Suggested Reference

Roe, L. (2013). Designing and evaluating an e-listening component for an EAP context. In G. Skyrme (Ed.), CLESOL 2012: Proceedings of the 13th National Conference for Community Languages and ESOL. Retrieved from http://www.tesolanz.org.nz/

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Designing and evaluating an e-listening component for an EAP context

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Abstract

Teachers preparing EAL students for a tertiary EAP context may face a lack of authentic academic lectures as input for listening activities. E-learning technology has enabled Internet/television broadcasts to be deliverable inputs but what selection criteria make them appropriate resources? And is there an alternative to the 'product' type of comprehension-question assessment? Using listening-strategy training, and reflective journals, this paper describes an e-listening platform with video and audio materials which was introduced into a listening/reading course for tertiary students. The aim was to increase learners' awareness of their strategies-based approach to listening, and encourage self-monitoring and self-regulating of comprehension success. This paper reports on a study to investigate if these aims were achieved. Discussion covers the pedagogical implications of authenticity of content and task, media literacy, technology, and students' perceptions of the usefulness of this mode of listening and assessment for their academic listening development.

Background

It is widely acknowledged that second language learners aiming to improve their listening ability benefit from more exposure to listening texts. When the learning context is narrowed to EAP (English for Academic Purposes), the choice of target listening texts is restricted and teachers of academic listening courses may have limited authentic resources for in-class use. These need to be complemented with out-of-class materials that enable listeners to practice newly-acquired skills and strategies for constructing meaning and checking comprehension success.

The development of e-learning technologies helps to address this lack of authentic academic listening materials by enabling Internet/television broadcasts to be deliverable inputs. We selected some of these as inputs for a bank of listening resources suited to the needs of a student cohort taking our receptive skills university course (entitled 'Academic English Listening and Reading', hereafter the 'listening course'). The resources were uploaded to our secure learning management system and were accessible via the Internet, thereby providing students with off-campus or mobile-technology assisted learning. This paper reports on the design and implementation of this e-learning platform and its perceived effectiveness for developing learners' academic listening ability.

The course context

Students enrolled in the listening course of semester two 2012 were all EAL undergraduates whose English proficiency had met the university's entrance requirements (as an indicator, IELTS band 6, although competency in listening as a discrete skill among the cohort ranged from weak to proficient listeners). The cohort had 42 students, the majority in the Arts Faculty studying a range of subject majors: a foreign language (9), Law (6), Psychology (6), and four or fewer for each of Commerce, Computer Science, Art History, Film/TV/Media Studies, Maths, Music, and Philosophy. The seven Science Faculty majors were Chemistry, Physics, BioScience, and Pharmacology. In-class instruction for the listening component was

two hours a week for ten weeks. Attendance was voluntary but the course is credit-bearing with assessed coursework (70%) and a final exam (30%).

The aim of the e-learning platform

The impetus for creating the e-learning platform was the need to transfer the 20% listening section from the exam to the coursework. Rather than maintaining it as a 'product-based' assessment we designed a formative 'process-based' instrument to help learners focus on 'how' they listen and what they can do on an ongoing basis to improve their listening proficiency. Equally important was to reinforce the listening strategy training which forms the basis of in-class instruction.

Teaching 'how' to listen

In-class strategy-training involves teachers raising awareness of, modelling, and providing feedback on strategies used to build meaning. The course textbook reinforces the function and typology of listening strategies using a pre-, while-, post-activity framework, based on O'Malley and Chamot's (1990) three categories of language learning strategies:

1. Cognitive – to manipulate the input to achieve understanding; for example, predict, infer, derive meaning from schema/context (top-down) and co-text/linguistics (bottom up)
2. Metacognitive – to plan, monitor, and evaluate understanding
3. Social/Affective – to interact with others to aid understanding

