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ENHANCING STUDENTS' LISTENING SKILLS USING EXTENSIVE READING CENTRAL IN AN EXTENSIVE LISTENING PROGRAM

[1]*Stella Prancisca, [2]Cary Chappell
[1]English Lecturer, Faculty of Education and Teacher Training, Universitas Tanjungpura, Jln. Profesor Dokter H. Hadari Nawawi, Pontianak, West Kalimantan, Indonesia
[2]English Language Program, Georgia Gwinnett College, 1000 University Center Ln, Lawrenceville, GA 30043, USA

*Corresponding Author Email: stellaguru123@untan.ac.id

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Abstract

This study explores the effectiveness of an Extensive Listening (EL) program using ER Central in improving university students' TOEFL listening comprehension. The program was implemented for one semester with 61 English course students, who underwent pre- and post-tests using the TOEFL listening section. The EL program, inspired by Extensive Reading (ER), emphasized regular exposure to authentic audio materials supplemented with text support. ER Central facilitated material delivery, progress tracking, and quiz administration. Findings revealed a significant improvement in students' listening scores, with an average increase of 26.89 points from pre-test (378.52) to post-test (405.41). A paired t-test confirmed the statistical significance of this improvement ($t = -5.085$, $p < 0.001$). However, correlations between the number of quizzes completed, average quiz scores, and score improvements were weak and insignificant, suggesting that frequent quizzes alone may not directly enhance listening comprehension. Pedagogically, the findings suggest that technology-supported extensive listening can promote learner autonomy and consistent practice, especially when aligned with standardized test formats such as TOEFL. Despite its success, limitations include the absence of a control group and the restricted generalizability of results. The findings underscore the need for tailored materials aligned with TOEFL question formats and a holistic approach integrating diverse listening strategies. This research contributes to understanding how technology-enhanced EL programs can optimize language learning outcomes.

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INTRODUCTION

Listening is a foundational component of second and foreign language learning because it provides the input through which learners begin to recognize sounds, process meaning, expand vocabulary, and develop communicative competence. In English language learning, listening is not merely a supportive skill but a central mechanism through which learners engage with classroom instruction, spoken interaction, and authentic language use in daily, academic, and professional settings (Yan, 2018; Rahman et al., 2023; Wen, 2023; Oxford, 2019). Scholars increasingly emphasize that listening should not be viewed as a passive act of receiving information. Rather, it is an active cognitive process that requires learners to decode sound, activate prior knowledge, infer meaning, and respond to spoken discourse in real time (Baker,

2013; Zhang, 2018; Rahman et al., 2023). Because of this complexity, listening deserves a more central place in English instruction than it often receives in conventional classrooms (Newton & Nation, 2021).

Despite its importance, listening remains one of the most challenging skills for English learners. Students often struggle with fast speech, reduced forms, unfamiliar accents, limited vocabulary, and the need to infer meaning from context while keeping pace with the speaker (Yan, 2018; Rahman et al., 2023; Wen, 2023). These difficulties are intensified in EFL settings where exposure to authentic spoken English is limited and classroom practice is often dominated by textbook based or teacher centered activities. Some scholars even describe listening as the "Cinderella" of language skills because it has historically received less pedagogical attention than speaking, reading, or writing (Modarresi & Jalilzadeh, 2020; Baker, 2013; Vu et al., 2021). As a result, many learners develop low confidence in their listening ability, which may in turn affect broader language performance, including pronunciation, speaking fluency, and comprehension of academic content (Khan, 2020; Pennington, 2021; Vu et al., 2021). These conditions indicate that improving listening instruction is not only a technical matter but also a pedagogical necessity.

In response to these challenges, researchers have proposed a range of instructional approaches to make listening more effective and meaningful. Strategies Based Listening Instruction has been shown to improve learners' awareness of listening processes and to strengthen sub skills such as predicting, identifying key details, and monitoring comprehension (Yan, 2018). Task Based Language Teaching can also enhance listening ability by situating learners in purposeful communicative tasks that mirror real world language use and stimulate metacognitive engagement (Sun, 2022). In addition, Project Based Learning and translanguaging informed approaches have demonstrated potential for improving motivation, agency, and authentic engagement with spoken input (Sultana & Arif, 2024; Robillos, 2023; Guo et al., 2024). Multimodal approaches such as storytelling, subtitling, and audiovisual tools further enrich listening instruction by providing contextual and visual support that reduces cognitive overload while maintaining meaningful language exposure (Nguyen & Phillips, 2022; Wen & Yi, 2022). Although these approaches differ in emphasis, they share a common principle: listening develops best when learners engage with rich, sustained, and meaningful input supported by appropriate pedagogical scaffolding.

