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Abstract

Based on theories and practices developed by Pimsleur (2013), Hoge (2014), and Delong (2017), the Relaxing Listening Program (RLP) provides an innovative learning opportunity to enhance L2 learners' vocabulary acquisition and the development of their listening and speaking skills with the aim to reduce anxiety in the learning process. This research study examines how postsecondary L2 learners in an intensive English program at an American university responded to the RLP and explores its effect on their listening comprehension and other targeted language skills. Though repetitive listening is still open to debate regarding its practice and impact on language learning, this study showed that it can help improve listening comprehension and the development of speaking skills. The study also draws interesting relations between students' needs, abilities, emotions, motivation, and satisfaction.

Keywords: repetitive listening, listening comprehension, speaking, motivation, satisfaction, language learning anxiety.

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INTRODUCTION

Most English learners around the world are motivated to learn the language purely by external reasons such as passing standardized proficiency tests, causing stagnation in their communicative skills, especially their listening and speaking skills. This type of extrinsic motivation does not have the same potent effects on one's learning progress as intrinsic motivation, which stems from the desire and satisfaction from learning the language that urge one to put effort into doing so (Gardner, 1985). One of the ways for teachers to encourage an increase in their learners' intrinsic motivation can be adopted from the *anchoring* concept. Bandler and Grinder (1979) introduced *anchoring* as a connection between a stimulus and an internal experience or the tendency of people to tie one element of an event to an entire experience. For example, if students find a Psychology class enjoyable due to a specific factor (i.e., the funny teacher), they are inclined to like Psychology. Learning from this concept, Hoge (2014) believes that learners with positive emotions toward the studied subjects, such as being happy, motivated, and energetic, tend to learn better, while those with negative emotions, such as anxiety, stress, boredom, and fatigue, perform more poorly. Constructing students' positive emotions is one of the first steps to building a good foundation in English language learning classrooms. However, teachers may not pay much attention to this factor because they tend to go too fast in their teaching in order to catch up with the prescribed curriculum, primarily focused on grammatical structures. As a result, most language schools mainly focus on grammar and translation,

preventing the natural development of listening and speaking skills and causing the lack of learners' intrinsic motivation (Hoge, 2014).

One solution may lie in Krashen's (1985) concept of *comprehensible input*. Krashen affirms that the reception of *comprehensible input*, linguistic input slightly above learners' current language level that they can understand through context and background knowledge, is one of the contributing factors to learners' success in language acquisition. After receiving such input for a period of time, production of language through speaking and writing will gradually emerge. Krashen (1985) refers to the period between input reception and the production of language as the "silent period" (p. 2). Language learners need this period at an early stage to properly acquire the grammar and vocabulary of the second language before they are ready to produce spoken or written products because "improvement comes from supplying communicative and comprehensible input, and not from forcing and correcting production" (Krashen, 1982, p. 7). However, most students learn English in a potentially harmful way when they are forced to speak before having enough exposure to listening and vocabulary learning (DeLong, 2017). Fast paced and grammatically focused English classrooms can shorten students' reception of comprehensible input, leading to issues in language acquisition, aggravating learners' anxiety, and engendering a vicious circle.

From Krashen's *comprehensible input* theory, therefore, we can deduce that receptive skills, especially listening, need more attention in language classrooms. Although listening is "the most powerful kind of input for learning to speak" (Hoge, 2014, p. 55), Vandergrift and Goh (2012) pointed out that it is the skill that is given the

least attention from language teachers compared to reading, writing, and speaking. A solution to promote listening skills is to create extensive listening opportunities through extended listening exercises outside the classroom. Yet, some learners may not feel motivated when learning by themselves, mainly because of a lack of guidance (Vandergrift & Goh, 2012).

To address these issues, the author created the Relaxing Listening Program (RLP), an extensive listening opportunity that provides learners with enough time for language acquisition to occur with proper guidance and a positive learning environment in order to generate intrinsic motivation and listening skill development. This research aims to find out whether the RLP is beneficial in helping students improve listening comprehension while not causing them too much stress and whether it is worth being introduced in classrooms.

LITERATURE REVIEW

As listening is a skill that needs more attention in language classrooms, this section will present methods of teaching and learning second language listening, along with their pitfalls, to give readers a better idea of why and how the RLP was created and its potential benefits for learners. More specifically, this section will focus on three methodologies: Pimsleur's Method (2013), Hoge's Effortless English Method (2014), and DeLong's Frictionless Mastery Method (2017). In addition, three major theoretical concepts associated with each methodology will be introduced: the *anticipation technique, deep learning*, and *self-evaluation*.

The Pimsleur Method: Repetition, Spaced Repetition, Anticipation (Reinforcement), and Sense of Correctness

The Pimsleur Method (PM) is a popular language-learning methodology developed by Dr. Paul Pimsleur (2013), a scholar in applied linguistics. The PM focuses on enhancing listening and speaking skills through audio lessons.

Repetition. Repetition is a technique many educators have used in second language (L2) listening practice. Repetition in listening assists comprehension and vocabulary acquisition and gives learners a sense of familiarity with the texts' content, vocabulary, and structures, resulting in a relieved feeling when listening comprehension becomes easier over time (Vandergrift & Goh, 2012). As a result, it helps alleviate the stress that blocks comprehension. It is necessary to highlight that repetition is the biggest theme of the three methodologies which the author of this paper adopted as part of the RLP.

Spaced Repetition. Spaced repetition, which is used in the PM, is when the new vocabulary is repeated at increasing intervals to test learners' recall ability. The spacing effect was first proposed by Ebbinghaus (1885) that people tend to remember new information better when it is spread over time compared to studying several times in one sitting. Pimsleur (2013) was one of the pioneers to promote spaced repetition in second language acquisition. The spacing effect is perceived to benefit learners' memory in learning the new language if there is repetition, as opposed to cramming (Settles & Meeder, 2016).

Duolingo, an online language platform that offers courses for over 40 languages with over 575 million users worldwide, also adopts spaced repetition to aid learners' vocabulary acquisition through its gamified design (Settles & Meeder, 2016). Settles and Meeder (2016) explained that based on learners' performance, Duolingo's system estimates their ability to recall the information at given times to repeat the lessons accordingly. Other studies on spaced repetition also showed the positive impact of spaced repetition on improving L2 learning, such as Baranov's (2018) design of the spaced-repetition listening program using the IceMemo application and Seibert Hanson and Brown's (2020) testing of Anki, the spaced-repetition flashcard application. Unlike applications that provide learners with personalized repeating time, Pimsleur's audio lessons are pre-recorded, so the repeating time of each new information in a lesson is relatively the same.

The Anticipation Technique-Reinforcement. With spaced repetition, the PM adopts *the anticipation* strategy, which includes the three-step pattern drill: cue-pause-response, meaning that users 1) get a challenge/question, 2) have time to respond, and finally, 3) receive a correct answer. This means that the new information is spaced-repeated throughout a lesson (approximately half an hour), and learners will receive a reinforcement (a correct answer) after a given time to think about a question to practice active recall. The concept behind anticipation is similar to the language acquisition theory proposed by the behaviorist Skinner (1957) that children learn language through reinforcement from parents or carers. By giving constant reinforcement, a*nticipation* boosts listening and speaking reflexes because it helps

rewire people's brains with new neural pathways, assisting better memory and more natural speaking without much translation (Pimsleur, 2013). The PM mainly emphasizes the importance of pattern drills for students to learn grammar automatically.

Sense of Correctness. In terms of grammar learning, Pimsleur (2013) stated that since grammar is complicated, if teachers take too much time to discuss it, students may lose other valuable practice opportunities. Pimsleur (2013) supports the concept of learning grammar through repetitive listening to form a *sense of correctness*. Learning from a study by Pierre Delattre (1961)*,* an internationally renowned research scholar, Pimsleur further validated the *sense of correctness* concept through Delattre's research (1961) in a French language classroom. His research showed that the experimental group who experienced pattern drills did slightly better than the traditional class because they could listen to and repeat many correct sentences until the correct sentences sound right to them (Delattre, 1961).

The Effortless English Method (EEM): Mini-view Stories, Delayed Correction, Deep Learning through Repetition, and Intuitive Grammar

Another renowned pre-recorded audio lesson-based methodology is the Effortless English Method (EEM), developed by A.J. Hoge (2014).

