Integrating Extensive Listening into Coursework through Mobile-Assisted Language Learning

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Abstract

This action research project evaluates students' use of mobile-assisted language learning (MALL) for an extensive listening (EL) module in a listening course over a 15-week semester. In EL, language learners listen to large amounts of high-interest content that is roughly within the "comfort zone" of their comprehension to improve such listening abilities as comprehension, vocabulary, confidence, and motivation. In this project, three classes of Japanese freshmen and sophomores (N=67) completed the module as part of their course homework. Students used mobile devices, primarily smartphones, to stream their choice of videos from a commercial website with an online library. Also, they carried out language

learning tasks including listening comprehension, vocabulary recognition, and speaking. A mixed method design was employed to assess student use of the module and their attitudes toward using their smartphones for educational purposes. An online 21-item survey indicated that students recognized the benefits of EL but had mixed attitudes toward using their smartphones as an educational tool. Successful student engagement was tracked in forms of videos watching; lines from the videos, spoken aloud, and vocabulary items studied; suggesting a promising technology for language learning. In addition, the two most engaged and the two least engaged participants in each class were interviewed, indicating the importance of teachers monitoring students and encouraging them.

Keywords: extensive listening, learner autonomy, mobile phones, motivation, online learning

Introduction

Numerous writers have called for research into the effectiveness of extensive listening (EL) in language learning (e.g. Krashen, 1991; Harmer, 2001). Potentially, substantial exposure to comprehensible input will improve language processing, and concentrate the working memory on comprehension, gradually increasing listening fluency. Renandya and Jacobs (2016) list five benefits of EL: (1) enhancing learners' ability to deal with native speaker rate of speech (often too fast for learners to process); (2) improving students' recognition of words, recognizable while reading but not while listening; (3) boosting their listening skills for such blended features of speech as "assimilation (e.g., on course – ong course; in class – ing class), contractions (e.g., want to – wanna; going to – gonna), resyllabification (e.g., walked into – walk tin to; went in – wen tin)" that challenge language learners (p.3-7). As for EL content, Mayora (2017) suggests wide-ranging, stimulating, and enjoyable materials that enable learners to proceed at their own pace but demonstrate accountability.

Audio Books

Some research into EL has focused on use of the audio books, particularly those of graded readers. Audio books offer consistent quality and length, are easily re-playable, and often have texts or scripts for review. Onoda (2012) found that 30 Japanese university students, first year English majors who listened to a story in their classes and at home, showed improvements in their listening ability, confidence, and motivation. Chang and Millet (2016) found significant gains in the test scores of 76 Taiwanese university students who read and listened to 15 audio books in class and carried out homework assignments. Milner (2019) compared 17 Japanese university students who read over 100,000 words with 19 who read while listening and found greater gains in listening test scores for the group who read and listened.

Podcasts

Opportunities for EL have rapidly expanded with the free podcasts available on the Internet. Podcasts can offer authentic, interesting material, and widely varied topics and levels of difficulty. Shiri (2015) found improved motivation and listening comprehension scores in 17 Iranian university and high school students who listened to them. Rahimi and Soleymani (2015) found that 25 Iranian students who could freely access podcasts on their mobile devices experienced less anxiety in listening and improved their listening comprehension. Yeh (2013) created a 2-month podcast learning project for 23 Taiwanese university students who shared their experiences, kept diaries, and made summaries and presentations. High student satisfaction and motivation was found. In a meta-analysis of 20 research studies, Hasan and Hoon (2013) determined that podcasts had a positive effect on student motivation, while 4 studies showed improvements in pronunciation, grammar, vocabulary, and listening skills.

Video Streaming

EL through watching documentaries and TV series, streamed from the Internet, has been explored. Takesu (2017) found that of the 303 students surveyed in her speaking and listening class, 78% of those at the upper intermediate level and 74% at the intermediate level, felt that listening to TED Talks improved their lecture listening skills. In addition, 85% at the upper level and 77% at the intermediate level, felt motivated to listen to TED Talks in the future. Peters and Webb (2018) discovered that 36 students watching a full-length TV episode had their word meaning recall, word recognition, and word learning positively impacted. Dizon (2021) surveyed 256 Japanese university students about their use of such subscription video-streaming (SVS) as Netflix for outside-of-class informal learning. He found that 85.15% agreed or strongly agreed that SVS improved their listening skills, 82.81% agreed or strongly agreed that it helped them learn new words, and 82.28% agreed or strongly agreed that it made learning a foreign language more interesting. They used SVS frequently, 49.70%, three to four times weekly.

