



Enhancing a Teenage Listening Skills Through Repetition Drills with the Go Getter Application: A Narrative Inquiry

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This narrative inquiry explored the effectiveness of repetition drills, delivered through the Go Getter application, in enhancing the listening skills of a teenage English as a Foreign Language (EFL) learner. The study followed a 13 years old female student, whose initial proficiency level was assessed at CEFR A1, with the aim of advancing her listening competence toward B1 over a six weeks digital intervention. The intervention comprised weekly 45 minutes listening sessions incorporating structured repetition-based activities, including shadowing and echo listening techniques. Data were collected through weekly reflection journals, teacher observation notes, and semi-structured interviews, supported by informal CEFR-aligned listening assessments. Thematic narrative analysis revealed five key outcomes: significant improvements in listening fluency, enhanced pronunciation accuracy, increased metacognitive awareness, heightened motivation, and the effective integration of digital tools as scaffolding supports. The participant demonstrated notable gains in sentence-level articulation, prosody, and self-regulated learning strategies. Furthermore, the study highlighted how personalized, interactive digital content, when combined with repetition drills, addressed common listening challenges faced by adolescent EFL learners. The findings suggested that integrating repetition-based listening tasks into digital learning applications not only improved auditory comprehension but also fostered learner autonomy and confidence. This research provided valuable pedagogical insights for language teachers and educational technologists seeking effective strategies to support listening development and CEFR progression in teenage EFL contexts.

Keywords: CEFR progression, Digital language learning, Echo listening, Narrative Inquiry, Repetition Drills

INTRODUCTION

Listening comprehension has long been recognized as one of the most challenging aspects of language acquisition, particularly for adolescent learners of English as a Foreign Language (EFL). The complexity of authentic spoken input, including rapid speech, idiomatic expressions, and varied accents, presents considerable obstacles for beginners. Teenage learners, in particular, often encounter difficulties in processing real-time oral language due to limited exposure outside the classroom, insufficient practice opportunities, and a lack of engaging instructional strategies (Field, 2008). The effective development of listening skills is crucial, not only as a standalone skill but also because it significantly influences the growth of speaking, reading, and writing abilities in language learners (Celce-Murcia et al., 2010). In recent years, the integration of digital learning tools has opened new possibilities for supporting teenage EFL learners in overcoming these challenges through more interactive, flexible, and personalized instructional methods.

Technological advancements in educational environments have led to the increased adoption of mobile and computer-assisted language learning applications that offer audiovisual content and interactive exercises designed to simulate authentic listening experiences.

OPEN ACCESS
ISSN XXX-XXX (Online)

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Received: 4th July 2025
Accepted: 10th January 2026
Published: 28th February 2026

Citation:
Hardantyo, H. (2026). *Enhancing a Teenage Listening Skills Through Repetition Drills with the Go Getter Application: A Narrative Inquiry*. ALTERA (Journal of Applied Linguistics, English Teaching and Literature), 2(1). doi: xxxxxxxxxxxx

Chapelle (2001) emphasized that digital platforms allow learners to access customized, repeated listening practice that can adapt to their proficiency levels and learning styles. Repetition-based strategies, including shadowing and echo listening, have emerged as effective techniques in improving learners' listening comprehension, fluency, and pronunciation (Hamada, 2016; Murphey, 2001). These methods rely on repeated exposure to language input, enabling learners to internalize linguistic patterns, develop prosodic awareness, and improve their auditory memory. However, while many studies have examined the general benefits of digital language learning tools, there remains a lack of research focusing specifically on their application for teenage EFL learners within structured repetition-based interventions.

This study aims to address this gap by investigating the implementation of repetition drills through the Go Getter application to enhance the listening skills of a teenage EFL learner. Employing a narrative inquiry approach, the study followed the participant's learning experience across a six-week digital intervention, documenting her progress in fluency, pronunciation, comprehension, and learner autonomy. The intervention was designed to elevate the learner's listening proficiency from CEFR A1 to B1 through scaffolded listening tasks that combined shadowing and echo listening activities. Data were collected through weekly student reflection journals, researcher observation notes, and semi-structured interviews, providing a comprehensive perspective on the learner's cognitive, affective, and metacognitive development throughout the process.