Mini-view Stories. Akin to the PM's *anticipation* (cue-pause-response) with the same benefits, the *mini-view stories* technique (listen-pause-answer) is one of the crucial components of the Effortless English Method (EEM). The *mini-view stories* also work in three steps: listening to part of a story and follow-up questions, a pause for

responses, and receiving reinforcement (correct answers). According to Hoge (2014), stories are powerful in delivering new information to the brain.

Delayed Correction. Researchers found correction to be "strongly and positively associated with student growth" (Ramirez & Stromquist, 1979, p. 150). Delayed correction is a type of correction students receive after they have completed a communicative activity (Hendrickson, 1978). It is favored among teachers because it can minimize interruptions that may demotivate learners (Edge, 1989).

The PM's *anticipation* and EEM's *mini-view stories* concepts are related to *delayed correction*. In the *anticipation* or *mini-view stories* techniques, after listening to a question, learners will try to answer it aloud, then confirm their responses with the "delayed correction" that the pre-recorded audio provides. Here, the "correction" includes correct answers and additional explanations based on the creators' anticipations of learners' frequent mistakes. This type of reinforcement allows students to engage in an active discovery and self-assessing process in listening acquisition and speech production through trial and error. The following paragraphs will examine the concept of *deep learning* through the use of repetition and how it connects with grammar learning.

Deep Learning through Repetition. According to Hoge's EEM (2014), to improve speaking skills, students should learn with their ears, not their eyes, because cramming vocabulary and studying grammar books cannot help them speak English fluently. *Deep learning,* one of the EEM's core elements, is defined as continuously repeating what one has learned. The philosophy behind *deep learning* is about what learners need: English

skills (something they do), not English knowledge (something they analyze and think about). As an opponent of classrooms that move too fast due to the curriculum, Hoge (2014) encouraged people to learn deeply because language learning is not a race; in order to learn well, one should not just practice rote memorization but to deeply understand the new words or phrases. He highlighted the importance of repetition as the secret to improving English listening and speaking skills since it is a language development factor for native speakers. Interestingly, he recommended learners to practice listening as much as possible, at any time when they feel relaxed and made listening a daily habit, even when doing other activities such as walking and doing chores, as long as they did not cause distraction (Hoge, 2014).

Using *deep learning*, Hoge (2014) introduces the *movie technique*. With this technique, learners replay a short movie scene of their choice many times (with the first few careful watches to understand every word's meaning) until they do not need the subtitles in the target language of English and are still able to act out the scene (dialogue, movements, emotions, etc.) in a way similar to the actors. This process can take several days to a few months. Hoge (2014) stresses the significance of this practice as a way to accelerate listening, fluency, and pronunciation, in contrast to little benefits from watching a movie once. The *movie technique* is further reinforced through Apriani and Sari's research (2020) in which learners watched a movie scene of their choice repetitively for six days. During this time, learners spent the first two days to familiarize with unknown words and began listening deeply and memorizing the lines from the third day. Their research found that learners showed noticeable improvement

in grammar, vocabulary, listening comprehension, pronunciation, and intonation as a result of using the strategy (Apriani & Sari, 2020). Another study from Sahoh (2023) also confirmed the positive effect of Hoge's EE methods (2014), including the *deep learning* method and *mini-view stories*, on students as a result of significant speaking test score improvements in the course over a period of fourteen days.

   Intuitive Grammar. Hoge's (2014) repetition strategy to promote enough time for automatically acquired listening skills was built based on Krashen's (1985) *silent period* (where people receive enough *comprehensible input*) and on Brown and Brown's (2002) notion that one of the most effective learning methods is to learn like children. Children, in the six to twelve first months of their life, are exposed to intensive and repetitive listening, after which they begin to speak naturally without effort, while L2 learners do not usually have as many chances to do so (Brown & Brown, 2002). Hoge (2014) concluded that with enough listening opportunities like children, L2 learners could establish *intuitive grammar*, the grammar that native speakers use to determine what sounds right and wrong without studying any rules, which is similar to Pimsleur's notion of the *sense of correctness* (2013). He explained that people's intuition is faster than their conscious mind, so grammar is best to be automatically acquired by the natural process (Hoge, 2014). Hence, Hoge (2014) noted that learners need to relax, listen as much as possible and at any time, and avoid thinking about grammar and word memorization.

   Learning from Krashen's (1985) *comprehensible input* (the new information people can understand through context and background knowledge) and Brown and

Brown's (2002) and Hoge's (2014) learning language through listening like children, Nguyen (2021), a renowned Chinese language educator with 300 thousand subscribers on her YouTube channel, introduced the Emotional Chinese method for Vietnamese people to learn Chinese. This method helps learners acquire language naturally through listening in contexts, where they listen to audio to acquire new Chinese language points in contexts including Vietnamese and Chinese. With the provided Vietnamese context, learners can guess the meaning of the new words and grammar rules easily.

The PM and EEM's Shortcomings

It is also important to mention that the use of prerecorded audio lessons through the PM and EEM may have some limitations. Choe (2016) pointed out that the PM lacks chances for students to interact and negotiate for meaning where the activities connect the input and output and make the language gaps known to assist L2 comprehension. This issue could also appear in the EEM and other self-learning audio programs, and its possible solution will be addressed later in this paper. Another downside of repeated listening is that it can be monotonous to some students (Şendağ et al., 2018), yet appropriate pre-,while, and post-listening activities could make it more exciting (Richards, 2005).

Frictionless Mastery Method (FMM): Self-evaluation, Listening Mastery, Sense of Relevance, and the FMM's Shortcomings.

Self-evaluation. Self-evaluation is an evaluative act conducted by students to regulate their "processes and products in order to make adjustments that deepen learning and enhance performance," which works best with proper training (Andrade, 2019, p. 2). Self-evaluation is determined to be helpful in language learning, especially in listening and speaking because learners will be more involved in the process and have a better chance to develop reflective, critical, and rational thinking (Williams, 1972). Self-evaluation is one of the crucial elements in DeLong's Frictionless Mastery Method (FMM). When practicing listening, he instructed learners to write down anything they think is easy to remember and to begin using. After spelling and grammar checks, learners can record themselves and listen repeatedly. When familiar with the recordings, they can create new notes of words, terms, and phrases that have not yet been assimilated (used correctly and spontaneously), then make new recordings and repeat the process until mastered (DeLong, 2017).

Listening Mastery. DeLong (2017) demonstrated listening mastery as the ability to understand and apply knowledge correctly to speaking. To reach that mastery level, learners should orderly experience three stages: 1) the zone of ignorance (ZI), what they are not aware of; 2) the circle of familiarity (CF), what they are aware of but not yet able to use correctly; and 3) the circle of command (CC), what they can use correctly. In other words, with enough language exposure, unfamiliar knowledge will eventually become understandable and usable. Yet, it is problematic that many students are forced to plug unfamiliar knowledge into the CC too soon when it is not yet assimilated since the CC is much smaller than the CF, resulting in them still

struggling to speak (DeLong, 2017). Thus, DeLong (2017) argues for having filter

questions to self-assess oneself to see what is easy to remember and begin using.

Sense of Relevance. Related to the PM and EEM, the FMM points out the need to

acquire grammar by forming an inner "sense of relevance" by repeatedly listening

instead of using any study plan (Frictionless Mastery, n.d.)

The FMM's Shortcomings. The FMM directs learners to self-learn the listening skill

by having exposure to the target language, filtering practical knowledge, repeating

audio, and self-assessing until they reach the CC level (DeLong, 2017). The author

perceives that despite the benefits, learners need to spend lots of time and effort to

follow all these steps. Moreover, the notes they make when listening might not always

be correct, and some might not prefer listening to their voices.

Repetition-Where the Three Methodologies Meet

Repetition is a common theme in all three major practices (the EEM, PM, and

FMM) in this literature review section and this research paper. Through the three

methodologies, repetition aids listening comprehension, grammar and vocabulary

acquisition, and pronunciation that allows learners to have enough time for speaking to

form naturally. Pimsleur (2013) advised that it is the most effective to study new

knowledge half an hour a day when learners are fully focused. Then, they can move

onto the next lessons when they can correctly answer eighty percent or more of the

questions in a lesson; so, repetition of the previous lessons is optional as there is

already spaced repetition within each lesson (Pimsleur, 2013). On the other hand, the

FMM and the EEM encourages more repetition between lessons. More specifically, the FMM suggests repetition of an audio and active self-evaluation until mastery and the EEM emphasizes on frequent replaying to the listening as many times as possible when people feel relaxed, which means it may take from a couple days to even months to complete a lesson.