The primary focus is metacognitive strategy training, given that the learners have a range of listening proficiency (one third of the cohort's test results reflect low-end proficiency) and research has shown this type of training can benefit weaker students (Cross, 2011; Thomson & Rubin, 1996; Vandergrift & Tafaghodtari, 2010). Explicit strategy training of this sort has received positive feedback from learners (Siegal, 2012) with more skilled listeners using a wider range of strategies (Goh, 2002) and learners substantially increasing independent strategy use post-instruction (Liu & Goh, 2006). A typical listening lesson therefore operates using Vandergift's (2004) 'pedagogical cycle' with metacognitive strategies of planning and directing attention, monitoring and selectively attending to problematic input, evaluating comprehension, and problem-solving with a focus on collaborative reconstruction of the main ideas and how meanings were arrived at.

In-class training enables peer-learning. Learners compare inferred meanings from partially understood oral texts and justify their guesses by answering their partner's question: "How do you know that?". Areas of difficulty are highlighted and learners are encouraged to explain specific listening difficulties and share their methods/strategies ("So what did you do?") and degree of success in overcoming them. This focus on problem-solving rather than the accuracy of answers to comprehension questions helps learners be more engaged in mutually interactive comprehension, using bottom-up (decoding, parsing, and perception) and top-down (constructing meaning from partially understood input) cognitive listening processes. It prepares students well for the out-of-class, non-collaborative online listening.

The e-learning platform does not use a peer/collaborative approach but it does replicate the diagnostic listening 'process' by having learners identify listening problems and select appropriate strategies for resolving them. The aim is to enable learners to self-monitor and self-regulate their listening.

The e-listening platform design

The platform has two components; listening input resources (audio or video 'clips') and an online journal with rubric prompts to guide learners' reflections of how they processed the clips. Learners listen online to two audio/video clips per week. Every two weeks, students submit an online journal entry about the one clip of the four that was the most difficult to understand. Each journal entry, worth two marks maximum, is marked by the class teacher.

Listening clips

The clips are uploaded to the course website which is linked to the University's internal learning management system (equivalent to Moodle). Authorised users (enrolled students only) access the website via a password-protected login. Each clip suggests pre-, while-, and post-listening activities to help learners evaluate their degree of understanding. Students are instructed to make notes of the main ideas while listening to the clips and, after listening, to note comments analysing how they listened, including the listening strategies they used and their effectiveness. Learners are advised to retain their notes for later reference when they do a separate assessment (an online quiz of 20 multi-choice items on the main ideas of the clips).

After listening to the online clips, learners can check their understanding by answering a range of question types (multi-choice, drag and drop, hidden-answer, cloze etc.) situated on the webpage below each clip. The questions follow the same order of information as the clip and can be answered simultaneously while listening. The answers are self-corrected as the aim is to guide learners in judging their degree of understanding. Clips deemed 'difficult' have gapped transcripts, with multiple versions providing increased support until a full transcript is provided.

A critical step in implementation was to select academically appropriate resources. A literature review highlighted the academic listening construct (Buck, 2001; Field, 2011; Flowerdew, 1995; Flowerdew & Miller, 1997; Rost, 2002), authenticity (MacDonald, Badger, & White, 2000; Taylor & Geranpayeh, 2011), listening comprehension difficulties (Bloomfield et al., 2010; Field, 2008, 2003; Graham, 2006), and learner listening autonomy (Field, 2007; Graham, 2011; Kemp, 2010). Subsequently, the following criteria were applied to listening clip selection:

- Medium: audio/video; appropriate paralinguistic features and visuals
- Format: engaging but appropriate (no 'talking heads' or 'entertainment' only)
- Mode: interview/monologue, TV/Internet
- Production values: quality of sound/images; editable (for length constraints)
- Topic: fits the integrated skills syllabus which links the course readings and listenings; caters for a broad range of academic interests
- Content: credible source; authentic for EAP audience (has research-related content, elicits higher-level thinking but not too technical, no 'series' knowledge required)
- Difficulty level for listener: not too easy/challenging (information density, abstract concepts, speaker accent/delivery)
- Application: suits academic tasks (strategies approach, note-taking, summarising)

The five audio and fifteen video clips range in timing from thirty seconds to fifteen minutes, with an average of seven minutes. See Appendix one for a list of all clips, their content, source, and features.

