedures of Extensive Listening	Materials	Time (minutes)
1		Pretest	- Listening comprehension test	45
		Orientation	- Slide - Listening journal - Material list	30
2	Lesson 1: Hobbies	<ol style="list-style-type: none"> 1. Connect to out-of-class - The story and me: Students talk and share their prior listening experiences in the group. 2. Class-based listening - The teacher presents one material to the class and practices together. 3. Group-based listening - Summarize it: Students are assigned to answer questions about the material listened and summarize the story. 4. Self-based listening - Summarize it: Each pair choose a material, then listen, answer, and summarize the story together. 5. Out-of-class listening - Reading partners: Students are assigned to pair up with a classmate to plan and listen together during the week. 	- Listening journal - Material list - Example of wh-questions	100
3	Lesson 2: Hobbies	<ol style="list-style-type: none"> 1. Connect to out-of-class - Rate it: Each group rates interests and difficulty of the material and share in the group. 2. Class-based listening - The teacher presents one material to the class and practices together. 3. Group-based listening - Rate it: Each group rates interests and difficulty of the material they listen and share to other group. 4. Self-based listening - Rate it: Each person use their peer's rating as a guide when choosing next material. 5. Out-of-class listening - Students practice listening and record their listening in their listening journals. 	- Listening journal - Slide - Material list - Examples of Rate it form - Listening journal	100
			- Listening journal	-

Week	Lesson/Topic	Teaching Procedures of Extensive Listening	Materials	Time (minutes)
4	Lesson 3: Entertainment	<p>1. Connect to out-of-class - One sentence check: Students choose one of their record, summarize what they listen in one sentence, and share in the group.</p> <p>2. Class-based listening - The teacher presents one material to the class and practices together.</p> <p>3. Group-based listening - A different ending: Each group uses words from material they listen to write the new ending and share to other groups.</p> <p>4. Self-based listening - A different ending: Each pair uses words from material they listen to write the new ending and share to other groups.</p> <p>5. Out-of-class listening - Students practice listening and record their listening in their listening journals.</p>	<ul style="list-style-type: none"> - Listening journal - Example of one sentence summary - Material list 	100
5	Lesson 4: Entertainment	<p>1. Connect to out-of-class - Rate it: Students rate listening material and share briefly in the group.</p> <p>2. Class-based listening - The teacher presents one material to the class and practices together.</p> <p>3. Group-based listening - Let's interview: In pair, they are asked to choose an interview material. After listening, each pair uses words from materials to take turn interview each other. After that, take turn presenting to other pair.</p> <p>4. Self-based listening - Let's interview: In a new pair, they are asked to choose an interview material. After listening, each pair uses words from materials to take turn interview each other. After that, take turn presenting to other pair.</p> <p>5. Out-of-class listening - Reading partners: Students are assigned to pair up with a classmate to plan and listen together during the week.</p>	<ul style="list-style-type: none"> - Listening journal - Example of Rate it form - Listening journal - Material list - Example of conversation 	100
			<ul style="list-style-type: none"> - Listening journal 	-

Week	Lesson/Topic	Teaching Procedures of Extensive Listening	Materials	Time (minutes)
6	Lesson 5: Short story/ Fairy tale	1. Connect to out-of-class - Quick questionnaire: Students rate the interests and difficulty of the material and share in the group. 2. Class-based listening - The teacher presents one material to the class and practices together. 3. Group-based listening - Poster presentation: Each group makes a poster from the material listen and present to other group. 4. Self-based listening - Students choose one material, practice, and share their listening together.	- Listening journal - Questionnaire - Questions form - Material list - Example of poster presentation	100
7	Lesson 6: Short story/ Fairy tale	5. Out-of-class listening - Students practice listening and record their listening in their listening journals. 1. Connect to out-of-class - The 4/3/2 Technique: Each pair splits, match with a new pair, take turn reports their listening, change partner twice, and report again faster. 2. Class-based listening - The teacher presents one material to the class and practices together. 3. Group-based listening - I can feel you: Each group guesses attitudes or opinions of the speakers, write down, and share to other groups 4. Self-based listening - I can feel you: Each pair guesses attitudes or opinions of the speakers, write down, and share to other groups 5. Out-of-class listening - Students practice listening and record their listening in their listening journals.	- Listening journal - Material list - Listening journal - I can feel you form	100
			- Listening journal	-

Week	Lesson/Topic	Teaching Procedures of Extensive Listening	Materials	Time (minutes)
8	Lesson 7: Travelling	<p>1. Connect to out-of-class - Rate it: Students rate listening material and share briefly in the group.</p> <p>2. Class-based listening - The teacher presents one material to the class and practices together.</p> <p>3. Group-based listening - Dramatic conversation: Each group gives dramatic reading of conversation from the material listen and perform in front of the class.</p> <p>4. Self-based listening - Dramatic conversation: Each pair gives dramatic reading of conversation from the material listen and perform in front of the class.</p> <p>5. Out-of-class listening - Reading partners: Students are assigned to pair up with a classmate to plan and listen together during the week</p> <p>5. Out-of-class listening - Students practice listening and record their listening in their listening journals.</p> <p style="text-align: center;">Posttest</p>	<ul style="list-style-type: none"> - Listening journal - Material list - Example of conversation 	100
9	Lesson 8: Travelling		- Listening journal	-
10			- Listening journal	-
			- Listening comprehension test	45

Y

3.2.2 Phase 2: Implementation of Extensive Listening Instruction

To implement extensive listening instruction, research instruments were developed, validated, and revised before the implementation. The instruments were developed into (1) research instruments and (2) instructional instruments.

To validate the quality, three research instruments were given to three experts: (1) listening comprehension test, (2) listening journal, and (3) semi-structured interview questions by using Item-Objective Congruence (IOC). In order to verify if the contents are valid, the results of IOC must be higher than 0.5, unless the instruments should be revised following the comments suggested by the experts. The details of how each instrument was developed, validated, and revised were explained below.

3.2.2.1 Validated and Revised Research Instruments

1. Research Instruments

1.1. Listening Comprehension Test

The listening comprehension test aimed to assess students' listening comprehension before and after the implementation. The test was adapted from the Aptis test which was used by Holzkecht (2019) to assess students' cognitive processes and found that the test meets its goals to assess students' lexical recognition, factual information, interpretative meaning at the utterance level, and meaning at discourse level successfully.

The total numbers of the test are 25 items, with 1 score per each. The time allotment is 50 minutes. The test structure consists of four parts conformed to the 4 aspects of listening comprehension defined which comprise:

1. Information recognition: listening to identify specific information such as a phone number or a place. There were 7 multiple-choice items with 7 scores.

2. Finding key information: listening to match each speaker to a piece of information on common topics. There were 6 multiple-choice items with 6 scores.

3. Connecting information: listening to identify who expresses which opinion. There were 6 multiple-choice items with 6 scores.

4. Making inference: listening to identify the speaker's point of view or opinion. There were 6 multiple-choice items with 6 scores.

In developing this instrument, first, the researcher studied some standard listening tests, listening comprehension tests, and some relevant studies. Second, the test draft was constructed and analyzed by the advisor. Third, the test was revised and submitted the Item-Objective Congruence form (IOC) to experts for validation. All the items were rated between 0.66-1 which indicated that the test was reliable. However, all three experts mentioned that part four was too long. Also, some audio clips contained unclear voices and some questions were too difficult such as items 3, 5, 8, and 25. One expert recommended the researcher simplify some word choices for better comprehension. According to the experts' suggestions, (1) all of the scripts in part four were shortened and the difficult questions in items 3, 5, 8, and 25 were simplified, (2) the audio clips mentioned unclearly were rerecorded, then some unclear questions were also simplified, such as 'amount' to 'number', and (3) some more details of the test instructions were added following the suggestion.

Lastly, to illustrate the possibility of the study after the revision of the instruments following experts' comments, the listening comprehension test was given to 27 upper secondary students from the regular program (different group from participants). The results indicated that the mean score of the pilot was 9.72 scores. The lowest score was 4, whereas the highest score was 22 out of 25. However, there were two questions that none of the students could correctly answer, so the researcher revised and simplified these two items. The test structure of the listening comprehension test is shown in Appendix B.

1.2 Listening journal

The listening journal aimed for the researchers to examine how students listen via extensive listening and to monitor students' practice outside the classroom and collect qualitative data on how students practiced their listening. The listening journal was designed as a single template worksheet for students to fill in once a week. It was adapted from the listening journal by Schmidt (2016) and the listening worksheet by Mayora (2017) for students to record their listening practice outside class throughout the 8-week implementation. There were only five weeks (Week 1st, 3rd, 5th, 6th, and 8th) in which all participants submitted the journal were randomly chosen for the data analysis by using content analysis to see trends that emerged.

Listening journal consisted of five parts: (1) planning; a table provided for students to plan how many materials they plan to listen in the following week, what and when they will practice, and how many materials can they practice according to the plan, (2) general information; ten gap-fill items for general

information about each listening material, (3) summarization; two items to summarize main ideas and personal impression toward the material, (4) self-assessment and recommendation; six items of five-point rating scales to rate self-comprehension, level of difficulty, number of attempts, and material recommendation for peers, and (5) problems and solutions; two short-answer items to write about problems and solutions confronting during listening practice.

In developing the listening journal, the researcher firstly studied relevant pieces of literature about extensive listening and the use of listening journals. Second, the journal draft was constructed, examined by the advisor, and the revision was operated. Afterward, it was submitted to the three experts together with the lesson plan for the Item-Objective Congruence form (IOC). The items were rated 1 in all items.

For the revision part, the expert suggested that items 5, 7, 8, and 9 should be edited. Therefore, the researcher added the word 'times' in item 5, then edited the spectrum of questions in items 7 and 8 to be correlated with other items (from minimum to maximum). All the items were revised following the experts' comments. The template of the listening journal is shown in Appendix C.

1.3 Semi-structured interview

Ten students were selected for semi-structured interviews after the implementation. They were divided into three groups according to their pretest-posttest gain scores into high score, average score, and low score groups, then they were randomly selected: 3 students from the high score group (no. 18, 17, and 16), 4

students from the average score group (no. 12, 11, and 9), and another 3 students from the low score group (no. 1,3, and 5).

The semi-structured interview aimed to explore in-depth by analyzing the data collaborating with the data gained from the listening journals to investigate how students listen via extensive listening instruction qualitatively. It was adapted from the interview questions by Phuangsua and Chusanachoti (2019) and conformed to all six the extensive listening principles, it comprised 10 open-ended English-Thai questions. The interview was approximately 20 minutes per person by using Thai language in order to obtain detailed information as much as possible and to eliminate the language barrier which could obstruct the finding.

The interview was developed by studying relevant studies about extensive listening with the use of the interview. Then, the draft of interview questions was developed and submitted to the advisor. After revising, the 10 interview questions were submitted to experts with Objective Congruence form (IOC) for item validation which was validated by three experts with IOC rating 0.66-1.

