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## **Extensive Listening and Viewing in EFL Learning: A Systematic Literature Review**

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<b>ARTICLE INFO</b>	<b>ABSTRACT</b>
Received: 28 Nov 2025	The growing accessibility of digital technologies has transformed how English as a Foreign Language (EFL) learners engage with authentic language input, particularly through Extensive Listening (EL) and Extensive Viewing (EV). As input-based approaches, EL and EV provide sustained exposure to meaningful auditory and audiovisual materials that may facilitate language acquisition beyond traditional classroom instruction. However, despite growing interest in EL and EV, existing evidence remains fragmented, resulting in limited integrated understanding of their implementation, linguistic and affective outcomes, technology-mediated resources, and challenges and future research directions in EFL contexts. Therefore, this study systematically reviews and synthesizes recent research on EL and EV published between 2021 and 2026. Following the Systematic Literature Review (SLR) procedures proposed by Kitchenham et al. (2007) and the PRISMA guidelines, twelve peer-reviewed articles from Scopus-indexed and SINTA-accredited journals were selected and analyzed. The findings revealed that EL and EV were predominantly implemented among undergraduate EFL learners through sustained exposure to authentic and multimodal input. Positive outcomes were reported in listening comprehension, vocabulary acquisition, pronunciation awareness, listening fluency, motivation, confidence, engagement, and learner autonomy. Technology-mediated resources, particularly YouTube, supported flexible access to authentic language exposure, while future studies emphasized broader learner populations and longitudinal designs. To conclude, the findings suggest that EL and EV may support language acquisition in EFL contexts through sustained exposure to authentic and multimodal input within technology-mediated learning environments.
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## 1. Introduction

Language exposure plays a crucial role in second and foreign language acquisition because learners develop linguistic competence through meaningful interaction with the target language. In many English as a Foreign Language (EFL) contexts, however, opportunities for authentic English exposure remain limited outside the classroom. Consequently, approaches that provide learners with various access to meaningful language input have attracted growing attention from language educators and researchers. Among these approaches, Extensive Listening (EL) and Extensive Viewing (EV) have emerged as promising practices that enable learners to engage with authentic English materials through listening and audiovisual activities.

The growing popularity of EL and EV has been further supported by rapid technological advancement. Digital platforms such as YouTube, podcasts, streaming services, audiobooks, and online video-sharing applications have expanded learners' opportunities to access authentic English materials anytime and anywhere. Through these technologies, learners are able to interact with a wide variety of spoken and audiovisual content that may facilitate language development beyond traditional classroom instruction. As a result, EL and EV have become increasingly relevant in contemporary language learning environments characterized by flexibility, learner autonomy, and accessibility of various authentic resources (Ivone & Renandya, 2019).

This increasing accessibility and integration of technology into language learning have also attracted scholars' attention to the educational value of EL and EV. However, despite the increasing number of studies demonstrating the potential benefits of EL and EV, existing evidence remains fragmented across different areas of investigation. Previous research has largely concentrated on specific outcomes of extensive input practices, including listening comprehension (Chang & Millett, 2016), vocabulary acquisition (Pujadas & Muñoz, 2019), pronunciation awareness (Almalki & Algethami, 2022), and affective dimensions such as motivation and learner engagement (Maru & Pajow, 2019). At the same time, recent studies have increasingly explored digital platforms and technology-enhanced environments that support language exposure (Sila & Gunawan, 2025; Sutton & Webb, 2026).

Moreover, EL and EV have commonly been investigated as separate practices despite their shared principle of providing sustained exposure to authentic and meaningful input. While EL traditionally emphasizes auditory exposure, EV extends language input through audiovisual experiences (Ivone & Renandya, 2019). Nevertheless, contemporary language learning environments increasingly integrate multimodal resources that blur the distinction between listening and viewing practices. This convergence suggests that EL and EV may no longer function as entirely distinct practices in contemporary language learning environments. However, relatively few studies have synthesized EL and EV within a unified framework to examine their collective contribution to language acquisition across EFL contexts.

Additionally, although multiple studies provide valuable insights into extensive input practices (Chang & Millett, 2016; Pujadas & Muñoz, 2019; Almalki & Algethami, 2022;

Maru & Pajow, 2019), their findings have generally been reported independently within specific contexts and areas of investigation, making it difficult to develop a more integrated understanding of how EL and EV support language acquisition. Also, there is only limited consolidated evidence concerning which learner groups most frequently engage in EL and EV practices, the duration commonly adopted to facilitate language development, and the acquisition processes that support sustained language exposure. Likewise, those studies have documented various linguistic and affective outcomes, however, little synthesis has identified which linguistic and affective outcomes are most consistently associated with EL and EV practices.

