ENGLISH LANGUAGE LEARNERS LISTENING WITH PURPOSE: A TASK-BASED APPROACH

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To Mom and Pop for nurturing my curiosity for learning

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CHAPTER ONE: INTRODUCTION

Background

Second language (L2) listening comprehension is an essential skill for learners if they are going to demonstrate communicative competence when learning a new language. The ability to apply listening skills and strategies when interacting with others in social and instructional settings often distinguishes successful from struggling language learners. For many English learners (ELs), social interactions flow quickly, and hesitant listeners often get left behind because they lack the confidence or strategies to know how or when to ask for clarification or negotiate meaning in authentic contexts. Instructional settings, although more controlled, pose different challenges, as input is usually laden with academic language (Hedge, 2000). Additionally, during instruction, learners are often expected to multi-task by taking notes while listening, making it difficult to retain or process information. It is clear that, regardless of the context, L2 listening is not always a naturally acquired skill. In fact, if ELs are to become effective listeners, more emphasis must be placed on purposeful and systematic L2 listening instruction that explicitly teaches skills and strategies to promote effective listening behaviors (Ashcraft & Tran, 2010; Brown, 2011; Field, 2008).

Despite the integral role that listening plays, it is the least explored modality, and

is consequently underrepresented in second language research and classroom instruction across the levels (Brown, 2011; Ferris & Tagg, 1996; Field, 2008; Vandergrift, 2007). One explanation for this neglect could be the standardized assessments used in the American K-12 education system. Tests such as the Minnesota Comprehensive Assessments (MCA) and Graduation-Required Assessments for Diploma (GRAD) do not include a listening component (State of Minnesota Department of Education, ca. 2012). At the time of this study, even the EL specific assessments such as the Test for Emerging Academic English (TEAE), which measures language proficiency through reading and writing, and MN Student Oral Language Observation Matrix (SOLOM), which groups both speaking and listening together, do not emphasize the importance of assessing listening as a social and academic modality (State of Minnesota Department of Education, 2007; ca. 2010; ca.2012). A great deal of instructional time is invested preparing learners for these standardized tests, and in some cases, teachers are forced to make choices and cut out parts of curriculum that are not directly related to the tests. Additionally, results from these standardized tests are analyzed and used to inform curriculum and instruction. The fact that listening has not been directly targeted in these standardized tests has implications for ELs.

Another cause for the underrepresentation of listening could be that listening is overshadowed by and could even be considered excluded from the push for literacy development where heavy emphasis is placed on reading and writing skills. A third reason that listening is not at the top of our curricular and instructional agendas could be that it is an extremely difficult modality to assess. Regardless of the reasons behind this

underrepresentation, it is clear that challenges connected to L2 listening comprehension persist, and researchers, curriculum developers and educators must push to make listening a priority.

Why Is This Important to Me?

Since taking an Advanced Phonetics and Phonology course, I have identified L2 listening as an area of focus for my own professional growth. The course content spoke directly to me, revealing a gap in my own instructional practices, as well as in research and teaching materials. I recognize that I am as guilty as the next person and neglect to address listening as often or to the depth my students need when planning and implementing my own instruction. After nearly four years of licensed EL classroom teaching, I now feel empowered to take action because I have deeper insight and understanding of the implications L2 listening comprehension has for my students. Furthermore, as a secondary high school teacher, I have the opportunity to observe student progress in English language and academic content areas alike. Many of the challenges they face are directly related to listening. I recognize that my students struggle with listening and therefore I want to explore how instructional choices can create more awareness of skills and strategies that can promote the growth of ELs as L2 listeners.

Students frequently express frustration with the lack of scaffolding they experience in the mainstream classroom. They struggle with note-taking, not knowing what information should be gleaned from lectures, directions, and assignment expectations that are expressed orally. Consequently, they lose confidence and motivation, become withdrawn, or even feel too embarrassed to ask for help or

clarification, which in turn directly impacts their academic performance. As an EL teacher and advocate I want to be more intentional about finding creative and meaningful ways to integrate listening into my instruction by experimenting with approaches, strategies, and assessment tools. I believe that this investment will in turn provide my students with tools that will make them even more communicatively competent and help them grow as L2 listeners.

Why This May Be of Interest to Others And Who They Are

Listening is an essential life skill that affects our daily life and interactions in informal and formal ways. It is essential to our ability to communicate effectively and it shapes our roles and interactions. Despite the implications of this reality, listening remains nestled 'on the back burner' (Field, 2008) when compared to reading, writing, and speaking. L2 listening comprehension is frequently referred to as 'the neglected modality' in the field of Second Language Acquisition (SLA) research (Ashcraft & Tran, 2010; Brown, 2011; Field, 2008) . According to these recent publications, the state of L2 listening in the EL classroom and the field of SLA research; they also identify the gaps that persist. While Field (2008) and Brown (2011) emphasize the need for L2 listening instruction to become more interactive and student-centered, Vandergrift (2007) suggests that the focus needs to shift to the knowledge and processes that L2 listening involves. Ultimately, EL teachers have the power to move L2 listening from the 'back' to the 'front burner'. After all, it is our observations, experiences and needs that drive the field of SLA research. We have a responsibility to make instructional choices that will empower our students as listeners and to advocate for their acute listening needs. Before we can do

this, we must better understand their needs as listeners within and beyond our classrooms. Therefore, through this study I hope to connect with an audience that includes, but is not limited to, SLA researchers, English Learner (EL) and mainstream teachers, and quite possibly even ELs themselves.

Aim

The purpose of this classroom-based research project is twofold: I strive to deepen my understanding of how to explicitly teach and assess L2 listening strategy use in my classroom and also to create greater awareness of L2 listening as a topic of interest and importance in the field. Field (2008) provides a comprehensive overview of seven different approaches to L2 listening instruction. For this study I have chosen to implement a 'task-based approach' to listening instruction. Task-based language teaching is a pedagogical approach designed to foster interactive language learning contexts where learners use language meaningfully and appropriately. While there are various approaches to task-based teaching and learning, they differ from other instructional models by focusing on the learning process, rather than the product. A task-based approach to teaching promotes student-centered learning, and challenges learners to engage in the learning process as an entirety. In the context of L2 listening, a task-based approach to instruction actively engages learners in the listening process by giving them a specific task or focus that clearly states the purpose for learning, and also fosters student reflection and evaluation of their progress during and after task completion.

Furthermore, task-based teaching increases meta-cognitive knowledge by explicitly teaching learners strategies in the classroom that they can later apply in

authentic contexts. In this study, the term “strategy” will be used primarily to refer to meta-cognitive strategies or strategies that help learners to organize and reflect on their learning (Brown, 2011). Explicit strategy instruction plays an essential role in the language classroom because it increases learner awareness of strategy use and also empowers learners to decode and understand (Ellis, 2003; Field, 2008). This study explores the academic listening skills of secondary ELs in order to determine whether a task-based approach to L2 listening instruction with explicit instruction in meta-cognitive strategies will enhance ELs' listening comprehension of science content, and enable them to perform concrete tasks throughout the listening process. More specifically my research questions are 1) Do students experience an increase in meta-cognitive awareness when explicitly taught listening strategies? 2) Do repeated, focused replays of YouTube videos on global warming enable students to identify a greater number of causal relationships specified in the narration? 3) Do repeated, focused replays of YouTube videos on global warming enable students to identify a greater number of cause and effect signals specified in the narration? My hope is that an investigation of these questions will not only identify ways that L2 listening can be brought to life in the classroom, but also expand on previous studies by examining L2 listening in the secondary context.

Conclusion

In this chapter I first introduced how, despite its importance, communicative competence in L2 listening comprehension does not receive enough attention. I then proposed some possible explanations for why listening is considered a neglected modality and suggested that in order to address the challenges that L2 listening presents

for ELs, researchers, teachers, and curriculum designers must create more space for it on their agendas. Additionally, I presented the idea of a task-based approach to L2 listening instruction because it actively engages learners, creates meta-cognitive awareness, and fosters student reflection and evaluation. I raised questions of whether explicit instruction of listening strategies will increase student meta-cognitive awareness, and whether or not repeated, focused replays of YouTube videos on global warming will enable students to perform the task of identifying causal relationships and signals specified in the narration. In Chapter 2 I will review the literature related to my topic and offer a rationale for choosing to focus my project on the embedded instruction of L2 listening for secondary ELs. I will emphasize the ways that the gap in the field of L2 listening persists and seek to illuminate steps that have been taken to fill the gap. In Chapter 3 I will identify why classroom-based research is the preferred approach to this study. Additionally, I will describe the context for my study including the classroom setting and participants. Finally, I will clarify the research instruments and data collection tools that were used throughout this study. In Chapter 4 I will present and analyze my findings, explicitly connecting them to literature related to my topic. In Chapter 5 I will summarize my study, tying together chapters 2-4. I will highlight the major findings, make connections between my study and previous research, discuss implications and limitations, and close with recommendations for future development of curriculum, instruction, and research addressing the needs of listening for L2 learners.

CHAPTER TWO: LITERATURE REVIEW

Introduction

In the previous chapter this study was introduced as an investigation into the academic listening skills of secondary ELs. Its purpose was to determine whether a task-based approach to L2 listening instruction, with explicit instruction in meta-cognitive strategies, affected secondary ELs' L2 listening comprehension of science content, and enabled them to perform concrete tasks throughout the listening process. More specifically my research questions were 1) Do students experience an increase in meta-cognitive awareness when explicitly taught listening strategies? 2) Do repeated, focused replays of YouTube videos on global warming enable students to identify a greater number of causal relationships specified in the narration? 3) Do repeated, focused replays of YouTube videos on global warming enable students to identify a greater number of cause and effect signals specified in the narration? In this chapter I will direct my focus to research that has inspired and informed the field of L2 listening comprehension. First, I will first review the evolving role listening plays in second language curriculum and instruction. Then, I will then analyze current approaches to teaching L2 listening comprehension, with particular focus on a task-based approach to teaching listening, Finally, I will close with a brief overview of the types of strategies used for teaching and learning L2 listening comprehension.

The Evolution of Listening in Second Language Curriculum and Instruction

Despite the integral role that listening plays in achieving communicative competence in a L2, it is viewed by many as the least explored modality (Brown, 2011; Ferris & Tagg, 1996; Field, 2008; Vandergrift, 2007). Studies related to L2 listening have examined how factors such as speech rate, lexis, phonological features, background knowledge, proximity to L1, and affective variables have shaped how those in the field teach, learn, and research listening. Additionally, L2 listening methodology has changed over time, which is reflected in the constant evolution of its curriculum and instruction. During the 1950s and 1960s, audiolingualism, with its directed focus on memorization of new language concepts that were presented through scripted audio texts, drove listening curriculum and instruction. At this time, listening instruction was developed to strictly focus on preparing students for lecture listening, or more scripted discourse, rather than spontaneous, real-life, interactive listening experiences (Brown, 2011). However, in the 1970s and 1980s, audiolingualism was replaced by a more communicative model, one that was designed to encourage application of previously learned language skills in more authentic, 'real life' contexts (Brown, 2011; Field, 2008). Recently, the belief that students should only listen to authentic materials has shifted again to make room for more integrated models such as content- and task-based instruction (Brown, 2011; Field, 2008; Hinkel, 2006; Vandergrift, 2007). An integrated skills model promotes the use of listening, speaking, reading, and writing throughout the listening process, and expects learners to demonstrate L2 listening comprehension by using at least two of the above mentioned modalities simultaneously (Field, 2008). Despite their differences,

audiolingualism, communicative, and integrated models have all influenced the field of L2 listening curriculum, instruction, and research in unique ways. L2 listening is no longer considered to be a passive, receptive skill where learners demonstrate their comprehension by answering questions. Instead, curriculum and instruction is now designed to treat L2 listening as an active, productive skill that requires students of all ages and backgrounds to be actively engaged throughout the entire listening process regardless of their educational setting (Ashcraft & Tran, 2010; Brown, 2011; Field, 2008; Hedge, 2000; Vandergrift, 2007).

Additional developments in the field of L2 listening include the integration of listening instruction with that of other modalities. Parallels are sometimes drawn between approaches to the curricular design and instructional application of the receptive modalities of listening and reading. Much like reading, listeners need to demonstrate certain behaviors if they are going to fully engage in the L2 listening process. The implementation of L2 listening techniques such as discourse analysis and the incorporation of new technologies (Ashcraft & Tran, 2010), the use of captions, (Markham & Peter, 2003), and the explicit instruction of strategies directed at building background, setting a purpose, finding the main idea, and making inferences (Brown, 2011; Ellis, 2003; Hedge, 2000; Vandergrift, Goh, Mareschal, & Tafaghodtari, 2006) are all examples of ways instruction can be implemented to actively engage L2 listeners while integrating all four modalities. Moreover, it has been established that full engagement in the listening process requires L2 listeners to activate their schema by setting a purpose or identifying specific tasks that will help them to maximize

comprehension before, during, and after listening. For example, students might make predictions or hypotheses before listening and then test them during and after listening, or summarize both orally and in writing during and after listening (Ashcraft & Tran, 2010; Brown, 2011; Field, 2008; Vandergrift, 2002, 2007).

Despite similarities in teaching and learning the receptive processes, it is essential to recognize the differences in the way listeners and readers interact with and comprehend material. For example, readers can skim and re-read texts, whereas listeners cannot skim, and in authentic contexts do not always have the opportunity to ask for clarification or repetition. Therefore, although L2 listening curriculum and instruction can use reading as a springboard for its design, it must be tailored in ways that address the challenges that authentic oral speech may present. Even with recent efforts to draw more attention to L2 listening, it is still the 'marginalized' modality when compared to its counterparts of reading, writing, and speaking. It is clear that listening needs to play a larger role in the design and implementation of EL curriculum and instruction. Teachers need to heed the recent developments in L2 listening research and replace traditional models that tend to focus more on product, with more process-oriented models that will in turn better meet the unique needs of students in our classrooms (Ashcraft & Tran, 2010; Brown, 2011; Field, 2008). The traditional model of L2 listening instruction, which was ultimately designed to measure comprehension by examining whether or not students were able to produce a correct answer, is no longer the most appropriate one. Instead, it should be replaced with an integrated model that makes listening instruction interactive, student-centered, and aimed at the development of skills and strategies that can be

applied in authentic listening contexts both within and beyond the classroom. The gap persists and listening remains in the periphery in EL curriculum. To work to close this gap, I will be conducting research to better understand how scaffolded listening instruction can be implemented in an EL classroom.

Current Approaches to L2 Listening Instruction

The discussion of precisely what constitutes a best instructional model continues, and recent trends in the field of L2 teaching indicate that prescribed teaching methodologies have been replaced. More frequently than not, teachers are subscribing to a more integrated model of L2 listening instruction that comprises both *bottom-up* and *top-down* skills (Brown, 2011; Field, 2008; Hinkel, 2006; Vandergrift, 2007). In this section, more specific descriptions of the pedagogy behind the instructional models will be presented; therefore, the term *approach* will be used in place of *model*. Bottom-up and top-down listening are two main approaches used in L2 listening instruction. Bottom-up listening occurs when we utilize our knowledge of linguistic systems and look for language clues to decode and make meaning out of spoken utterances (Celce-Murcia, Brinton, & Goodwin, 1996; Field, 2008; Hedge, 2000). Examples of bottom-up listening instructional activities include listening for syllable structure, connected speech, words or sounds in reduced forms, or for stress or prominence. Top-down listening, on the other hand, requires the listener to build meaning through schema and context. Top-down listening skills require students to use their knowledge of the world and life experiences to build background and make connections to help foster comprehension (Brown, 2010). More simply put, bottom-up listening deals with decoding (leading to meaning), whereas

top-down listening is concerned with meaning (Field, 2008). This shift, from teaching bottom-up to top-down skills in isolation to a more integrated approach, is in some ways reminiscent of the progression from phonics, to whole language, to balanced literacy that has occurred in reading instruction. Markham & Peter (2003) make an interesting connection between listening and reading, suggesting that regardless of instructional approach, listening exercises should be framed the way one would read, starting with pre-listening, continuing with during-listening and closing with post-listening activities. This idea is echoed across the literature (Ashcraft & Tran, 2010; Brown, 2011; Field, 2008), and it seems that more attention is being paid to lesson plan design and implementation than specific approach.