Listening repetition is still debatable among scholars because its benefits vary depending on learners' proficiency. For instance, Parkin, Wood, and Aldrich (1988) stated that proficient learners only need to listen to the passage a few times because they can already comprehend the text, while lower-level learners should repeat the listening audio as many times as possible. They suggested that repeated listening would specifically benefit a group of intermediate learners. Zhang (2022) held the same viewpoint of less proficient listeners gaining more benefits from listening repetition than more proficient ones. Based on these studies, while listening repetition may not be necessary for every learner, it is still considered essential for those in the beginning or intermediate levels. Therefore, the teacher-researcher chose to conduct the study in an intermediate-level classroom, assuming that listening repetition would be advantageous to them.

Research Purpose and Research Questions

Applying the concepts advocated by the PM, the EEM, and the FMM, the teacher-researcher designed an extensive listening podcast series, called the *Relaxing Listening*

Program (RLP). The purpose of the RLP is to motivate learners to engage in active and repetitive listening while still finding it relaxing and practical. Although this program provides extensive listening opportunities, students can use them to study in-class lessons simultaneously. The RLP is especially based on Hoge's (2014) concept of *deep learning*, in which repetition should be done until mastery, but only when learners feel relaxed because this is an anchoring factor to the whole listening experience. This is mainly why the program is named after this factor. With this in mind, the study is guided by the following research questions:

Research question 1: How Might the RLP Affect Postsecondary L2 Learners' Listening Comprehension and Other Target Language Skills?

Research question 2: How Do Postsecondary L2 Students Emotionally Respond to the RLP, and how might different emotional variables relate to each other and to perceptions of listening comprehension and listening skill improvement?

METHODOLOGY

Research Setting and Participants

Participants of this study were 11 university students enrolled in a 16-week intensive English program course entitled High-intermediate Listening and Speaking. This is hypothesized to be the suitable target group because it aligns with Parkin's (1988) and Zhang's (2022) concept that repetition would benefit intermediate learners.

All students in the class gave consent to participate in the study. Table 1

summarizes the demographic characteristics of the participants, including three males

and eight females whose native languages are Japanese, French, and Bangla whose

mean age was 20.1 with a range of 16 to 23. They were categorized into the same level

based on their standardized proficiency tests taken prior the enrollment to the class.

Two of the eleven participants (Mitul and Jishnu) did not participate in the listening

program frequently enough to be considered reliable, so they were excluded from

analysis, except for their listening test scores.

Table 1

Participants Demographic Information

Participant ID	Gender (M=Male, F=Female)	Age	Country of Origin	First Language	Proficiency Test Scores
Sakura	F	20	Japan	Japanese	TOEFL ITP 467
Mariame	F	18	Ivory Coast	French	TOEFL iBT 50
Akari	F	21	Japan	Japanese	TOEFL ITP 460
Koffi	F	21	Ivory Coast	French	Duolingo 70
Hana	F	21	Japan	Japanese	TOEFL ITP 467
Keiko	F	20	Japan	Japanese	TOEFL ITP 457
Habiba	F	16	Cameroon	French	Duolingo 80
Sora	M	21	Japan	Japanese	TOEFL ITP 463
Rin	F	20	Japan	Japanese	TOEFL ITP 470
Mitul	M	22	Bangladesh	Bangla	TOEFL ITP 407
Jishnu	M	23	Bangladesh	Bangla	TOEFL ITP 423

Research Materials

The research materials consisted of the audio podcasts, listening comprehension

tests, journals/questionnaires, and conference interviews. All students participated in

listening to the audio podcasts, completing the questionnaires, tests, and joining the

conferences because these tasks were worth 33% of students' final grades. The teacher wanted to reduce learners' anxiety and collect honest opinions, so students still received full credit for their participation regardless of their answers.

Podcast Audio Files. The podcasts consisted of a series of ten audio files designed by the teacher-researcher based on five units from the textbooks used in the course. The topics for the units consisted of the following: young people's issues, animals, culture and commerce, passion, and vacations. To design each audio lesson, the author retrieved audio files from the class's e-textbooks, *Present Yourself 2– Viewpoints* (Gershon, 2015) and *NorthStar 3–Listening and Speaking* (Solorzano & Schmidt, 2019), and recorded herself for the rest of the content for further explanations and mini-view story practices. Adopting DeLong's self-evaluation concept, the teacher-researcher guided the students to evaluate their progress after each lesson to see how much they could understand and apply the knowledge to their speaking before proceeding to the next lesson. These files were accessible on a Soundcloud application and website, which included a "loop" function so that the audio could be repeated automatically and an option for the author to track students' listening frequency.

As discussed in the literature review section, the pitfall of the pre-recorded audio lessons like Pimsleur and Hoge's includes the lack of negotiation between the listeners and creators. To solve this problem, in the RLP, by using the program in a live ESL class, the students could conveniently interact and negotiate the meaning with the instructor-researcher.

There were ten audio files, divided into two types: five *main* and five *explanation* audio files. First, the *main* audio had three parts: the *lessons*, the *vocabulary*, and *anticipation*, with a total length of about fifteen minutes. The *lessons, of which files were* retrieved from the two textbooks, related to what students already learned in class; the *vocabulary* consisted of definitions of the new vocabulary from the *lessons* with examples; and the *anticipation* was stories created based on new vocabulary, followed by comprehension questions and answers. In each unit, students listened to the *main* audio in the first week, followed by the *explanation* audio (about fifteen to twenty minutes) in the second week, which elaborates and expands the knowledge in the *main* lessons. Only the *lessons* part contained files retrieved from the existing sites; the rest of the audio program was created and recorded by the researcher. All audio came with handouts to aid listening, which were provided to the students in print and online on the classroom's course shell. Similar to Hoge's (2014) *movie technique* mentioned previously, the teacher advised learners to familiarize themselves with the new words (from the first few listening with the aid of the handouts) before doing *deep listening.* See Appendix A for sample handouts of a *main* audio (including the two *lessons*, the *vocabulary*, and *anticipation*) and an *explanation* audio (adding more explanations of the *main* audio's two lessons).

Journals/Questionnaires. From week 3 to 14 of the semester, after listening to each podcast audio file, the students were asked to fill out an online weekly journal, which also acted as a questionnaire, via Qualtrics and consisted of both closed-ended and open-ended items (see Appendix B for a sample weekly journal). There were 11

weekly journals in total. Questions (Q) 1, 2, and 3 were multiple choice questions in which students were able to track and report their deep learning progress. Q4, 5, 6, and 7 were based on a combination of five-point Likert rating scale, slider, and short responses to gather students' opinions about the audio's content, speed, and components. Adopting Delong's concepts, Q8 and 9 used sliders from 0 to 100 for students to self-evaluate their listening mastery. Q10, 11, and 12 utilized a combination of five-point Likert rating scale, short response, and slider to understand students' overall opinions and satisfaction with the RLP. Q13 was for interaction and/or negotiation of meaning between the participants and the teacher. Finally, Q14 was a biographical question requesting students' names.

Listening Comprehension Tests. The listening comprehension tests were administered twice during the course, once in week 2 of the semester just prior to the beginning of participation in the RLP and then again in week 15 at the end of the RLP. The listening tests were based on the listening section of the TOEFL ITP with an approximate time of about 15 minutes each.

Conference Interviews. The students participated in two conference interviews conducted online via Zoom, once in week 8 of the semester and once in week 15. Each interview with each student was 15 minutes on average. Transcripts were obtained using AI-powered software, Otter.ai, and were manually checked by the teacher-researcher in order to generate accurate data. See Appendix C for the specific interview guide and questions.

Data Analysis

Data from the listening comprehension tests and the closed-ended items on the questionnaires were entered into Excel and later transferred into SPSS order to calculate descriptive statistics in the form of means and standard deviations and inferential statistics. Paired-sample t-tests were conducted to calculate significant differences between the two test scores as well as for any significant differences over time for the variables measured on the questionnaires. In addition, Pearson product-moment correlations were performed in order to explore possible relationships among the variables on the questionnaire. Open-ended data from the questionnaires and interviews, meanwhile, were processed for content analysis in order to identify emergent themes (Charmaz, 2006).