Mobile-assisted Language Learning

Another platform for EL, one which offers the potential to acquire knowledge and skills "any where, any time," is Mobile-assisted language learning (MALL) (Geddes, 2004, p.214). In a meta-analysis of 1,042 journal articles between 2008 and 2018, screened for design and test scores, Chen, Chen, Jiyou and Huili (2020) found 86 studies that showed that learning through MALL was more effective than conventional instruction but that most of these studies were of tablets and laptops and the use of mobile phones was relatively unexplored.

A case in point, is the use of apps on smart phones with the single most popular language learning app being Duolingo which employs a game-like approach to language

learning and has more than 300 million users (Shortt, Tilak, Kuznetcova, Martens, & Akinkuolie, 2023). Like many commercial learning platforms (CLPs), Duolingo comes either as a "freemium," a free subscription with advertising, or an ad-free paid subscription with additional features. However, in a meta-analysis of 367 articles on Duolingo, Shortt et al. (2023) determined that only 35 studies had measurable student performance, and of these, they found mixed results. Some research reported improvements in students' vocabulary acquisition, listening and communicative skills; others showed no significant results and a decline in student motivation. In a meta-analysis of 1,786 articles on foreign language learning apps for MALL that was limited to studies with appropriate research designs and with quantifiable measures, Dragonflame, Olsen, and Tommerdahl (2021) found only 26 studies and noted improvements in vocabulary, pronunciation, and in such measures such as language production or comprehension.

Limitations to EL Practice

There are numerous limitations to these approaches and materials in EL. Ivone and Renandya (2019) note that EL has not been extensively researched nor publicized and that until recently there have not been many appropriate materials to choose. They describe the weakness of audio books being in their use of a single narrator, an inauthentic context, and narrow content choices. Internet podcasts and video streaming offer tremendous variety but these materials vary greatly in quality, difficulty, and length. Teachers must choose appropriate materials and incorporate them into a curriculum. MALL offers great potential, too, but no single app has been found to be consistently effective. Finally, most approaches require students to complete log books, write reports, or take listening tests, making student efforts hard to monitor, and the impact of EL, difficult to assess.

The Action Research Project

This action research project evaluates student use of MALL for EL to overcome the limitations of audio books, podcasts, and streaming videos. Students in three classes of the Active Listening course, 67 students in all, accessed an EL module outside the class time on their mobile devices. This was part of their semester-length listening course in an English language program for 580 freshmen and sophomore students in the English Department of a large private university in Tokyo. To improve instruction and student motivation, students are tested upon entering the program and assigned to a beginner, intermediate, or advanced level of ability, Active Listening 1, II, III. Those who start at the beginner level, move to the intermediate, then the advanced level. In addition to Active Listening, the two-year program provides students with a writing course on academic genres, a core skills course that includes small group discussion skills, intensive and extensive reading as well as book reports, and journal writing.

Worth 20% of the Active Listening course grade, the EL modules replaced an online listening module consisting of dialogues, short texts, and multiple choice questions similar to TOEIC questions that students completed on PCs and laptops (Dias & Strong, 2011). Previous student surveys suggested their boredom with the online listening module and the need for a new approach. In the new module, students viewed videos on a subscription-based website, a commercial learning platform (CLP), Englishcentral, designed to help learners improve their language abilities, primarily listening, and to assist teachers in better tracking of their students' efforts. The CLP content provides approximately 10,000 authentic videos, each less than a minute to several minutes in length, and consisting of commercials, speeches, and documentaries—along with some that are specially made for an EFL/ESL context.

Students used an app on their mobile devices to access the CLP website. They could select the subject and difficulty of each video they wished to view, adjust the listening speed, and listen multiple times. Afterward, students completed fill-in-the-blank and

sequencing exercises, and practiced pronunciation by repeating aloud the sentences that they had heard. The app rated their utterances against those of a model Japanese speaker of English. Students also reviewed the high frequency vocabulary words introduced in the videos, drawn from the 963 words in the New Academic Word List which in turn was derived from a 288-million-word academic corpus (Browne, 2021) and offers an average of 92% coverage of academic texts and lectures. Students could save words that they did not know, and the app quizzed them at spaced intervals.