For the revision part, there was a question that contained an ambiguous word ‘strategy used’, as the purpose was whether for listening practice or for selecting material. Therefore, the question was revised from ‘strategy’ to ‘listening strategy’. Also, there was a suggestion to add more questions that answer the learning outcomes number 2 and 3 of the lesson plan. However, since the interview aims at exploring data about the whole extensive listening instruction, not to achieve learning outcomes of a single lesson plan. Thus, there was no revision according to this comment. The interview questions are shown in Appendix D.

2. Instructional Instruments

2.1 Lesson plans

There were 8 extensive listening lesson plans designed according to the number of weeks implemented. The lesson plans were conformed to the six extensive listening principles synthesized, the nine teaching guidelines in figure 3.1, and the teaching procedures in figure 3.2. These three cores collaborated as the guidance and scope for extensive listening instruction.

Furthermore, four weekly themes (one theme per two weeks) were voted by students, then extensive reading activities proposed by Bamford & Day (2004) were selected and applied to help students find their listening levels, plan their prior listening, check their self-comprehension, rate listening materials, recap their listening, and share their practices with other peers in the classroom.

To validate instructional lesson plans, one sample lesson plan was given together with extensive listening principles, teaching guidelines, teaching procedures, material list, and listening journal to the three experts, in order to validate the lesson plan by using the Item Objective Congruence Index (IOC) forms. The results were rated between 0.66-1 in all items, which indicated the propriety of the lesson plan.

For comment the section, an expert recommended the researcher revise the time allotment of each stage, as it was too limited to finish the activities. Another expert mentioned that the activity in the 'Group-based listening stage' was more similar to intensive listening more than extensive listening instruction. As per the experts' suggestions and personal teaching experiences, the lesson plan was revised. First, the time allotment in each stage was reconsidered. The researcher

also shortened some activities to fit with time constraints. Besides, the activity mentioned as similar to intensive listening was also revised to be more student-centered activity.

Lastly, in order to illustrate the possibility of the study, after the revision of the instruments following experts' comments. One sample of the extensive listening plan was tried out with 45 upper secondary students from the regular program (another group from participants). The results indicated that the time allotment was still too short for some activities as many of the students couldn't manage the tasks given on time. So after the pilot, time allotment was revised in some parts based on the finding, together with the experts' comments. A sample of the lesson plan is shown in Appendix E.

2.2 Listening materials

The listening materials used in this study are authentic materials selected based on the first four principles of extensive listening: comprehensibility, variety, personal pleasure, and quantity. The activities were divided into inside classroom and outside the classroom.

For the inside classroom, pre-selected authentic materials were provided to students. The list was carefully chosen based on extensive listening principles: students' proficiencies, weekly themes, variety of topics, genres, modalities, and various sources including, websites, YouTube, podcasts, and TED talks. The duration of each material was ranged between two - fifteen minutes.

Whereas, outside classrooms materials were freely chosen by students following the weekly theme. Students were expected to reach at least 40 minutes

of listening practice. The teacher only guided how to choose proper materials and some recommended sources. According to extensive listening principles, each week, the teacher provided a weekly theme and a list of listening materials for students to select and practice in the class. The list was carefully chosen based on (1) students' competency, (2) interest and weekly theme, (3) modality, (4) genre, and (5) source, details are as follow:

In selecting listening materials: (1) students' competency; the level of competency was chosen between A2 – B2 to be equivalent with the anticipated competency of the participants, (2) interest and weekly theme; the eight weekly themes were selected based on the results of students' needs comprise hobby, traveling, entertainment, and short story, (3) modality; the materials were also chosen based on the variety of modality included listening only, reading while listening, listening and viewing, and combined listening, viewing, and reading, (4) genre; the seven oral text genres included in this study comprise news reports, speeches, oral presentation, advertisement, short movies, short stories, and variety shows, and (5) source; these materials were chosen from various sources including website, podcast, YouTube, and TED talks.

The duration of each material was ranged between two-fifteen minutes and the list of material was provided to students in the form of online links on Google Classroom categorized by level of, theme, genre, and competency respectively. The process of material selection began with the exploration of relevant studies and recommended sources. Afterward, conducting the survey of students' needs on their interests of listening topics/themes. After selecting themes, various recommended sources were explored for proper materials. The

list of listening materials was constructed and submitted to the advisor, then the list was revised.

Next, some samples of materials were submitted together with the lesson plan to experts with the Objective Congruence form (IOC) for content validation. The items were rated 1 in all the items. There was no recommendation given for the materials.

Lastly, for outside classrooms, the materials were freely chosen by students following the weekly theme. The teacher only guided how to choose proper materials and some recommended sources. Through sharing activities in the class, the teacher could observe, provide feedback, and further guidance for their selection.

3.2.2.2 Implement Extensive Listening Instruction

According to the research design, there was a total of 10 weeks of extensive listening instruction implementation. The first week was utilized for the pretest and the orientation to the course. The latter 8 weeks were extensive listening instructional teaching. Lastly, the tenth week was used for the posttest and semi-structured interview as follows:

Week 1: Pretest and Orientation

The first week was used to administer the pre-test, listening comprehension test, in order to assess students' English listening comprehension before extensive listening treatment.

Then, oriented students into objectives, benefits, processes, and evaluation of extensive listening instruction. In addition, students were introduced on how to select proper listening materials for themselves as well as getting to know about titles and genres.

Week 2-9: Implement Extensive Listening Instruction

Afterward, the implementation of extensive listening continued to the latter eight weeks. The activities were divided into inside and outside the classroom. Inside the classroom, pre-selected materials were provided to students, they were encouraged to choose the materials, listen, and participate in a variety of activities to encourage and inspire students to continue their listening practices. Outside class, students could choose their materials on their own choices, listen, record the listening journal, and submit in class once a week.

Week 10: Conduct Post-test and Interview

In the last week, students completed the listening comprehension test to evaluate their listening comprehension after the treatment. Afterward, students were divided into three groups following their gain scores (The grouping detail was presented in data analysis below). Ten students were selected for the interview to explore how each group practice their listening. The data gained from their listening journals and the interviews were analyzed and presented together.

3.2.1.3 Evaluate the Effect of Extensive Listening Instruction

The study aimed to investigate the effects of extensive listening and explore factors that influence the listening comprehension ability score of students. The data were conducted both qualitative and quantitative as shown in Table 3.

In order to answer research question number 1, according to quantitative data, this study used a Wilcoxon signed-rank test to compare the results of pre-test and post-test scores to investigate the development of students' listening comprehension due to the limited number of students.

In addition, to answer research question number 2, two instruments were analyzed quantitatively by content analysis, the listening journal, and the semi-structured interview.

To conduct students' listening journals, they were divided into three groups based on their gain scores of the pre-posttest, then their journals were analyzed separately in groups. The grouping steps were described below.

First, from the pre-posttest, students' gained scores were rearranged the value in ascending order, starting from the lowest to the highest value. Then the scores were calculated to find Percentile rank. The Percentile ranks were determined and described as follows:

Higher than 75th rank means students achieve excellent gain scores

25th – 75th ranks means students achieve average gain scores


Lower than 25th rank means students achieve low gain scores

The results were used to divide students into three groups, namely, high score, average score, and low score groups. There were six students in the high

score group, seven students in the average score group, and five students in the low score group from the total number of 18 students.

Afterward, to conduct the semi-structured interview, the subjects were randomly selected from each group. The interviewers were three students from the high score group, four students from the average score group (due to the largest amount of subjects in this rank), and another three students from the low score group.

Table 4 Data Analysis



Research Question	Instrument	Data Analysis
1. To what extent can extensive listening instruction enhance students' listening comprehension? 2. How do students listen via extensive listening instruction?	1. Listening comprehension test 2. Listening journal 3. Semi-structured interview	1. Wilcoxon 2. Descriptive Statistics 3. Effect size 1. Content analysis 2. Descriptive statistics Content analysis

CHAPTER IV

RESULTS

This chapter represents the findings of the data obtained from the ten-week implementation of extensive listening instruction on secondary school students. The results of the study are presented into two sections based on the research questions as follows:

4.1 Research Question 1: *To what extent can extensive listening instruction enhance students' listening comprehension?*

This study investigated the effects of extensive listening on Thai secondary students' English listening comprehension. Students' pretest mean scores on the listening comprehension test were compared to their posttest mean scores after the implementation. According to the results of the Wilcoxon Signed-Rank Test, the results indicated that the minimum score of the pretest was 3, and the maximum score was 18 out of 25, while the minimum score of the posttest was 6, and the maximum score was 25. The pretest mean score was 7.94 (SD = 4.02), and their posttest mean score was 13.55 (SD = 6.14). Thus, these results indicated that the mean scores of students' English listening comprehension significantly increased after they participated in the extensive listening instruction ($z = -3.52$).

Furthermore, according to the Cohen's d scale of magnitudes of a correlation (Cohen, 1988), the value of d is as follows:

$d = 0.2$ (a small effect)

$d = 0.5$ (a medium effect)

$d = 0.8$ (a large effect)

It could be concluded that the increase of students' listening comprehension after the implementation contained a large effect size (Cohen $d = 1.09$) as shown in Table 4.

Table 5 A Holistic Comparison of Pretest and Posttest Scores

Score	Min (25)	Max(25)	\bar{x}	S.D.	z	Sig.	Effect Size
Pretest	3	18	7.94	4.02	-3.52*	0.000	1.09
Posttest	6	25	13.44	6.14			

* $p < .05$ ($n = 18$)

In addition to calculating pretest and posttest overall mean scores, the test was also discussed in four aspects of listening comprehension, namely, information recognition, finding key information, connecting information, and making inferences. To examine further to which aspects of listening comprehension improved the most from the tests.

Table 5 shows the effects of extensive listening instruction on students' listening comprehension separated into four aspects. The first aspect, information recognition, the pre-test score was 2.53 (S.D. = 1.45), while the post-test mean score was 3.86 (S.D. = 1.84). The second aspect, finding key information, the pre-test mean score was 1.93 (S.D. = 1.22), whereas the post-test mean score was 2.60 (S.D. = 2.16). The third aspect, connecting information, the pre-test mean score was 2.06 (S.D. = 0.79), while the post-test mean score was 3.26 (S.D. = 2.01). Lastly, the fourth aspect, making inferences, the pre-test mean score was 2.20 (S.D. 1.65), and the post-test mean score was 3.33 (S.D. = 1.87). In addition, the highest mean gain

was information recognition (1.33), followed by connecting information (1.20), making inference (1.13), and finding key information (0.67) respectively.

Considering the effect size, the highest mean gain was information recognition with a large effect (Cohen $d = 0.80$), followed by connecting information with a medium effect (Cohen $d = 0.78$), making inference with a medium effect (Cohen $d = 0.64$), and finding key information (0.67) with a small effect (Cohen $d = 0.38$) respectively.

Overall, the results indicated that English listening comprehension of Thai secondary school students increased across all four aspects of listening comprehension but not significantly, with information recognition as the most improved aspect and finding key information as the least.

