RESEARCH ARTICLE

Effectiveness of ICIC Listening Teaching Model under the Theory of Intertextuality

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| ABSTRACT

English listening comprehension has been a difficulty in the process of language learning for foreign language learners, particularly for those who have few opportunities to expose themselves to the English environment. How to cultivate students' competence in listening is an urgent task to meet the challenge of global and interdisciplinary education. The study conducted an experimental research based on intertextuality theory for the classroom students who were enrolled in college English course. The results showed that the proper English course curriculum design is very important to teachers and students. The proficiency degree varied from one step to the sequential one, but the two are always embedded with each other. Immersion efforts embraced all kind of activities which could stimulate students' enthusiasm for English listening. An obvious finding from the research was the students' potential cognition, which penetrated the whole course of language learning and transformation to act as an ICIC strategy model. The findings almost manifested the hypotheses and answered the questions and verified the effectiveness of ICIC model in enhancing students' listening proficiency.

| KEYWORDS

ICIC Model, Listening Teaching, Listening Comprehension, The Theory of Intertextuality, Listening Strategy

1. INTRODUCTION

Listening comprehension has been playing a pivotal role in English learning, particularly during communication. However, listening is still an existing weakness to most non-English speakers, which not only sets barriers to their classroom learning, but also affects their daily communication. To improve one's listening comprehension in a short time is not an easy task, so proper listening strategies are necessary for the enhancement of listening comprehension. The most popular strategies in the study of listening are meta-cognitive strategies which, however, seem a little abstract and require time, patience, and verification. Meanwhile, the strategies like combination of listening and speaking, students' reading comprehension are also verified, which highlighted the significance of vocabulary in listening. However, as EFL learners, Chinese college students always feel anxious about their listening skills because of their incapability to understand the text or speech. Consequently, relieving and removing learners' anxiety becomes a must. With the popularity of the Internet and electronic products, more mobile apps, like distance learning, podcast, online courses, have been used for language learning, invoking a brand-new mode for listening practice. Stimulating students' interest in English listening and establishing a strategy model is urgent. Simultaneously, cooperation from students is indispensable. Subconsciously, strategies developed from teaching and learning processes have been widely accepted to test the students' awareness of listening activities.

Both teachers and students can be evoked when teaching materials and proper teaching methods are applied in the teaching process, therefore teachers must try all means to seek novel methods and proper teaching materials to meet the students' demand. Listening comprehension has a close relation with reading comprehension, with skills in vocabulary and text analysis required. Admittedly, whether listening comprehension takes place in concrete communicative contexts or one-way

communication, it requires bilateral dialogues either between speakers and listeners or between the past and the present situations of the listeners, including the existing, visible texts and the hidden texts in their memory. The focus on the text relation in listening conforms to the connotation of intertextuality in which all elements in the texts are correlated and interwoven into a big net. Synchronically or diachronically, objectively, or subjectively, the omnisciently scattered information in intertextual texts embraces an integrated orientation, adhering to the listening process in its participants and text materials. The importance of connection among different texts provides a cue for the listening process, which relates a lot with Intertexuality theory since it focuses on the ubiquitous interrelation among different texts. The study intends to conduct research on students' listening competence under the instruction of the researcher.

Considering the interwoven relation between the subjects and objects and the existing reality that one's conception or cognition of language learning cannot be separated from the past, global theoretical instruction is focused on intertextuality, from which some possible strategies can be proposed and applied in the real listening teaching process. Particularly, the data comparison between the pretest and post-test was used to interpret whether listening teaching is functional or not. The experimental process lasted for more than one month with listening materials for six sessions as the aid.

Deduced on the experiment process and results, the whole study is intended to propose a practicable listening model for class teaching. The strategies involve recitation, imitation, comparison, association, and immersion and could be employed in listening teaching. With the training process as the data base and intertextuality as the theoretical perspective, a tentative model called *Intake-Comparison-Immersion-Construction* (ICIC) model would be produced. The model itself embraces some pertinent theories and cultural accounts. This study primarily deals with the enhancement of students' listening skills in class, so a one-way listening comprehension test is paramount.

With the purpose of improving students' listening comprehension level, a quantitative method is used to test the significant difference between the pretest and post-test, the results of which would be the ground of the expecting premise and the factual findings.

