

Exploring Lecturers' Perceptions of Developing Web 2.0 Extensive Listening Materials using the ICE Framework

Surti Milarisa *, Muhammad Bayu, Djupiansyah Ganie, Tiarasari Mawi & Merlin Djamal

Universitas Muhammadiyah Berau, Berau, Indonesia

* surti_milarisa87@students.unnes.ac.id

ARTICLE HISTORY

Received : 2025-03-01

Revised : 2025-08-21

Accepted : 2025-08-25

KEYWORDS

English language teaching

Extensive listening

ICE framework

Second language acquisition

Technology-enhanced learning

Web 2.0 Technologies



ABSTRACT

Extensive listening has long been acknowledged as an essential skill in second language acquisition, yet its implementation in higher education often suffers from limited frameworks that fail to integrate technology, cultural relevance, and learner autonomy. While prior research has highlighted the potential of Web 2.0 technologies in fostering collaboration and authentic engagement, few studies have investigated how lecturers perceive the integration of structured listening frameworks into this digital landscape. This study addresses this gap by examining lecturers' perceptions of developing Web 2.0-based extensive listening materials through the Interesting, Comprehensible, and Enjoyable (ICE) Framework. Using a descriptive qualitative design supported by quantitative insights, data were collected from 42 English lecturers across nine universities in five Indonesian provinces through online questionnaires and semi-structured interviews. The findings indicate that lecturers regarded the ICE framework as engaging, pedagogically relevant, and highly supportive of listening instruction. The "Interesting" dimension was affirmed through authentic and culturally embedded materials, notably Berau folklore; the "Comprehensible" component was reflected in accessible vocabulary and structured content; and the "Enjoyable" element enhanced learner autonomy, motivation, and reduced listening difficulties. These results suggest that the ICE Framework not only advances the design of Web 2.0 listening materials but also promotes a more student-centered and culturally responsive pedagogy. By positioning listening instruction at the intersection of technology, pedagogy, and cultural relevance, this study provides a valuable contribution for researchers seeking theoretical refinement and practitioners aiming for practical innovation in English language teaching.

1. Introduction

The rapid rise of digital technologies has reshaped the landscape of English Language Teaching (ELT), particularly in the teaching of listening, a skill long considered both vital and challenging. Computer-assisted language learning (CALL), mobile-assisted language learning (MALL), and Web 2.0-based platforms now provide learners with flexible access to authentic input and foster more interactive learning experiences (Kit et al., 2022). These innovations allow students to connect prior knowledge with new language experiences, enabling deeper awareness through the affordances of social technologies. In the context of listening, where engagement and repeated exposure are crucial, technology offers opportunities to reimagine pedagogical approaches that are efficient and learner-centered (Tsang, 2023; Yen & Thao, 2021).

Web 2.0, characterized by interactivity and collaborative participation, is recognized as a powerful tool for enhancing learning outcomes. In contrast to the static nature of Web 1.0 platforms, Web 2.0 fosters active involvement by enabling learners to contribute, share, and collaborate. This participatory environment makes language learning more engaging, socially grounded, and supportive of collective knowledge construction. Platforms such as blogs, wikis, Facebook, Twitter, and polls support authentic communication and learner engagement (Chawinga, 2017). Their integration into pedagogy has been shown to encourage collaborative learning and multimodal interaction, enabling learners to strengthen their understanding and confidence (Seau & Azman, 2021). In addition, Web 2.0 expands opportunities for social networking and knowledge sharing that enrich learners' experiences inside and beyond the classroom

(Gikas & Grant, 2013). These affordances are particularly relevant to extensive listening, where authentic exposure and motivation are essential to support long-term skill development (Milliner, 2017).

Listening has long been recognized as a critical component of language acquisition, yet its instruction often lags behind other skills in research and practice. Extensive listening (EL) has been widely acknowledged as a promising approach because it emphasizes enjoyment, comprehension, and repeated exposure to accessible input. Research has demonstrated that EL contributes significantly to language development (Chang & Millett, 2016; Ivone & Renandya, 2019), listening fluency (Scott, 2015; Permadi et al., 2017), comprehension accuracy (Yen & Thao, 2021; Reinagel, 2018), and increased exposure to authentic language (Povey, 2016). Moreover, EL supports the development of second language proficiency (Pamuji & Setyarini, 2020), fosters metacognitive awareness (Widodo & Rozak, 2016), enhances learner autonomy (Aldukhayel, 2019; Izzah & Keeya, 2017; Setyawan et al., 2022), and helps overcome boredom that students often associate with listening tasks (Shehzad et al., 2021). These studies highlight the multifaceted benefits of EL in promoting effective and enjoyable learning experiences.

Despite these well-documented advantages, the implementation of extensive listening remains problematic in many higher education contexts. Although research has provided insights into various strategies and resources, most EL practices still lack a structured framework that aligns with technological innovations and students' cultural backgrounds. For instance, while movies, songs, and online stories have been used effectively as EL resources (Renandya, 2012; Renandya & Farrell, 2011; Renandya & Jacobs, 2016), lecturers often face difficulties in selecting appropriate materials that are engaging, comprehensible, and pedagogically sound. In Indonesia, the challenge is amplified by the persistence of traditional grammar-translation approaches, the scarcity of suitable materials, and the perception that listening is a difficult skill to teach and learn (Izzah & Keeya, 2017). This absence of a well-defined listening framework often results in monotonous teaching practices and limited student engagement (Widodo & Rozak, 2016).

To address these gaps, the present study introduces the Interesting, Comprehensible, and Enjoyable (ICE) Framework as an innovative model for developing extensive listening materials in Web 2.0 environments. The ICE Framework emphasizes that effective materials must be interesting to capture learners' attention, comprehensible to ensure accessibility, and enjoyable to sustain motivation and autonomy. What distinguishes this framework is its integration of local cultural resources, such as East Kalimantan folklore, into Web 2.0-based platforms. This dual emphasis on technology and culture provides a novel solution to the lack of engaging and contextually relevant EL frameworks while also preserving local wisdom within globalized learning environments.

The novelty of this research lies in its focus on lecturers' perceptions of applying the ICE Framework to Web 2.0-based extensive listening. While prior studies have explored the pedagogical value of EL and technology integration, very few have examined lecturers' voices, despite their pivotal role in designing, adapting, and implementing instructional materials. By exploring how lecturers perceive the three ICE components, namely interesting, comprehensible, and enjoyable, this study contributes new insights into the practical and pedagogical dimensions of extensive listening frameworks.