Table 6 An Analytical Comparison of Pretest and Posttest Scores

	Pretest		Posttest		Gains	z	Sig.	Effect Size
	\bar{x}	S.D.	\bar{x}	S.D.				
Information Recognition	2.53	1.45	3.86	1.84	1.33	-2.62*	0.009	0.80
Finding Key Information	1.93	1.22	2.60	2.16	0.67	-1.90	0.368	0.38
Connecting Information	2.06	0.79	3.26	2.01	1.20	-1.98*	0.048	0.78
Making Inference	2.20	1.65	3.33	1.87	1.13	-1.84	0.065	0.64

* $p < .05$ (n = 18)

4.2 Research Question 2: *How do students listen via extensive listening instruction?*

To answer this research question, two research instruments were utilized: 1) listening journals and 2) semi-structured interviews. First, all the students were divided into three groups based on their gain scores from the pre-posttest, the listening journals of all participants were analyzed in groups, namely, high score, average score, and low score groups.

Afterward, the participants were randomly selected from each group for the individual interview: three students from the high score group, four students from the average group, and three students from the low score group. The total numbers of interviewees were 10 in total as shown in Table 6 (the grouping details were presented in data analysis).

Table 7 Semi-structured Interviewees in Groups

No.	Gender	Gain Score	Interview Group
1.	Male	17	High
2.	Female	16	
3.	Male	14	
4.	Male	6	Average
5.	Male	5	
6.	Female	4	
7.	Female	2	
8.	Male	1	Low
9.	Male	1	
10.	Female	0	

(n = 10)

Their listening journals and semi-structured interviews were analyzed to explore in-depth information on how students from each group practiced their listening via extensive listening instruction. The data were divided into two sections, (1) an analysis of quantity and characteristics of listening practices, (2) an analysis of listening practices based on the extensive listening principles as follows:

4.2.1 An Analysis of the Quantity and Characteristics of Listening Practice

4.2.1.1 An Analysis of the Quantity of Listening Practice

Table 7 indicates that students from each group practiced similarly on the aspect of listening quantity. Most students practiced merely about 40 minutes just to meet the minimum requirement. The average number of listening minutes was slightly different among each group, the high score group had 853 minutes, the average group showed 767 minutes, and the low score group indicated 670 minutes respectively.

Remarkably, there were some notable differences reported in the high score group. First, a greater rate of subtitle application, it was clearly seen that they chose listening materials with subtitles approximately 100 percentages, whereas other groups were merely 65-70 percentages. Second, greater numbers of repetitive listening, their repetitive practices were obviously higher than other groups about 3.44 times per clip, while the listening repetition of other groups were just about 1.75 and 1.55 times per clip. Also, the duration of listening clips was found slightly longer in average and low score groups.

Table 8 An Analysis of the Quantity of Listening Practices

		High (n=6)	Average (n=7)	Low (n=5)
Total numbers of clips	\bar{x}	40	39.66	33.66
	S.D.	1.15	1.37	6.52
Clips with Subtitles (Percentages)	\bar{x}	93.50	70.00	65.00
	S.D.	5.83	26.25	12.34
Listening repetition (times)	\bar{x}	3.44	1.75	1.55
	S.D.	0.62	0.46	0.25
Total number of minutes × listening repetition (minutes)	\bar{x}	853	767	670
	S.D.	327	158	133
Duration of each clip (minutes)	\bar{x}	8.47	11.00	11.49
	S.D.	1.42	3.51	2.41

(n=18)

4.2.1.2 An Analysis of Characteristics of Listening Practices

1. Listening Problems

As shown in Figure 5, from content analysis, the most often listening strategies used could be grouped into 4 aspects: 1) unknown vocabulary, 2) fast speech rate, 3) unfamiliar accent, and 4) difficult sentence structure. First of all, listening problems encountered by students among all three groups were similar. However, there were fewer students from the high score group who indicated other listening problems compared to the other two groups.

The first problem, unknown vocabulary, all ten students among three groups or 100 percentages of students reported unknown vocabulary as one of the obstacles in their listening practices.

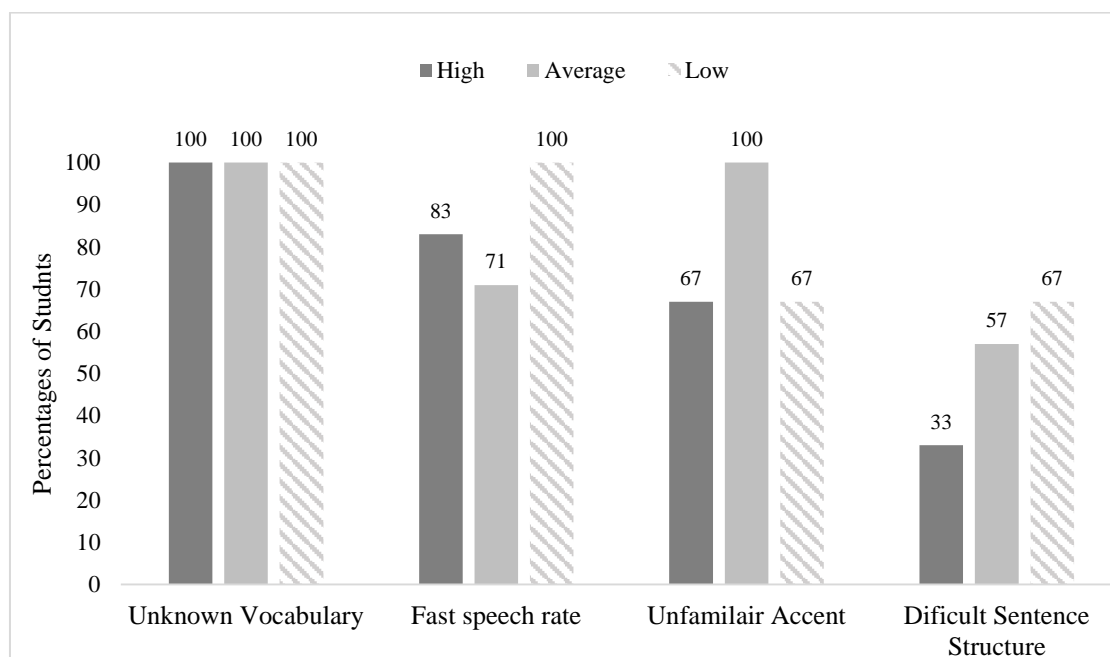
Secondly, fast speech rate was also indicated as a problem among all the three groups, 66 percentages of high score students, 75 percentages of average score students, and 100 percentages of low score students respectively.

Third, there were only 33 percentages of students from the high score group mentioned their problems in understanding unfamiliar accents. However, all the students or 100 percentages of the average group stated this problem, and 67 percentages of low score students as well.

Lastly, problems in understanding complex sentence structures were also reported. Students described in the interview that some sentences contained language features that were too difficult for them, for example, tenses, fixed phrases, and slang. There were only 33 percentages of the students from the high score group reported this problem, whereas the average and the low score group had equal numbers of 67 percentages.

It could be summarized that students among the three groups encountered similar listening problems. Unknown vocabulary was reported as the listening obstacle of all students. However, in other listening problems, students from the high score group reported listening problems fewer than other groups, whereas the average and the low score groups reported similar numbers of encountered listening problems.

Figure 8 Main listening problems encountered by students



2. Listening Strategies

There were a total of nine listening strategies presented to students. From content analysis, the most often listening strategies used could be summarized into six strategies: 1) image, to construct meaning by generating mental pictures, 2) re-listen, to repeat listening more than one time, 3) find main idea, to find general key information, 4) predict, to look at a text, picture and predict what will happen next, 5) question, to check self-comprehension by using question or summary, and 6) monitor, to observe self-comprehension and self-satisfaction.

From Figure 6, considering each group, in particular, the high score group reported their similar top strategies used by 100 percentages or all the members which included 1) image, 2) re-listen, and 3) find main idea. Their application of

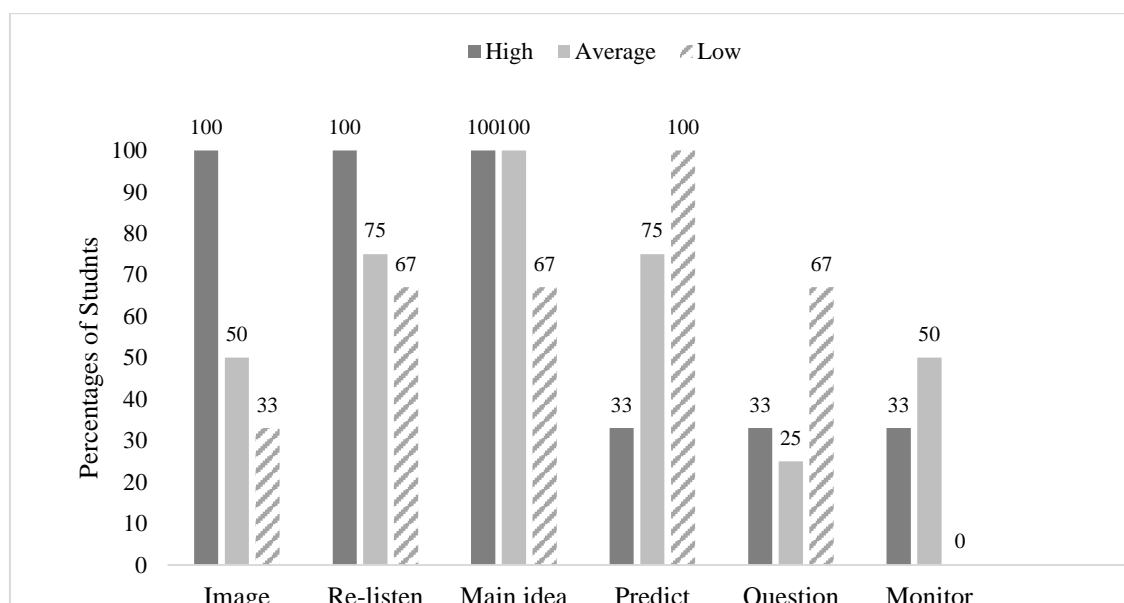
other strategies was quite low, there were predict, question, and monitor with only 33 percentages of students.

In the average group, their salient strategy used was find main idea (100 percentages). The second used were re-listen and predict equally by 75 percentages of students. Besides, image and monitor were reported by 50 percentages of students. Lastly, question was reported by 25 percentages.

For the low score group, their top strategies used was predict with 100 percentages, followed by re-listen, find main idea, and question equally by 67 percentages of students. The image was reported by only 33 percentages and none of them reported using monitor strategy.

In other words, each group revealed differences in their listening strategies application. The high score group notably shared similar top three strategies among all the members. The average reported find main idea as their highest strategy used. While the low score group reported predict as their top strategy.

Figure 9 Top Listening Strategies Used by Students



4.2.2 An Analysis of Listening Practices Based on the Extensive Listening Principles

This present study was designed under the six synthesized principles of extensive listening instruction comprise (1) comprehensibility, (2) variety, (3) personal pleasure, (4) quantity, (5) accountability, (6) teacher's support. To understand more about how students practiced their listening via extensive listening instruction, the practices of students conducted both from their listening journals and semi-structured interviews were analyzed based on these six core principles and presented together as follows:

4.2.2.1 Comprehensibility

Based on the data from listening journals and interviews, in order to gain better listening comprehension, most of the students expressed their preferences in choosing materials with subtitles, especially the high score group which revealed

their higher rate of subtitles used than others. There were two students, one from the average group and another one from the low score group mentioned their avoidance in using subtitles as they intended to practice listening only. It was noticed that these two students gained quite high scores in the pre-test, but their post-test scores slightly increased.