RESULTS

Findings Pertaining to RQ1: How Might the RLP Affect Postsecondary L2 Learners' Listening Comprehension and Other Target Language Skills?

Quantitative Data. Table 2 outlines the results of the TOEFL ITP listening test that was administered in week 2 at the beginning of the semester and again in week 15 near the end of the semester. As a group, the students increased their test scores from 19.73 to 25.18. A paired samples t-test also revealed that this increase was statistically significant at $p < .01$. This result, therefore, indicates that participation in the RLP may have been a contributing factor in improving the participants' listening comprehension skills. Of the 11 participants, furthermore, the two students who did not participate in

the RLP regularly, Mitul and Jishnu, were the only ones who did not increase their

listening test scores.

Table 2

Difference in Mean Scores for the Two Listening Tests

Listening Test 1		Listening Test 2		Paired-Samples T-Test (2-tailed)
M	SD	M	SD	
19.73	4.05	25.18	5.53	*p = .008 (p < .01)*

N= 11

Table 3 outlines a comparison of the self-reported comprehension levels that

were indicated by the students in their journals. For journals 1-3, the combined

comprehension levels totaled 243.22. For the final 3 journals, 9-11, the comprehension

levels totaled 262.11. Based on a paired samples t-test, this increase in comprehension

level was statistically significant at $p < 0.5$. This finding, therefore, further supports the

notion that the RLP helped to improve the participants listening comprehension skills.

Table 3

Difference in Mean Scores for Self-reported Comprehension Level Between J1 to J3 and

J9 to J11

Journals 1-3		Journals 9-11		Paired-Samples T-Test (1-tailed)
M	SD	M	SD	
243.22	18.77	262.11	24.55	*p = .029 (p < .05)*

n= 9

A third variable, meanwhile, students' awareness and belief that the podcast listening experience transferred their listening skills into their speaking skills, was also measured and compared. Table 4 compares results for journals 1-3 with journals 9-11 and shows that the participants increased this belief from 226.11 to 263.56 by the end of the program. A paired samples t-test indicated that this increase was statistically significant at p < .01. Thus, it can be understood that the RLP was a useful tool to improve students' listening and speaking skills.

Table 4

Difference in Mean Scores for The Ability to Apply the Listening Knowledge into Speaking Between J1 to J3 and J9 to J11

Journals 1-3		Journals 9-11		Paired-Samples T-Test (2-tailed)
M	SD	M	SD	
226.11	27.45	263.56	24	*P=.009 (p<.01)*

n=9

Qualitative Data. Table 5 outlines the two major language improvement themes that emerged from the participants responses to the open-ended questions in the journals and in the conference interviews.

Table 5

Language Improvement Themes from the Qualitative Data

Theme	Total Number of References
1. Improve vocabulary acquisition.	32
2. Improve pronunciation.	15

Theme One: Improve Vocabulary Acquisition. With the highest number of references, it was clear that the participants held positive views toward the *vocabulary* section of the RLP and felt that it helped to improve their vocabulary knowledge. Hana explains this viewpoint succinctly: *Vocabulary part is the best because it is useful for me to understand this content… I can improve my listening skills while understanding the meaning of words.*

Koffi, meanwhile, felt that while the RLP helped to improve her listening skills, it also pushed her to speak more and to use the vocabulary she learned from the audio material: *Last semester, my speaking and my listening is not very very well. I was scary to speak in class. This semester, I understand very well some listening, not all vocabulary, but some listening now I try to speak a lot with some vocabulary.*

Additionally, when asked about suggestions for the program, Akari and Koffi recommended implementing more classroom activities to practice the vocabulary through other forms of listening, like making songs and doing melodic dictation. Sakura, furthermore, wished that the transcript for the audio would also be displayed when listening on SoundCloud instead of keeping a separate handout so that she could make greater connections to the unfamiliar vocabulary: *The vocabulary is the most helpful. I cannot*

look the script on the conversation of daily, but I can listen to audio while reading the script in this class.

So it is easy for me to understand some conversation. I wish script can also be displayed when listening.

Overall, most students perceived *the vocabulary* section of the RLP as the most beneficial because it helped them to understand the meaning of the words as well as the content in the texts.

Theme Two: Improve Pronunciation. There was a clear view from the participants that the RLP helped them to become more aware of the pronunciation of certain words and expressions which in turn helped to improve their own pronunciation skills. This viewpoint is clearly expressed by Mariame, Sora, and Rin:

> This program helps me improve my *pronunciation* and develop my hearing... Listening again and again is necessary because I can understand the words and the *pronunciation*. The audio helps me to *pronounce* my conversation. (Mariame)
>
> I was able to discover words that I didn't know how to *pronounce* before. (Sora)
>
> In other classes, we don't usually listen for *pronunciation* because it was very fast, so listen again and again is useful. I can listen to the audio any time, so when I want to study, I can listen... Repetitive listening is necessary because if listening just once or a few times, I can't catch the overall meaning, can't remember all the *pronunciation*. (Rin)

Through the repetitive listening process, therefore, it allowed the learners to not only gain a better understanding of the words meaning but also their pronunciation which in turn aided their speaking skills.

Findings Pertaining to RQ2: How Do Postsecondary L2 Students Emotionally

Respond to the RLP, and how might different emotional variables relate to each other

and to perceptions of listening comprehension and listening skill improvement?

Quantitative Data. In relation to the four emotional variables that were measured

as part of the participants' experiences with the RLP, interest, enjoyment, satisfaction,

and stress, the data revealed consistent patterns across the duration of the RLP. As

mentioned previously, these variables were measured for each of the 11 podcast audio

files that they listened to across the 11 weeks of the RLP. Keeping in mind that interest,

enjoyment and stress were measured on a scale of 1 to 5 and that satisfaction was

measured out of 100, below is a summary of the findings for each variable:

- The students' interest level ranged between a mean score 4.11 and 4.33 across
  each week with an overall mean of 4.20 and a standard deviation of 0.46.

- The students' enjoyment of the RLP ranged between a mean score of 4.11 and
  4.44 across each week with an overall mean of 4.22 and a standard deviation of
  0.45.

- The students' level of satisfaction with the RLP ranged between a mean score of
  83.67 and 89.33 across each week with an overall mean of 86.42 and a standard
  deviation of 10.61.

- The students' stress level ranged between a mean score 2.00 and 2.33 across
  each week with an overall mean of 2.12 and a standard deviation of 1.01.

Based on these findings, the participants experienced positive emotions with minimal

levels of stress as part of their RLP experience.

Correlational analysis also revealed some interesting relationships between the emotional variables and with impressions of listening comprehension and listening skill improvement. Table 6 outlines the significant positive and negative correlations that were identified in the data.

Table 6
Significant Correlations Between Some of the Measured Variables.

Variables	Pearson Correlation Coefficent	Significance (2-tailed)
Stress level & enjoyment.	-.75	*P = .020 (p < .05)*
Stress level and listening skill improvement.	-.68	*p = .044 (p < .05)*
Enjoyment and listening skill improvement.	.92	*p = .001 (p < .01)*
Enjoyment and usefulness of the RLP's audio components.	.67	*P=0.49 (p < .05)*
Satisfaction and listening comprehension.	.85	*p = .004 (p < .01)*
Satisfaction and usefulness of the RLP's audio components..	.94	*p = .001 (p < .01)*
Satisfaction and ability to apply knowledge into speaking.	.70	*p = .037 (p < .05)*
Difficulty and stress level.	.72	*p = .028 (p < .05)*

Regarding stress level, the results indicate a negative relationship with enjoyment and perceptions of listening skill improvement. In other words, students who felt low levels of stress also felt a high level of enjoyment as well as a *high* perception of listening skill improvement. Feelings of enjoyment, meanwhile, positively correlated with both a sense of listening skill improvement and perceptions of the usefulness of the RLP. Similarly, feelings of satisfaction were positively correlated with high levels of perceived listening comprehension, with views of the usefulness of the RLP, and with a belief of being able to apply knowledge gained from the RLP experience into one's speaking ability. Perceptions of difficulty, meanwhile, were positively related with stress. These findings, therefore, indicate the importance of emotions, both positive and negative, as a significant variable in the process of listening and listening skill improvement.