Listening Journal
Students are informed that the aim of the journal is to analyse and record their progress in developing their listening ability through applying the listening strategies learnt in class. The journal uses the following rubrics:

1) Listening Process (100 words)
   Score your difficulty of understanding on a scale of 1 (extremely easy) to 10 (extremely difficult). Explain which parts of this clip were difficult to understand and why; include examples.

2) Listening Strategies (100 words)
   Analyse how listening strategies helped you to understand the clip. Don't just list the strategies, explain how appropriate and effective they were for each difficulty; include examples.

3) Summarise the main ideas; paraphrase. (100 words)

4) 'Critical thinking' question. (50 words) [This rubric varies for each clip; it requires analysis/application of concepts from other course materials].

5) Personal Response (30 words)
   What impact did the clip have on you? [What was learnt/liked/inspiring?]

Five journals are completed, worth 10% of the final grade. Each journal is assessed by the class teacher for listening process and content, using the following marking guide:

> 2 marks = all five rubrics answered accurately and comprehensively
> 1 mark = a reasonable attempt but at least one answer is inaccurate/inadequate
> 0 = sub-standard; answers largely inaccurate/inadequate/repetitive

Qualitative feedback suggesting means of improvement is provided privately to individuals and generically to the cohort with examples of high and mid-quality answers posted on the course website.

Evaluating the e-learning platform

The e-learning platform was piloted in two previous semesters then evaluated in Semester Two 2012. The aim was to ascertain whether the online resources enabled students to increase their knowledge and use of a 'process' approach to listening and encouraged learner uptake of comprehension skills relevant to their 'real life' academic listening context. Pre- and post-course questionnaires elicited learners' knowledge and experience of their listening approach before and after the in-class training and use of the online resources. The post-course questionnaire also investigated learners' evaluations of each e-listening tool and suggestions for improvement. Ethics approval was granted and learners voluntarily completed the questionnaires in-class, administered by an independent staff member. Of the 42 students in the cohort, 29 completed both questionnaires; their data only was analysed to enable comparisons between pre- and post-course answers. The findings relevant to this report follow.

Listening Clips
In terms of audio versus video as an input mode, students overwhelmingly preferred video (93%) citing reasons that the visual support helps understanding (71% of 31 comments) or helps their focus (16%), or is more interesting for the viewer (16%).

Students were asked to identify from a list of the twelve types of listening clips (e.g. audio radio interview, video Internet monologue etc. – see Appendix One for full details) those clip

types that invoke the strategies that the learners use when listening in their other university courses. Respondents were free to identify as many of the twelve types of clips as appropriate, including all twelve if desired, although the average number identified was four. Of the 27 respondents, 70% identified the online academic lectures, 61% selected the TV documentary, 58% the TV news and 50% the Internet monologue. About a third selected each of the remaining clip sources and a mere 11% selected the TV commercial. These results support those of another question which asked which clips most helped the development of their listening. The two most frequently cited were the Internet monologue (J.K. Rowling's speech to Harvard graduands) and the TV programme '60 minutes' (exploring Asian-heritage students' academic achievement in New Zealand high schools). Three audio files (a radio monologue about the New Zealand justice system), and two Internet podcast interviews (topics of 'left-handedness' and 'tight-and-loose cultures') were the next most common, followed by a TV documentary ('climate change') and the Internet private TV channel ('stress relief for university students'). The reasons given for the above choices were that the clips were challenging (and therefore helped to improve listening ability), were interesting because the learners could personally relate to the topic(s)/context(s), and the knowledge was useful. This was reinforced by feedback on what learners liked most about the listening clips, the two most common responses being "interesting topics" and "learning new knowledge".

