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A Study of Listening Comprehension Development through Group Work with Extensive Listening*

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This paper explored the effect of group work with extensive listening on listening comprehension improvement on the TOEIC. The research was conducted at a university over six weeks during a semester. Fifty-one students in total, who were divided into eleven groups, from the same class participated in the study. All eleven groups were asked to submit one study plan for their group work and five weekly study reports during the research. A variety of listening materials were selected by the groups to experience extensive listening. In order to reveal the effect of group work with extensive listening, two tests (i.e., a pre-test & a post-test) were carried out during the study. To identify the participants' opinion of group work through extensive listening, a questionnaire was administered at the end of the study. The aspects of group work with extensive listening were identified as "enjoyment" and "improvement". Despite limitations of no existence of a control group and difficulties of the extensive listening effect separated from group work, there was a significant difference from paired *t*-test between pre-test and post-test. This study also suggests that the comments from the minority related to the ineffectiveness should be considered for future studies.

[group work/extensive listening/listening comprehension]

I. INTRODUCTION

Listening comprehension is a complicated process, so the listener should hear, understand and react to what the listener heard. A few decades ago, listening was regarded as a mere receptive skill, but it is now considered an interactive and complementary skill. According to Vandergrift, listening comprehension is the heart of

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language learning but it is the least understood and least researched skill (2007, p.191). He also maintained that when listeners know how to develop their listening comprehension, they will affect the other language skills thus leading to successful language learning in the end. The importance of listening needs more deliberate and sophisticated teaching in the classroom. To teach listening effectively is not simple work so there have been many studies that make an effort to enhance listening comprehension.

One of them is extensive listening. It means that students listen a lot with pleasure in the same way as the students do through extensive reading in the context of reading comprehension. Richards (2005) illustrated that it gives more opportunities for learners to reinforce their listening, and he recommended that teachers not be negligent to its potential because it can motivate learners and promote listening fluency.

Group work is also a salient key for encouraging a student's learning. A competent language learner can not only do a good job in his/her own individual learning but also contribute to a group. A learner who has low language proficiency benefits from learning along with other relatively high proficient learners. Vygotsky's concept of Zone of Proximal Development (ZPD) suggests the possibility of this phenomenon. General English classes are usually two or three hours a week during a semester in Korea. The total class hours are not enough to acquire and learn a foreign language, so there is a need to search for additional ways to assist language learning classes. Extensive listening is a supportive option because it encourages students to listen outside of class. Group work is also effective due to its interactive features even though there are some unfavorable factors as well. In Korea, many universities set a course to prepare for the TOEIC because it is a necessary test for both graduation and finding a future job (Ha 2012; Heo 2014; Kim 2014; Kim & Lim 2013; Lee 2011; Miles 2012; Park, Oh, & Lee 2012). This paper explores the listening comprehension development through extensive listening and group work and what features are found therein. It also tries to provide pedagogical implications on listening comprehension.

II. LITERATURE REVIEW

1. Extensive Listening

As a foreign language learner, it is not easy to grasp the meaning of the language while simultaneously listening to a passage. Besides, the learner should respond promptly linguistically or non-linguistically such as using gestures, facial expressions or even both in some situations. Although it depends on the degree of the learner's language proficiency, most learners inevitably are faced with some of the same problems

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as a foreign language learner. Anderson and Lynch (1988) explained the three reasons why foreign language learners feel listening difficulties: background problems which are related to cultural matters; language problems which are happening "here and now" outside of the listening classrooms; listening problems which are connected to "discourse", that is not figured out properly in the conversation which the learners are involved. Guo and Wills (2006) investigated Chinese learners' listening comprehension and analyzed the causal reasons which resulted in poor listening outcomes: students' psychological obstacles, grammar knowledge and cultural knowledge and thinking.

To overcome the above problems, extensive listening could be used owing to its distinctive features. According to Renandya and Farrell (2011), extensive listening means all types of listening activities that allow learners to receive a lot of comprehensible and enjoyable listening input which can be done outside the classroom.