The significance of the study extends beyond its local context, as it aims to provide a sustainable model for EL that can be adapted across diverse higher education settings. Specifically, this study seeks to answer three research questions: (1) How do lecturers perceive the "Interesting" component of developing Web 2.0 extensive listening materials using the ICE Framework? (2) How do they perceive the "Comprehensible" component? and (3) How do they perceive the "Enjoyable" component? These questions address the urgent need to understand how lecturers evaluate the feasibility and impact of integrating technology and culture into EL pedagogy.

The article is structured as follows. The next section reviews relevant literature on extensive listening, listening frameworks, and Web 2.0 in language education. The methodology section explains the research design, participants, and data collection instruments. The results present quantitative and qualitative findings, while the discussion interprets these findings in light of existing literature. The paper concludes with pedagogical implications for ELT and recommendations for future research. Ultimately, this study contributes to the broader ELT discourse by bridging technology, pedagogy, and cultural relevance, offering both researchers and practitioners an innovative model for advancing extensive listening instruction in higher education.

2. Literature Review

2.1 Extensive Listening Concept

In the aspect of English teaching, Extensive listening is defined as an approach that can encourage students to listen to a large amount of material in a more fun way. This approach permits students to listen without having to pay attention to complex language structures. Gavenila et al. (2021) define EL as a method of teaching listening that can assist students in expanding their fluency in listening in a more engaging and enjoyable manner. Moreover, according to Tsang (2023) since extensive listening is typically considered to be the less common brother of extensive reading, language practitioners may find the same ideas helpful for this skill as well. For students to comprehend extensive listening better, additional research on some subjects is still needed, as evidenced by the paucity of existing literature.

In conclusion, EL can be considered as a glass of fresh water, especially for students who think that listening is a difficult lesson. Renandya & Farrell (2011) also give emphasize on EL as all types of listening activities that are able to facilitate the students to receive greater a amount of listening input that is easy to understand and fun. By having this easy and enjoyable listening input, students can absorb the benefits of repeated exposure to engaging and rich language which can ultimately become the bridge in facilitating their listening skills development. Mayora (2017) defines EL as a variety of listening activities in which students listen for meaning and enjoyment outside the class. In line with those researchers above, Yeh (2017) also claims that EL is an activity of listening to large amounts of interesting material that is appropriate to the level of the learners.

2.2 ICE Framework of Extensive Listening Web 2.0-Based

The dearth of experts defined the listening framework literally, but the researcher defined listening as an approach that is useable for listening material development that could be very effective to learn English

effectively, Likewise, (Brownell, 2008); Imhof, 2017) says "The Hurrier Listening Framework is based on a behavioral approach to listening and identifies mental and overt action believed to be relevant for effective listening, primarily in the service industries."

In addition, Apriansyah (2018); Mishra et al (2020); Nurliana (2019); Okumus (2021) defined the integrative listening framework as an approach to teaching and learning listening. A specific framework designed to assist individuals in developing their listening abilities systematically and developmentally includes four stages: preparing for listening, applying the listening process framework, assessing listening effectiveness, and establishing goals for future listening. Based on the statements above, we can conclude that a listening framework is an approach that can assist the language learner to develop their listening skill in certain stages for achieving the goals of the target language. The design of the ICE Framework of Extensive Listening Web 2.0-Based for University Students has the procedures, which to be clearly seen also Figure 1 below:

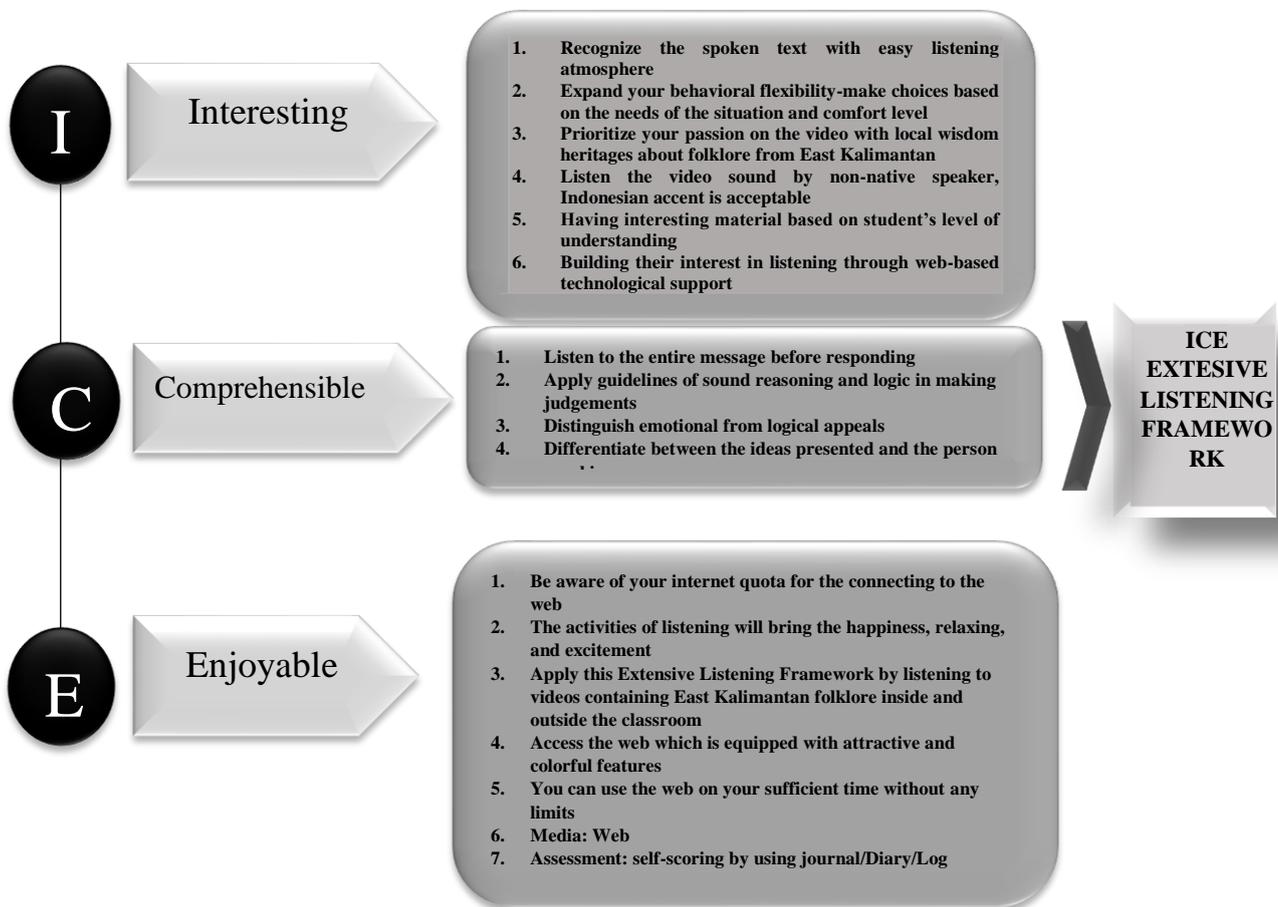


Figure 1. ICE Framework of Extensive Listening Web 2.0-Based for University Students