When asked if learners had been able to apply any learning from the listening clips to their other university listening contexts, 69% responded positively. The three main reasons (approximately 25% each of 15 responses) were that they constantly use these listening strategies, that they constantly use note-taking strategies, and that the listening clips have improved their listening ability. Of the 31% of negative responses only one supplied a reason; the listening clips were different (more complex and sometimes boring) compared to the input of mainstream courses.

A later question which asked if the listening clips had been helpful for their learning resulted in an overwhelming majority of positive responses (27 out of 28) with reasons that the clips had improved their listening skills (36%), the clips were similar to their academic lectures (14%) and that the learners now understood listening strategies, especially for academic listening (14%).

Twelve students suggested improvements for the listening clips. Two requested "more interesting" clips, and "fewer clips" than the current 20 to reduce course workload. Single comments were for "shorter clips", "transcripts for all clips", "other countries' TV", "more TV", "ability to download clips", "removal of question/written support", and "the opportunity to compare [their own understanding] with other students".

Journal task
Learners recognised the aim of the journal component with 63% of 25 comments reporting that it is a tool to remind them of an 'active-thinking' approach to listening, or learning how to understand better using different strategies. When asked if they had been able to apply any strategies from their journals to their other university listening contexts, 75% replied positively with examples of "previewing lecture materials", "activating schemata", "listening for key words", "summarising", and "applying strategies when faced with difficulties in other lectures or when reviewing recorded lectures". Of the 25% who replied negatively, three provided comments; "no need to summarise other lectures", "content of other lectures is formulaic (Maths, Physics)", "I still don't know when to use strategies".

When asked if the journal component had been helpful for their learning 80% reported that it had, with 55% of comments citing an ability to assess their process of listening, 33% improved summary or note-taking skills, and two comments that the journals being assessed was good because this forced students to do the work. The 20% of responses that did not find the journal helpful proffered only two comments; one preferred a lecture-outline task and the other disliked the extra reading for the 'critical thinking' journal answer.

Suggested improvements for the journal component totalled 15 comments. The majority (six) wanted more variety in the 'difficulties' and 'strategies' questions to avoid repeating content in subsequent journals (which markers penalised). Four people requested fewer or less frequent journals to ease workload, and four wanted the word limit of 100 increased to facilitate more comprehensive answers.

Strategy use

A comparison of pre- and post-course questionnaires showed an overall increase in learners' self-reported use of 16 out of 21 metacognitive strategies (listed in Appendix Two), measured via a six-point Likert scale using the 'Meta-cognitive Awareness Listening Questionnaire', referred to as 'MALQ' (Vandergrift, Goh, Mareschal, & Tafaghodtari, 2006). Learners also reported gains in four other aspects: their ability to listen and understand an academic lecture, to take notes in an academic lecture, their confidence in their listening ability, and their confidence in their note-taking ability. These were measured using the same six-point Likert scale and all four aspects were statistically significant (Wilcoxon Signed Ranks Test; $p=000$, $p=000$, $p=.034$, $p=.008$ respectively).

Learners were asked in both questionnaires to describe how they had dealt with a recent 'academic listening' difficulty. The three most common problems were new/technical vocabulary, lecturer's accent, and speaking speed. It was expected that the range and frequency of strategies used to overcome these difficulties would increase by the end of the course. However, the most frequent strategy cited to overcome the speed issue remained "re-listening to the lecture". This approach, rather than a more meta-cognitive one, may have been encouraged by the design of the e-platform which allows learners to re-play clips as often as desired.

Discussion and implications for EAP pedagogy

Authenticity of content

Because the online resources supplement the in-class listening materials which are predominantly audio mini-lectures (monologues), the clips are mostly video with at least two speakers. MacDonald et al. (2000, p. 264) support this approach:

> While … the video is only indirectly interactive, the skills which the listener is required to use to interpret three different strands of voiceover, interspersed soundbites and visual imagery combined with a mix of formal and informal styles of speech seem readily transferable to the lecture situation.