2. LITERATURE REVIEW

Listening comprehension is mostly regarded as a process (O'Malley, Chamot, and Kupper,1989; Richards & Schmidt,2007; Richards & Platt, 2000; Brown, 2001; Nadig,2013) which relates to meaning construction, speech understanding, linguistic units and sense making. The attention to the meaning also brings about the application of listening practice, catering to the interaction between the listeners and speakers with the meaning creating (Rost, 2002; Hamouda, 2013). Listening ability or competence is another focus for other researchers (Buck,2001). They highlighted the individual ability and paid attention to sense shift and meaning understanding. Listening comprehension is an interactive process in which listeners are involved in constructing meaning (Rost, 2002; Hamouda, 2013). Listeners as the subjects for listening, play an indispensable role in a complete listening course with their participation. The more exposure to English environment, the more possible the listening practice is to be successful. The definition elements of listening comprehension are serving the listening for its integration with vocabulary, reading and strategy.

Vocabulary instruction with repetition of input and background knowledge is conductive to students' listening performance. Listening skills require a same position between reading and listening comprehension. Not only for children but also for adults, vocabulary seizure influences a lot on the comprehension, it is the same for the strategies. With strategies, whichever type it is, listeners who have sufficient knowledge input can approach the main points more exactly and effectively.

Though forecasting, guessing, and explaining are frequently applied in daily listening, teaching and practice, planning, checking, assessing, and changing can never be ignored. Sometimes, translation and regulation help a lot when memory works. All these influential strategy elements have been analyzed by Goh (1998) and Oxford (1990) . Whether in the listening process or the demand on strategies, all elements involved are interrelated, which sets a theoretical foundation for intertextuality theory in the enhancement of listening competence.

Meanwhile, the listening theory always plays an essential role in listening comprehension. Most of the theories on listening comprehension are from the perspective of cognitive psychology with memory working (Ravindran et al., 2019; Du,2019; Kim, 2016).Schema theory is often used, whereas cooperative theory focuses more on speech and teamwork. Besides, sociocultural theory, complexity theory, conversation analysis and sociocognitive theory were involved in theory analysis. Dynamic Assessment proposed by Hidri (2014) developed a new trend in listening comprehension evaluation since then and led to further study for it covers more than listening itself but the reaction. Undoubtedly, the most prominent listening comprehension theory should be Input Hypothesis Theory by Krashen, which emphasizes extra meaning than the previous take-in, pertaining to the teaching instruction and listeners' interpretation. Different theories applied to listening comprehension are intended for more approaches to the effectiveness in listening comprehension.

All aspects concerned with listening appeal to the analysis of interrelations among them, which is the right responsibility of intertextuality theory. The emergence, evolution and application of Intertextuality theory were the main review. The definition by Kristeva (1980) who coined this term made intertextuality come from the space of a given text since any text was a permutation of texts. Riffaterre (1990) placed "intertext" into a category of readers who need texts information to understand other texts, which linked readers with texts on a larger scale. Genette (Shaowei, 2003)used hypertextuality to replace intertextuality, extending it to hypertexts, paratexts and hypotexts. As to the types, Kristeva divided intertextuality into horizontal intertextuality and vertical intertextuality, which kept accordance with Saussure, who introduced horizontal and vertical relation in linguistically symbolic classification. Plett (1991) divided intertextuality into material, structural and material-structure intertextuality. Samovayo (2003) believed there were surface intertextuality and deep intertextuality.

The application of Intertextuality in the research lies more in translation study with classic masterpieces (Luo,2006; Qin,2006) in China. Other research were about literary and other forms of discourse, advertisement strategy and the relation between intertextuality with education. The application of intertextuality into listening teaching is a tentative probe with both teachers' and students' participation, which is the right goal for this study.

3. THEOREYICAL FRAMEWORK

The present study is intended for the function and effectiveness of strategies construction from the perspective of intertextuality. Kristeva invented the critical term "intertextuality" in 1967. In *Revolution in Poetic Language*, Kristeva defined intertextuality as "the transposition of one (or several) sign system(s) into another." Kristeva commented that "any text is constructed as a mosaic of quotations; any text is the absorption and transformation of another."Further, she defined intertextuality from horizontal and longitudinal aspects.

The term intertextuality created by Kristeva also includes two categories: language structure and the death of texts authors, in which the former emphasizes meaning among different texts and the latter focuses on dialogues between authors and readers. The articulation of intertextuality marked a new conception, and it has undergone elaboration and research. Two types of intertextual intertwined net relation, including objective intertextuality and subjective intertextuality, were instilled.

