

The Effects of Repeated Listening on L2 Incidental Vocabulary Acquisition

Chang Li-Chung (Lucien)

MA Applied Linguistics, Institute of Education



Background & Research Questions

Repeated Listening: L2 learners listen to the same text multiple times so that they can encounter the unknown words in the exact same context repetitively (Han & Chen, 2010)

Previous Studies & Hypotheses

- **Proficiency Levels:** It can affect L2 learners' vocabulary learning outcomes from listening possibly because lower-level learners encounter difficulties to decode phonological input (Vidal, 2003; Vidal, 2011; Smidt & Hegeleimer, 2004). As repeated listening enables learners at all proficiency levels to better comprehend the input (Sakai, 2009), **it might also allow L2 learners to learn more vocabulary incidentally.**
- **Repetition:** Although it seems to facilitate vocabulary learning from listening, its effect is not as significant as it is in reading (van Zeeland & Schmitt, 2013), which might be because L2 learners need more repetitions in listening. Repeated listening allow them to encounter the same word in the same context for multiple times, **possibly leading to greater vocabulary acquisition.**
- **Repeated Listening:** It can lead to vocabulary learning, especially facilitating **meaning-form connections** (Ellis & Le, 2016).

Research Questions

1. Does **proficiency** influence incidental vocabulary learning from repeated listening?
2. To what extent do differences in **the number of occurrences** in repeated listening lead to different vocabulary gains?

Methodology

Participants: 76 Taiwanese Mandarin EFL learners

- **VLT tests** were done to check familiarity with the most frequent 2,000 words
- **TOEIC Listening test** was given to check their English proficiency

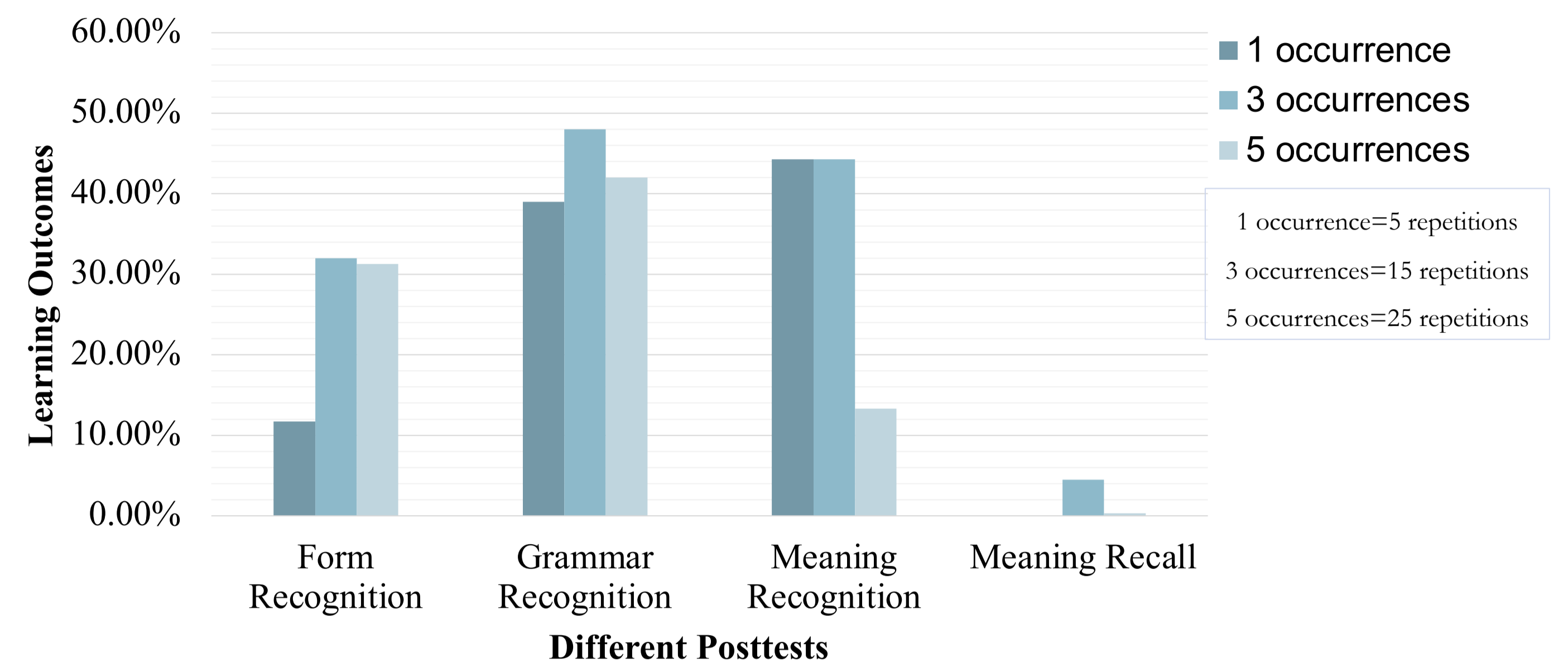
Treatments: 5 consecutive days, once a day (no need to do anything while listen)