One approach that has gained increasing attention in this regard is Extensive Listening (EL). Inspired by the success of Extensive Reading, EL emphasizes regular and sustained exposure to enjoyable, level appropriate spoken texts across a variety of contexts such as conversations, interviews, talks, and stories (Chang et al., 2019; Ivone & Renandya, 2019). Unlike intensive listening, which typically focuses on close analysis of short passages, EL encourages learners to listen widely and frequently for general understanding and fluency development. This approach is especially important because listening comprehension depends not only on strategy use but also on volume of exposure. Through repeated contact with spoken English, learners can gradually internalize pronunciation patterns, vocabulary, grammatical structures, and discourse features. Research has shown that EL contributes positively to fluency, comprehension, pronunciation, motivation, and learner autonomy (Wang & Treffers Daller, 2017; Gonulal, 2020; Zeng & Goh, 2018; Ivone & Renandya, 2019). In the Indonesian context, students have also reported positive attitudes toward EL, citing greater topic variety, improved listening skill, and stronger motivation to participate in listening activities (Gunawan et al., 2023).

The successful implementation of EL, however, depends on careful material selection and effective progress monitoring. Materials should be abundant, engaging, and appropriate to learners' proficiency levels so that listening remains comprehensible yet stimulating (Ivone & Renandya, 2019). This requirement highlights the importance of technology, which has greatly

expanded access to spoken texts and enabled more flexible learning environments. Podcasts, vodcasts, and online listening platforms now allow students to practice listening both inside and outside the classroom (Gonulal, 2020; Gunawan et al., 2023). Among the available platforms, ER Central offers a particularly promising option. Although originally designed in connection with extensive reading, the platform also provides graded audio materials, quizzes, and learning analytics that can support EL implementation. ER Central can therefore function not only as a source of listening input but also as a monitoring tool that helps teachers track students' progress through quiz participation and performance. This dual function makes it relevant to contemporary language learning, where pedagogical effectiveness increasingly depends on the integration of digital tools with learner centered approaches.

Even so, the use of ER Central for listening instruction still requires further empirical examination, especially in relation to standardized listening outcomes. Prior studies have reported positive effects of EL and digital platforms on listening development, and Rohim and Fitriana (2022) found that learners participating in EL programs performed better than those who did not. However, research specifically investigating ER Central as a medium for improving TOEFL listening comprehension remains limited. Existing studies have often relied on teacher made tests rather than standardized instruments, making it difficult to determine whether the benefits of EL through ER Central transfer to formal listening assessments. This gap is significant because TOEFL listening represents an academic and high stakes context that demands rapid processing, inferential comprehension, and familiarity with authentic spoken discourse. Investigating ER Central in this context is therefore important both theoretically and practically. Theoretically, it extends the discussion of EL from general listening development to standardized proficiency measurement. Practically, it offers insight into whether a flexible and technology supported EL program can help learners improve performance on a widely recognized test.

Accordingly, this study focuses on the effectiveness of an Extensive Listening program using ER Central to improve students' TOEFL listening comprehension. The novelty of this study lies in its integration of ER Central, a platform more commonly associated with extensive reading and general listening practice, into a TOEFL listening context using standardized measurement. In addition, the study does not only examine whether students' listening scores improve after the intervention, but also investigates how patterns of platform use, particularly the number of quizzes completed and quiz scores obtained, relate to gains in listening performance. This offers a more nuanced understanding of the pedagogical value of ER Central by linking learning behavior on the platform with measurable achievement outcomes.