The learners' view of the inputs is positive, their primary request being that the clips be "interesting" so they can learn something new. As 'interest' is subjective, and with such diverse subject majors, we selected a broad range of topics that had academic merit and could provide cognitive and linguistic input of value to the learners. The perceived level of difficulty of the clips also influenced selection; they have to be accessible yet not too easy. Given that clip length does not enable in-depth coverage of a topic, the listener has to 'drop

into' the context and pick up the flow of ideas quickly. This is a skill which aligns with Taylor and Geranpayeh's (2011) construct of academic listening: "Academic study makes… heavy cognitive demands and is often characterised by context-reduced communication in which logic and inference play a key role" (p. 93).

Pre-selection, the clips are analysed for their general and academic vocabulary content and range (using http://www.lextutor.ca/). Infrequent or technical lexis critical to understanding are glossed on the clip webpage via online links to the Oxford Advanced Learners' Dictionary (http://oald8.oxfordlearnersdictionaries.com/). The optimal input for authentic academic content among the clips in this study was the lectures from the open courseware websites of Yale and M.I.T. and more resources from these/similar websites will replace the less favoured online clips in future. Of interest is Coxhead and Walls' (2012) vocabulary-load analysis of several short (six-minute) video talks suitable for EAP learners from the "TED talks" website (http://www.ted.com/talks).

Authenticity of task
The requirement to take notes while listening has "cognitive validity" (Glaser, 1991, cited in Field, 2011, p. 106), that being "the extent to which the types of behaviour elicited by a pedagogical task … correspond to the demands of a real-life event." Although TV viewers do not take notes while watching programmes, most students are expected to do so while listening in lectures. Becoming a more efficient note-taker is a principal learning outcome of this course so taking notes while listening to clips is a valid and valuable task, albeit a highly-demanding one when the input is video.

One potential criticism could be that writing a 100-word summary, especially for longer clips, requires no more than a surface-level, global understanding. However, synthesising and summarising are authentic EAP tasks that require high-level thinking and linguistic skill, and students seeking detailed understanding can use the optional comprehension questions accompanying each clip. Markers have anecdotally noted that the quality of learners' summaries in their journal entries tends to improve throughout the course as in-class instruction, feedback, and regular practice of summarising techniques assists learners with completing this integrated-skills task effectively.

Opportunity exists to extend the e-learning platform to include a social-collaborative aspect with learners selecting listening inputs and designing tasks for peers to complete (Goh, 2008; Hazell-Yildirim & Hoffman, 2010).

Strategy use and awareness
The second questionnaire reported on the learners' approach to recording their strategy use in their journals. Of 21 responses only 43% explicitly mentioned using evaluative metacognitive strategies to assess the effectiveness of strategies used despite the rubric emphasising comment on how effective strategies had been. The fault of weaker journal entries was listing strategies rather than evaluating their contribution to the comprehension process. This lack of transfer of metacognitive strategies from the in-class context to the independent learning one is not uncommon. As Chen (2005) found in her study of barriers to listening strategy training, learners may forget to use strategies while listening or may have trouble dual-processing the input with strategy use. Other reasons could be variation among teachers in their instruction or time spent on strategy training, or voluntary class attendance which might have meant students did not experience all training opportunities. For lower levels especially, the literature suggests it is important to spend time on strategy training, especially cognitive and

metacognitive, but instructor-feedback is essential so learners are aware of how to appropriately match strategies to particular difficulties. Teachers should highlight this when holding in-class feedback sessions after marking each journal.

