

**EXTENSIVE LISTENING TO ASSIST
YOUNG LEARNERS' L2 VOCABULARY LEARNING**

A THESIS

Submitted in partial fulfillment of the requirement for the Master's
Degree in English Education



By

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APPROVAL PAGE

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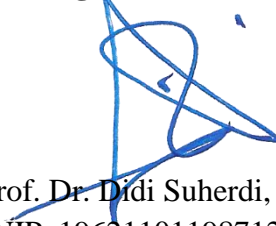
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STATEMENT OF AUTHORIZATION

I hereby certify that this thesis entitled “**Extensive Listening to Assist Young Learners’ L2 Vocabulary Learning**” is originally my own work. I am fully aware that I have quoted some statements and ideas from several sources. To the best of my knowledge, all the quotations are properly acknowledged.

Bandung, January, 2021



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ABSTRACT

This case study reports on the implementation of extensive listening (EL) to assist the young EFL learners' L2 oral vocabulary learning. The focus of this study was placed on the students' L2 oral vocabulary gains after implementing EL and how they learnt L2 oral vocabulary via EL. This study involved seven students of the seventh grade of junior high school. They were selected purposively based on the results of the Listening Vocabulary Levels Test (LVLT) and the interviews with the English teacher. They then participated in a one-month period of EL program set up by the researcher. In the program, the students listened to four selected audio graded readers independently at their own pace and with the assistance of the researcher in virtual meetings via the Zoom platform. The students' learning gains were assessed with the pre- and post-test of the 60 target words taken from the audio graded readers they listened to. Meanwhile, their process of learning L2 oral vocabulary was scrutinized qualitatively using the data from the meetings' observations, supported with one-to-one personalized interviews with the students. The findings revealed that EL has contributed positively to the students' learning of L2 oral vocabulary, as shown in the results of their relative learning gains. However, the gains varied from subject to subject. In learning the L2 oral vocabulary via EL, the students made use of several resources available including the visual input, the textual input, the frequency of occurrence, the pre-existing vocabulary knowledge, and the contextual clues both global and local. For the future EL program, considering those five aspects when implementing EL in the EYL pedagogy is thus necessary.

Keywords: Extensive listening, young EFL learners, L2 oral vocabulary learning, vocabulary knowledge

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LIST OF ABBREVIATIONS

EFL	English as a Foreign Language
EL	Extensive Listening
ELT	English Language Teaching
ER	Extensive Reading
EYL	English for Young Learners
L1	First Language
L2	Second Language
LVLT	Listening Vocabulary Levels Test
NVLT	New Vocabulary Levels Test
SMP	Sekolah Menengah Pertama

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