Field (2008), who proposes seven approaches to L2 listening instruction, acknowledges that no single approach suits all learners and learning contexts, and encourages teachers to use the approaches interchangeably. Table 1 categorizes these approaches and provides a short description of each. Notice that the approaches are marked according to whether they assume more of a bottom-up, top-down, or integrated approach to teaching L2 listening, as well as if they implement explicit strategy selection. Instances where both bottom-up and top-down have been selected indicate that these approaches treat decoding and meaning-building instruction separately, rather than integrating them.

Table 1

Approaches to L2 Listening Instruction

Approach	Description	Bottom-Up	Top-down	Integrated	Strategy Instruction
Process Approach	Teaches L2 listening systematically Targets language features that pose challenges for decoding and meaning building			X	
Task-based Approach	Integrates bottom-up and top-down techniques Focuses specifically on teaching strategy use throughout the listening process			X	X
Targeted Approach to certain more generalizable strategies	Introduces individual strategies Focuses on fixing problem areas, rather than teaching how to transfer and apply strategies and skills in real life situations			X	X
Diagnostic Approach	Identifies student mistakes in one or more instances Recognizes importance of distinguishing between decoding and building meaning when addressing learner problems	X	X		
Autonomous Listening Practice	Individualizes listening instruction by targeting individual student needs and problem areas as they occur, rather than teaching it to the entire class	X	X		X
Gradual Exposure to Authentic Materials	Strives to purposefully expose learners to authentic listening material	X	X		
Awareness-raising sessions	Examines connected speech in authentic contexts	X	X		

It is clear that there are advantages and disadvantages to each approach. For example, while *a process approach* integrates decoding practice with meaning building

activities, it does not include an explicit strategy instruction component. *A targeted approach*, on the other hand, is narrowly focused on fixing problem areas, rather than teaching skills and strategies that will facilitate effective listening in a wider range of contexts. Similarly, *a diagnostic approach* is designed to specifically address recurring individual student mistakes. This requires the teacher to be poised to adapt the curriculum and instruction as needed, and is particularly beneficial if students represent a diverse mix of languages and cultures. Neither *autonomous listening practice* nor *gradual exposure to authentic materials* includes strategy instruction. And, although helpful, *awareness-raising sessions* require immense amounts of pre-planning which is not always practical. For the purpose of this study, I have selected *a task-based approach to strategy instruction* because it integrates bottom-up and top-down techniques, and also focuses on explicitly teaching strategies used throughout the listening process.

A Task-based Approach to Teaching L2 Listening

According to Field (2008), task-based instruction is designed to explicitly teach learners how to use strategies throughout the listening process. In contrast to the previously mentioned approaches to listening instruction, a task-based approach is more student-centered. Students learn and practice a 'macro-strategy', a strategy that can be broadly applied when listening to different materials in a variety of contexts. Through strategy use, students are empowered to monitor their own comprehension as they identify problem areas of understanding and then use both the listening material and possibly their peers to check and clarify their understandings.

Ellis (2003) differentiates between two functions of listening: *listening-to-comprehend* and *listening-to-learn*. Additionally, listening tasks are categorized as *reciprocal* when they provide opportunities for listeners to interact with the material and seek clarification or *non-reciprocal* when listeners are expected to demonstrate comprehension without being able to interact. Listening tasks tend to be *non-reciprocal*, meaning that the listener is given either limited or no opportunity to respond. *Listen-and-do tasks* and *academic listening tasks* are examples of *non-reciprocal tasks.* Both types require learners to demonstrate their comprehension of listening material by completing concrete tasks. For the purpose of this study, students were asked to perform an *academic listening task*. Table 2 provides a description of academic listening tasks (Ellis, 2003) and summarizes criteria that must be met if a task is to constitute *an academic listening task*.

Table 2

Criteria for Academic Listening Tasks

Design Feature	Description
Goal	The listening task must serve to develop student comprehension and promote note-taking skills
Input	The input includes the listening material (e.g., lecture, recording, YouTube video etc.) and any non-verbal supports (e.g., graphic organizers) used to help process input
Conditions	The listening task is non-reciprocal and the note-taking process can be either guided or unguided
Procedures	The note-taking process can occur during and/or after listening and should encourage students to write down topics, insert diagrams to help them retain input, or note main ideas and supporting details or examples
Predicted outcomes: Product and process	The outcome should document that students were able to generate a set of notes that provide a written record of the listening content

Strategies for Teaching and Learning L2 Listening Comprehension

Despite differences in instructional approaches, experts agree that strategy instruction is an essential component of L2 listening instruction regardless of instructional approach (Field, 2008; Goh, 2000; O'Malley, Chamot, & Küpper 1989; Vandergrift, 2002, 2007). Experts tend to categorize strategies into three overarching groups that include *meta-cognitive strategies*, *cognitive strategies*, and *social-affective strategies* (Field, 2008; O'Malley, Chamot, & Küpper, 1989; Vandergrift, 2002). However, upon closer examination, there are distinct differences in regard to the language used to name and describe the strategies within the three categories as illustrated in Table 3. For example, while O'Malley et al. succinctly define *cognitive strategies* as those where learners actively manipulate learning task and input, Field

divides this type of strategy into sub-categories, renaming them *avoidance* and *achievement* strategies. Vandergrift does not specifically address *social-affective* or *repair strategies* as his counterparts do, and chooses instead to concentrate solely on the roles meta-cognitive knowledge and strategy use play in language acquisition, and more specifically, in listening comprehension. This segues into the final category of meta-cognitive strategies. Whereas O'Malley et al. group meta-cognitive strategies related to planning, monitoring, and evaluating into one category, Vandergrift addresses them as separate entities with very specific foci. Additionally, problem identification is included as a meta-cognitive strategy type in Vandergrift's model.

Table 3

Listening Strategies Overview

Theorists	Strategy Type	Strategy Classification	Example
O'Malley, Chamot, & Küpper (1989)	Meta-cognitive strategies	Learners think about and control learning through planning, monitoring, and evaluating	Directed attention: focus on the task and content
	Cognitive strategies	Learners actively manipulate the learning task and input	Organization: group information in ways that promote comprehension
	Social-affective strategies	Learners socially interact with peers to facilitate learning	Cooperative learning
Field (2008)	Avoidance strategies	Learners cope and attempt to infer meaning despite missing input	Message reduction: accept a partial message, but remain aware of gaps
	Achievement strategies	Learners attempt to decode and make meaning even with missing information	Hypothesis formation: use incomplete information from input to infer meaning
	Repair strategies	Learners seek help with comprehension	Request for clarification: pose clarification questions to foster comprehension
	Pro-active strategies	Learners are intentional with listening behavior and make a plan to prevent potential miscomprehension	Retrieval cues: associating a word or image with main points made by the speaker
Vandergrift (2002)	Meta-cognitive strategies: Planning	Learners are aware and devise a plan to fulfill listening tasks	Selective attention: Determine specific aspects of language input to listen for

Meta-cognitive strategies: Monitoring	Learners monitor comprehension during the listening task by checking, verifying, and correcting performance	Double-check monitoring: Monitor comprehension of the task during the second time through the oral text
Meta-cognitive strategies: Evaluating	Learners check outcomes of listening comprehension using an internal measure of completeness	Performance evaluation: evaluate overall implementation of the task
Meta-cognitive strategies: Problem identification	Learners explicitly identify part of task that is preventing comprehension	Set a purpose for listening.

While Table 4 provides a comparative overview of meta-cognitive, cognitive, and social-affective listening strategies, Tables 5, 6, and 7 provide detailed descriptions and examples of listening strategies categorically.

Table 4

Listening Strategies by Category

Meta-cognitive strategies	Cognitive strategies	Social-affective strategies
Planning, monitoring, and evaluating: Learners think about and control learning through planning, monitoring, and evaluating (O'Malley, Chamot, & Küpper, 1989)	Cognitive: Learners actively manipulate the learning task and input (O'Malley, Chamot, & Küpper, 1989)	Social-affective: Learners socially interact with peers to facilitate learning (O'Malley, Chamot, & Küpper, 1989)
Pro-active: Learners are intentional with listening behavior and make a plan to prevent potential miscomprehension (Field, 2008)	Avoidance: Learners cope and attempt to infer meaning despite missing input (Field, 2008)	Repair: Learners seek help with comprehension (Field, 2008)
Planning: Learners are aware and devise a plan to fulfill listening tasks (Vandergrift, 2002)	Achievement: Learners attempt to decode and make meaning even with missing information (Field, 2008)	
Monitoring: Learners monitor comprehension during the listening task by checking, verifying, and correcting performance (Vandergrift, 2002)		
Evaluating: Learners check outcomes of listening comprehension using an internal measure of completeness (Vandergrift, 2002)		
Problem Identification: Learners explicitly identify part of task that is preventing comprehension (Vandergrift, 2002)		

Table 5

Meta-cognitive Listening Strategies

Strategy	Description	Example
Planning, monitoring, and evaluating (O'Malley, Chamot, & Küpper, 1989)	Learners think about and control learning through planning, monitoring, and evaluating	Directed attention: focus on the task and content
Pro-active (Field, 2008)	Learners are intentional with listening behavior and make a plan to prevent potential miscomprehension	Retrieval cues: associating a word or image with main points made by the speaker
Planning (Vandergrift, 2002)	Learners are aware and devise a plan to fulfill listening tasks	Selective attention: Determine specific aspects of language input to listen for
Monitoring (Vandergrift, 2002)	Learners monitor comprehension during the listening task by checking, verifying, and correcting performance	Double-check monitoring: Monitor comprehension of the task during the second time through the oral text
Evaluating (Vandergrift, 2002)	Learners check outcomes of listening comprehension using an internal measure of completeness	Performance evaluation: evaluate overall implementation of the task
Problem Identification (Vandergrift, 2002)	Learners explicitly identify part of task that is preventing comprehension	

Table 6

Cognitive Listening Strategies

Strategy	Description	Example
Cognitive	Learners actively manipulate the learning task and input	Organization: group information in ways that promote comprehension
Avoidance	Learners cope and attempt to infer meaning despite missing input	Message reduction: accept a partial message, but remain aware of gaps
Achievement	Learners attempt to decode and make meaning even with missing information	Hypothesis formation: use incomplete information from input to infer meaning

Table 7

Social-affective Listening Strategies

Strategy	Description	Example
Social-affective	Learners socially interact with peers to facilitate learning	Cooperative learning
Repair	Learners seek help with comprehension	Request for clarification: pose clarification questions to foster comprehension

It is evident that pedagogical philosophies behind strategy instruction are complex and could even be considered ‘contentious’ (Field, 2008). This is exemplified by the different terminology and organizational systems used to describe and categorize strategies, as well as reflected in the different ways that strategies are taught. One example entails differing opinions regarding whether strategies function best when taught and practiced individually or in bundles. Although this study used the term ‘strategy’ in reference to meta-cognitive strategies, or processes which help learners to organize and reflect on their learning (Brown, 2011), it could be argued that strategies were in fact bundled throughout instruction. Since the designated tasks required students to use meta-cognitive strategies such as *retrieval cues*, *selective attention*, *directed attention* and *double-check monitoring*, these were the primary strategies taught. However, students also used strategies from the cognitive (*hypothesis formation*) and social-affective (*cooperative learning*) categories.

Field (2008) argues that listening consists of many sub-skills, which like strategies, need to be explicitly taught. If listening strategies are understood to be tools learners employ to promote comprehension, then sub-skills could be considered an

inventory of skills that learners need in order to demonstrate listening competence. The notion of purposefully integrating sub-skills in instruction may already feel familiar, as they are used as an integral part of reading instruction. Readers practice skimming and scanning, making anaphoric references, and making inferences, for example (Field, 2008). According to this research, sub-skills should not be addressed in isolation, but should instead be coupled with appropriate strategies that will help learners complete tasks effectively. The sub-skills used in this study were selected because they required learners to identify academic language in context. Students were asked to (1) interpret the use of language that signals cause and effect in oral discourse and (2) evaluate intent of speech and act. These sub-skills require students to be able to identify and use academic language related to cause and effect to make causal relationships.

If students are going to be successful at identifying academic language during listening, it is necessary to set a purpose for listening and to explicitly pre-teach students language clues or signals to listen for (Brown, 2011; Field, 2008). Unfortunately, L2 listeners will not always be given a purpose for listening in academic and real-life listening contexts. This is something that they will need to figure out on their own. However, explicit strategy instruction and practice in setting a purpose for listening will provide ELs with strategies that they can eventually transfer into authentic listening contexts (Brown, 2011; Field, 2008). Consequently, this study will examine the impact of repeated, focused replays and if they enable students to identify causal relationships during listening.

Conclusion

In this chapter I first shared the evolution of listening in second language curriculum and instruction, emphasizing that the models have changed over time, and that more traditional models, which were primarily focused on product, have since been replaced with models that are concerned with the processes involved in listening comprehension. Next, I provided an overview of current approaches to L2 listening instruction, with extra attention given to the characteristics of *a task-based approach* to L2 listening instruction. Finally, I discussed the complexities surrounding strategy instruction and described how it plays a fundamental role in the development of L2 listening competence. In the next chapter I will provide an overview of the methodology used in this study. Detailed descriptions and rationale for the data collection techniques implemented as well as samples of the data collection tools will be provided.

CHAPTER THREE: METHODS

Introduction

In the previous chapter, I reviewed the evolving role listening plays in second language curriculum and instruction, with particular focus on a 'task-based approach' to teaching L2 listening comprehension. Additionally, I provided an overview of the types of strategies used for teaching and learning L2 listening comprehension, highlighting the meta-cognitive strategies that would be used in this study. In this chapter I will first provide a rationale for classroom-based research. Next, I will present a detailed description of both the participants and the learning context. Finally, I will describe how the identified learner outcomes helped with the selection of data collection techniques.

The purpose of this study was to explore the academic listening skills of secondary ELs in order to determine whether a 'task-based approach' to L2 listening instruction, with explicit instruction in meta-cognitive strategies, enhanced ELs' listening comprehension of science content, and enabled them to perform concrete tasks throughout the listening process. My research questions were 1) Do students experience an increase in meta-cognitive awareness when explicitly taught listening strategies? 2) Do repeated, focused replays of YouTube videos on global warming enable students to identify a greater number of causal relationships specified in the narration? 3) Do repeated, focused replays of YouTube videos on global warming enable students to identify a greater number of cause and effect signals specified in the narration?

