

أثر الاستماع الحر المكثف بواسطة الانترنت على كفاءة الفهم المسموع وقلق
الاستماع باللغة الإنجليزية لدى طالبات جامعة الأقصى

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(تاريخ الاستلام 2022/12/28، تاريخ القبول 2023/01/26)

**Impact of Online Extensive Listening on Al-Aqsa University Students' English Listening
Comprehension Proficiency and Listening Anxiety**

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(Received 28/12/2022, Accepted 26/01/2023)

الملخص:

أشارت العديد من المراجع (e.g., Brown, 2011; Cai, 2022) إلى أهمية دور الاستماع الحر المكثف في تنمية مهارات الفهم المسموع والكفاءة اللغوية الكلية لدى متعلمي اللغة الإنجليزية كلغة أجنبية، ومع ذلك لم ينل توظيف الاستماع الحر باللغة الإنجليزية في البيئة الفلسطينية الا القليل من الاهتمام. لذلك هدفت هذه الدراسة إلى التعرف على أثر الاستماع الحر المكثف المستند على الانترنت على كفاءة الفهم المسموع وقلق الاستماع باللغة الإنجليزية لدى عينة من الطلبة في جامعة فلسطينية حكومية، وقد تكونت عينة الدراسة من ٦٠ طالبة، تخصص لغة إنجليزية بجامعة الأقصى، حيث تم تقسيم أفراد العينة الى مجموعتين متكافئتين: المجموعة التجريبية و المجموعة الضابطة (المنهج شبه التجريبي)، و قامت الباحثة باستخدام اختبار الفهم المسموع و مقياس قلق الاستماع باللغة الانجليزية في هذه الدراسة، و كذلك أجرت الباحثة اربع مقابلات جماعية مع ١٢ طالبة، و أشارت نتائج الدراسة الى أنه بينما استطاعت استراتيجيات الاستماع الحر المكثف تطوير الفهم المسموع لدى الطالبات ذوات الكفاءة المرتفعة لم تطوره لدى الطالبات ذوات الكفاءة المتوسطة و المنخفضة. وبناء على ذلك قدمت الباحثة توصيات هامة بضرورة تدريب الطالبات على استخدام مهارات واستراتيجيات الفهم المسموع في حصص الاستماع باللغة الإنجليزية.

الكلمات المفتاحية: الاستماع الحر، الانترنت، جامعة الأقصى، قلق الاستماع.

ABSTRACT:

Many references (e.g., Brown, 2011; Cai, 2022) highlighted the importance of extensive listening role for enhancing English as a foreign language learners' listening comprehension skills and overall linguistic competence. However, little focus has been placed on English extensive listening use in Palestinian settings. Therefore, the present study aimed to identify the effect of internet-based extensive listening on English listening comprehension proficiency and listening anxiety of a sample of students in a Palestinian governmental university. The participants were 60 female students majoring in English language at Al-Aqsa University. They were divided into two equivalent groups, including experimental and control groups (The quasi-experimental method). The researcher employed an English listening test and a listening anxiety scale in the study, and conducted four focus-group interviews with 12 students. Results indicated that while online extensive listening improved high-proficiency students' listening comprehension, it could not result in better listening comprehension of intermediate and low achievers. Based on that, the researcher introduced relevant recommendations, such the necessity for training the students to practice all listening skills and strategies in English listening classes.

Key Words: Al-Aqsa University, extensive listening, listening anxiety, online

Indeed, most experimental studies recently conducted on extensive listening use in EFL classrooms employed internet-based resources, and they showed the effectiveness of extensive listening on EFL students' listening proficiency. For example, Ahmadpour and Asadollahfam (2018) explored the positive role of extensive listening in improving Iranian EFL students' use of tenses. Gonulal (2020) also showed that extensive listening enhanced Turkish university students' English listening skills. Ly and Nga (2020) reported that extensive listening improved the receptive vocabulary knowledge of a sample of EFL students. Furthermore, Metruk (2019) revealed that extensive viewing of movies and TV programs resulted in better listening comprehension of students majoring in English language teaching and literature. Additionally, Milliner (2017, b) indicated the effectiveness of employing extensive listening in improving English listening fluency of Japanese students.

Reviewing the studies conducted on English listening in Palestinian settings, the researcher found that many studies (e.g., Assaf, 2015; Hammad, 2014) referred to Palestinian students' poor proficiency level in English listening. To the best of the researcher's knowledge, none of the previous studies focused on extensive listening use in Palestinian EFL instructional institutions. Therefore, the present study attempted to improve English listening proficiency of a sample of students in a Palestinian governmental university (Al-Aqsa University) through extensive listening based on internet

Listening is one of the crucial skills required for communication among people. Benati (2020) provides that listening is one of the language skills learners most frequently use since it is a means of receiving great amounts of information. Brown (2017) and Rost (2011) also state that listening in a L2 (second language) is a means of input for language acquisition, and it is central to speaking. Moreover, listening is connected with numerous areas of inquiry and development.

