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The effect of extensive listening on developing L2 listening fluency: some hard evidence

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Abstract

This study looks at the effect of developing L2 listening fluency through

extensive listening to audio graded readers. A large bank of listening fluency development questions (2,064 items) was constructed based on ten Level 1 graded readers. Three groups of L2 students were engaged in one of three different input modes while studying ten graded readers over a 13-week period: reading only, reading while listening, and listening only. All participants were given one pre-test (60 items) before the intervention and one post-test consisting of three texts (180 items) after the intervention. All the passages were delivered at the same speech rate, and the participants were allowed to listen only once. The post-test results demonstrate that the reading plus listening group produced the most consistent and significant outcome compared with the reading-only and listening-only groups. The results have some implications for developing L2 listening fluency.

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