Research Design

There were many reasons for choosing a classroom-based methodology. A classroom-based design can be seamlessly integrated into an instructional context, and does not disrupt instruction, and therefore informs the teaching and learning in authentic ways, without distractions. Conducting classroom-based research cultivates a more authentic research environment where effects of instruction can be considered more closely examining the instructional design of lessons and activities (Mackey, 2005). Secondly, classroom-based research responds to the need for more integrated teaching and research methodologies. Field, for example, suggests teaching and research methodologies are disconnected, and identifies implications this can have on the curriculum and instruction of L2 listening specifically. “The methodology of the listening lesson has been little discussed, researched, or challenged; and there is a tendency for teachers to work through well-worn routines without entire conviction” (2008, p. 1). Thirdly, a classroom-based methodology provides unique perspective and opportunities for meaningful reflection in that the teacher/researcher and learner/participant play dual rules throughout the research process. In their research framework for classroom-based assessment (CBA), Hill and McNamara have defined CBA as “any reflection by teachers (and/or learners) on the qualities of a learner’s (or group of learners’) work and the use of that information by teachers (and/or learners) for teaching, learning (feedback), reporting, management or socialization purposes” (2011, p. 396). Their comprehensive research framework provides teacher/researchers with an overview of what to consider when planning, framing, conducting, and using assessment data for research purposes.

Additionally, the framework embodies best practices identified in the Assessment for Learning model (Chappuis, 2009), where both formative and summative assessments are used to inform curricular and instructional improvements and adjustments. Pica (1997) emphasizes the compatibility of research and teaching when there is collaboration to address shared interests and concerns. Ellis (2003) points out that even though the relationship between SLA and language pedagogy has its complexities, it is strengthened when researchers and teachers work together to design tasks that enhance the way learners think about L2 forms and structures when performing tasks. While I am aware that a classroom-based research approach can pose potential challenges such as maintaining objectivity or ensuring confidentiality, I am hopeful that the findings shared from this project will serve to inform and shape my own instruction and the way that L2 listening is addressed within and beyond our EL program. I have done my best to maintain authenticity of this project by designing a theme-based listening unit that aligns the purpose and goals of this Capstone project with standards and learner outcomes that I would otherwise address.

Background

The context for this study is a large, inner-ring suburban high school EL classroom in the Upper Midwest. The participants comprise a class of 12 students ages 15-20, grades 9-12 as illustrated in Table 8, and for the purpose of this study, all participants have been given pseudonyms. These students were considered at the WIDA Bridging (5) level for proficiency in English (World-Class Instructional Design and Assessment Consortium, 2009). Although they represent a diverse cultural-linguistic

spectrum with varying skill backgrounds and learning needs, all students involved shared a need for focused instruction on academic language use and application.

Table 8

Participants

Student	Gender	Grade	Home Country	Home Language
Dimitry	M	9	Russia	Russian
Javier	M	9	Mexico	Spanish
Chue Her	M	9	Thailand	Hmong
Daniela	F	10	Mexico	Spanish
Luis	M	10	Mexico	Spanish
Alexa	F	11	Mexico	Spanish
Ralph	M	11	Liberia	English/ Creolized
Kola	M	12	Nigeria	English/ Creolized
Biruh	M	12	Ethiopia	Amharic
Hakim	M	12	Somalia	Somali
Meng	M	12	Thailand	Hmong
Ethan	M	12	Philippines	Cebuano/Locano/Tagalog

This group of participants is unique in that earlier in the school year, they had been moved into a WIDA level five class, which was a new intervention initiative in our EL program. While the scope of EL services these students received prior to this class varied, the majority of students only received services in the form of a study skills class and were not receiving any direct language instruction. There were several reasons students were identified as candidates for the level 5 class including, but not limited to, their need to pass the required standardized tests for graduation, their low academic grades, and/or their struggle with English literacy. Despite initial concerns about how the students might respond to returning to direct EL services, they demonstrated little to no resistance. Instead, students embraced the level five class and appeared to recognize it as a resource to help them refresh and strengthen their academic language before graduating from high school.

Throughout the trimester leading up to the study, student learning was framed by the theme “environment”, where issues related to the environment and global warming were explored through reading, writing, and speaking activities. Literature circles, classroom and Blackboard discussions, a persuasive essay-writing assignment, and a PowerPoint presentation provided students with opportunities to build background knowledge related to the theme. For the final unit of the trimester, students explored global warming using listening skills. Participants were introduced to this research project midway through their second trimester together in level five. The purpose and goals of the study were presented to them through an informed consent letter and both students and their parents/guardians agreed to the students’ participation by signing the consent form (see Appendix A).

Learner Outcomes

The data collection framework was designed using a ‘backwards approach’, that is, the standards and learner outcomes driving instruction and assessment for this study were identified before the data collection tools were selected. Since the methodology used in this study was classroom-based, a detailed description of the multi-step process follows, as it is essential to understanding how the data collection framework was designed.

The first step entailed selecting standards for learning using the World-Class Instructional Design and Assessment (WIDA) framework (World-Class Instructional Design and Assessment Consortium, 2007). When implementing the WIDA standards, one must consider student language proficiency level using performance definitions and

CAN DO descriptors. Since students were in a level 5 class performance definitions and CAN DO descriptors were pulled from WIDA level 5 'bridging' [1]. Tables 9 and 10 provide concrete descriptions of both the performance definitions and CAN DO descriptors at this level. It is important to distinguish between the two: While the performance definitions describe language proficiency as a whole, the CAN DO descriptors target proficiency within specific modalities. More specifically, WIDA CAN DO descriptors are used to identify the appropriate level of linguistic complexity **(**amount and quality of speech or writing for a given situation), vocabulary use (specificity of words or phrases in context), and language control (comprehensibility of communication based on the amounts and types of errors) that students should be expected to demonstrate at the bridging level (WIDA, 2009, p. 3).

Table 9

Performance Definitions for the Levels of English Language Proficiency in Grades K-12 (WIDA, 2007, p. intro iii).

Level	Definition
5 Bridging	At the given level of English language proficiency, English language learners will process, understand, produce or use: Specialized or technical language of the content areas A variety of sentence lengths of varying linguistic complexity in extended oral or written discourse, including stories, essays, or reports Oral or written language approaching comparability to that of English-proficient peers when presented with grade-level material

[1] Here it is important to point out that although the participants in the study were currently in an EL level 5 class, they had yet to be formally assessed using the WIDA ACCESS test, so it is possible that student proficiency levels were not entirely aligned with WIDA level 5.

Table 10

CAN DO Descriptors (WIDA, 2009, p. 4)

Level	Modality	Descriptors
5 Bridging	Listening	For the given level of English language proficiency and with the visual, graphic, or interactive support through Level 4, English language learners can process or produce language needed to: Interpret cause and effect scenarios from oral discourse Make inferences from oral discourse containing satire, sarcasm, or humor Identify and react to subtle differences in speech and register (e.g., hyperbole, satire, comedy) Evaluate intent of speech and act accordingly

The next step was to select the content area of instruction, because as a secondary EL teacher, I approach language instruction through the lens of a content area. Once I had identified Level 5: Bridging with science as the content area for instruction, I used the performance definitions and CAN DO statements to generate Model Performance Indicators (MPIs). MPIs contain three elements, illustrated here using examples from this study: a language function (e.g., analysis), an example topic (e.g., global warming), and a form of support through level 4 (e.g., YouTube videos, peer collaboration, and graphic organizers) (WIDA, 2007). The MPIs generated for the purpose of this unit included 1) interpret oral scenarios about global warming through YouTube videos, and 2) match causes of global warming from oral discourse with their effects.

Because the purpose of this study was to determine whether a ‘task-based approach’ to L2 listening instruction would enable students to perform concrete tasks

throughout the listening process, the third step involved identifying sub-skills for general listening. According to Field (2008), a sub-skills approach to listening instruction entails identifying specific skills for instruction and then breaking each skill into smaller parts, or rather, sub-skills. Sub-skills are then taught and practiced individually. This approach to L2 listening instruction and assessment is pedagogically founded in that it not only provides opportunities for students to practice L2 listening, but also integrates direct instruction of L2 listening. The two sub-skills for general listening taught and practiced in this study were 1) the ability to detect causes and effects from events, and 2) the ability to signal comprehension or lack of comprehension verbally and non-verbally.

The final step was two-fold: I first generated student-friendly learning targets, and then aligned assessments that could be used to measure student progress throughout the study (Chappius, 2009). The learning targets that would drive this unit were:

1) You will infer links and connections between natural events.

2) You will detect causes and effects from global warming-related events.

3) You will show comprehension or lack of comprehension verbally and non-verbally with help of a graphic organizer.

Table 11 is a compilation of the steps involved in identifying and creating the learner outcomes for this study, a process that was essential to determining the most appropriate data collection tools.

Table 11

Steps in Identifying and Creating Learner Outcomes for WIDA Level Five Bridging

Step One: Identify Standards	Performance Definitions	Specialized or technical language of the content areas
		A variety of sentence lengths of varying linguistic complexity in extended oral or written discourse, including stories, essays, or reports
		Oral or written language approaching comparability to that of English-proficient peers when presented with grade-level material
	CAN DO Statements (Listening)	Interpret cause and effect scenarios from oral discourse
		Make inferences from oral discourse containing satire, sarcasm, or humor
		Identify and react to subtle differences in speech and register (e.g., hyperbole, satire, comedy)
		Evaluate intent of speech and act accordingly
Step Two: Select Content Area and Generate Model Performance Indicators	Content Area	ELP Standard 1: Social and Instructional Language
		ELP Standard 4: The Language of Science
	Model Performance Indicators (MPIs)	Interpret oral scenarios about global warming through YouTube videos
		Match causes of global warming from oral discourse with effects
Step Three: Identify sub-skills for general listening	Sub-skills of General Listening	Ability to detect causes and effects from events
		Ability to signal comprehension or lack of comprehension verbally and non-verbally
Step Four: Develop Learning Targets	Learning Targets	You will infer links and connections between natural events
		You will detect causes and effects from global warming-related events
		You will show comprehension or lack-of-comprehension verbally and non-verbally with help of a graphic organizer

Data Collection Framework

Since this study was implemented using a classroom-based research methodology,

I designed the data collection framework using a unit lesson plan model. This task-based unit was broken down into three separate lessons. Each lesson promoted a gradual release of responsibility as it cycled through explicit explanation, modeling, guided practice, and independent practice of the listening strategies (Lloyd, 2004). Additionally, the purpose for learning, desired outcomes, and assessment measures were introduced to students prior to each lesson start.

For the purpose of this study, a hybrid lesson plan illustrated in Table 12, that is, a synthesis of the explicit strategy approach to instruction and Field's task-based approach to strategy instruction (2008) was created to make the lesson design more appropriate for the context and participants involved in this study. Field (2008) proposes an 'embedded' approach to listening instruction where listening is divided into seven phases or stages including pre-listening, four intensive listening stages, awareness raising, and a final listening stage. For this study, each lesson comprised seven stages:

1) direct explanation of the strategy prior to listening,
2) teacher modeling of intensive listening,
3) student modeling and guided practice with teacher feedback,
4) reflection and raising awareness of strategy use,
5) final listening and
6) and 7) independent practice.

During the study, students cycled through this process three times, viewing a different YouTube video each time, first as a large group, next with a partner, and finally individually. One of several adjustments that I made included replacing some of Field's terminology with language that was more student-friendly. For example, the expression 'to make and check predictions' was used in place of 'to form, assess, and test hypotheses'.

Table 12

Intensive Listening Hybrid Lesson Plan Overview

Stages	Students	Description
Stage One	Large Group	Pre-Listening Direct Explanation of Strategy
Stage Two	Large Group	Teacher Modeling of Intensive Listening
Stage Three	Large Group, Small Group, Individual	Student Modeling and Guided Practice (with teacher feedback as needed)
Stage Four	Large Group, Small Group, Individual	Reflection and Awareness Raising
Stage Five	Large Group, Small Group, Individual	Final Listening
Stage Six	Small Group	Independent Practice
Stage Seven	Individual	Independent Practice

Stage One: Pre-Listening Direct Explanation of Strategy

During the pre-listening stage of the activity, the context (YouTube videos on global warming) was established, the purpose (listen for and identify causal relationships in the narrative) identified, and the strategies (*retrieval cues*, *selective attention*, *directed attention*, and *double-check monitoring*) were introduced (Field, 2008; O'Malley, Chamot, & Küpper, 1989; Vandergrift, 2002). Before listening, students were provided with the title of each YouTube video respectively, and were then asked to access their prior knowledge and make predictions about what to expect while listening to and watching the respective videos. Because this study was part of a larger unit, students had already been explicitly pre-taught key vocabulary terms related to the environment and

global warming, and had reviewed the academic language of cause and effect (see Appendix B). Examples of cause and effect signals that were pre-taught are shown in Table 13. These words were chosen because of their high frequency across content areas, and also because they were used in the YouTube videos students would be viewing.

Table 13

Cause and Effect Signals

Cause and Effect Signals
…because…
Since...
…,and consequently,…
If…then…
…will result in…
…affects…
Because of…
Consequently…
As a result of…
…is caused by…
…is affecting…
So…

Stage Two: Teacher Modeling of Intensive Listening

The next stage included four steps of intensive listening. This is where the meta-cognitive strategies (*retrieval cue*s, *selective attention*, *directed attention*, and *double-check monitoring*) were initially explicitly taught and modeled, with extra emphasis on how these strategies could be utilized in authentic listening contexts within and beyond the classroom. Then, students listened purposefully to the first 20-30 second chunk of the recording using their cause-and-effect graphic organizer (see Appendix C) as a note-taking tool. They were asked to write down causal relations they heard in the video, as well as language (words, chunks, and ideas) used to signal cause and effect. After

listening to the first chunk, learners shared and compared their graphic organizers in pairs, discussing both what they had understood so far and what they had written down on their graphic organizer. During this time, the teacher/researcher observed student conversations while also scanning their graphic organizers to monitor comprehension. Next, the pairs shared highlights from their discussions with the whole class during a large group share. At this time, the teacher recorded the various interpretations on the SMART board, and eventually provided positive and constructive feedback to students by affirming and/or correcting student responses after all pairs had shared with the large group.

Stage Three: Student Modeling, Guided Practice and Teacher Feedback

During this stage of the lesson, the teacher gradually released responsibility to the students. As a class, students listened to the rest of the video, pausing after each 20-30 second chunk for note-taking purposes, then in smaller groups moved through steps one through four of intensive listening. The teacher monitored their progress and provided feedback as needed.

Stage Four: Reflection and Awareness Raising

After listening to the first two chunks and before listening to the rest of the YouTube video, students reflected on their strategy use and engaged in dialogue about how, when, and where they either already had or could use the strategies of *retrieval cues*, *selective attention*, *directed attention*, and *double-check monitoring*. Students then checked their note-taking process by reviewing the causal relations and cause and effect signals they had written down. As before, students were invited to share their findings as

part of a teacher-facilitated large-group discussion. This gave students time for reflection on their progress toward meeting the desired outcomes of the listening task.

Stage Five: Final Listening

Before engaging in the repeated, focused replays of the YouTube video, the teacher moved around the room, marking students' graphic organizers with a highlighter in order to distinguish the notes taken during the first listening and subsequent repeated, focused replays. During the final listening, students were required to view the YouTube video one more time through without stopping, but then were allowed to stop and replay the video as many times as needed. When they were finished listening, the class and teacher compared notes, discussed challenges, and reflected on strategy use, brainstorming what could be done differently in the future.

Stages Six and Seven: Independent Practice

The independent practice stage was broken into two parts. Students were first asked to repeat stages one through six with a partner using a second YouTube video. Directions were provided in oral and written form, and students used a checklist to guide them through the listening process (see Appendix D). They were required to check in with the teacher when they completed each stage of the process before moving on. During stage seven, students were asked to repeat the entire process independently using a third YouTube video. The teacher/researcher then conferenced with each student and assessed them individually.