Based on this background, the objectives of this research are to assess whether the implementation of an Extensive Listening program using ER Central significantly improves students' TOEFL listening scores and to determine whether students' engagement with ER Central contributes to their listening improvement. To attain these objectives, the study addresses the following research questions: (1) Does the implementation of an Extensive Listening program using ER Central significantly improve students' TOEFL listening scores? (2) Is there a significant relationship between students' use of ER Central, particularly the number of quizzes completed and quiz scores achieved, and their improvement in TOEFL listening performance?

RESEARCH METHOD

Research Design

This study employed an experimental approach in the form of a quasi experimental design using a single group pretest posttest format. In this design, one group of participants was measured before the treatment through a pretest, exposed to the intervention, and then measured again through a posttest. The intervention in this study was the implementation of an Extensive Listening program supported by the ER Central platform. The design was selected because it

was appropriate for examining whether the treatment produced measurable improvement in students' TOEFL listening comprehension over time

The choice of this design was closely aligned with the objectives of the study. The first research objective was to determine whether participation in an Extensive Listening program using ER Central significantly improved students' TOEFL listening scores. A pretest posttest structure was suitable for this purpose because it allowed the researcher to compare students' listening performance before and after the intervention within the same group. This design was also practical in the existing classroom context, where all students were enrolled in the same English course and participated in the same semester long listening program. Since the study was conducted in a natural educational setting rather than under fully controlled laboratory conditions, a quasi experimental design offered a realistic and pedagogically appropriate framework for evaluating instructional effectiveness

Although this design was suitable for addressing the main research objective, it also involved certain limitations and possible sources of bias. The absence of a control group means that score improvement cannot be attributed exclusively to the treatment without considering other factors such as maturation, test familiarity, or external learning experiences. In addition, because the participants were purposively selected rather than randomly assigned, selection bias may have influenced the findings. To reduce these limitations, the study used the same participants for both measurements, thereby allowing each student to function as his or her own comparison point. The use of a pretest and posttest based on the TOEFL listening format also strengthened consistency in measurement. Furthermore, the treatment was implemented within a clearly defined semester period and participant activity on ER Central was systematically documented, which helped the researcher monitor the extent of exposure and interpret outcomes more carefully. Ethical safeguards, including informed consent and the right to withdraw, also supported the integrity of the research process

Research Participants

The participants in this study were university students in West Kalimantan who were enrolled in an English language course. The population consisted of students taking this course during the semester in which the research was conducted. From this population, the researcher selected the sample purposively based on specific inclusion criteria. Students were included if they were actively participating in the Extensive Listening program as part of the English course and were willing to be involved in the research. Based on these criteria, a total of 61 students agreed to participate in the study

The participants were second and third semester students between 18 and 21 years of age and represented both male and female learners. This demographic profile was relevant because the participants were at an early stage of university study and were still developing their academic English competence, including listening comprehension. Their participation in an English course that integrated the Extensive Listening program made them a suitable sample for investigating the impact of ER Central on TOEFL listening development. In addition, all participants were informed that their involvement in the study was voluntary and that they had the right to withdraw at any stage of the research. This ensured that participation was based on informed consent and complied with basic ethical principles in educational research

An important contextual feature of the participant group was that they were not unfamiliar with the TOEFL format. The researcher noted that the students had previously taken the TOEFL as part of their university entrance requirements and would also need to take it again before graduation. This background was important because it suggested that the participants had prior exposure to the structure and demands of the test, thereby making the TOEFL listening format an appropriate and meaningful basis for measurement in this study

Research Instruments

This study used two main types of instruments: a listening comprehension test modeled on the TOEFL listening section and platform generated records from ER Central. The listening comprehension test served as the principal instrument for measuring students' listening achievement before and after the treatment. It was administered twice, once during the pretest phase and once during the posttest phase. The test included recorded audio materials followed by written questions and was organized into three sections reflecting the structure of the TOEFL listening component: Part A consisting of short conversations, Part B consisting of longer conversations, and Part C consisting of lectures. This structure was selected to reflect authentic academic listening demands and to ensure that the assessment corresponded with the target outcome of the study, namely TOEFL listening comprehension