2.3 Web 2.0 and the Development of Extensive Listening Frameworks

Web 2.0 technologies have transformed education by enabling collaboration, participation, and interactive knowledge sharing. Unlike static platforms, Web 2.0 tools such as blogs, wikis, and social media allow learners to generate content, connect with peers, and engage in contextualized knowledge building (Bugawa & Mirzal, 2018; Crainiceanu, 2014). These technologies enhance interaction, promote active learning, and foster trust-based collaboration in classroom communities (Gikas & Grant, 2013). Their availability as free or low-cost resources broadens access to authentic communication and cooperative learning opportunities, particularly beneficial for language education where multimodal input is crucial (Seau & Azman, 2021). Beyond simple content delivery, Web 2.0 supports contextualized learning through tagging and metadata, helping students connect ideas across disciplines and reflect critically.

Integrating Web 2.0 into listening pedagogy creates opportunities for authentic, interactive, and learner-centered practices, although systematic and scalable integration across contexts and proficiency levels remains limited (Kim et al., 2024; Ye & Kaplan-Rakowski, 2024; Yan, 2025). In Indonesia, design-oriented approaches, such as ADDIE-inspired frameworks (Wahono et al., 2024) and multimedia-based materials (Kim et al., 2024), show that technology-enabled resources enhance authenticity, interactivity, and learner motivation when grounded in instructional design. Research further demonstrates that listening needs are heterogeneous, as Dewantara (2025) documents diverse requirements across audio types and task formats among Chinese IELTS learners, reinforcing the importance of flexible, multimodal resources.

A growing body of studies highlights modalities that enrich listening, including VR-based immersion, which impacts comprehension, enjoyment, and cognitive load (Ye & Kaplan-Rakowski, 2024), and digital storytelling, which fosters global digital citizenship through AI-enabled tasks (Kim et al., 2024). Multimedia-driven materials, short videos, and audiovisual sequences consistently support listening performance and motivation across learner populations (Rusli, 2024; Zhang & Nguyen, 2022; Uzun, 2023), while research on synchronous versus asynchronous modalities underscores the need to align Web 2.0 usage with proficiency levels and goals (Cheng, 2023).

Despite these advances, many studies focus on product development rather than cohesive frameworks, with metacognitive and collaborative strategies often implemented as discrete components (Shamsi & Bozorgian, 2024; Shamsitdinova, 2024). Evidence suggests that combining instructional design with metacognition, collaboration, and multimodal tools could yield an integrated framework for extensive listening (Kim et al., 2024; Wahono et al., 2024). Such a framework would emphasize resource diversity,

alignment with learner profiles, incorporation of reflective strategies, modality-conscious design, and learner-centered evaluation while ensuring accessibility, authenticity, and scalability across contexts (Dewantara, 2025; Bahtiar & Zunanik, 2023; Kamaeva et al., 2022).

This gap calls for an innovative approach that unites technological affordances with cultural contextualization. Few studies explore lecturers' perceptions of Web 2.0-based extensive listening frameworks, despite their crucial role in material selection and instructional design. Addressing this need, the current study introduces the Interesting, Comprehensible, and Enjoyable (ICE) Framework, which combines Web 2.0 technologies with culturally embedded materials, particularly East Kalimantan folklore.

The framework emphasizes engagement, accessibility, and learner motivation, offering a novel pedagogical model that aligns technology with culture. By focusing on lecturers' perceptions, the study contributes to both theoretical discussions and practical applications in English language teaching. The findings are expected to provide a sustainable model for developing extensive listening instruction that is not only innovative and relevant but also adaptable to diverse higher education contexts.

3. Method

This study employed a qualitative research design supported by quantitative insights to examine lecturers' perceptions of developing Web 2.0-based extensive listening materials through the Interesting, Comprehensible, and Enjoyable (ICE) Framework. A qualitative design was considered most suitable because it allows researchers to capture participants' experiences, perspectives, and meanings in depth, while quantitative data provided descriptive patterns that enriched the interpretation of findings (Creswell & Poth, 2018). This combination offered a holistic understanding of how the ICE Framework can enhance extensive listening pedagogy in higher education.

3.1 Participants

The participants of this study were 42 English lecturers from nine universities across five provinces in Indonesia. They were selected through convenience sampling, which was appropriate given the aim of collecting practical insights from lecturers actively involved in English language teaching.

The demographic profile of the participants revealed diversity in gender, age, and teaching experience, ranging from less than five years to more than a decade. This variation highlighted heterogeneity within the group and contributed insights from different career stages. Such diversity enriched perspectives, enabling the study to capture a broader understanding of the issues and strengthening the validity of the findings.

Table 3.1 Demographic information of ESP lecturers

Teacher Characteristics	N (42)
Gender	
Male	35.7 % (15)
Female	64.3 % (27)
Age	
27-30 years	40.47% (17)
31-40 years	59.53% (25)
Teaching experience	
1- 5 years	11.90% (5)
5-10 years	45.23% (19)
>10 years	42.85% (18)

3.2 Data Collection

Data were gathered through two primary methods: an online questionnaire and semi-structured interviews. The questionnaire was designed to obtain lecturers' perceptions of the ICE Framework in relation to its three components, namely interesting, comprehensible, and enjoyable. It contained structured items that generated quantitative data as well as open-ended questions that allowed participants to elaborate on their views. To complement the questionnaire, semi-structured interviews were conducted with seven lecturers using five guiding questions. These explored the usefulness of the ICE Framework, its benefits, implementation challenges, possible solutions, and recommendations for future practice.

3.3 Instruments

The questionnaire was the main instrument for examining lecturers' perceptions of Web 2.0-based listening materials, focusing on vocabulary clarity, integration of authentic content, and learner engagement. To complement this, an interview protocol provided deeper insights by encouraging participants to share their experiences with Web 2.0 tools, evaluate the use of Berau folklore videos, and give feedback on the ICE Framework. Together, the two instruments offered both broad patterns and detailed perspectives.

Following the questionnaire, semi-structured online interviews were conducted with seven lecturers using five open-ended prompts: the usefulness of the ICE Framework, its benefits, challenges and possible solutions, feedback and recommendations, and their interest in adopting it. These interviews enriched the survey findings by generating more nuanced and contextualized responses.