Thus, it is essential to devote time to help students improve good listening skills, and one way of achieving this goal is using extensive listening materials (Sepulveda, 2012). Extensive listening enhances EFL (English as a foreign language) students' linguistic competence and increases their understanding of the target language culture (Cai, 2022). It can also improve learners' listening fluency (Brown, 2011), and promote their acquisition of vocabulary (Siyanova-Chanturia & Nation, 2017). Renandya and Jacobs (2016) view that extensive exposure to spoken language can help in familiarizing learners with native speaker rate and spoken language features, developing automaticity in phoneme-letter relationships, and increasing a deeper level of language comprehension. Additionally, Ivone and Renandya (2019) state that the development of technology and internet facilitated the provision of a wide range of extensive listening materials, including audio, audiovisual, and multimedia materials.

view online extensive listening?

The study addressed the following hypotheses:

1. There are no statistically significant differences at ($\alpha \leq 0.05$) in listening comprehension between Al-Aqsa University EFL students who practiced online extensive listening (the experimental group) and those who did not receive any treatment (the control group).
2. There are no statistically significant differences at ($\alpha \leq 0.05$) in listening anxiety between Al-Aqsa University EFL students who practiced online extensive listening (the experimental group) and those who did not receive any treatment (the control group).
3. There are no statistically significant differences at ($\alpha \leq 0.05$) in listening comprehension between high-proficiency students in the experimental group and their peers in the control group.
4. There are no statistically significant differences at ($\alpha \leq 0.05$) in listening comprehension between intermediate-proficiency students in the experimental group and their peers in the control group?
5. There are no statistically significant differences at ($\alpha \leq 0.05$) in listening comprehension between low-proficiency

resources. The present study addressed the following questions:

1. Are there statistically significant differences in listening comprehension between Al-Aqsa University EFL students who practiced online extensive listening (experimental group) and those who did not experience any treatment (control group)?
2. Are there statistically significant differences in listening anxiety between Al-Aqsa University EFL students who practiced online extensive listening (experimental group) and those who did not experience any treatment (control group)?
3. Are there statistically significant differences in listening comprehension between high-proficiency students in the experimental group and their peers in the control group?
4. Are there statistically significant differences in listening comprehension between intermediate-proficiency students in the experimental group and their peers in the control group?
5. Are there statistically significant differences in listening comprehension between low-proficiency students in the experimental group and their peers in the control group?
6. How do Al-Aqsa University EFL students

comprehension should be reflected in their abilities of predicting, summarizing, inferencing, and sequencing information.

Additionally, Brown (2017) provides that in the classroom and in language assessment listening is purpose-driven. It is recognized by a variety of listening tasks (sub skills), including getting main ideas, identifying details, and drawing inferences.

Moreover, Brown (2011) Provides that there are two types of listening skills, including top-down and bottom-up listening skills. While top-down listening skills focus on higher level processing, bottom-up listening skills are related to the use of phonological items, words, and grammatical rules. According to Richards (1990), top-down processing includes activating learners' background knowledge, drawing inferences, sequencing pictures and events, finding main ideas, finding supporting details, predicting, and recognizing a point of view, whereas bottom-up processing encompasses discriminating between intonational patterns, recognizing phonemes, and identifying syllable patterns and lexical stress.

Based on the above, the researcher views that 'listening comprehension' is a process of utilizing the acoustic input, linguistic knowledge, and background knowledge to comprehend an oral message, and it implies that listeners should practice certain sub skills like identifying main ideas, recognizing detailed information, determining opinions, views, and purposes of an oral message, summarizing a text, and following the development of an argument.

students in the experimental group and their peers in the control group.

Research Significance

- The study could be useful for EFL teachers and students in that it sheds light on the effectiveness of using online extensive listening for developing listening comprehension.
- The study may introduce useful instrumentation related to English listening anxiety.
- EFL listening instructors may get benefit from the study implications which emphasized the necessity for lowering the difficulty level of intensive listening tasks and training EFL students on using listening skills and strategies.

Literature Review

Theoretical Framework

Listening comprehension in a foreign language

For Turel (2021), listening comprehension is a process that requires careful attention for extracting meaning from spoken materials. Buck (2001) views that listening comprehension is a result of an interaction between many information sources, including the acoustic input, linguistic knowledge, background information, and general knowledge, as listeners use the available knowledge in interrupting speakers' messages. Hammad (2014) also states that listening comprehension is a process of employing linguistic knowledge and previous information to understand an oral message, and students'

(Baruah, 2006). In intensive listening practice, the learner should listen attentively and carefully, and complete a variety of tasks (Gupta, 2015).

Extensive Listening Purposes, Materials, and Procedures.

Extensive listening means free general listening to natural English, and it is not necessary to be guided by the teacher. Extensive listening use can be employed for two purposes, including reinforcement of already learned material in a new environment or helping students recognize unfamiliar language items (unknown items rather than technical items) through listening to natural language which is relevant to the students' proficiency level. (Brumfit, Flavell, Hill, & Pincas, 2003).