The test was chosen because the TOEFL is a widely recognized English proficiency test in Indonesia and was therefore considered relevant to the participants' academic needs. Moreover, because the students had prior experience with TOEFL testing, the instrument was considered appropriate in terms of familiarity and contextual relevance. To strengthen content validity, the listening test was reviewed by two English instructors who had experience teaching TOEFL preparation courses. Their review focused on the alignment of the test with the course objectives and on its suitability for the students' proficiency level. This expert judgment procedure helped ensure that the instrument adequately represented the construct it was intended to measure

Reliability was also addressed systematically. Before the main study, the test was piloted with a comparable group of students. The pilot data were analyzed and yielded a Cronbach's alpha coefficient of 0.86, indicating a high level of internal consistency. This result suggests that the items in the test were sufficiently stable and coherent for use in measuring listening comprehension in the present study

The second source of research data came from ER Central itself. As the Extensive Listening program was conducted through this platform, ER Central automatically recorded participants' listening activity in their individual accounts. These records included the number of audio materials completed, the number of words listened to, and quiz scores obtained after each listening session. In this study, students were expected to reach a minimum target of 15,000 words. These platform based records served as supporting instruments because they provided behavioral evidence of students' engagement with the intervention. They were especially relevant for answering the second research question, which examined the relationship between students' use of ER Central and their improvement in TOEFL listening performance

Data Analysis

The data in this study were analyzed according to the two research questions. For the first research question, which examined whether the implementation of the Extensive Listening program significantly improved students' TOEFL listening scores, the researcher first used descriptive statistics to summarize the pretest and posttest results. This descriptive analysis provided an overview of students' performance before and after the treatment and allowed the researcher to observe general trends in score improvement. To determine whether the difference between pretest and posttest scores was statistically significant, a paired samples t test was then conducted. This analysis was appropriate because the same participants were tested twice, once before and once after the intervention, and the aim was to compare the mean scores of two related sets of data

For the second research question, the study investigated the relationship between students' use of ER Central and their gains in TOEFL listening performance. To address this objective, correlation analysis was employed. The variables analyzed included the number of quizzes completed by students on ER Central and their average quiz scores. These indicators were used to represent the extent and quality of students' engagement with the platform. The

correlation analysis made it possible to determine whether more active or more successful use of ER Central was associated with greater improvement in TOEFL listening scores. In this way, the analysis moved beyond simply measuring score change and also explored the contribution of learner engagement to that change

Additionally, the data analysis procedures were designed to provide both outcome based and relationship based evidence. The paired samples t test answered whether the treatment was effective, while the correlation analysis addressed how students' interaction with the learning platform related to the observed improvement. This combination of analyses strengthened the methodological fit between the research design, the instruments, and the study objectives.

RESEARCH FINDINGS AND DISCUSSION

The Effect of the Extensive Listening (EL) Program on TOEFL Scores

This study analyzes the pre-test and post-test TOEFL scores of 61 students who participated in the extensive listening (EL) program for one semester. The TOEFL test was administered before and after the EL program, focusing solely on listening comprehension. The study aims to examine whether there is a difference between students' pre-test and post-test results after receiving the EL treatment. Therefore, the data from their scores were calculated descriptively to provide an overview of the differences in these results. The test results were calculated statistically and presented in Table 1.

Table 1
Results of participants' pre-test and post-test

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pretest	378.5246	61	40.24243	5.15252
	Posttest	405.4098	61	38.10397	4.87871

The first data shows the average score obtained by students during the pre-test at the beginning of the semester, which was 378.52 points with a standard deviation of 40.24. After the implementation of the EL program, the post-test results increased to 405.41 points with a slightly lower standard deviation of 38.10. The difference between pre and post test scores shows that the treatment provided through the EL program positively impacted the improvement of participants' abilities. The smaller standard deviation also shows that students' scores became slightly more consistent after the intervention.

Overall, the data suggests that the EL program was effective in improving students' learning outcomes, as evidenced by the significant increase in post-test scores compared to pre-test scores. The effectiveness of this program may contribute to better material comprehension and more consistent abilities among the participants. The reduction in standard deviation also implies that the EL program may help reduce uncertainty in individual learning outcomes, resulting in more homogeneous results among students.

However, this study needs to test whether the observed improvement is statistically significant. To test this, the study conducted a paired sample test. The results of this test are presented in Table 2 below.