Accordingly, Riffaterre and Genette enlarged the scope of intertextuality with more approaches in it. The former one adjusted the proposition by Barthes that the death of writers foregrounded the function of readers, and that intertextuality was omnipotent. He proposed the concept of maternal intertextuality, which was the source of all kinds of related texts, and the branches of intertextuality was under the same dimension. The latter held that the elements of intertextuality were embodied in genuinely existing texts and embraced the trans-texts, inter-texts, and meta-texts. Consequently, the more allegiance they hold to each other, the closer the intertextuality would be, setting a foundation for the concrete form's demonstration of intertextuality in the real contexts.

The formation of intertextuality manifestation tends to be diversified. In other words, every text is connected to other texts by citations, quotations, allusions, borrowings, adaptations, appropriations, parody, pastiche, imitation, and the like. Every text is in a dialogical relationship with other texts. In sum, intertextuality describes the relationships that exist between and among texts. Often, these modes of intertextuality are regarded as strategies that can lead to a subsequent process of intertextuality.

The rich connotation of intertextuality yields uncountable reflection on the present study. There are numerous facts that imply intertextuality can be a fresh source of invention for writers' or readers' ideas, and these ideas would be fruitful and fertile, resulting in impressive effects on the rearrangement and reconstruction of the target texts. Consequently, the present study intends to make a comprehensive model for Chinese students in English listening, with concrete strategies employed while listening teaching.

The application of intertextuality has been extended to a larger scope due to its fertile connotation. For this study, the concrete texts are directed at the past exam paper of CET Band 4 under the instruction of practical methods. The basic theoretical framework would be applied to recorded paper and spontaneous communication, requiring more time to collect data and make assessment with specific criteria and more supervision as well, so the objects would be kept the same.
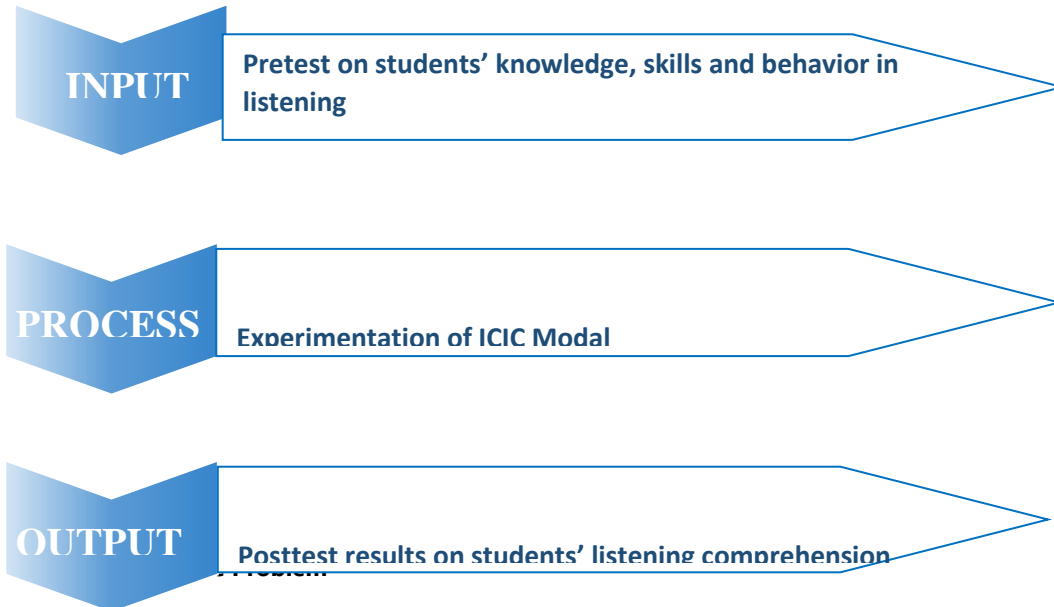
At the very beginning, a pretest would be undertaken before the training experiment. The participants are from the same teaching class within the confined category by the researching teacher. The previous scores under fixed point would be put into analysis.

The questions on listening tests are provided by researcher with consideration of the same degree of difficulty, keeping the same pattern as the test paper of official CET-4. Aside from the extensive text reading strategy, focusing on the sit-com materials is the second strategy, though it is not used in class training. Besides, direct listening strategies would be correlative since they

are all based on text. The strategies include paying attention to the topic sentence or questions made by the first speaker and repetitive words.

Through the statistical analysis with ANOVA tool, intertextuality-orientated strategies, such as recitation, simulation, association, comparison, and immersion, are put into real practice in the process of listening and comparison, provoking the awareness of the participants as they take individual listening. The process of strategy cultivation synchronously needs the involvement of cognition, guaranteeing constant agreement between the information process and output.