Moreover, to deal with incomprehensible materials, attempts to solve listening problems by using listening strategies learned were also highlighted by students. Many of them even anticipated their failure without using strategies. Also, from the interviews, all ten interviewees confirmed their priority in choosing comprehensible audios or videos. When they encountered difficult materials, they firstly tried re-listening before changing to a new one. Therefore, it could be concluded that students were well oriented with appropriate objectives to accomplish their listening comprehension development as excerpts revealed:

“เวลาเลือกสื่อการฟัง พอเจอวิดีโอที่น่าสนใจ แต่ว่ามันยากหรือเจอสำเนียงที่ฉันไม่ค่อยชิน ฉันจะฟังซ้ำ แล้วก็อ่านซับแบบตั้งใจมากขึ้น แต่ถ้ายังไม่เข้าใจอีก ก็จะเปลี่ยนไปฟังอันใหม่”

(Translation)

“In choosing a material, when I found an interesting video but it was too difficult or it contained the accent I wasn't familiar with, I re-listened twice and read subtitle more attentively, but if I still didn't understand, I changed to a new one.” (High score, no. 1, male)

“บางวิดีโอก็เร็วเกินไปสำหรับฉัน ฉันก็เลยปรับความเร็วลง แล้วก็อ่านซับ ซึ่งช่วยได้เยอะเลย”

(Translation)

“Some videos were too fast for me, so I adjusted the speed and read the subtitle which helped me a lot” (Average score, no. 6, female)

4.2.2.2 Variety

Based on the interview, all ten students from their groups pointed out that their foremost choices of material selection were from the recommended lists by the teacher, afterward, they started exploring new materials according to their personal interests that were conformed to the data from their listening journals. The data indicated that listening materials which were chosen by the students contained variety in duration, genre, modality, level of language proficiency, and sources, for instance, YouTube, TikTok, TED Talks, and other websites. In addition, some students also revealed their practices to a wider variety of topics and sources after the implementation as the excerpts quoted below:

“ก่อนมาเรียน ปกติฉันก็ฟังวิดีโอภาษาอังกฤษอยู่แล้ว แต่ฉันได้เรียนรู้ช่องใหม่ ๆ ที่น่าสนใจจากวิชานี้”

(Translation)

“Before this class, I usually listened to some English videos, but I learned more interesting channels from this class.” (Average score, no.4, male)

“เมื่อก่อน ฉันแทบจะไม่ได้ฝึกฟังภาษาอังกฤษในชีวิตประจำวันเลย เพราะว่าไม่รู้แหล่ง ตอนนี้อยู่เพียบเลย”

(Translation)

“Before, I rarely practiced English listening in my daily life because I didn’t know any sources. Now, I knew plenty.” (Low score, no.8, male)

4.2.2.3 Personal Pleasure

From the interview, all ten students confirmed their preferences with unanimity on self-selected materials rather than the teacher’s choices. Most of them claimed that they could understand more and could listen longer with their self-selected materials. There were only three of them opted for their alternative choices on the teacher’s as they were more academic and more challenging. These data clearly indicated that providing students with opportunities to explore and select materials by themselves is essential in increasing the number of their listening practices as the excerpts quoted below:

“ฉันชอบเลือกเองมากกว่า พอเป็นสิ่งที่ฉันชอบ มันจะกระตุ้นให้ฉันฟังได้นานขึ้น แล้วก็บ่อยขึ้นด้วย”

(Translation)

“I preferred to choose by myself, when it’s something I like, it urged me to listen longer and more often.” (High score, no. 3, male)

“ฉันชอบที่จะได้เลือกเองมากกว่า แต่มันก็ดีทีจะมีตัวเลือกของครูด้วย เพราะว่ามันท้าทายมากกว่า ฉันชอบเลือกอะไรที่มันง่าย ๆ แล้วบางทีก็ไร้สาระ”

(Translation)

“I preferred choosing by myself, but to teachers’ choices were also good. They were more challenging. I chose what were easy and sometimes non-sense.”

(Average score, no. 8, male)

Besides material selection, the researcher also wanted to explore their motivation or stimulation driven them to practice listening, especially outside the classroom. Both intrinsic and extrinsic motivation were anticipated by the researcher, for instance, self-development, goal achievement, finishing assignments, or peer pressure. However, all ten interviewees impressively expressed their intention to develop English skills, which was categorized as intrinsic motivation. Their motivation was clear due to their choices to enroll in this elective course from various subjects provided. There were only two students who added their extrinsic motivation, which was the intention to study or work abroad. Even though some alternative choices of other extrinsic were suggested during the interviews, but none of them claimed any other options.

In addition, another interesting result was found in the high score group, all of them revealed their disgrace from getting poor scores in the pretest. They claimed that their foremost failures had driven them to practice harder. As a result, their hard work rewarded them in the post-test as they gained outstanding score improvement. Their expressions were quoted below:

“ฉันทำคะแนนก่อนเรียนได้แย่มาก ๆ มันน่าอายมากสำหรับฉัน ดังนั้นในการสอบหลังเรียน ฉันเลยตั้งใจ
มาก ๆ”

(Translation)

“I did quite badly in the pretest, it was embarrassing for me, so in the posttest, I was very attentive.” (High score, no. 1, male)

“ฉันได้คะแนนทดสอบก่อนเรียนต่ำมาก ฉันเสียใจมาก ดังนั้นฉันเลยฝึกเยอะมากๆ”

(Translation)

“I got very low score in the pretest, I was so sad, so I practiced a lot.” (High score, no. 2, female)

It could be summarized that besides supporting students to select their own listening materials, motivation is also crucial as it works as a driving force motivated and stimulated them to start and continue their practices. As students affirmed the importance of self-selected materials that influences their needs and enthusiasm to practice longer and more often, their motivation is also another key to arouse them to begin their practices and to keep their practices continuing.

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4.2.2.4 Quantity

Most of the students practiced merely within the minimum requirement which was at least five listening materials or 40 minutes per week. Also, their total numbers of listening minutes were similar among the three groups. It could be concluded that there were no notable differences found according to the quantity of the materials practices among the three groups.

However, there was a notable difference in listening repetition of the high score group which outperformed the average and the low score groups. Their

listening repetition was about 3.44 times per material, while other groups' were merely about 1.75-1.55 times respectively. As repetitive listening increases the number of practices, students from high score groups actually listened to each material more in quantity compared with other groups. The repetition increases the intensity of their practices, as students usually encounter different aspects and benefits from the material in each repetition, for instance, some key ideas from the first repetition and some more details in the second time. Some of their expressions were quoted below:

“สำหรับเรื่อง ๆ หนึ่ง ปกติฉันฟังอย่างน้อย 2-4 ครั้ง”

(Translation)

“For one material, I usually listen at least 2-4 times.” (High score, no.1, male)

“ปกติแค่ 1-2 ครั้งต่อเรื่องเพราะว่าเรื่องที่ฉันเลือกมันค่อนข้างยาว”

(Translation)

“Usually just 1 or 2 times per material because I chose quite long materials” (Average score, no.7, female)

Another point was also noticed in the listening materials, the duration time of the average group (11.00 minutes) and the low score group (11.49 minutes) was longer than the high score group (8.47 minutes). Relevantly, some students from the average and the low score groups reported their loss of attention during the practices due to the long duration of the materials. It can be concluded that materials should not be too long, unless it may cause boredom and loss of concentration in students.

Besides, since the number of students' practices among each group was similar, its effect could not be clearly seen. However, from the higher rate of repetitive listening of the high score group, the intensity of listening practices could be assumed to affect students' listening comprehension. As hearing and listening are different, students who chose longer clips reported their lower rates of listening repetition (1.55-1.75 times), they may not pay full attention to their materials enough compared to students from high score group who chose shorter clips but repeated each clip more often (3.44 times). Therefore, long duration clips were not recommended for students as they would be easily distracted during the long-duration, but the proper length of duration is suggested, as students can pay attention continuously and can repeat more often. It could be assumed that the intensity and the intention to practice are crucial in developing listening comprehension.

4.2.2.5 Accountability

During the implementation, students were also assigned to practice outside the classroom. Most of them reported their time allocation to practice listening amid their huge assignment from all other subjects. Most of them claimed their impromptu material selection and practices, while two students, one from average and another one from low score group revealed their prior weekly plan in choosing materials beforehand.

“บางสัปดาห์ ฉันมีการบ้านเยอะไป ฉันก็จะเลือกคลิปที่มันสั้น ๆ แต่ถ้ามีเวลามากขึ้น ก็เลือกคลิปที่ยาวขึ้น”

(Translation)

“Some weeks, I had too many assignments, so I chose shorter clips, but when I had more time, I chose longer clips.” (High score, no. 2, female)

“ฉันเลือก 5 เรื่องที่จะฟังไว้ล่วงหน้า ถ้ามีเวลาจำกัด ฉันจะเลือกเรื่องที่ยาวที่สุดในลิสต์ขึ้นมาฟังก่อน”

(Translation)

“I chose 5 listening materials ahead. When I had limited time, I picked the shortest clip from my list first.” (Average score, no. 7, female)

Besides time allocation and prior material selection, students also revealed their accountability through listening practices. Many students claimed the changes in their listening behavior after the implementation as they listened more attentively to each material as well as applied more strategies in their listening such as re-listen, find main idea, picture, and so on. These strategies helped them in dealing with listening difficulties and supported their better comprehension in their individual practices as shown in the excerpts below:

“ปกติฉันก็จะฟังแบบผ่านๆ ไม่ได้ โฟกัสอะไร แต่ตอนนี้เวลาฟังจะตั้งใจมากขึ้น พยายามจับใจความสำคัญ นึกภาพตาม หรือ ฟังซ้ำ ถ้าไม่เข้าใจ”

(Translation)

“Before I just listened inattentively without focus, but now I paid more attention, tried to find main idea, image, or re-listen if I didn’t understand.” (High score, no. 2, female)

“ฉันไม่เคยใช้กลยุทธ์ในการฟังมาก่อน ก็แค่ฟัง ๆ แต่ตอนนี้ฟังขั้นต่่าก็ 2-3 ครั้ง ก็รู้สึกว่าการฟังของตนเองมีประสิทธิภาพมากขึ้น”

(Translation)

“I had never used listening strategies before, just listened, but now I listened at least 2-3 times. I feel like my listening is more effective.” (Average score, no. 5, male)

In addition, their motivation also supported the continuity of their practices, as many of them mentioned their fondness and joy of listening practices, they continued their listening practices even after the implementation ended. This finding could be relevant to their intrinsic motivation to practice English, once they became more familiar with listening and experienced some sense of self-development, these factors increased their motivation to continue their practices, not to meet the instruction or assignment given anymore, but as their new habit as the excerpts below:

“ฉันรู้สึกว่าคุณฟังเก่งขึ้น มันทำให้ฉันอยากจะทำต่อไป”

(Translation)

“I felt that my listening became better, it made me want to continue my practice” (High score, no. 2, female)

“ตอนนี้การฝึกฟังกลายเป็น new hobby ของฉันไปแล้ว จากตอนที่ไม่เคยฝึกแบบจริงจังมาก่อน”

(Translation)

“Listening practice already became my new hobby compared to before which I never actually practiced” (low score, no. 8, male)

4.2.2.6 Teacher's Support

All ten students from each group indicated the benefits and necessities of teacher's guidelines and support throughout the implementation including material selection guidelines, recommended listening material lists, vocabulary presented, strategies usage, and stimulation for listening progress. These findings could be concluded that teacher's support is relevant to students' motivation, as teacher's support plays a necessary role in facilitating and encouraging their listening practices. As students explained, many of them entered the classroom with limited knowledge and experiences about listening practice. Therefore, with the teacher's support in selecting proper materials and preparing them before listening activities, students were motivated through the sense of achievement once they could comprehend the materials in the classroom, then they knew how to practice and gained some motivation to practice outside the class by themselves.