3.4 Data Analysis

The analysis was carried out in two stages. First, quantitative data from the questionnaire were analyzed

using descriptive statistics in the form of percentages, which provided an overview of lecturers' general perceptions. Second, qualitative data from open-ended questionnaire responses and interview transcripts were analyzed inductively with the help of NVivo 12 software. Coding, categorization, and theme generation were applied to identify recurring ideas and nuanced experiences. Triangulation of quantitative and qualitative findings was employed to ensure credibility, enabling the results to be interpreted with greater confidence.

3.5 Ethical Considerations

Ethical principles were observed throughout the research process. Informed consent was obtained from all participants, and their confidentiality was ensured by anonymizing responses. Participation was voluntary, and the perspectives of lecturers were presented respectfully and accurately to reflect their authentic voices.

4. Results

4.1 Lecturers' Perceptions of the Interesting Component

The Interesting component emerged as the most prominent strength of the ICE Framework. Survey findings indicated strong endorsement across all aspects, with authentic content (90 percent) and learner motivation (88 percent) receiving the highest levels of agreement, followed by visual design (85 percent) and audio-visual support (80 percent). To deepen this understanding, qualitative data were analyzed, revealing how lecturers interpreted these features in their teaching contexts.

4.1.1 Engagement through Authentic Content

Lecturers emphasized that the integration of Berau folklore videos enhanced both engagement and cultural relevance. One participant noted, "*The folklore videos made listening tasks more alive. Students were eager to discuss the stories, and I felt the material connected them emotionally to the learning*" (L1). Authenticity was thus framed as more than an added feature; it anchored listening practice in meaningful cultural contexts that fostered pride and identity.

4.1.2 Visual and Design Appeal

The digital interface was consistently described as visually attractive and well-structured. As one lecturer explained, "*The platform design is very attractive. Once students open the page, the colors and layout invite them to continue exploring, unlike the usual text-heavy resources*" (L3). Such comments suggest that aesthetics serve as a motivational gateway, lowering barriers to engagement and encouraging exploration.

4.1.3 Accessibility through Multimedia Support

Clear audio and visual cues supported learners across varying proficiency levels. A lecturer reflected, "*The sound clarity and visual support really helped.*"

Even weaker students found it easier to follow, and they stayed engaged longer” (L5). These observations indicate that the Interesting component was not only appealing but also inclusive, ensuring sustained engagement across diverse learners.

4.1.4 Motivation and Autonomy

Several participants noted that interest translated into greater learner independence. One observed, “I noticed students became more independent. They enjoyed the content and did not wait for my prompts all the time. This framework gave them energy to learn” (L7). This demonstrates how engaging materials can reduce reliance on teacher guidance and encourage self-directed learning.

Table 1. Triangulation of Findings on the Interesting Component

Source of Evidence	Key Insights
Survey	Authentic content (90%), Motivation (88%), Visual design (85%), Audio-visual support (80%).
Interviews	Authenticity fostered cultural connection (L1); Design aesthetics encouraged exploration (L3); Multimedia clarity enhanced inclusivity (L5); Interest promoted autonomy (L7).
Observation of Framework	Integration of folklore videos, colorful layout, and high-quality sound supported sustained engagement across diverse learners.

The triangulated findings indicate that the Interesting component functioned as a pedagogical driver rather than a superficial addition. Authentic cultural content provided emotional resonance, design aesthetics encouraged exploration, and multimedia clarity ensured inclusivity, collectively sustaining learner engagement. More importantly, this interest extended beyond enjoyment to foster learner autonomy, reducing reliance on teacher-driven motivation.

In the broader context of English language teaching, these findings suggest that interest is not merely aesthetic but pedagogical. When cultural authenticity, appealing design, and inclusive features are integrated, extensive listening becomes a dynamic and meaningful practice. The ICE Framework thus demonstrates how digital platforms can move listening pedagogy from passive reception to active, self-directed engagement, with implications for enhancing learner autonomy and contextual relevance in ELT.

4.2 Lecturers’ Perceptions of the Comprehensible Component

The Comprehensible component was consistently valued by lecturers as a crucial strength of the ICE Framework. Survey findings showed strong endorsement, particularly for vocabulary appropriateness (87 percent), structured content organization (85 percent), and coherence in sequencing (82 percent). These indicators suggested that the framework ensured students received input that was cognitively manageable, while also allowing lecturers to deliver instruction in a coherent and efficient manner.

4.2.1 Vocabulary and Input Appropriateness

Lecturers consistently emphasized that the vocabulary selection matched students’ proficiency levels, enabling learners to process listening input

without excessive cognitive strain. One participant explained, “The vocabulary selection feels right. Students are challenged, but not overwhelmed, which makes listening manageable” (L2). This reflects the pedagogical balance between providing comprehensible input and maintaining opportunities for language growth. By calibrating vocabulary difficulty, the framework allowed learners to stretch their listening capacity within an accessible zone of understanding, ensuring motivation was sustained.

4.2.2 Structured Content and Cognitive Coherence

The organization of materials was viewed as particularly beneficial in helping students follow lessons step by step. As one lecturer noted, “The way the materials are sequenced helps students follow the lessons step by step without feeling lost” (L4). This indicates that comprehensibility was not only about linguistic clarity but also about cognitive design. A structured sequence reduced extraneous cognitive load and created coherence, enabling learners to focus more on meaning-making rather than struggling with fragmented or poorly ordered materials.

4.2.3 Support for Pedagogical Efficiency

Comprehensibility also influenced lecturers’ professional practice, particularly in lesson preparation and classroom management. A participant reflected, “The framework gives me well-prepared reference materials. It saves time in lesson planning and makes classroom delivery smoother” (L6). This illustrates that when materials are comprehensible to learners, they also become operationally efficient for teachers. In this sense, comprehensibility acts as a dual mechanism: it reduces learner confusion while also alleviating lecturer workload.

4.2.4 Authenticity with Academic Rigor

Perhaps most critically, lecturers highlighted that comprehensibility was achieved without diluting academic quality. One remarked, *“The material feels authentic but still clear enough for students. It does not*

oversimplify, so the academic value is maintained” (L8). This signals that comprehensibility was not synonymous with simplification. Instead, it involved embedding authentic input into a carefully scaffolded structure that retained intellectual rigor while making content accessible.

Table 2. Triangulation of Findings on the Comprehensible Component

Source of Evidence	Key Insights
Survey	Vocabulary appropriateness (87%); Structured content (85%); Sequencing coherence (82%).
Interviews	Vocabulary created balance between challenge and support (L2); Sequencing reduced confusion (L4); Comprehensibility enhanced teacher efficiency (L6); Authenticity preserved rigor (L8).
Observation of Framework	Progressive sequencing of tasks, contextual vocabulary integration, and authentic audio supported accessibility without diluting rigor.