Figure 1. Paradigm of the Study

INPUT — **Pretest on students' knowledge, skills and behavior in listening**

PROCESS — **Experimentation of ICIC Modal**

OUTPUT — **Posttest results on students' listening comprehension**

This study determined the effectiveness of the Intake-Comparison-Immersion-Construction (ICIC) Model in the teaching of listening based on Intertextuality to improve the Chinese college students' English listening comprehension.

Specifically, it sought answers to the following questions:

1. What is the listening proficiency level of the students in listening comprehension before their exposure to the ICIC model?
2. What is the listening proficiency level of the students in listening comprehension after their exposure to the ICIC model?
3. Is there a significant difference in the proficiency level in listening comprehension of the participants in the pretest and post-test?
4. What can be proposed to enhance the ICIC model?

Hypothesis

The following hypothesis was tested using a 0.05 level of significance:

There is no significant difference in the listening comprehension level in English of the participants between the pretest and the post-test.

4. METHODOLOGY

This chapter contains the methods and procedures which were utilized in the current study. It includes the research design, the participants of the study, the instrumentation, the data gathering procedure, and the data analysis tools.

Research Design

The present study employed a quantitative approach. The final interpretation focuses on the quantitative data and test the effectiveness of the listening teaching model. Later, the model was modified based on the results of the experiment.

Participants for the *Quantitative* Study

The student-participants of the study consisted of 200 students for the survey and 50 students for the experiment.

The following were the inclusion criteria for the student participants of the study, to wit:

1. They should officially be enrolled in the College English course.
2. They must be willing to join the experiment or answer questions in questionnaires and should sign the consent form.
3. They should be at least 18 years old prior to the conduct of the study.
4. They should be freshmen who are non-English majors.
5. They should take the CET Band 4 at the end of the school year.

Total enumeration was used in the experiment. All the participants came from only one class that the researcher was teaching.

Instrumentation

Pretest & Post-test Questionnaire. The questionnaire is a form test imitating the previous test questions utilized in the College English Test Band 4 administered by the Department of Higher Education of the Ministry of Education in China. The test on listening comprehension was the only section of examination which was given to the student participants. This test was 35% of the total questions given in the CET which corresponded to 249 points.

The speech of the listening comprehension materials is approximately 130 words per minutes (wpm) for CET-4. The test types include:

a. Listening to news reports
   This section consists of three pieces of news reports with 7 questions in total.

b. Listening to long conversations
   Two long conversations will be provided in the listening. An examinee will listen to 5-8 rounds of conversational exchanges and will answer 3-4 questions for each one.

c. Listening to passages
   Three passages will be heard in the listening period with around 200 words for each and it is followed by 3-4 questions for each.

For the total percentage of 35% in a full CET-4 paper, 15% of the total questions are for listening to news reports and long conversations while 20% are centered on listening to passages. The listening test lasted for about 25 minutes only.

Data Gathering Procedure

The following steps were utilized to gather the needed data:

First, a letter seeking permission to conduct the research was requested from the administrators of the locale of the study, Shaoyang University in China.

Second, the researcher explained the objectives of the study and facilitated the signing of the consent form to the participants of the study.

Third, *Pretest Questionnaire.* A pretest was scheduled for the participants. The purpose of the pretest was to determine the listening proficiency level of the student- participants in listening comprehension before their exposure to the ICIC model.

Afterwards, the experimentation proceeded for six weeks where the researcher employed the ICIC model to the experimental group, while the control group were taught the same way.

Last, *Posttest Questionnaire.* After the experimentation, a posttest questionnaire was given to both groups. The types of questions given in the pretest were the same for the posttest. The posttest was given to determine if there was an effect of the ICIC model in the listening comprehension level of the students.

When the data collection was completed, the researcher tabulated, analyzed, and interpreted them.

Data Analysis

The research intended to test the effectiveness of the established listening teaching model for non-English college students in enhancing their listening ability through quantitative research method by means of an experimental training with tests on student participants.

Descriptive analysis of problems experienced by student-participants in listening.

1. *Frequency and Percentage Distribution*. These tools were employed for the pretest and post-test results of the listening proficiency level of students in listening comprehension before and after their exposure to the ICIC model.
2. *t-test*. This tool was applied to test the significant difference in the proficiency level in listening comprehension of student-participants
3. *Mean*. This was used to determine students' listening proficiency level in listening comprehension for the pretest and posttest.