At the same time, the growing integration of digital technologies has transformed access to authentic language input and expanded opportunities for EL and EV implementation. Previous studies have examined the use of technology-mediated multimodal resources (Sutton & Webb, 2026; Green, 2021) that provide learners with authentic language input through the integration of auditory, visual, and textual modes. Nevertheless, research on these resources remains distributed across separate investigations, leaving limited synthesis of which media platforms are most frequently utilized to support extensive language exposure.

Another important limitation concerns the limited synthesis of implementation challenges and future directions related to EL and EV practices. Previous studies have predominantly emphasized positive learning outcomes while providing less systematic discussion of recurring implementation barriers, contextual constraints, and areas requiring further investigation. Recommendations for future research likewise remain dispersed across individual studies, making it difficult to identify emerging priorities and directions for the development of EL and EV scholarship. Consolidating these findings is essential to support future pedagogical innovation and guide subsequent research.

Therefore, a systematic literature review is necessary to consolidate current evidence and provide a more comprehensive understanding of EL and EV practices in EFL contexts. Unlike previous studies that primarily focus on isolated outcomes or specific learning environments, this review integrates implementation characteristics, language acquisition outcomes, technology-mediated resources, challenges, and future research directions within a unified analytical framework. By synthesizing findings across recent studies, this review seeks to provide broader insights into how EL and EV are implemented to support language acquisition and to offer evidence that may inform future research and pedagogical practices in technology-enhanced language learning.

Accordingly, this study aims to systematically review and synthesize recent research on EL and EV in EFL contexts. Specifically, the review examines the implementation characteristics of EL and EV practices, identifies commonly reported linguistic and affective outcomes, explores the media platforms and technology-mediated resources utilized, and maps current challenges and future research opportunities. To achieve these objectives, the study addresses the following research questions:

1. How are EL and EV implemented in EFL contexts to support language acquisition?
2. What linguistic and affective outcomes are commonly reported in previous studies

on EL and EV?

3. What media platforms and technology-mediated resources are frequently utilized in EL and EV practices?
4. What challenges and future research opportunities in EL and EV Studies?

## **2. Theoretical Framework**

### **2.1 Extensive Listening**

Extensive Listening (EL) is derived from the principles of extensive reading and refers to learners' engagement with large amounts of comprehensible auditory input for general understanding and enjoyment rather than intensive language analysis. EL emphasizes meaning-focused listening, learner autonomy, and repeated exposure to authentic language materials. Through continuous interaction with spoken input, learners are encouraged to develop listening competence naturally while simultaneously acquiring vocabulary, pronunciation patterns, and discourse structures.

Unlike traditional listening instruction, which often focuses on detailed comprehension and explicit language analysis, EL prioritizes fluency development and sustained exposure to meaningful content (Su et al., 2024). Learners are typically allowed to select listening materials based on their interests and proficiency levels, which may enhance motivation and engagement (Sila & Gunawan, 2025). Common EL resources include podcasts, audiobooks, online radio programs, and streaming audio content. Previous studies have reported that EL contributes positively to listening comprehension, vocabulary acquisition, pronunciation awareness, and learner confidence (Maru & Pajow, 2019; Setyawan et al., 2022).

The rapid growth of digital technology has further strengthened the implementation of EL by providing learners with flexible access to authentic listening materials. Mobile devices, streaming applications, and online learning platforms enable learners to engage with English input anytime and anywhere, supporting autonomous and self-regulated learning practices. Consequently, EL has become an increasingly popular approach for promoting language exposure in EFL contexts.

### **2.2 Extensive Viewing**

Alongside the development of EL, the concept of extensive input has expanded to include Extensive Viewing (EV), which refers to learners' engagement with large quantities of audiovisual materials for meaning-focused comprehension and enjoyment (Ivone & Renandya, 2019). EV applies the same principles as EL but incorporates visual elements that accompany spoken language, allowing learners to process information through both auditory and visual channels simultaneously.

Common EV resources include movies, television programs, documentaries, YouTube videos, online streaming content, and other forms of digital audiovisual media (Pujadas & Muñoz, 2019; Paradita et al., 2025; Feng & Webb, 2020). In addition to spoken language, learners are exposed to visual cues such as facial expressions, gestures, images, contextual settings, and subtitles, which may facilitate comprehension and meaning

construction. As a result, EV provides learners with opportunities to experience authentic language use within realistic communicative contexts.