The triangulated findings demonstrate that the Comprehensible component was more than a technical feature of clarity; it functioned as a pedagogical bridge between accessibility and academic integrity. Vocabulary calibration allowed learners to engage within their zone of proximal development, while structured sequencing minimized unnecessary cognitive load and guided them toward deeper comprehension. Importantly, these features not only benefited learners but also improved lecturers’ professional efficiency by providing ready-to-use, coherent, and rigorous materials.

The deeper implication is that comprehensibility, when designed effectively, does not compromise academic standards. Instead, it ensures that authentic listening tasks are accessible without being simplistic, allowing students to engage meaningfully with complex content. This aligns with principles of communicative language teaching, where clarity and scaffolding create pathways for learner autonomy and higher-order comprehension. For lecturers, comprehensibility redefines material design from being solely learner-centered to being mutually supportive, where teaching and learning needs converge.

In the wider ELT context, the ICE Framework illustrates how comprehensibility can be reframed as a strategic pedagogical principle. It not only sustains learner comprehension but also streamlines instructional practice, demonstrating that accessibility and rigor can coexist. The broader contribution of these findings is the positioning of comprehensibility as a catalyst for balancing cultural authenticity, linguistic challenge, and pedagogical efficiency in extensive listening instruction.

4.3 Lecturers’ Perceptions of the Enjoyable Component

The Enjoyable component emerged as a defining strength of the ICE Framework, with lecturers consistently emphasizing its role in fostering learner

motivation, reducing anxiety, and cultivating a positive environment for extensive listening. Survey results indicated strong endorsement across key indicators, with 89 percent of lecturers agreeing that the framework promoted student motivation, 86 percent recognizing its contribution to reducing listening-related stress, and 84 percent noting its ability to encourage learner autonomy through reflective tasks. These findings collectively indicate that enjoyment was not regarded as a mere superficial attribute but rather recognized as a fundamental pedagogical element that played a crucial role in maintaining student engagement and fostering their confidence.

4.3.1 Promotion of Learner Autonomy

Lecturers valued how the framework integrated reflective tasks, such as journals and listening logs, that enabled students to monitor their progress independently. One lecturer explained, *“Students become more aware of their growth when they write reflective logs. They can see improvement, which motivates them to continue”* (L1). This demonstrates how enjoyment, when tied to autonomy, functions as an internal driver of sustained learning rather than a temporary motivator.

4.3.2 Cultural Relevance and Classroom Atmosphere

Enjoyment was also attributed to the use of culturally embedded resources, particularly authentic Berau folklore materials, which created an atmosphere of familiarity and pride. A participant noted, *“When students listen to folklore from their own culture, the classroom feels more relaxed and supportive. They see listening as something connected to their identity”* (L3). This suggests that culturally authentic content not only enhances engagement but also reduces the anxiety typically associated with listening tasks in second language learning.

4.3.3 Consistency and Confidence in Learning

Several lecturers emphasized how the enjoyable features led to greater consistency in student participation. One remarked, “*Students are more consistent in doing listening tasks because they enjoy the process. Over time, this builds their confidence to participate actively*” (L5). This illustrates how enjoyment serves as a foundation for long-term learning behaviors, transforming listening from a passive requirement into an activity that students willingly embrace.

4.3.4 Pedagogical Value of Enjoyment

Finally, lecturers highlighted that enjoyment enhanced not only learners’ experiences but also their own teaching effectiveness. As one participant stated, “*The enjoyable design makes teaching easier for us as lecturers. Students are more willing to engage, so the classroom atmosphere becomes collaborative rather than pressured*” (L7). This reflects that enjoyment is a shared construct, contributing to both student motivation and teacher satisfaction.

Table 3. Triangulation of Findings on the Enjoyable Component

Source of Evidence	Key Insights
Survey	Motivation (89%); Reduced anxiety (86%); Encouraged autonomy (84%).
Interviews	Reflective tasks foster self-awareness and motivation (L1); Cultural content creates relaxed and supportive atmosphere (L3); Enjoyment drives consistent participation and confidence (L5); Enjoyable design enhances lecturer effectiveness (L7).
Observation of Framework	Use of colorful, authentic, and culturally embedded resources; Integration of reflective journals and logs; Materials designed to reduce monotony and build engagement.

The analysis demonstrates that the Enjoyable component was not an ancillary benefit but an essential pedagogical principle in the ICE Framework. Reflective tasks facilitated autonomy by making learners active participants in tracking their progress, thereby linking enjoyment to self-regulation and sustained motivation. The integration of culturally relevant folklore strengthened emotional engagement while simultaneously reducing performance anxiety, revealing how enjoyment and cultural authenticity intersect to create inclusive learning spaces. Furthermore, enjoyment encouraged consistency, which in turn nurtured confidence, illustrating a cyclical relationship where positive affect drove greater participation and achievement.

From a pedagogical standpoint, enjoyment redefined the listening experience for both learners and lecturers. For learners, it transformed listening from a task often associated with stress into an engaging and identity-affirming process. For lecturers, it improved classroom dynamics and facilitated smoother instruction. The broader implication for ELT is that enjoyment should be repositioned as a core design principle rather than a supplementary feature. By embedding enjoyable and culturally authentic experiences, the ICE Framework demonstrates that motivation, confidence, and learning outcomes can be strengthened in ways that traditional, test-oriented approaches to listening rarely achieve.

5. Discussion

This study investigated lecturers’ perceptions of the Interesting, Comprehensible, and Enjoyable components of the ICE Framework for developing Web 2.0-based extensive listening (EL) materials enriched with local

cultural content. The findings confirm that the framework effectively addressed key challenges in listening pedagogy by sustaining learner interest, ensuring comprehensibility, and fostering enjoyment, which in turn supported autonomy and teaching effectiveness.

Lecturers emphasized the Interesting component as a pedagogical innovation that increased motivation and engagement, noting that the multimodal design, colorful layout, and use of Berau folklore videos made the materials both visually appealing and culturally meaningful. This extends prior research that often viewed Web 2.0 primarily as an interactive space (Bugawa & Mirzal, 2018; Crainiceanu, 2014), by showing how technology can be integrated into structured listening instruction that is culturally responsive and identity-affirming.