A learning management system (LMS) on the website tracked the videos that students watched, their time spent listening, their vocabulary, and the lines they had spoken. These items constituted "student engagement" and were quantified through an algorithm created by the site developer.

The following research questions were examined: (1) How do students feel about using their smartphones to access content through an app for EL? (2) What are students' thoughts regarding smartphones for general class use? (3) In a university course, what constitutes a reasonable expectation for student engagement in an EL activity?

Method

Study Participants and the Course

Classes were taught in English by two native speakers and one Japanese teacher, the co-author of this study. The course consisted of blended instruction with an in-class portion in each 90-minute class during which time the teachers showed video segments drawn from news, documentaries, and interviews. Students led small group discussions based on listening segments they chose from the Internet and prepared for class. The outside-of-class portion of the course had students complete summaries of podcasts that they chose to listen to, and prepare presentations based on listening materials reviewed for homework, and the additional

EL module described earlier. The department in which the study was conducted gave permission to this research and the participants granted their permission for their data to be used anonymously.

The two native speakers' classes were of very high ability, largely composed of freshman *kikokushijo*, or returnees, who had spent time living abroad and had very high English proficiency. The Japanese instructor's class was a high intermediate one, mostly sophomores who had already taken the prerequisites to the course, and one junior retaking the course, having failed it previously.

In the first class of the semester, their teachers introduced the CLP and articulated the weekly and semester course goals and students installed an app on their phones and accessed the website. Thereafter, outside of class, students primarily accessed the website and/or the app on their mobile devices. In each of the following classes, the teacher provided students with feedback on their progress relative to the class. By the semester's end, students were expected to have watched 70 videos, spoken 600 lines, and learnt 840 vocabulary words for a score of 80% of the EL component of their course grade (requirements set after consultation with the website developer), roughly two hours weekly and 30 hours over the term. Students who achieved higher targets were awarded grades successively closer to the full 100% of the course grade allocated to EL. This made it possible to identify bands of students whose engagement levels with the EL content were low, average, or high.

Research Instruments

A mixed methods design assessed this MALL approach to EL. After students completed the course, they responded to a 21-item online survey developed using the SurveyMonkey website. In terms of validity, the survey, which was completed by 61 students, had been piloted with other English majors. The survey included seven multiple

choice questions, nine Likert scale items, three binary response items, and two open-response questions (See Appendix 1). Secondly, student engagement with either the website or the app was tabulated. Each teacher interviewed four students in his or her class using questions that had been piloted along with the survey items. The two students with the highest "overall engagement," and the two students showing the lowest engagement, were interviewed (See Appendix 2). These students were outliers but the authors hoped to learn if they had any specific techniques or approach that might explain their success or lack of it. As Osborne and Overbay (2004) comment, "outliers can also be inspiration for inquiry" (p.3).

Results

The Survey

Smartphone Use. Respondents were more positive about using MALL for class-related purposes in general than in accessing the CLP. While 29% of respondents answered that they "Like very much" or "like " using their smartphone *for class-related purposes in general* (item 15), only 15% said so in regard to using the CLP via smartphone. At 7%, a considerably smaller percentage of students expressed "dislike" or "extreme dislike" for using smartphones for class-related purposes generally (item 14), compared to those who answered in regard to the CLP specifically (19%). In both cases (general use or use specific to the CLP) the lion's share of respondents fell into the middle camp, expressing mild approval or disapproval.

It later emerged through interviews that the students' more favorable view of smartphone use *for class-related purposes generally* as opposed to *for accessing the CLP in particular*, may have been because the app also required students to record their voices by speaking into the phone's microphone, embarrassing to some. Using their devices for other

course work did not require this, perhaps leading to more favorable student views of smartphone use.

Although students had reservations about using their smartphones, which they viewed primarily for personal use, including social networking, questions 17, 18, 19 respectively, showed that 79% had no objection to using their smartphone for class. Eighty percent did not think they were using their smartphones too much for course assignments, and 69% did not feel that any problems were caused or made worse by their smartphone use.