Table 1. Scale for Interpreting Students' Listening Comprehension Level

Score Range	Descriptive Interpretation
30-35	Very Great Extent (VGE)
21-29	Great Extent (GE)
15-20	Medium Extent (ME)
8-14	Low Extent (LE)
0-7	Very Low Extent (VLE)

5. RESULTS AND DISCUSSION

This part presents the results of the study and their corresponding interpretations. The pretest and posttest results in the experimentation phase on the developed ICIC Model were analyzed and interpreted. Furthermore, the proposed enhancement of the said model was included.

I. Proficiency Level of Student-Participants in English Listening Pretest

Table 2. Pretest Proficiency Level of Student-Participants in Listening in English

Score ranges	Frequency	Percentage	Descriptive Interpretation
0-7	8	16.00	very low extent
8-14	37	74.00	low extent
15-21	5	10.00	moderate extent
Mean Score	10.5		low extent

Table 2 displays the pretest results of the student-participants in listening in English. Majority of the student-participants' scores or 74% are in the score range between 18-14 which is at low extent. Eight or 16% belongs to the 0-7 scores with a descriptive interpretation of very low extent, while only five of them are in the moderate extent ranging from 15 to 21.

These test results imply that students are struggling in listening because not a single student has achieved the passing score of 21 for the CET exam. Should the students take the exam at the time of the pretest, no one would pass the examination. According to Chen (2017), most students enrolled in English as a Foreign Language(EFL) still have difficulties in comprehending listening texts. These difficulties include unfamiliar vocabulary, speech delivery speed, linking sounds, distraction, memory loads, and interpretation (Renukadevi, 2014; Su, 2007;). It is a fact that listening comprehension is much more difficult than reading comprehension. Flowerdew (1994) pointed that listening involves real-time processing, generally without the option of going back to earlier sections of the passage the listener may have missed, so once the information is lost, it can be difficult to understand the rest of the passage (Buck, 2001).One obvious obstacle is the fact that "the pronunciation of words may also differ greatly from the way they appear in print" (Bloomfield et al., 2010). Also, "in most cases, listeners must process the text at a speed determined by speakers, which is generally quite fast" (Osada, 2004). That is to say, the listeners cannot normally control the speed at which they must process the delivered discourse (Natasha,2014).

Besides, their background knowledge and cultural perception also have an impact on students' listening proficiency. The student is required to "comprehend the text as they listen to it, retain information in memory, integrate it with what follows

and continually adjust their understanding of what they hear in the light of prior knowledge and incoming information. This processing imposes a heavy cognitive load on listeners" (Osada, 2004).

Low proficiency in listening not only causes anxiety to students, but also brings about much more difficulty for teachers' listening teaching. How to promote listening proficiency is a necessary and pressing task.

II. Proficiency Level of Student-Participants in English Listening Posttest

Table 3. Student-Participants' Posttest Listening Proficiency Level in English after the Implementation of ICIC Model

Score ranges	Frequency	Percentage	Descriptive Interpretation
8-14	22	44.00	low extent
15-21	27	54.00	moderate extent
22-28	1	2.00	great extent
TOTAL	50	100.00	
Mean Score		15.6	Moderate extent

Table 3 shows the posttest results of the student-participants in listening proficiency. The participants are the same as those who were in pretest with the same number. The data reveal that majority, 27 or 54%, of the students achieved within 15-21 score range with a descriptive interpretation of to moderate extent. The next group of students only scored at 8-14 with 22 or 44% with a descriptive interpretation of to a low extent. Only one or 2% got the range of 22-28 with the score of 28, 9 points higher than pretest score when it was directed at the exact participants, which is not so easy to obtain in listening construction in a limited training process.

Compared with the pretest results for students' listening proficiency, the posttest results indicate that students have improved much. There is no student in the group of very low extent, and the number of student participants who got into the moderate extent increased since it got up from 5 to 27, though the number of participants who are in the great extent and very great extent level.

The results indicate that the students have increased their mean score by 5.1 points on the average and are now classified into the next range of scores. However, the student participants have not achieved the passing rate for the listening part in the CET exam which requires at least 21 as the passing mark.