Previous studies have demonstrated the pedagogical value of integrating technology-assisted listening practice for language learners. Carelo et al. (2009) and Prahmana (2013) highlighted the importance of designing innovative, context-sensitive language instruction models that leverage digital platforms to increase learner motivation and engagement. Furthermore, Zade and Talenta (2010) argued that educational innovation should prioritize personalization and learner-centered strategies to enhance learning outcomes in specific skill areas, including listening comprehension. In line with these principles, the present study contributes to the growing body of research on digital language learning by offering a case-based analysis of how repetition-based listening drills can be effectively delivered through interactive applications to support adolescent EFL learners' skill development.

The novelty of this research lies in its integration of structured repetition drills within a digital learning platform tailored for teenage learners. Unlike previous studies that focused broadly on technology-enhanced language learning, this research provides an in-depth exploration of a single learner's journey, highlighting the pedagogical potential of combining repetition-based techniques with digital tools for improving listening skills. The findings are expected to inform language teachers, curriculum designers, and educational technology developers seeking evidence-based strategies to enhance listening instruction in EFL contexts. By illustrating how technology can be used not merely as a delivery tool but as an active learning companion, this study demonstrates a sustainable, innovative model for supporting CEFR progression and promoting learner autonomy in adolescent language education.

METHOD

This study employed a qualitative approach using narrative inquiry to explore the development of listening skills in a teenage English as a Foreign Language (EFL) learner. Narrative inquiry was considered suitable as it allows a deep exploration of the participant's personal learning experiences, growth, and perception changes throughout the intervention process (Clandinin & Connelly, 2000; Riessman, 2008).

The participant was a 13-year-old female student with an initial CEFR A1 listening proficiency. She was selected purposively based on her limited exposure to authentic English input and her willingness to participate in weekly reflective journaling and guided practice. The study was conducted in a semi-formal tutoring environment with teacher support and the use of the Go Getter digital application as the central learning tool.

The intervention lasted six weeks, consisting of one 45-minute session per week. Each session incorporated structured listening repetition drills, using shadowing and echo listening techniques. The topics were thematically structured as follows:

1. Week 1: Introduction and "Things I Can Do"
2. Week 2: Shadowing "School Clubs and Abilities"
3. Week 3: Echo Listening "Home and Classroom Instructions"
4. Week 4: Mixed Drills "Daily Routines"
5. Week 5: Extended Shadowing "Animals"
6. Week 6: Review and Integrated Practice

The complexity of listening tasks gradually increased across sessions, moving from word- and phrase-level practice to full-sentence and dialogue-level repetition.

Data were collected through four main instruments: (1) weekly student reflection journals, (2) researcher observation notes during and after each session, (3) semi-structured interviews conducted in Week 3 and Week 6, and (4) informal listening assessments aligned with CEFR descriptors. These instruments were triangulated to enhance the credibility and richness of the data.

Thematic narrative analysis was employed to analyze the data. The analysis included immersion in the data (journals, transcripts, and field notes), open coding to identify patterns, categorization of learning changes, and synthesis of key themes. A chronological map of the learner's trajectory was created to illustrate her progression over time. The analysis prioritized the learner's voice and reflections, interpreted within relevant pedagogical theories and CEFR benchmarks.

RESULT AND DISCUSSION

The findings of this study, based on six weeks of digital listening practice using the Go Getter application, revealed five key themes of learner development. These themes represent both linguistic and affective growth, highlighting how repetition drills can foster listening skills, learner confidence, and strategic learning. The results are explained thematically and discussed in light of relevant literature.

1. From Hesitation to Fluency: Improved Comprehension Over Time

At the beginning of the intervention, the participant struggled to understand and repeat simple A1-level phrases, often requiring multiple pauses. By the final session, she was able to repeat B1-level sentences with fluency and reduced hesitation. This progress was consistently documented in her reflection journals and confirmed by the teacher's observations. The ability to process and produce longer sentences improved over time, aligning with the concept that repeated exposure to authentic input can develop fluency and listening speed (Hamada, 2016; Field, 2008).