According to Baruah (2006) and Gupta (2015), it is not necessary for the teacher to give detailed exercises or worksheets on extensive listening materials since the aim of extensive listening is either gathering general information or enjoying stories or poems. For example, teachers can encourage students to listen to radio programs, and then tell the class what they have heard. Moreover, many authors (e.g., Cai, 2022; Garcia & Perez, 2010; Jones, 2018) provide that extensive listening is usually practiced outside the classroom, and the students are the ones who select the suitable time and place for practicing listening. According to Goh (2017), for students to practice extensive listening successfully they should have adequate level of metacognitive knowledge about their listening processes. Renandya and Jacobs

Extensive Listening

Extensive listening is defined by Renandya and Farrell (2010) as all types of listening activities FL (foreign language) learners practice outside the classroom, and it helps the learners to receive a lot of enjoyable listening input. Such activities can be directed by teachers or students for pleasure. Brumfit, Flavell, Hill, and Pincas (2003) refer to extensive listening as free general listening to natural English, and it is not necessary to be guided by the teacher.

The researcher defines 'extensive listening' as free listening to EFL interesting materials outside the classroom, as teachers may help students in selecting such materials. Teachers may also provide students with general feedback on the post-listening activities like students' summaries.

Definition of Online Extensive listening

Milliner (2017, a) refers to 'online extensive listening' as listening to internet-based materials outside the classroom. The participants in this study selected interesting online extensive listening materials (recorded online stories, conversations, and news podcasts), and practiced listening to them outside the classroom.

Intensive Listening

Intensive listening is "listening closely for details, normally over a short period of time" (Allison, 1999, 121). Intensive listening focuses learners' attention on specific features (grammar, vocabulary, and pronunciation) in short passages, and it is associated with many exercises in class

used in classes, as students can listen to such materials as they wish (Garcia & Perez, 2010). Videos, audio-cassettes, recordings from local English language, TV. shows and movies, radio broadcasts are examples of extensive listening materials (Brumfit, Flavell, Hill, & Pincas, 2003).

As for the advantages of extensive listening, including internet-based extensive listening, it enhances EFL students' linguistic competence and increases their understanding of the target language culture (Cai, 2022). Extensive listening can also improve learners' listening fluency (Brown, 2011) and promote their acquisition of vocabulary (Siyanova-Chanturia & Nation, 2017). Renandya and Jacobs (2016) state that extensive exposure to spoken language can help in familiarizing learners with native speaker rate and spoken language features, developing automaticity in phoneme-letter relationships, and increasing a deeper level of language comprehension. Tomlinson and Masuhara (2021) also mention that extensive listening can stimulate cognitive and affective sides, and it is very effective when it is connected with language-awareness courses.

It can be argued that a main purpose of EFL extensive listening is improving listening comprehension through listening to audio and audio-visual materials, including internet resources outside the classroom and experiencing feelings of pleasure and amusement.

Anxiety, and EFL Listening Anxiety

Nevid and Rathus (2016) define anxiety as a nervous system arousal in response to stress, and

(2016) refer to the principles of using extensive listening as following:

- Designing clear objectives for extensive listening practice.
- Emphasizing the importance of quantity i.e., large amounts of listening texts.
- The texts should be within the learners' linguistic competence.
- Teachers should provide continuous support to all learners through giving students words of encouragement and helping in selecting suitable materials.
- Teachers should keep learners' motivation high throughout the program through mentioning the significance of extensive listening.
- Teachers should conduct enjoyable post-listening activities, such as giving learners opportunities to share their experiences, views, and feeling about the materials they listen to or viewed and asking students to retell some parts of a movie or a program.

The teacher can help students in selecting appropriate materials. The development of technology and internet facilitated the provision of a wide range of extensive listening materials, including audio, audiovisual, and multimedia materials (Ivone & Renandya, 2019). Extensive listening materials should be interesting and easily understandable (Brown, 2011). The materials may also be complementary to the listening materials

EFL listening anxiety, the researcher defines 'EFL listening anxiety' as a state of nervous system arousal associated with EFL listening and manifested by many symptoms, including negative feelings (fear, anger, uneasiness) physical reactions (heart beating, trembling, tension of body parts), low cognitive abilities (confused ideas and forgetting) and behavioral reactions (avoiding listening to English and avoiding participation in English classes).

Previous Studies

Some experimental studies investigated the impact of extensive listening (e.g., online extensive listening) on EFL students' listening proficiency. For example, Gonulal (2020) examined the effect of podcasting and vodcasting technology on 49 Turkish EFL university students' listening skills. The study collected its data from a proficiency test and a listening questionnaire. Results indicated that vodcasts were less preferred than podcasts by the participants, and extensive listening enhanced the students' listening skills. Le and Sa (2020) also aimed to employ extensive listening to help Vietnamese EFL students to improve their listening competence. The participants of the study were divided into two groups (an experimental group and a control group) with 32 students in each. Results showed that the experimental group outperformed the control group in the post-test. Likewise, Metruk (2019) explored the effects of utilizing extensive viewing of movies and T.V programs on listening skills of 18 students majoring in English language

it is associated with physical symptoms (rapid breathing, body tension, and sweating) and strong negative emotions (anger, fear, rage). They also view that anxiety is of two types, including trait anxiety and state anxiety. Trait anxiety is a personality variable, and it is persistent emotions of dread and foreboding whereas state anxiety is a temporary condition of arousal that is evoked by a specific situation. Moreover, Suinn and Deffenbacher (2005) state that *anxiety* is characterized by physical, emotional, cognitive, and behavioral symptoms. In this context, Alpert and Haber as cited in He (2018) refer to another two types of anxiety, including facilitating anxiety and debilitating anxiety. While facilitating anxiety can improve learning and performance, debilitating anxiety may inhibit learning.