Data Collection Tools

For the purpose of this study, two data collection techniques were utilized. In

order to determine whether or not students experienced an increase in meta-cognitive awareness when explicitly taught listening strategies, a pre- and post-study questionnaire was administered. Additionally, a cause-and-effect graphic organizer was used to formatively measure whether or not repeated, focused replays of YouTube videos on global warming enabled students to identify a greater number of causal relationships specified in the narration. Data collection took place during the final two weeks of the unit for 55 minutes each day during the regular instructional block. At the end of the study, all twelve participants had completed a pre-and post-study questionnaire, providing 24 total questionnaires to analyze in response to my first research question. Also, each participant had filled out three cause and effect graphic organizers, one for each YouTube video they watched, providing an overall total of 36 graphic organizers for data analysis in response to research questions two and three. An explanation and rationale for both data collection tools is provided below.

Pre-and Post Study: Meta-cognitive Listening Strategies Questionnaire (MLSQ)

The Meta-cognitive Awareness Listening Questionnaire (MALQ) is a tool that was created for the use of researchers and teachers to measure how aware listeners are of the listening processes they engage to make meaning out of what they hear (Vandergrift et al., 2006). It can be used as both a pre- and post assessment or as a tool to make the listener aware of which strategy to use before, during, or after listening. Inspired by the MALQ, I developed a more student-friendly version, which will be referred to as the Meta-cognitive Listening Strategies Questionnaire (MLSQ) (see Appendix E) intended to measure if student meta-cognitive awareness increased when listening strategies were

explicitly taught. In the end, the MALQ and the MLSQ differed in several ways. Table 14 provides an overview of how the categories of the two questionnaires compare.

Table 14

Comparison of the MALQ and MLSQ

	MALQ (Vandergrift et al., 2006)	MLSQ
Organization	Divided into five sections	Divide into three sections with five sub-categories: -person knowledge -task knowledge -strategy knowledge
	Problem-solving	Person Knowledge
	Planning and evaluation	Task Knowledge
	Mental translation Person knowledge Directed attention	Strategy Knowledge -problem-solving -planning and evaluation -mental translation -directed attention
Order	Randomized order	Grouped by knowledge type
Rating System	Rated based on five-point scale ranging from 'strongly agree' to 'strongly disagree'	Rated on five-point scale ranging from 'Always' to 'Never'
Language Register	Academic language	Student-friendly language
Total # of items	21 items	12 items

The first difference is that while the MALQ is divided into four sections including *problem-solving*, *planning and evaluation*, *mental translation*, *person knowledge*, and *directed attention*, the MLSQ sub-groups strategy knowledge together, and is only divided into three sections *person knowledge*, *task knowledge*, and *strategy knowledge*. Figure 1 illustrates how person knowledge and task knowledge were placed into their own categories, and problem-solving, planning and evaluation, mental translation, and

directed attention, all meta-cognitive listening comprehension strategies (Vandergrift, 2002), have been grouped as sub-categories under strategy knowledge.

Figure 1 Sample MLSQ Questions

METACOGNITIVE LISTENING STRATEGIES QUESTIONNAIRE *(Adapted from Vandergrift et al., 2006)*	***ALWAYS***	***OFTEN***	***SOMETIMES***	***NOT OFTEN***	***NEVER***
1. *I feel like listening in English is more difficult than reading, speaking, or writing in English.(person knowledge)*	ρ	ρ	ρ	ρ	ρ
4. *I make predictions when I listen.(task knowledge)*	ρ	ρ	ρ	ρ	ρ
8. *When I listen I* ***compare*** *(notice what is the same) what I understand (hear) with what I know about the topic.(problem-solving)*	ρ	ρ	ρ	ρ	ρ
13. *Before I start to listen, I have a plan in my head for how I am going to listen.* *(planning and evaluation)*	ρ	ρ	ρ	ρ	ρ
18. *I translate key words as I listen. (mental translation)*	ρ	ρ	ρ	ρ	ρ
20. *I pay more attention to what I am hearing when I don't understand. (directed attention)*	ρ	ρ	ρ	ρ	ρ

Next, the 21 questions on the MALQ are randomized to prevent participants from utilizing answering strategies, whereas the 12 questions on the MLSQ are grouped by category. Also, questions MLSQ are not ordered by desired response. For example, while desired responses to questions one and two are neutral, questions three-eight, and 11 are most desirable, and questions nine, 10, and 12 are least desired. I chose to do this because the students are not accustomed to completing questionnaires such as this. Even with student-friendly language, the students sometimes become so distracted by trying to decode the meaning of the language, that they will sometimes just fill in the bubbles without reading the question. By grouping the questions by knowledge category, students had the opportunity to reflect on similar-minded questions as they were completing the

questionnaire.

Perhaps, the biggest difference between the MALQ and MLSQ is the language used. Results from a pilot study indicated that in order to attain authentic student responses, student-friendly language must be used, particularly if students are expected to complete this independently without prompting. Examples of how language was made more student-friendly include replacing verbs such as *form, assess,* and *compare* with word choices such as *make, check,* and *find what is the same*, and replacing nouns such as *interpretations, hypothesis, text,* and *knowledge* with alternatives like *understanding, predictions, information,* and *what I know*. Data from the MLSQ will be analyzed by looking at student gain scores in the different categories from the pre- and post-study questionnaires.

During Listening Assessment: Cause and Effect Graphic Organizer

Research suggests that comprehension questions are not an effective approach to listening assessment (Brown, 2011; Buck, 2001; Field, 2008). Therefore, I decided to use a cause and effect graphic organizer to measure whether or not repeated, focused replays of YouTube videos on global warming enabled students to identify a greater number of causal relationships and cause and effect signals specified in the narration. The cause and effect graphic organizer (Appendix C) was used during listening as students practiced applying the following meta-cognitive listening strategies: *retrieval cues, selective attention, directed attention,* and *double-check monitoring*. Figure 2 shows how students integrated additional strategies such as the cognitive strategy of *hypothesis formulation* (Field, 2008) as they used prior knowledge and the title of the YouTube videos to make

predictions before listening using the cause and effect graphic organizer.

Figure 2 Cause and Effect Graphic Organizer

PREDICTION			**TRUE**	**FALSE**
LANGUAGE CLUES	**CAUSE**	**LANGUAGE CLUES**	**EFFECT**	

During listening, students applied the listening strategies of *retrieval cue*s, *selective attention*, *directed attention*, and *double-check monitoring* as they took notes. Two additional columns were added so that while listening, students could make note of important cause and effect signals in addition to the causal relationships themselves. The data collected from the graphic organizers will be analyzed from two separate angles. Student gain scores between initial and repeated, focused replays will be analyzed by looking at whether or not there was an increase in recognition of cause and effect signals, and in recognition of causal relationships mentioned in the YouTube videos.

Conclusion

In this chapter I first provided an explanation and rationale of why a classroom-based research methodology was used in this study. Next, I presented a detailed description of participants and learning context of this study. Finally, I described how the process of identifying learner outcomes and lesson design helped rationalize the data collection tool selection process. In the next chapter I intend to analyze and discuss my

findings, and address the implications this study has for L2 listening curriculum and instruction in the EL classroom.

CHAPTER FOUR: RESULTS

Introduction

This study explored the academic listening skills of secondary ELs. The purpose was to determine whether a task-based approach to L2 listening instruction, with explicit instruction in meta-cognitive strategies, affected secondary ELs' L2 listening comprehension of science content, and enabled them to perform concrete tasks throughout the listening process. Data were collected from 12 students in a WIDA Level 5 EL class using pre-and post-study questionnaires and graphic organizers. In this chapter, I will turn my attention to the guiding research questions of this study. Specifically, 1) Do students experience an increase in meta-cognitive awareness when explicitly taught listening strategies? 2) Do repeated, focused replays of YouTube videos on global warming enable students to identify a greater number of causal relationships specified in the narration? 3) Do repeated, focused replays of YouTube videos on global warming enable students to identify a greater number of cause and effect signals specified in the narration? I will document the results and discuss implications the findings from this study have for teaching and learning L2 listening competence.

Results for Meta-cognitive Listening Strategies Questionnaire (MLSQ)

The first research question of this study inquired whether students experienced an increase in meta-cognitive awareness when explicitly taught listening strategies. Data related to this research question were collected using a Meta-cognitive Listening

Strategies Questionnaire (MLSQ), which is an adaptation of the MALQ. It was distributed to students/participants before and after the study took place (Vandergrift, Goh, Mareschal & Tafaghodtari, 2006). Research findings were determined by examining student responses on the pre- and post study questionnaires. More specifically student gain scores from the pre-and post studies were analyzed according to specific questions within the three overarching categories of *person knowledge, task knowledge,* and *strategy knowledge* in order to see if students changed their own perceptions of their strategy use throughout the listening process. The range of gain scores per question is from four to negative four. The questionnaire format required students to use a five-point scale to indicate whether they *always* (1), *often* (2), *sometimes* (3), *not often* (4), or *never* (5) demonstrated specifically mentioned strategies while listening. Responses have been recalibrated as needed to indicate most and least desired outcomes. For most of the MLSQ items, 1 = *Always*, was the most desired response, and 5=*Never* was the least desired response. However, for questions one, two, and 12, *Never* was the most desired response, so students' responses had to be recalibrated accordingly using 1= *Never* through 5= *Always*. Table 15 shows student gain scores between the pre-and post-study questionnaires. The gain score represents the increase in desired response on the post-questionnaire. Additionally, a complete overview of pre-and post-scores are available in the appendix (see Appendix F). Discussion will briefly address general trends related to all MLSQ questions, and while the overall findings may be of deeper interest to the general field of listening, responses to questions seven, eight, and 11 will be emphasized as they pertain more directly to the types of listening strategies and knowledge addressed

in this study.

Table 15

MLSQ Gain Scores

	Person Knowledge		Task Knowledge	Strategy Knowledge								
				Problem-Solving			Planning and Evaluating		Mental Translation		Directed Attention	
	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10	Q11	Q12
Dimitry	1	-1	0	2	-3	1	0	0	1	0	1	-1
Javier	1	0	1	0	0	1	-1	0	0	1	0	0
Chue Her	1	0	-1	0	-1	-1	0	0	1	0	-1	0
Daniela	0	0	1	-1	0	0	2	1	-2	0	2	1
Luis	0	-1	-1	-2	-1	0	0	0	0	0	1	-1
Alexa	1	0	2	1	0	0	-1	-1	2	0	0	1
Ralph	0	0	1	1	-2	1	0	0	1	1	0	2
Kola	-2	0	-1	0	1	-1	-1	2	1	-1	0	1
Biruh	1	1	0	0	1	0	0	0	0	-1	0	-1
Hakim	0	0	0	1	2	0	2	2	0	-2	1	-4
Meng	0	1	1	0	1	2	-1	0	0	-1	0	-1
Ethan	3	3	2	2	2	1	0	-3	2	0	-1	1
Mean	*.5*	*.25*	*.417*	*.33*	*0*	*.33*	*0*	*.083*	*-.5*	*.25*	*.33*	*.166*

Person Knowledge

The first category of MLSQ items, *person knowledge*, refers to a listener's perceptions concerning the level of difficulty (=question one) and their self-efficacy during the listening process (=question two) (Vandergrift, 2006). These two answers showed the largest combined gain of all questions from a category. For example, when asked in question one on the MLSQ if they feel like listening in English is more difficult than reading, speaking, or writing in English, student responses showed a .5 gain, with half of the participants showing a gain of one point. Similarly, in question/item two, when asked if they feel nervous when they listen to English students showed a .25 gain. Findings in Table 15 indicate that students show substantial gain on the post-study

questionnaire in response to questions related to person knowledge and perceptions toward listening from the beginning to the end of the study. Possible explanations for the gain in person knowledge category could include that students were required to perform concrete tasks during listening. For example, students were required to actively engage in the listening process and demonstrate their understanding of the content. More specifically, they were asked to listen for causal relationships and cause and effect signals and write them down on their graphic organizers during initial listenings and repeated, focused replays. Also, it is possible that accountability associated with task-based listening increased pressure students experienced when listening, and in turn affected their perceptions of difficulty and nervousness during the listening process, which could be another explanation for the gains.

Task-Knowledge

The second category of MLSQ items, *task knowledge*, refers to knowing the purpose and demands of a task and recognizing when the listener is required to demonstrate deliberate effort (Vandergrift, Goh, Mareschal, & Tafaghodtari, 2006). Although this study featured the task 'set a purpose for listening,' students were required to apply additional learning strategies and skills such as 'make and check predictions'. More specifically, before listening, students were asked to use the YouTube video title and their background knowledge to make predictions, and then check whether their predictions were true or false, after listening (=question 3). When asked on the MLSQ how often they make predictions when listening, students demonstrated an overall average gain from the pre- to post study questionnaires of .417 as indicated in Table 15.

This gain supports the argument that explicit instruction, similar to what students experienced during this study in regard to making predictions, does make a difference. A more detailed discussion on the point of making predictions will follow below.

Strategy Knowledge

The third category on the MLSQ, *strategy knowledge*, refers to strategies used by listeners to make and monitor inferences during the listening process. *Strategy knowledge* is knowledge students use to meet learning targets while listening, and it encompasses general and specific strategies designed to enhance student comprehension (Vandergrift, 2006). For the purpose of this study, four types of strategy knowledge including *problem solving, planning and evaluation, mental translation,* and *directed attention* were selected. Chapter 3 examined how specific meta-cognitive listening strategies such as *retrieval clues, selective attention, directed attention,* and *double-check monitoring* were explicitly taught, modeled and practiced throughout the study. This explains why nine of the 12 questions selected for the MLSQ fall into the *strategy knowledge* category. The following sections will examine student responses to questions related to these sub-categories.

Problem Solving.

Problem solving as a sub-category includes strategies used by listeners to make and monitor inferences (Vandergrift, Goh, Mareschal, & Tafaghodtari, 2006). Students demonstrated gains in awareness of their knowledge and use of problem solving strategies on MLSQ questions four and six, but showed no increase on question five. In question four, when asked if they use words they understand to guess the meaning of

words they don't understand when they listen, responses were split. While five students reported more frequent use of familiar and known words to infer meaning for the words they did not know or understand, five students showed no change in strategy use. Only two students felt that they used this strategy less frequently. These results indicate a lack of student awareness of how they used words, such as cause and effect signals to identify causal relationships. In response to question five, students demonstrated no gain. When asked if they compare what they understand with what they know about the topic during listening, five students reported an increase of strategy use, three students showed no change, and four students used the strategy less often. Similar to question four, students demonstrated a .33 gain in their response to question six. While five students claimed to engage background knowledge while listening at a slightly higher frequency, five students experienced no change in strategy use, and two felt they used this strategy more sparingly.

One possible explanation for the changes in student use of problem solving strategy knowledge as illustrated in questions four and six could be that students found it difficult to multi-task while listening. The task-based nature of this study required students to listen with purpose, and asked them to note causal relationships and cause and effect signals. Since these strategies and skills were explicitly taught as part of this study, more substantial gains would have been desirable. The results suggest that additional work needs to be done to build student knowledge of problem solving strategies. Additionally, it would be beneficial to give students opportunities for repeated application of the strategies they learn. Finally, a system designed to help students

organize strategies they learn would also make them readily available for future use.

Planning and Evaluation.

