

## **CHAPTER V**

### **CONCLUSIONS, LIMITATIONS, AND RECOMMENDATIONS**

#### **5.1. Conclusions**

This study investigated the implementation of extensive listening (EL) program to assist the students' L2 vocabulary learning. The focus of the study was to find out the students' L2 vocabulary learning gains after implementing EL in a one-month period and how the students learn L2 vocabulary via EL. In this study, a total of seven students of seventh grade of junior high school were selected and then invited to join the EL program. They participated in this study from the LVLTT test until the post-test of the target words. With the assistance of the researcher, those seven students attended the EL program for one month. They did the EL practice both individually at their convenience and also with the researcher in a virtual meeting via Zoom. In addition to practicing EL independently using the materials given to them, they were scheduled to attend a meeting with the researcher twice a week. In the meeting, with the assistance of the researcher, they learned the oral L2 vocabulary via extensive listening practice. In a one-month period of EL practice, they completed a total of four stories. Their processes of doing the EL practice to learn L2 oral vocabulary were observed and scrutinized. As well, their results of L2 oral vocabulary gains garnered from the tests were also calculated.

From looking at the results of the meaning-recall test of the target words delivered orally, it was found that the students had made gains in L2 receptive oral vocabulary knowledge but it was varied from subject to subject. But it was shown that their EL practice for one month contributed positively for their gains of L2 oral vocabulary, although the results were varied. Thus this study tried to capture their process of learning L2 vocabulary via EL more qualitatively. Through taking detailed observation notes in each meeting, conducting personalized one-to-one interviews with the students, and then coding and categorizing the data obtained, it was found that there were several aspects that played a pivotal role in the students' learning of L2 oral vocabulary via EL. Those include the pictorial/visual input, the textual input, the frequency of occurrence

(the repetition of words), the prior vocabulary knowledge, and the contextual clues. Thus, in conclusion, this study have addressed the two research questions posed previously. First, EL was shown to be a potential source of students' learning L2 oral receptive vocabulary. Second, in the process of learning L2 vocabulary via EL, the students have made use of several resources available, as mentioned above. In this regard, it is hoped that this study could add to the literature on the implementation of EL to facilitate the students' learning of L2 vocabulary, especially in the context of EYL pedagogy.

### **5.2. Limitations**

This study is not without limitations. Since this study garners the data from the selected cases, it might not be generalizable in the larger context. In addition, the materials used might also be applicable only to the students participating in this study. It is because in this study the students are selected based on the results of LVLTT so that the materials have been adjusted to their level. In this regard, the audio graded readers starter level with 250 headwords are used in this study. Other students with different level of L2 aural knowledge might use different level of materials. Then, this study follows the minimum standard of EL program conducted with only in a one-month period. It has actually satisfied the requirement to make the extensive conditions for the listening. But for another EL program, in order to see the language learning benefits that the students can gain from EL, extending the duration of the program might be necessary. Since this study is qualitative in nature, the numbers of students are relatively small. It is because this study only involves the selected students that match with the criteria set by the researcher and those who are cooperative. Thus, some procedures of this EL program could not be directly implemented in another context. Especially for the EL program with larger numbers of students, adjustments are necessary.

### **5.3. Recommendations**

This study has shown that EL positively contributes to the students' learning of the L2 oral vocabulary. Since the exposure of L2 spoken vocabulary is pivotal for the students' L2 development, EL practice could be a recommended resource for

students to get enough exposure to L2 oral input. Especially for those who are in the younger age groups, EL could help them familiarize them with L2 spoken vocabulary. Since the teaching of English for young learners involve several related parties,so the recommendation of this study is addressed to the related stakeholders, researchers, teachers, and also parents. First, for the stakeholders, EL might be an alternative program to be promoted, or at least introduced, at the institutional levels. It is because until today the discussion of EL seems to be exclusive only in the university or high-level settings. Whereas actually, students might practice it daily using at their own pace. So the integration of EL program at the school level settings needs to be considered by the stakeholders. Second, for the researchers, studies on EL in the school level settings are still limited especially those in EYL pedagogy. Most of the studies are still conducted with adults as participants. Thus, it is necessary to explore further the implementation of EL through various ways of investigations. Further investigations looking at the necessary aspects for EL implementation in EYL pedagogy are necessary. Third, for the teachers, it is necessary to try using EL to make their students be more familiar with the L2 oral vocabulary. Teachers can select the interesting listening materials and allow the students to listen to it. They can also let their students listen to anything that they like, and then allow them to tell what they have listened to. Teacher could also use audio graded readers and let the students select the audio graded readers that they like. And the last, for parents, they could assist their children at home in listening to English materials that are suitable for young learners. Thus, through EL, learning English could be more enjoyable and students can develop their L2 oral vocabulary so that it can benefit their L2 development.