The researcher in the present study focuses on debilitating anxiety which is a temporary condition of nervous system arousal. Such type of anxiety is accompanied by physical, emotional, cognitive, and behavioral symptoms.

EFL listening anxiety is feeling of tension, fear, and worry associated with listening to English, the thing which may not enable students to hear the listening materials properly (Adnan, Marlina, & Annisa, 2019). Such negative feelings are usually associated with behavioral symptoms, such as excusing from listening classes and avoiding listening to individuals speaking English and physical symptoms like rapid heart beating and muscle tension (Marzec-Stawiarska, 2013).

Based on the definitions of anxiety and

Ly and Nga (2020) examined the impact of extensive listening on students' lexical abilities and their listening habits. The researcher divided 80 learners into experimental and control groups. The participants were asked to submit one listening journal each week reporting what they did. After 12 weeks, results of a pre-post test revealed that extensive listening enhanced the students' receptive vocabulary knowledge. It was also reported that the participants tended to listen to self-selected and visual materials.

Ahmadpour and Asadollahfam (2018) explored the effectiveness of extensive and intensive listening in improving 60 Iranian EFL students' use of tenses. A pre/post-test was used in the study. Findings indicated that extensive and intensive listening had positive effects on the accuracy of tense use among the participants, and there were no statistical differences between the scores of both groups in the post-test.

The three studies of Dalman (2016), Dewi and Megawati (2018), and Serraj and Noordin (2013) were concerned with the relationship between English listening comprehension and listening anxiety. For example, Dalman (2016) investigated the correlation between listening anxiety, listening strategies, and listening proficiency of Iranian EFL university students. A listening anxiety scale, a test, and a listening strategies questionnaire were administered to 110 EFL language learners. Results indicated that listening was an anxiety-inducing skill, and there was a strong correlation between listening proficiency and listening anxiety. Dewi and

teaching and literature. The participants were divided into three groups, including groups viewing practice for one hour a day, two hours a day, and three and more hours a day. Results of a listening test showed that extensive viewing could result in better listening comprehension and the amount of daily exposure had no relation with the participants' listening skills. Moreover, Milliner (2017, b) investigated the effectiveness of employing extensive listening in improving listening fluency of 20 Japanese EFL lower-intermediate students. The researcher asked the participants to self-select and listen to six oral texts outside the classroom each week. The participants were also asked to summarize the listening texts, and to reflect on their experiences. A questionnaire data revealed that the students had positive views on the experiment.

A study of Almalki and Algetham (2022) aimed to find to what extent extensive listening associated with orthography affected pronunciation of 60 Saudi EFL students. The participants were divided into three groups, including two experimental groups i.e., a group experiencing extensive listening only, a group experiencing extensive listening with orthography, and a control group. The students' proficiency in English pronunciation was assessed by a group of native English listeners. Though the test findings reported that extensive listening did not significantly improved the participants' pronunciation, semi-structured interviews used in this study revealed that the participants had positive views on the experiment.

the impact of online extensive listening on Al-Aqsa University students' English listening comprehension. Wallen and Fraenkel (2001) view that experimental method is useful in identifying effect relationships, and while the experimental group receives a specific treatment, the control group receives a traditional treatment or no treatment at all.

Population and sample

Population consisted of all second/third-year female students (471 students) enrolled in English department at Al-Aqsa University in the first term of 2022-2023. The researcher invited 60 participants with different proficiency levels to get involved in the research. The sample was purposive, as the researcher taught *English language methodology 1* to the participants. Prior to starting the experiment, the researcher made sure that all participants passed all English listening courses so that they could practice English listening sub skills and strategies. Their ages ranged from 19 to 20 years. The students were divided into two equivalent groups with 30 subjects in each. While the experimental group practiced extensive listening as mentioned below, the control group did receive any treatment at all. All the subjects have been studying English as a foreign language for 14 years.

Instruments

IELTS Listening Test

The IELTS Listening test (IELTS, 2022) aims to assess listening sub skills, such as

Megawati (2018) also examined the relationship between listening anxiety and listening comprehension of 30 Malaysian EFL high school students. Using two questionnaires, results indicated that there was a negative correlation between the two variables. Similarly, Serraj and Noordin (2013) explored the effect of listening anxiety on 210 Iranian EFL students' listening . Results of a test and a scale revealed that the impact of listening anxiety on Iranian students' listening comprehension was significantly problematic.

A final study of Su et al. (2021) described the attitudes of 55 Indonesian EFL university students towards extensive listening practices. The study utilized a questionnaire and a focus-group interview. Findings concluded that only 38% of the participants had positive attitudes towards extensive reading practices.

It is worth mentioning that none of the previous studies focused on the relationship between extensive listening use and listening comprehension proficiency or listening anxiety in the Arab World EFL contexts, including the Palestinian settings. Thus, the current study aimed to explore the effect of online extensive listening on listening comprehension and listening anxiety of a sample of Palestinian EFL university students.