Amount of Time Spent on Smartphones in General and for EL. Question 16 showed how extensive and varied was student use of MALL. Nearly three-quarters of the respondents (73%) used their smartphones more than three hours each day, while only 1% reported smartphone use under 1 hour daily. When asked about the amount of time they spent on their EL using the CLP (Question 11), approximately half (53%) reported accessing it for less than an hour a week, followed by 35% at two hours, 10% at three hours, and 2% at four hours. Although 41% of students reported smartphone use in excess of five hours per day, accessing EL only played a small part of that prodigious screen time.

Outside-Of-Classroom vs. In-Class Use. When we compared the results of item 3 (feelings about using the website/app generally) with item 14, which asked specifically about use *outside* of the classroom, we saw that respondents were less positive about the latter, with 54% saying they "liked it very much," "liked it," or "liked it somewhat," while 46% expressed, to varying degrees, dislike of accessing EL outside of the classroom. In contrast, when asked about EL website/app use more broadly (whether inside or outside the classroom), 73% expressed various levels of positive regard, while 27% disliked it to varying degrees. This simply indicated a general dislike of homework. It might also reflect that students could get free data access on their phones while using the university's WiFi network

when accessing the app/website in class, and avoided depleting their smartphone data plans by outside-of-classroom, off-campus use.

Preferred Method of Access. The majority of students (63%) preferred accessing the app via their smartphone; 9% via their tablets; and 29% via PC or Mac (Question 13). Despite the anytime/anywhere characteristic of a mobile platform, 75% of the students accessed the website or app at home, while 14% did so on the train, 10% at school, and 2% somewhere else (Question 8).

Perceived Effectiveness of Weekly Feedback on Progress and Student Assessment of Site's Content. When students were asked about the effectiveness of being given weekly progress reports by their teachers showing their relative progress compared to their classmates (Question 7), 83% (aggregated across all three of the positive selections) agreed that it was effective to varying degrees while only 16% disagreed, none of them strongly. The majority of the respondents felt that the videos that they watched were up-to-date (Question 9), and 90% of them strongly agreed, agreed, or somewhat agreed that they were interesting (Question 10).

Student Assessment of the EL System's Advantages and Disadvantages. An open response survey item asking students what they disliked about the online EL system elicited 39 responses with 24 students skipping the question. It was possible to group the responses into 5 categories: website organization and content (14); speaking (11); technology (6); vocabulary (5); listening (2), with an uncategorized response from 1 student who answered "no dislikes."

Feedback regarding the online EL course included "too many tasks" and "very complex." Some felt they were evaluated too harshly by the automated pronunciation tutor that assessed how closely their recorded utterances came to model utterances. Several

students remarked that they were too embarrassed to practice speaking English on their phones in areas such as trains. A few resented repeating sentences they felt were beneath their abilities.

Under the category of technology, typical comments were "it has some bugs" or "the Internet connection is bad." Vocabulary-related comments included complaints about time-consuming vocabulary study and video content quizzes. Some respondents felt the videos to be too difficult.

The open response question asking students about the CLP garnered 41 responses, with 22 skipping the question and one uncategorized response, "nothing." Responses were grouped into 5 categories: interest (18 students); ease of use (9); opportunity to learn vocabulary (6); development of speaking (7); and development of listening (1). Typical comments in the first two categories included: "It has many interesting videos" and "easy to learn;" and "can be done on a train." They appreciated the chance to learn vocabulary in a new way. As for speaking, some commented that they liked to practice pronunciation and have their efforts assessed.

Perceived Efficacy. Detailed responses were elicited about student perceptions of the efficacy of the website/app. When the percentage totals of the three responses on the scale's positive side (strongly agree/ agree/ somewhat agree) are juxtaposed with the percentages on the negative side of the scale, respondents see the CLP as contributing more to vocabulary improvement (83% aggregated percentage total on the positive side, versus 16% negative), than improvements in either listening or speaking. The aggregated percentages on the positive and negative sides of the Likert scale for listening and speaking were nearly identical at 77% / 23% and 78% / 22%, respectively.

Although this approach to EL was chosen to help students make gains in listening, the speaking task suggested to students that they were also developing their listening and speaking skills. It should be noted, however, that when asked, in another survey item (Question 12), to select which of the 4 skills (listening, speaking, reading, writing) the respondent felt that the CLP had helped improve, listening was selected by a much higher margin than speaking (69% vs. 34%) but it is possible that some respondents felt pressure to select the skill they felt to have improved *most*, not realizing that multiple selections were possible. Notably, 10% felt their reading skills, and 13% their writing skills, showed gains thanks to these EL tools. Perhaps the perception of gains in reading was because the closed captions on the videos in the EL app were turned on by default. The perceived improvement in writing may be connected to a task requirement of typing in words blanked out from sentences that the user listens to.