From a multimodal learning perspective, meaning is constructed through the interaction of multiple modes of communication, including auditory, visual, and textual resources (Paradita et al., 2025). Therefore, EV may support language acquisition more effectively by enabling learners to integrate information from several channels simultaneously. Previous studies have reported that EV contributes to vocabulary development, listening comprehension, communicative awareness, and learner motivation while also increasing familiarity with authentic spoken English (Gesa & Miralpeix, 2023; Ivone & Renandya, 2019).

### ***2.3 Language Acquisition and Input Based Learning***

The theoretical foundation of EL and EV is closely associated with Krashen's Input Hypothesis (1985), which posits that language acquisition occurs when learners are exposed to comprehensible input that is slightly beyond their current level of competence. According to Krashen, acquisition develops naturally through meaningful interaction with language rather than through explicit instruction alone.

Krashen (2004) further highlights the importance of compelling input, referring to materials that are sufficiently engaging to attract learners' attention and encourage sustained interaction with the target language. When learners are exposed to comprehensible and compelling input over extended periods, they gradually internalize linguistic features, including vocabulary, pronunciation, grammatical structures, and discourse patterns (Krashen 2018). Therefore, EL and EV can be viewed as practical applications of input-based language acquisition theory because both approaches provide opportunities for learners to engage extensively with meaningful language input.

## **3. Method**

This study employed a Systematic Literature Review (SLR) design to systematically identify, evaluate, and synthesize previous studies related to EL and EV in EFL contexts. The SLR approach was selected because it enables researchers to comprehensively map existing evidence, identify research trends, and develop an integrated understanding of a particular research area through a transparent and structured review process. In conducting the review, this study adapted the SLR procedures proposed by Kitchenham et al. (2007), which consist of three major phases: planning the review, conducting the review, and reporting the review findings.

The planning phase involved formulating the research questions and establishing the inclusion and exclusion criteria. The conducting phase included searching for relevant studies, screening and selecting eligible articles, extracting relevant data, and synthesizing the findings. Finally, the reporting phase focused on presenting and interpreting the synthesized findings according to the established research questions. To enhance transparency and rigor throughout the review process, this study also followed the Preferred Reporting Items for Systematic Reviews and Meta-Analyses (PRISMA)

guidelines (Page et al., 2021).

The literature search was conducted through several academic databases, including Google Scholar, Scopus, and SINTA. The search employed keywords such as “Extensive Listening” and “Extensive Viewing” to identify potentially relevant studies. The inclusion criteria were established to ensure the quality and relevance of the selected studies. First, only articles published in reputable journals indexed in Scopus or accredited by SINTA at a minimum level of SINTA 3 were included. Second, the selected studies had to investigate EL and/or EV in EFL learning contexts. Third, only studies published between 2021 and 2026 were considered to ensure the currency and relevance of the reviewed literature.

Meanwhile, studies were excluded if they were not conducted in EFL contexts, did not specifically discuss EL or EV practices, consisted of books, book chapters, conference abstracts, unpublished theses, or lacked accessible full-text versions. Studies published before 2021 and articles appearing in journals that were not indexed in Scopus or accredited at a minimum level of SINTA 3 were also excluded.

The study selection process followed the PRISMA guidelines, including the stages of identification, screening, eligibility assessment, and final inclusion. Initially, 52 records were identified from Scopus-indexed and SINTA-indexed journals. After removing inaccessible articles that did not meet the inclusion criteria, 12 studies were retained for the final review. The complete article selection process is presented in Figure 1.