Qualitative Data. Table 7 outlines the main emotional themes that emerged from the qualitative data.

Table 7

Emotional Themes from the Qualitative Data

Theme	Total Number of References
1. Motivation.	9
2. Positive emotions.	9
3. Negative emotions.	8

Theme One: Motivation. As mentioned previously, the researcher encouraged learners to practice repetitive listening as much as possible and make it a daily activity. As a result, the program creates both extrinsic motivation (listening for the scores) and intrinsic motivation (listening to improve skills) for most participants, as students mentioned that over time, they tended to listen more to enhance their skills, not mainly for the grades. A good case of high intrinsic motivation was from Rin, who had experience with extensive listening through morning radio programs in her home country. Rin explained that:

> I like learning English, so I can learn by myself. Fortunately, my English teachers in high school were very good, and I like them. So, I like English, and I can study it with high *motivation*... Maybe for other people, they may just listen to do the survey, but for me... the RLP *motivates* me to listen to English. It's very useful and good custom for me.

Additionally, Rin described her listening background also involved textbooks' listening aids that are relatively similar to the RLP's, but different in the repetition part. She confirmed that participating in the RLP was a chance for her to continue doing what she loves- learning English and exercising a new listening habit:

> There is a textbook, so I listen to the radio [audio] and see the textbook to help me understand. The textbook has the script, vocabulary, and grammar points, so it's similar to the RLP, but the radio is not repetitive. I like learning English, so I can learn by myself.

Rin was the only participant whose listening background was relatively similar to the RLP. Undoubtedly, with her love of learning English and her intrinsic motivation to hone her skills through the RLP, she achieved the highest scores in class for both tests.

Another example of how the RLP built motivation for students to form a listening habit can be noticed in Sakura's journal responses:

> I think I will be able to listen to it by listening to it every day… I want to *make it a habit…* I can *make a habit* to listen English every day… I forgot to listen any time this week. So I have to *make some routine* to listen the audio.

Here, even the week when Sakura did not replay the audio enough inspires her to try harder the next time.

Additionally, in terms of how the desire for English communication and the RLP program motivated her to learn English, Akari shared the following:

> My motivation is I want to improve my English skill and I want to speak with a lot of people in English. If I listen to Soundcloud, maybe my English will improve. In my case, I can't study alone, so I want to continue this program because it gives me *motivation*.

In her case, Akari preferred to continue the program because it matches her interpersonal learning style, in which learners perform their best not when learning alone but when interacting with others. Similarly, Keiko and Mariame indicated that the RLP gave them more extrinsic motivation in learning:

> My own style before studying abroad was not effective. This program is effective. It *pushes* me faster. (Keiko)
>
> The program helps push the [learning] progress. (Mariame)

Theme Two: Positive Emotions. Akari, who had the highest satisfaction level with the RLP (M=100) among the participants and who showed a significant improvement between her two tests, from 16 to 25 points, linked positive feelings to both her RLP participation and the whole in-class learning experience. She reflected that:

> The program is effective because I can take classes while having fun… I felt that my English skills improved by watching a lot of videos and listening to [the RLP's] audios. (Akari)

Other positive feelings from students' experience with the RLP can be observed through Rin and Hana, including *happy*, *relaxed*, *enjoyed*, *not bored*, and *fun*:

> This listening program is not heavy for me, and I can understand almost everything, and I like English, so I feel happy… I can feel that my listening skill improved through this program, so I'm very happy and also very thankful. (Rin)

> I can learn during relaxing… I can improve my listening and speaking skills without getting bored… I never get bored and enjoy learning… It's so fun to learn new word. (Hana)

> I'm relaxed when I listen… It's not very difficult for me. (Habiba)

These positive emotions align with the quantitative data about the low-stress, enjoyable learning environment that the RLP provides for the students.

Theme Three: Negative Emotions. While many of the students felt a lot of positive emotions, some students sometimes mentioned that they felt bored or tired while listening to the podcasts:

> It's not very easy to practice when I have lots of assignments from other classes, so sometimes I feel *tired* because of other things, not because of the program. (Hana)

> My satisfaction dropped a little bit sometimes because I was a bit *tired* and *bored* because I have a lot of homework from other classes to do. (Mariame)

> I felt *tired* during that time because I have a lot of things in my life that make me feel *tired* for a short period of time, but things get better, so I feel satisfied more. (Koffi)

When being followed up on what caused some significant fluctuations in students' satisfaction levels within specific periods, students explained that it was due to factors outside of the classroom. It is unavoidable for stressful living situations to intervene in learning.

Sora indicated in his journal responses that the *anticipation* part of the RLP was not his favorite because *it was boring compared to the other [audio components]*. Moreover, Habiba also pointed out that repetitive listening could be monotonous:

> After listening for five times, it can be *boring*, so certain times is enough. If I alternate between audio of different week, it's not *boring,* but if only listen to one audio, it's *boring.*

Although they do not hold pessimistic attitudes toward the program, some students addressed their problems regarding time management when participating in the RLP:

> Repetitive listening is not too hard, but not too easy because I have to make time for listening, and time management can be *difficult.* (Sakura)

> Repetitive listening is easy if I have time, but if there are lots of assignments**,** I only listen once. (Rin)

Moreover, for Keiko, who had the lowest satisfaction level with the RLP among the participants (M=72.36), a low sense of self-efficacy contributed to feelings of anxiety while participating in the RLP:

> I'm not good at listening… Sometimes, I cannot understand the listening. I feel stressful because in the class, I'm not easy to communicate with my classmates. My English skill is very weak. (Keiko)

DISCUSSION AND CONCLUSION

Since listening is a crucial yet easily neglected language learning skill, the teaching of listening needs to be given more attention among second language researchers and teachers. This study, inspired by theories from Hoge (2014), Pimsleur (2013), and DeLong (2017), researched the application of the RLP as a listening teaching method that could add value to L2 teaching methodologies.

Firstly, the results of the study showed that the RLP can help to improve students' listening comprehension, vocabulary knowledge, and pronunciation. In addition, the students believed that the skills developed from the RLP experience could be transferred into their speaking. According to Krashen's notion of the *silent period* (1985), receptive skills are formed before productive skills. Thus, with enough time for *deep learning* in the RLP, which is, according to Hoge (2014), continuously repeating what learners have learned, they can see improvements in their listening skills and vocabulary knowledge while at that same time noticing that such skill development will help their pronunciation and overall speaking abilities. Moreover, the fact that an enhancement in speaking is a result of listening practices can be explained by DeLong's (2017) *listening mastery* theory, when learners can turn unfamiliar knowledge into something usable after enough study time.

Secondly, the results showed that the students, for the most part, responded in a positive fashion by expressing high levels of interest, enjoyment, satisfaction, and motivation with the RLP. They also, as a whole group, expressed relatively low-stress levels. Interestingly, the study also revealed some significant relationships among the variables investigated. Learners who experienced low-stress levels also felt more enjoyment and less difficulty. Learners with high levels of enjoyment also felt greater usefulness of the program and a belief that their listening skills were improving. Similarly, learners with high levels of satisfaction with the RLP believed in its usefulness and that it helped to improve their listening comprehension and speaking skills. Still, a few students did express that they sometimes felt bored and/or fatigued while listening

to the audio material and that they sometimes lacked the time to more effectively participate in the RLP.

Indeed, from the *Negative emotions theme,* time management can be a common issue among many language learners. Nevertheless, with more practice and exposure to the program, the problem with time management may be mitigated after the listening habit is formed. Additionally, according to the RLP's philosophy, learners can choose to listen while doing other activities to anchor an enjoyable feeling to the practice. Also, from the *Negative emotions theme*, repetitive listening can be tedious. Because students' emotions and opinions are worth acknowledging, teachers need to pay more attention to students' feelings, needs, and stress levels to create a motivating and exciting learning environment to make their language learning journey more thrilling.

Talking more specifically about how emotions link with satisfaction, enjoyment, and performance, a student, as presented in the *Positive emotions theme*, had positive attitudes toward different aspects of the class that positively impacted her satisfaction with the RLP and her listening skills. On the other hand, for another student, described in the third emotional theme of *Negative emotions*, a low sense of self-efficacy contributed to feelings of anxiety and low levels of satisfaction with the program. The *anchoring* concept, one of the main philosophies of Hoge's (2014) EEM, where students with positivity would perceive the entire experience as positive and tend to learn better than those with negative emotions, can explain this phenomenon.