Field (2008) distinguished extensive listening from "extensive" listening: extensive listening means "a preliminary hearing of a recording, to identify the main points"; "extensive" listening is a recent term for listening for pleasure. He elaborated it as follows:

> The principle is to encourage listening for pleasure and without obliging the listener to keep demonstrating a satisfactory level of understanding. At its broadest, this might entail encouraging learners to exploit the opportunities afforded by sources of the target language in their everyday environment: international radio and TV progrmmes, podcasts, films with L2 soundtracks, the lyrics of popular music (p. 54).

The concept of extensive listening in this paper is the "extensive" listening as described by Field (2008), and it is regarded as a key to encourage students to listen voluntarily with pleasure. Blyth (2012) said that extensive listening "provides students with the opportunity to gain experience in English listening." He compared how to learn to ski with how to learn to listen, and teachers should let their students practice a lot. The well-practiced learners can recognize the pronunciation of the word and sentence in normal speech and they can develop automaticity in it. Thus, extensive listening can get better effects than explicit listening in some cases. However, he also stated that simply providing more time to listen might not be more efficient than using explicit listening strategy instruction in all contexts.

According to Stephens (2010), when extensive listening and extensive reading are used simultaneously, learners get more benefits from learning. Although the effects of listening support on reading depends on the learners' proficiency level and the text as Heo (2010) concluded in her study, the potential of extensive listening with or before

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extensive reading was highly recommended by Stephens. She highlighted the existence of intonation in extensive listening. She also underpinned the feature of extensive listening from reading because extensive listening helps the learners establish oral foundation and encourages learners to process English words in a natural order.

Chang and Millett (2014) conducted empirical study of 113 low-intermediate Taiwanese university students through extensive listening in order to find out the effect of developing L2 listening fluency. In the research, there were three groups: reading only group, listening only group, and reading while listening group. Among the three, the use of reading and listening simultaneously before focusing on listening only demonstrated the best results. The group of reading while listening showed the insistent and most effective results. The study suggested that the use of "abundant input and consistent practice are essential" to enhance listening fluency.

2. Group Work

It cannot be said that learners are equipped with an equivalent level of listening comprehension. Language teachers, thus, try to encourage the relatively less competent listeners to achieve better comprehension without losing the interest of the students with a higher competency level. Group work can be considered as one of the possible solutions being provided in that situation. Chang (2010) implemented a study to explore how group processes influence an individual EFL learners' motivation. One hundred fifty two university students in Taiwan participated in the study. Questionnaires were administered to reveal the relationship between group processes referring to group cohesiveness, group norms and students' level of motivation which contains self efficacy and autonomy. The result showed "a slight to moderate correlation" between them. She also interviewed 12 students from the participants to get more information. Through the in-depth interview, the research revealed that group work had a salient effect on the learners, and the degree of an individual classmate's motivation was associated with other classmates' motivation. That is, the more motivated learner influenced positively while the unresponsive and low-interest or concerned learner affected negatively. Furthermore, the motivated students could be even de-motivated by stolid learners.

Fushino (2010) explored the relationship of three factors in group work. She surveyed 729 Japanese students with a questionnaire related to three factors: communication confidence, beliefs about group work, and willingness to communicate. The data was randomly split into two sets, the second one for confirming the findings from the first set. The study uncovered that willingness to communicate in L2 group work is influenced by beliefs of group work through communication confidence in L2 group work. The

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willingness to communicate in L2 group work is not identical the L2 willingness to communicate. She maintained that students potentially benefit from group work so teachers should provide opportunities to strengthen the beliefs of group work for the learners.

To investigate the effect of study groups on TOEIC reading comprehension and vocabulary learning, Kim (2013) implemented an empirical study. One hundred six Korean college students were divided into two groups: a cooperative study group and independent study group, and both were conducted as outside classroom activities. There were a pre-test and a post-test, online vocabulary quizzes, and an interview to find out learners' perceptions regarding the overall effect of the study group activities. The results showed the effect of a study group enhanced reading comprehension and vocabulary learning. In addition, learners in a study group showed statistically significant differences on the affective domains such as satisfaction, efficacy, and participation in the study group.