The Comprehensible component was valued for reducing anxiety and making input more accessible. Research affirms that comprehensible input lowers cognitive load and supports meaningful processing (Rahmaningtyas & Mardhiyyah, 2021), while authentic video fosters development when it remains rigorous yet accessible (Polat & Erişti, 2022; Schenker & Sippel, 2023). Studies also highlight the importance of vocabulary selection, content organization, and varied level-appropriate resources in promoting coherence, lexical growth, and strategy use (Hoa et al., 2024; Liando et al., 2021; Pan, 2022). The ICE Framework aligns with these principles by ensuring clarity, structure, and pedagogical coherence, consistent with findings that scaffolded multimedia tasks enhance

motivation and learning outcomes (Sayimkulova et al., 2023; Munfaati et al., 2022).

The Enjoyable component emerged as the most original contribution. Lecturers regarded enjoyment not as an additional benefit but as a core factor in reducing anxiety, increasing confidence, and motivating sustained engagement. Reflective tasks such as journals encouraged self-regulation and ownership of learning, echoing research on the collaborative potential of Web 2.0 (Gikas & Grant, 2013). Importantly, folklore-based materials gave listening activities emotional depth, validating learners' identities and making authentic input less intimidating. This integration of affective, cognitive, and cultural dimensions underscores the unique contribution of the ICE Framework.

Taken together, the findings enrich the broader literature on Web 2.0 in ELT, which has often highlighted technical affordances and interactivity (El-sayed, 2022; Qiao & Ziyang, 2023; Lopriore & Tsantila, 2022). While earlier work has explored instructional design models (Lopriore & Tsantila, 2022; Awiniandia, 2023), few studies have investigated lecturers' views on embedding Web 2.0 within culturally authentic and affectively engaging frameworks (Al-khresheh, 2020; Khumaeroh & Sulistyanningrum, 2023). Evidence consistently shows that authentic media-rich input and socio-affective strategies enhance comprehensibility, motivation, and persistence (Ivanovska, 2021; Hamidah & Hadi, 2021). The ICE Framework contributes to this literature by combining interest, comprehensibility, and enjoyment into a coherent model that supports sustainable listening development and high-quality instruction (Sarawati, 2024).

The study's novelty lies in offering a pedagogical framework grounded in lecturers' perceptions and enriched with local folklore as a central feature. This cultural integration demonstrates how technology-enhanced pedagogy can support the decolonization of ELT by embedding indigenous narratives within language education.

The implications are significant. Theoretically, the study highlights that affective and cultural dimensions must be integral to ELT design. Pedagogically, it provides lecturers with a replicable model for engaging, clear, and enjoyable listening instruction. Practically, it shows how Web 2.0 can be localized to reflect cultural contexts, turning technology into a meaningful instructional medium. For policymakers, the findings underscore the importance of positioning culture as a resource in technology-driven curricula.

The study acknowledges limitations, particularly the exclusion of learners' voices and its focus on a specific institutional context. Future research should include learners' perspectives, investigate cross-cultural adaptability, and test the framework's relevance across diverse contexts. Further exploration could also integrate the ICE Framework with mobile-assisted learning, artificial intelligence, and adaptive feedback systems, as

well as broaden cultural content to music, oral traditions, and digital storytelling. Such directions would refine the framework while advancing the integration of Web 2.0 and local culture in extensive listening pedagogy.

6. Conclusion

This study concluded that the ICE Framework, designed for developing Web 2.0-based extensive listening materials enriched with local cultural content, was positively perceived by lecturers for its ability to make listening instruction more interesting, comprehensible, and enjoyable. The findings highlighted that the integration of authentic Berau folklore videos enhanced cultural relevance while simultaneously fostering learner motivation, reducing anxiety, and sustaining engagement. The comprehensible structure of the materials ensured clarity without diminishing academic rigor, while the enjoyable tasks, including reflective journals and interactive activities, promoted learner autonomy and confidence.

The novelty of this study lies in situating Web 2.0 not merely as a technological tool but as part of a culturally responsive pedagogical framework that brings together affective, cognitive, and cultural dimensions of listening pedagogy. Its implications extend to theory, by affirming the importance of integrating cultural content in CALL and ELT frameworks; to pedagogy, by offering lecturers replicable models of engaging listening instruction; and to practice, by demonstrating how Web 2.0 can be localized to support both language learning and cultural appreciation. Despite its contributions, the study was limited to lecturers' perspectives, and future research should incorporate learners' voices to better capture how interest, comprehensibility, and enjoyment interact in shaping motivation and outcomes. Further investigations might also explore cross-cultural applications of the ICE Framework, its integration with mobile-assisted learning or AI-driven personalization, and the expansion of cultural materials beyond folklore to music, oral traditions, and digital storytelling. These avenues would strengthen its adaptability while contributing to the evolving dialogue on culturally embedded, technology-enhanced listening pedagogy.

References

- Aldukhayel, D. (2019). Vlogs in L2 listening: EFL learners' and teachers' perceptions. *Computer Assisted Language Learning*, 34(8), 1085–1104. <https://doi.org/10.1080/09588221.2019.1658608>
- Al-khresheh, M. (2020). The impact of cultural background on listening comprehension of Saudi EFL students. *Arab World English Journal*, 11(3), 484–506. <https://doi.org/10.24093/awej/vol11no3.30>
- Apriansyah, Y. (2018). *Developing a model of ESP listening materials for students of tourism program at Indonesian vocational high schools through skill-centered approach* [Unpublished master's thesis]. Universitas Jember. (UNEJ Repository)