Table 2
The results of the paired t-test

		Paired Differences							
					95% Confidence Interval of the Difference				
		Mean	Std. Deviation	Std. Error Mean	Lower	Upper	t	df	Sig. (2-tailed)
Pair 1	Pretest - Posttest	-26.885	41.293	5.287	-37.461	-16.309	-5.085	60	.000

The results of the paired samples t-test show a significant difference between the pre-test and post-test scores, where $t(60) = -5.085$, $p < 0.001$. This indicates that the EL program significantly improved the students' listening comprehension abilities, with an average score increase of 26.89 points. In other words, the improvement observed was indeed due to the implementation of the EL program.

Correlation between the use of ER Central and TOEFL scoresy

In addition to testing the impact of EL, this study also examined the relationship between the use of ER Central while participating in the EL program and the improvement in their posttest scores. Specifically, it explored three variables: the number of quizzes completed, the average quiz scores, and the difference between pre-test and post-test results. The results of this correlation calculation are presented in Table 3.

Table 3
The correlation between the number of quizzes, average quiz scores, and TOEFL scores

		Quiz Number	Quiz Average Score	Pretest & posttest difference
Quiz Number	Pearson Correlation	1	.446**	-.027
	Sig. (2-tailed)		.000	.839
	N	61	61	61
Quiz Average Score	Pearson Correlation	.446**	1	-.084
	Sig. (2-tailed)	.000		.517
	N	61	61	61
Pretest & posttest difference	Pearson Correlation	-.027	-.084	1
	Sig. (2-tailed)	.839	.517	
	N	61	61	61

**. Correlation is significant at the 0.01 level (2-tailed).

Table 3 above presents several findings. First, it shows the correlation results between the number of quizzes taken by students and their TOEFL scores. The correlation between the number of quizzes and the improvement in TOEFL scores (Prepostdifference) shows a Pearson Correlation score of -0.027 with a Sig. (2-tailed) of 0.839. This indicates that the correlation is very weak and not significant, as the correlation value is higher than the p-value of 0.05. This suggests that there is no significant relationship between the number of quizzes taken and the improvement in TOEFL scores. Next, the correlation between the average quiz score (Qscore) and the improvement in TOEFL scores (Prepostdifference) shows similar results, with the correlation being very weak and not significant, with a significance level above the p-value of 0.05. This indicates that there is no significant relationship between the average quiz score and the improvement in TOEFL scores.

Interestingly, although the two variables above show weak correlations, the results are different when measuring the correlation between the number of quizzes and the average quiz score available on the ER Central website. The statistical calculation shows a significance level of 0.000. This correlation is quite strong and significant because it is smaller than the p-value of 0.01. This result indicates a significant relationship between the number of quizzes taken and the average quiz score. In other words, students who take more quizzes tend to have higher average quiz scores.

Discussion

The present study sought to examine whether an Extensive Listening (EL) program implemented through ER Central could improve students' TOEFL listening performance and whether students' engagement with ER Central, represented by quiz frequency and average quiz scores, was associated with gains in TOEFL listening scores. The findings revealed two

important patterns. First, the students' TOEFL listening performance improved significantly after one semester of participation in the EL program. The mean score increased from 378.52 on the pretest to 405.41 on the posttest, with an average gain of 26.89 points, and the paired samples t test confirmed that this difference was statistically significant, $t(60) = -5.085$, $p < .001$. Second, although the EL intervention improved overall TOEFL listening performance, the number of quizzes completed and the average quiz scores on ER Central were not significantly related to the magnitude of TOEFL score improvement. These findings suggest that the EL program itself contributed positively to listening development, but simple indicators of platform activity did not adequately explain the extent of individual score gains .

The significant improvement in TOEFL listening scores supports the growing body of literature that identifies extensive listening as an effective pedagogical approach for strengthening listening ability. This finding is consistent with Ivone and Renandya (2019), who argue that EL gives learners repeated exposure to meaningful aural input and thereby promotes listening fluency, comprehension, and broader language development. In the present study, students participated in a semester long EL experience through ER Central, where they listened to level appropriate materials on a regular basis. This sustained exposure appears to have helped them process spoken English more efficiently and perform better on a standardized listening test. The result also aligns with Rohim and Fitriana (2022), who found that students involved in extensive listening activities using ER Central demonstrated better listening outcomes than those who did not participate in such practice. Thus, the current study reinforces earlier evidence that EL can function as a productive pathway for improving listening comprehension in EFL settings .

