

Applied Linguistics & Language Acquisition in Multilingual Contexts
Universitat of Barcelona

**TEACHING LISTENING STRATEGIES WITH
AUTHENTIC VIDEOS: AN INTERVENTION STUDY
WITH EFL SECONDARY SCHOOL STUDENTS IN
CATALONIA**

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Teaching listening strategies with authentic videos: An intervention study with EFL secondary school students in Catalonia.

ABSTRACT

Listening is probably the most difficult skill to work in the ESL curriculum, making it seem an unappealing and even passive activity. This classroom-based research paper studies the impact of the teaching of listening strategies with authentic videos on students' listening comprehension skills and their perceptions of the intervention. The training sessions were carried out in eight weeks with a group of secondary school students. The strategies group received training on the development of listening strategies using authentic videos whereas the role-play group was asked comprehension questions after the viewing of the video followed by oral activities. The study shows that systematic instruction in the use of strategies did not result in the improvement of listening comprehension. However, students who had been trained in listening strategies demonstrated a statistically significant increase over their counterparts in a role-play group, -not only in most of the concepts referring to their perceptions of the listening activities but also in their level of metacognition awareness related to the listening skill learning.

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1. Literature Review

Listening comprehension is an essential language skill to promote when it comes to learning a second language. This skill is nowadays viewed theoretically as an active process in which individuals focus on selected aspects of aural input, construct meaning from passages, and relate what they hear to existing knowledge. However, at one time, listening was considered a passive activity, deserving little consideration (Vandergrift 2004). This assumption began to change from the 1970s on, when the status of the listening skill became of increasing importance. And it was in the 1980s when the attention focused on the field of instruction (Morley 2001). As a consequence of this evolution, a growing awareness of the relevance of listening comprehension has been taking place in its different fields for the past 15 years: research, instruction and learning. Apart from this, second language learners may not be ready or trained to take advantage of the wide range of materials at a teacher's disposal in the digital age (such as projects, readings of media, social networks used in class, digital whiteboards, etc.) becoming of common use in the ESL teaching and content instruction in general. Podcasts, web quests, treasure hunts and videos are some examples of them. All of them are obviously related to the listening skill. However, instruction in listening strategies for students to take more advantage of this skill is not often considered in the ESL curriculum (Carrier 2003).

1.1. Listening Strategies

In a period in which people are willing to access the rich variety of aural and visual information that the target language can provide via network-based multimedia (Vandergrift 2007), for instance, the approach to **listening instruction** takes a relevant role. It has also evolved in the last years. First was the "listening to repeat" approach of the audio-lingual period, followed by the "question-answer" comprehension approach. It went through a common approach of real-life listening, involving communicative tasks (Morley 1999). Fortunately, listening instruction is progressively expanding from a focus on the product of listening (listening to learn) to include a focus on the process (learning to listen) (Vandergrift 2004). In spite of the fact that L2 listening instruction is improving, it still focuses largely on the product: the correct answer. These answers, as well as teaching procedures, tend to verify comprehension but they reveal nothing about

how students arrived at comprehension or, more importantly, how comprehension failed. Moreover, for the L2 listener, a focus on the right answer often creates a high level of anxiety. This anxiety in listening comprehension was analysed by Elkhafaifi (2005) in a study on students' levels of anxiety and its relation with final grades and listening comprehension scores. Firstly, he found that the learners with higher levels of FL learning anxiety also tended to have higher levels of listening anxiety. Not only that, his data revealed that students who reported higher listening anxiety had lower listening comprehension grades than students who reported lower anxiety; and that students who experienced higher listening anxiety also received lower course grades. Given the effects on the approach adopted when teaching listening, a number of models have been developed as alternatives to focusing instruction just on answers. One example of that mentioned by Morley (2001) is the task listening, which consists on carrying out real tasks using the information received or interactive listening, which implies the development of critical listening, critical thinking, and effective speaking activities. When these alternative approaches to listening instruction are exercised through regular classroom practice and liberated of the threat of evaluation, the development of listening skills is favoured (Vandergrift 2007). In addition, a range of learning strategies are now recognized as essential to further facilitate this development of the L2 listening.

Learning strategies could be, generally speaking, defined as procedures that facilitate a learning task. Strategies are most often conscious and goal-driven. Moreover, in the case of listening comprehension, different processes take place depending on the use that listeners do of the context, their knowledge or the words themselves. These are known as top-down and bottom-up processes. According to Vandergrift (2007), listeners make use of top-down processes when they need or use the context, their prior knowledge about the topic, genre and culture of what they hear and infer meaning in order to focus on the meaning of the oral input and success in comprehension. As an example of top-down listening strategies, Hinkel (2006) mentions helping students to listen for gist, activating schema in pre-listening, and making predictions and inferences. On the other hand, bottom-up processing focuses on the structural system of English when listeners attribute meaning by identifying sounds, words and phrases in order to decode speech. It is possible that listeners make use of both processes in a parallel way. Nevertheless, the purpose for listening, learner characteristics (i.e. language proficiency, linguistic and cognitive processing preferences), and the context

of the listening event will condition the use of one specific process more than the other. A listener who needs to verify a specific detail, for example, will engage in more bottom-up processing than a listener who is interested in comprehending the gist of a text (Vandergrift 2007).

Anderson (2005) makes reference to the SSBI (Styles and Strategies-Based Instruction) approach. The author refers to the **learning styles** as the general approach one takes to learning; and to **strategies** as the specific things that one does to learn, which are normally linked to a learning style. This approach has two main goals: styles and strategy instruction, and style and strategy integration. “Style and Strategy instruction involves the explicit instruction of learning styles and strategies so that learners know about their preferred styled of learning and how, when and why to use the strategy. Style and Strategy integration involves embedding learning style and strategies into all classroom activities so that learners have contextualized practice.” (p.758). This ultimate outcome, though, is conditioned by several factors: Learning styles may differ depending on gender, age, or culture. In the same way, learning strategies are sensitive to the learning context and to the learner’s internal processing preferences. Consequently, as it happens with the above-mentioned top-down and bottom-up processes, the learner’s goals, the context of the learning situation and the learner’s cultural background may also influence the choice and acceptability of language learning strategies (Chamot, 2005; Deneme, 2008). Instruction plays here an essential role since, as the author states, there are no good or bad strategies but there is a good or bad application of strategies. A particular learning strategy can help a learner in a certain context achieve learning goals, whereas other learning strategies may not be useful for that learning goal (Chamot 2005).

The importance of **learner strategies** has been recognized by researchers. O’Malley and Chamot’s (1990) refer to the strategies as intentional cognitive or affective preferences chosen by the learner in order to learn both simple and complex material. They name three main categories to be taken into account: *metacognitive* or higher-order planning, monitoring, evaluating comprehension and identifying comprehension difficulties; *cognitive*, the strategies that manipulate information, such as rehearsal, summarizing, and reorganization; and *social/affective* strategies, which involve interaction with another person, or self-assurance in order to complete a task. When students develop metacognition, awareness of learning is activated since, as Anderson

(2005) explains, “it is the ability to reflect on what you know and do and what you do not know and do not do” (p.767), what may result in making changes in how they learn. In fact, when a learning strategy is used repeatedly, it may acquire some automaticity. However, most learners should also be able to address the strategy to conscious awareness in case it was necessary (Chamot, 2005).