Another negative tendency was for learners to do the listening first, then refer to the list of strategies in the course textbook and choose strategies 'post-listening' to match the difficulties experienced 'while-listening'. This is contrary to the recommended approach which was to pre-select the metacognitive strategies most appropriate for the goal, genre, and mode of speaking and to monitor their use and success while listening. Strategy pre-selection is intended to guide the learner to anticipate the types of difficulties they might encounter and thereby select strategies that will help to maximise their chances of understanding. For example, clip 17, which is a TV science programme (documentary), investigates climate change in terms of contrasting recent levels of atmospheric CO_2 with those of glacial ice samples from Antarctica. The clip uses narrative (voiceover) and interview modes, and the content features discipline-specific terminology, research methodology, and graphical support of explained scientific concepts. It is recommended that learners watch the video the first time with the sound muted to focus on the visuals. The following journal entry of a learner's 'strategies' answer for this clip illustrates how 'pre-selected' strategies influence the learner's approach to understanding, without limiting the learner to the use of only those strategies:

> First, the visual aid such as figures and graphs helped my understanding. For example, even though I did not [understand] the word "evaporate", I could guess the meaning by seeing the figures of water being absorbed by clouds. Next, I tried to infer the meaning when I find difficulty understanding the important points. For example, I could not understand how helium works in their experiments, but I could infer it from listening to their next explanation of similar phenomenon with water. Thirdly, I was trying to listen for signals, and it was especially helpful when the process of measuring temperature from the ice was explained. (105 words)

A common strategy that students reported (pre- and post-course) when their lecturers spoke "too fast" was to record the lecture for later re-play; however, students did not report how they used their repeat listening(s) to increase understanding of the input. Ideally we want learners to use their selected attention and monitoring metacognitive strategies, not to 'repeat listen' to the same patches of difficulty but to analyse the cause(s) and decide how to overcome them. It is important for learners to take a problem-solving approach, not simply, "I didn't understand that" but rather "Why didn't I understand that?", "Could I have understood it better if I had approached my listening differently", "If so, then differently how?" and "What can I do to increase my chances of understanding?". Teachers need to reinforce this questioning approach to encourage the use of analytical listening skills.

One difficult clip ("too fast") had been duplicated with a second version that had been slowed down by 10% using 'Audacity' software (free to download and use from http://audacity.sourceforge.net/) which reduces the tempo of the input without affecting speaking pitch. King and East (2011) found this slowdown useful for their test-taking students but few of our cohort reported taking advantage of the slowed version, even though it could have helped with diagnosing difficulties. The benefits of all types of problem-solving strategies should be discussed during in-class training.

Media literacy

Little research has been done on the link between ESL listening skills and media literacy of the types of TV programmes used in this e-learning platform: "TV documentary", or "news magazine" ("60 Minutes"). The exception is "TV news" clips which have been investigated in terms of selection criteria for use with ESL students (Bell, 2003), listening strategy training (Cross, 2009), and how visuals influence comprehension (Gruba, 2004).

Our cohort had two listening tests mid-way through the course – one with audio input, and one with video (a four-minute TV news clip). Interestingly, the cohort overwhelmingly preferred the audio input for their test, despite their preference for and familiarity with video clips online. Clearly the 'test' context introduces face-, cognitive-, and construct- validity issues which have a powerful influence on learners and their success under test conditions. See Vanderplank (2009) for a summary of video input in language assessment, and Taylor and Geranpayeh (2011) for defining the academic listening construct for an assessment.

Technology considerations

The e-learning platform requires some IT knowledge and technical support but as a template-based resource repository it is user-friendly. [A useful introductory book to "Moodle" is by Stanford (2009)]. The software for video-editing (Nero Version 10) and audio-editing (Audacity) are manageable after training. BBflashback has helpful screen capture functionality for creating explanatory videos. It is time-consuming to select, edit, and scaffold clips but once prepared they are reusable in subsequent semesters. The University's copyright licences allow for student viewing of the clips through the restricted-access learning management system but prevent the clips being made downloadable for students.