## REFERENCES

- Albaladejo, S. A., Coyle, Y., & de Larios, J. R. (2018). Songs, stories, and vocabulary acquisition in preschool learners of English as a foreign language. *System*, 76, 116–128. doi:10.1016/j.system.2018.05.002
- Alm, A. (2013). Extensive listening 2.0 with foreign language podcasts. *Innovation in Language Learning and Teaching*, 7(3), 266–280. doi:10.1080/17501229.2013.836207
- Antle, J. B. (2011). Extensive listening and how it affects reading speed. In A. Stewart (Ed.), *JALT2010 Conference Proceedings, 201-208*. Tokyo: JALT.
- Aukrust, V. G. (2007). Young children acquiring second language vocabulary in preschool group-time: Does amount, diversity, and discourse complexity of teacher talk matter? *Journal of Research in Childhood Education*, 22(1), 17–37. doi:10.1080/02568540709594610
- Aukrust, V. G. (2008). Turkish-speaking first graders in Norway acquiring second language vocabulary, listening comprehension and literacy skills. *Scandinavian Journal of Educational Research*, 52(3), 293–314. doi:10.1080/00313830802025108
- Barcroft, J. (2004). Second language vocabulary acquisition: A lexical input processing approach. *Foreign Language Annals*, 37(2), 200–208. doi:10.1111/j.1944-9720.2004.tb02193.x
- Barcroft, J. (2009). Strategies and performance in intentional L2 vocabulary learning. *Language Awareness*, 18(1), 74–89. doi:10.1080/09658410802557535
- Bates, J., & Son, J. (2020). English vocabulary learning with simplified pictures. *TESL-EJ*, 24(3), 1-20.
- Baynham, M. (1986). Bilingual folk stories in the ESL classroom. *ELT Journal*, 40(2), 113–120. doi:10.1093/elt/40.2.113
- Beverly, M., Hughes, J. C., & Hastings, R. P. (2016). Using SAFMEDS to assist language learners to acquire second-language vocabulary. *European Journal of Behavior Analysis*, 17(2), 131–141. doi:10.1080/15021149.2016.1247577
- Bidabadi, F. S., & Yamat, H. (2014). Strategies employed by Iranian EFL freshman university students in extensive listening: A qualitative research. *International Journal of Qualitative Studies in Education*, 27(1), 23-41. doi: 10.1080/09518398.2012.737042
- Boutorwick, T. J., Macalister, J., & Elgort, I. (2019). Two approaches to extensive reading and their effects on L2 vocabulary development. *Reading in a Foreign Language*, 31(2), 150-172.
- Brown, R., Waring, R., & Donkaewbua, S. (2008). Incidental vocabulary acquisition from reading, reading-while-listening, and listening to stories. *Reading in a Foreign Language*, 20(2), 136–163.
- Chang, A. C-S. (2009). Gains to L2 listeners from reading while listening vs. listening only in comprehending short stories. *System*, 37(4), 652–663. doi:10.1016/j.system.2009.09.009
- Chang, A. C-S. (2010). Second-language listening anxiety before and after a 1-yr. intervention in extensive listening compared with standard foreign language