As it is observed, learner strategies are being referred here as actions or conscious procedures taken by the learner. However, how do strategies develop? At this point it must be said that a number of researchers have conducted studies in which language learning strategies have been taught to students. Chamot (2005) mentions how participants should be randomly assigned to either a control or an experimental/treatment group in this kind of studies. Ideally, **instruction** in each group should be identical except for the presence or absence of the innovation being studied. Participants should be pre- and post-tested on valid and reliable instruments that identify not only the previous knowledge about the innovation (e.g., learning strategies), but also measure other factors deemed important in learning, such as achievement/proficiency, motivation, attitude, and/or self-efficacy. Nevertheless, it is rarely possible to adequately control for all of these possible variables in any natural classroom setting. Chamot carried out a study on strategy instruction (O’Malley & Chamot, 1990), the main conclusions of which support some of the major tenets proposed in current language learning strategy instructional models, including the importance of not overlooking students’ current learning strategies, careful choice of tasks for practicing learning strategies, and providing explicit and embedded learning strategy instruction. It is obvious that there is a growing interest in the acquisition of listening learning styles and strategies as well as in the teaching models for doing it. (Berne 1998).

With reference to **listening comprehension**, several studies have sought to help language learners use strategies to increase their comprehension of oral texts, as reported by Chamot’s review article (2005). For example, a study of listening comprehension was conducted over an entire academic year with university students (Thompson & Rubin, 1996). Learners receiving strategy instruction showed significant improvement on a video comprehension posttest compared to the students in the control group. In addition, students in the strategies group demonstrated an increase in metacognitive awareness through their ability to select and manage the strategies that would help them comprehend the videos. A study with similar results is the one by Carrier (2003) in

which he sought for the effects of listening strategy instruction in the ESL classroom on the improvement of students' listening comprehension of oral academic content material of the type that they encounter in their academic content classes. After a pretest, seven high school students experienced 15 sessions of targeted listening strategy instruction focused on strategy development and note taking. The results after the posttest confirmed the author's hypothesis that targeted listening strategy instruction in audio and video listening as well as note taking can result in the improvement of students' listening comprehension of oral academic content material. Another recent study of listening comprehension strategies was carried out by Vandergrift (2003b) with university students of French as a second language. The goal of the study was making them be conscious of the process of listening by means of tasks designed to develop effective listening strategies. These **strategies** included predictions of the information they might hear, and checking off predictions after the first listening of the text. In pairs, they compared and discussed what they had understood. A second listening allowed students to fill in additional information comprehended, followed by a class discussion in which students shared the strategies they had used to comprehend the text. After a third listening, students wrote a personal reflection on what they had learned about their own listening processes and what strategies they might use in the future to improve listening comprehension. After the strategy training sessions, participants showed a significant improvement in discrete and video listening ability.

Training, then, turns out into a profitable tool to teach listening strategies with the goal of developing this skill. However, not everything depends on this training. Some external **major factors** have been identified that affect in the case of listening comprehension strategies: text characteristics, interlocutor characteristics, task characteristics and process characteristics. In the same way, **individual learner variables** such as attitude and motivation, background knowledge, perceptual style, previous language-learning experience, and learning strategies all contribute to how a listener will interact with the input (Rubin 1994, Bacon 1992).

Bearing that in mind, a relevant part of the listening process is the **technique** (or techniques) used in the instruction of listening strategies. One worth to mention is the so-called advance organizer, a tool for providing background information before listening or viewing in the foreign language. This technique covers a huge range of different possibilities. Some studies, for example, argue that asking preview questions

promotes greater attention and deeper information processing than making statements and encouraging the viewer to search actively for answers, leading to better recall (Vandeplank 2010). Another example of advance organizers is the pre-teaching of vocabulary, which has also proved to have positive results in listening. A different technique from advanced organizers also mentioned in the article is the use of captions when watching a video. Captions are said to promote word-recognition, recalling, comprehension and language proficiency. However, it has been frequently argued that even if captioning allows for language gains and improved comprehension, students are not being truly trained to develop their listening skills without written support (Vanderplank 2010). With regard to the visual information essential in listening comprehension, Swaffar and Vlatten (1997) focused on video listening and the reading of visual images for a better comprehension. For them, the cognitive overload and the amount of information to process in working memory constitute the first problem learners face when they view a segment. This is why they suggest **silent viewing** as a technique when first introducing the videos to students since, as the authors says, “Establishing suppositions about a sequence and its social setting helps students organize familiar and unfamiliar incoming visual information. With a cognitive focus on place, they can subsequently process pieces of linguistic information that might otherwise be largely incomprehensible.” (p.178) Furthermore, if learners are aware of the genre of the video they may predict the sequence of images since the organizational structure of genres is frequently predictable. In the same way, they assure that repeated viewings is of crucial importance for the students to learn how to identify some ideas and words expressed in rapidly paced, authentic foreign films. Nevertheless, all these suppositions should be proved before with individuals with different characteristics since, as we have seen, not everything depends on the trainings and techniques carried out.

1.2. Use of Authentic Materials for Listening

Little by little, the practice and teaching of listening comprehension inside the classroom is moving from the exclusive use of audios to the combination and promotion of audios with videos. Many authors have promoted television and video as ideal means of showing not only **authentic language** but also the culture of the language being

taught, both high culture (cultural products) and low culture (daily customs and practices, lifestyles).(Stempleski 1987, Vandep plank 2009). Students can see how people in that culture interact with one another, their values and their customs with all the characteristics of authentic interactions: interruptions, repetitions or false starts (Gilmore 2004). In this way, learners may face authentic material in a way close to reality: authentic language with authentic culture, together with all the visual information that a video implies. Authenticity is becoming relevant in ESL with the aim that students develop effective skills and strategies for the real world. Due to this authenticity, the learner gets the feeling that he or she is learning the ‘real’ language (Guariento and Morley 2001). In fact, according to Stempleski (1987), “Students experience a real feeling of accomplishment when they are able to comprehend material intended for native speakers”(p.5).

Authentic texts are also seen as partially responsible for the maintenance or increase of students’ **motivation** for learning in the same way that affective factors are. Actually, many writers claim that authentic materials help motivate learners since they are basically more interesting or stimulating than non-authentic materials - those materials produced specifically for language learners (Peacock 1997). Gilmore (2004) justifies that by saying that “textbook discourse is concocted for us with artificial restrictions and not answering learners’ needs” (p.371). Peacock (1997) carried out a study in which he tested the experimental hypotheses that when authentic materials were used levels of on-task behaviour, observed motivation, and self-reported motivation would increase. In order to do that, 31 beginner-level students divided into two classes at a South Korean university EFL institute used, alternatively, authentic and non-authentic material over a period of 20 days. Peacock came to the conclusion that authentic materials significantly increased learner on-task behaviour on days when they were used and decreased on days when artificial materials were used. The same occurred with the overall class motivation. There was also an increase in levels of self-reported motivation when learners were using authentic materials.