- Awinindia, S. (2023). Metacognitive, cognitive, and socio-affective strategies used by English first language students in academic listening course. *Lensa: Kajian Kebahasaan, Kesusastraan, dan Budaya*, 13(1), 151–168.¹
<https://doi.org/10.26714/lensa.13.1.2023.151-168>
- Bahtiar, Y. and Zunanik, R. (2023). Designing incary learning media in listening skill for 10th grade. *NDRUMI*, 6(1), 36-48.
<https://doi.org/10.57094/ndrumi.v6i1.817>
- Brownell, J. (2008). Exploring the strategic ground for listening and organizational effectiveness. *Scandinavian Journal of Hospitality and Tourism*, 8(3), 211–229.
<https://doi.org/10.1080/15022250802305295>
- Bugawa, A. M., & Mirzal, A. (2018). The impact of Web 2.0 technologies on the learning experience of students in higher education: A review. *International Journal of Web-Based Learning and Teaching Technologies*, 13(3), 1–17.
<https://doi.org/10.4018/IJWLTT.2018070101>
- Chang, A. C. S., & Millett, S. (2016). Developing L2 listening fluency through extended listening-focused activities in an extensive listening programme. *RELC Journal*, 47(3), 349–362.
<https://doi.org/10.1177/0033688216631175>
- Chawinga, W. D. (2017). Taking social media to a university classroom: Teaching and learning using Twitter and blogs. *International Journal of Educational Technology in Higher Education*, 14(1), Article 1. <https://doi.org/10.1186/s41239-017-0041-6>
- Cheng, H. (2023). Effects of metacognitive strategies on listening comprehension through multimedia supported instruction..
<https://doi.org/10.21203/rs.3.rs-3233113/v1>
- Creswell, J. W., & Poth, C. N. (2018). *Qualitative inquiry and research design: Choosing among five approaches* (4th ed.). SAGE Publications.
- Davy Tsz Kit, N. G., Luo, W., Chan, H. M. Y., & Chu, S. K. W. (2022). Using digital story writing as a pedagogy to develop AI literacy among primary students. *Computers and Education: Artificial Intelligence*, 3, Article 100054.
<https://doi.org/10.1016/j.caeai.2022.100054>
- Dewantara, K. (2025). Developing trilingual supplementary learning materials to enhance first-grade elementary students' receptive and productive english language skills. *International Journal of Language and Literature*, 8(2), 72-81.
<https://doi.org/10.23887/ijll.v8i2.93146>
- El-sayed, E. (2022). The impact of using virtual language labs on developing listening skills and motivation of EFL prospective teachers. *Journal of the Faculty of Education at Benha*, 33(132), 61-96.
<https://doi.org/10.21608/jfeb.2022.295507>
- Gavenila, E. I., Wulandari, M., & Renandya, W. A. (2021). Using TED Talks for extensive listening. [Publication details not found—please provide journal name, volume(issue), pages, DOI if available]
- Gikas, J., & Grant, M. M. (2013). Mobile computing devices in higher education: Student perspectives on learning with cellphones, smartphones & social media. *Internet and Higher Education*, 19, 18–26.
<https://doi.org/10.1016/j.iheduc.2013.06.002>
- Hamidah, G., & Hadi, M. (2021). Enhancing listening comprehension through *Frozen 2* movie. *Journal of Languages and Language Teaching*, 9(2), 139–147.
<https://doi.org/10.33394/jollt.v9i2.3530>
- Hoa, N., Lien, N., & Trang, N. (2024). Lexical demands and features of English textbooks for Vietnamese 10th graders: An in-depth comparison of listening sections. *SAGE Open*, 14(4).
<https://doi.org/10.1177/21582440241299247>
- Imhof, M. (2017). HURIER listening profile. In *The sourcebook of listening research* (pp. 306–312). Wiley.
<https://doi.org/10.1002/9781119102991.ch29>
- Ivanovska, L. (2021). The efficiency of media in teaching ESL listening skills. *Horizons International Scientific Journal*, 29(2), 179–187.²
<https://doi.org/10.20544/horizons.a.29.2.21.p15>
- Ivone, F. M., & Renandya, W. A. (2019). Extensive listening and viewing in ELT. *Teflin Journal*, 30(2), 237–256.
<https://doi.org/10.15639/teflinjournal.v30i2/237-256>
- Izzah, L., & Keeya, K. (2017). Common listening challenges: Indonesian EFL learners' perception. *ELIF*. Retrieved from <https://jurnal.umj.ac.id/index.php/ELIF>
- Kamaeva, R., Hussien, M., Rassouli, A., Al-Sudani, A., Zaini, Q., & Haidari, M. (2022). Cultural awareness, listening comprehension, listening motivation, and attitude among efl learners: a gender-based mixed method study. *Education Research International*, 2022, 1-8.
<https://doi.org/10.1155/2022/8018675>
- Khumaeroh, I. D., & Sulistyanningrum, S. (2023). Upgrading competencies of master's degree students through eLearning in listening C1 level CEFR-bands. In *Proceedings of the 2nd International Conference on Language, Literature, Education, and Culture (ICOLLEC 2022)*.³European Alliance for Innovation.
<https://doi.org/10.4108/eai.11-11-2022.2329347>
- Kim, J., Jang, E., & Jeon, J. (2024). Direction of digital storytelling for fostering primary english language learners' global digital citizenship. *Association of Global Studies Education*, 16(3), 107-137.
<https://doi.org/10.19037/agse.16.3.04>