In relation to the study's limitations, it is essential to state that it had a relatively small number of participants. If there had been more participants, the study would have collected more results and obtained more objective conclusions regarding the students' perceptions and the program's overall effectiveness. Based on the theories that the RLP was built upon, moreover, such a short period of three months in a course may not give students enough chances to practice deep learning to the point that grammar can be acquired automatically, which can then generate more natural speaking skills. In other words, the *silent period* may need to be longer for the receptive skill to be more developed to stimulate better speaking. Thus, a suggestion for future research would be to see the effects of a more extended RLP experience and to collect data focused on learners' speaking development.

Other limitations are about the use of technology. Making the audio sets like the RLP can be time-consuming. However, people can always practice repetitive listening using any audio, either from other sources or customized. Lastly, as audio is easy to create and store on devices, using audio with handouts is often the most favorable tool for repetitive listening practice. In the *Language improvement theme*, a participant wished to have scripts shown along with the audio instead of having to read them separately. Though the program's use of technology makes it convenient for learners to practice repetitive listening while reviewing in-class lessons concurrently, it seems that this program is more beneficial for auditory learners, while visual learners may need extra visual aids while listening. Thus, more technical knowledge needs to be shed light on for future research regarding repetitive listening using videos.

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Appendices

Appendix A
Main Audio and *Explanation* Audio Handouts

I.   *Main* **Audio Handout**

Listening Lesson 1: College and Career Myths[*] and Facts

>   **MYTH #1**: I want to change my **major** [1] from math to biology, but I think it's too late.
> **FACT**: Don't worry. About 70 percent of college students change their major. If your major isn't right for you, it's fine to **enroll** [2] in another department next year.
>   **MYTH #2:** I should only take classes that prepare me for my future career.
> **FACT**: Not true! Employers often look for people with a range of experiences. Don't get **tunnel vision** [3]. Take a class outside of your major. Who knows, you might find a new talent!
>   **MYTH #3**: A career and a job are the same thing.
> **FACT**: Not really. A career is a job that you've been trained for, in which you do for a long time. A job can be long-term, but it can also be something that you do for a short time that may or may not require special training.
>   **MYTH #4:** Choosing a major in college means deciding my career for the rest of my life.
> **FACT**: Not so! Many college graduates get jobs that are not directly related to their major, and
> most will have one or more career **shifts** [4] during their working lives.
>   **MYTH #5:** If I don't like college, I can **drop out** [5], start my own business, and become a billionaire.
> **FACT**: This worked for Facebook founder Mark Zuckerberg, but most American billionaires are college graduates. So if you want to be a billionaire, the best **strategy** [6] is to graduate from college first.
>   **MYTH #6:** I shouldn't tell my professor that I'm having trouble in class.
> **FACT**: Actually, most instructors want to be **supportive** [7] of students who are having difficulties in class. Make an appointment with your instructor and ask for help.
>   **MYTH #7:** College is much harder than high school.
> **FACT**: Not necessarily. College is "different," but not always "harder." College students have more freedom, so time **management** [8] is important. Plan your time to make sure you get your work done.
> **For parents …**
>   **MYTH #8:** My child isn't getting good grades. If I offer him money or some other **bribe** [9], that might encourage him to work harder.
> **FACT**: Bad idea! Giving rewards is not the best way to encourage good grades. Talk to your
> child about the problem, but a student is **ultimately** [10] responsible for his or her own success.

Vocabulary #1 (Listening Lesson 1)

(*) Myth: an idea that is not true

(1) major (n) the main subject a student studies at college or university.
- I want to be a nurse, so I chose the nursing **major (n)**.
- My **major (n)** is nursing.
- I **major (v)** in nursing.

(2) enroll (v): to officially join a school, university, or course.
- To **enroll** in a school, class, department, etc.

(3) tunnel vision (n): thinking about one part of a plan or problem instead of considering all the parts
(the tunnel is narrow; vision is sight/being able to see => tunnel vision (literal meaning): not being able to see the whole thing (because the tunnel is too narrow)
- Don't get **tunnel vision**! You should try to experience other things outside of your major!

(4) shift (v): to change => shift **(n)**: a change in place, position, or direction.
- career **shifts** =the changes in career choices.

(5) drop out (v): to leave school before you finish a course.
- People start college because they don't know what to do, but later on, they find out their real passion. So, they **drop out**.

(6) strategy (n): a planned series of actions for achieving something.
- For some people, the **strategy** to be successful in life is to have a college degree first because they believe that a degree can help them achieve better job offers.

(7) supportive (adj): giving help or encouragement
=> support (n): assistance/encouragement in something=> support (v): to help or encourage.
- Most instructors are **supportive** of students who are having difficulties in class. They provide more learning materials or explain things students don't understand.

(8) management (n): the process of controlling something.
- **time management**: the act of controlling and organizing someone's time.
  - If you have good time **management** skills, you are able to organize many tasks and complete them within a day (and probably still have time to relax).

(9) bribe (v,n): to offer a person something special in order to make the person do something
- Parents offer children a **bribe** to encourage them to work harder and get better grades.
- Parents **bribe** their children to encourage them to work harder.

(10) ultimately (adv): finally, after everything else has been done or considered.
- Students are **ultimately** responsible for their own success. So, after all, if they get low grades, for example, they should also be responsible for that.

Listening Lesson 2: Finding your passion

> Just out of college—with a degree in biology—I got a job as a research assistant in a biotech company. Now, this was a "good job"—the pay was good and I had the chance to move up—but after a while, I realized that I didn't want to get up in the morning and go to work. I had to **figure out** [1] what my real passion was. And that's what I want to talk to you about today: Finding your passion.
>
> So first, I want you to ask yourself, "What am I good at?" Think about skills that come easily to you, like maybe you're very artistic. Or, maybe you're good at building things. Also think about areas where other people think you're an expert. In my case, I've always loved science. And in high school, my friends always asked me for help with their science homework.
>
> The next thing is to think about all the things you like to do. Do you love making dinner for your friends? What were your favorite classes in school? What do you do in your free time? Me, I've always liked helping people. Starting in college, I **volunteered** [2] for the Red Cross, helping people in disasters or after fires. I get a lot of satisfaction from that.
>
> My final suggestion is to make a list of the things that are important to you. What kind of **environment** [3] do you want to work in? Do you want to work with your hands? Do you want a job where you can travel? As a research assistant, I mostly worked alone. But when I thought about it, I realized that I really like working with people.
>
> So I went through this **process** [4]. I looked at my scientific skills, my desire to help people, and my love of working with people, and decided that nursing was the perfect career for me. I quit my job and went back to school, and now I'm a nurse at Children's Hospital. And guess what? I love it. I **took a chance** [5], and it paid off. And that's how I found my passion in life. Thank you.

Vocabulary #2 (Listening Lesson 2)
(1) figure out (v): to think about a problem until you find a solution
- In the beginning, the author couldn't **figure out** what his real passion was. So, he volunteered and finally found out what he liked to do. There is also a very interesting term that the author mentioned "hard work pays off" (paid off-past tense), which means that you have worked very hard for something, and it is eventually successful.

(2) volunteer (v): do something without expecting money.

- He **volunteered** because he wanted to do so, not because of money.

(3) environment (n): the situations/conditions that affect the way we live.

- You are studying at MNSU, which is an academic **environment**.

(4) process (n): a series of actions to get a result

- Originally, the author realized that he was good at math. He then figured out his real passion, which is working with people. Then, he quit his job and went back to school to study nursing. Now, he is a nurse. The journey to find out his real passion is a **process**.

(5) take a chance (v): to do something risky

- At the time, the author didn't know if going back to school would be the right decision for him. It might be risky, but he **took a chance** anyway.

Anticipation

(1). Amy hadn't figured out what her passion was. She had no interest in what she was learning at college, so she decided to drop out.
=> A. At that time, did Amy know what job she would like to do in the future?
=> B. Does Amy have a college degree?

(2). One day, Amy found a volunteer opportunity of teaching English at a shelter, and she took a chance. She has enjoyed her work ever since.
=> A. Does Amy get paid to teach English there?
=> B. Before volunteering, was Amy confident that she would be a good teacher there?