Other studies have aimed at testing the influence of the authenticity of material on the **development of listening skills**. One example is Weyers’ work (1999) in which, all along a semester, a control group of university students followed the established curriculum whereas the strategies group supplemented the curriculum with the viewing of two episodes per week of a Spanish soap opera. The author could not provide

enough evidence to prove that an increase in the quantity and quality of input reaching students via authentic video would result in an increase in the quantity and quality of their output. However, he was able to show the acquisition of more lexical items, a greater confidence in students as well as an ability to provide greater detail in their discourse. Thus, the fact of using authentic materials in the classroom becomes a way of contextualizing language learning giving the students the chance to deal with natural, meaningful and real language.

2. Introduction to the present study

Previous studies on listening strategy instruction have shown positive results in the academic ESL and ELT contexts (for example see reviews by Anderson, 2005; Chamot, 2005; and Morley, 1999). More information, however, is needed on the efficiency and significance of strategy instruction for developing listening skills. The method of strategy instruction applied in the present experiment was taken from the study by Thompson and Rubin (1996), regarding explicit strategy instruction and practice. Although in their experiment Thompson and Rubin used a wide range of strategy types ranged over many different strategies depending on the genre of the video; the selection of specific strategies to be taught in this study are the ones mentioned below and limited to just a unique genre: films.

As it was above-mentioned, this study has the main goal of finding out whether or not training on teaching strategies using authentic material over a period of time had an effect on learners' listening comprehension improvement and perceptions. This study is also aimed at making students conscious that listening is an active receptive skill which needs to be trained and to help them develop their metacognition awareness about the role of strategies in listening comprehension.

The **research questions** afforded in this study were:

- Is the practice of listening strategies based on selected authentic video excerpts more effective in improving listening comprehension than the practice of listening comprehension followed by speaking practice?

- What are students' perceptions of the listening strategy practice sessions? How do these perceptions compare with those of students who were exposed to comprehension plus speaking practice sessions?

3. Methodology

3.1. School background

The study took place in an intermediate ESL class in a Catalan high school which is located in the outskirts of Badalona (11 kilometres away), in a lower-middle class neighbourhood. The rooms in the school classes are equipped with over-head projectors and speakers. However, the quality of sound was not as good as it should have been in order to provide appropriate conditions for the participants. The experiment was conducted with two groups of the Spanish 1st of *bachillerato*. Although both groups were in the same grade level, different levels of English could be noticed among the students in both classes. According to the European framework of languages, B1 is the grade these learners should achieve at the end of the year. The current English lessons consisted of 60-minutes lessons three times a week focusing on the integration of the four skills: Reading, listening, writing and speaking despite the fact that listening comprehension was not paid as much attention as the other skills.

3.2. Subjects

There were two intact groups of high school students. The strategies one (strategy practice) was composed of 16 girls and 11 boys studying the scientific-technological *bachillerato*. The 27 of them were native bilingual Catalan-Spanish speakers (including three who were also native Arabic speakers). In the role-play group (no strategy practice) there were 21 girls and 12 boys; 30 of them were also native bilingual Catalan-Spanish (including one who was native Arabic speaker), there were two who were just native Spanish speakers although they knew the Catalan language and one Chinese with some linguistic difficulties. They were doing the social-humanistic *bachillerato*. The participants' ages in both groups ranged from 16 to 19 years old. They attended this ESL class three times a week, in addition to their various academic content classes. These

students were exposed to spoken English mostly through teacher talk and through taped dialogues associated with their textbook and had little prior experience with authentic English in one-way listening situations.

	No of girls	No of boys	Speakers in the groups	Bachilleratospeciality
Strategies group	16	11	27 bilingual Catalan-Spanish (3 Arabic speakers)	Scientific-technologic
Role-play group	21	12	30 bilingual Catalan-Spanish (1 Arabic speaker) + 1 Chinsese and 2 Spanish speakers	Social-humanistic

3.3.Intervention design

This is a pretestposttest comparison group design with two intervention groups. The pretest was carried out one week before starting the treatment and the posttest one week after finishing it. As it was previously said, the participants were distributed in two intact classes. Both groups met three times a week in 60-minute classes, used the same course materials, and followed the same syllabus, as it is established by law. The strategy instruction sessions were conducted in the ESL classroom during the participants' regularly scheduled ESL lessons on one second semester of English lessons. As a result, students received one 60-minute session for listening comprehension weekly, for a total of 8 weeks. Due to the length of the training, students got used to the sessions as part of their regular English classes. They agreed to participate in the experiment when its purpose was explained to them. They were told that we were looking for ways to improve their listening comprehension in English, but they did not know that the two groups were receiving different kinds of listening instruction.

3.4. Video Segments used in Strategy Training

After the pretests, participants in both groups participated in 8-lesson sessions of targeted video listening practice conducted by the researcher over a 8-week period. The strategies and role-play groups viewed the same videos in the same sequence and spent approximately the same amount of time on each of the 8 video segments (one video per session). All in all students received a total of 25.59 minutes of video along eight hours of strategy instruction and training in listening.

The video material in the 8 strategy practice and role-play sessions consisted of short scenes taken from several different films representing various genres. The reason why taking movie segments is to approach students to a reality that is around them and, consequently, calls their attention with its influence. They are familiar with American and English movies but they feel disappointed and frustrated when it is obvious that they do not understand them. The excerpts were carefully selected by the instructor for them to be interesting. The length of the videos ranged from one minute and 10 seconds to five minutes and a half, depending on the segment. The difficulty the scenes entailed was related, to a certain extent, to the degree of background knowledge, such as prior familiarity with topic or the film itself, presence of relevant visual and other clues, presence of recognizable cognates and familiar words and phrases, clarity and speed of speech, familiarity of dialect, and background noise. At the end of every session, participants in both the strategy practice and role-play groups received an anonymous self-report questionnaire. It measured the students' perceptions to the listening strategy intervention.

3.5. Strategies and activities practised

Different lesson plans were prepared for each of the two groups. In the case of the strategies group, all the sessions focused on five specific strategies for developing discrete audio and video listening skills: Prediction on visual cues, used to infer meaning from the video (watching the video with the sound off to get a general idea of its content and in pairs, prediction of what the characters might be saying to each other as well as a general idea, and jotting predictions down); verification and word recognition, so as to develop the process of perceiving and recognising words in a

stream of speech and parsing it into meaningful units, aimed at identifying familiar words just by their sound (watching the video again to verify predictions and jotting down as many familiar words and phrases that were actually heard in the way they recalled it better); planning (deciding whether they needed to watch the video again) and goal definition (development of the topic of the video being able to select the specific information they needed for that). In order to achieve this last strategy, top-down strategies were mainly promoted and reinforced, especially in the first and last step, by means of using and interpreting the visual input (e.g., facial expressions, gestures, illustrations), understanding the video as a whole and inferring the general message from the context without focusing too much on specific words. Bottom-up strategies were used to a lesser extent when they tried to identify words in the second step of their intervention.

