LISTEN!

Making Listening Assignments more Communicative using ICT

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AGENDA

▸ Motive for conducting this research

▸ Theory

▸ Research Methods

▸ Research Results

▸ Recommendations

Motive for conducting this research

- Listening assignments cause a lot of stress amongst students
- Listening assignments do not match the students' perception
- Listening assignments are not communicative (one way traffic)
- Can we use ICT to overcome these 3 problems?

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"Listening comprehension in a L2 is the process of receiving[1], attending to[2], and assigning meaning[3] to aural stimuli. It involves a listener, who brings prior knowledge of the topic, linguistic knowledge, and cognitive processes to the listening task, the aural text, and the interaction between the two."

"When prior knowledge of an aural text is low, meaningful interaction with the aural material is essential in order to help students construct meaning from technology-based environments. Researchers have found that students' comprehension improves when they have access to the tools they need to process an aural passage and when they can interact with the material."

"negotiation for meaning, and especially negotiation work that triggers interactional adjustments by the NS [Native Speaker] or more competent interlocutor, facilitates acquisition because it connects input, internal learner capacities, particularly selective attention, and output in productive ways."

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- # Interacting
  - ## Negotiation of meaning
    "[...] *it was found that interactive conversational shadowing gives rise to the types of conversational adjustments and negotiations that are thought to positively affect language acquisition*."
    Murpheys, 2001

- # Repetition
  "*After the repetition, comprehension could usually be achieved*."
  Wang, 2006

Theory

- Video matches students' perception better than audio.
  - Richardson en Scinicariello, 1988

- Video is perceived to be more credible amongst students than both spoken and written texts. "Eye contact" is a very important aspect in this.
  - Schultz, 1988

- Video can also distract from speech, if the image does not match the speech
  - Richardson en Scinicariello, 1988

- According to theory these 3 aspects can make listening assignments more communicative:
    - Video images supporting the spoken word
    - Repetition
    - Interaction

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- Four different ways of testing:
  - Four different listening tests for English, German and French
  - Four times the same survey held after each test

- 4 methods of administering the listening tests:
    - Plenary using only audio (play once)
    - Plenary using audio and video (play once)
    - Plenary usng audio and video (play twice)
    - All students have their own pc. They can play, pause and repeat the video themselves, within a time limit
- Tests were not administered in the above order
- Tests were administered in the same class for each language
- Only the classes' average results were measured.

- All videos used in this experment were cooking instructions (video matches speech)

- Videos lasted approximately 5 minutes

- Students had to answer 5 multiple choice questions with 4 possible answers about the video in their mother tongue (Dutch)

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- Students were 14-16 years old
- All students were on the same level per language

Research method   Survey

|	Completely disagree	disagree	Neither agree nor disagree	agree	Completely agree
I liked this assignment	1	2	3	4	5
I found this assignment easy	1	2	3	4	5
I often had no clue, what was spoken about in this assignment	1	2	3	4	5
After missing one answer, I was afraid of missing more	1	2	3	4	5
This assignment helped me to better understand the language	1	2	3	4	5