(3). Luckily, her parents have been very supportive of her.
=> Do Amy's parents allow her to drop out of college and volunteer?

(4). After several months of volunteering, Amy was offered a job position as an English teacher at an elementary school. This is a huge shift in her life. Looking back, she is glad she made such a right decision.
=> Is having a job offer something very normal in Amy's life?

Answers (Anticipation):

(1A). No. Not yet. She hadn't figured it out.

(1B). No. She dropped out of college, which means that she hasn't finished college.

(2A). No. It's a volunteer position, which means that she does it simply because she wants to do it. She doesn't receive any money from it.

(2B). Probably not. She took a chance, which meant that she thought it would be risky, but she did it anyway.

(3). Yes, they are very supportive. They might respect her choice and possibly help her.

(4). No, it's a big change in her life, but of course, in a very good way.

II. *Explanation* **Audio Handout**

Hello. We'll get started on **Listening one- College and Career Myths and Facts**. As you already know, myths are something not true, and facts, on the other hand, are something true. We're going to start with myth #1.

Myth #1: I want to change my major from math to biology, but I think it's too late.

Majors are subjects that you study at college or university. In college, you can choose one or more majors to study. Some majors are engineering, math, computer science, music, business, communication, etc. As you can see, we have a lot of majors to choose from, and sometimes it can be really hard. For example, at our university, I believe that we have more than 100 majors. So, as you can see, we have a lot of choices, we have a lot of options. So, it can be really hard to find the best major for you. And in the US, you can change your major in college. So, if you have chosen math already, it doesn't mean that you cannot change your major. You can obviously change your major from math to something else.

So, this man wants to change his major from math to biology. Maybe he doesn't like math anymore. Maybe math is too hard for him, so he thinks biology is more interesting for him. Well, I just guess that. But if he wants to change his major from math to biology, it is possible in the US. But it might not be the case in other countries. I know that some countries don't allow students to change their majors.

Fact: Don't worry. About 70% of college students change their major. If your major isn't right for you, it's fine to enroll in another department next year.

You can see that a lot of people change their majors, even multiple times. Well, for myself, I changed my major twice in college. I entered college with a major in hotel and restaurant management, and then I changed to psychology. And finally, I found out that I like teaching English. I finally changed my major to English. And yeah, right now, I'm your English teacher. That's my story. In here, to enroll means to join the school or the course. You guys are enrolled in this university, and you guys are also enrolled in my Listening and Speaking class.

Myth #2: I should only take classes that prepare me for my future career. Fact: Not true! Employers often look for people with a range of experiences. Don't get tunnel vision. Take a class outside of your major. Who knows? You might find a new talent.

So in school, you have to study a lot of subjects, right? Sometimes, you feel like you don't like them; they are not useful for your future career. So why do you have to learn them? Well, you may need to learn different things because employers may need to hire someone who has a lot of skills. So you cannot have a lot of skills by just studying one subject. So don't get tunnel vision. It means that you don't just focus on very small things like that. You need to see things in a larger picture, in a larger scenario. So, if you say that you don't need to learn math because you're gonna teach English, why do you have to learn math? Right? By thinking like that, you might have tunnel vision. You

might just focus on a very small thing. But if you try to look at the larger picture, maybe math doesn't help with teaching English, but who knows? Math can help you with a lot of other things, such as it can help you have more analytical skills.

MYTH #3: A career and a job are the same thing.
FACT: Not really. A career is a job that you've been trained for, in which you do for a long time. A job can be long-term, but it can also be something that you do for a short time that may or may not require special training.
Here, a career is something that you build in the long term. On the other hand, a job might be something that you just do in the short term. Okay, so you can take me as an example. I want to pursue a career in education. Here, a career in education is a long-term goal for me. So, I used to be an IELTS/TOEFL tutor. I was also a writing tutor at college. And right now, I am an instructor of a listening and speaking class, which is your class right now. My career is in education, and I have a lot of jobs, such as being a writing tutor, a TOEFL tutor, or, right now, an English instructor. So I have three different jobs. And of course, if I want to switch my job, I can go ahead and do so, but a new job should be related to education because my career is about education. Education is my long-term goal. It's something that I built for a long time, maybe for my whole life. Who knows?

MYTH #4: Choosing a major in college means deciding my career for the rest of my life.
FACT: Not so! Many college graduates get jobs that are not directly related to their major, and most will have one or more career shifts during their working lives.
If you are studying business right now, it doesn't mean that for the rest of your life, you have to do something related to business. After you graduate from college, you can do any job you want, as long as you are qualified for them. And career shift here means career change in career. Yeah, definitely. It is normal for people to change their careers several times in their life. One of my coworkers majored in finance in college. After graduation, she found out that she didn't like finance anymore, and she actually loved teaching English. Right now, she's an English teacher. So if you are studying something at college, it doesn't mean that you will do the job related to it for the rest of your life. You can obviously have career shifts.

MYTH #5: If I don't like college, I can drop out, start my own business, and become a billionaire.
FACT: This worked for Facebook founder Mark Zuckerberg, but most American billionaires are college graduates. So if you want to be a billionaire, the best strategy is to graduate from college first.
Billionaire is someone really rich. They have billions of dollars. So "to drop out" means that you leave school, you don't go to school anymore. We have a lot of very good examples of college dropouts that are still successful, such as the Facebook founder Mark Zuckerberg and the Microsoft founder Bill Gates. Most of them are college

dropouts. They dropped out of college. They didn't finish school. But just because they are successful doesn't mean that everyone who drops out will be successful like them. They are successful probably because they are very intelligent and very independent. Even though they dropped out of college, they still study a lot by themselves, and they also work a lot to gain experience.

"Strategy" is a plan to achieve something. For many people, to find a good job or earn a lot of money, one of the best strategies is going to college.

MYTH #6: I shouldn't tell my professor that I'm having trouble in class.
FACT: Actually, most instructors want to be supportive of students who are having difficulties in class. Make an appointment with your instructor and ask for help.
A supportive person is a person who always wants to support others to help others. And yes, I agree that it is true for every class. So, if you are having trouble with my class, have any questions, or don't understand something, you can come and see me after class to ask questions, email me, or even meet me online or during my office hours. So yes, don't be afraid to ask questions and ask for help from your teachers.

MYTH #7: College is much harder than high school.
FACT: Not necessarily. College is "different," but not always "harder." College students have more freedom, so time management is important. Plan your time to make sure you get your work done.
I also agree with this one. It doesn't mean that college is always harder than high school. Just a personal opinion, but I think that a lot of subjects in high school are even harder than in college. In college, you usually focus on your major more than other subjects, and you also have a lot of options to choose from. However, college can be challenging if you don't have good time management skills. If you can organize the task well and know how to use your time to finish your work, then I believe that college is not a big deal.

For parents ...
MYTH #8: My child isn't getting good grades. If I offer him money or some other bribe, that might encourage him to work harder.
FACT: Bad idea! Giving rewards is not the best way to encourage good grades. Talk to your child about the problem, but a student is ultimately responsible for his or her own success.

A bribe is a thing that you give somebody to have them do something. A lot of parents bribe their children with money to have them do homework. In other words, a lot of parents give their children money as a reward for doing homework. So it means that if their children finish their homework, parents will give them money. It might not be a good idea all the time, because if you constantly give rewards, if you constantly give a price for somebody, in the future, if you want them to do it again, they will not do it if

you don't give them money. Therefore, it would not be a good idea if you constantly give money to the children to have them do homework because if you stop giving your children money, they will not do homework anymore. Instead of giving rewards, parents may need to find other ways to encourage the children to work harder. Maybe they can explain how important study is. They help the students set their goals. The point is that student needs to do the homework because they think that it is important for them, not because of the rewards they will have after they finish it. They are ultimately responsible for their own success. So, after all, in the end, nobody else will be responsible for their life, for their own success.

Okay, now we're moving on to **Listening 2- Finding Your Passion.**

Just out of college—with a degree in biology—I got a job as a research assistant in a biotech company. Now, this was a "good job"—the pay was good and I had the chance to move up—but after a while, I realized that I didn't want to get up in the morning and go to work. I had to figure out what my real passion was. And that's what I want to talk to you about today: Finding your passion.
This person used to have a good job with a good salary, right? The pay was good. It means a good salary and good money. And he also said that this job also allowed him to move up. "To move up" means to move to a better position, to have a promotion in his job. Even though being a research assistant in a biotech company was a good job for him, he didn't really like that job. He probably told himself, "I need to figure out what my real passion is." "Figure out" here kind of has the same meaning as "find out." After realizing that the research assistant job was not a good fit for him, he tried to figure out what his real passion was. Okay, so the things below are about the journey to find out his real passion.