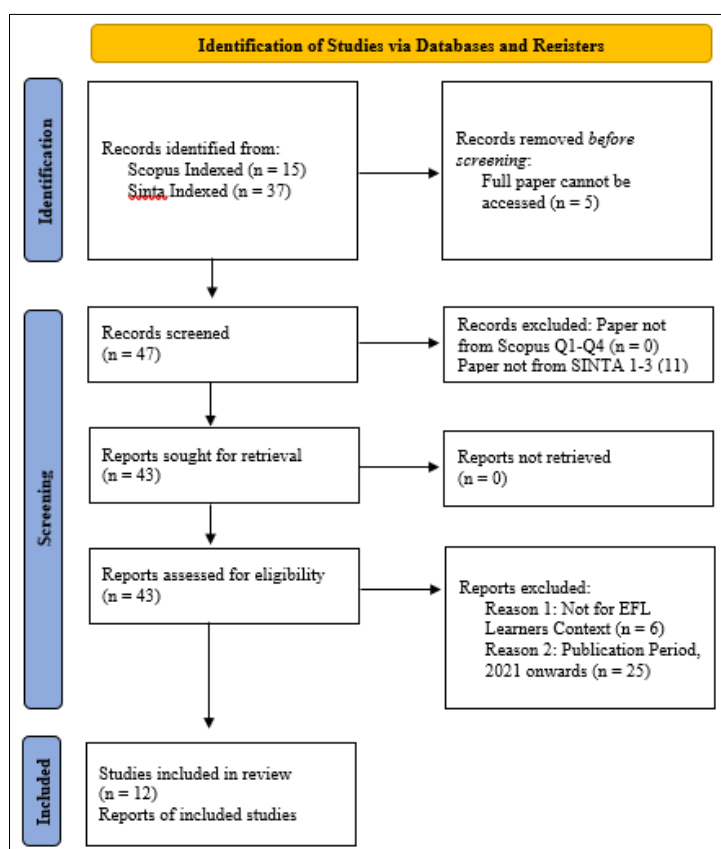


Figure 1. PRISMA Flow Diagram 2020

Following the final selection of studies, relevant data were extracted using a data extraction matrix. The extracted information included authors, publication year, research context, participants' level/grade, duration, media platforms, linguistic and affective outcomes, and major findings. The extracted data were subsequently analyzed through thematic synthesis to identify recurring patterns related to the implementation of EL and EV, their contributions to support language acquisition, linguistics and affective outcomes, the technological resources employed, and the challenges and future research opportunities reported in the literature.

Through these procedures, the present study systematically synthesized how EL and EV contribute to language acquisition in EFL contexts, identified the linguistic and affective outcomes associated with these practices, examined the media platforms and technology-mediated resources which was frequently utilized, and explored the challenges and future research opportunities emerging from the existing body of literature.

#### 4. Results and Discussion

##### 4.1. Implementation of Extensive Listening and Extensive Viewing in EFL Contexts for Language Acquisition

To address the first research question concerning how EL and EV are implemented to support language acquisition in EFL contexts, the reviewed studies were synthesized based on learner characteristics, input features, language acquisition processes, and implementation practices. The findings revealed that EL and EV were predominantly implemented through sustained engagement with authentic auditory and audiovisual materials, such as podcasts, audiobooks, YouTube videos, movies, and streaming services. Most studies reported that learners acquired language through repeated exposure to meaningful and comprehensible input, supported by features such as subtitles, captions, transcripts, playback control, and contextual visual cues. The reviewed studies further indicated that EL and EV practices commonly promoted learner autonomy by allowing students to select materials according to their interests and proficiency levels while engaging in self-directed learning both inside and outside the classroom. Overall, the implementation of EL and EV emphasized flexible access to authentic language resources and continuous exposure to comprehensible and compelling input, thereby creating favorable conditions for language acquisition. Table 1 presents the implementation characteristics of EL and EV practices identified across the reviewed studies.

**Table 1.** Implementation of EL and EV to Support Language Acquisition in EFL Contexts

No	Author(s)	Learners Level/Participants	Duration	EL/EV Type	Input Features	Acquisition process
1	(Wahidah et al., 2026b)	Undergraduate EFL learners	8–12 weeks	EL	Authentic spoken narratives with	Repeated auditory exposure and self-

					playback control and transcripts	regulated listening strategies
2	(Wahidah et al., 2026a)	Undergraduate EFL learners	One semester	EL	Authentic conversational English and natural speech	Exposure to real-life spoken interaction and contextual listening
3	(Paradita et al., 2025)	Undergraduate EFL learners	8 weeks	EV	Audiovisual input with subtitles and contextual cues	Simultaneous auditory and visual meaning construction
4	(Maharani et al., 2025)	Undergraduate EFL learners	One semester	EL/EV	Multicultural audio-video materials	Repeated exposure to diverse English varieties selected by learners
5	(Dimasanti & Inayati, 2025)	Undergraduate EFL learners	6–8 weeks	EL	Mobile-accessible authentic listening materials	Flexible repeated listening and replay strategies
6	(Farhan Sila & Handi Gunawan, 2025)	Undergraduate EFL learners	Not reported	EL	Self-selected authentic audiovisual materials	Learner-controlled exposure beyond classroom settings
7	(Fitri et al., 2025)	EFL students	One semester	EL/EV	Combined audio, video, and digital learning tasks	Integration of auditory and visual processing
8	(Su et al., 2024)	Undergraduate EFL learners	Not reported	EL	Podcasts, BBC Learning English, and	Frequent access to comprehensible input, student-