Method

Research Design

The study employed the experimental method (quasi-experimental), since it examined

(English language teaching) courses at Gaza universities. After considering the specialists' comments, the researcher re-designed the interview items. For the interviewees to express their views freely they were asked to use their mother tongue language (Arabic). The researcher translated the interview material into English. Each interview lasted about 35 minutes, and was audio-recorded for transcription. (Appendix C)

An EFL Listening Anxiety Scale

Reviewing related literature (Adnan, Marlina, & Annisa, 2019; Hammad & Abu Ghali, 2015; Marzec-Stawiarska, 2013), the researcher prepared a scale to measure the participants' English listening anxiety. First the scale items were introduced to one of the professors of mental health at Al-Aqsa University, and then the items were validated by four other instructors obtaining at least a PhD degree in English language teaching (Appendix A). The scale reliability was achieved through using Cronbach Alpha formula. The reliability coefficient of the scale was 0.86. Table 1 indicates the reliability coefficients of the scale categories

Table 1: Reliability Coefficients of the Listening Anxiety Scale Categories

| Category | Items | Cronbach Coefficient |
|----------------------|-------|----------------------|
| Physical Reactions | 6 | 0.76 |
| Negative Feelings | 9 | 0.84 |
| Behavioral Reactions | 5 | 0.73 |

identifying main ideas, recognizing specific factual information, determining opinions, views, and purpose of an oral message, and following the development of an argument. The test consists of four recordings associated with 40 questions. Such parts include a conversation between two persons related to everyday social life, a monologue connected with daily social context, a conversation related to an educational context, and a monologue on an academic subject. Each question carries one point, and the time devoted to the test is about 30-40 minutes. Furthermore, according to the test instructions, the participants in this study were required to complete notes related to four parts, as each part includes 10 items (Appendix B).

A semi-structured Interview

A To explore the experimental group students' perspectives on online extensive listening, the researcher utilized a semi-structured interview. For Lodico, Spaulding, and Voegtle (2006), semi-structured interviews can provide in-depth data about phenomena. The researcher reviewed some previous studies (e.g., Almalki & Algetham, 2022; Su et al, 2021), and wrote the interview questions. Then, the questions were introduced to a jury of experts teaching ELT

| | | |
|-------------------------|-----------|-------------|
| Low Cognitive Abilities | 5 | 0.82 |
| Total | 25 | 0.86 |

the classroom as they wish, and submit one journal each week reporting what they did and summaries of the materials they listened to. Additionally, based on Baruah (2006) and Gupta (2015), the researcher conducted some activities in the class, such as asking the students to provide oral summaries of the materials and allowing them to reflect on what they listened to in the classes. For measuring the effect of online extensive listening on the students' listening proficiency and listening anxiety, the researcher administered the quantitative instruments to both experimental and control groups.

Finally, four focus-group interviews were conducted with 12 students selected from the experimental group students so as to identify the students' perspectives on the experiment.

Data Analysis

For identifying the differences between the participants' scores in both experimental and control groups in the EFL listening test and the EFL listening anxiety scale, the researcher ran t-test using SPSS (Statistical Package for the Social Sciences). The researcher also employed Kolmogorov-Smirnov test to identify the distributional differences between the two samples. Sheskin (2004) states that Kolmogorov-Smirnov test is useful for comparing the cumulative frequency distributions of two

Research Procedures

The experiment lasted 10 weeks (October to December, 2022). The researcher considered the students' grade point averages in their university so as to control the achievement level variable, then she divided the students into two equivalent groups (experimental and control groups). Each group consisted of six high-proficiency students, 18 intermediate-proficiency students, and six low-proficiency students. Prior to conducting the experiment, the researcher administered the quantitative instruments (an EFL listening anxiety scale and an EFL listening test) to both groups. The researcher made sure that both groups were equivalent in English listening proficiency (Table 3).

Considering some relevant references (Cai, 2022; Baruah, 2006; Gonulal, 2020; Jones, 2018; Milliner, 2017a; Renandya & Jacobs, 2016), the researcher employed the steps of using extensive listening as following: providing the participants with adequate information about extensive listening (its definition, importance, and its procedures), helping the students in selecting the listening materials through providing them a variety of websites. It is noteworthy that most participants preferred to select the materials that were relevant to their interests. The researcher asked the students to listen to the materials outside

Kolmogorov-Smirnov test results.

Table 2: Kolmogorov-Smirnov test results.

| The Listening Test & the Listening Anxiety Scale | Z | P-Value |
|--|------|---------|
| High-proficiency Students (The Listening Test) | 0.67 | 0.77 |
| Intermediate-proficiency Students (The Listening Test) | 0.66 | 0.76 |
| Low-proficiency Students (The Listening Test) | 0.86 | 0.44 |
| All Students (The Listening Test) | 0,73 | 0,66 |
| All Students (The Listening Anxiety Scale) | 0,61 | 0,84 |

independent samples. The test results indicated that p-value was higher than 0.05, and the data were normally distributed. Table 2 shows

Table 3: Means, Standard Deviations, and t-test Values (English Listening Comprehension Pre-test).

| Group | Mean | STD | T-Test | P-value |
|--------------------|------|------|--------|---------|
| Control Group | 5.92 | 3.36 | 0.000 | 1.000 |
| Experimental Group | 5.92 | 3.36 | | |

the data credibility, another researcher reviewed and coded the data, and both researchers agreed on 86 % of the coded data.