Listening proficiency was determined by a listening comprehension test (Sasan Baleghizadeh& Amir Hossein Rahimi,2011). Listening accounts for 35% in CET 4, so the passing score should be 21 and all the scores below 21 belong to non-passing category. The less score students get in the listening, the lower level they are being at. Nevertheless, the difficulty to enhance students' listening competence is self-evident. Shimaa(2017) analyzed the barriers to teaching when talking about the problems to teaching listening skills to Yemeni EFL learners, which are from students' existing problems including aspects of language, background knowledge, psychological obstacles and other influential factors. Their obstacles from psychology might be overcome in a short time, but it is rather difficult to get their listening competence improved a lot in the limited time. The training process is a continuous stimulation, but the main effect for time was significant and tested whether there was a practice or fatigue effect associated with order of presentation within type of stimulus (April Ginther,2002). In the test, students have to listen to the prepared materials in a one-way method, so there would be no novel stimuli in the listening process but demand total concentration on listening. Meanwhile, Bloomfield et al, (2010) pointed that listening involves listeners' working memory, second language experience, strategy using, anxiety, authentic and redundancy of listening materials, information density, et., which greatly influence listening results. To get much more enhancement in listening need much more time.

III. t-Test Results Between the Pretest and Posttest in Listening in English

Table 4. Comparison between the Pretest and Posttest Results in Listening in English

	Mean	SD	t-value	p-value	Decision
Pretest	10.70	3.177	-9.728	0.000	Reject Ho (not significant)
Posttest	15.26	3.269			

As gleaned in table 4, the computed value t = -9.728 and the probability value p = 0.000 which is less than 0.05 level of significance indicate that there is a significant difference in the participants' listening comprehension proficiency level before and after the implementation of the ICIC Model. This result implies that the intake-comparison-immersion-construction (ICIC) model significantly improved the English listening comprehension of Chinese college students.

Since what students lack lies in their language and background knowledge, listening skills and attitude, what teachers should do is to make up for their insufficiency. Confronted the same teaching objects with the same number, who accepted the experimental task and kept on listening under the whole training, teacher adjusted the previous teaching methods and adopted ICIC model which contains textual relations and cooperation between teachers and students, which brought about evident effectiveness. When students get more relative information about English language and proper listening skills with teachers' instruction, much practice could improve listening competence level.

Listening comprehension is an interactive, interpretive process with listeners resourcing as needed both prior knowledge and linguistic knowledge(Hattingh, 2014). Listening skills are also important and useful in listening. Skilled listeners used effective combination of cognitive and metacognitive strategies, while less skilled listeners had great difficulty with word segmentation in real time(Goh,2002). Listening is a skill and is to be focused on rather than the language content of the message(Hattingh,2014). For the instruction, Chamot (1995)noted that explicit instruction in the value and purpose of learning strategies would have a positive effect on listening comprehension. L2 literature (Ellis, 1994) indicates that a large amount of exposure to input, whether visual or aural, is vital for language acquisition. Nation (2007) suggests that listening skills will improve when the learner engages in meaning-focused input and fluency development tasks that include Extensive Listening to easy and interesting materials. Extensive listening is a genuine kind of practice.

The average increase of 4.56 is shown between the pretest and the posttest scores. The Cohen's d=1.37 indicates that there is a large effect of the ICIC Model to the posttest results of students in listening comprehension. Thus, the ICIC model could help improve the listening comprehension of students.

IV. ICIC MODEL: A Proposed Model for Enhancing Students' Listening Proficiency in English

Based on the results of the present study on the difficulties and challenges experienced by the teachers in listening and the students taking Listening in English, this model was developed and utilized in the experimentation part of the study.