					streaming resources	selected online listening resources
9	(Gesa & Miralpeix, 2023)	Secondary/University learners	Several weeks	EV	Audiovisual input supported by subtitles	Incidental acquisition through contextualized repetition
10	(Larrotta, 2022)	Undergraduate EFL learners	One semester	EL/EV	Asynchronous audio-video communication	Meaning-focused digital interaction and repeated exposure
11	(Setyawan et al., 2022)	EFL learners	Not reported	EL/EV	Movies, YouTube videos, podcasts, and audiobooks	Enjoyable and compelling exposure to authentic materials
12	(Muñoz et al., 2023)	Secondary school learners	Several weeks	EV	English TV series with subtitles	Simultaneous listening, reading, and contextual interpretation

As presented in Table 1, the reviewed studies revealed several common patterns in the implementation of EL and EV across EFL contexts. First, EL and EV were predominantly implemented among undergraduate EFL learners, with only a limited number of studies involving secondary school students. This finding suggests that numerous input-based approaches have been more widely adopted in higher education settings, where learners are often expected to engage in autonomous and self-directed learning practices.

Regarding the duration of implementation, most studies reported interventions ranging from six weeks to one academic semester, indicating that EL and EV were generally designed as sustained learning activities rather than short-term instructional treatments. Such extended exposure appears consistent with the fundamental principle of extensive input, which emphasizes regular and prolonged engagement with meaningful language resources to facilitate language development over time.

In terms of language acquisition processes, several recurring patterns emerged. Most EL studies emphasized repeated auditory exposure, self-regulated listening, and frequent interaction with authentic spoken English. Meanwhile, EV studies highlighted multimodal meaning construction, in which learners processed language through the

simultaneous integration of auditory, visual, and textual information. Other studies reported contextualized repetition, learner-controlled exposure, and meaning-focused interaction as important mechanisms supporting language development. Collectively, these findings suggest that EL and EV facilitate language acquisition by providing learners with continuous opportunities to encounter linguistic forms and meanings in authentic communicative contexts.

#### 4.2. Linguistic and Affective Outcomes of Extensive Listening and Extensive Viewing

To identify the most frequently reported outcomes of EL and EV practices, the reviewed studies were analyzed based on their linguistic and affective findings. The synthesis revealed that EL and EV contributed not only to learners' language development but also to their emotional engagement and learning attitudes. Table 2 summarizes the common linguistic and affective outcomes reported across the reviewed studies.

**Table 2:** Common Linguistics and Affective Outcomes Reported in EL and EV Studies

Outcome Category	Common Findings	Number of Studies	Example Studies
Linguistic Outcomes	Listening comprehension improvement	10	(Wahidah et al., 2026a); (Dimasanti & Inayati, 2025); (Su et al., 2024); (Muñoz et al., 2023);
	Vocabulary acquisition	9	(Paradita et al., 2025); (Pujadas & Muñoz, 2019); (Setyawan et al., 2022)
	Pronunciation awareness	7	(Dimasanti & Inayati, 2025); (Wahidah et al., 2026b)
	Listening fluency	6	(Wahidah et al., 2026a); (Dimasanti & Inayati, 2025)
	Familiarity with authentic spoken English	8	(Maharani et al., 2025); (Gesa & Miralpeix, 2023); (Su et al., 2024)
	Communicative competence	5	(Maharani et al., 2025); (Larrotta, 2022)
Affective Outcomes	Increased motivation	10	(Setyawan et al., 2022); (Farhan Sila & Handi Gunawan, 2025)
	Greater learner engagement	9	(Fitri et al., 2025); (Paradita et al., 2025); (Setyawan et al., 2022)
	Increased confidence	7	(Pujadas & Muñoz, 2019); (Dimasanti & Inayati, 2025); (Gesa & Miralpeix, 2023)
	Learner autonomy	8	(Farhan Sila & Handi Gunawan, 2025); (Wahidah et al., 2026b); (Su et al., 2024)
	Reduced language anxiety	5	(Gesa & Miralpeix, 2023); (Paradita et al., 2025)

	Enjoyment of learning activities	9	(Paradita et al., 2025); (Setyawan et al., 2022); (Wahidah et al., 2026b)
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As shown in Table 2, the reviewed studies consistently reported positive linguistic outcomes associated with EL and EV practices. Listening comprehension improvement emerged as the most frequently identified linguistic outcome, followed by vocabulary acquisition and familiarity with authentic spoken English. Most studies indicated that repeated exposure to authentic auditory and audiovisual materials enabled learners to develop better understanding of natural speech patterns, pronunciation, contextual expressions, and communicative language use. Several studies further suggested that EL and EV facilitated incidental language acquisition processes through meaningful and repeated interaction with comprehensible input.