Results

Results of First Research Hypothesis

The first research hypothesis was "There are no statistically significant differences at ($\alpha \leq 0.05$) in listening comprehension between Al-Aqsa University EFL students who practiced online extensive listening (experimental group) and those who did not receive any treatment (control group)". Table 4 shows the statistical differences between the experimental and control

* P-value is statistical significant at $\alpha \leq 0.05$

Then, the researcher utilized the steps included in Lodico, Spaulding, and Voegtle (2006) for analyzing the qualitative data. The researcher transcribed the interviews, reviewed it, and coded it into two main categories. The two main categories included 'advantages of online extensive listening' ('enhancing students' listening fluency', 'boosting students' background knowledge', and 'students' experience of pleasure and enjoyment') and 'students' problems with online extensive listening' ('students' inability to practice listening processing skills'). To achieve

Values (English Listening Comprehension Test).

groups in English listening proficiency.

Table 4: Means, Standard Deviations, and t-test

| Group | Mean | STD | T-Test | P-value |
|--------------------|-------|------|--------|---------|
| Control Group | 6.12 | 3.51 | 2.534 | 0.016* |
| Experimental Group | 10.28 | 7.41 | | |

at ($\alpha \leq 0.05$) in listening anxiety between Al-Aqsa University EFL students who practiced online extensive listening (experimental group) and those who did not receive any treatment (control group)". Table 5 shows the statistical differences between the experimental and control groups in listening anxiety.

Table 5: Means, Standard Deviations, and t-test Values (English Listening Anxiety).

| Group | Mean | STD | T-Test | P-value |
|--------------------|------|------|--------|---------|
| Experimental Group | 3.10 | 0.83 | 0.891 | 0.377// |
| Control Group | 2.93 | 0.63 | | |

The third research hypothesis was "There are no statistically significant differences at ($\alpha \leq 0.05$) in listening comprehension between high-proficiency students in the experimental group and their peers in the control group". Table 6 indicates the means, standard deviations, and t-test values.

Table 6: Means, Standard Deviations, and t-test Values (High-proficiency Students).

* P-value is statistically significant at $\alpha \leq 0.05$

Table 4 shows that P-value is less than 0.05, as there are statistically significant differences in listening comprehension between the experimental and control groups in favor of the experimental group.

Results of Second Research Hypothesis

The second research hypothesis was "There are no statistically significant differences

// P-value is not statistically significant at $\alpha \leq 0.05$

Table 5 indicates that there are no statistically significant differences between the experimental group and the control group in the post-measurement of the listening anxiety scale. Thus, online extensive listening did not reduce the participants' listening anxiety.

Results of Third Research Hypothesis

| Group | Mean | STD | T-Test | P-value |
|--------------------|-------|------|--------|---------|
| Control Group | 10.50 | 1.64 | 8.450 | 0.000* |
| Experimental Group | 22.30 | 3.01 | | |

The fourth research hypothesis was "There are no statistically significant differences at ($\alpha \leq 0.05$) in listening comprehension between intermediate-proficiency students in the experimental group and their peers in the control group". Table 7 indicates means, standard deviations, and t-test values.

Table 7: Means, Standard Deviations, and t-test Values (Intermediate-proficiency Students).

* P-value is statistically significant at $\alpha \leq 0.05$

As Shown in Table 6, there are statistically significant differences between the test scores of high-proficiency students in the experimental group and the test scores of their peers in the control group in favor of the experimental group, the thing which means that online extensive listening enhanced the proficient learners' listening comprehension.

Results of Fourth Research Hypothesis

| Group | Mean | STD | T-Test | P-value |
|--------------------|------|------|--------|---------|
| Control Group | 6.83 | 0.98 | 1.500 | 0.165// |
| Experimental Group | 5.00 | 2.82 | | |

// P-value is not statistically significant at $\alpha \leq 0.05$

Results of Fifth Research Hypothesis

The fifth hypothesis was "There are no statistically significant differences at ($\alpha \leq 0.05$) in listening comprehension between low-proficiency students in the experimental group and their peers in the control group".

Table 8: Means, Standard Deviations, and t-test Values (Low-proficiency Students).

As noticed in Table 7, there are no statistically significant differences between the test scores of intermediate achievers in the experimental group and the test scores of their peers in the control group. This result indicates that online extensive listening did not improve the listening comprehension of students with intermediate-proficiency level

| Group | Mean | STD | T-Test | P-value |
|--------------------|------|------|--------|---------|
| Control Group | 2.33 | 2.25 | 0.934 | 0.373// |
| Experimental Group | 3.50 | 2.07 | | |

information about multiple interesting topics, for example, strange facts about birds' species and animals.