Planning and evaluation strategies help listeners prepare for listening and also evaluate the results of their listening efforts (Vandergrift, Goh, Mareschal, & Tafaghodtari, 2006). MLSQ questions seven and eight fit this sub-category, and provide examples of listening strategies explicitly taught to students during this study. When asked in question seven how often they made a plan for listening beforehand, only two students reported a greater likelihood to do this, six students noted no change in behavior, and four students claimed to be less likely to use this strategy. Question eight specifically asked how regularly students set a purpose in their mind before listening. Student responses showed only two students used this strategy with more regularity, while seven students reported no change in strategy use, and three students claimed that they set a purpose before listening with less regularity. It is substantial to note how despite their pertinence to this study, students demonstrated little to no overall gain in use of planning and evaluating strategies.

One explanation for why students did not demonstrate a greater increase in their planning and evaluation strategy knowledge could be that the post-study MLSQ questionnaire was in the form of an ‘exit ticket’ activity. The format of a questionnaire could have been perceived as unfamiliar and intimidating to students, even after seeing it previously. The language and content of questions seven and eight could have been perceived as unfamiliar and intimidating to students. One reason for this could be that when compared to other sub-categories of strategy knowledge, students are not as

experienced or confident in using strategies of planning and evaluation. Typically, strategies such as these would be implemented in a large group, teacher-facilitated activity with modeling and guiding each step of the way. This was not the case in this study, as the strategies were modeled only once, and before students were asked to implement them independently. This leads to a final explanation that has direct implications for instruction. It is possible that the abstract nature of these two particular MLSQ items made it so students struggled to connect their actual learning with questions seven and eight on the MLSQ. Meta-cognitive reflection must be explicitly taught, modeled, and guided, so that students can think more deeply about the processes and products they are learning.

Mental Translation.

Mental translation entails strategies listeners are recommended to avoid using when possible (Vandergrift, 2006). This section will only briefly examine student responses to questions nine and 10 as the results have little relevance to this study. There are several reasons why limited attention was focused on translation as a listening strategy. First, student demographics in this class were linguistically and culturally diverse and most students have lived in the United States for the greater portion of their lives, with two speaking a creolized English as their first language. Few have experienced any formal schooling in their home language, which resulted in limited academic content-related vocabulary development, so translation is not the most effective strategy to teach students. Therefore, it is not strange that students used this strategy with such low frequency as instructional focus was directed at other strategies.

When asked, in question nine, if they translated key words while listening, only one student indicated that they did this more frequently, five students indicated no change, and six students indicated that they relied on mental translation less frequently. Responses to question 10 illustrate a more substantial change in how frequently students translated chunks of language while listening. Only two claimed to slightly increase their use of this strategy, whereas six indicated no change, and four maintained that they used it less throughout the duration of the study.

Directed Attention.

Directed attention is an example of a *planning strategy* that requires the listener to direct their focus on the task and content at hand. *Planning* occurs when listeners are aware of what to do when engaging in listening tasks. Similar to *planning*, *monitoring* is another strategy listeners can use to check and confirm their comprehension throughout a listening task (O'Malley, Chamot, & Küpper, 1989; Vandergrift, Goh, Mareschal, & Tafaghodtari, 2006). *Planning* and *monitoring strategies* such as *directed attention* are used to help listeners maintain attention while listening, particularly if they are struggling to concentrate and comprehend what is being said. When asked in question 11 if they pay more attention to what they are hearing when they don't understand, students showed a .33 gain. In fact, only four students claimed to pay more attention to what they were hearing when they didn't understand. Six students showed no change in listening behavior, and students said that they were less likely to pay more attention to what they were hearing when they didn't understand. In question 12, when asked if they stop listening when they don't understand, students showed only a .166 gain. As Table 15

shows, responses were clustered at either end of the spectrum: five students indicated a greater likelihood of not giving up when they didn't understand, two students did not experience a change in their behavior, and five students felt that they were more likely to give up listening when they did not understand.

Even though *directed attention* was explicitly taught to students during this study, MLSQ results did not indicate substantial gain in strategy knowledge. Question 11 aligns with what Vandergrift (2006) refers to as *double-check monitoring*. The repeated, focused replays and use of graphic organizers to take notes are two examples of how students used the strategy *double-check monitoring* while listening. After their initial listening, it was possible for students to identify gaps in their comprehension by examining the quality and quantity of their notes. In some instances there were obvious gaps when students had noted only part of a causal relationship, or had missed cause and effect signals. Repeated, focused replays provided them with opportunities to focus 'double-check' their comprehension and fill in the gaps as they 'paid more attention to' the replays.

Overall student scores on the pre-and post-study MLSQ indicate similar gains when asked about the three knowledge types. Although, results show that there were slightly higher gains in person and task knowledge, and that more instructional emphasis needs to be placed on the development of strategy knowledge. While gains in meta-cognition can be difficult to measure, findings indicate that students didn't really realize what was involved with strategy knowledge until they spent so much time applying it and that they possibly underestimated their knowledge at the beginning of the study.

Results for Cause and Effect Graphic Organizers

The second and third research questions of this study investigated whether repeated, focused replays of YouTube videos on global warming enabled students to identify 1) causal relationships and 2) cause and effect signals specified in the narration. Text from all three YouTube videos was transcribed, and causal relationships identified and checked by a secondary reader to establish 87% inter-rater reliability (See appendix G). Transcriptions were then examined to determine the number of causal relationships and cause and effect signals used throughout each video narration. YouTube videos were selected using criteria outlined in ‘ground rules’ for choosing videos (Ashcraft & Tran, 2010). Finding YouTube videos appropriate for instruction proved to be more difficult than anticipated, and Table 16 illustrates how each video aligned with these criteria.

Table 16

Video Selection Criteria

	YouTube Video #1: Climate Change Skeptic Says 'Cool it'	YouTube Video #2: Global Warming: The Big Picture	YouTube Video #3: Wildlife vs. Man
Videos for instruction should:			
feature appropriate content	X	X	X
feature reasonable amount of language vs. pictures	X	X	X
feature clear sound quality	X	X	X
make it possible for most students to understand after one or two repetitions	X	X	X
feature a range of varieties of English (e.g., Australian, North American, Irish, British, and English spoken by various nonnative speakers)		X	
not be subtitled in L1	X	X	X
be between 4-6 minutes long			X

Data was collected using a cause and effect graphic organizer as described in chapter three that students filled in as they viewed the three YouTube videos. Research findings were determined by analyzing each student's graphic organizer to see whether or not they were able to accurately recognize and record causal relationships and cause and effect signals. Student notes on the graphic organizers were then compared with the occurrences as indicated in the transcriptions. A complete overview of raw numbers of causal relationships and cause and effect signals identified in all three YouTube videos is

available in the appendix (see Appendix H). Results were compiled and student percentage gain scores of causal relationships from initial listening to repeated, focused replays of each YouTube video calculated. The next section presents results from each video separately and analyze gain scores of causal relationships and cause and effect signals identified from the first time they listened without stopping compared to those identified after repeated, focused replays.

Viewing the YouTube Videos

During the study, students cycled through the intensive listening process three times using three YouTube videos that were selected using the criteria presented in Table 16. The first YouTube video, *Climate Change Skeptic Says 'Cool it'* (CNN, 2010) was viewed in a teacher-led, large group setting. This video was six minutes and 53 seconds long, and was just barely over the recommended four-to-six minute length presented in Table 16. As outlined in chapter three, students purposefully listened to the YouTube videos following the steps of the intensive listening process. First, they listened to a 20-30 second chunk of the recording using their cause-and-effect graphic organizer (see Appendix C) as a note-taking tool. They were asked to write down causal relations they heard in the video, as well as language (words, chunks, and ideas) used to signal cause and effect. After listening to the first chunk, learners shared and compared their graphic organizers in pairs, discussing both what they had understood so far and what they had written down on their graphic organizer. Next, students listened to the rest of the video, pausing after each 20-30 second chunk for note-taking purposes. Finally, before students engaged in the final listening in the repeated, focused replays of the YouTube video, the

teacher moved around the room, marking students' graphic organizers with a highlighter in order to distinguish the notes taken during the first listening and subsequent repeated, focused replays. During the final listening, students were required to view the YouTube video one more time through without stopping, but then were allowed to stop and replay the video as many times as needed. When they were finished listening, the class and teacher compared notes, discussed challenges, and reflected on strategy use, brainstorming what could be done differently in the future. Students then repeated this entire process with a partner as they viewed the second video *Global Warming, the Big Picture* (Euronews, 2010), which was eight minutes long, meaning that, similar to the previous video, its length extended beyond the recommended timeframe of four-to-six minutes. Finally, students repeated the process independently as they viewed the third video *Wildlife vs. Humans* (Brian's Art for Animals Channel, 2010), which was five minutes long, making it the only YouTube video to meet the recommended four-to-six minute range.

YouTube Video One: Climate Change Skeptic Says 'Cool it'

Causal Relationships.

During the first round of task-based listening students watched the YouTube video *Climate Change Skeptic Says 'Cool it'* (CNN, 2010). It contained 15 causal relationships and was viewed in a teacher-led, large group setting. Overall, students demonstrated a 13.61% mean increase in mention of causal relationships from initial viewing to repeated, focused replays, and individual gains varied as seen in Table 17. Students fall into three groups in regard to gains made between listenings. While one

group of four students experienced gains of 20% or more, a second group experienced gains of 13.3%, and a third group of four students experienced gains ranging from 0% to 6.67%.

Table 17

Percentage gain scores of causal relationships from YouTube video one

Student Name	Causal Relationships
Dimitry	28.57%
Kola	26.67%
Luis	21.43%
Biruh	20%
Javier	13.33%
Daniela	13.33%
Alexa	13.33%
Ralph	13.33%
Hakim	6.67%
Ethan	6.67%
Meng	0%
Chue Her	0%
Mean	13.61%

Dimitry, who showed the greatest jump, increased his overall comprehension of causal relationships by 28.57% while viewing the video, contrasted with Chue Her's and Meng, who showed no increase. Explanations for student variation in identification of causal relationships could be that this was the first time students were engaging in the task and applying listening strategies. Prior to listening, Dimitry had expressed disgust in the topic of global warming, arguing that it was a capitalistic fallacy. This could have resulted in increased motivation to listen for claims that he later could counter-argue as illustrated by the examples in Table 18.

Table 18

Dimitry's Causal Relationships

If spend less, save 50 children
Because of global warming, less investing
Kill less polar bears and save more.

While both Chue Her and Meng fully participated and took notes while listening, notes on their graphic organizers indicate that they they struggled to identify causal relationships. In fact, data indicated that both students used *avoidance strategies* (Field, 2008) as coping mechanisms to infer meaning despite missing input. Examples taken from both Chue Her's and Meng's notes indicate that although both students fully participated in the task, they struggled to report video content coherently, and even inferred meaning in some instances. The biggest difference between their responses is that while Chue Her's language is short and choppy as seen in Table 19, Meng strives to integrate academic content-vocabulary into his responses as indicated in Table 20.

Table 19

Chue Her's Causal Relationships

Since sound good, but not
Consequently feed good it do good
If you second can't good make decision

Table 20

Meng's Causal Relationships

Since climate change the earth gets hotter or colder
Consequently scare complain decatrion or can't make decition
Because global warming carbon exits people get suffer makes the earth get hotter

Cause and Effect Signals.

Compiled results shown in Table 32 suggest that students were more successful at identifying cause and effect signals than causal relationships when viewing this video than when viewing the other YouTube videos. There were 21 cause and effect signals, and Table 21 illustrates which ones are used and how many are used.

Table 21

Cause and effect signals in YouTube video one

Cause and Effect Signals
Is causing
If…then
Because
If
So
Implied then

Table 22 shows a 22.16% overall average increase in the overall percentage gain scores from initial to repeated, focused listenings. Even while students demonstrated a greater increase in comprehension of causal relationships, individual gains varied as shown in Table 22. Furthermore, the range of gain scores in relation to cause and effect signals illustrate greater differences. Here, students break into four groups and an outlier

with one group of three who demonstrated gains in the 41% to 50% range, a second group of two students who showed gains of 21% to 27%, a third group of five students who demonstrated gains in the 15% to 16% range, and a single student who experienced a gain of 10% and another who demonstrated no gain.

Table 22

Percentage gain scores of cause and effect signals from YouTube video one

Student Name	Cause and Effect Signals
Meng	55.56%
Kola	47.57%
Daniela	41.18%
Dimitry	27.58%
Alexa	21.05%
Luis	16.67%
Ralph	15.79%
Biruh	15%
Hakim	15%
Ethan	15%
Javier	10.53%
Chue Her	0%
Mean	22.16%

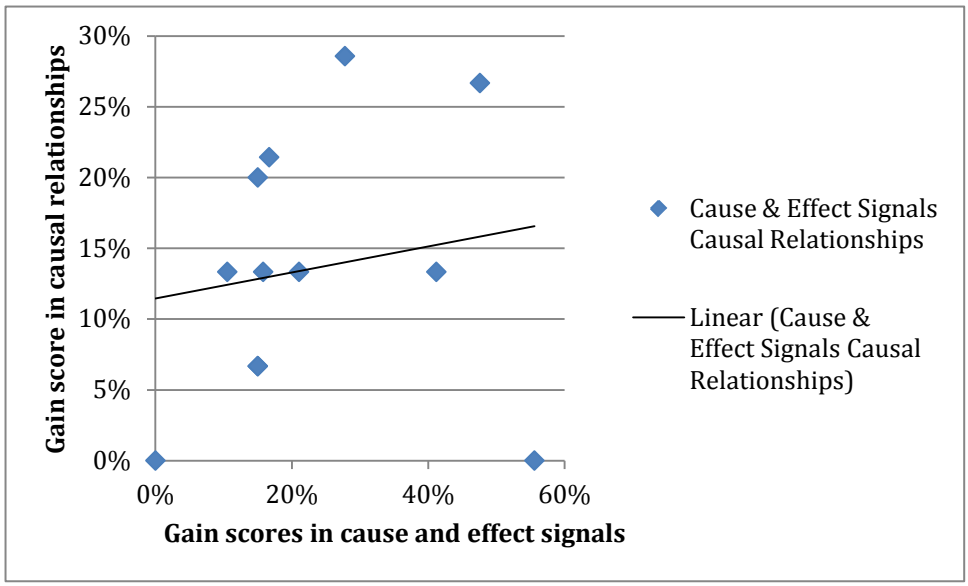
Kola, for example, showed a 47.57% increase, a substantial gain in the number of cause and effect signals recognized from initial to replayed listening. He successfully identified all types of signal words on his graphic organizer, even noting instances of repeated use. It is apparent that repeated, focused replays enhanced Kola's comprehension of the language and content of the video. In addition to increased recognition of cause and effect signals, Kola also demonstrated gain when identifying causal relationships, and the quantity of notes taken grew substantially with repeated, focused listenings as well.

Chue Her, on the other hand, again showed no increase, and closer examination of his notes further support the claim that he used a *retrieval strategy* while listening. More specifically, many of the signal words included were either not actually used in the video

such as *consequently* and *since*, but were plugged in using a word bank students received during an earlier lesson. Additionally, the cause and effect signal words were noted inaccurately in comparison to how they actually appeared in the videos, like in Table 19, which invalidated the responses.

Figure 3 shows the gradual increase in the overall percentage gain scores from initial to repeated, focused listenings. There appears to be a relationship between the number of causal relationships mentioned and number of cause and effect signals identified.