- Liando, N., Pajow, C., & Maru, M. (2021). Extensive listening and its relation towards vocabulary knowledge. In *The 5th Annual International Conference on Social Science and Humanities (AICOSH 2020)*. Atlantis Press. <https://doi.org/10.2991/assehr.k.210715.073>
- Lopriore, L., & Tsantila, N. (2022). Adapting ELT coursebooks listening materials within an ELF-aware perspective: Voices from Greek and Italian classrooms. *Boğaziçi Üniversitesi Eğitim Dergisi*, 39(1), 279-302. <https://doi.org/10.52597/buje.1227226>
- Matsuo Scott. (2015). Extensive listening inside and outside the classroom. *Kwansei Gakuin University Humanities Review Nishinomiya*, 20, 109–115.
- Mayora, C. A. (2017). Extensive listening in a Colombian university: Process, product, and perceptions. *HOW*, 24(1), 101–121. <https://doi.org/10.19183/how.24.1.311>
- Milliner, B. (2017). Five online resources for extensive listening in the Japanese EFL classroom. *Accents Asia*, 12(2), 1–10.
- Mishra, S., Sturm, B. L., & Dixon, S. (n.d.). Understanding a deep machine listening model through feature inversion. Retrieved from <https://github.com/saum25/ISMIR-2018>
- Munfaati, F., Nasihah, M., Ni'mah, U., Senta, A., & Tsurayah, N. (2022). A content analysis of English teaching module entitled “Practical English.” *Journal of English for Academic and Specific Purposes (JEASP)*, 5(2). <https://doi.org/10.18860/jeasp.v5i2.18995>
- Nurliana. (2019). Developing a model of English listening materials using total physical response method. [Publication details needed—please provide journal name, volume(issue), pages, DOI]
- Okumus, S. (2021). The effect of a cooperative argumentation model on listening and inquiry skills and argument level. [Details needed—please supply journal/conference, volume, issue, pages, DOI or URL]
- Pamuji, K. D., & Setyarini, S. (2020). Technology for extensive listening practice: EFL teachers' preferences and views. *ACM International Conference Proceeding Series*, 77–81. <https://doi.org/10.1145/3404709.3404712>
- Pan, X. (2022). Receptive skills. *Learning & Education*, 10(5), 157-158. <https://doi.org/10.18282/le.v10i5.2716>
- Pauleț-Crainiceanu, L. (2014). Integrating the Web 2.0 technologies in Romanian public universities: Towards a blended learning model that addresses troubled student–faculty interaction. *Procedia – Social and Behavioral Sciences*, 142, 793–799. <https://doi.org/10.1016/j.sbspro.2014.07.618>
- Permadi, M. B., Sholihah, F. A., & Umamah, A. (2017). Extensive listening: Listen to the EFL teacher's voices. In *Proceedings of the International Seminar on Language, Education, and Culture* (pp. 195–202).
- Polat, M., & Erişti, B. (2022). The effects of authentic video materials on foreign language listening skill development and foreign language listening anxiety at different levels of English proficiency. *International Journal of Contemporary Educational Research*, 6(1), 135–154. <https://doi.org/10.33200/ijcer.567863>
- Povey, E. (2016). Extensive listening: Pedagogy, resources, and tools. *International Journal of Educational Investigations*, 3(7), 35–49. Retrieved from <http://www.ijeionline.com>
- Qiao, M., & Ziyang, L. (2023). A study of listening skills learning for business English majors upgraded from junior college under a full English mode of teaching. *Frontiers in Educational Research*, 6(23), 71-77. <https://doi.org/10.25236/fer.2023.062312>
- Rahmaningtyas, H., & Mardhiyyah, S. (2021). Integrating VOA learning English into an English listening classroom. *Bahasa Dan Seni: Jurnal Bahasa, Sastra, Seni, Dan Pengajarannya*, 48(2), 91–102. <https://doi.org/10.17977/um015v48i22020p091>
- Reinagel, R. (2018). Developing online extensive reading and listening materials. [Journal name missing], 36(2), 155–195. [Please specify journal and DOI/URL.]
- Renandya, W. A. (2012). The tape is too fast. *Modern English Teacher*, 21(3), 5–9. Retrieved from <http://www.onlinemet.com>
- Renandya, W. A., & Farrell, T. S. C. (2011). “Teacher, the tape is too fast!” Extensive listening in ELT. *ELT Journal*, 65(1), 52–59. <https://doi.org/10.1093/elt/ccq015>
- Renandya, W. A., & Jacobs, G. M. (2016). Extensive reading and listening in the L2 classroom. In *English language education* (Vol. 5, pp. 97–110). Springer. https://doi.org/10.1007/978-3-319-38834-2_8
- Rusli, S. (2024). Pengembangan model pembelajaran hybrid untuk meningkatkan kemampuan berbahasa mahasiswa. *Indo-Mathedu Intellectuals Journal*, 5(4), 4803-4817. <https://doi.org/10.54373/imeij.v5i4.1724>
- Saraswati, N. (2024). English idiomatic expressions in EFL classroom through movies: Challenges and opportunities. *Global Expert: Jurnal Bahasa dan Sastra*, 12(1), 19-24. <https://doi.org/10.36982/jge.v12i1.4429>

- Sayimkulova, S., Chaklikova, A., Dosmagambetova, J., Auyezov, B., & Smagulova, K. (2023).⁴ Formation of the ability to listen in English. *XLinguae*, 16(2), 46-53.⁵ <https://doi.org/10.18355/xl.2023.16.02.04>
- Schenker, T., & Sippel, L. (2023). Effects of extended exposure to video in the language classroom on listening proficiency. *Die Unterrichtspraxis/Teaching German*, 56(2), 118–130. <https://doi.org/10.1111/tger.12220>
- Seau, L. S., & Azman, H. (2021). Integrating Facebook as a Web 2.0 tool in a responsive pedagogy for multimodal oral presentation skills. *GEMA Online Journal of Language Studies*, 21(3), 103–124. <https://doi.org/10.17576/GEMA-2021-2103-06>
- Setyawan, D., Ivone, F. M., & Suryati, N. (2022). Learners' preferences of multimedia resources in an extensive listening program. *LLT Journal: Journal on Language and Language Teaching*, 25(1), 23–37. <https://doi.org/10.24071/llt.v25i1.3690>
- Shamsi, E. and Bozorgian, H. (2024). Collaborative listening using multimedia through metacognitive instruction: a case study with less-skilled and more-skilled efl learners. *Asian-Pacific Journal of Second and Foreign Language Education*, 9(1). <https://doi.org/10.1186/s40862-023-00248-8>
- Shamsitdinova, M. (2024). Developing multimodal listening skills in english for specific (or special) purposes: a pedagogical framework. *The American Journal of Social Science and Education Innovations*, 6(6), 15-21. <https://doi.org/10.37547/tajssei/volume06issue06-03>
- Shehzad, M. W., Albeshar, K. B., Sarfraz, S., & Razzaq, S. (2021). Listening boredom, listening boredom coping strategies, and listening performance: Exploring the possible relationships in Saudi EFL context. *Journal of Language and Education*, 7(3), 136–150. <https://doi.org/10.17323/JLE.2021.12875>
- Tsang. (2023). The roads not taken: Greater emphasis needed on “sounds”, “actual listening”, and “spoken input”. *RELC Journal*, 54(3), 804–816.
- Uzun, L. (2023). Enhancing foreign language learners' listening skills through technology: a sample lesson. *Studies in English Language Teaching*, 11(2), p23. <https://doi.org/10.22158/selt.v11n2p23>
- Wahono, Z., Mahamod, Z., & Nasir, M. (2024). The development framework and uses of the thematic modules in teaching and learning primary school skills. *International Journal of Education*, 16(1), 18. <https://doi.org/10.5296/ije.v16i1.21079>
- Widodo, H. P., & Rozak, R. R. (2016). Engaging student teachers in collaborative and reflective online video-assisted extensive listening in an Indonesian initial teacher education (ITE) context. *Electronic Journal of Foreign Language Teaching*, 13(2), 229–244.
- Yan, C. (2025). Optimising digital health education for knee arthroplasty: effects of multimedia modalities and learning motivation from a cognitive load perspective (preprint).. <https://doi.org/10.2196/preprints.79430>
- Ye, Y. and Kaplan-Rakowski, R. (2024). An exploratory study on practising listening comprehension skills in high-immersion virtual reality. *British Journal of Educational Technology*, 55(4), 1651-1672. <https://doi.org/10.1111/bjet.13481>
- Yeh, C.-C. (2017). Asian-focused ELT research and practice: Voices from the far edge. In *Asian-focused ELT research and practice: Voices from far edge* (pp. 87–107).
- Yen, T. T. N., & Thao, T. T. P. (2021). The effects of extensive listening on EFL learners' listening comprehension. *VNU Journal of Foreign Studies*, 37(4). <https://doi.org/10.25073/2525-2445/vnufs.4753>
- Zhang, C. and Nguyen, H. (2022). Listening anxiety in efl learning in china: an autoethnographic study. *English as a Foreign Language International Journal*, 26(5), 56-75. <https://doi.org/10.56498/3932652022>