In terms of affective outcomes, increased motivation appeared as the most commonly reported finding across the reviewed studies. The findings also demonstrated that EL and EV contributed positively to learner engagement, confidence, autonomy, and enjoyment during language learning activities. Several studies indicated that flexible access to enjoyable and learner-selected materials created more relaxed learning environments, which may help reduce learners' language anxiety and encourage more sustained interaction with English input.

#### ***4.3. Media Platforms and Technology-Mediated Resources in Extensive Listening and Extensive Viewing Practice***

Technological advancement has played an important role in supporting EL and EV implementation in EFL learning contexts. The reviewed studies demonstrated that learners frequently utilized various digital media platforms and technology-mediated resources to access authentic English input more flexibly and independently. These platforms not only provided abundant listening and viewing materials but also offered technological features that facilitated learners' comprehension and engagement. Table 3 summarizes the media platforms and technology-mediated resources commonly utilized in the reviewed studies.

**Table 3.** Media Platforms Utilized in EL and EV Practices

<b>Media Platforms</b>	<b>Functions in EL/EV Practices</b>	<b>Number of Studies</b>	<b>Example Studies</b>
<b>YouTube</b>	Authentic audiovisual exposure and autonomous listening/viewing	8	(Wahidah et al., 2026b); (Farhan Sila & Handi Gunawan, 2025); (Su et al., 2024)
<b>TV series and movies</b>	Extensive viewing and contextual language learning	7	(Paradita et al., 2025); (Pujadas & Muñoz, 2019); (Gesa & Miralpeix,

			2023)
<b>Podcasts</b>	Extensive listening practice and mobile learning	6	(Dimasanti & Inayati, 2025); (Su et al., 2024); (Setyawan et al., 2022)
<b>Subtitles/Captions</b>	Comprehension support and vocabulary recognition	6	(Paradita et al., 2025); (Pujadas & Muñoz, 2019); (Maharani et al., 2025)
<b>Streaming platforms</b>	Flexible access to authentic English materials	5	(Paradita et al., 2025); (Maharani et al., 2025); (Larrotta, 2022)
<b>Audiobooks</b>	Repeated listening exposure and listening fluency development	4	(Wahidah et al., 2026a); (Setyawan et al., 2022)

As presented in Table 3, YouTube emerged as the most frequently utilized platform in EL and EV practices due to its accessibility and abundance of authentic audiovisual materials. The reviewed studies also indicated that podcasts, audiobooks, TV series, movies, and streaming platforms were commonly used to provide extensive exposure to spoken English in both listening and viewing activities. Several studies further highlighted the importance of technology-mediated features such as subtitles, captions, playback speed adjustment, and mobile accessibility in supporting learners' comprehension and engagement during EL and EV activities.

The findings additionally revealed that digital platforms enabled learners to engage with English materials more flexibly beyond classroom settings. Most studies suggested that technology-mediated EL and EV practices promoted autonomous learning behaviors by allowing learners to select materials based on their preferences, proficiency levels, and learning goals. Furthermore, multimodal resources integrating auditory and visual input appeared to facilitate more meaningful language exposure and contextual understanding.

#### ***4.4. Challenges and Future Research Opportunities in Extensive Listening and Extensive Viewing Studies***

Although EL and EV practices have demonstrated considerable benefits for language acquisition and learner engagement, the reviewed studies also identified several challenges affecting their implementation in EFL contexts. In addition, the studies highlighted a number of future research opportunities to further develop understanding of EL and EV practices across diverse learning environments. The identified challenges mainly concerned learners' comprehension difficulties, technological limitations, and engagement issues during both activities. Meanwhile, future research opportunities emphasized the importance of broader investigations involving longitudinal studies, learner diversity, technology-enhanced learning environments, and the relationship

between EL/EV and other language skills. Table 4 presents the synthesized challenges and future research opportunities identified across the reviewed studies.