- instruction. *Perceptual and Motor Skills*, 110(2), 355–365. doi:10.2466/pms.110.2.355-365
- Chang, A. C-S. (2012). Gains to L2 learners from extensive listening: Listening development, vocabulary acquisition and perceptions of the intervention. *Hong Kong Journal of Applied Linguistics*, 14(1), 25–47.
- Chang, A. C-S. (2018). Extensive listening. In J. I. Liontas & M. DelliCarpini (Eds.), *The TESOL Encyclopedia of English Language Teaching*. Hoboken, NJ: John Wiley & Sons, Inc. doi:10.1002/9781118784235.eelt0564
- Chang, A. C-S. (2019). Effects of narrow reading and listening on L2 vocabulary learning: Multiple Dimensions. *Studies in Second Language Acquisition*, 41(4), 769-794. doi:10.1017/s0272263119000032
- Chang, A. C-S., & Millett, S. (2014). The effect of extensive listening on developing L2 listening fluency: Some hard evidence. *ELT Journal*, 68(1), 31–40. doi:10.1093/elt/cct052
- Chang, A. C-S., & Millett, S. (2015). Improving reading rates and comprehension through audio-assisted extensive reading for beginner learners. *System*, 52, 91–102. doi:10.1016/j.system.2015.05.003
- Chang, A. C-S., & Millett, S. (2016). Developing L2 listening fluency through extended listening-focused activities in an extensive listening programme. *RELC Journal*, 47(3), 349–362. doi:10.1177/0033688216631175
- Chang, A. C-S., Millett, S., & Renandya, W. A. (2019). Developing listening fluency through supported extensive listening practice. *RELC Journal*, 50(3), 422–438. doi:10.1177/0033688217751468
- Chen, C-M., & Chen, I-C. (2019). The effects of video-annotated listening review mechanism on promoting EFL listening comprehension. *Interactive Learning Environments*, 1–15. doi:10.1080/10494820.2019.1579232
- Chen, Y. (2011). Dictionary use and vocabulary learning in the context of reading. *International Journal of Lexicography*, 25(2), 216–247. doi:10.1093/ijl/ecr031
- Chou, M. (2014). Assessing English vocabulary and enhancing young English as a Foreign Language (EFL) learners' motivation through games, songs, and stories. *Education 3-13: International Journal of Primary, Elementary and Early Years Education*, 42(3), 284-297. doi:10.1080/03004279.2012.680899
- Coyle, Y., & Gracia, R. G. (2014). Using songs to enhance L2 vocabulary acquisition in preschool children. *ELT Journal*, 68(3), 276–285. doi:10.1093/elt/ccu015
- Creswell, J.W. (2012). *Educational research: Planning, conducting, and evaluating quantitative and qualitative research (4th ed)*. Boston: Pearson.
- Dalle, T., & Kleckova, G. (2018). Young learners. In J. I. Liontas & M. DelliCarpini (Eds.), *The TESOL Encyclopedia of English Language Teaching* (pp. 1-6). Hoboken, NJ: John Wiley & Sons, Inc. doi:10.1002/9781118784235.eelt0197
- Davis, G. M., & Fan, W. (2016). English vocabulary acquisition through songs in Chinese kindergarten students. *Chinese Journal of Applied Linguistics*, 39(1), 59-71.

- Day, R., & Bamford, J. (2002). Top ten principles for teaching extensive reading. *Reading in a Foreign Language*, 14(2), 136-141.
- Ducker, N. D., & Saunders, J. M. (2014). Extensive listening: Using authentic materials. In N. Sonda & A. Krause (Eds.), *JALT2013 Conference Proceedings*, 383-394. Tokyo: JALT.
- Ellis, G. (2014). 'Young learners': clarifying our terms. *ELT Journal*, 68(1), 75–78. doi:10.1093/elt/cct062
- Ellis, R. (1999). Factors in the incidental acquisition of second language vocabulary from oral input. In R. Ellis (Ed.), *Learning a second language through interaction* (pp. 35-62). Amsterdam: John Benjamins Publishing Company.
- Ellis, R., & Heimbach, R. (1997). Bugs and birds: Children's acquisition of second language vocabulary through interaction. *System*, 25(2), 247–259.
- Feng, Y., & Webb, S. (2020). Learning vocabulary through reading, listening, and viewing: Which mode of input is most effective? *Studies in Second Language Acquisition*, 42(3), 499-523. doi:10.1017/S0272263119000494
- Fisher, T., Sharples, M., Pemberton, R., Ogata, H., Uosaki, N., Edmonds, P., Hull, A., & Tschorn, P. (2012). Incidental second language vocabulary learning from reading novels. *International Journal of Mobile and Blended Learning*, 4(4), 47–61. doi:10.4018/jmbl.2012100104
- Fraenkel, J. R., & Wallen, N. E. (2008). *How to design and evaluate research in education*. New York: McGraw-Hill.
- Goh, C. C. M. (2018). Listening activities. In J. I. Liantas & M. DelliCarpini (Eds.), *The TESOL Encyclopedia of English Language Teaching*. Hoboken, NJ: John Wiley & Sons, Inc. doi:10.1002/9781118784235.eelt0604
- Goh, C. C. M., & Kaur, K. (2013). Insights into young learner's metacognitive awareness about listening. *The European Journal of Applied Linguistics and TEFL*, 2(1), 5-26.
- Goh, C., & Taib, Y. (2006). Metacognitive instruction in listening for young learners. *ELT Journal*, 60(3), 222–232. doi:10.1093/elt/ccl002
- Hennebry, M., Rogers, V., Macaro, E., & Murphy, V. (2013). Direct teaching of vocabulary after listening: Is it worth the effort and what method is best? *The Language Learning Journal*, 45(3), 282–300. doi:10.1080/09571736.2013.849751
- Horst, M., Cobb, T., & Meara, P. (1998). Beyond a clockwork orange: Acquiring second language vocabulary through reading. *Reading in a Foreign Language*, 11(2), 207–223.
- Hsiu-Chih, S. (2008). The value of English picture story books. *ELT Journal*, 62(1), 47–55. doi:10.1093/elt/ccm077
- Huckin, T., & Coady, J. (1999). Incidental vocabulary acquisition in a second language. *Studies in Second Language Acquisition*, 21(2), 181-193. doi:10.1017/s0272263199002028
- Hughes, A., & Williams, M. (2000). *Penguin young readers: Teacher's guide to using stories in class*. Essex: Pearson Education Ltd.
- Hulstijn, J.H. (2001). Intentional and incidental second language vocabulary learning: A reappraisal of elaboration, rehearsal and automaticity. In P.