2. Pronunciation Development and Learner Self-Awareness

Pronunciation improvement was a notable outcome of the echo listening tasks. The participant demonstrated increased awareness of problematic sounds such as /θ/ and consonant clusters. She began to self-monitor and self-correct, which indicates the development of phonological awareness. Her journal in Week 3 highlighted this shift: "I noticed I say 'window' wrong... but now it's better after many times." This supports findings by Murphey (2001) and Celce-Murcia et al. (2010), who emphasized the role of guided repetition in improving segmental and suprasegmental pronunciation features.

3. Metacognitive Awareness in Listening

A significant shift occurred in the learner's approach to listening. Initially focused on mechanical repetition, she began using strategies such as pausing, re-listening, and chunking speech to improve comprehension. By Week 4, she reflected: "I don't just repeat. I understand more now." This shows a transition from surface-level to deeper listening processes, consistent with Chapelle (2001), who stated that digital tools can scaffold metacognitive strategy use when integrated meaningfully into tasks.

4. Emotional Engagement and Motivation Growth

The learner's emotional connection to the content, particularly in Week 5's topic on animals, led to increased motivation and participation. Her reflection stated: "I liked this topic because I have a fish too. I want to speak English like that." Thematic learning and personally relevant topics contributed to affective engagement. Stockwell (2013) emphasized that motivation plays a critical role in digital language learning, especially when learners perceive relevance and Autonomy. Digital Application as Learning Scaffold.

The Go Getter application served not only as a medium but as a scaffolded learning environment. Features such as replay buttons, clear audio models, and interactive visuals supported autonomous learning and built learner confidence. The participant noted that "the app helped me say sentences again and again until I got better," confirming the app's role in reinforcing practice through multimodal input. This supports the findings of previous studies that digital learning environments can enhance learner control and feedback opportunities (Chapelle, 2001; Stockwell, 2013).

5. Summary of Results

Collectively, the findings demonstrate that repetition drills using digital tools effectively supported CEFR progression from A1 to approximately B1 over a short period. The integration of shadowing and echo listening not only improved comprehension, fluency, and pronunciation but also nurtured learner autonomy, self-awareness, and emotional readiness to engage in English listening tasks. These results provide meaningful insights for EFL instructors and developers of digital language learning platforms.

SUGESSTION AND CONCLUSION

This study concludes that structured repetition drills specifically shadowing and echo listening delivered through the Go Getter application significantly enhance teenage EFL learners' listening skills. The intervention demonstrated that over a six-week period, the participant progressed from CEFR level A1 to approximately B1, showing measurable improvements in fluency, pronunciation accuracy, listening comprehension, and self-confidence.

The findings emphasize the importance of integrating digital applications as scaffolding tools in language instruction. Technology-supported repetition drills provided not only linguistic input but also motivational and metacognitive benefits that promoted learner autonomy and engagement. The learner's active reflection and emotional involvement suggest that meaningful content and personalized pacing are key factors in successful listening development.

Based on the results, the following recommendations are proposed:

1. For educators: Repetition-based listening techniques should be regularly embedded into EFL instruction, especially for beginner-level teenage learners. Emphasizing student-centered strategies such as echo listening and shadowing can promote active engagement and fluency.
2. For curriculum designers: Digital platforms like Go Getter should be adapted to include level-appropriate repetition features and scaffolding elements to support CEFR-aligned progression.
3. For future research: Further studies should examine the scalability of this method across larger participant groups and longer timeframes, and explore its impact on other skills such as speaking or pronunciation clarity.

Overall, this research contributes to the growing evidence supporting the use of repetition drills in digital environments to strengthen listening skills and learner confidence. The integration of reflective practice, emotional engagement, and metacognitive strategy development forms a holistic approach to EFL listening instruction in the digital age.

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