Results Listening Assignment
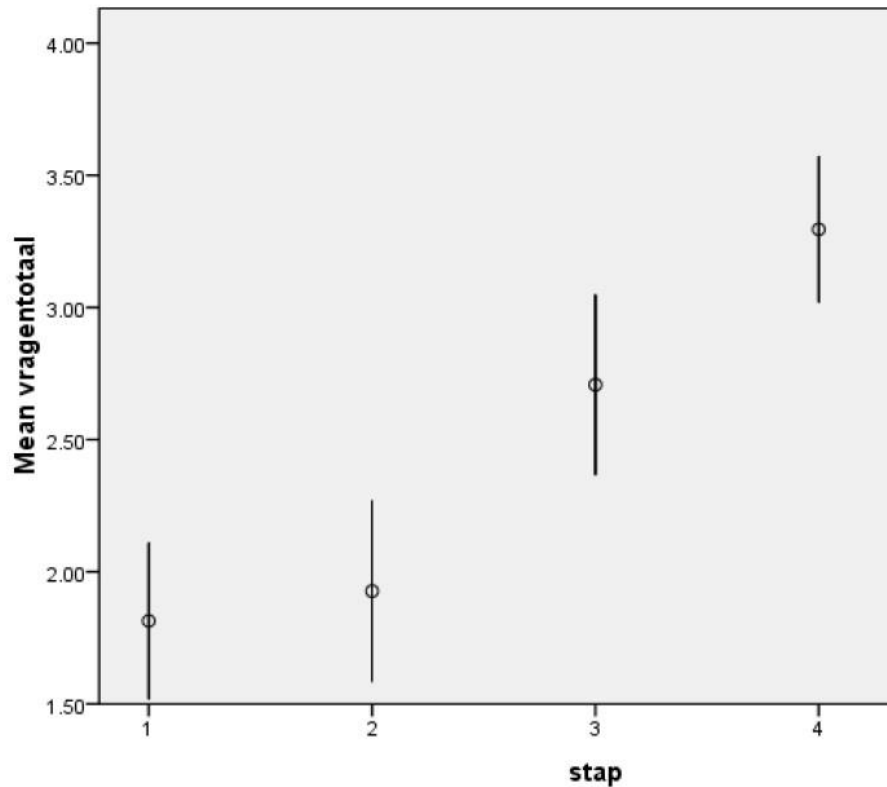
- **No significant difference between the test with and the test without video**
- **Repeating once leads to better results already**
- **Interaction in form of control over the playing device leads to even better results**

Result of the Survey
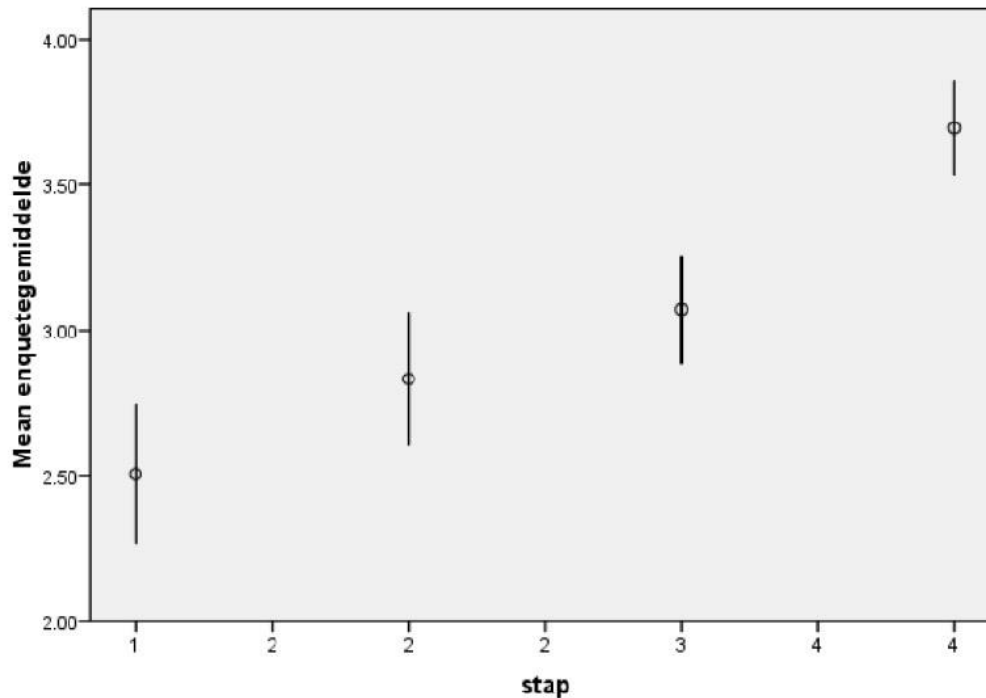
- **Adding video may not lead to better results but it sure leads to higher motivation amongst the students**
- **Repetition does lead to better results but it does not lead to a higher motivation**
- **Motivation is highest when students control the device themselves**

Recommendations

- Give students the possibility to control the video themselves
- This requires enough pc's with a very high bandwidth
- Give the students acces to online resources
- Use open questions instead of multiple choice questions

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exceed expectations