One reason this intervention may have been effective is that the EL program exposed students to repeated and comprehensible spoken input over time. From the perspective of listening pedagogy, regular input helps learners build automaticity in decoding spoken language, recognize familiar vocabulary more rapidly, and improve their ability to follow meaning across longer stretches of discourse. This interpretation is in line with Wang and Treffers Daller (2017), who highlight the importance of vocabulary knowledge and metacognitive awareness in listening comprehension, and with Oxford (2019), who emphasizes that listening is central to language learning because it supports both linguistic and non linguistic development. The improvement shown in the current study therefore suggests that the EL program did more than simply provide additional practice; it likely strengthened the processing mechanisms needed for test based listening tasks as well .

Another important feature of the intervention was the use of text supported listening materials. Students listened while simultaneously reading the text displayed on the ER Central platform. This is a noteworthy point because the inclusion of textual support may have made the spoken input more accessible and reinforced comprehension, particularly for learners with modest initial proficiency. The finding resonates with Chang, Millett, and Renandya (2019), who reported that supported extensive listening practice can improve comprehension more effectively than unsupported listening because transcripts help learners map sounds onto written forms. Although Ivone and Renandya (2019) note that transcript based listening may sometimes feel monotonous, the present study suggests that such support can still be pedagogically valuable when the goal is to improve academic listening performance. In this sense, the current findings extend prior research by showing that text supported EL may also be useful in preparing learners for standardized listening tasks such as those found in TOEFL like assessments .

At the same time, the scale of improvement should be interpreted carefully. The mean increase of 26.89 points is meaningful, but it is not dramatic when considered against the duration of the intervention and the relatively low starting point of the participants. This more moderate gain may be related to the fact that the program lasted for one semester only. Gonulal

(2020), for example, found substantial listening gains in podcast based extensive listening, but the intervention in that study extended over a longer period. The present study therefore suggests that EL can yield measurable improvement even within one academic semester, yet longer exposure may be necessary for larger gains. This interpretation is also consistent with Zeng and Goh (2018), who stress that sustained and self regulated engagement in listening practice is important for more substantial development in listening achievement and metacognitive awareness. The current study thus confirms the effectiveness of EL while also implying that duration and consistency of exposure matter in determining the magnitude of improvement .

A particularly interesting result concerns the absence of a significant relationship between the number of quizzes completed on ER Central and gains in TOEFL listening scores. The correlation between quiz number and TOEFL score improvement was very weak and not statistically significant. Likewise, the relationship between average quiz score and TOEFL improvement was also weak and insignificant . On the surface, this appears to contradict the expectation that more frequent practice should lead to stronger gains. It also differs from studies such as Mansyur, Dollah, and Muliati (2023), which suggest that repeated drill and test practice can contribute to improved performance in standardized test contexts. However, the discrepancy may be explained by the nature of the quizzes themselves. ER Central quizzes are primarily designed to check general comprehension of the listening texts, whereas TOEFL listening tasks require more specific academic listening strategies, such as identifying implied meaning, recognizing speaker intention, following longer lectures, and processing distractors in multiple choice items. If the quiz format and cognitive demands do not closely resemble those of the TOEFL, then high quiz participation may not directly translate into higher TOEFL score gains. In this way, the present study does not necessarily reject the value of practice; rather, it refines the discussion by showing that the *quality* and *relevance* of practice may matter more than frequency alone .

Another explanation is that quiz completion may represent behavioral engagement rather than strategic learning. Students may have completed quizzes regularly without deeply reflecting on errors, adjusting listening strategies, or transferring what they learned to new test contexts. This interpretation fits with Zeng and Goh (2018), who argue that listening improvement is stronger when learners regulate their own learning and develop metacognitive awareness, not simply when they accumulate exposure. Similarly, Newton and Nation (2021) emphasize that listening instruction should create conditions that help learners focus, process input meaningfully, and learn independently. Thus, the present findings imply that technology mediated listening practice may be most effective when accompanied by explicit guidance, feedback, and strategy training. Simply assigning quizzes may be insufficient if learners are not helped to connect those quizzes with broader listening goals .