- Material: a 20-minute graded reader with 9 pseudowords as target items (over 95% were the most frequent 2,000 words) recorded by the researcher
- 3 target items repeat 1 time, 3 repeat 3 times, and 3 repeat 5 times

Measurement Instruments: immediately given after the 5th treatment session

- 4 tests: Form, Grammar and Meaning Recognition, Meaning Recall Tests

RQ 2: Repetition & Learning Outcomes



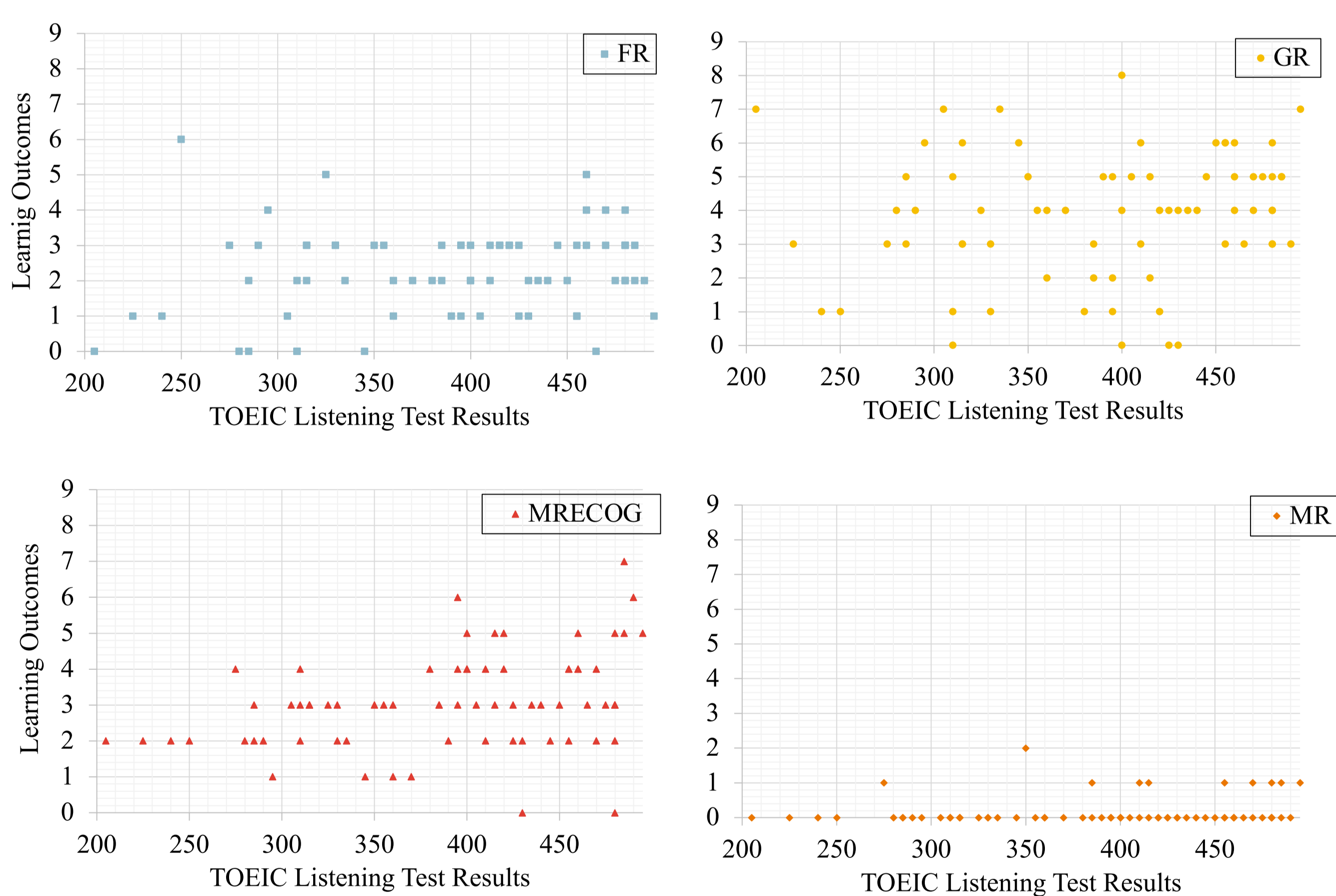
Analyzed through the **Kruskal-Wallis Test & Pairwise Comparisons**