On the contrary, the intervention in the role-play group aimed at practising traditional video listening skills with listening comprehension questions. As this questions group were based on the content of the dialogues of the video instead of the visual input, students worked more on their bottom-up strategies. This activity was supplemented with oral activities related to the videos, that is, using the content of the videos as a basis for speaking activities. For this reason, the video was viewed once just paying attention to its content and all the information it could display without any explicit task to complete. After that, multiple choice listening comprehension questions were distributed for learners to read. Then, they viewed the video for the second time before answering the questions. Following this, three different situations somehow related to the content of the video were presented to them. Having done this, they watched the video for the last time with a focus on the vocabulary they might need to perform on the three situations. Finally, in pairs they chose one of the situations, prepared it and performed it in front of their classmates sitting next to them (see appendix 4). In any case, the material used for both interventions was **authentic**. Learners were exposed to different film genres where different accents of English could be heard. Students could also listen to several intonations expressing any kind of emotion. Last but not least, they experienced the listening in a way close to reality: background noise, overlapping and visual extra information all together. In the case of the strategies group, the instruction was made explicit by defining the strategy for the students, explaining how it would help them comprehend the oral input and to select specific information when

establishing the topic of an aural text. At the beginning of each training session, the strategies and steps of the previous lesson were recalled in both groups as to make the process more and more autonomous for effective listening.

● **GENERAL SCHEME FOR STRATEGIES AND ROLE-PLAY GROUP SESSION**

STRATEGIES LESSON PLAN	ROLE-PLAY LESSON PLAN
1. Watch the video with the sound off to get a general ideal of its content (prediction based on visual cues).	Watch the segment once with the sound on.
2. Working in pairs, predict what the characters might be saying to each other. Jot your predictions down (prediction based on knowledge of the language).	Answer the listening comprehension questions.
3. Watch the video again to verify your predictions (verification).	Watch the video again to check your answers.
4. Working with a partner, jot down as many familiar words and phrases that you actually heard, as you can recall (familiar elements).	Watch the video again.
5. Decide whether you need to watch the video again (Planning) and what specific elements you will listen for (goal definition).	Then act one of the three role-play situations similar to the action presented in the video.

3.6. Language of instruction

With reference to the language of instruction, explicit instruction was carried out by means of developing students' awareness of the strategies, identifying the strategies by name and providing opportunities for practice. Furthermore, the reason for the use of strategies was explained aiming at giving relevance to the process so that it increased the students' motivation in the activity. The language of instruction used during the interventions, as well as in the regular English lessons, was the target language since

participants were not beginning level students and they were supposed to be able to understand most of the explanations. Nevertheless, learners' native language was used for clarifications. As the instructions used along the process were always the same in each session, the language of instruction did not become a problem for those students who were not proficient in the L2.

3.6. Assessment instruments

The participants completed a pretest at the beginning of the study prior to the start of the eight listening sessions. This measured the participants' listening skills. The tests included four segments (The first two parts were excerpted from the Preliminary English Test whereas the other two were from the First Certificate of English both from Cambridge ESOL examinations) and 14 items. The questions were of different types: Multiple choice and fill in the gaps. These two tests were based on audio materials. Video materials were not used for these tests because no standardized listening tests based on video existed at the moment of the study. When the eight intervention sessions were completed, the posttest was administered. It was exactly the same type of exam as the pretest consisting of the same parts and number of items. Apart from these two assessment instruments, a questionnaire which was completely anonymous was administered after each session in order to collect all learners' perceptions of the video listening activity day after day. Questionnaires are introspective instruments that were used in order to enhance learners' individual metacognitive thoughts. The one used in this study was composed of seven scales named with a concept in one extreme and its opposite in the other. They had to mark an 'X' to show how they rated the concepts. After that there was a question in which they had to rate the feeling of improvement experienced in the session. The aim was to know what students thought of each one of the sessions and whether they got any feeling of improvement.

According to Morley (2001), we play different roles in our listening interactions. Three specific communicative listening modes can be identified: bidirectional (reciprocal speech chain of speaker/listener), auto directional (self-dialogue communication), and unidirectional (auditory input that surrounds us), - the one practised all along this study with the consistent sessions and lesson plans. The input in the directional mode comes from a variety of sources - overheard conversations, public address announcements,

recorded messages, instructional situations of all kinds, public performances and the media (e.g., television, films). Morley assures that as we hear speakers but are unable to interact, we often talk to ourselves in a reactive or self-dialogue manner as we analyse what we hear. This self-dialogue is precisely the process that is practised during the strategies training sessions in this study.

4. Results

4.1. Listening Tests

Pretest and posttest data were analysed. After doing the Preliminary English Test and the First Certificate of English previously mentioned, they both were read and rated independently. There was a categorical independent variable: Teaching styles (strategy instruction vs. traditional instruction), and a continuous dependent variable: Learners' improvement on listening comprehension and their perceptions about the activities done in each session of the process. For the audio skills test, the number of correct answers to the questions was used as a measure of the participants' discrete listening skills taking into account the four different parts the test consisted of. A total of 57 students were enrolled in the two participating classes, 54 (30 in the role-play group and 24 in the strategies group) were present for the pre-intervention and 50 (28 in the role-play group and 22 in the strategies group) for the post-intervention battery test. Also, not all the students were present in all the sessions.

In the case of the listening tests, results from the comprehension pretest and posttest scores were assessed for normality with the Kolmogorov-Smirnov statistic. The assumption of normality was not violated in the posttest scores of the two groups; although for the pretest in the role-play group it was borderline (sig. value was .055).

Linearity between the comprehension pretest and posttest scores was also assessed to have an indication of the strength of the relationship between the two variables. For the role-play group the two variables are correlated: 64% of the variance in the posttest scores is explained by scores at the pretest. For the strategies group the two variables are very little correlated: only 18% of the variance in the posttest scores is explained by scores at the posttest. So the assumption of linearity between these two variables is violated in the case of the strategies group.

Based on these preliminary analyses it was decided not to run a one-way ANCOVA, as initially planned, with the type of intervention as the independent variables, the posttest listening scores as the dependent variable and the pretest scores as the covariate. A paired-samples t-test was discarded too because of the little correlation between the pretest and posttest scores in one of the two groups.

First we examined the scores from the pre-listening test scores and checked that there were not significant differences in the scores of the two groups. As can be observed from ‘Figure 1: Table of comparison’, the means in the scores of the two groups are very similar and an independent t-test shows that they are non-significant.

Table 1

Oral Comprehension: Pretest and Posttest Scores

	Intervention groups		t	df
	Strategies	Role-Play group		
Pretest	7,95 (3.9)	7,42 (3.2)	-.05	46
Posttest	7,91 (3.8)	6,85 (3.2)	-1.04	46

Note. * = $p \leq .05$, ** = $p \leq .001$. Standard Deviations appear in parentheses below means.