- Robinson (Ed.), *Cognition and Second Language Instruction* (pp. 258-286). Cambridge: Cambridge University Press.
- Jeon, E-Y., & Day, R. R. (2015). The effectiveness of core ER principles. *Reading in a Foreign Language*, 27(2), 302–307.
- Jin, Z., & Webb, S. (2020). Incidental vocabulary learning through listening to teacher talk. *The Modern Language Journal*, 104, 550-566. doi:10.1111/modl.12661
- Kalogirou, K., Beauchamp, G., & Whyte, S. (2019). Vocabulary acquisition via drama: Welsh as a second language in the primary school setting. *The Language Learning Journal*, 47(3), 332-343. doi:10.1080/09571736.2017.1283351
- Kaminski, A. (2019). Young learners' engagement with multimodal texts. *ELT Journal*, 73(2), 175-185. doi:10.1093/elt/ccy060
- Kasahara, K. (2011). The effect of known-and-unknown word combinations on intentional vocabulary learning. *System*, 39(4), 491–499. doi:10.1016/j.system.2011.10.001
- Kashani, A. S., Sajjadi, S., Sohrabi, M. R., & Younespour, S. (2011). Optimizing visually-assisted listening comprehension. *Language Learning Journal*, 39(1), 75–84. doi:10.1080/09571730903545236
- Krashen, S. (1989). We acquire vocabulary and spelling by reading: Additional evidence for the input hypothesis. *The Modern Language Journal*, 73(4), 440-464. doi:10.2307/326879
- Krashen, S. D. (1996). The case for narrow listening. *System*, 24(1), 97-100.
- Krashen, S., & Mason, B. (2020). The optimal input hypothesis: Not all comprehensible input is of equal value. *CATESOL Newsletter*, May 2020. pages 1-2. Retrieved from <http://beniko-mason.net/content/articles/2020-the-optimal-input-hypothesis.pdf>
- Lacher, D. B., Nichols, T., & May, J. C. (2005). *Connecting with kids through stories: Using narratives to facilitate attachment in adopted children*. London: Jessica Kingsley Publishers.
- Leśniewska, J., & Pichette, F. (2016). Songs vs. stories: Impact of input sources on ESL vocabulary acquisition by preliterate children. *International Journal of Bilingual Education and Bilingualism*, 19(1), 18-34. doi: 10.1080/13670050.2014.960360
- Linse, C. T., & Nunan, D. (2005). *Practical English language teaching: Young learners*. New York: The McGraw-Hill Companies, Inc.
- Maley, A. (2009). Writing stories: Developing language skills through story making. *ELT Journal*, 63(4), 418–419. doi:10.1093/elt/ccp071
- Mason, B., & Krashen, S. (2020). Story-listening: A brief Introduction. *CATESOL Newsletter*, June 2020. Retrieved from [https://www.catesol.org/v\\_newsletters/article\\_158695931.htm](https://www.catesol.org/v_newsletters/article_158695931.htm)
- McKay, P. (2006). *Assessing young language learners*. Cambridge: Cambridge University Press.
- McLean, S., & Kramer, B. (2015). The creation of a new vocabulary levels test. *Shiken*, 19(2), 1-11.