**Table 4.** Challenges and Future Research

Category	Findings Identified	Focus/Implication	Number of Studies	Example Studies
Challenges	Fast speech and unfamiliar accents	Difficulties in comprehending authentic spoken English input	8	(Gesa & Miralpeix, 2023); (Dimasanti & Inayati, 2025)
	Limited vocabulary knowledge	Insufficient lexical knowledge affecting comprehension	7	(Paradita et al., 2025); (Wahidah et al., 2026a)
	Maintaining concentration during prolonged listening/viewing	Reduced attention and engagement during extended exposure	6	(Fitri et al., 2025); (Setyawan et al., 2022)
	Dependence on subtitles/captions	Overreliance on textual support during viewing activities	5	(Pujadas & Muñoz, 2019); (Gesa & Miralpeix, 2023)
	Limited technological access	Internet connectivity and digital accessibility issues	4	(Larrotta, 2022); (Dimasanti & Inayati, 2025)
Future Research Opportunities	Longitudinal EL/EV studies	Examining long-term effects of EL and EV on language acquisition	8	(Wahidah et al., 2026b); (Maharani et al., 2025)
	Comparative studies across proficiency levels	Investigating EL and EV effectiveness among diverse learner levels	6	(Wahidah et al., 2026a); (Dimasanti & Inayati, 2025)
	Technology-enhanced and digital EL/EV	Exploring multimodal and technology-mediated learning environments	7	(Wahidah et al., 2026b); (Fitri et al., 2025)
	EL/EV and other language skills	Examining impacts on speaking, writing, and pragmatic competence	5	(Paradita et al., 2025); (Wahidah et al., 2026b)

As presented in Table 4, fast speech and unfamiliar accents emerged as the most frequently reported challenges in EL and EV practices. Most studies indicated that

learners experienced difficulties understanding authentic spoken English due to rapid speech delivery, accent variation, and limited exposure to natural language use. Several studies also revealed that limited vocabulary knowledge constrained learners' comprehension during listening and viewing activities. In addition, maintaining concentration during prolonged exposure was identified as another common issue, particularly in technology-mediated EL and EV environments. Some studies further reported that learners tended to rely heavily on subtitles and captions, which potentially reduced direct listening comprehension development. Technological limitations, including unstable internet access and insufficient digital resources, were also identified as obstacles affecting the implementation of EL and EV practices.

Regarding future research opportunities, the reviewed studies consistently emphasized the need for longitudinal investigations examining the long-term effects of EL and EV on language acquisition. Several studies also suggested conducting comparative investigations across different proficiency levels to better understand how EL and EV practices affect learners with diverse linguistic backgrounds and competencies. Furthermore, the findings highlighted increasing interest in technology-enhanced and digital EL/EV environments, particularly involving multimodal learning and AI-assisted language learning technologies. Some studies additionally recommended exploring the relationship between EL/EV and other language skills, such as speaking, writing, and pragmatic competence, to provide a more comprehensive understanding of EL and EV contributions to language development.

#### ***4.5 Discussion***

To support language acquisition in EFL contexts, EL and EV were predominantly implemented among undergraduate learners, with only a limited number of studies involving secondary school students. This pattern suggests that extensive input-based practices are more frequently adopted in higher education settings, where learners are generally encouraged to engage in autonomous and self-directed learning. Despite the majority of tertiary level, studies reveal that multimodal input also matters for young learners (Pu et al., 2025) and teenagers (Pujadas & Muñoz, 2019), although still dominated by undergraduates. The reviewed studies further revealed that EL and EV were typically conducted over periods ranging from six weeks to one academic semester. Such sustained implementation reflects the principle that language acquisition develops gradually through continuous exposure (Maru & Pajow, 2019) to meaningful input rather than through short-term instructional intervention.

Regarding acquisition processes, EL practices primarily emphasized repeated auditory exposure and listening repetition, whereas EV practices promoted multimodal meaning construction through the integration of auditory and visual information. Other recurring processes included contextualized learning, learner-controlled material selection, and self-regulated engagement with language resources. Collectively, these findings suggest that EL and EV support language acquisition by providing sustained access to authentic and comprehensible input through both auditory and audiovisual

channels which align with (Feng & Webb, 2020; Webb et al., 2023).