So first, I want you to ask yourself, "What am I good at?" Think about skills that come easily to you, like maybe you're very artistic. Or, maybe you're good at building things. Also think about areas where other people think you're an expert. In my case, I've always loved science. And in high school, my friends always asked me for help with their science homework. Here, he suggests that one of the first steps to discover your real passion is to ask yourself what area people think you're an expert. An expert is a person who is really good at something in something, in some particular area. For example, this man is really good at science. Lots of his friends thought that he was a science expert.
Yeah. Obviously, one of the ways to find out your real passion, to find out your ideal job, is to ask yourself, okay, what can I do? What are my abilities? What am I good at?

The next thing is to think about all the things you like to do. Do you love making dinner for your friends? What were your favorite classes in school? What do you do in your free time? Me, I've always liked helping people.

Starting in college, I volunteered for the Red Cross, helping people in disasters or after fires. I get a lot of satisfaction from that.

Here, "to volunteer" means to do something to help people without receiving any money. Well, just a personal story, but for me, I really like teaching. So before becoming an English teacher like right now, I used to volunteer to teach quite a few subjects at an orphanage. And that volunteer position was amazing. It helps me a lot with finding out my real passion for teaching.

We hear the word "satisfaction" again. Satisfaction is the feeling of happiness, right? You are happy when you're doing something. If you are doing what you like to do, you get a lot of satisfaction from that.

My final suggestion is to make a list of the things that are important to you. What kind of environment do you want to work in? Do you want to work with your hands? Do you want a job where you can travel? As a research assistant, I mostly worked alone. But when I thought about it, I realized that I really like working with people.

"What kind of environment you want to work in?" It means that what kind of condition do you want to work in? What are some characteristics of the place you want to work in? For example, the man in this passage really likes working with people, so working alone as a research assistant is not a good fit for him, obviously.

So I went through this process. I looked at my scientific skills, my desire to help people, and my love of working with people, and decided that nursing was the perfect career for me. I quit my job and went back to school, and now I'm a nurse at Children's Hospital. And guess what? I love it. I took a chance, and it paid off. And that's how I found my passion in life. Thank you.

Here, he describes his journey as a process. A process might have a lot of things, a lot of steps, a lot of stages. For example, this man, first of all, asked himself, what is he good at? Then he figured out what he liked to do, quit his job, went back to school, and was finally a nurse. So it's a long process. It's not one day or two days. It's a long process. It takes a lot of time. Another example is when I just entered college; I didn't really know what I liked at the time. So, I tried different things, and I changed my majors multiple times. After several years, I finally realized that I am good at learning and teaching languages. So yeah, then I try my best to pursue my passion. And yeah, right now, I can say that I'm living with my passion. Right now, I'm an English teacher. Obviously, I took a chance like the man in the passage; I did different things. I volunteer, and I go to grad school, even though, at that time, I was scared that I wouldn't make it. But I took a chance. I did something really risky; I took a chance. And "it paid off" means that it is successful in the end; it is worth it. So "pay off" means "worth it." Usually, we say that "hard work pays off." It indicates that you have worked really hard, and eventually, you are successful; you deserve a good result. The same thing happened to this man in the passage. He did a lot of risky things: he took a chance, he quit his job, he went back to school, he volunteered, and finally, he is a nurse right now. Hard work paid off.

Appendix B

Reflective Journal

Q1. Have you listened to the audio this week?

○ Yes (Please continue answering the next questions)

○ No (Please listen to it before answering the next questions)

Q2. How many times (approximately) have you listened to the audio this week (please answer truthfully)?

○ 0 (Please go back and listen to it)

○ 1

○ 2-3

○ 4-5

○ 6-7

○ 8-9

○ 10 or more

Q3. How many days (approximately) have you listened to the audio this week (please answer truthfully)?

○ 0 (Please go back and listen to it)

○ 1

○ 2

○ 3-4

○ 5-6

○ 7

Q4. Please rate the degree to which you agree with the statements about this week's audio lesson.

	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
This week's audio content is interesting.	○	○	○	○	○
This week's audio content is easy to understand.	○	○	○	○	○
This week's audio speed suits me well (not too fast nor not too slow).	○	○	○	○	○

Q5. From 0-100, please rate how useful the audio components are in terms of improving your English skills (0=not helpful; 100=very helpful).

| 0 | 10 | 20 | 30 | 40 | 50 | 60 | 70 | 80 | 90 | 100 |

The Lessons

The Vocabulary

Anticipation

Q6. Which part(s) of this week's audio content did you like best? **Please explain**. Put N/A if not applicable.

Q7. Which part(s) of this week's audio content did you not like? **Please explain**. Put N/A if not applicable.

Q8 . Please rate your comprehension level of this week's audio content (comprehension is your ability to understand the meaning) (0=I don't understand anything; 100=I can understand everything)

| 0 | 10 | 20 | 30 | 40 | 50 | 60 | 70 | 80 | 90 | 100 |

My comprehension level of this week's audio is...

Q9. Please rate your your **ability to apply the knowledge from the audio content into speaking**. (0=I can't apply anything into speaking; 100=I'm confident that I can apply the knowledge from the audio into speaking).

| 0 | 10 | 20 | 30 | 40 | 50 | 60 | 70 | 80 | 90 | 100 |

My ability to apply the knowledge from the audio into speaking is...
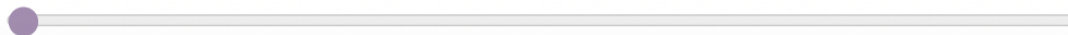
Q10. Please rate the degree to which you agree with the statements about your overall participation in the Relaxing Listening Program (RLP).

	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
I am enjoying participating in the RLP.	○	○	○	○	○
The RLP is difficult for me.	○	○	○	○	○
The RLP is stressful for me.	○	○	○	○	○
The RLP helps improve my English listening comprehension skills.	○	○	○	○	○

Q11. Do you think this listening program is effective for you? Why or why not? (**2 sentences at minimum**)

Q12. From 0-100, please rate your overall satisfaction with the Relaxing Listening Program (0=not at all satisfied; 100=very satisfied)

0	10	20	30	40	50	60	70	80	90	100

My satisfaction level with the RLP is...

Q13. Any questions, comments, or concerns you may have? You can write down the words/phrases you don't understand in the audio here, and I will send you an explanation by email.

Q14. What is your name?

Appendix C
Semi-Structured Interview Guide

Thank you for joining the conference today. I appreciate your time and responses to contribute to my project to learn more about students' satisfaction levels regarding the Relaxing Listening Program (RLP) and if it is beneficial to students' listening skills. This interview will consist of questions about your experience with the RLP. The conference will be about 30 minutes at maximum. You will automatically receive full credits, which will be counted towards your participation score, by attending the conference today.

Before we get started, I want to let you know that all your answers will be strictly confidential.
No identifying information will be collected during the interviews, and please do not provide any identifying information. Information you share may be presented at research conferences and to MNSU English Department faculty; however, we will NOT identify your names in reports, publications, and presentations. Your responses will NOT be associated with your name or shared with any third party.

You may withdraw from this study at any time without penalty. You have the right not to answer questions that make you feel uncomfortable.

Do you have any questions regarding this project? Are you clear on what the interview will be about? We will audio/video record today's conversation for research purposes. After I transcribe the interview, the recording file will be deleted. Are you comfortable with this?

START RECORDING
1. Have you noticed any improvements in listening and speaking skills as a result of the RLP? If not yet, do you think the listening program will help you improve your skills in the future?
2. Do you think repetitive listening (listening again and again) is necessary, or do you think listening to the audio just a few times is enough? Why? Do you think this is easy for you to practice?
3. What is the motivation for you to listen to the audio every week? (Just for the grade, or do you also think it is helpful? Other reasons?)
4. If possible, would you prefer to continue practicing the listening program after this class, or do you want to stick with your/other methods?
5. What changes would you like to make to the listening program?