(Participant 6): *This experience increases my awareness of many historical facts related to European countries.*

Another advantage of online extensive listening is the feelings of enjoyment students experienced during the experiment, since all students were provided with the opportunities to select the materials that were relevant to their interests.

(Participant 1): *I enjoyed this experiment so much. The most enjoyable thing was that I practiced listening to interesting online stories.*

(Participant 4): *I used to listen to English videos at night when I finished all my homework assignments. I liked such videos.*

However, some students complained about the gap between the difficulty levels of online extensive listening materials and the materials they practiced listening to in English classes. In their opinions, though extensive listening enhanced their listening fluency, it did not help in reducing their listening anxiety in intensive listening classes.

(Participant 7): *Unlike the materials we listen*

// P-value is not statistical significant at $\alpha \leq 0.05$

As Table 8 shows, there are no statistically significant differences between the test scores of low-proficiency students in the experimental group and the test scores of their peers in the control group. This result indicates that online extensive listening did not improve the listening comprehension of students with low-proficiency level.

Results of Sixth Research Question

The sixth research question was "How do Al-Aqsa University EFL students view online extensive listening?" The interview data showed that most students had positive views on the experiment. Some students reported that online extensive listening enhanced their listening fluency.

(Participant 12): *I become faster in understanding what I listen to.*

(Participant 3): *I noticed a decrease in the number of times listening to the same material.*

Moreover, some students reported that online extensive listening helped in boosting their background knowledge, in that it increases their understanding of many concepts.

(Participant 10): *I acquired new knowledge*

Algetham (2022) also reported that Saudi EFL students favored extensive listening.

Furthermore, the study indicated that online extensive listening improved high-proficiency students' listening comprehension. Congruent with this result, Gonulal (2020) showed that extensive listening enhanced English listening skills of Turkish university students. Le and Sa (2020) also concluded that online extensive listening developed Vietnamese EFL students' listening competence. Likewise, Metruk (2019) explored the effectiveness of utilizing extensive viewing of movies and T.V programs on listening skills of students majoring in English language teaching and literature. Based on that, English listening instructors at Palestinian universities are advised to urge competent students to listen regularly to a variety of authentic materials outside the classroom so as to promote their English listening comprehension.

Another finding reported in this study was that online extensive listening could not result in better listening comprehension of intermediate and low achievers. Similar to this result, Almalki and Algetham (2022) showed that extensive listening did not develop Saudi EFL learners' pronunciation. A main reason for why online extensive listening did not improve the low and middle achievers' listening comprehension in this study might be the amount of exposure to listening materials. 10 weeks of online extensive listening might not be long enough to make any statistically significant improvements in the students' listening comprehension. Students with middle and low

to in English listening classes, extensive materials are easy and understandable.

(Participant 5): I still encounter the same comprehension difficulties and listening anxiety problems in intensive listening classes.

Another complaint was that the experiment did not help students use English listening processing skills and strategies like top-down and bottom-up skills.

(Participant 2): What I did was that I listen to easy materials and got the main ideas about it. I also used to think about the aim of each story. But I was not trained to do exercises like those included in standardized tests.

In sum, the interviews data revealed that the participants had positive views on online extensive listening. According to the students, online extensive listening helped in enhancing their listening fluency, boosting their background knowledge, and experiencing feelings of enjoyment and pleasure. Additionally, the interviews showed the students' problems with online extensive listening, such as students' inability to practice listening processing skills.

Discussion and Implications

The study concluded that the participants had positive views on the experiment. From the students' perspectives, online extensive listening helped in enhancing their listening fluency, boosting their background knowledge, and experiencing feelings of enjoyment and pleasure. In line with this result, Milliner (2017, b) indicated that Japanese EFL students had good attitudes towards extensive listening. Almalki and

recommended to train the students on practicing all listening skills and strategies in intensive listening classes.

Furthermore, some students in the current study reported that they listened to easy understandable materials that were entirely different from intensive listening tasks (like listening tests). This gap of difficulty level between extensive and intensive listening materials might raise the listening anxiety of the students during intensive listening tasks, the thing which might result in lack of progress. According to Onoda (2018), instructional materials should be attractive and should make learners feel comfortable working with them. Therefore, it is advisable for Palestinian university EFL teachers to lower the difficulty level of intensive listening tasks so as to help low and intermediate achievers feel relaxed and comfortable in intensive listening classes.

Furthermore, the students with low and intermediate proficiency levels in the experimental group reported that though they felt relaxed and comfortable when practicing listening to easy understandable materials at home, their listening anxiety increased in the university classes, including listening tests classes. As mentioned above, the gap of difficulty level between intensive and extensive listening materials and students' lack of linguistic competence might raise the listening anxiety of such types of students. In this context, Dalman (2016) states that listening proficiency plays a key

proficiency levels may need a longer period of time to develop their listening comprehension. Thus, it is recommended for practitioners and researchers to devote a longer period of time for examining the effect of online extensive listening on developing listening comprehension of low-proficiency students.

Another reason might be that the participants did not have adequate level of linguistic proficiency required for improving their listening comprehension. According to Buck (2001), linguistic knowledge is central to English listening comprehension proficiency. For extensive listening to be effective, Al-Aqsa University students have to develop their linguistic competence which is a key element to listening comprehension competence.