- McLean, S., Kramer, B., & Beglar, D. (2015). The creation and validation of a listening vocabulary levels test. *Language Teaching Research*, 19(6), 741–760. doi:10.1177/1362168814567889
- Medina, S. L. (1993). The effect of music on second language vocabulary acquisition. *National Network for Early Language Learning*, 6(3), 1–8.
- Miles, M. B., & Huberman, A. M. (1994). *Qualitative data analysis: An expanded sourcebook (2nd ed.)*. Thousand Oaks: Sage Publications, Inc.
- Milliner, B. (2017). Five online resources for extensive listening in the Japanese EFL classroom. *Accents Asia*, 9(2), 1–10.
- Mitchell, C. (2018). Teaching phrasal verbs. In J. I. Lontos & M. DelliCarpini (Eds.), *The TESOL Encyclopedia of English Language Teaching*. Hoboken, NJ: John Wiley & Sons, Inc. doi:10.1002/9781118784235.eelt0759
- Mohsen, M. A. (2016). Effects of help options in a multimedia listening environment on L2 vocabulary acquisition. *Computer Assisted Language Learning*, 29(7), 1220–1237. doi:10.1080/09588221.2016.1210645
- Montero Perez, M. (2020). Incidental vocabulary learning through viewing video: The role of vocabulary knowledge and working memory. *Studies in Second Language Acquisition*, 42(4), 749–773. doi:10.1017/S0272263119000706
- Mora, C. F. (2000). Foreign language acquisition and melody singing. *ELT Journal*, 54(2), 146–152. doi:10.1093/elt/54.2.146
- Morgan, J., & Rinvulcri, M. (1983). *Once upon a time: Using stories in the language classroom*. Cambridge: Cambridge University Press.
- Musthafa, B. (2010). Teaching English to young learners in Indonesia: Essential requirements. *Educationist*, 4(2), 120–125.
- Nation, P. (2007). The four strands. *Innovation in Language Learning and Teaching*, 1(1), 2–13. doi:10.2167/illt039.0
- Nation, I. S. P. (2013). *Learning vocabulary in another language (2nd ed.)*. Cambridge: Cambridge University Press.
- Pamuji, K. D., Waring, R., & Kurniawan, E. (2019). EFL teachers' experiences in developing L2 proficiency through extensive listening. *TEFLIN Journal*, 30(2), 257–273. doi= 10.15639/teflinjournal.v30i2/257-273
- Paradis, J., Kirova, A., & Dachyshyn, D. M. (2009). *Working with young children who are learning English as a new language*. Alberta: Alberta Education Early Learning Branch.
- Parkin, M. (2010). *Tales for coaching: Using stories and metaphors with individuals and small groups*. London: Kogan Page.
- Pavia, N., Webb, S., & Faez, F. (2019). Incidental vocabulary learning through listening to songs. *Studies in Second Language Acquisition*, 41(4), 745–768. doi:10.1017/s0272263119000020
- Pellicer-Sánchez, A. (2016). Incidental L2 vocabulary acquisition from and while reading: An eye-tracking study. *Studies in Second Language Acquisition*, 38(1), 97–130. doi:10.1017/s0272263115000224
- Pellicer-Sánchez, A., & Schmitt, N. (2010). Incidental vocabulary acquisition from an authentic novel: Do things fall apart? *Reading in a Foreign Language*, 22(1), 31–55.