As the above studies indicate, extensive listening and group work can be considered powerful tools to improve substantially and potentially learners' listening comprehension. Therefore, to explore the effects of those two methods on listening comprehension in TOEIC classes is meaningful on the context of the portion of the test for university students in Korea. The present study has two research questions: one is about the effect of group work through extensive listening; the other one is concerning the aspects of group work with extensive listening.

III. RESEARCH DESIGN

1. Participants

This study's participants consist of 51 Korean university students from a school located in Chungnam Province. All participants attended the same class whose title was intermediate listening comprehension for TOEIC. Their majors were various including: Humanities, Engineering, Social Science, and Arts and Sports Science. Most of the male students majored in Engineering and Social Science while female students' majors tended towards Humanities and Social Science. Their grades were also diverse from freshmen to seniors. Table 1 describes the majors and gender of the participants.

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TABLE 1
Description of the Participants in the study

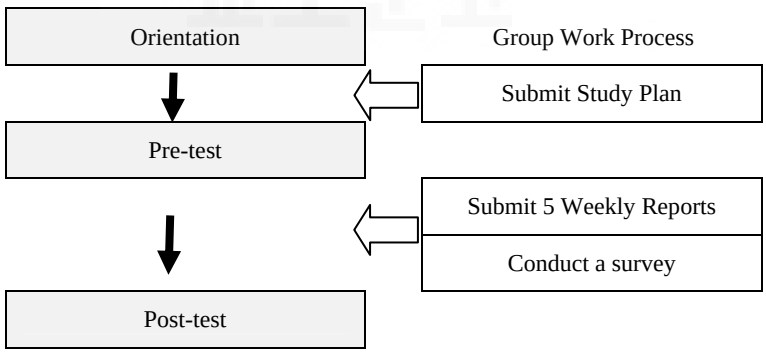
Gender	Humanities	Engineering	Social Science	Arts and Sports	Total
Male	1	10	9	4	24 (47%)
Female	12	3	11	1	27(53%)
Total	13	13	20	5	51(100%)

Note: Arts and Sports=Arts and Sports Science

2. Procedure

This study was conducted for 6 weeks during a semester and there were three phases and two tests. The first phase was an orientation to extensive listening and group work. The listening class aimed to develop the students' listening comprehension in TOEIC. Extensive listening and group work were implemented as an outside classroom activity, thus, it was necessary for the learners to understand clearly the purpose of the activity. At the orientation, the researcher explained the concept of group work and extensive listening. The point of the orientation was two things: the first thing was group work, the students were divided into groups and the size of each group ranged from 4 to 6; the second thing was about extensive listening, so students were encouraged to choose what they wanted to listen to for pleasure. All participants were divided randomly into 11 groups, at first each group's size was the same. Some group members dropped the course due to private reasons, which caused the size differences of the groups.

FIGURE 1
Summary of the Experiment Procedure



As seen in figure 1 above, two tests were employed. The pre-test was administered at the 8th week as a midterm exam, and the post-test was given at the 15th week as a final exam. Those two tests were adopted only from listening comprehension section in mock

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TOEIC. Each test consisted of one hundred questions in total from part one to part four. To clarify the results of the two tests, the diagnostic test was carried out at the first day of the semester. The diagnostic test was a half size of listening comprehension section composed of fifty questions excerpted from a mock test from part one to part four. All the participants were asked to hand in a study plan and five weekly reports as well. The study plan of group showed that students selected a variety of materials for their listening such as TV series, movie, TED and so on. There were many similarities of the group work weekly reports: sharing learning strategies, clear-cut individual role, feedback among members, dictation activities, vocabulary quizzes, and pronunciation practice. After their final submission, a questionnaire was administered to find out the participants' opinion of group work with extensive listening activity. There were two questions in a questionnaire: one was about the effectiveness of group work as a multiple choice question and the other was about the reason of the effectiveness as an open-ended question. In order to identify the effects of listening comprehension development, three paired *t*-tests were employed. SPSS 19.0 was used to analyze the data from the study.