Figure 2
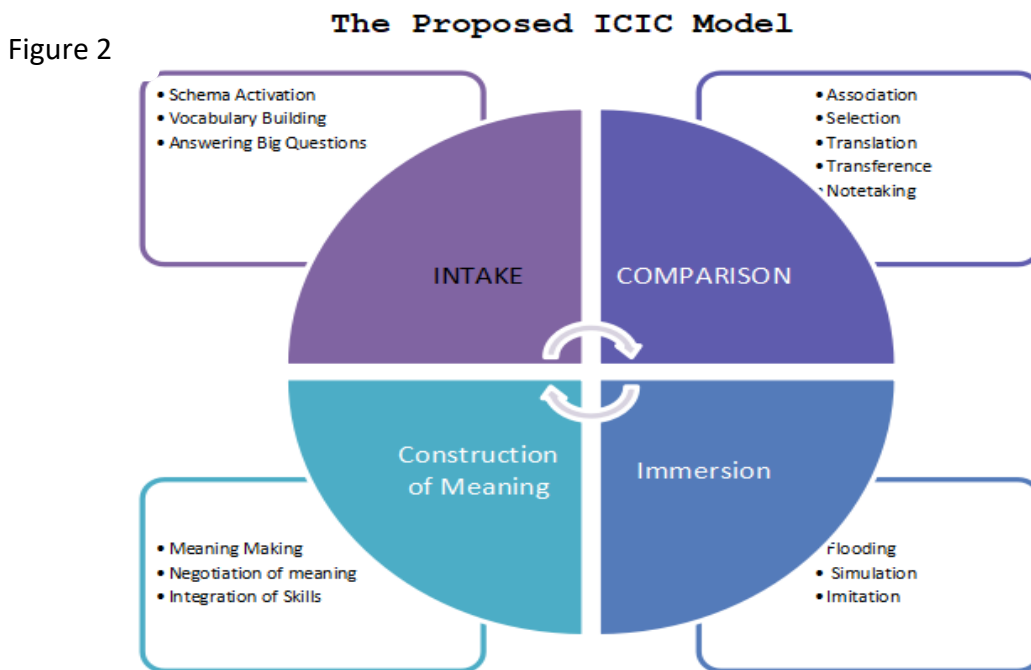
The Proposed ICIC Model consists of four major components: intake, comparison, immersion, and construction. Interactions between the teacher and the students could be seen in each of the components. Interactive listening is important to create a responsive atmosphere in learning. The model takes the learner at the center of the educative process where he takes an active role in each part of the model. His participation is crucial to assimilate the learning tasks which are developmental and interactive. Each component involves its unique elements

1. Component I - INTAKE

The first component is intake. The concept of intake specifically refers to the first time that the students will take hold of the specific lesson that the teacher prepares. This is the preparatory stage, where the students are given schema activation activities. Schema activation could include some activities like motivational activities, vocabulary building, or answering big questions regarding the main content of the lesson.

2. Component II – COMPARISON with Background Knowledge

Background knowledge for listening is the first step to producing responses. L2 listening counts more on listeners' perception and cognition since listening is universally accepted as an information process. According to Ehrman (1996:173), deep processing of the source material is an active process of making associations with material that is already familiar, examining interrelationships within the new material, and elaborating the stimulus through associations. Consequently, selection, translation and transference should be blended as concrete strategies.

3. Component III – IMMERSION with Authentic Language Materials

Learners should listen to as many different types of authentic texts as possible, on a wide variety of themes and topics' (Vandergrift & Goh, 2012, 200). More authentic listening tasks should be offered to students as a necessity of the exposure to listening. According to Rost (2011), authenticity lies in two factors, one being the everyday spoken discourse and the other being the medium of the input. Rost lists such characteristics as natural speed, natural pauses and intonation, high-frequency vocabulary, hesitations, false starts, self-corrections, and colloquialism to show the genuineness of input. Alm (2013) investigates the use of podcasts for out-of-class listening practice by means of surveys and group interviews and draws that media facilitated by technology is conductive to listening. Therefore, exposure to various authentic listening texts with regular practice should be maintained by teachers and students. The strategies including flooding, imitation and simulation become necessary.

4. Component IV –Construction of Meaning

Meaning does not resides in linguistic units but is constructed in the minds of the language users (Radden et al, 2007). Listening is a process of interaction between speakers and listeners with mental activities, whereby speech participants make meanings based on linguistic units obtained. In the one-way listening practice, listening is for the correct answer to each question according to what have been heard. When the words uttered are fluent and complete in expressions but relatively implicit in meanings, the construction of meaning becomes necessary.

The intertextual relation proposes the possibility of getting all elements together to make the exact meaning while listening. Vocabulary store with correct pronunciation, strategies built in the numerous practices, the notes put down while listening and the predictive questions provide prerequisite for the meaning making. Radden et al. (2007) makes meaning construction an inferential and dynamic process and the potential range of inferences is constrained by the linguistic expressions that serve as prompts, the situational and discourse context, the language users' encyclopedic knowledge, their personal attitudes and certainly many more factors. Only with negotiation of meaning and interactive skills in this process can the model procedures be smoothed.