Besides, with listening strategies presented in the orientation and through various activities in the class, students learned how to apply these strategies effectively from inside the classroom, then these skills followed them to their individual practices outside the classroom as excerpts described below:

“ครูช่วยฉันเยอะมากจากที่ไม่มีทักษะ ไม่รู้จะเริ่มต้นฟังยังไง ครูเลือกสื่อที่เหมาะสมกับพวกเรา ทำให้
กระตือรือร้นในการฟังมากขึ้น ได้เห็นแนวทางการเลือกสื่อจากในห้อง”

(Translation)

“The teacher helped me a lot from no skills and didn’t know how to start. The teacher chose proper materials for us which stimulated me to listen more. Also how to select materials from inside the class” (High score, no.2, female)

“ครูกระตุ้นให้ฉันอยากฟังมากขึ้น พอฉันเริ่มคุ้นเคยกับการฟังจากในห้อง ดังนั้นฉันก็รู้ว่าจะฝึกนอกห้อง
ยังไง”

(Translation)

*“The teacher motivated me to practice more, since I was familiar with listening from inside the class, so I knew how to practice outside the class.”
(Average, no.5, male)*

From the data analyzed under the six principles of extensive listening above, it could be summarized that there were no differences found among these three groups in the aspect of listening quantity. However, there were some notable findings on the listening strategy used, subtitle applied, and motivation driven off the high score group which outperformed the others.

4.3 Chapter Summary

In summary, this chapter represents the findings of both research questions corresponding with the effects of extensive listening instruction on Thai students’ listening comprehension. The first question aimed to investigate the effects of extensive listening on students’ listening comprehension. The result derived from the listening comprehension test demonstrated that students significantly gained higher listening comprehension scores after the implementation. The second

question aimed to explore how students listen via extensive listening instruction. Students were divided into three groups according to their gain scores. Their listening journals and semi-structured interviews were analyzed to investigate the differences in their practices based on the six principles of extensive listening. The results revealed that each group practiced similarly according to the listening quantity. However, there were reports on the differences of subtitles used, strategies used, and the motivation driven in the high score group.



CHAPTER V

DISCUSSION AND CONCLUSION

This final chapter concludes the current study in five parts, consisting of a summary of research findings, discussion, pedagogical implications, limitation of the study, and recommendations for further studies extracted from the study.

5.1 Summary of the Research Findings

The purposes of this study were (1) to investigate the effect of extensive listening instruction on students' listening comprehension and (2) to examine how students listen via extensive listening instruction. The study employed one group pre-posttest design with 18, 10th grade mixed English ability, Thai students. The findings of the study are presented as per the research questions as follow:

Research Question 1. To what extent can extensive listening instruction enhance students' listening comprehension?

The mean score of the posttest (13.55) was higher than the mean score of the pretest (7.94) at the level of .00 ($p < .05$) with a large effect size (Cohen $d = 1.09$). Therefore, the finding could be concluded that extensive listening instruction had significantly enhanced the students' English listening comprehension after ten-week implementation.

On further analysis of listening comprehension aspects, the findings indicated the maximum development in information recognition, while the minimum improvement was finding key information.

Research Question 2. How do students listen via extensive listening instruction?

Students' listening journals and semi-structured interviews were conducted to analyze each group's listening practices. The data from both data indicated similar results, there were no notable differences among each group's listening practices in a quantity of material exposure.

However, some significant differences were found in the high score group. The greater numbers of repetitive practices of each material were spotted, the higher rate of subtitles consumed was highlighted from ninety to hundred percentages, and their main listening strategies used were identical.

In addition, the interview data also indicated that all the participants from the high score group concurred that motivation was the key to their gains, as the disappointment from the pretest score was a robust pressure altered their motivation to develop their English listening skills.

5.2 Discussion

This study aimed at finding the effects of extensive listening instruction on students' English listening comprehension and how students practice via extensive listening instruction. The study demonstrated that students' listening comprehension was significantly enhanced after receiving extensive listening instruction. Students among three groups revealed their similar practices via extensive listening instruction in the quantity of material exposure. The high score group reported some notable higher rates of their practices on subtitles used, strategies, and motivation. The discussion is based on two aspects from the findings: (1) the effects of extensive

listening on listening comprehension, and (2) listening practices based on extensive listening principles.

5.2.1 The Effects of Extensive Listening Instruction on English Listening Comprehension

As presented in the results, there was a statistically significant difference between the students' listening comprehension before and after studying with extensive listening instruction, ($z = -3.52$) with a large effect size (Cohen $d = 1.09$). The result is consistent with the study of Lee & Cha (2017), which showed significant improvement in listening comprehension of 42 South Korean students ($t = -2.22$) and the study of Celik (2020) which also showed that 86 Turkish students' listening comprehension improved significantly ($t = -1.73$).

It could be discussed that students' listening comprehension improved relevant to their exposure to numerous amounts of comprehensible and interesting English listening materials. Comprehensible, numerous, and interesting inputs were the key factors for language and literacy development as Krashen et al. (2018) described in the comprehension hypothesis that to develop language acquisition, besides being interesting enough to grasp students' attention, the input must also be comprehensible. In this way, language acquisition will occur when students expose to massive amounts of compelling and interesting input both consciously and subconsciously. Since the principles of the extensive listening approach conform to the comprehension hypothesis, therefore, the development of students' listening comprehension could be evidently concluded to enhance by exposing them to massive amounts of comprehensive and interesting materials.

5.2.2 Listening Practices Based on Extensive Listening Principles

Students' listening practices via extensive listening instruction would be discussed according to the six principles of extensive listening principles: (1) comprehensibility, (2) variety, (3) personal's pleasure, (4) quantity, (5) accountability, and (6) teacher's support as follows:

5.2.2.1 Comprehensibility

Materials with subtitles and listening strategies were reported to strongly contribute to students' listening comprehension. First of all, the exceeding of subtitles application in the high score group indicated its contribution to students' listening comprehension. This finding aligns with the study of Chang et al. (2018) which compared students' listening comprehension among read only, listening only, and reading while listening plus listening only groups. The results showed that the students in the reading while listening plus listening only group could comprehend more complicated materials at higher levels. The study highly recommended supporting textual support for difficult materials to develop students' levels of comprehension, as could be argued that in easy materials, other supports are less necessary, but when spoken texts contain complexity and faster speech rates, a variety of methods are required to contribute their comprehension.

In addition, Ivone & Renandya (2019) also highlighted the benefits of utilizing combined listening, viewing, and reading in materials that are difficult for their levels, especially in low and intermediate proficiency levels. Similar to Renandya & Day (2020), which also recommended the integration between extensive listening and extensive reading approaches, with the belief that students will gain dual advantages

in developing both listening and reading skills. However, (Yeldham, 2016) suggested that the use of subtitles does not prepare students for daily life basis, if they are only stimulated to depend solely on supporting texts, instead, the combination of various modalities used should be applied in listening practices. Thus, the application of subtitles, which could be called in different terms, could be assured to contribute to students' listening comprehension, especially when encountering complicated and fast speed materials, but the exposure to various multimodal inputs should be balanced, in order to prepare students for real-life listening.

Secondly, listening strategies were first introduced to students in the orientation, then carefully applied as a contributed part of extensive listening activities in the practice stages. As Renandya & Day (2020) suggested teachers emphasize class time on actual listening practice and spend just small-time presenting strategies as tools to cope with listening difficulties. Thus, the emphasis of strategies used in this study was placed on assisting students to gain general comprehension following the principles of extensive listening.

The data obtained from the interview indicated that all of the students verified the necessity of listening strategies in their listening practices, as these strategies contributed to their better understanding of the listening materials. Some students even anticipated their failure without using strategies. This finding supported the statement of Vandergrift (1999) that the application of listening strategies is necessary to help students deal with difficult materials, maximize learning input, and contribute higher achievement in language learning. Thus, it could be concluded from the findings that subtitle and strategy application play vital roles in supporting students' listening comprehension as both of them help students deal with difficulty

encountered in their listening practices and provide support for their better comprehension.

5.2.2.2 Variety

From both data collected, their listening journals revealed a variety of materials chosen, similar to the interviews which could be assumed that they enjoyed searching and selecting various materials from various sources. Their listening practices are in line with Suwannasit (2019) which recommended providing listening materials that contain a variety of authentic, simplified texts, accents, and so on to motivate students. Thus, it could be assumed that variety is another necessary key to motivating students to continue listening practice more often and longer.

In addition, as spoken input differs from written input, spoken language contains unique language features such as fillers, fix phrases, sound blending, accents, and others (Renandya & Jacobs, 2016) as we as Ivone & Renandya (2019) which described that providing only one kind of material supplement could cause time-consuming and boredom in students and take a long time to enhance their proficiencies. Therefore, students should be prepared for these varieties by exposing to various kinds of listening materials that contain differences in modality, sources, genres, and so on, to prepare them for real-life listening.

5.2.2.3 Personal's pleasure

All students expressed their preferences on self-selected materials rather than the teacher's choices. Also, many of them claimed that they could listen longer and more often when they selected materials by themselves. The finding could be

described by motivation, as allowing students to regulate themselves and providing engaging or satisfying materials can increase students' intrinsic motivation. In contrast, amotivation occurs once students feel that materials are not relevant, uninteresting, and too difficult (Bernard, 2010).

Similarly, Ivone & Renandya (2019) recommended that pleasant materials could also attract their intrinsic motivation, as it can motivate them to focus and involve more on materials as well as encourage them to continue listening. Accordingly, the activities and materials provided in this study were fitted with these conditions, so it could be related to the increases of their intrinsic motivation as well. This study is consistent with Black and Deci (2000) which confirmed that students who were more intrinsically motivated performed better in the classroom which was influenced by positive experiences and enjoyment of the course.

Furthermore, intrinsic motivation to practice English listening was found in all the students. Especially in the high-scoring group, which was driven by the taste of pre-test failure to enhance their competencies. This finding was aligned with Deci et al. (1981), which explained that self-perceived competence can affect intrinsic motivation if there is self-determination concerned. It could be described that, once the high score group students were aware of their low pre-test scores, their self-determination or their desires to be competent took a huge part in driving their intrinsic motivation. As a result, the students reported their strong intention to develop themselves after realizing their low scores.