IV. RESULTS AND DISCUSSION

1. Effects of Group Work through Extensive Listening

The effect of group work through extensive listening can be examined by the test scores and group study plans. There were two tests (the pre-test and post-test) in the study to investigate the effects of extensive listening through group work. To compare the effects of the two tests clearly, a diagnostic test on the first day of the semester was used. The pre-test and post-test were adopted only from listening comprehension section in mock TOEIC. Each test consisted of one hundred questions in total from part one to part four. The diagnostic test was a half size of listening comprehension section composed of fifty questions excerpted from a mock test from part one to part four. In order to identify the effects of listening comprehension development, three paired *t*-tests were employed. Those three paired *t*-test were employed and the results were seen in the table 2.

Comparing the pre-test and diagnostic test, there were no significant differences even though the scores improved slightly. However, when the scores of the diagnostic and post-test were compared, the scores increased and there was a statistically significant difference. The result of the scores between pre-test and post-test also showed a statistically significant difference. The orientation of group work with extensive listening was presented before the pre-test, and the group study plans were also submitted before

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the test. Though groups handed out their study plan before the pre-test, their actual group work started after the test. Therefore, the pre-test result had not been influenced by the group work yet. Table 2 shows the effect of listening comprehension improvement by using an extensive listening and group work outside classroom activity.

TABLE 2

Results of Listening Comprehension Enhancement

	Group	N	Mean	SD	*t*	*P*
DT – PRET	Diagnostic Test	51	77.14	12.147	-.997	.323
	Pre-test	51	78.43	10.322		
DT – POSTT	Diagnostic Test	51	77.14	12.147	-4.808	.000***
	Post-test	51	85.23	9.527		
PRET – POSTT	Pre-test	51	78.43	10.322	-4.175	.000***
	Post-test	51	85.23	9.527		

Note: DT-diagnostic test, PRET=pre-test, POSTT=post-test, SD=standard deviation

*** p<.001

When it comes to group work through extensive listening, it is meaningful to examine the study plans of the groups. After grouping for an activity, all groups were asked to hand in their study plan for five weeks which explained the material for extensive listening, the reasons for selection and the actual plan to perform for the period. Therefore, the selected materials and the grounds are important to figure out the effect of group work through extensive listening. 11 groups' study plans are described in table 3.

TABLE 3

Extensive Listening Materials and the Criteria

Group	Materials	Criteria
1	6 minute English (BBC Learning English)	Learning British English (accent, word, pronunciation, etc.)
2	The Secret Life of Walter Mitty. (Movie)	Authentic Listening, Getting some tips for a life
3	TED	Learning formal expressions
4	TED	Convenient learning with ME Getting various ideas for a life
5	About Time (Movie)	Learning a real life in English Experience various expressions
6	Friends (American TV series)	Learning daily expressions Compare AmE and BrE

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7	Notting Hill (Movie)	Enjoyable learning
8	Sherlock (British TV series)	Being familiar with BrE Interesting story
9	Up (Animation Movie)	Abundant real life expressions in English
10	6 minute English (BBC Learning English)	Various interesting topics Usefulness of archive
11	Pop Songs	Not boring Many implicit expression in lyrics

Note: AmE=American English, BrE=British English, ME=mobile equipments

At the orientation, there was an explanation of extensive listening and group work. Two features such as “extended listening” and “listening for pleasure” were introduced at the orientation. Only one two-hour class a week for a listening class was definitely not enough to improve the learners’ listening comprehension ability. Thus, “get more time for listening” can be a reason for extensive listening. In addition to this, “more listening” is not easy to follow, so “pleasure” can keep the learners from losing their interest for listening. The learners were advised to select their own group work material for extensive listening. 6 out of 11 material choices for extensive listening were related to films or dramas, two groups chose the BBC learning English online site for British English, and 2 groups selected TED, and one group chose pop songs.