V. Implementation of ICIC Model in Teaching Listening

In the experiment, a class of 50 students was randomly chosen as the subject and some listening materials from CET4 were adopted for the listening practice. A pretest was taken to keep a record of students' current listening ability before the listening practice with the ICIC model, and a posttest was also conducted after the practice. For each listening class, the teacher utilized the ICIC model as the teaching strategy and the feedback both from the teacher and students was collected at a regular time to make some adjustments in further listening practice. The subsequent content is about how to implement a lesson with ICIC model, The whole flow of implementing ICIC model is as follow:
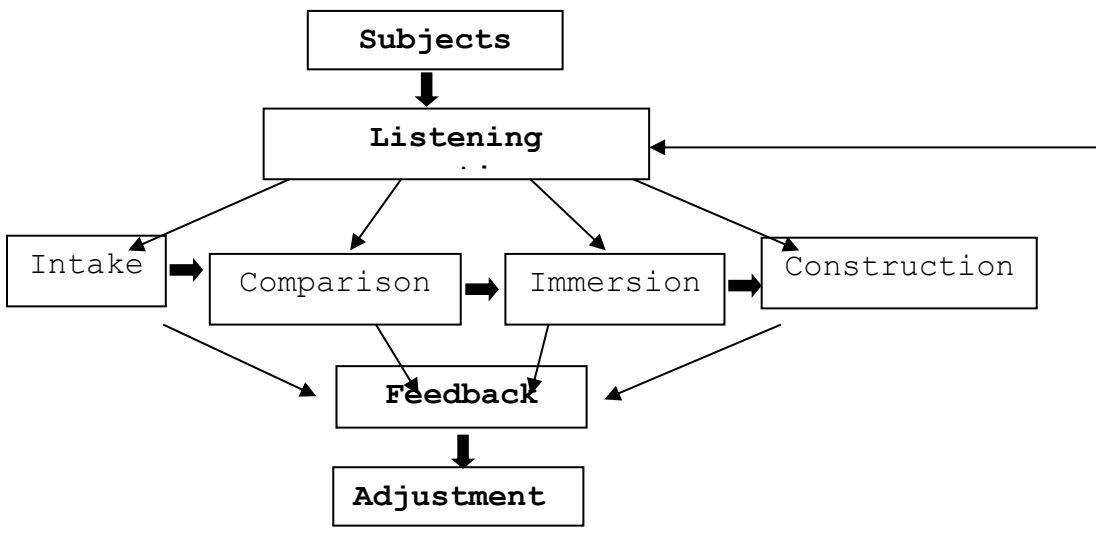
Figure3: ICIC Model Implementation Paradigm

ICIC model implementation is an interactive process when it is applied to teaching listening, in which each step indicates a reflection from students and then adjustment from teachers. It is the continuous rounds of back and forth that lead to the adding elements in each step, though it is impossible to adopt all conductive strategies once and for all. With the existing options for listening, students have to categorize the topic orientation from a big scope. The more familiar the listening materials are to students, the less difficult it is for them to get the proper answer to each item. Just as the figure 6implies, listening relates to intake, comparison, immersion and construction and all of them serve students' listening. Meanwhile, timely feedback and adjustments offer necessary provision to the training implementation. Honestly, not all the class with one or two strategies could solve all the problems students encountered. Teachers' efforts for enriching and complementing cannot be ignored. Only with the cooperation of teachers and students can listening proficiency be boosted.

6. FINDINGS, CONCLUSION, AND RECOMMENDATIONS

This part presents a summary of findings, conclusions, and recommendations derived from the results.

Summary of Findings

The results of the study are summarized as follows:

I. *Proficiency Level of Students in the English Listening in the Pretest*
Majority of the students belong to the proficiency level of low extent.

II. *Proficiency Level of the Students in the English Listening in the Posttest*
Majority of the students have a proficiency level of moderate extent.

III. *Significant Difference in the Proficiency Level in Listening Comprehension of Participants Between the Pretest and Posttest*
There is a significant difference in the proficiency level in the listening comprehension of participants' pretest and posttest levels. The effect size is to a large effect.

IV. *Proposed ICIC Model for Enhancing Students' Listening Proficiency in English*
An ICIC Model consists of four components which are Intake, Comparison, Immersion and Construction.

Conclusion

Despite the limited exposure to the ICIC Model, the student participants had increased their English listening proficiency level by one range level and most of them have got improved in posttest, which indicates ICIC model is an effective model in English listening teaching.

Recommendations

From the results of the experimental study, the following recommendations are generated:

1. Teachers may implement the model training in listening and construct assessments in students listening competence for corresponding adjustment.
2. Teachers may provide more stimulating and interesting materials and activities for the students to accomplish after their class hours.
3. Instructional material developers may provide teachers with a wide range of interactive and appropriate materials to address the students' areas of difficulty for a more authentic and immersive English listening learning experience.
4. College administrators may provide more facilities, materials, and various English learning platforms for students to practice their listening skills.

STATEMENTS AND DECLARATIONS

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