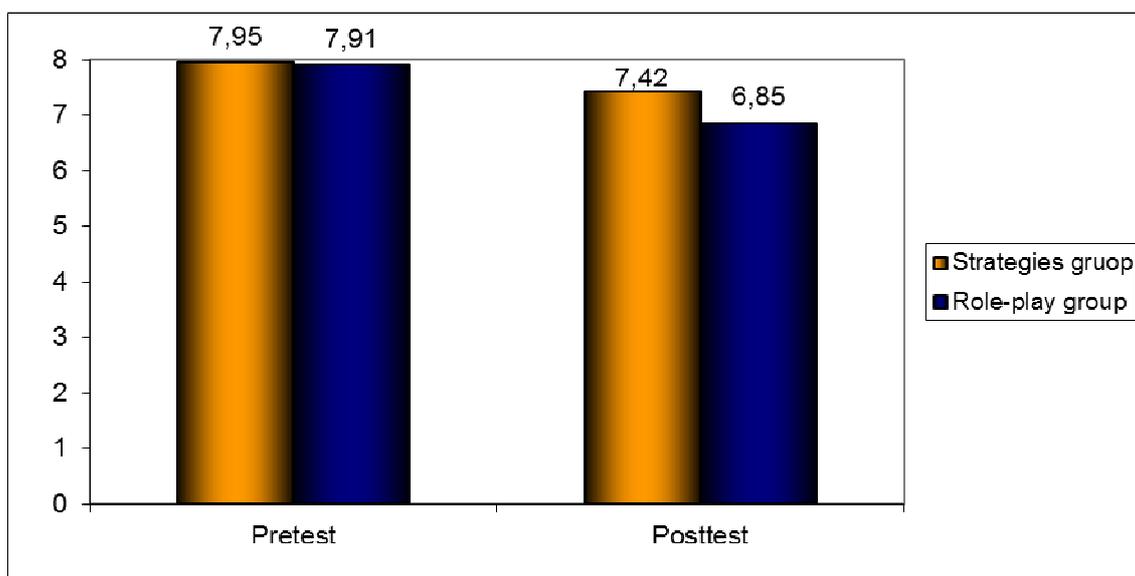
Once we knew that there were no significant differences in the level of comprehension of the two groups, results from the posttest listening scores of the two groups were compared. As can be observed from table 3, the mean in the scores of the role-play group is lower ($M = 6.85$, $SD = 3.2$) than that of the strategies group ($M = 7.91$, $SD = 3.8$), with a small effect size ($\eta^2 = .02$). However the independent t-test shows that the difference between the two groups is not significant $t(46) = -1,04$.

These results suggest that the listening strategy practice did not have a significant effect on learners’ improvement of the listening comprehension skill. Specifically, our results suggest that when a specific intervention on video strategy skills is carried out with

some learners, it does not necessarily mean that they will overtake those who did not follow that intervention.

‘Graphic 1: Oral Comprehension: Pretest and Posttest scores for both groups’ shows data from the evolution between the pretest and the posttest for both groups the strategies and the role-play. The first pair of columns represents the pretest whereas the second pair represents the posttest. At looking at the result, the strategies group obtained better results than the control group but this difference is not significant. However, it is really surprising the fact that both groups got lower results in the posttest maybe due to the difficulty of the posttest, according to the students. The experimental group overcame the control group but again the difference is not significant.

Graphic1: Oral Comprehension: Pretest and Posttest scores for both groups



4.2 Questionnaires

On the other hand, questionnaires about learners’ perceptions of the content of the sessions were also analysed and the mean and standard deviation calculated out of the total number of sessions and also out of the four last sessions.

An independent-samples t-test was conducted to compare the students’ scores for the strategies and the role-play groups on factors: interest, enjoyment, meaning, excitement, satisfaction, appeal and absorption as well as their perception of self-improvement.

As can be seen in Table 2, after analysing the total of the eight sessions, there was no significant difference in the level in which students from both intervention groups perceived the concept of **Interesting**, although the mean in the scores of the strategies group was higher than that of the role-play group

There were, however, other concepts such as **Meaningful**, **Absorbing**, **Enjoyable** and **Appealing** that presented significant differences in the levels in which students perceived them after the eight sessions. For **Meaningful**, the mean in scores of the strategies group was higher ($M=5.27$, $SD=0.33$) than that of the role-play ($M=4.72$, $SD=0.37$; $t(39)=4.95$, $p<.001$) with a large effect size (eta squared=0.38). It was also the case of **Absorbing**, in which the mean in scores of the strategies group were again higher ($M=5.35$, $SD=0.41$) than that of the role-play ($M=4.87$, $SD=0.49$; $t(42)=3.46$, $p\leq 0.001$) also with a large effect size (eta squared=0.22). For **Enjoyable**, the strategies group ($M=5.38$, $SD=0.35$) again overtook the role-play ($M=5.15$, $SD=0.43$; $t(42)=1.96$, $p\leq .05$); with a moderate magnitude of the differences in the means (eta squared=0.08). Finally, referring to **Appealing**, results of the mean in the scores were similar to those of the previous ones with the strategies group ($M= 5.23$, $SD=0.48$) and role-play ($M=4.95$, $SD=0.41$; $t(39)=2.02$, $p\leq 0.05$). Another question asked in the questionnaires after each session was whether students had a feeling of **improvement**, rated in the same way as the previous adjectives were. This question could be considered as one of the most important items in the questionnaire and it was the one with more unexpected results. After the eight sessions, there was a significant difference in scores for strategies ($M=4.73$, $SD=0.56$), and role-play groups ($M=5.13$, $SD=0.38$; $t(29)=2.2$, $p<.05$) with students in the role-play group having a higher sense of improvement.

Table 2

Students' perceptions after the eight sessions: Strategies and Role-play Scores

	Intervention groups		t	df
	Strategies group	Role-Play group		
Interesting	5.59 (.41)	5.36 (.35)	1.95	42
Enjoyable	5.38 (.35)	5.14 (.43)	1.96*	42
Meaningful	5.26 (.32)	4.72 (.37)	4.94**	39

Exciting	5.17 (.48)	5.01 (.39)	1.21	41
Satisfying	5.27 (.47)	5.1 (.46)	1.17	39
Appealing	5.23 (.47)	4.95 (.41)	2.02*	39
Absorbing	5.35 (.41)	4.87 (.48)	3.45**	42
Feeling of improvement	4.73 (.56)	5.13 (.38)	-2.2*	29

Note. * = $p \leq .05$, ** = $p \leq .001$. Standard Deviations appear in parentheses below means.

With regard to the last four sessions, there were also significant differences in scores of both groups for six of the concepts, as can be seen in Table 3. It is the case of **Exciting**, in which the mean of the strategies group is higher ($M= 6.75$, $SD= 0.6$) than that of the role-play ($M= 6.37$, $SD= 0.54$; $t(46)= 2.3$, $p<.05$) with a moderate-large size effect (eta squared=.1). For **Satisfying** scores, the strategies group also obtained a higher mean in scores ($M=6.85$, $SD=0.63$), than role-play ($M=6.26$, $SD=0.59$; $t(46)= 3.33$, $p\leq.05$), with a large size effect (eta squared=.19). Other concepts, although, kept the significant difference in scores in favour of the strategies group. It was the case of **Meaningful**: the strategies group ($M=6.74$, $SD=0.6$), and the role-play ($M=5.95$, $SD=0.7$; $t(45)=4.12$, $p<.001$), with a large size effect (eta squared= 0.27); **Absorbing**: strategies ($M=6.77$, $SD=0.57$), and role-play ($M=6$, $SD=0.76$; $t(48)=3.94$, $p<.001$), with a large size effect too (eta squared=0.24); **Enjoyable**: the significant difference in scores was again higher for strategies ($M=7.13$, $SD=0.61$), and role-play ($M=6.6$, $SD=0.54$; $t(47)=3.16$, $p<.5$) with also a large size effect (eta squared=0.17); and **Appealing**: strategies ($M=6.84$, $SD=0.63$), and role-play ($M=6.38$, $SD=0.58$, $t(45)=2.55$, $p<.05$). The magnitude of the difference in the mean was large (eta squared=0.13).