This class was originally designed for listening comprehension in TOEIC, so many groups considered primarily the usefulness to improve their listening ability through extensive listening. Thus, the rationale behind the criteria was basically rooted on listening comprehension enhancement. Group 7 and 8 regarded the feature of “for pleasure” of extensive listening. In group 7, each member watched the other movies individually before selecting “Notting Hill” in order to find out the most appropriate material for the group. The group decided to use the movie because it was a romantic film. Group 8 knew the story of the “Sherlock” series, and counted its special characteristics, for example, the quite speedy pitch of dialogue and a tightened plot. The other groups who selected films or dramas maintained that there was the helpfulness for general conversation in English so the benefits were not just limited to listening.

Two groups set their study plans through TED (Technology, Entertainment, Design) because of different reasons. Group 3 compared TED and films and concluded that TED was more proper for its study because it contains a lot of formal expressions and types of lecture. Part IV of listening comprehension in TOEIC is ‘short talks’, and a lecture is included in this category. Group 3 targeted to improve this, so they chose TED for that purpose. Group 4 selected the same program with the different reason of convenience.

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On their study plan, the program can be watched anywhere and anytime with mobile equipment such as smart phones and tablet PCs. The group added the possibility of getting some tips for living in the future.

With regard to criteria to the selection of materials for extensive listening with group work, there is preliminarily a desire to improve listening comprehension with interesting materials. On the basis of it, additional characteristics were found from the study plans. “Getting some tips for future” and “Familiarizing British English” were suggested as one of the main reasons for material choice. British English is not the same as American English for learners owing to spelling, words, and pronunciation according to the group study plans. The listeners said that their English including listening would be better when they could familiarize themselves with British English.

2. Aspects of Group Work with Extensive Listening

At the orientation of the group work activity with extensive listening, the concept of group work was introduced simply. It is said that it can help the learners keep their listening practice from stopping and each group was asked to submit the weekly reports which illustrated what the group actually did during the period. The aspects of group work can be inferred from the summary of 5 weekly reports and the learners’ opinion about it.

1) The summary of weekly reports

Table 4 shows the summary of the 11 groups’ weekly reports. It can tell the similarities and the differences of the group work among 11 groups. Except for group 11, all 10 groups displayed similarities both in their group work and listening activity. For group work: sharing learning strategies not limited to listening skill; each member was in charge of a separate and divided role for work, i.e., all members had a sense of individual accountability; feedback after work for next study work. All 10 groups practiced commonly dictation, vocabulary quizzes, and pronunciation for improving their listening skill.

It is clearly not identical for individual groups to perform their group work. Table 4 illustrates the similarities of group work. On the other hand, some groups showed their own characteristics of it. Group 2 controlled the easiness for their level: when they realized learning/listening difficulties, the all members tried to solve them together and got a feedback to check whether it was good or not.

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TABLE 4
Summary of Group Work Weekly Reports

Group	1	2	3	4	5	6	7	8	9	10	11
Sharing learning strategies	•	•	•	•	•	•	•	•	•	•	
Clear-cut individual role	•	•	•	•	•	•	•	•	•	•	
Flexible learning plan		•		•			•	•			
Feedback	•	•	•	•	•	•	•	•	•	•	
Dictation	•	•	•	•	•	•	•	•	•	•	
Vocabulary quiz	•	•	•	•	•	•	•	•	•	•	
Repeated listening					•			•			
Practical use of subtitle				•	•	•					
Pronunciation	•	•	•	•	•	•	•	•	•	•	
Spent mean time (minutes)	100	30	80	50	30	120	60	60	45	60	NM

Note: NM=Not Mentioned

Group 3 made mock questions for part 1 with each member taking a turn and the rest of the group took a test. In addition to this, this group recognized the importance of cultural knowledge through watching each lecture.

Both group 4 and 6 used the subtitle properly for their own purposes, that is, to follow certain steps: no subtitle at first, then with English subtitle and Korean subtitle at the third viewing. Groups 3 and 5 previewed and studied before their group work, and it was helpful not only to save the time watching a whole film together they also concentrated on some typical parts which were difficult to understand or translate for them.