- Pellicer-Sánchez, A., Tragant, E., Conklin, K., Rodgers, M., Serrano, R., & Llanes, Á. (2020). Young learners' processing of multimodal input and its impact on reading comprehension: An eye-tracking study. *Studies in Second Language Acquisition*, 42(3), 577-598. doi:10.1017/s0272263120000091
- Peters, E., & Webb, S. (2018). Incidental vocabulary acquisition through viewing L2 television and factors that affect learning. *Studies in Second Language Acquisition*, 40(3), 551-577. doi:10.1017/s0272263117000407
- Peters, E., Heynen, E., & Puimège, E. (2016). Learning vocabulary through audiovisual input: The differential effect of L1 subtitles and captions. *System*, 63, 134-148. doi:10.1016/j.system.2016.10.002
- Peters, E., Hulstijn, J. H., Sercu, L., & Lutjeharms, M. (2009). Learning L2 German vocabulary through reading: The effect of three enhancement techniques compared. *Language Learning*, 59(1), 113-151. doi:10.1111/j.1467-9922.2009.00502.x
- Pigada, M., & Schmitt, N. (2006). Vocabulary acquisition from extensive reading: A case study. *Reading in a Foreign Language*, 18(1), 1-28.
- Povey, E. (2016). Extensive listening: Pedagogy, resources, and tools. *International Journal of Educational Investigations*, 3(7), 35-49.
- Prinsloo, C. (2018). Students' intrinsic perspectives on the diverse functions of short stories beyond language learning. *System*, 74, 87-97. doi:10.1016/j.system.2018.02.019
- Prtljaga, J., Palinkašević, R., & Brkić, J. (2015). Choosing the adequate level of graded readers - preliminary study. *Research in Pedagogy*, 5(2), 1-16. doi:10.17810/2015.11
- Reinders, H., & Cho, M. Y. (2010). Extensive listening practice and input enhancement using mobile phones: Encouraging out-of-class learning with mobile phones. *TESL-EJ*, 14(2). Retrieved from <http://www.tesl-ej.org/wordpress/issues/volume14/ej54/ej54m2/>
- Renandya, W. A. (2011). Extensive listening in the language classroom. In H. P. Widodo & A. Cirocki (Eds.), *Innovation and creativity in ELT methodology* (pp. 28-41). New York: Nova Science Publisher.
- Renandya, W. A., & Farrell, T. S. C. (2011). 'Teacher, the tape is too fast!' Extensive listening in ELT. *ELT Journal*, 65(1), 52-59. doi:10.1093/elt/ccq015
- Renandya, W. A., & Jacobs, G. M. (2016). Extensive reading and listening in the L2 classroom. In W. A. Renandya & H. P. Widodo (Eds.), *English language teaching today* (pp. 97-110). Basel, Switzerland: Springer International Publishing AG.
- Rich, S. (2014). Taking Stock: Where are we now with TEYL?. In S. Rich (Ed.), *International perspectives on teaching English to young learners* (pp. 1-19). Hampshire, UK: Palgrave Macmillan.
- Roberts, T. A. (2008). Home storybook reading in primary or second language with preschool children: Evidence of equal effectiveness for second-language vocabulary acquisition. *Reading Research Quarterly*, 43(2), 103-130. doi:10.1598/rrq.43.2.1

- Rodgers, M. P. H. (2016). Extensive listening and viewing: The benefits of audiobooks and television. *The European Journal of Applied Linguistics and TEFL*, 5(2), 43–57.
- Scott, W. A., & Ytreberg, L.H. (1990). *Teaching English to children*. London: Longman.
- Serrano, R., & Pellicer-Sánchez, A. (2019). Young L2 learners' online processing of information in a graded reader during reading-only and reading-while-listening conditions: A study of eye-movements. *Applied Linguistics Review*, 1-22. doi:10.1515/applirev-2018-0102
- Shin, J.K. (2006). Ten helpful ideas for teaching English to young learners. *English Teaching Forum*, 2, 2-13.
- Shintani, N. (2013). The effect of focus on form and focus on forms instruction on the acquisition of productive knowledge of L2 vocabulary by young beginning-level learners. *TESOL Quarterly*, 47(1), 36–62. doi:10.1002/tesq.54
- Snyder, H. R., & Colón, I. (1988). Foreign language acquisition and audio-visual aids\*. *Foreign Language Annals*, 21(4), 343–348. doi: 10.1111/j.1944-9720.1988.tb01079.x
- Stæhr, L. S. (2009). Vocabulary knowledge and advanced listening comprehension in English as a foreign language. *Studies in Second Language Acquisition*, 31(4), 577-607. doi:10.1017/s0272263109990039
- Strodt-Lopez, B. (1996). Using stories to develop interpretive processes. *ELT Journal*, 50(1), 35–42. doi:10.1093/elt/50.1.35
- Takac, V. P. (2008). *Vocabulary learning strategies and foreign language acquisition*. Clevedon, UK: Multilingual Matters Ltd.
- Takaesu, A. (2013). TED talks as an extensive listening resource for EAP students. *Language Education in Asia*, 4(2), 150–162. doi:10.5746/LEiA/13/V4/I2/A05/Takaesu
- Teng, F. (2019). Incidental vocabulary learning for primary school students: The effects of L2 caption type and word exposure frequency. *The Australian Educational Researcher*, 46, 113-136. doi:10.1007/s13384-018-0279-6
- Tragant, E., & Vallbona, A. (2018). Reading while listening to learn: Young EFL learners' perceptions. *ELT Journal*, 72(4), 395-404. doi:10.1093/elt/ccy009
- Tragant, E., Muñoz, C., & Spada, N. (2016). Maximizing young learners' input: An intervention program. *The Canadian Modern Language Review*, 72(2), 234–257. doi:10.3138/cmlr.2942
- Trofimovich, P., Lightbown, P. M., Halter, R. H., & Song, H. (2009). Comprehension-based practice: The development of L2 pronunciation in a listening and reading program. *Studies in Second Language Acquisition*, 31(4), 609-639. doi:10.1017/S0272263109990040
- Ulanoff, S. H., & Pucci, S. L. (1999). Learning words from books: The effects of read-aloud on second language vocabulary acquisition. *Bilingual Research Journal*, 23(4), 409–422. doi:10.1080/15235882.1999.10162743
- Van den Berg, L., & Klapwijk, N. (2020). The impact of second-language storybook reading on the vocabulary acquisition of grade 1 learners. *Language Matters*, 51(1), 63-85. doi:10.1080/10228195.2019.1657488