Limitations

It could be argued that it is inappropriate to assess a 'reflective' journal. Indeed, we cannot be sure of students' motivation for doing the listening journal; some may be intrinsically motivated and therefore see the allocation of marks as a means to an end (a good final grade) rather than as a genuine means of applying strategies to develop their listening ability. However, anecdotal evidence from two previous cohorts, corroborated by student feedback in this study, suggests that if the journal task were not assessed, students would not do the online listening and journal tasks. Planned changes to enable improved quality of journal entries include increasing the word count for the 'strategies' answer and customising each 'strategy' rubric to accommodate the 'difficulty' focus of the clips. However, there is no guarantee that a journal entry genuinely reflects the learner's actual listening process, or the effort put into analysing it. Duplicate journal entries are flagged; for example, when a student has copied another's work or has replicated their own 'difficulty' and 'strategy' answers from previous journal entries, but all we can do to instil integrity is to explain the rationale and potential benefits of the process to learners and encourage them to take advantage of the learning opportunity.

A final limitation is the small sample size and self-evaluation questionnaires upon which the data for this report is based. Research protocols were restricted for this context because it was not an experimental treatment but further studies using protocols amenable to tapping the internal mental processes of listening comprehension, such as think-aloud and/or stimulated recall protocols, would enrich data collection and analysis.

Conclusion

The e-learning platform provides learners with autonomous strategy-practice opportunities to increase their knowledge and use of a 'process' approach to listening. Learner feedback suggests that the listening clips and journal tasks do invoke authentic and useful academic listening behaviour and skills. Strategy training in the EAP context is designed to offer learners a means of gaining control over the comprehension process (Graham, 2011) and this cohort's favourable overall evaluation confirms this as an achievable learning outcome. As a form of blended learning to complement in-class strategy training, the e-learning platform has been successful, with both teachers and learners viewing it as beneficial to the development of academic listeners.

After bemoaning the dearth of EAP listening research over the last 10 years, Lynch (2011) advocated research into how informal listening practice using "non-collaborative listening to websites, television, and films" (p. 87) could complement learner development in the academic listening context. This small-scale study has partly contributed to that aim and it is hoped that syllabus designers will continue to embrace blended learning and technology offerings as motivating tools for learners to autonomously develop and regulate their academic listening efficacy.

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Appendix One: Listening Clips

	Title of Clip	Audio length	Video length	Type of Clip (Source of clip)	Speakers & gender	Accent
1	'Pineapple Lumps'		30s	TV commercial (N.Z.) voiceover and dialogue	3M	NZ
2*	Tight and Loose Cultures	5m 45s		Internet podcast - radio interview (http://podcasts.aaas.org/science_podcast/SciencePodcast_110527.mp3)	1 M, 1 F	US
3	J.K. Rowling		9m 25s	Internet website - public speech (monologue) (http://vimeo.com/1711302)	1F	UK
4	Ipads in Orewa College	12m 47s		Radio NZ - radio interview (http://www.radionz.co.nz/national/programmes/ninetonoon/audio/2493993/should-new-technology-like-ipads-be-in-schools)	1M, 1F	NZ
5	Brain Surgery		15m	TV news magazine ("60 minutes")	2M, 3F	NZ/Australia
6*	Left-handedness†	5m 05s		Internet podcast - studio interview (http://www.archive.org/details/ShortSciencePodcast073)	2F	UK
7	Prosody in English		10m 47s	Internet website - academic lecture (U.S.A. - M.I.T.) (http://www.academicearth.org/lectures/sentence-stress-and-rhythm)	1M	US
8	Attractiveness	3m 05s		Internet podcast – monologue (http://psychologyofattractivenesspodcast.blogspot.com/)	1M	UK
9	Market Research		4m 38s	EAP textbook (U.K.) - academic lecture (scripted) (Campbell, C. & Smith, J. (2009). *English for Academic Study: Listening*. Reading, U.K.: Garnet Education.)	1F	US
10*	N.Z. Justice System	6m 35s		Radio NZ - radio monologue - narrator + 5 interviewees (http://www.radionz.co.nz/national/programmes/sunday/audio/1988525/insight,-sunday-28-june-the-jury-system)	4M, 2F	NZ

* These clips were reported by the majority of students in their listening journals as being the most difficult clip of the four clips in that period.
† Fast speech rate; slowed by 10% using "Audacity" software.