5.2.2.4 Quantity

Both listening journals and interviews revealed no differences in terms of listening quantity among the three groups. However, repetitive practice or repeated listening was highlighted in the high score group, with between 90-100 percentages. This finding is in line with Chang et al. (2019) that providing repeated listening and textual support constantly could enhance students' levels of comprehension. (CHANG & Read, 2006), also reported in their study that the students could deal with listening problems by repeated listening, and also it was found to be the most popular strategy in listening. As repetitive listening increases the listening quantity, therefore, the high score group is actually exposed to each material more than the others. According to the comprehension hypothesis of Krashen et al. (2018), amounts of input or quantity are another key to developing students' language acquisition. Undoubtedly, students in the high score group outperformed the others in the posttest.

Another interesting point was noticed in the duration time of listening materials, the average and low score groups clearly selected longer materials than the high score group. Also, some of them reported their loss of attention during the practices as well. According to Rost (2013), hearing and listening are different, listening requires involvement: consciousness or attention which is the decision to focus on a particular source or input. Therefore, longer clips are not recommended for students as listening requires a decision or a commitment to pay attention to something, our brain could be distracted easily by our limited capacity, in contrast, proper duration of listening materials is suggested for students.

5.2.2.5 Accountability

Besides the responsibility to maintain listening practices outside the class, students also reported their application of listening strategies as well as their intrinsic motivation to maintain their listening practice after the implementation. First, they claimed the changes in listening behavior as they listen more attentively and apply strategy into their listening more. As students were required to practice both inside and outside of the class, their responsibility is necessary to maintain their practices individually. More than responsibility, their attempts to comprehend each material by using listening strategies were also highlighted. The finding is consistent with Vandergrift (1999) which described that listening strategies could help students handle obstacles in their listening practices.

Moreover, intrinsic motivation was reported as the driving force to arouse their practices both during and after the implementation. Some students claimed listening practice as their new habit since they became familiar with listening, they were motivated to continue their practices. As Renandya & Jacobs (2016) described that not all students were motivated enough, some students in their study were unable to maintain their motivation, then gave up their practices afterward. Therefore, it could be summarized that students in this study stayed motivated throughout the implementation and some students could even stay motivated after the implementation. Their motivation to practice could be described by the success of interesting and enjoyable materials that can satisfy them, as a result, it motivated them to continue practicing.

5.2.2.6 Teacher's support

Students affirmed that the teacher's support provided them with both motivation and useful listening strategies. Firstly, motivation, students reported that with the help of the teacher, they learned how to select material and how to listen, then they knew how to practice listening outside the class by themselves. Also, with proper materials provided and some preparation before listening in the class, they reported their sense of success and belief that they could also follow the practice by themselves. Therefore, it could be mentioned that motivation is very essential, without it, students may fail to maintain their listening practices.

However, since intrinsic motivation begins internally and uncontrollably, what a teacher can do in a class is usually to support their extrinsic motivation through scores, rewards, compliments, or else. But, Bhattacharya and Chauhan (2010) described that both intrinsic and extrinsic were interrelated in supporting students. Similar to Day and Bamford (2018), who suggested teachers create an environment that provides extrinsic motivation for students such as scores or rewards. For short, motivation took a huge part in developing students' learning skills, even intrinsic motivation had more efficient effects, yet extrinsic motivation was also beneficial and undeniable. Teachers should find ways to support both types of motivation.

In addition, listening strategies presented by the teacher were also reported to be useful in helping the students deal with listening difficulties. However, Yeldham (2016) pointed out that the excessive of one strategy or too frequent use of strategies practices led to demotivation in students, as they usually found them boring. To avoid the excess, he suggested teachers combine and balance strategies application in proper ways. In conclusion, listening strategies are beneficial in contributing better listening

comprehension, they work as tools to assist students in dealing with difficult materials, but the application should be designed in proper amounts to avoid redundancy and boredom in students.

5.3 Pedagogical Implications

The findings from the present study provided pedagogical implications in two topics: (1) the use of extensive listening instruction for Thai secondary students, (2) the integration of extensive listening instruction to English for Thai secondary students' courses.

5.3.1 The Use of Extensive Listening Instruction for Thai Secondary Students

First of all, it is necessary to consider students' needs and context, before implementing extensive listening instruction. Generally, Thai secondary students desire to improve their communicative skills, they were reported to positively be motivated to learn English for their future career (Noom-Ura, 2013). Due to the limited class time and the restricted exposure of English outside classrooms, extensive listening is highly recommended. With careful implementation, extensive listening will transform students' attitudes toward learning English. Unlike the traditional methods, extensive listening will support their choices and preferences.

Furthermore, teacher support is also essential, as many EFL students had no prior experiences practicing English listening in their daily lives. Therefore, teachers' guidelines are necessary to help them with material selection, listening practice, and keeping track and progress. Encouragement and motivation also play crucial roles in fostering students' self-directed learning and autonomous learning, since extensive

listening takes a long time to yield its fruit, students may be demotivated during the long run. It is the teachers' responsibility to reinforce and stimulate their continuous practices to reach their destination.

5.3.2 The Integration of Extensive Listening Instruction to English for Thai Secondary Students' Courses

Extensive listening can be applied to many types of courses or activities. It could be a part of an existing course, a stand-alone course, a homeroom activity, an alternative assignment, a learning club, and others. To implement extensive listening instruction, there were two crucial parts to be carefully considered and planned, (1) extensive listening activities, and (2) extensive listening materials. Firstly, the activities applied in the classroom should be based on the principles of extensive listening instruction. Thai teachers should be aware of strategies used, keep in mind to facilitate students' actual listening practices as much as possible. The strategies should be merely preparing students to deal with difficulties in listening practices. The activities suggested for extensive reading by Bamford & Day (2004) could be the guidelines for activities design.

Secondly, for materials selection, it should be based on the first four principles of extensive listening: comprehensibility, variety, personal pleasure, and quantity. Essentially, students should be allowed to take part in selecting themes or topics. In addition, as Scrivener (2017) suggested providing up-to-date materials for teenagers and also relevant to their lives, teachers should consider using authentic materials which can easily find from various sources. Nonetheless, students' English proficiencies and interests are the most crucial points to be firstly focused on.

Beginner students may start with basic and simplified materials, while intermediate students may enjoy more choices of authentic materials.

5.4 Limitation of the Study

Like any other study, this present study is subjected to some obstacles and difficulties as follows:

1. The study was conducted during the breakout of COVID-19, which caused some restrictions and difficulties. As the result, all the processes of this present study were conducted online throughout the implementation.

2. This study employed one group pretest-posttest design, there was no control group to compare the findings.

5.5 Recommendations for Future Research

1. According to the results of this present study, further experimental study on how motivation and listening strategies can influence the effects of extensive listening on students' listening comprehension is highly recommended.

2. Further research may extend the experimental period as well as enlarge the numbers of participants for more reliable and more accurate results. Besides, more studies across different socio-economic layers of Thai students and levels of Thai students are also recommended

3. Extensive listening approach could be applied to various programs. Further study can design this approach as a course, an extra-curricular activity, or an addition to another course.

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APPENDIX A: List of Experts

The research instruments of this study were validated by the three experts in the field of English language teaching as listed below.

List of experts for the extensive listening instructional lesson plan and the semi-structure interview questions

1. Professor Willy Ardian Renandya, Ph.D., National Institute of Education, Singapore.
2. Professor Piyawan Kullamai, Ph.D., Srinakharinwirot University
3. Mrs. Ratana Kitpatanasombat, Suankularb Wittayalai Nonthaburi School

List of experts for the listening comprehension test

1. Assistant Professor Maneerat Ekkayokkaya, Ph.D., Chulalongkorn University
2. Assistant Professor Oranuch Wara-asawapati Srisa., Ph.D., Mahasarakham University
3. Professor Roderick Julian Robillos, Ph.D., Khon Kaen University

APPENDIX B: Test Structure of Listening Comprehension Test

Part	Task Type and Format	Task Focus	Number of items	Note
1	Information recognition Short dialogue	Listening to identify specific information such as a phone number or a place	7	
2	Finding key information Short monologue	Listening to match each speaker to a piece of information on common topic	6	
3	Connecting Information Conversation	Listening to identify who express which opinion	6	
4	Making Inference Long monologue	Listening to identify speaker's point of view or opinion	6	
Total			25	

APPENDIX C: Listening Journal Template

Listening Journal					
Part I: Planning					
Week		Theme			
Requirement: 1. Practice at least 5 listening materials per week. 2. Total minutes from listening all the materials are at least 40 minutes .					
In this week, I am going to listen to the following listening materials.					
No.	Topic	Date	Source	Minutes	Done
1					
2					
3					
4					
5					
6					
7					
8					
9					
10					
11					
12					
13					
14					
15					
Total number of listening materials I could listen in this week is					mins.

Part II: General Information								
Week		No.		Date	/ /	Theme		
Title					Speaker			
Duration		m.	Source					
Genre	Academic		<input type="checkbox"/>	Modality	Audio	<input type="checkbox"/>	Audio with text	<input type="checkbox"/>
	Non-academic		<input type="checkbox"/>		Video	<input type="checkbox"/>	Video with text	<input type="checkbox"/>
Part III: Summarization								
1. What was the audio/video about? (English only)								
2. My impression about this audio/video (English only)								
Part IV: Self-evaluation and Recommendation								
3. In my opinion, this audio/video is.....	Easy - - - - - Average - - - - - Difficult							
	1	2	3	4	5			
4. I think my comprehension about this audio/video is.....	Poor - - - - - Average - - - - - Excellent							
	1	2	3	4	5			
5. To understand this audio/video, I listened.....times	Less - - - - - Average - - - - - More							
	1	2	3	4	> 5			
6. I used these listening strategies while listening to this audio/video.	1. Predict	<input type="checkbox"/>	4. Monitor	<input type="checkbox"/>	7. Infer	<input type="checkbox"/>		
	2. Image	<input type="checkbox"/>	5. Re-listen	<input type="checkbox"/>	8. Evaluate	<input type="checkbox"/>		
	3. Question	<input type="checkbox"/>	6. Find main idea	<input type="checkbox"/>	9. Synthesize	<input type="checkbox"/>		

7. I enjoyed listening to this audio/video.	Extremely disagree - - - - - Neutral - - - - - Extremely agree				
	1	2	3	4	5
8. I would recommend this audio/video to my friend.	Not recommend - - - - - Neutral - - - - - Surely recommend				
	1	2	3	4	5
Part V: Problems and Solutions					
9. Some problems and obstacles I have found. (English or Thai)					
10. How did I solve this problem? (English or Thai)					