Group 6 spent the longest time for its group work because they studied in detail, for example, they sorted the “I’m going to” into three types of pronunciation of native speakers from the TV drama and practiced it several times until they grasped the delicate sounds by themselves. Group 7 provided impressive reports. Only this group weighed grammar knowledge and English conversation as their goal for group work not only to improve listening skill but also enhance general English ability.

Group 8 did a role play to practice new acquired expressions from the BBC drama. Group 9 changed their extensive listening material from Up (animation) to Modern Family (American TV drama) without informing anything about it. Group 10 practiced three phases of listening; listen without scripts at first, read the script and listen simultaneously second, and after confirming their comprehensible problems, and then listen to it again. The group used the same material as group 1, but they seemed to focus on listening itself and relatively precise listening practice for them.

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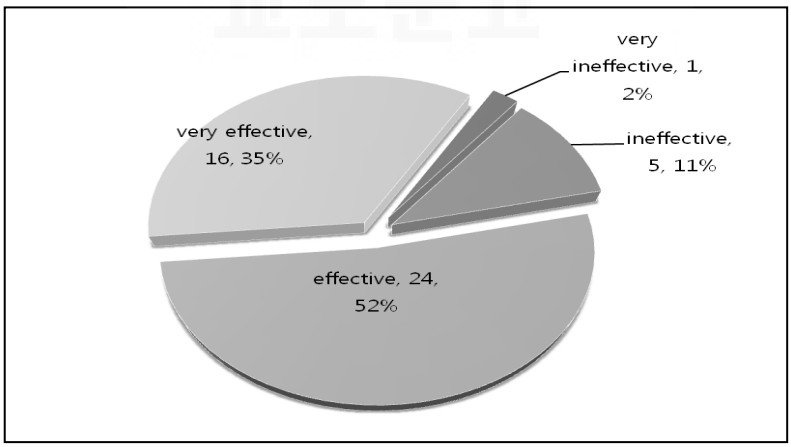
Only group 11 did not submit the weekly reports before the post-test. Seemingly they did not do the group work at all because none of the members of the group know what their weekly topics were although the group reported pop songs for their extensive listening on their study plan. Besides, they submitted only lyrics of two pop songs. When the researcher asked what happened in the group privately, they attributed the problem to other members.

2) The result of a questionnaire

To examine the participants' opinion about group work and its effectiveness, a questionnaire was administered on the last day before the post-test of the semester. There were two questions. One was about the effectiveness of group work as a multiple choice question (i.e., *Do you think that this group work through extensive listening was effective?).* The four answer choices (i.e., very ineffective, ineffective, effective, and very effective) were presented. The other question was about the reason of the effectiveness as an open-ended one (i.e., *Could you tell me about your opinion of group work effectiveness as an outside classroom activity?)* As seen in figure 2, only 46 students responded since 5 students were absent for their private reasons on that day. A considerable number of learners replied that group work was very effective, and more than half of the students answered it was effective. On the contrary, one student responded group work was not effective at all, and 5 learners said that it was ineffective.

FIGURE 2

Learners' Responses of Group Work Effect



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To figure out what made those findings, it is meaningful to investigate the students' opinion on group work (Table 5). On the side of positive response on group work, the biggest reason for it was to learn from each other in a group through a variety of learning strategies. In an active interaction between members, they got benefits from group work. This result is surely supported and demonstrated by the concept of ZPD by Vygotsky. Some members of a group could provide the function of scaffolding as more capable peers. Group work could facilitate the possibility of learning from others in the same group. The second largest number of the positive reasons was to gain better listening comprehension. As the questionnaire was administered before the post-test, it was impossible for learners to know their listening improvement. Compared to the pre-test, students gained better scores than in the post-test. Without the test results, therefore, the participants realized intuitively their listening skill had been enhanced. Eight students maintained that group work stopped them from losing their interest or led them to keep it. All the three reasons above were related to the learning effects results from group work. Johnson and Johnson (2002) highlighted that cooperative efforts may be expected to be more productive than competitive and individualistic efforts under certain conditions.