Figure 3 Scatterplot graph of percentage gain scores from YouTube video one



It is clear to see that despite overall percentage gain scores from initial to repeated, focused listenings, that there are distinct differences in gain scores of causal relationships and cause and effect signals. Students fall into three natural groupings in regard to gains made toward identifying causal relationships, and three groupings when it came to identifying cause and effect signals. The findings suggest that students who

demonstrated substantial gains with identifying causal relationships did not necessarily show equally high gains when identifying cause and effect signals. One possible explanation for the variation in gain scores could be that this was the first time that students participated in task-based listening, and that they were still warming up to the idea and practice of task-based listening. Another explanation could be that the talk-show format of the video, in addition to the rapid speech of the hosts and guest as they discussed and debated the concept of global warming made it challenging for all students to listen purposefully for causal relationships and cause and effect signals. Also, this particular video was six minutes and 53 seconds long, which slightly surpasses the recommended four to six minute time range. One possible focus that may be worthwhile to explore in a future study is the effect different video genres and formats have on student listening comprehension.

YouTube Video Two: Global Warming, The Big Picture

Causal Relationships.

Global Warming, the Big Picture (Euronews, 2010) was the YouTube video selected for the second round of task-based listening. It contained only eight causal relationships and although each student viewed the video independently, they were asked to compare notes with a partner between the initial listening and repeated focused replays. Students demonstrated a 27.75% overall mean increase in comprehension of causal relationships, which is twice the amount from the first YouTube video. Table 23 shows individual gain scores, and illustrates dramatic variation in student comprehension. Despite the wide range of gain scores that are indicated by the results, students fall into

five groups who demonstrated low, medium, and high gains. At the low end of the gain spectrum, there is one student who demonstrated no gain between listenings. There are two clusters of students who showed medium gain with five students falling into the 12.5%- 20% range, and another cluster of four with gain scores ranging from 25%-37.5%. Additionally, there are two students who demonstrated high gains with percentage scores of 50% and 85.71% respectively.

Table 23

Percentage gain scores of causal relationships from YouTube video two

Student Name	Causal Relationships
Javier	85.71%
Daniela	50%
Dimitry	37.5%
Alexa	28.57%
Kola	28.57%
Ethan	25%
Biruh	20%
Ralph	16.67%
Luis	14.25%
Meng	14.23%
Chue Her	12.5%
Hakim	0%
Mean	27.75%

For example, Javier demonstrated an 85.71% increase while viewing this video, contrasted with Hakim who showed no increase. Although both boys fully engaged in the task, Javier's increase reflects more accurate and coherent reporting of causal relationships than Hakim's. Table 24 illustrates Javier's ability to comprehend and note causal relationships with linguistic complexity appropriate of a Level five student. Contrastingly, Hakim's examples shown in Table 25 lack the linguistic quality of meaning and form expected.

Table 24

Javier's Causal Relationships

Human activities causes global warming in recent decades
If Greenland's ice melted, sea levels will rise up to 5 meters

Table 25

Hakim's Causal Relationships

Since we know humans may cause of climate change, so is our decision
Since sea level leck everything the alment and ocean and atmosphere

The quantity and quality of these examples reiterate the difficulties multi-tasking poses when students are taking notes and listening for comprehension. After examining Javier and Hakim's graphic organizers, it is evident that both students were fully engaged in the listening task. At a quick glance, the graphic organizers contained similar quantities of notes. Additionally, both boys were able to write substantially more after repeated, focused replays. However, upon closer examination the quality of Javier's notes distinguish his comprehension from Hakim's.

Cause and Effect Signals.

Results suggest that students experienced more difficulty identifying cause and effect signals than causal relationships. Table 26 provides examples of the 11 cause and effect signals used in the video. When compared to the first video, a greater variety of signal words are used in this video. Additionally, many of the examples are double words, which could explain why it appeared to be more challenging for students to identify them on their graphic organizer.

Table 26

Cause and effect signals in YouTube video two

Cause and Effect Signals
Has caused
Which means
The cause of
Which can affect
After…are now
If
Causes
Then
Implied Then

Although individual gain scores varied as shown in Table 27, an average overall gain of 15.52% is indicated. This is less than the 21.16% gain from the first video. Results indicate four distinct groupings of students with a wide range of gains in the number of cause and effect signals recognized. There were four students who demonstrated no gain, a stark contrast to the single student who demonstrated 60% gain. Also, there were two groups in the middle, one that consisted of three students who showed a range of gains from 9.09% to 11.11% and another that consisted of four students with gain scores ranging from 18.18% to 33.33%. The biggest contrast in gain scores is evident by looking at Kola's 33.33% gain and Luis', Alexa's, Hakim's, and Meng's 0% gains. It is clear that the majority of students would benefit from additional practice in listening for cause and effect signals.

Table 27

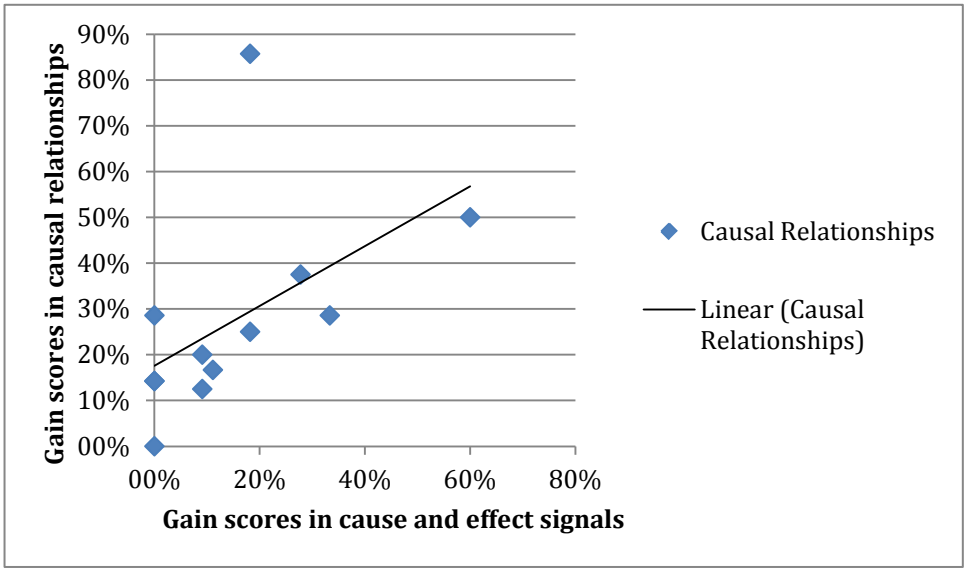
Percentage gain scores of cause and effect signals from YouTube video two

Student Name	Cause and Effect Signals
Daniela	60%
Kola	33.33%
Dimitry	27.27%
Javier	27.37%
Ethan	18.18%
Ralph	11.11%
Chue Her	9.09%
Biruh	9.09%
Luis	0%
Alexa	0%
Hakim	0%
Meng	0%
Mean	15.52%

All of the signal words that Kola identified were single signal words. There were no patterns indicating which signals were more easy or challenging for Luis, Alexa, Hakim, and Meng to identify. Therefore, it is difficult to provide reasons for why they struggled to distinguish cause and effect signals while listening.

Figure 4 shows a defined increase in the overall percentage gain scores from initial to repeated, focused listening. This indicates a relationship between the amount of causal relationships and cause and effect signals identified.

Figure 4 Scatterplot graph of percentage gain scores from YouTube video two



Overall student results suggest that this video posed a greater listening challenge for learners. One possible explanation for why there was so much individual variation and why so many students showed no gain is the video itself. There are several factors that distinguish this video from the first. There are more speakers, some being non-native English speakers who either spoke with an accent or were dubbed. Also, the video moved at a quicker tempo, switching more frequently between speakers. The findings in this study did not indicate that collaboration with a partner had any substantial effect on the results. However, this is something that could warrant further investigation in a future study.

<u>YouTube Video Three: Wildlife vs. Humans</u>

Causal Relationships.

The YouTube video selected for the third round of task-based listening was called *Wildlife vs. Animals* (Brian's Art for Animals Channel, 2010). It contained 20 causal

relationships and students viewed it independently. The overall mean increase was 18.46% and individual gains varied as illustrated by Table 28. Students fall into four groups/clusters in regard to gains made between listenings. As with the previous videos, one student experienced a noticeably higher gain of 56.25% when compared to their counterparts. The majority of students were clustered in the middle with a second group of three students showing gains ranging from 22.22% to 38.89%, and a third group with gains ranging from 5% to 15.79%. There were also two students who demonstrated no gain in identification of causal relationships between initial and repeated, focused replays. Again, stark contrasts between Alexa's overall increase of 56.25%, and Chue Her's and Meng's 0% increase indicate a wide range of recognition of causal relationships.

Table 28

Percentage gain scores of causal relationships from YouTube video three

Student Name	Causal Relationships
Alexa	56.25%
Ralph	38.89%
Javier	33.33%
Biruh	22.22%
Dimitry	15.79%
Daniela	15%
Ethan	15%
Luis	10%
Kola	10%
Meng	5%
Chue Her	0%
Hakim	0%
Mean	18.46%

In Table 29, Alexa's responses stand out for being articulate, coherent, and written down almost verbatim from the video. It is clear that she became more confident in performing

the listening task over time, and that repetition was significant to her development of listening comprehension.

Table 29

Alexa's Causal Relationships

Climate change is affecting wildlife in a way that we never seen before
It affects wildlife like lions
Due to deforestation and increased agriculture…the franers river lost 40% of its wate

Cause and effect signals.

Results suggest that despite the fact that this particular YouTube video had the highest frequency of cause and effect signals, students experienced difficulty identifying them. Table 30 contains examples of the signals used, and note that although there were 23 occurrences in the narration, some were used repeatedly.

Table 30

Cause and effect signals in YouTube video three

Cause and Effect Signals
Is affecting
Due to
As a result of
Are affected by
If…then
Which can lead to
Are a reason
Help caused
Since
Affects
If
Implied then

As with the previous videos, individual gain scores shown in Table 31 vary. The overall increase was 11.68%, which is low when compared to the previous two videos, indicating

that this video posed the greatest difficulty for students when it came to identifying cause and effect signals.

Table 31

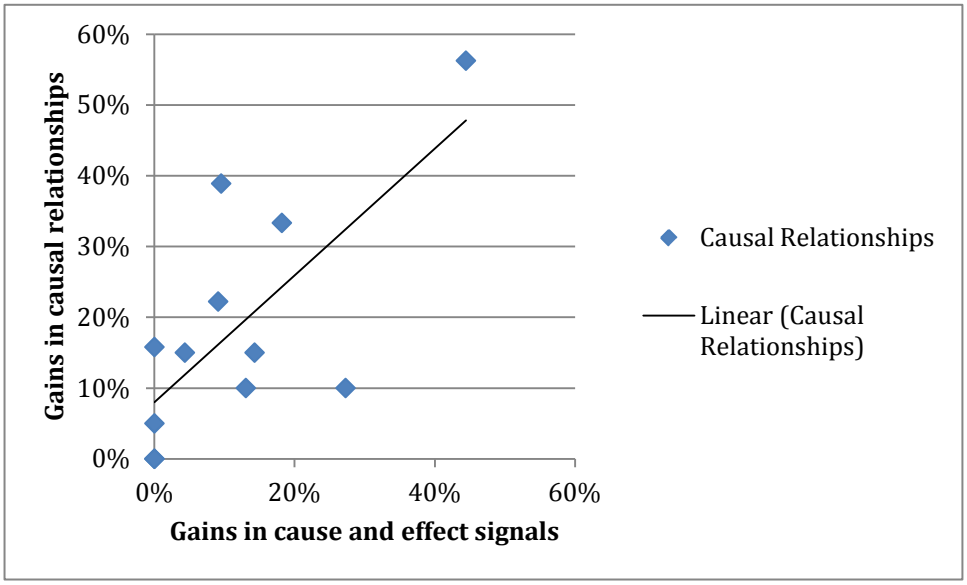
Percentage gain scores of cause and effect signals from YouTube video three

Student Name	Cause and Effect Signals
Alexa	44.44%
Kola	27.27%
Javier	18.18%
Daniela	14.29%
Luis	13.04%
Ralph	9.52%
Biruh	9.09%
Ethan	4.34%
Meng	0%
Hakim	0%
Dimitry	0%
Chue Her	0%
Mean	11.68%

Results indicate four distinct groupings of students with a wide range of gains in the number of cause and effect signals recognized. There were four students who demonstrated no gain, a stark contrast to the single student who demonstrated 60% gain. Also, there were two groups in the middle, one that consisted of three students who showed a range of gains from 9.09% to 11.11% and another that consisted of four students with gain scores ranging from 18.18% to 33.33%. As with the other two videos, there was variance in individual gains illustrated by Alexa's 44.44% gain, and the 0% gain demonstrated by Chue Her, Hakim, and Meng.

Figure 5 shows the relationship between the cause and effect signals identified and causal relationships recognized. A gradual increase in the overall percentage gain scores from initial to repeated, focused listenings is evident.

Figure 5 Scatterplot graph of percentage gain scores from YouTube video three



Summary of all Three YouTube Videos

Overall, students demonstrated gains when identifying both causal relationships and cause and effect signals with each video as indicated in the compilation of overall percentage scores for all three YouTube videos seen in Table 32. Despite this, there are some noticeable differences in average overall gain scores when comparing all three videos.

Table 32

Compiled overall percentage gain scores from all three YouTube videos

Student Name	You Tube Video 1: Large-group, teacher-led		You Tube Video 2: Partner, student led, teacher support		You Tube Video 3: Individual, student led	
	Causal Relationships	Cause & Effect Signals	Causal Relationships	Cause & Effect Signals	Causal Relationships	Cause & Effect Signals
Dimitry	28.57%	27.78%	37.5%	27.27%	15.79%	0%
Javier	13.33%	10.53%	85.71%	18.18%	33.33%	18.18%
Chue Her	0%	0%	12.5%	9.09%	0%	0%
Daniela	13.33%	41.18%	50%	60%	15%	14.29%
Luis	21.43%	16.67%	14.25%	0%	10%	13.04%
Alexa	13.33%	21.05%	28.57%	0%	56.25%	44.44%
Ralph	13.33%	15.79%	16.67%	11.11%	38.89%	9.52%
Kola	26.67%	47.57%	28.57%	33.33%	10%	27.27%
Biruh	20%	15%	20%	9.09%	22.22%	9.09%
Hakim	6.67%	15%	0%	0%	0%	0%
Meng	0%	55.56%	14.23%	0%	5%	0%
Ethan	6.67%	15%	25%	18.18%	15%	4.34%
Mean	13.61%	22.16%	27.75%	15.52%	18.46%	11.68%

Although the average overall gain scores for identification of causal relationships showed an increase for all three videos, there are some differences to be noted. For the first YouTube video, *Climate Change Expert Says 'Cool it'* (CNN, 2010) students demonstrated an average gain score of 13.61% when identifying a total of 15 causal relationships. For the second YouTube video, *Global Warming, The Big Picture* (Euronews, 2010), student average overall gain scores doubled to 27.75% when identifying eight causal relationships. When viewing the third YouTube video, *Wildlife vs. Humans* (Brian's Art for Animals Channel, 2010) students demonstrated an overall average gain of 18.46% when identifying 20 causal relationships. Results in Table 32 indicate that there is a learning curve, and that students got better with more repetition,

even though the number of causal relationships and cause and effect signals is higher in the third video than the second.