Moreover, lack of listening learning strategies practice (e.g., top-down strategies) might hinder the enhancement of students' listening comprehension. Some interviewees in this study reported that they were not aware of English listening skills and strategies and the only skill they practiced was listening for getting main ideas and themes. According to Vandergrift and Goh (2012), not every learner derives the same amount of benefit and satisfaction from extensive listening. Some students might miss the opportunities to use listening specific skills and strategies. Teachers should raise the students' awareness of listening learning strategies prior to conducting extensive listening. Consequently, Palestinian EFL listening teachers are

university EFL teachers to lower the difficulty level of intensive listening tasks so as to help low and intermediate achievers feel relaxed and comfortable in intensive listening classes.

- The researcher recommends that Al-Aqsa University EFL students should work on developing their linguistic competence in general and their listening comprehension in particular through adequate conscious study and practice of the target language.

Conclusion

The study concluded that while online extensive listening improved high-proficiency students' listening comprehension, it could not result in better listening comprehension of intermediate and low achievers. Moreover, the interviews data revealed that the participants had positive views on the experiment since online extensive listening helped in enhancing their listening fluency, boosting their background knowledge, and experiencing feelings of enjoyment and pleasure. The interviews also showed the students' problems with online extensive listening, such as students' inability to practice listening skills and strategies.

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Listening comprehension and listening anxiety: A case of basic listening class students at English department UNP

role in determining the students' listening anxiety, and there is a negative relationship between listening anxiety and listening proficiency. Otair and Aziz (2017) also confirm that learners' low English proficiency is one of the main causes of listening anxiety. Thus, the researcher recommends that Al-Aqsa University EFL students should work on developing their linguistic competence in general and their listening comprehension in particular through adequate conscious study and practice of the target language.

Recommendations

The researcher summarizes the study recommendations as following:

- English listening instructors at Palestinian universities are advised to urge competent students to listen regularly to a variety of authentic materials outside the classroom so as to promote their English listening comprehension.
- It is recommended for practitioners and researchers to devote a longer period of time for examining the effect of online extensive listening on developing listening comprehension of low-proficiency students.
- Palestinian EFL listening teachers are recommended to train the students on practicing all listening skills and strategies (e.g., top-down listening skills) in intensive listening classes.
- It is advisable for Palestinian

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Appendices

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Appendix A: The Listening Anxiety Scale

Wallen, N. E., & Fraenkel, J.R. (2001). *Educational research: A guide to the*

| | Items | Always | Often | Sometimes | rarely | n e v e r |
|----|---|--------|-------|-----------|--------|-----------------------|
| | Physical reactions | | | | | |
| 1. | My heart is pounding when I am going to listen in English. | | | | | |
| 2. | Certain parts of my body (stomach, legs, hands) feel very tensed when I am informed that I should think about what I hear in English. | | | | | |
| 3. | I freeze up in English listening exams. | | | | | |
| 4. | I tremble when I know that I am going to listen to English material with unfamiliar topics. | | | | | |
| 5. | My head swivels when I listen to English as a member of a group. | | | | | |
| 6. | My hands get sweaty when I answer questions on a listening text. | | | | | |
| | Negative Feelings | | | | | |
| 7. | I feel stressed when there is even a bit of noise during listening. | | | | | |
| 8. | I get upset when get stuck on some words. | | | | | |
| 9. | I feel intimidated when I think that everyone except me understands the listening material. | | | | | |
| 10 | I get nervous when the passage is read only once. | | | | | |
| 11 | It bothers me when I listen to someone speaking very fast. | | | | | |
| 12 | I do not enjoy listening at all. | | | | | |
| 13 | I feel afraid in English listening tests | | | | | |
| 14 | I feel anxious when I cannot hear every word clearly during listening | | | | | |
| 15 | I feel worried when I miss important ideas while listening to English materials. | | | | | |
| | Behavioral Reactions | | | | | |
| 16 | I look forward to my English listening classes. | | | | | |
| 17 | I do not look at the teacher while listening to her. | | | | | |
| 18 | I avoid academic challenges related to listening. | | | | | |
| 19 | I avoid listening to English materials outside the classroom | | | | | |
| 20 | I avoid participating in English listening classes. | | | | | |
| | Low Cognitive Abilities | | | | | |
| 21 | I cannot remember what I hear during listening. | | | | | |

| | | | | | | |
|----|--|--|--|--|--|--|
| 22 | My thoughts become jumbled and confused when listening to important information in English | | | | | |
| 23 | I cannot answer the questions on the listening materials. | | | | | |
| 24 | It is hard for me to pay full attention to the class while listening | | | | | |
| 25 | My mind goes blank when I start listening to English materials. | | | | | |
| | | | | | | |

Appendix B: The EILTS Listening Test

IELTS (2022). IELTS practice listening test. Retrieved from

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Appendix C: The Semi-structured Interview

- Did you enjoy the experiment/ Why/Why not?
- What benefits did you get from this experiment?
- What are the advantages and disadvantages of online extensive listening?
- What problems did you encounter while practicing online extensive listening?