Table 3:

Students' perceptions after the last four sessions: Strategies and Role-play Scores

	Intervention groups		t	df
	Strategies group	Role-Play group		
Interesting	7.09 (.66)	6.75 (.59)	1.86	47

Enjoyable	7.13 (.61)	6.6 (.54)	3.16*	47
Meaningful	6.73 (.6)	5.94 (.7)	4.12**	45
Exciting	6.75 (.6)	6.37 (.54)	2.3*	46
Satisfying	6.84 (.62)	6.26 (.59)	3.33*	46
Appealing	6.83 (.63)	6.38 (.58)	2.55*	55
Absorbing	6.77 (.57)	6 (.76)	3.94**	48
Feeling of improvement	6.28 (.87)	6.46 (.49)	-.82	35.8

Note. * = $p \leq .05$, ** = $p \leq .001$. Standard Deviations appear in parentheses below means.

To sum up, these results suggest that the listening strategy practice training had mostly a significant effect on learners' perceptions of the listening comprehension activity, especially on their perception of how Meaningful, Absorbing, Enjoyable and Appealing the activity was. To a lesser degree, they also considered it exciting and satisfying. Surprisingly, it was the role-play group the one that showed to have a higher feeling of improvement. Maybe the general positive results are a reaction to using authentic materials, independently of how they were used.

5. Students' comments on the activities

In the last question of the survey, learners had the option of giving their opinions in an opened fashion. During the completion of the survey, students were allowed to write in the language they felt more comfortable in order to avoid any obstacle when expressing their feelings and the teacher stressed that all kinds of comments were welcome and useful.

There were a total of 417 (197 strategies group and 220 role-play group) surveys completed along the eight sessions. Analysis of the most frequent answers from the strategies group shows that many students commented about how the activity seemed to

be interesting(n=24).Participants in this group defined these activities as fun(n=15), pleasant (n=7) and different from the other typical activities(n=6).Similarly, most of them said at a time in the process that the sessions were absorbing(n=4). There were also comments referring to different aspects of the activity. There were, for instance, participants who talked about the fluency they could obtain by being continuously and systematically exposed to aural input (n=18). Others, about the improvement on pronunciation they could notice (n=5). Some students referred to how the fact of listening to real English (e.g. colloquial and formal registers, or American and British accents-real and authentic all of them) could help them in real life (n=11). Other learners talked about motivation: They said they felt more motivated to watch films in original version at home (n=3). There were also those who referred more to the content of the fragments by saying to have acquired new vocabulary from the videos and that the more popular a film was the more attentive they were (n=6). Some students also appreciated the fact that they were taught to analyse elements which can be found in any real life conversations over and above the word-by-word speech (n=2). As they said, students ended up being aware that in listening comprehension, the verbal language was as important as the non-verbal one, as they experienced throughout the process. Apart from this, there was a comment that appeared every day several times: the **improvement**. A great number of students commented about the improvement they experienced with the sessions (n=24). At the beginning learners considered that they would improve by doing this training for a period of time. As sessions passed they were convinced of their progress. They could notice it as, little by little, they could understand most of the content of the dialogues, their predictions tended to be right and the specific goal more accurate. In the last session, as a way of conclusion, one of the students even said this: *“En aquests dos mesos hem escoltat diferents tipus d’accents i registres de l’anglès comuns en la vida real. Per aquesta raó penso que és important fer aquest tipus d’activitats, ja que amb els listenings superficials i perfectes del llibre de text no en tenim suficient. Aquesta activitat m’ha semblat útil i productiva i he notat una millora. La qüestió és que no deuriem de deixar de fer-la per tal de no perdre els*

guanyts obtinguts.”¹ Obviously, some of the opinions were also about the difficulty they found when understanding the dialogues due to the speed of the speech (n=9). Also, when the video did not have much variety of topics, some of the students got bored and, consequently, attention decreased (n=4). Learners suggested having longer videos in order to get used to the accent as well as watching segments in which the grammar of the unit could be applied.

In the case of the role-play group, some of the comments were quite similar. As positive opinions, students also talked about how interesting they found the sessions (n=28). Like the strategies group, participants in the role-play group agreed that these sessions were fun (n=15), pleasant (n=10) and different from other activities (n=3). Besides, they assured to have obtained more fluency and learnt new words and expressions from the videos, which showed the language spoken in the streets as well as the academic language (n=14). Students insisted on the importance that this practice had on their listening comprehension since, according to the learners, they could also notice their progressive **improvement** (n=36). They referred to the pronunciation as one of the main characteristics improved (n=6). As could be expected, some comments were with reference to how they improved their speaking skill, how fluent they were becoming and how they could improvise better at the end of the process (8).

Here we can see a table with the list of the most frequent topics:

MOST FREQUENT TOPICS		
	STRATEGIES GROUP	ROLE-PLAY GROUP
1	Improvement	Improvement
2	Interesting	Interesting
3	Fun	Fun
4	Difficult	Speaking benefits
5	Benefits of listening to real English	Vocabulary learning

¹ “In these two months, we have listened to different English accents and registers common in real life. This is why I think doing this kind of activity is important since with the superficial and perfect listening from the text book, it is not enough. I found this activity really useful and productive for us and I could notice an improvement. The thing is that we should not stop now not to lose the benefits obtained.”

The effects of the interventions carried out in both groups seem to have wider effects as evidenced by the teacher's informal observations (from field notes) after the eight sessions were conducted. Although not directly related to the listening skill, the intervention provided some gains for the students that could be noticed later on. In the case of the strategies group, learners developed a valuable ability to extract the topic of texts, as I could observe in other tests having nothing to do with this study. The role-play group, instead, noticeably improved their speaking skill. They felt more motivated and confident to perform role-plays as they showed it in an activity in which they had to achieve several goals (to denounce a robbery in the street, to buy tickets for a concert, or to guess the most economical way to change money) around the city of Barcelona just using English to interact with different people (police officers, tourism agency assistants, bureau the change, just to name a few), something that was not so evident in the students from the strategies group. Moreover, at the end of the academic year, both groups completed a survey to evaluate the English subject as a whole. It consisted of ten questions. One of them asked the students to say what they liked most about the subject in an opened fashion. A total of 10 out of 16 students in the strategies group and 14 out of 24 in the role-play group mentioned the video listening, even though it was not provided as example in the statement.