Student Engagement. Table 1 shows class averages for videos watched ($a1$), lines spoken ($b1$), vocabulary words learned ($c1$), overall engagement, and the two most and the two least engaged students in each class. Overall engagement was calculated by dividing the class averages by the course goals ($a2, b2, c2$) for each category $\{\left(\frac{a1}{a2} + \frac{b1}{b2} + \frac{c1}{c2}\right) \div 3$. For all three classes, the averages for overall engagement and videos watched are higher than the course requirements suggesting that the requirements should be raised in the future. The 1st and 2nd classes, with their higher English abilities, have higher average scores on videos watched, lines spoken, and vocabulary items learned than the 3rd class. However, the two most engaged students in the 3rd class had a higher level in every category, suggesting that the weaker students may find this approach to EL highly motivating.

Table 1

Student Engagement

		Students	Overall Engagement	Videos Watched (70)	Lines Spoken (600)	Vocabulary Words Learned (840)
1st class (*n=22*)	Class average		113%	83	593	1,192
	Most	A	176%	144	1054	1758
		B	164%	124	705	2426
	Least	C*(M)	54% (57%)	47 (69)	318 (146)	482 (609)
		D	47%	38	287	604
2nd class (*n=18*)	Class average		92%	78	864	1,607
	Most	E	123%	82	954	2110
		F	122%	87	1000	1567
	Least	G	98%	72	717	1345
		H	94%	71	615	1356
3rd class (*n=27*)	Class average		113%	76	564** (590)	564
	Most	I	302%	130	1641	4482
		J	219%	120	1003	3091
	Least	K	64%	31	365	854
		L	23%	22	2**	333

Note. * This student withdrew from the university and was replaced in the study by M who had the next lowest level of engagement.

** One student in the 3rd class only completed two lines; by her account, due to a technical glitch. If this outlier is eliminated from the average, the class average would not be 564, but 590.

An important caution in interpreting the data on student performance and overall engagement is that the total time students were working on the EL module was relatively modest. Watching a video might only take a minute. Students could speak a number of lines over a minute as well. Vocabulary learning is harder to estimate as students had to repeat word quizzes until they got the word right. As described earlier, students were expected to do about two hours of homework on the module weekly, but many students spent less time.

Interviews

1st Class

This teacher learned that A, with the highest engagement, had lived in the U.S. for 7 years, ages 4 to 11, liked English videos, but had little educational experience with them.

Commenting on the videos, she found them either too short or too long. A had no trouble with the website except on the train when it was hard to hear or the Internet connection weak. She recommended "doing [the work] on a daily basis rather than all at once on weekends."

B, with the second highest level, had lived in the U.S. for 1 year at 3 years of age. She preferred the listening parts of the website and found it difficult to get a high speaking score. She liked watching videos, so she enjoyed the assignment. She advised using the website daily though she admitted using it only 3 times per week, about 30 minutes each time.

M, with one of the lowest rates of engagement, had spent 8 or 9 years in the U.S. and had a Japanese mother and an American father. With a father in the military, they moved frequently, and she spent time in Japan, California, and Hawaii. She missed some early classes and initially didn't understand how to use the website. She liked the vocabulary part of the website best but felt that the speaking part gave inaccurate assessments.

D, with the lowest level of engagement, experienced living abroad for the shortest period. She spent an enjoyable but challenging year in Australia at 16 and studied English "like crazy" in high school. D attributed her low engagement to a lack of motivation and advised others, "The more you do, the better you'll be."

2nd Class

The instructor learned that E, his most engaged student, was born in Japan of a Brazilian father and a Japanese-Brazilian mother, both monolingual speakers of Portuguese. Therefore, E's second language was Japanese and she felt that being a Portuguese speaker helped her when she began studying English in junior high school, and she soon became fluent. She had never listened to videos before and found the videos on the website very interesting. She liked competing with other students and created a phone reminder to

regularly work on videos. Her advice was "Do the ones that are fun" and "stay interested and motivated."

The second student, F, lived in the U.S. from ages 2 to 4, and attended international school for 1 year. She has traveled back to the U.S. every year since returning to Japan and used English there. She often listened to videos and enjoyed those in the course. She advised other students to find videos that interest them, choose videos about news they have heard about before, and watched 4 to 5 videos "three times a week."