Although average overall gain scores increased throughout the study, there continued to be substantial variation between individual student gain scores. Upon closer examination, it appears that the same students continued to struggle with or succeed at identifying causal relationships throughout the study. For example, results in Table 32 shows how Alexa's ability to recognize causal relationships nearly doubled with each video. Unfortunately, Chue Her and Meng did not demonstrate similar gains. Chue Her continued to struggle with note-taking and although he nearly filled both sides of his graphic organizers, his notes were incomprehensible. Meng took fewer notes, but shared Chue Her's struggle of generating comprehensible notes. The results suggest that task-based listening proved to be challenging for both boys, and that an adapted note-taking system would strongly benefit them both.

As with causal relationships, overall gain scores for identification of cause and effect signals showed an increase for all three videos. However, there are some differences to be noted. First of all, results indicate a 22.16% gain in identifying the 21 cause and effect signals in *Climate Change Expert Says 'Cool it'*. This was the most substantial gain of any of the three YouTube videos. Next, although results indicate an overall average gain of 15.52% for identifying the 11 cause and effect signals in *Global Warming, The Big Picture,* the gain was less than that of the first YouTube video. Finally, the overall average gain for identifying the 23 cause and effect signals in *Wildlife vs. Humans (*Brian's Art for Animals Channel, 2010) was 11.68%. It is evident that while

results continue to reflect overall average gains, they also indicate a decrease in gain when comparing all three videos. These results indicate that students were most successful at identifying cause and effect signals when the intensive listening process was either guided by a teacher or when they had the opportunity to collaborate with a partner. In other words, students would benefit from additional chances to practice identifying cause and effect signals in both large and smaller groups.

Application of Task Knowledge

During the study, students were provided with an opportunity to apply their task knowledge. Prior to viewing each respective YouTube video, students were asked to make and check predictions using the title of the film, prior knowledge, and the image on the YouTube video to predict what the video would be about. This task corresponds with question three on the MLSQ where students were asked to rate how frequently they made predictions when they listen. Table 33 illustrates noticeable increase in the number of predictions made and checked each time students viewed a YouTube video. Between the first and third YouTube videos, there was a 33% increase in total predictions made and a 50% increase in total predictions checked.

Table 33

Percentage of predictions made and checked

	% of predictions made	% of predictions checked
You Tube Video #1	66.67%	0%
You Tube Video #2	91.67%	16.67%
You Tube Video #3	100%	50%

The repetitive nature of the activity enhanced student awareness of their *task knowledge* of ‘making and checking predictions’. Also, positive and constructive teacher feedback after each viewing can have prompted more directed student focus on this task with each listening.

Two students, Alexa and Ethan, who reported the most gain according to MLSQ pre- and post study results, demonstrated inconsistencies when making and checking predictions. Table 34 shows that while Alexa always made predictions before listening, she never checked her predictions. Ethan, on the other hand, neglected to make or check predictions until viewing the third YouTube video as illustrated in Table 35.

Table 34

Alexa’s predictions

	PREDICTION	TRUE	FALSE
YouTube Video #1	It will be about earth, there is a fight.		
YouTube Video #2	I think that in this video they are going show how the global warming is happening there are going to show us examples.		
YouTube Video #3	I think that this video is going to be about how humans are affecting wildlife.		

Table 35

Ethan’s predictions

	PREDICTION	TRUE	FALSE
YouTube Video #1	No prediction made, but title of video written down instead.		
YouTube Video #2	Nothing written down.		
YouTube Video #3	Man will survive and wildlife is going to die, because of climate change.		X

According to the MLSQ results, three students decreased their use of the strategy during the study. In each case, they made predictions before, but did not check them after

listening. Table 36 shows that even though Chue Her conjured up three predictions, he did not check them for accuracy until after viewing the third YouTube video. Additionally, even though he checked his prediction for YouTube video three as being true, it does not correspond with the actual content of the YouTube video.

Table 36

Chue Her's predictions

	PREDICTION	TRUE	FALSE
YouTube Video #1	Climate change		
YouTube Video #2	I predict that this video will give more information on global warming.		
YouTube Video #3	I predict that this video is about life and wealth of everyone in the world.	X	

Similarly, Table 37 shows how Luis also made three predictions before watching the YouTube video, but unlike Chue Her, neglected to check them. Also, Luis' predictions lack coherence, and do not demonstrate the linguistic quality expected from a WIDA level five student. Kola, on the other hand, consistently made predictions before listening, but lacked follow-through in checking them after listening as indicated in Table 38.

Table 37

Luis' predictions

	PREDICTION	TRUE	FALSE
YouTube Video #1	Like a fight		
YouTube Video #2	I think the world is dieing		
YouTube Video #3	I predict that how are we killing Earth.		

Table 38

Kola's predictions

	PREDICTION	TRUE	FALSE
YouTube Video #1	The cooling of the earth.		
YouTube Video #2	I think that this video is going to show us what global warming is and how it affects us.		
YouTube Video #3	How humans affect the wildlife animals.		

Each of these examples suggests needed individual growth related to application of the strategy knowledge 'making and checking predictions'.

Even though each student attempted to make predictions before listening, their overall MSLQ responses show a perceived decrease in their strategy use during this study. Student responses could indicate a lack of confidence students experienced when applying the language and process required to make and check predictions. Tables 36, 37, and 38 show linguistic inconsistencies in the formulation of predictions. These results have instructional implications including the need to explicitly review, teach, model, and guide the language and process of making and checking predictions to ensure student participation that is linguistically appropriate.

Discussion

The first research question of this study investigated whether or not students experience an increase in meta-cognitive awareness when explicitly taught listening strategies. Findings from the MLSQ indicate that students did experience an increase in meta-cognitive awareness when explicitly taught listening strategies related to person, task, and strategy knowledge. The explicit nature of task-based listening and the accountability that is connected to the specificity of the tasks could explain the increase

in person knowledge. Similarly, students also indicated enhanced awareness in regard to task knowledge. The practice of making and checking predictions was explicitly taught and integrated into the task-based listening process. In addition to substantial gains in this area on the MLSQ, students also demonstrated their growth in task-based knowledge as they practiced making predictions before watching the three YouTube videos. As was previously mentioned, strategy knowledge was divided into four subcategories including *problem solving, planning and evaluation, mental translation,* and *directed attention.* While results indicate an overall average gain in regard to *problem solving strategies,* responses from individual students varied. Again, the task-based nature of this study required students to practice intensive listening, which required them to multi-task. These results not only suggest that additional explicit teaching of strategies in isolation along with more scaffolding and differentiation would potentially provide students with opportunities to build their problem-solving knowledge. When compared to other types of strategy knowledge, students demonstrated smaller gains in regard to *planning and evaluation.* In some ways, these results are not surprising because during the task-based listening portion of the study, students were provided with both the plan and purpose for listening. They were never asked to generate a plan or identify a purpose independently, which may in turn explain why they only experienced slight gains in this area. Little emphasis was placed on *mental translation* as a strategy throughout the study. In fact, findings show that when asked whether they translate key words during listening, results indicate a decrease in gain scores. Students also demonstrated gains in their awareness of *directed attention strategies.* It is possible that the accountability associated with task-

based listening prompted students to pay more attention and continue listening to what they heard even when they didn't understand. If they stopped paying attention or listening altogether, students risked ending up a blank graphic organizer, which could possibly result in undesired commentary from peers.

The second research question of this study explored whether or not repeated, focused replays of YouTube videos on global warming enable students to identify a greater number of causal relationships specified in the narration with all three YouTube videos. Findings from the cause and effect graphic organizer indicate that repeated, focused replays did result in overall average gains in identification of causal relationships specified in the narration. However, as previously mentioned, there were slight differences between gains in respect to the three YouTube videos. Students did much better at identifying causal relationships in the beginning, and then slowed down, which indicates a steep learning curve. Additionally, they did better with identifying causal relationships when there were fewer. On the MLSQ overall average gains indicated an increase in use of person, task, and strategy knowledge that directly relate with this research question. For example, the fact that they demonstrated gains in identifying causal relationships could correspond with the fact that they felt like listening became more difficult throughout the study as shown in student response to MLSQ question one. One explanation for this perceived increase in difficulty is that throughout the study, students became more sensitized to causal relationships, and therefore paid more attention, which slowed them down, but also resulted in them identifying more causal relationships. Also, MLSQ results in response to questions three and six indicate an

increased likelihood of making predictions before listening, and use of background knowledge during listening. Finally, MLSQ results in response to question 11 indicate that students paid more attention to what they heard when they didn't understand. This could explain overall average gains in the number of causal relationships identified throughout the study. A task-based approach to listening engaged students and challenged them to listen more attentively than they might otherwise. Another explanation for this could be that the YouTube videos were relatively different in terms of style and delivery. It would be interesting to replicate this study in the future using YouTube videos that matched when compared using the video selection criteria presented in Table 16.

The third research question of this study explored whether or not repeated, focused replays of YouTube videos on global warming enable students to identify a greater number of cause and effect signals. As with causal relationships, results indicate that students were able to identify a greater number of cause and effect signals with repeated, focused replays with all three YouTube videos. However, overall average gain scores decrease with each YouTube video. Although there was overlap in the cause and effect signal used throughout the three videos, there were also new signals introduced in each video. Furthermore, despite the fact that common cause and effect signals were taught prior to the task-based listening activities of this study, they were taught in isolation, rather than in context. Also, not all signals that appeared in the YouTube videos were pre-taught. Questions four, nine, and ten on the MSLQ directly relate to word use and meaning. Although results indicate an increase in the use of the problem solving

strategy of using words they understand to guess the meaning of words they don't understand (=question four), the language of this particular question is vague, which makes it impossible to know how this strategy was applied when identifying cause and effect signals while viewing the YouTube videos. Also, since mental translation strategies (=questions nine and ten) were not addressed in this study, it is difficult to draw conclusions in regard to the impact this had on identification of cause and effect signals.

Conclusion

In this chapter the research questions of whether students experienced an increase in meta-cognitive awareness when explicitly taught listening strategies; and whether repeated, focused replays of YouTube videos on global warming enabled students to identify a greater number of causal relationships and cause and effect signals specified in the narration were revisited. The results and were documented and the instructional implications of the findings discussed. The next chapter will review the major findings of this study, reflect on the limitations of this study, and discuss implications the findings for L2 listening curriculum and instruction in the EL classroom, as well as future research. The thesis will end with a reflection on how the value of this study has impacted my professional practice.

CHAPTER FIVE: CONCLUSION

Introduction

This study explored the academic listening skills of secondary ELs. Its purpose was to determine whether a task-based approach to L2 listening instruction, with explicit instruction in meta-cognitive strategies, affected secondary ELs' L2 listening comprehension of science content, and enabled them to perform concrete tasks throughout the listening process. The three principal research questions that guided this study were 1) Do students experience an increase in meta-cognitive awareness when explicitly taught listening strategies? 2) Do repeated, focused replays of YouTube videos on global warming enable students to identify a greater number of causal relationships specified in the narration? 3) Do repeated, focused replays of YouTube videos on global warming enable students to identify a greater number of cause and effect signals specified in the narration?

The previous chapter documented the results and discussed their implications for teaching and learning L2 competence. This chapter will provide a synopsis of the major findings of this study in light of the literature review, reflect on the limitations of this study, and discuss implications of the findings for L2 listening curriculum and instruction in the EL classroom, as well as for future research. The thesis will end with a reflection on how the results can be utilized and how this study has impacted my professional practice.

Major Findings

The Evolution of Listening in Second Language Curriculum and Instruction

The findings of this study confirm results (Brown, 2011; Field, 2008; Hinkel, 2006; Vandergrift, 2007) that integrated models such as content- and task-based instruction positively affect student learning.

Finding One: Increased Meta-cognitive Awareness of Understanding.

Results from the MLSQ indicate gains in meta-cognitive awareness in regard to students paying more attention to what they are hearing when they do not understand. The accountability associated with task-based listening prompted students to pay closer attention and continue listening to what they heard even when they did not understand. If they stopped paying attention or listening altogether, students risked ending up with a blank graphic organizer, which could result in undesired feedback from peers and the teacher.

The implementation of L2 listening techniques such as discourse analysis and the incorporation of new technologies (Ashcraft & Tran, 2010), and the explicit instruction of strategies directed at building background, setting a purpose, finding the main idea, and making inferences (Brown, 2011; Ellis, 2003; Hedge, 2000, Vandergrift, Goh, Mareschal, & Tafaghodtari, 2006) are all examples of ways instruction was implemented to actively engage L2 listeners. It was evident that despite differences in style and delivery, the thoughtful selection of YouTube videos related to global warming not only provided students with authentic listening material, but also integrated technology into instruction. Students were fully engaged in the listening process and activated their schema by setting

a purpose or by identifying specific tasks that would help them to maximize comprehension before, during, and after listening. Learners made predictions or hypotheses before listening and then tested them during and after listening, and summarized causal relationships identified both orally and in writing during and after listening (Ashcraft & Tran, 2010; Brown, 2011; Field, 2008; Vandergrift, 2002; 2007).

Finding Two: Increase Meta-cognitive Awareness of Task and Strategy Knowledge.

MLSQ gain scores indicate that students experienced enhanced meta-cognitive awareness in regard to task and strategy knowledge at the end of the study. More specifically, results indicated an increased likelihood of making predictions before listening, and an increased use of background knowledge during listening. Explanations that support this growth include both explicit instruction in making and checking predictions students received and the repetition of applying task knowledge during viewings of three different YouTube videos. Although students did demonstrate gains in meta-cognitive awareness of strategy knowledge such as *planning and evaluation*, they were never required to generate a plan or identify a purpose for listening.

Current Approaches to L2 Listening Instruction

The findings of this study indicate that repeated, focused replays of YouTube videos on global warming enabled students to identify a greater number of causal relationships and cause and effect signals specified in the narration. The integrated model of L2 listening instruction used in this study comprised both ‘bottom-up’ and ‘top-down’ skills (Brown, 2012; Field, 2008; Hinkel, 2006; Vandergrift, 2007). Students practiced bottom-up skills when they listened for causal relationships and cause and effect signals,

and top-down skills when they set a purpose for listening, made and checked predictions, and used background knowledge during listening (Brown, 2010; Celce-Murcia, Brinton, & Goodwin, 1996; Field, 2008; Hedge, 2000).

Finding Three: Increased Awareness of Listening Difficulty.

MLSQ gain scores indicate that students felt as though listening became more difficult throughout the study. However, despite perceptions of increased level of difficulty, they continued to demonstrate gains in identifying causal relationships and cause and effect signals. It is important to mention that while the percentage of gains in identification of causal relationships continued to increase with each viewing, the percentages of gains, although still positive, decreased with YouTube viewing. Additionally, MLSQ results indicate that students paid more attention to what they heard when they didn't understand. It is clear that although an integrated model of L2 listening instruction challenges students, it also fully engages them in the listening process. However, ranges in individual student scores support the claim that no single approach suits all learners and learning contexts, and serves as a reminder to use different approaches interchangeably (Field, 2008).

A Task-based Approach to Teaching L2 Listening

The findings of this study suggest that a task-based approach to L2 listening instruction engaged all students, including those who struggled. Students were asked to complete perform *non-reciprocal* listening tasks and were given limited opportunity to respond while listening (Field, 2008). Concrete *academic listening tasks* such as setting a purpose for listening focused students' attention and helped them meet the desired

outcomes of the task at hand (Ellis, 2003). Task-based instruction is student-centered by design, which may explain the high levels of student engagement as well as the overall gains.