In conclusion, we used two different types of data: the objective tests of listening comprehension and the subjective students' self-reports. How well students' self-reports reflect reality is a matter of discussion. It is obvious that more study must be done in this field in order to clarify the border that separates what is real from what is not. However, the survey shows that both groups were conscious of something changing along the process. Many students in both groups (n=52) mentioned the concept of improvement several times along the process. Maybe it was not exactly what it was, according to the results from the tests. It could have been an increase of their motivation and confidence towards the foreign language, for instance. Nevertheless, whatever it was, they felt satisfied.

6. Discussion

This lack of effect of the intervention sessions could be explained by a mismatch between the processing operations. On the one hand, with reference to the process taking

place between the training on video listening strategies and the audio listening audio test, the concept of **transfer appropriate processing (TAP)** was not fully accomplished. TAP refers to the fact that the results of learning depend on the match between the processing operations engaged during the “learning” and the “testing” episodes (Morris et al.1977). In other words, “it is the memorial effect of a variable that depends on the nature of the task a learner performs during a study phase and during a testing phase” (Bracraft, 2003). The strategies training of this study was based on video listening comprehension and if this kind of listening comprehension had been analysed, it is probable that students would have obtained results showing an improvement as it was the case in Carrier’s study (2003). In his research, the number of correct facts written about the video was used as a measure of the participants’ top-down listening ability. A correct fact was defined as an item of information that was mentioned by the video narrator or that could have been inferred from the video. However, this video listening ability had no possibility of been neither measured nor analysed since the test learners took was exclusively an audio listening test taking into account, consequently, the bottom-up listening ability. In other words, students found themselves in front of a paper full of gaps trying to identify specific words and expressions to fill them in. There was neither visual input nor a topic of the general message of the audio to extract. It was the bottom-up processing the one they were expected to implement. In this sense, we do not know if the lack of improvement in the results is due to the kind of intervention carried out or to the weak above-mentioned match between both processes training or intervention and test, bearing in mind that the effects of learning are best seen when testing involves the same processing operations as those engaged by learning.

In relation to the improvement, the strategies group clearly overtook the role-play group although there was not a general progress from the pretest to the posttest. It may be due to the difficulty they said that the second test entailed, although it was excerpted from the same collection of exams and with the same level.

On the other hand, the non-significant results of the listening comprehension tests are not consistent with students’ perceptions of the sessions. In the questionnaires students had the opportunity to write any kind of comment: opinions, suggestions, reflections, etc. related to the activities carried out in each session as a sort of written diaries. According to their self-reports, students have a feeling of having improved. What is more, the listening strategy practice intervention had especially an effect on learners’

perceptions of how Meaningful, Absorbing, Enjoyable and Appealing the activity was. To a lesser degree, students considered the activity satisfying and exciting from the last four sessions of the training. To a certain extent, these qualifiers, especially the first four ones, could appeal to the learners' motivation towards the activity. According to what they said in the questionnaires, they felt they were doing something profitable, useful, interesting and appealing, what can explain the results of the analysis.

It was the role-play group the one that showed to have a higher feeling of improvement in the questionnaires. An explanation for that is that students spent a part of the session producing actively with the speaking (role-play) activities whereas the strategies group was just engaged in the listening skill, which is more receptive than productive. According to the **Output Hypothesis** by Swain (1985), speaking triggers deeper processing skills than just listening and that may be why students may have a feeling of greater improvement. Because this kind of production required a higher cognitive effort since most of students had the need of writing before speaking, they developed some skills and an automaticity that was highly valued in the questionnaires. At the end of the training, they considered themselves to be much more fluent and able to make up and follow a conversation based on their acquired knowledge. At this point, one of the reflections and limitations of this study is the way in which instructions in the questionnaires were given. In the role-play group, much more emphasis should have been given to the fact of valuing the listening activity and not to the session as a whole.

The fact of following a training using videos helped learners process the information from the visual input simultaneously with auditory input in a more agile way. This can be one of the reasons for their increase of motivation since, as learners said in the questionnaires, the listening activities done in class made them feel as if "they were experiencing that situation in real life", which was one of the goals of this study to achieve using **authentic material**. By doing that learners were unconsciously making use of their own top-down processing, that is, the use of prior knowledge in constructing complete and meaningful interpretations without depending too much on linguistic features (Izumi, 2003). Because participants were aware of this automatization, students felt more confident. Consequently, they applied their prior knowledge more than usual since their attention was not just focused on trying to decode the speech, as it is common in traditional listening activities, but on getting the message of the video. In fact, from the general results of the questionnaires we can say

that learners saw the activities as positive. They felt they were doing something functional and beneficial and, furthermore, they were sure of having improved. However, this was not reflected this way in the analysis of the data, being the mismatch between the training and the assessment one of the reasons for this failure since it is possible that different strategies were assessed.

It is obvious that **learning strategies** are sensitive to the learning context and to the learner's internal processing preferences (Chamot, 2005). In this study learners were asked to employ certain listening strategies closely related to the goals within a specific context. The strategies group, especially, was guided all along the process teaching and helping them use general meaning as well as topic extraction strategies. In the case of the role-play group, it was more difficult to find out whether students were using selective attention or any other unobservable strategy during the listening comprehension task since their activities were not based on the teaching of strategies. In any case and assuming that there is a relationship between culture and learning strategy (Deneme, 2008), it would have been interesting to know in advance which was or were those strategies preferred for the learners participating in the study or even the learning strategies students already used for different tasks in order to understand the cultural and contextual factors that may be influencing them.

With regard to the strategies, it is really worth to mention that students, especially those belonging to the strategies group, ended up doing certain reflections that could be identified as **metacognitive knowledge** about listening since they reflected on the ways different factors act and affect the course and outcome of learning (Flavell, 1979), particularly, the learning to listen. Both groups, though, developed the ability to evaluate their performance as well as their improvement. This could be the result of incorporating metacognitive awareness-raising tasks when, for example, students used prediction as a strategy or asking them if they were able to integrate vocabulary from the video in the role-play.

When these results, particularly those of the pretest and posttest, are compared to those of the original study we find that the results in strategy practice were significant in the case of the video but not significant in the case of audio. Moreover, this is the explanation the author gives for the results obtained: "It should be recognized that the audio test did not parallel the type of instruction given. Throughout the strategy training

period, learners were instructed to use the visual information contained in the videos to facilitate their listening comprehension; however, this processing support was missing in the audio test” (Thompson and Rubin, 1996; p. 336), what coincides with the result of the present study. In the case of perceptions, it was an original section from this work.