APPENDIX D: Semi-structured Interview Questions

<p>1. How often did you practice English listening in a week? And how many minutes a time? (คุณฝึกการฟังภาษาอังกฤษบ่อยแค่ไหนใน 1 สัปดาห์ และ ครั้งละประมาณกี่นาที)</p>
<p>2. How many English listening materials did you practice in a week? How many minutes each listening material was? And how many times did you listen to a material? (คุณฟังสื่อภาษาอังกฤษกี่อันต่อสัปดาห์ สื่อแต่ละอันยาวกี่นาที และ ฟังสื่อแต่ละอันกี่ครั้ง)</p>
<p>3. How did you choose English listening materials? (คุณเลือกสื่อการฟังภาษาอังกฤษอย่างไร)</p>
<p>4. What motivated you to practice English listening in each time? (อะไรเป็นแรงบันดาลใจหรือสิ่งกระตุ้นให้คุณฝึกการฟังภาษาอังกฤษในแต่ละครั้ง)</p>
<p>5. Did you enjoy practice listening inside class and outside class? Please describe. (คุณสนุกกับฝึกการฟังภาษาอังกฤษในห้องเรียนและนอกห้องเรียนหรือไม่ โปรดอธิบาย)</p>
<p>6. Did you like the way you can select the materials by yourself? How did it affect your understanding? (คุณชอบไหมที่ได้เลือกสื่อการฟังภาษาอังกฤษเอง สิ่งนี้มีผลต่อความเข้าใจในการฟังของคุณอย่างไรบ้าง)</p>
<p>7. What strategies did you usually use or most often use? And how did they affect your understanding? (กลยุทธ์ในการฟังภาษาอังกฤษอันไหนที่คุณใช้ประจำหรือบ่อยที่สุด สิ่งเหล่านี้มีผลต่อความเข้าใจในการฟังของคุณอย่างไรบ้าง)</p>
<p>8. What were some factors/problems obstruct your listening? And how did you cope with them? (มีปัจจัยหรืออุปสรรคอะไรบ้างในการฝึกการฟังภาษาอังกฤษของคุณ คุณมีวิธีรับมือหรือแก้ปัญหาอย่างไรบ้าง)</p>
<p>9. Did you practice according to your weekly plans? If not, please describe the causes. And do you think planning affect your listening? (คุณได้ฝึกการฟังภาษาอังกฤษตามที่วางแผนรายสัปดาห์ไว้หรือไม่ ถ้าไม่ โปรดอธิบายสาเหตุ และคุณคิดว่าการวางแผนการฟังล่วงหน้ามีผลต่อการฟังของคุณหรือไม่)</p>
<p>10. How did teacher' guidance and support affect your listening? Please also give some recommendation. (ความช่วยเหลือและการแนะนำของคุณครูมีผลต่อการฟังของคุณหรือไม่ โปรดเสนอแนะเพิ่มเติม)</p>

APPENDIX E: Lesson Plan Sample

Unit 1 : Hobbies

Lesson Plan 1 : Let's summarize it!

Target Task : Making summarization from the speeches chosen

Teaching Approach : Extensive listening instruction

Learning outcomes	<p style="text-align: center;">Upon the completion of the lesson, students will be able to:</p> <ol style="list-style-type: none"> 1. choose proper listening materials relevant to their interests and competencies 2. summarize main ideas from the listening materials 3. provide some constructive feedback to their peers
Language skills	Listening Strategy: find main ideas by summarizing or drawing conclusion from the listening materials
Time	100 minutes (two class sessions: 50 minutes each)
Materials	<ol style="list-style-type: none"> 1. A list of questions for group discussion 2. A YouTube video: An unusual hobby 3. A link of recommended listening materials 4. Samples of feedback expressions 5. A list of questions to find main ideas 6. Listening journal
Evaluation	<ol style="list-style-type: none"> 1. Students participate in group/pair discussion and feedback. 2. Students cooperatively work in groups/pairs to present the summarization of the listening materials.

Procedure**EL Stage 1: Connect to out-of-class (12 minutes)****Activity 1: Share prior experience (12 minutes)**

1. The teacher instructs students to form groups of 4-5 people (each group includes similar English competency levels).
2. Each member counts number 1-4 or 1-5, then the teacher provides a list of questions to each group.

1. When was the last time you listen to something in English, what was it?
2. How much did you understand something you listened to in English? (Level 0-10), what was the problem?
3. Did you read the lyric/subtitle when you listened to an English song/movie? Did it work?
4. What was the most difficult English listening material you have ever listened to?

3. The teacher spins the wheel, the member who counts the number showing on the wheel will answer or share their experiences according to the question. The teachers make sure all the members get the chance to answer at least one question.

EL Stage 2: Class-based listening (30 minutes)**Activity 1 : Present some listening strategies/techniques (10 minutes)**

1. The teachers provides the listening theme of the week “Hobby”.
2. The teachers present a YouTube video “An unusual hobby” (link: <https://www.youtube.com/watch?v=MqCL0uHfU5A>) to students once.



3. The teacher presents how to find main ideas from a story by using a list of questions.

Title of the video :

The fact :

1. Who were they?
2. What did they do?
3. How did they do it?
4. Where did the story take place?
5. When did the story take place?
6. Why did they do it?
7. What was the result of their action?
8. How did they feel about it?

4. The teacher describes that after listening, students will answer these questions about the video, then use the information answered to summarize the story into one sentence (main idea).

Activity 2 : Listen for main idea (10 minutes)

5. Students listen to the video again, this time they will try to catch words, phrases, or sentences according to the previous questions.
6. Students will be encouraged to write down what they can hear from the story.
7. The teacher plays the video 2-3 times or more, depends on students' request.

Activity 3 : Recap and share the story (10 minutes)

8. The teacher asks the questions from the previous list. All students try to answer together. The teacher tries to elicit answers from different students randomly in order to

check their understanding.

9. When the students answer the questions, the teacher writes down their answers on the board.

10. The teacher guides students to use their previous answers to summarize the story into one sentence (main idea).

EL Stage 3: Group-based listening (30 minutes)

Activity 1: Choose listening material and listen for main ideas (13 minutes)

1. Students go back to their previous groups.
2. The teacher provides the Google drive link of recommended listening materials https://drive.google.com/drive/u/1/folders/1B9P_qNqYzjg05tigSZYQfYuhaCEdBX-t
3. The teacher leads each group to choose one listening material from the provided list. If the topic is too difficult, the students will be suggested to choose new material.
4. Each group listens to their material together or individually as often as they want to, tries to write down what they can hear, and tries to answer the questions.

Title of the video :

The fact :

1. Who were they?
2. What did they do?
3. How did they do it?
4. Where did the story take place?
5. When did the story take place?
6. Why did they do it?
7. What was the result of their action?
8. How did they feel about it?

Activity 2: Recap and share the story (8 minutes)

5. Each group collaborates by sharing their answers and helps one another to summarize the story into one sentence.
6. After finishing, each group prepares to present their main ideas of the story to the other groups.

7. The teacher leads each group to present their main idea/summarization by volunteering.

Activity 3 : Provide feedback (9 minutes)

8. The teacher demonstrates how to provide constructive feedback to their peers by using ‘Sandwich feedback’. The teacher shows the three steps of how to feedback their friends.



9. Then, the teacher chooses some 2-3 groups to feedback them. First, give positive comment such as clear statement, good teamwork, and others. Second, give negative but constructive comment about which points can be developed or should be omitted in their works. Lastly, wrap up with some other positive comment or provide some encouragement for their future works.
10. The teacher presents some useful expressions for giving feedback.

positive

- I really like the way you...
- Excellent _____ throughout
- The most successful thing was...
- I enjoyed reading this because...

helpful

- Add more detail to your...
- Think about adding a...
- Don't forget to...
- Have you thought about...
- To improve you could...
- Try to...

specific

- It was great when you...
- In the first/second/third paragraph you...
- I think your _____ is difficult to understand/could be explained better/could include more detail

EL Stage 4: Self-based listening (28 minutes)**Activity 1: Choose listening material and listen for main ideas (13 minutes)**

1. The teacher leads students to pair up with one of their classmates who has similar English competency level.
2. Each pair chooses one listening material from the provided list, the teacher observes whether they can choose proper material.
3. Each pair listens to their material together or individually as often as they want to, tries to write down what they can hear, and tries to answer the questions.

Title of the video :

The fact :

1. Who were they?
2. What did they do?
3. How did they do it?
4. Where did the story take place?
5. When did the story take place?
6. Why did they do it?
7. What was the result of their action?
8. How did they feel about it?

Activity 2: Recap and share the story (8 minutes)

4. Each pair shares their answers and helps one another to recap their answer into one sentence. The teacher observes their cooperation and provides help when they need.

Activity 3 : Provide feedback (7 minutes)

5. Each pair takes turn providing constructive feedback to one another. The teacher observes whether students need some help in giving feedback.

EL Stage 5: Out-of-class listening

Activity 1: Practice individual listening (extracurricular time)

1. The teacher demonstrates how to plan prior listening and how to record their listening experiences in the 'Listening journal' (In orientation).
2. The teacher assigns students to practice listening at least 40 minutes outside the classroom by selecting any materials according to their interests and their proficiencies.
3. The teacher encourages students to practice as much as possible for their own benefits.

Teaching Materials:

1. A list of questions for group discussion about previous listening experiences

1. When was the last time you listen to something in English, what was it?
2. How much did you understand something you listened to in English? (Level 0-10), what was the problem?
3. Did you read the lyric/subtitle when you listened to an English song/movie? Did it work?
4. What was the most difficult English listening material you have ever listened to?

2. A YouTube video: An unusual hobby

<https://www.youtube.com/watch?v=MqCL0uHfU5A>

3. A link of recommended listening materials

https://drive.google.com/drive/u/1/folders/1B9P_qNqYzjg05tigSZYQfYuhaCEdBX-t

4. Samples of feedback expressions

positive

- I really like the way you...
- Excellent _____ throughout
- The most successful thing was...
- I enjoyed reading this because...

specific

- It was great when you...
- In the first/second/third paragraph you...
- I think your _____ is difficult to understand/could be explained better/could include more detail

helpful

- Add more detail to your...
- Think about adding a...
- Don't forget to...
- Have you thought about...
- To improve you could...
- Try to...

5. A list of questions to find main ideas

Title of the video :

The fact :

1. Who were they?
2. What did they do?
3. How did they do it?
4. Where did the story take place?
5. When did the story take place?
6. Why did they do it?
7. What was the result of their action?
8. How did they feel about it?

APPENDIX F: Validating Research Instruments

1. Lesson Plan

One lesson plan of extensive listening instruction was validated by using the Item Objective Congruence (IOC) by the three experts in English teaching field. They validated the lesson plan by examining objectives, activities, materials, and teaching steps whether they conform to the principles, teaching guidelines, and teaching procedures of extensive listening instruction provided. The lesson plan comprises 30 items.