Appendix One: Listening Clips (continued)

	Title of Clip	Video length	Type of Clip (Source of clip)	Speakers & gender	Accent
11	Happiness	14m 27s	Internet website - academic lecture (U.S.A. - YALE) (http://oyc.yale.edu/psychology/psyc-110/lecture-20)	1M	US
12	Body language	6m 10s	Internet -Youtube - monologue (http://www.youtube.com/user/janhargrave#p/u)	1F	US
13	Road Rage	4m 26s	TV news magazine ("60 minutes")	3M, 1F	NZ
14*	Stress Relief for College Students	4m 04s	Internet -Youtube - private internet TV channel - dialogue (http://www.youtube.com/watch?v=twyiUH47dF0)	2M, 1F	US
15	Robot does Rubik's Cube	1m 24s	TV news -Youtube - (U.K. - I.T.N.) (http://www.youtube.com/watch?v=bNAnUygqOYc)	1M, 1F	UK
16	Credit Card Scamming	1m 33s	TV news (N.Z. broadcast - TV One)	2M, 1F	NZ/Australia
17*	Climate Change; CO_2 & Antarctic ice	5m 15s	TV science programme "Ever wondered?" (documentary)	1M, 1F	NZ/ German
18	Climate Change; cows & gas emissions	5m 33s	TV science programme "Ever wondered?" (documentary)	2M, 1F	NZ
19	'Brainiacs' Asian students in N.Z. schools	13m	TV news magazine ("60 minutes")	1M, 5F	NZ
20	Amazing memory	11m	TV news magazine ("60 minutes")	3M, 3F	US

* These clips were reported by the majority of students in their listening journals as being the most difficult clip of the four clips in that period.

Appendix Two: The Metacognitive Awareness Listening Questionnaire (MALQ)

Type of Knowledge for Cognitive Self-appraisal		Strategy or Belief/Perception
Planning/evaluation	1	* Before I listen, I have a plan in my head for how I am going to listen.
Directed attention	2	* I focus harder on the text when I have trouble understanding.
Person knowledge	3	* I find that listening in English is more difficult than reading, speaking or writing in English.
Mental translation	4	† I translate in my head as I listen.
Problem-solving	5	I use the words I understand to guess the meaning of the words that I don't understand.
Directed attention	6	* When my mind wanders, I recover my concentration right away.
Problem-solving	7	As I listen, I compare what I understand with what I know about the topic.
Person knowledge	8	† I feel that listening comprehension in English is a challenge for me.
Problem-solving	9	I use my experience and knowledge to help me understand.
Planning/evaluation	10	* Before listening, I think of similar texts that I might have listened to.
Mental translation	11	* I translate key words as I listen.
Directed attention	12	* I try to get back on track when I lose concentration.
Problem-solving	13	* As I listen, I quickly adjust my interpretation if I realize that it is not correct.
Planning/evaluation	14	* After listening, I think back to how I listened, and about what I might do differently next time.
Person knowledge	15	* I don't feel nervous when I listen to English.
Directed attention	16	* When I have difficulty understanding what I hear, I give up and stop listening.
Problem-solving	17	* I use the general idea of the text to help me guess the meaning of the words I don't understand.
Mental translation	18	* I translate word by word as I listen.
Problem-solving	19	* When I guess the meaning of a word, I think back to everything else that I have heard, to see if my guess makes sense.
Planning/evaluation	20	* As I listen, I periodically ask myself if I am satisfied with my level of comprehension.
Planning/evaluation	21	* I have a goal in mind as I listen.

Source of MALQ: Vandergrift, Goh, Mareschal, and Tafaghodtari (2006;462)

† Learners reported decreased use of these strategies in the post-course questionnaire, which was desirable.

* Learners reported increased use of these strategies in the post-course questionnaire.