- Van Zeeland, H. (2014). Lexical inferencing in first and second language listening. *The Modern Language Journal*, 98(4), 1006–1021. doi:10.1111/modl.12152
- Van Zeeland, H., & Schmitt, N. (2013). Incidental vocabulary acquisition through L2 listening: A dimensions approach. *System*, 41(3), 609–624. doi:10.1016/j.system.2013.07.012
- Vandergrift, L. (2012). Teaching listening. In C. A. Chapelle (Ed.), *The Encyclopedia of Applied Linguistics*. Hoboken, NJ: Blackwell Publishing Ltd. doi:10.1002/9781405198431.wbeal1169
- Vandergrift, L., & Goh, C. C. M. (2012). *Teaching and learning second language listening: Metacognition in action*. New York: Routledge.
- Verdugo, D. R., & Belmonte, I. A. (2007). Using digital stories to improve listening comprehension with Spanish young learners of English. *Language Learning & Technology*, (11)1, 87–101. doi:10.125/44090
- Vermeer, A. (2001). Breadth and depth of vocabulary in relation to L1/L2 acquisition and frequency of input. *Applied Psycholinguistics*, 22(2), 217–234. doi:10.1017/s0142716401002041
- Vidal, K. (2003). Academic listening: A source of vocabulary acquisition? *Applied Linguistics*, 24(1), 56–89. doi:10.1093/applin/24.1.56.
- Vo, Y. (2013). Developing extensive listening for EFL learners using internet resources. *Hawaii Pacific University TESOL Working Paper Series 11*, 29–51.
- Waring, R. (2008). Starting an extensive listening program. *Extensive Reading in Japan*, 1(1), 7–9.
- Webb, S. (2007). The effects of repetition on vocabulary knowledge. *Applied Linguistics*, 28(1), 46–65. doi:10.1093/applin/aml048
- Webb, S., & Chang, A. C-S. (2015). Second language vocabulary learning through extensive reading with audio support: How do frequency and distribution of occurrence affect learning? *Language Teaching Research*, 19(6), 667–686. doi:10.1177/1362168814559800
- Widodo, H. P., & Rozak, R. R. (2016). Engaging student teachers in collaborative and reflective online video-assisted extensive listening in an Indonesian initial teacher education (ITE) context. *Electronic Journal of Foreign Language Teaching*, 13(2), 229–244.
- Willis, M., & Ohashi, Y. (2012). A model of L2 vocabulary learning and retention. *The Language Learning Journal*, 40(1), 125–137.
- Yorke, F. (1986). Interpretative tasks applied to short stories. *ELT Journal*, 40(4), 313–321. doi:10.1093/elt/40.4.313
- Zhang, P., & Graham, S. (2020). Vocabulary learning through listening: Comparing L2 explanations, teacher codeswitching, contrastive focus-on-form and incidental learning. *Language Teaching Research*, 24(6), 765–784. doi:10.1177/1362168819829022