G, the class's only male, with the second lowest level of engagement, lived in Azerbaijan from 12 to 15 years of age, attending an English international school there. He seldom watched English videos, disliked watching them for the course, and found it hard to track his efforts. His advice was "Prepare consistently, a bit every day."

The least engaged student, H, with an American father and a Japanese mother, was born in Singapore where she lived between the age of 2 to 4. Attending an international school from 4th to 6th grade, she could understand English, but did not speak it. When she visited her father's family in Florida, they had trouble understanding her Japanese-accented English. She found the website's videos interesting but said she did it poorly because she missed the first two classes, and had trouble catching up. She suggested, "Have a routine to listen regularly! I wasn't consistent enough."

3rd Class

This Japanese teacher learned that her most engaged student, I, had been interested in English since high school and had done a one-month homestay in Oxford, U.K. Previously, she had not watched English videos much before because she never knew which to choose. But she found the ones on the website short and interesting, so she watched them "like crazy!" She added, "I could do it at any time and from anywhere—on a train or even while I

was walking. I really wanted to improve my speaking skill and I thought [the CLP] was helping me." She advised other students to use it whenever they could.

J, the second most engaged student, became very interested in learning English after a 2 and a half month New Zealand homestay while in junior high school. She hadn't liked listening to English videos before because she was too busy. But she found the website easy to use and the videos short, varied, and interesting. She was pleased that she could watch videos and learn vocabulary on the train and speak the lines after returning home. Each video was so short, she could easily finish it. She commented, "[t] here are many topics, so choose videos which you think are interesting and enjoy your homework."

The second least engaged student, K, had not lived abroad, but liked English. Although she found those on the website easy to understand, they didn't interest her. "I love foreign YouTubers and I always watched them and didn't have time for using [the CLP]," she reported. She advised other students, "Remember to use [the CLP]! Don't be lazy."

The student with the lowest engagement, L, had never lived overseas, used much English, nor listened to English videos before coming to the university. She complained that the app often did not work and that she did not have enough time for listening. In addition, she said that she always found listening difficult because of her poor vocabulary and the fast speech used by native speakers. She did not offer any advice.

Conclusion

This study suggests that MALL may prove effective for EL outside of class time. In terms of Research Question 1, most students expressed positive opinions about the varied and interesting videos on the CLP. For Research Question 2, students had mixed attitudes towards this use of their smartphones but largely they recognized its value. Their answers to Research Question 3 indicated that most students found this approach to EL highly

motivating though some disliked the speaking activity. However, interviews showed that some students struggled with this approach. As Xu (2020) notes, teachers should be aware of individual differences and because some students may lack "self-regulation and self-discipline, instructor supervision is particularly important" (p.32).

This study's limitations include using only intact classes as subjects and interviewing the highest and lowest achievers in each class, outliers, rather than representative students. A promising line of future inquiry would be to test student knowledge of the NAWL before and after completing an EL module. This CLP offers a valuable vocabulary learning function based on this same word list. Besides this, two of the three classes consisted of students with very high English ability, so future research should be taken on students with much lower ability to more fully assess the value of this approach. At the same time, these high-level English learners were very concerned about the attrition of language abilities they had acquired through living and studying abroad. It would be useful to see how EL might slow down that loss. Further research should also be conducted with MALL and EL under more intensive use, perhaps with EL as an entire listening course instead of as homework as in this study, or the use of an EL module as part of several courses over several semesters.

Finally, MALL and EL can be valuable tools for the increased student exposure to language which is essential for learning. Estimates range from 1,000 to 1,500 hours for an English language learner to move from the beginner stage, A2 to proficiency and language mastery, C2, in the the Common European Framework of Reference (CEFR) for languages (Council of Europe, 2021). Although results may sometimes be hard to quantify, as Ivone and Renandya (2019) observe: "[i]t takes time for EL to show its contributions to learners' proficiency development" (p.242). At the university level, instructors can provide relatively few contact hours to their students. EL, provided by an effective mobile phone app, can help

bridge this gap. But given this context, teachers should not expect immediate results, and they should help their students take a long-range view as well.