	Form Recognition	Grammar Recognition	Meaning Recognition	Meaning Recall
Kruskal-Wallis Test				
p-values	<0.001	0.230	<0.001	<0.001
Pairwise Comparisons				
1-3 occurrences	<0.001		0.964	<0.001
1-5 occurrences	<0.001	N/A	<0.001	0.695
3-5 occurrences	0.875		<0.001	0.002

- **FR:** 3 and 5 occurrences significantly benefited L2 learners
 - **GR:** numbers of occurrences did not lead to differences
 - **MRECOG:** 3 and 5 occurrences significantly benefited L2 learners, but 5 occurrences did not benefit them more significantly than 3 occurrences
 - **MR:** 3 occurrences benefited L2 learners more than 1 and 5 occurrences
- **Repetitions facilitated form recognition but not other aspects of vocabulary knowledge.**

RQ 1: Proficiency & Learning Outcomes

Analyzed through the **Kolmogorov-Smirnov test**



n=73	Form Recognition	Grammar Recognition	Meaning Recognition	Meaning Recall
Correlation Coefficient	0.184	0.180	0.368	0.163
Significance (2-tailed)	0.120	0.128	0.001	0.168

Only the correlation between the TOEIC test and the **meaning recognition** test was statistically significant.

→ **Proficiency level was not correlated with learning outcomes, except for meaning recognition.**

Discussion & Conclusion

1. Repeated listening was generally an effective method to facilitate L2 learners' incidental vocabulary acquisition.

- It created better learning outcomes than listening-only (van Zeeland & Schmitt, 2013), teachers' talk (Jin & Webb, 2020), and L2 songs (Pavia et al., 2019).
- It created learning outcomes similar to reading-only (Pellicer-Sánchez & Schmitt, 2010), reading-while-listening (Brown et al., 2008), and repeated reading (Serrano & Huang, 2018).
- It allowed L2 learners to better recognize meanings (rather than forms), which is uncommon in studies on other modes of inputs.

2. Repeated listening allows lower-level and higher-level learners to achieve similar learning outcomes.

- It benefited both lower and higher-level learners.
- It overcame the *Matthew's Effect*, where higher-level learners much faster than lower-level learners, observed in related study (Vidal, 2011), except for meaning recognition.
- It highlighted the possibility to adopt repeated listening in classrooms to facilitate lower-level learners' vocabulary acquisition.

3. Repetition plays a role in repeated listening, but there are other factors influencing L2 incidental vocabulary learning.

- More repetition did not necessarily yield more learning.
- Some difficulties might not be able to be overcome through repeatedly encountering the same word in the same context.

4. Limitations and Future Directions:

- time constraints (the lack of delayed posttests, low reliability of the tests)
- adding more target items to enhance reliability of the posttests