TABLE 5

Students' Opinions about Group Work Effectiveness

	Reasons	Number (%)
Positive	Learn different listening strategies from each other	11 (23.91 %)
	Improve listening comprehension ability	10 (21.74 %)
	Encourage to each other	8 (17.39 %)
	Fun and enjoyment of Group Work	8 (17.39 %)
	Beyond practice TOEIC	2 (4.35 %)
	Systematic group work	1 (2.17 %)
Negative	Passive attitude	2 (4.35 %)
	Difficult to find the group work time for all	1 (2.17 %)
	No interactive communication	1 (2.17 %)
	Different language proficiency level	1 (2.17 %)
	Too short period	1 (2.17 %)
	Total	46 (100.00%)

Those five conditions are follows: clearly perceived positive interdependence; considerable promotive (face to face) interaction; clearly perceived individual accountability and personal responsibility to achieve the group's goals; frequent use of the relevant interpersonal and small-group skills; and frequent and regular group

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processing of current functioning to improve the group's future effectiveness (p. 2). In the same context, the intimate group members were satisfied with group work and they found fun and enjoyment in it. Those two appealing elements for learners seemed to facilitate their motivation and involvement in learning automatically. 2 students answered that group work was beyond practice listening comprehension in TOEIC, and one learner responded the structured group work process was influential.

On the other hand, the negative respondents implied side effect or unfavorable elements of group work. More than half of the negative opinions about group work attributed the failure or ineffectiveness of group work to the other members in a group. Those are passive attitude of members, less proficient level of other members, and no effort to achieve the same goal through group work which results from other members. There was a lack of positive interdependence during cooperative learning. One student answered that it was demanding to find a time to work together once a week and another learner said that it was too short to gain certain goals for five weeks.

V. CONCLUSION

This present study tried to figure out the effect of group work through extensive listening. According to the results of the study, it can be said that group work through extensive listening could affect better listening comprehension on the TOEIC. Selected materials by students were mainly films and visual supports. As Field (2008) illustrated, extensive listening encourages the learners to exploit a variety of materials of target language. With different listening materials, there was an overall enhancement in listening comprehension in TOEIC and it showed a statistically significant difference. Thus, it can be said that the two features of "extensive" listening, which means more time on listening and "for pleasure" which means pursuing enjoyable elements in listening, were influential on improving learners' listening comprehension even in TOEIC.

With regard to group work, a majority of students agreed that the effectiveness of it with some conditions which Johnson and Johnson (2002) classified in their paper. The study of Bang and Im (2013) also showed that the effect of small group work had influenced on the listening proficiency of group members. Clearly perceived interdependence, face to face interaction, and individual responsibility are revealed from the survey of listeners' opinions on group work. Even though some students blamed other group members for the ineffectiveness of group work, it also suggests how to structure the group work effectively.

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There was an impressive statement extracted from one student's comment on group work through extensive listening activity. When he was instructed to do "group work" in class, he reminded of previous bad experiences. However, he realized that it was a just prejudice due to other group members he was involved with in group work. He concluded that "what materials work with" is important but "who work with" is even more important on group work. He attributed "the success of group work" to the other group members in his group. It is quite opposite of the student's comment on negative side of group work effect.

The effect of extensive listening cannot be clearly separated from the whole group work activity in the present study. In addition, no existence of a control group is another limitation in this study. However, extensive listening and group work have two similarities such as "enjoyment" and "improvement" in listening comprehension. Therefore, further study needs to consider the unfavorable elements unveiled by some students' comments in order to provide a developed opportunity for learners. Even though there were a few opinions about negative aspects of group work with extensive listening, but it is possible for them to lead the whole group to work ineffectively. To prevent this possibility, this study suggests that it is necessary that students be given more specific guidelines at first and teachers keep them reminded at all times. Most of all, more deliberate grouping before introducing the whole group work process is needed to foster the positive effect of group work.

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Examples in: English
Applicable Languages: English
Applicable Levels: Secondary

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