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Appendix 1: Survey Questions & Results

1. In what year are you at AGU? N=62	1st 53% (33)	2nd 40% (25)	3rd 03% (1)	4th 0.00 0		
2. What is your gender? N=62	Female 79% (49)	Male 19% (12)	Other 2% (1)			
3. How do you feel about using the website/app N=62	Like very much 7% (4)	Like 19% (12)	Somewhat like 47% (29)	Somewhat dislike 18% (11)	Dislike 3% (2)	Dislike very much 7% (4)
4. The CLP is helping me to improve my English skills in listening. N=62	Strongly Agree 8% (5)	Agree 27% (17)	Somewhat agree 42% (26)	Somewhat disagree 13% (8)	Disagree 5% (3)	Strongly disagree 5% (3)
5. The CLP is helping me to improve my English skills in speaking. N=62	Strongly agree 7% (4)	Agree 27% (17)	Somewhat agree 44% (27)	Somewhat disagree 8% (5)	Disagree 11% (7)	Strongly disagree 3% (2)
6. The CLP is helping me to improve my vocabulary? N=60	Strongly agree 10% (6)	Agree 25% (15)	Somewhat agree 48% (29)	Somewhat disagree 8% (5)	Disagree 8% (5)	Strongly disagree 0% (0)
7. It is helpful when the teacher shows me how my classmates are doing in the CLP. N=62	Strongly agree 10% (6)	Agree 25% (15)	Somewhat agree 48% (29)	Somewhat disagree 8% (5)	Disagree 8% (5)	Strongly disagree 0% (0)
8. From where do you access the CLP the most? N=62* Rounded figures total 101 %.	Home 74% (46)	Train 15% (9)	School 10% (6)	Other 2%(1)		
9. The videos about current events on the CLP are up to date. N=62	Strongly agree 13% (8)	Agree 39% (24)	Somewhat agree 34% (21)	Somewhat disagree 11% (7)	Disagree 3% (2)	Strongly disagree 0% (0)
10. The videos on the CLP are interesting. N=62	Strongly agree 19% (12)	Agree 47% (29)	Somewhat agree 24% (15)	Somewhat disagree 8% (5)	Disagree 2% (1)	Strongly disagree 0% (0)
11. How much time each week do you usually spend using the CLP? N=62	1 hour or less 53% (33)	2 hours 35% (22)	3 hours 10% (6)	4 hours 2% (1)	5 hours or more 0% (00)	

12. If you think the CLP has helped you improve your English skills, which of them have gotten better? N=77 (multiple skills were sometimes chosen)	Listening 69% (42)	Speaking 34% (21)	Writing 13% (8)	Reading 10% (6)		
13. What was the device you used most to access the CLP? N=60	SmartPhone 63% (38)	PC 29% (17)	Tablet 9% (5)			
14. How do you feel about using your smartphone outside of the classroom for accessing the CLP? N=59	Like very much 3% (2)	Like 12% (7)	Like somewhat 39% (23)	Dislike somewhat 27% (16)	Dislike 14% (8)	Dislike very much 5% (3)
15. How do you feel about using your smartphone FOR CLASS-RELATED PURPOSES IN GENERAL? N=59	Like very much 2% (1)	Like 27% (16)	Like somewhat 39% (23)	Dislike somewhat 25% (15)	Dislike 5% (3)	Dislike very much 2% (1)
16. How many hours do you use your smartphone each day? N=59	1 hour or less 1% (6)	2 hours 17% (10)	3 hours 24% (14)	4 hours 8% (5)	5 hours or more 41% (24)	
17. Do you have any objection to using your smartphone for class-related purposes? N=58	No 79% (46)	Yes 21% (12)				
18. Do you think you are using your smartphone too much because of having to access the CLP? N=59	No 80% (47)	Yes 20% (12)				
19. Do you have any problems that you think are caused by (or made worse by using your smartphone for accessing the CLP? N=59	No 69% (41)	Yes 31% (18)				

Appendix 2: Interview Questions

1. Please describe your background in learning English?
2. I can see from the data on the website that your score was far above (far below) the standard for the class. You did about (…). How would you explain that?
3. Did you have trouble understanding the videos? Why or why not?
4. Did you like watching the videos? Why or why not?
5. If you didn't like watching videos before, why not?
6. If you didn't like watching videos before, do you like watching them now?
7. If you answered "Yes", why do you like watching them now?
8. What advice do you have for other students using the website next year?