The reviewed studies also indicated that EL and EV practices contributed positively to both linguistic and affective dimensions of language learning. Linguistically, most studies reported improvements in listening comprehension, vocabulary acquisition, pronunciation awareness, listening fluency are the most competence and familiarity with authentic spoken English. These findings are consistent with previous studies emphasizing that repeated exposure to meaningful input facilitates incidental language acquisition and communicative competence development (Maru & Pajow, 2019). Interestingly, it also confirms the study of (Aliyar et al., 2026) between listening and reading, and reporting that listening to audio-books more significantly facilitate vocabulary gains compared to reading a novel. In affective terms, EL and EV practices were frequently associated with increased motivation, learner engagement, confidence, and learner autonomy. The enjoyable and flexible nature of EL and EV activities reflects the concept of compelling input, where emotional engagement and low affective barriers may enhance language acquisition processes (Ivone & Renandya, 2019; Pu et al., 2025).

Beyond improving accessibility, the role of digital technology provides opportunities for learners to engage with multimodal input, whereby meaning is constructed through the interaction of auditory, visual, and textual resources. For instance, YouTube videos enable learners to process spoken language alongside visual cues, such as facial expressions, gestures, images, and contextual settings, while subtitles provide additional textual support. Such multimodal exposure may facilitate language acquisition by allowing learners to integrate information from multiple channels simultaneously. Therefore, technological advancement has expanded opportunities for autonomous and multimodal language learning beyond traditional classroom settings. This finding is consistent with multimodal learning perspectives, which suggest that learning can be enhanced when information is presented through multiple modes of representation, allowing learners to integrate auditory, visual, and textual input to construct meaning more effectively (Pu et al., 2025).

The reviewed studies further highlighted several future research opportunities. Most studies emphasized the need for longitudinal investigations examining the long-term impact of EL and EV on language acquisition development. Comparative studies involving learners with different proficiency levels were also recommended to better understand how EL and EV practices function across diverse EFL contexts. In addition, increasing attention was directed toward technology-enhanced and AI-assisted EL/EV environments, particularly concerning multimodal learning and personalized language learning experiences. Further investigation into the relationship between EL/EV and other language skills, such as speaking, writing, and pragmatic competence, was likewise recommended to provide a more comprehensive understanding of EL and EV contributions to language development.

Several limitations should also be acknowledged in this review. First, the number of reviewed studies remained relatively limited, consisting of only twelve articles published between 2021 and 2026. Second, most studies were conducted within higher education

EFL contexts, which may limit the generalizability of the findings to other educational levels or learning environments. Third, variations in research designs, participant characteristics, and technological platforms across the reviewed studies may have influenced the consistency of the findings synthesized in this review. Therefore, future systematic literature reviews involving datasets and more diverse educational contexts are recommended to provide deeper understanding of EL and EV.

## 5. Conclusion

This systematic literature review synthesized twelve studies published between 2021 and 2026 to examine the implementation and contributions of EL and EV in EFL contexts. The findings revealed that EL and EV are commonly implemented through sustained exposure to authentic auditory and audiovisual materials, primarily among undergraduate EFL learners. Language acquisition was facilitated through repeated exposure to comprehensible input, self-regulated learning, contextualized meaning-making, and multimodal processing.

The review further demonstrated that EL and EV contribute positively to both linguistic and affective development. Linguistically, learners benefited from improvements in listening comprehension, vocabulary acquisition, pronunciation awareness, listening fluency, and familiarity with authentic spoken English. Those contributions should be supported by a consistent engagement towards the language inputs. Affectively, EL and EV were associated with increased motivation, engagement, confidence, and learner autonomy. In addition, digital technologies played an essential role in supporting these practices, with YouTube emerging as the most frequently utilized platform due to its accessibility, authentic content, and multimodal features.

Despite these positive findings, the reviewed studies highlighted several challenges, including difficulties with fast speech, limited vocabulary knowledge, and dependence on subtitles. Future research should therefore focus on longitudinal investigations, comparative studies across proficiency levels, and the integration of technology-enhanced and AI-assisted learning environments to better understand the long-term impact of EL and EV on language development.

To conclude, the findings suggest that EL and EV represent valuable input-based approaches that support language acquisition by providing learners with meaningful, authentic, and technology-mediated opportunities for language exposure. This review contributes to the growing body of literature by offering a comprehensive synthesis of implementation practices, learning outcomes, technological resources, and future directions related to EL and EV in EFL contexts. Furthermore, the review underscores the importance of incorporating EL and EV into EFL curricula as complementary learning practices that foster both language proficiency and learner engagement in increasingly digital educational environments.

## Conflict of interest

The author declares that there is no conflict of interest.

### Authors' contribution

The author made substantial contributions to the conception and design of the study. The authors took responsibility for data analysis, interpretation and discussion of results. The authors read and approved the final manuscript.

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