Items	Experts			IOC	Meaning
	A	B	C		
1. The lesson plan scope reflects extensive listening (EL) principles.	1	1	1	1.0	Accept
2. The lesson plan scope is clear and practical	1	1	1	1.0	Accept
3. Each stage reflects extensive listening principles	1	1	1	1.0	Accept
4. Each stage is clear and practical.	1	1	1	1.0	Accept
5. The learning outcomes are clear and concise.	1	1	1	1.0	Accept
6. The learning outcomes are measurable.	1	1	1	1.0	Accept
7. Listening materials are suitable for the students' level and units.	1	1	1	1.0	Accept
8. Listening materials used in lesson plan and suggested for students' selection reflect EL principles.	1	1	1	1.0	Accept
9. Listening journal is suitable for students to plan prior listening, record listening practice outside the classroom.	1	1	1	1.0	Accept
10. Listening journal reflects EL principles and assessable	1	1	1	1.0	Accept
11. The time allotments for all the activities under the EL stages are realistic.	1	0	0	0.33	Revise
12. The evaluations are clear and concise.	1	1	1	1.0	Accept
13. The evaluations are suitable for the	1	1	1	1.0	Accept

learning outcomes stated.					
14. All activities in the all stages reflect the EL the activities claim to.	0	1	1	0.67	Accept
15. The steps of teaching in “ <i>Activity 1: Share prior experience</i> ” can motivate students to share their listening experiences.	1	1	1	1.0	Accept
16. In overall, the activities are suitable for this stage.	1	1	1	1.0	Accept
17. The steps of teaching in “ <i>Activity 1: Present some listening strategies/techniques</i> ” can present new knowledge/strategy/technique to students.	1	1	1	1.0	Accept
18. The steps of teaching in “ <i>Activity 2: Listen for main idea</i> ” can support students to practice their listening to find main idea from the story.	1	1	1	1.0	Accept
19. The steps of teaching in “ <i>Activity 3: Recap and share the story</i> ” can support students to recap or summarize what they have listened and share their listening with their friends.	1	1	1	1.0	Accept
20. In overall, the activities are suitable for this stage.	1	1	1	1.0	Accept
21. The steps of teaching in “ <i>Activity 1: Choose listening material and listen for main ideas</i> ” can support students to practice their listening to find main idea from the story.	1	1	1	1.0	Accept
22. The steps of teaching in “ <i>Activity 2: Recap and share the story</i> ” can support students to recap or summarize what they have listened and share their listening with their friends.	1	1	1	1.0	Accept
23. The steps of teaching in “ <i>Activity 3: Provide feedback</i> ” can support students to provide constructive feedback to their friends.	1	1	1	1.0	Accept
24. In overall, the activities are suitable for this stage.	1	1	1	1.0	Accept
25. The steps of teaching in “ <i>Activity 1: Choose listening material and listen for main ideas</i> ” can support students to practice their listening to find main idea from the story.	1	1	1	1.0	Accept
26. The steps of teaching in “ <i>Activity 2: Recap and share the story</i> ” can support	1	1	1	1.0	Accept

students to recap or summarize what they have listened and share their listening with their friends.					
27. The steps of teaching in “ <i>Activity 3: Provide feedback</i> ” can support students to provide constructive feedback to their friends.	1	1	1	1.0	Accept
28. In overall, the activities are suitable for this stage.	1	1	1	1.0	Accept
29. The steps of teaching in “ <i>Activity 1: Practice individual listening</i> ” can encourage students to practice their listening outside class on their own.	1	1	1	1.0	Accept
30. In overall, the activities are suitable for this stage.	1	1	1	1.0	Accept

2. Semi-structured Interview

Items	Experts			IOC	Meaning
	A	B	C		
1. How often did you practice English listening in a week? And how many minutes a time?	1	1	1	1.0	Accept
2. How many English listening materials did you practice in a week? How many minutes each listening material was? And how many times did you listen to a material?	1	1	1	1.0	Accept
3. How did you choose English listening materials?	1	1	1	1.0	Accept
4. What motivated you to practice English listening in each time?	1	1	1	1.0	Accept
5. Did you enjoy practice listening inside class and outside class? Please describe.	1	1	1	1.0	Accept
6. Did you like the way you can select the materials by yourself? How did it affect your understanding?	1	1	1	1.0	Accept
7. What strategies did you usually use or most often use? And how did they affect your understanding?	1	0	1	0.67	Accept
8. What were some factors/problems that obstruct your listening? And how did you cope with them?	1	1	1	1.0	Accept
9. Did you practice according to your	1	1	1	1.0	Accept

weekly plans? If not, please describe the causes. And do you think planning affect your listening?					
10. How did teacher' guidance and support affect your listening? Please also give some recommendation.	1	1	1	1.0	Accept

3. Listening Comprehension Test

Items	Experts			IOC	Meaning
	A	B	C		
Item 1					
1. Does this item assess ability to recognize word or phrase from the text?	1	1	1	1.0	Accept
2. Does this item suit for the level of students in term of test difficulty?	1	1	1	1.0	Accept
3. Is the audio duration suitable for students?	1	1	1	1.0	Accept
Item 2					
1. Does this item assess ability to recognize word or phrase from the text?	1	1	0	0.67	Accept
2. Does this item suit for the level of students in term of test difficulty?	1	1	1	1.0	Accept
3. Is the audio duration suitable for students?	1	1	1	1.0	Accept
Item 3					
1. Does this item assess ability to recognize word or phrase from the text?	1	1	0	0.67	Accept
2. Does this item suit for the level of students in term of test difficulty?	0	1	1	0.67	Accept
3. Is the audio duration suitable for students?	1	1	1	1.0	Accept
Item 4					
1. Does this item assess ability to recognize word or phrase from the text?	1	1	0	0.67	Accept
2. Does this item suit for the level of students in term of test difficulty?	1	1	1	1.0	Accept
3. Is the audio duration suitable for students?	1	1	1	1.0	Accept
Item 5					
1. Does this item assess ability to recognize word or phrase from the text?	1	1	0	0.67	Accept
2. Does this item suit for the level of students in term of test difficulty?	1	1	0	0.67	Accept
3. Is the audio duration suitable for students?	1	1	1		Accept
Item 6					
1. Does this item assess ability to recognize word or phrase from the text?	1	1	0	0.67	Accept
2. Does this item suit for the level of students	1	1	1	1.0	Accept

in term of test difficulty?					
3. Is the audio duration suitable for students?	1	1	1	1.0	Accept
Item 7					
1. Does this item assess ability to recognize word or phrase from the text?	1	1	1	1.0	Accept
2. Does this item suit for the level of students in term of test difficulty?	1	1	1	1.0	Accept
3. Is the audio duration suitable for students?	1	1	1	1.0	Accept
Item 8					
1. Does this item assess ability to recognize word or phrase from the text?	1	1	0	0.67	Accept
2. Does this item suit for the level of students in term of test difficulty?	1	1	0	0.67	Accept
3. Is the audio duration suitable for students?	1	1	1	1.0	Accept
Item 9					
1. Does this item assess ability to recognize word or phrase from the text?	1	1	1	1.0	Accept
2. Does this item suit for the level of students in term of test difficulty?	1	1	1	1.0	Accept
3. Is the audio duration suitable for students?				1.0	Accept
Item 10					
1. Does this item assess ability to recognize word or phrase from the text?	1	1	1	1.0	Accept
2. Does this item suit for the level of students in term of test difficulty?	1	1	1	1.0	Accept
3. Is the audio duration suitable for students?	1	1	1	1.0	Accept
Item 11					
1. Does this item assess ability to recognize word or phrase from the text?	1	1	1	1.0	Accept
2. Does this item suit for the level of students in term of test difficulty?	1	1	1	1.0	Accept
3. Is the audio duration suitable for students?	1	1	0	0.67	Accept
Item 12					
1. Does this item assess ability to recognize word or phrase from the text?	1	1	1	1.0	Accept
2. Does this item suit for the level of students in term of test difficulty?	1	1	1	1.0	Accept
3. Is the audio duration suitable for students?	1	1	1	1.0	Accept
Item 13					
1. Does this item assess ability to recognize word or phrase from the text?	1	1	1	1.0	Accept
2. Does this item suit for the level of students in term of test difficulty?	1	1	1	1.0	Accept
3. Is the audio duration suitable for students?	1	1	0	0.67	Accept
Item 14					
1. Does this item assess ability to recognize	1	1	1	1.0	Accept

word or phrase from the text?					
2. Does this item suit for the level of students in term of test difficulty?	1	1	1	1.0	Accept
3. Is the audio duration suitable for students?	1	1	0	0.67	Accept
Item 15					
1. Does this item assess ability to recognize word or phrase from the text?	1	1	1	1.0	Accept
2. Does this item suit for the level of students in term of test difficulty?	1	1	1	1.0	Accept
3. Is the audio duration suitable for students?	1	1	1	1.0	Accept
Item 16					
1. Does this item assess ability to recognize word or phrase from the text?	1	1	1	1.0	Accept
2. Does this item suit for the level of students in term of test difficulty?	1	1	1	1.0	Accept
3. Is the audio duration suitable for students?	1	1	0	0.67	Accept
Item 17					
1. Does this item assess ability to recognize word or phrase from the text?	1	1	1	1.0	Accept
2. Does this item suit for the level of students in term of test difficulty?	1	1	1	1.0	Accept
3. Is the audio duration suitable for students?	1	1	1	1.0	Accept
Item 18					
1. Does this item assess ability to recognize word or phrase from the text?	1	1	1	1.0	Accept
2. Does this item suit for the level of students in term of test difficulty?	1	1	1	1.0	Accept
3. Is the audio duration suitable for students?	1	1	1	1.0	Accept
Item 19					
1. Does this item assess ability to recognize word or phrase from the text?	1	1	1	1.0	Accept
2. Does this item suit for the level of students in term of test difficulty?	1	1	1	1.0	Accept
3. Is the audio duration suitable for students?	1	1	1	1.0	Accept
Item 20					
1. Does this item assess ability to recognize word or phrase from the text?	1	1	1	1.0	Accept
2. Does this item suit for the level of students in term of test difficulty?	1	1	0	0.67	Accept
3. Is the audio duration suitable for students?	1	1	1	1.0	Accept
Item 21					
1. Does this item assess ability to recognize word or phrase from the text?	1	1	1	1.0	Accept
2. Does this item suit for the level of students in term of test difficulty?	1	1	1	1.0	Accept
3. Is the audio duration suitable for students?	1	1	1	1.0	Accept

Item 22					
1. Does this item assess ability to recognize word or phrase from the text?	1	1	1	1.0	Accept
2. Does this item suit for the level of students in term of test difficulty?	1	1	1	1.0	Accept
3. Is the audio duration suitable for students?	1	1	0	0.67	Accept
Item 23					
1. Does this item assess ability to recognize word or phrase from the text?	1	1	1	1.0	Accept
2. Does this item suit for the level of students in term of test difficulty?	1	1	1	1.0	Accept
3. Is the audio duration suitable for students?	1	1	1	1.0	Accept
Item 24					
1. Does this item assess ability to recognize word or phrase from the text?	1	1	1	1.0	Accept
2. Does this item suit for the level of students in term of test difficulty?	1	1	1	1.0	Accept
3. Is the audio duration suitable for students?	1	1	1	1.0	Accept
Item 25					
1. Does this item assess ability to recognize word or phrase from the text?	1	1	1	1.0	Accept
2. Does this item suit for the level of students in term of test difficulty?	1	1	1	1.0	Accept
3. Is the audio duration suitable for students?	1	1	1	1.0	Accept
Content					
1. Does the contents relevant to daily life topics?	1	1	1	1.0	Accept
2. There is no cultural bias found in this test	1	1	1	1.0	Accept
Audio					
1. Are the audio voices clear enough?	1	1	1	1.0	Accept
2. Are the audio paces appropriate for level of students?	1	1	1	1.0	Accept
Time allotment					
1. Does the testing time of each item suitable?	1	1	1	1.0	Accept
2. Does the total time allotment suitable?	1	1	1	1.0	Accept

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