7. Conclusions

The main aim of this study was to find out whether the teaching and practice of listening strategies with authentic videos had an **effect** on ESL learners’ improvement and perceptions. With reference to the improvement, the strategies group overcame the role-play group although it was not significantly. When it comes to their perceptions, one of the main aims to achieve along this study was to bring students to an understanding that listening is not a passive skill, but an **active receptive skill** which needs special attention in language study. This goal was accomplished gradually in both groups as a part of the listening skill-building activities performed along the sessions. According to their comments in the questionnaires, students are aware of the fact that listening is the skill which is usually more neglected in the classroom and they are completely conscious of their need for improving it. However, the results that measured the feeling of improvement learners had after each session, especially after the last one, indicated that this concept of active skill could be still somewhat vague because it was the role-play group, which devoted part of the sessions to produce meaning instead of receiving it, the group that showed a significant difference. In other words, the role-play group, which had listening comprehension and preparation and performance of speaking role-plays, experienced a much stronger feeling of improvement than the strategies group, just focused on listening. Thus, the benefits obtained seem to be immediate in the case of the perceptions but long term for the audio skill. More time would be needed in order to confirm it. Similarly, it would be interesting to carry out a treatment which combined strategies and also speaking practice in future research.

In spite of the result of the audio test, they reported increased and heightened **metacognitive awareness** about the role of strategies in listening comprehension, as it was also the case in Vandergrift’s study (2003b), in which more skilled listeners used more metacognitive strategies. This sort of metacognition resulted in critical but healthy reflection and evaluation of their thinking that could result in making specific changes

in how they learn. Metacognition is believed to involve both declarative (self-knowledge, world knowledge, task knowledge, strategy knowledge) and procedural knowledge (planning for learning, monitoring a learning task while it is in progress, and evaluating learning once a task has been completed), and what learners achieved may be an example of it.

8. Limitations of the study

After doing and analysing the development and results of the study, there are some aspects important to be considered. Firstly, the fact of not finding a standardised video listening had some consequences, previously commented.

Due to the restrictions of time in the sessions in order to respect students' syllabus, the total number of hours of video was not consistent enough as to notice great changes.

Finally, there were some inconveniences because of the nature of the research: the groups of the study were intact classes with all the inconveniences it could present: students' mortality, absences in some sessions or participants may not really work individually taking thus their classmate's answers. As it was supposed to be a new methodology for the learners in the strategies group, there were some difficulties to understand the process in the first sessions. With reference to the listening skills, I could not control for the participants practising at home during the process.

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10. Appendixes

APPENDIX 1:PRETEST

APPENDIX 2:POSTTEST

APPENDIX 3:LIST OF VIDEOS

1. Friends (Episode 1 – Season 1) (00:01:07)
2. The Notebook (00:01:52)

3. Pulp Fiction (00:01:14)
4. The Lion King (00:05:12)
5. Basketball Diaries (00:04:21)
6. The Birds (00:05:28)
7. There's Something About Mary (00:05:19)
8. Sex in the City (00:02:06)

APPENDIX 4:ROLE-PLAY GROUP MATERIALS FOR *PULP FICTION*

● **Listening Comprehension Questions**

1st BATXILLERAT / March 9th

Choose the correct answer according to the video. Only one answer is correct.

1. What is the first thing the white man says?

- a. He apologizes happened.
- b. He informs of how a conflict occurred.
- c. He explains how Mr Wallace acted.

2. The black man is asking for...

- a. Mr Wallace's personality.
- b. Mr Wallace physical appearance.
- c. Mr Wallace's past crimes.

3. Why does the black man get so cross and throw the table?

- a. The man answer in a different language.
- b. The man doesn't answer the questions.
- c. The man doesn't want to answer the questions.

4. What will happen if the man on the chair says *what* again?

- a. He will be shot.
- b. He will be killed.
- c. Both previous answers are correct.

5. How does Marcellus Wallace look like?

- a. Black and tall.
- b. Black, bold, like a bitch.
- c. Black and bold.

● **Role-Play**

PULP FICTION

SITUATION 1:

Student A: You have been caught for stealing beer in a supermarket. You are **not** innocent but you lie. Defend yourself:

- What were you doing? Why?

Student B: You have caught a person stealing in your supermarket. You are sure that he/she is the thief but he/she denies it. Ask him/her as many questions as possible to find out the truth.

– Where was he at that moment? What was he doing? Etc.

SITUATION 2:

Student A: You travelled to London. At the airport, the Police found cocaine in your suitcase. It's not yours. Moreover, they confused you with a criminal. How do you convince them they are wrong? Make references to your physical appearance.

Student B: You are a policeman working in the London airport. Your dog found cocaine in a famous criminal's suitcase. Take him/her and force him to answer your questions.

SITUATION 3:

Student A: You committed a crime and now you are in a questioning with the police. You know that if you answer the questions, your family will be killed. Do something and invent excuses to avoid the questions and their consequences.

Student B: You are questioning someone who committed a serious crime. He/she tries not to answer the questions so you get quite cross. How do you react to his/her behaviour?

● Questions about the role-play

After listening to you classmates' role-play, answer the following questions:.

● **Did they introduce any expression from the video?**

Yes / No / I don't know

● **Could you observe the influence (context, the way of doing it, vocabulary, etc.) of the video in your classmates' role-play?**

Yes / No Which:

● **Do you think that the video was useful for them to perform the role-play?**

Yes, I do

No, I don't think so

Your name and

YOU LISTEN TO → Situation 1 / 2 / 3

your classmate:

Names: ●

-
-
-

-
-

APPENDIX 5 LEARNER QUESTIONNAIRE FOR STRATEGIES AND ROLE-PLAY GROUPS

Learner questionnaire

LISTENING ACTIVITY

Do not write your name on this sheet. Fill it out and give it back to your teacher.

The purpose of this questionnaire is to assess the value of the teaching activity which was used in class today, not to assess the performance of you or your teacher.

This is not a test. There are no right and wrong answers; we want your own ideas and impressions.

Please mark ONE 'X' on each scale to show how you rate the following concepts. Use the scales as follows:

If the word at either end of the scale very strongly describes your ideas and impressions about the concept, you would place your checkmark as shown below:

Interesting : ____ : ____ : ____ : ____ : ____ : ____ Boring

OR

Interesting ____ : ____ : ____ : ____ : ____ : ____ : Boring

If the word at either end of the scale describes somewhat your ideas and impressions about the concept (but not strongly so), you would place your checkmark as follows:

Interesting ____ : : ____ : ____ : ____ : ____ : ____ Boring

OR

Interesting ____ : ____ : ____ : ____ : ____ : : ____ Boring

If the word at the end of the scale only slightly describes your ideas and impressions about the concept, you would place your checkmark as follows:

Interesting ____ : ____ : : ____ : ____ : ____ : ____ Boring

OR

Interesting ____ : ____ : ____ : ____ : : ____ : ____ Boring

● What is your opinion about this listening activity?

Mark one "X" in each line:

Interesting ____: ____: ____: ____: ____: ____: ____ Boring

Enjoyable ____: ____: ____: ____: ____: ____: ____ Unenjoyable

Meaningful ____: ____: ____: ____: ____: ____: ____ Meaningless

Exciting ____: ____: ____: ____: ____: ____: ____ Dull

Satisfying ____: ____: ____: ____: ____: ____: ____ Unsatisfying

Appealing ____: ____: ____: ____: ____: ____: ____ Unappealing

Absorbing ____: ____: ____: ____: ____: ____: ____ Monotonous

● Did you have any feeling of improvement?

Yes ____: ____: ____: ____: ____: ____: ____ Not at all

● Comment on today's activity:
