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Exploring The Correlation Between Students' Listening Intensity and Vocabulary Acquisition in EFL Learners Context

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ARTICLE INFO	ABSTRACT
Article history: Received Accepted	The study explored the correlation between listening intensity and perceived vocabulary acquisition among EFL learners. Over a two-week period, 20-30 college students recorded their daily listening habits and self-assessed their vocabulary growth through weekly surveys. Listening intensity was measured using daily logs, while vocabulary acquisition was evaluated based on students' self-reports. Data were analyzed using descriptive statistics and Pearson's correlation coefficient to determine the relationship between time spent listening and vocabulary gains. The results suggest that higher listening intensity correlates with increased vocabulary acquisition. These findings provide valuable insights for language teachers in developing more effective listening strategies to enhance vocabulary learning.
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INTRODUCTION

Acquiring ability in language is essential, especially in improving one's vocabulary (Hestiana, M., & Anita, A. 2022). Students who have a large vocabulary benefit from improved understanding in both written and spoken situations as well as improved communication abilities (Rumbouw, O. 2021). Language teachers have been stressing the value of listening as a critical component of the learning process more and more in recent years (Nushi, M., & Orouji, F. 2020). In contrast to speaking or reading, listening provides students with an organic and engaging method to come across new words in context, which aids in vocabulary growth. The degree to which listening exercises aid in vocabulary learning is still a subject of discussion, though.

The amount of time and attention a student devotes to listening activities is known as listening intensity, and it may have a direct effect on how well they learn vocabulary. Students who participate in frequent and specific listening exercises are more likely to come across new vocabulary, which may speed up their language acquisition (Feng, Y., & Webb, S. 2020). However, little study has been done on the precise relationship between listening intensity and vocabulary increase, particularly in non-native language learners, despite the obvious connection. Examining this connection might yield insightful information for teachers and students alike.

The purpose of this study is to investigate the relationship between students' reported vocabulary acquisition and their level of listening. The study intends to ascertain if increased listening duration and frequency lead to a discernible gain in vocabulary by analyzing students' listening habits over a two-week period. Self-reported logs and questionnaires will be used in this research in place of formal testing, enabling students to reflect on their own learning experiences. This method makes data collecting easier while also giving students a chance to be more aware of their development.

Knowing how listening intensity and vocabulary acquisition are related may have a significant impact on language learning techniques (Zhang, S., & Zhang, X. 2022). In the event that a significant association is discovered, teachers should be advised to incorporate more rigorous listening exercises into their language courses. In addition, students could be inspired to use audio resources more actively outside of the classroom to enhance their language learning, such podcasts or audiobooks.

The following research provides the framework for this study: Do students' perceived vocabulary learning and listening intensity seem to be significantly correlated? It is predicted that students who participate in more extensive listening activities would report stronger vocabulary increase than those who participate in less frequent or shorter listening sessions, based on previous research and theoretical viewpoints. Through examining this connection, the research aims to offer significant perspectives on how listening techniques may be enhanced to aid EFL students in acquiring new language.

The results of this study may have applications in language education, especially in promoting listening as an adjunct to conventional reading-based vocabulary training. If a favorable association is discovered, instructors might think about adding more systematic listening exercises to the curriculum, assisting children in gaining as much vocabulary as possible through a variety of well-balanced linguistic input.

For EFL learners, vocabulary development is crucial since a strong vocabulary improves communication and comprehension (Hestiana & Anita, 2022; Rumbouw, 2021). The significance that hearing plays in giving pupils a natural situation in which to encounter new words has been highlighted by recent emphasis on listening as a crucial aspect of language learning (Nushi & Orouji, 2020). It is thought that listening intensity—which is the amount of time and emphasis devoted to listening activities—has a direct effect on vocabulary acquisition. Research suggests that regular and concentrated listening can help people learn new words (Feng & Webb, 2020). However, there is still a dearth of research explicitly looking at this interaction amongst non-native learners. Self-reported listening logs and questionnaires will be used in the proposed study to examine this correlation over a two-week period, giving students time to think back on their experiences. If a solid rapport is built, it might persuade teachers to use audio resources like podcasts and audiobooks to improve vocabulary acquisition and include more challenging listening activities in their curricula. All things considered, better teaching methods and better language learning results for EFL students may result from an awareness of the relationship between listening intensity and vocabulary acquisition.

In EFL learners, Vocabulary learning is essential for competence in receptive and productive language skills. A few studies of direct instruction of vocabulary, where learners were expected consciously and willingly study or memorize a list of vocabulary, produce remarkable results (Nation, 2001, p. 298). However, research shows that EFL learners can unintentionally acquire a certain amount of vocabulary by mere exposure while engaged in a language task, such as reading or listening for comprehension.

Incidental vocabulary learning research primarily investigates how much vocabulary is acquired when learners are focused on something other than vocabulary itself. Some researchers, however, challenge the use of the term "incidental," citing the challenge of determining whether students are intentionally concentrating on vocabulary during tasks in classroom settings (Bruton et al., 2011; Malone, 2018). Most studies on incidental vocabulary learning have focused on acquisition through reading in classroom contexts, without controlling the exposure time, making their conclusions about implicit vocabulary learning potentially debatable (Malone, 2018). To address issues related to exposure time and attention, certain studies have attempted to maintain participants' focus on the task rather than the vocabulary, limiting exposure time resulting from rereading (see Tekmen & Daloğlu, 2006; Webb, 2007; Webb & Chang, 2015).

Research indicates that students who engage in active listening training not only develop their vocabulary but also achieve higher levels of understanding in both listening and reading tasks (Karasalalogu & Bulu, 2018.) This interconnectedness suggests that fostering listening skills can create a more robust foundation for language acquisition, enabling learners to grasp complex texts and ideas more effectively. Furthermore, studies have shown that incorporating active listening strategies into language education can significantly impact phonological awareness, which is crucial for reading proficiency (Ambubuyug, et al., 2023.) As such, a comprehensive approach that integrates these skills may lead to well-rounded development in both academic and social settings, preparing students for future challenges beyond the classroom.

Listening intensity is also considered a key factor in the process of vocabulary acquisition, especially among second language learners. The fact that listening extensively can enhance a good amount of receptive vocabulary has been explained in the good performance of students after regular listening practice (Ly & Nga, 2020). Another merit of good listening involves effective note-taking skills in improving student retention and vocabulary understanding by connecting oral and written language together (Ouazeta, 2016). Incidental vocabulary acquisition (IVA) through listening, though less studied than reading,

has gained increasing recognition for its contribution to vocabulary development (Jianfeng, 2022). Moreover, academic listening positively impacts vocabulary retention, with factors like word predictability and type playing important roles (Vidal, 2003). In a nutshell, adding listening-based strategies to the activities that would develop active listening and comprehension has provided an integrated approach that allows vocabulary growth, especially in low-literate learners, according to LaScotte (2020). This supports the general theme of the paper that targeted listening practices can significantly contribute to well-rounded language development and, as such, cannot be underestimated in EFL instruction.

METHOD

This study utilizes a correlational research design to examine the relationship between EFL (English as a Foreign Language) college students' listening intensity and their perceived vocabulary acquisition. The research will span a two-week period, relying on self-reported listening logs and surveys to gather data on how students perceive their vocabulary growth based on their listening habits. No formal testing will be involved; instead, students will reflect on their learning through simple instruments. The participants will be 20 to 30 college students enrolled in EFL courses. These students will be selected through convenience sampling, meaning they will be volunteers from a specific group or class. The participants will be at similar proficiency levels in English to minimize variations in their starting vocabulary knowledge. Their participation will involve tracking listening activities daily and completing weekly surveys on their perceived vocabulary learning.

Two primary instruments will be used. First, the Listening Intensity Log is a daily self-report tool where students will record the number of minutes they spend listening to English audio materials and how often they engage in listening sessions each day. They will also specify the type of material (e.g., podcasts, audiobooks, music). Second, at the end of each week, students will fill out a Vocabulary Growth Survey, where they will estimate how many new words they have learned from their listening activities and evaluate their confidence in using these words. This method avoids formal tests, focusing instead on students' self-assessment of their learning.

The research procedure is straightforward. During week 1, students will begin by tracking their daily listening habits in the Listening Intensity Log. At the end of the week, they will complete the first Vocabulary Growth Survey, reflecting on their perceived vocabulary acquisition. The same process will be repeated during week 2, with students continuing to track their listening habits and completing a second Vocabulary Growth Survey at the end of the week. This will allow the study to capture any patterns in listening intensity and vocabulary growth over the two weeks.

For data analysis, descriptive statistics will be used to summarize listening intensity (average daily time and frequency) and vocabulary acquisition (based on the students' self-reported growth). To determine the strength and direction of the relationship between listening intensity and perceived vocabulary acquisition, Pearson's correlation coefficient will be calculated. This analysis will help clarify whether students who dedicate more time to listening report greater vocabulary gains. All participants will be required to provide informed consent, and the research will prioritize ethical considerations, ensuring that their participation is voluntary and anonymous. The study will follow ethical guidelines to protect students' privacy, allowing them to withdraw from the study at any time without any repercussion.

FINDING

Descriptives

	listening intensity	vocabulary improvement
N	30	30
Missing	0	0
Mean	25.0	24.8
Median	15.0	23.0
Standard deviation	23.8	23.2
Minimum	10	0
Maximum	60	53

Descriptive A large number of participants listened for shorter periods of time than the average, although others listened for longer. The average (mean) listening intensity was 25 minutes, with a median of 15 minutes. There was significant diversity in the length of time that individuals spent listening, as indicated by the standard deviation of 23.8. With a median score of 23 and a mean score of 24.8 for vocabulary growth, the participants' vocabulary growth was reasonably well distributed. With a standard deviation of 23.2, this variance suggests that there are differences in the degree of vocabulary improvement.

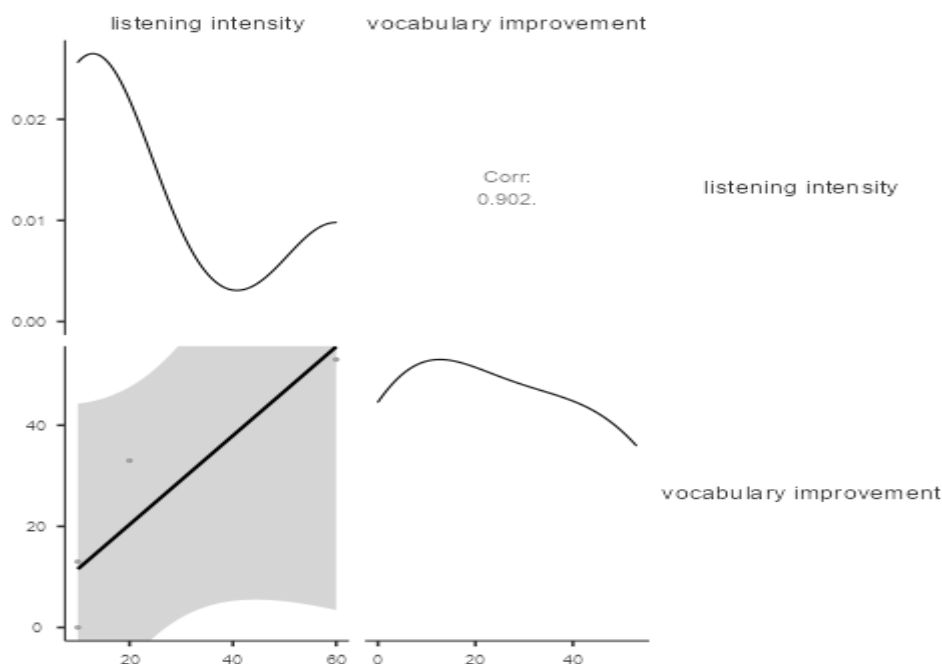
Correlation Matrix

	listening intensity	vocabulary improvement
Listening intensity	Pearson's r	—
df	—	
p-value	—	
95% CI Upper	—	
95% CI Lower	—	
Vocabulary improvement	Pearson's r	0.902 *
df	2	—
p-value	0.049	—
95% CI Upper	1.000	—
95% CI Lower	-0.162	—

Note. H_a is positive correlation

Note. * $p < .05$, ** $p < .01$, * $p < .001$, one-tailed**

The correlation matrix shows a Pearson correlation coefficient of 0.902 between listening intensity and vocabulary improvement, which is significant at the 95% confidence level ($p = 0.049$). This correlation value indicates a strong and positive relationship, meaning that the higher the listening intensity, the greater the participants' perceived vocabulary increase. The 95% confidence interval (CI) obtained was within the range of -0.162 to 1.000, indicating a positive correlation despite variations in the data



DISCUSSION

The findings support the research hypothesis that listening intensity is positively correlated with vocabulary improvement. This suggests that learners who engage in longer or more frequent listening sessions show better improvement in the amount of vocabulary learned. In the context of language education, these results provide important implications for teachers to encourage EFL learners to engage in regular listening activities as an effective way of improving their vocabulary. The use of audio resources such as podcasts or audio books can be suggested to enrich

This study found a significant positive relationship between listening intensity and vocabulary acquisition in EFL learners, in line with previous studies. However, there are some significant differences compared to previous studies, which are mainly related to language learning methods and contexts. This study used self-report methods through listening logs and vocabulary improvement surveys. This approach differs from previous studies which usually used formal vocabulary tests or other controlled instruments to measure vocabulary improvement. For example, a study by Zhang, S., & Zhang, X., (2022), which used a standardized vocabulary test to measure vocabulary improvement in a listening context, found that intensive listening significantly affected vocabulary development between VK and L2 associated by two publication factors correlations : year-of-publication and publication type. Implications of the findings were discussed. The use of self-report methods in this study provides

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flexibility and allows participants to subjectively record and evaluate their progress, but also poses challenges in terms of objectivity and validity of the data obtained.

In this study, longer listening durations were associated with better vocabulary gains. Previous studies such as those by Vidal (2003) and Zhang, S., & Zhang, X., (2022) also mention the role of listening intensity in vocabulary acquisition, but often address more specific or limited listening durations (e.g., controlled listening sessions in a language laboratory). This study extends that context to a self-directed, unstructured environment, where students organize their own listening time and materials. It shows that even when not under close supervision, vocabulary gains still occur with intensive independent listening. Many previous studies have focused on vocabulary learning through reading activities as the main approach to incidental vocabulary learning, and only a few studies have explored the effects of listening in vocabulary development. This study instead emphasizes the importance of listening in language learning, especially in the EFL context, which differs from conventional teaching methods. In this study, it was found that intensive listening activities not only helped students improve vocabulary but also provided insights into how listening-based approaches can support language learning more naturally.

CONCLUSION

In short, there is a strong positive relationship between EFL learners' vocabulary development and listening intensity. Students who participate in longer and more regular listening exercises report increasing their vocabulary. This emphasizes how crucial listening is to language learning, especially when it comes to expanding one's vocabulary. Because the data collection was self-reported, participants were able to consider their own learning experiences, underscoring the value of independent listening for vocabulary development. Vocabulary acquisition may be aided by including frequent, rigorous listening activities, like those found in podcasts or audiobooks, into language instruction. Additionally, the study urges EFL teachers to include listening-based exercises into language courses more methodically, encouraging vocabulary learning in a fun and naturalistic way. Although self-assessment may have limits in terms of data objectivity, the results offer insightful information for enhancing teaching methods in EFL settings. In order to confirm these findings and investigate the precise kinds of listening materials that best promote vocabulary development, future studies could find it useful to combine objective evaluations with self-reports.

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