Despite the lack of correlation with TOEFL improvement, the study found a significant positive relationship between the number of quizzes completed and the average quiz score on ER Central. Students who completed more quizzes tended to obtain higher average quiz scores . This result is important because it suggests that repeated interaction with the platform supported better performance within the platform environment itself. The finding is compatible with Kobayashi (2020), who found that extensive listening activities can foster learner autonomy and encourage self directed practice. Students who used the platform more frequently may have become more familiar with its task demands, more confident in managing their listening practice, and more motivated to continue. Therefore, while increased quiz activity did not predict TOEFL gains directly, it may still have contributed to the development of positive listening habits, self regulation, and local comprehension ability. This extends previous work by showing that digital EL platforms can support engagement and autonomy even when transfer to standardized testing is indirect rather than immediate.

Taken together, the findings suggest that EL through ER Central is pedagogically promising, especially for promoting regular listening exposure and improving general listening competence reflected in overall TOEFL listening gains. However, the results also indicate that if the instructional goal is specifically to raise standardized test scores, EL should be complemented by more targeted listening strategy instruction and test aligned practice. This conclusion is important because it positions extensive listening not as a complete substitute for test preparation, but as a foundational component of listening development that can be strengthened through strategic integration with exam oriented materials. In that sense, the current study confirms previous research on the value of extensive listening, extends the discussion to technology supported TOEFL preparation, and highlights the need to align digital listening tasks more closely with the cognitive and textual demands of academic listening assessments.

CONCLUSION

The findings of this study lead to the conclusion that the implementation of an Extensive Listening program using ER Central was effective in enhancing students' TOEFL listening comprehension. This conclusion is supported by the statistically significant improvement between the pretest and posttest scores, with the mean increasing from 378.52 to 405.41 after one semester of treatment . These results indicate that sustained exposure to listening input through a technology supported platform can contribute meaningfully to students' listening development, particularly in an academic context where TOEFL style listening is relevant. The study therefore reinforces the pedagogical value of extensive listening as more than a supplementary activity. Instead, it demonstrates that when learners are given regular access to graded listening materials, structured practice, and continuity over time, they can improve their ability to process spoken English more effectively. In this regard, the study adds empirical support to previous claims that listening development benefits from repeated exposure, comprehensible input, and flexible out of class engagement, while also showing that such benefits can be observed through standardized listening assessment rather than only through informal classroom measures .

At the same time, the study also concludes that the intensity of platform based activity, as represented by the number of quizzes completed and the average quiz scores, did not significantly predict the extent of students' TOEFL listening improvement . This suggests that listening gains were likely influenced by the broader experience of participating in the Extensive Listening program rather than by quiz performance alone. In other words, frequent quiz taking on ER Central may reflect engagement with the platform, but it does not necessarily guarantee direct transfer to higher achievement on standardized listening tests. This finding has important implications for instructional design. It indicates that digital listening platforms are most beneficial when they are integrated with purposeful pedagogy, including exposure to authentic input, alignment with test related listening demands, and explicit attention to listening strategies. Thus, the study concludes that ER Central is a valuable tool for supporting learner autonomy, access, and sustained listening practice, but its contribution to TOEFL listening development becomes more meaningful when combined with teacher guidance and materials that better mirror academic listening tasks. Overall, the research highlights both the promise and the limits of technology enhanced extensive listening, offering a more balanced understanding of how digital tools can be used to support listening proficiency in EFL contexts.

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INFORMED CONSENT STATEMENT

Informed Consent Statement Informed consent was obtained from all participants involved in this study prior to data collection. The participants were informed about the purpose of the research, their voluntary participation, and their right to withdraw from the study at any time without any negative consequences .

DATA AVAILABITY STATEMENT

The data that support the findings of this study are available from the corresponding author upon reasonable request. The data are not publicly available in order to protect the privacy and confidentiality of the participants.

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