Finding Four: Increased Awareness of Meta-Cognitive Awareness of Person Knowledge.

MLSQ results show gains in meta-cognitive awareness of person knowledge and perceptions toward listening. The explicit nature of task-based listening and the repetition that is connected to the specificity of the tasks could explain the increase in person knowledge. Furthermore, task-based listening makes it possible for teachers to identify specific areas for growth when assessing student progress. Repeated, focused replays and the repetition of the task using three different YouTube videos proved to increase student ability to recognize causal relationships and cause and effect signals. However, gain scores differed with each of the three YouTube videos, and there does not appear to be a relationship between the gain score and the number of causal relationships referenced in the YouTube videos. Nor does there appear to be a relationship between the percentage increase and the number of times students practiced the intensive listening, meaning that there were no obvious trends in gains from the first to third video. However, additional viewings could have long term results in regard to comprehension and retention, but not be evident in short term results. It is possible that a pattern would have emerged had the YouTube videos been more similar in format and delivery.

Strategies for Teaching and Learning L2 Listening Comprehension

Throughout this study, the teacher and students were reminded of the complexities of listening as they built their repertoire of sub-skills and strategies.

Strategies were taught and practiced in ‘bundles’ and included meta-cognitive strategies such as *retrieval cues, selective attention, directed attention* and *double-check monitoring,* cognitive strategies such as *hypothesis formation* and social-affective strategies such as *cooperative learning* (Field, 2008).

Finding Five: Increase in Identification of the Language of Cause and Effect.

Results from both the MLSQ and cause and effect graphic organizers indicate overall average gains in strategy knowledge and in identification of causal relationships and cause and effect signals. However, it is clear that some students would benefit from additional explicit teaching of strategies in isolation along with more scaffolding and differentiation. Stronger connections must be made between strategy instruction and application, which will also make strategies more transferable to other contexts. Also, even though frequently used cause and effect signals were taught at the beginning of the study, they were taught in isolation rather than in context. Despite the fact that there was overlap in the cause and effect signals used throughout the three videos, there were also new signals introduced in each video.

Limitations

There are several limitations to this study. These include, but are not limited to issues related to the length of study, generalized instruction, and format and delivery of YouTube videos.

Length of Study

There are several reasons to consider the length of the study a limitation. First, the short, two-week span of the study felt rushed at times. Although students demonstrated

full participation and engagement throughout the study, the tight timeframe resulted in an amplified tempo. Second, had the timeframe of this study been longer, an action-based research design, rather than classroom-based design would have been a more pedagogically suitable model. The rapid pace of the data collection process made it difficult to re-teach or extend instruction of strategies and cause and effect signals. Finally, the language of cause and effect was, for the most part, taught in isolation, rather than context. With more time, it would have been possible to invest more time teaching the language of cause and effect both in isolation and contextually.

Generalized Instruction

The second limitation to this study was the fact that instruction was generalized, leaving little room for individual scaffolding and differentiation. While the task-based approach to listening was very thoughtfully planned, it also felt extremely generalized. Although results indicated overall average gain scores in increased meta-cognitive awareness of strategy use and identification of both causal relationships and cause and effect signals, there were noticeable individual differences. Data analysis showed that with each video, students could be grouped into clusters based on their gains. Field (2008) emphasizes that there are many approaches to teaching L2 listening, and that regardless of how effective the instructional approach is, that teachers must understand that not all approaches will work for all students. Therefore, it is essential to take into consideration individual learning styles and needs, and experiment using different approaches. Additional scaffolding, or other differentiation could have potentially have

closed the listening gaps indicated by the gain scores, and in turn better met student learning needs.

Format and Delivery of YouTube Videos

The final limitation of this study is the format and delivery of the YouTube videos. Although the three YouTube videos used in the study were selected using recommended criteria, the format and delivery of each video was different (Ashcraft & Tran, 2010). For example, the first YouTube video, *Climate Change Skeptic Says 'Cool it'* (CNN, 2010), took the format of a talk show, with two hosts and one guest. This resulted in extremely rapid speech, and with frequent abrupt changes in topic to topic. The second YouTube video, *Global Warming, the Big Picture* (Euronews, 2010), had a more presentational format. Although there were more speakers when compared to the first YouTube video, each new speaker was introduced, and the overall flow of the video felt more fluid. The third YouTube video, *Wildlife vs. Humans* (Brian's Art for Animals Channel, 2010), had only one speaker and like the second video followed a presentational format. While it is difficult to say whether or not the different format and delivery styles of the YouTube videos had any effect on the results of this study, it would have been ideal if the formatting and delivery had been more aligned.

Implications

Because L2 listening comprehension is an essential component communicative competence, the ability to apply listening skills and strategies when interacting with others in social and instructional settings often distinguishes successful from struggling ELs. While this study does not prescribe the best way to teach communicative

competence, it proposes task-based listening as an effective approach. The findings of this study identify several instructional implications.

Implication One: Integrated Model of Listening Instruction

The first implication is related to selecting an appropriate instructional model for L2 listening instruction. This study demonstrates the importance of implementing an integrated model of listening instruction that duly addresses both 'bottom up' and 'top down' skills. Findings indicate increases in student meta-cognitive awareness of strategy use. These findings underscore the importance of explicitly teaching 'top down' skills by modeling and by guiding strategy instruction. Additionally, the promotion of meta-cognitive reflection creates awareness and encourages students to think more deeply about their own strategy use. Findings also suggest that explicit instruction related to 'bottom up' skills such as the academic language of cause and effect also enhanced student ability to successfully identify instances of causality, specifically where cause and effect signals were used while viewing the YouTube videos. EL teachers should teach these integrated listening skills, and provide their students with tools that will help them confidently demonstrate listening competence within and beyond the EL classroom. Furthermore, EL teachers should consider collaborating with content-area teachers to ensure that ELs are prepared with the appropriate skills and strategies when participating in listening activities such as in-class videos, guest speakers, or lectures.

Implication Two: Repeated, Focused Replays

The second implication is related to providing opportunities for repeated, focused replays of listening materials. Frequently listening activities such as videos, podcasts, and

lectures are large group activities and listening competency is measured by how well students respond to comprehension questions after hearing material once through. While teachers may pause listening materials briefly to explain or summarize key points, it is rare that they actually replay content. It is evident that task-based listening, and more specifically, the use of repeated, focused replays during the listening process enhances student engagement and listening competency. One example of this was the quantity of notes students took when provided the opportunity to replay the YouTube videos. In most situations, students doubled the amount of notes they took after going back and replaying the videos and stopping as needed. Another example is the quality of notes students took. Note-taking in a L2 can potentially pose additional challenges and distractions for learners. In addition to capturing important content on paper, students are focused on spelling, syntax, and grammar. While the repeated, focused replays did not entirely eliminate common L2 errors, they did provide students with an alternative way to take content-related notes. As classrooms transform and integrate new technologies such as SMART boards, iPads, Blackboard, and Moodle, doors open and possibilities for uploading videos, podcasts and lectures increase. Making listening content accessible to students before and after the initial in-class listening will most likely enhance student engagement and participation within and beyond the EL classroom. Also, providing students with extended learning opportunities using thoughtfully selected listening materials such as YouTube videos can provide fun and meaningful ways for students to increase listening competency.

Implication Three: Scaffolded and Differentiated Listening

The third implication is that students need to be provided with scaffolded and differentiated listening opportunities. Despite the fact that students as a group may be taking steps toward increased comprehension, there will always be individual students who struggle and require additional supports. While the options for scaffolding and differentiation are endless, I will focus on four ways I would scaffold and differentiate instruction in the future. First, I would provide students with a written model of what their notes should look like when they are done listening. For example, in this study, students were asked to complete a cause and effect graphic organizer during listening. While I taught and modeled how the graphic organizer should work by filling out a sample on the SMART board, it was clear that some students needed more guidance. In retrospect, the first graphic organizer students were asked to fill out could have been a cloze-type activity, where some information (e.g., cause and effect signals) had been filled in for students before listening. Second, I would pull students who were struggling when viewing the videos independently and have them view the listening material in a small group, rather than alone. Third, I would review and model the listening strategies before students engaged in listening to new material. Finally, I would use data from the listening scores from WIDA Access test to create differentiated groups during in-class listening units (State of Minnesota Department of Education, ca. 2012). I feel confident that differentiating and scaffolding in these ways would enrich the listening comprehension of ELs across content areas within and beyond the EL classroom.

Future Research

Several ideas arose throughout the course of this study that would benefit from future research. This study implemented a task-based approach to listening instruction, but this is just one of many approaches to teaching L2 listening. One possible study could involve comparing the effectiveness of the seven approaches to L2 listening instruction (Field, 2008). To make this happen, the same listening materials and assessments would be used, but there could be different control groups that were each taught using a specific approach. Another possibility for future study could be to explore whether the format/genre and delivery of videos related to the same content influences student listening comprehension. Another twist to this could be to have two control groups, one that viewed the video with images, and another who only heard the sound. A third possibility for a future study could be to examine how factors such as WIDA language proficiency level, gender, cultural/linguistic background, or educational background impact listening comprehension (World-Class Instructional Design and Assessment Consortium, 2009). A study like this would require a broader participant pool and would be most effective if it were longitudinal. A fourth suggestion for a future study could be to replicate this study either using a different medium of listening materials or using authentic material from a content-area class. And, a final suggestion is to create a future comparative study that examined the meta-cognitive strategy use and listening comprehension of ELs and native-speaking peers. As you can see, there are many possibilities for future studies related to L2 listening comprehension.

Reflection

As I type these final words, I realize the extent to which this entire project has been a creative process that has challenged me to critically examine my instructional approaches and curricular choices. I began working on this study at the end of my first year of full-time teaching. Throughout the past two years as I have revisited the literature, reformulated my ideas, and reexamined my results, I have learned that I am closing this study with a different perspective than with which I began. I also recognize that the third year teacher in me might have tweaked the design and implementation of this study in ways I could not have known three years ago. I realize that were I to revisit the work I have collected on these pages three years from now, I would most likely find things that I would like to change or improve upon. However, what I know now is that as future ideas, issues, and questions arise, I am now equipped with the knowledge, tools, and resources to work through them.

Conclusion

The inspiration for this study resulted from my quest to deepen my understanding of how to explicitly teach and assess L2 listening strategy use in my classroom and also to create greater awareness of L2 listening as a topic of interest and importance in the field. Through my data collection and analysis I found that students experience an increase in meta-cognitive awareness when explicitly taught listening strategies. I also found that repeated, focused replays of YouTube videos on global warming enable students to identify a greater number of causal relationships and cause and effect signals specified in the narration. These findings suggest that educators can better meet the

academic listening needs of their students and help build their confidence by explicitly teaching and modeling meta-cognitive strategy use and reflection. Additionally, the promotion of purposeful and systematic L2 listening instruction that explicitly teaches skills and strategies to promote effective listening behaviors will enhance listening comprehension both within and beyond the EL classroom. Finally, repeated, focused replays should be used in instruction because they will increase student listening comprehension. The results of this study will be disseminated through conversations with colleagues, and presentations at professional conferences. There are many ways to bring listening to life. Finding unique and meaningful ways to make listening content more accessible to ELs will not only increase their level of engagement, but will chip away at the listening comprehension gap that so frequently separates them from their native-speaking peers.

APPENDIX A: INFORMED CONSENT LETTER

Hamline University Graduate School of Education
Human Subject Research Information
Informed Consent Letter

May 20, 2011

Dear Parent/Guardian:

I am working on my Masters in English as a Second Language (MAESL) degree at Hamline University. To finish my degree I need to do a research project in my classroom. I will study how your child uses academic listening skills. Hamline University and North High School will allow me to do this project, and I also want you to allow me to include your child/student in the project.

My project looks at what we have been learning about this trimester, so students will not lose any learning time. The goal is to teach students how to listen better. I plan to have students listen for examples of cause and effect while they watch YouTube videos about global warming. It is possible that I will have to make small changes to this plan during the project.

Students will take notes during listening, and then talk about what they watched in groups and individually after listening. I will write notes about what they understood and remembered. Students will be recorded as they talk about what they watched. I will type up student responses to what they watched. Additionally, students will fill out a questionnaire related to skills and strategies (actions that help them understand and learn) they use when listening. They will be asked to fill this out at both the beginning and end of the project.

Information collected during this project will help me teach students to become stronger listeners in their classes. When I am finished, my research will become a report called a Capstone. My Capstone will be published and used to help other teachers. It will be kept at Hamline's Bush Library and available for people to read who want to learn more about my topic.

If you allow your child to participate in my project, his or her identity will be protected. . There is no risk for your child, all student work that I use will be re-typed and no real names of people or places will be used. All information I collect about your child will be private. I hope that you are interested in having your student participate in my project, but it is also okay if you choose not to. Please know that your student can choose to stop participating in this project at any time without any problems.

Thank you for reading this letter. Please read and sign both copies of the permission form attached to this letter before May 23, 2011. Keep one copy for yourself and return

the other to me. If you have questions or concerns please feel free to contact me at North High School kschweppe@isd622.org or 651.738.7666 or Ann Mabbott at Hamline University at amabbott@hamline.edu or 651.523.2446. Thank you for your cooperation.

Sincerely,

Krista Marie Schweppe
English Language Teacher

May 20, 2011

Dear Ms. Schweppe,

I have read and considered the letter about your research project. I understand that your goal is to learn more about the skills and strategies that English Learner's (ELs) use during listening.

It is okay for my child/student, _____to participate in this research project. I understand that my child's/student's identity will be protected, and that we can choose to stop participating at any point during the project without any problems.

(Please sign both copies, keep one for your records and return the other one to me.)

Sincerely,

_____ _____

Parent/Guardian Signature Date

_____ _____

Student Signature Date

APPENDIX B: THE LANGUAGE OF CAUSE AND EFFECT ACTIVITY

Name: _____

THE LANGUAGE OF CAUSE AND EFFECT

Part 1: Apply your knowledge

Cause and Effect Word Bank

…because…	Since…	…,and consequently,…
If…then…	…will result in…	…affects…
Because of…	Consequently…	As a result of…
…is caused by…	…is affecting…	So…

Directions: Choose two of the signal words from the word bank. Make a cause and effect sentence using them. It can be about any topic you want! Cross them off once you've used them.

1.
_____

_____

2.
_____

_____

Part 2: Find Someone Who

Directions: Find someone who has used one of the signal words in a sentence. 1) Write the sentence they share with you. 2) Have them sign their name in the box after they share their sentence with you.

Signal	**Sentence**	**Student Name**
…because…		
Since…		
…,and consequently,…		
If…then…		
…will result in…		
…affects…		
Because of…		
Consequently…		
As a result of…		
…is caused by…		
…is affecting…		
So…		

APPENDIX C: CAUSE AND EFFECT GRAPHIC ORGANIZER

Cause and Effect Graphic Organizer

PREDICTION	TRUE	FALSE

LANGUAGE CLUES	CAUSE	LANGUAGE CLUES	EFFECT

APPENDIX D: LISTENING ACTIVITY DIRECTIONS

LISTENING FOR CAUSE AND EFFECT

Learning Target #1: You will infer links and connections between natural events. Learning Target #2: You will detect causes and effects from global warming-related events. Learning Target #3: You will show comprehension or lack-of-comprehension verbally and non-verbally with help of a graphic organizer.

PART 1: LARGE GROUP LISTENING

Before Listening

Step 1: Find a spot to sit.
Step 2: Open up the 'Global Warming' folder in Blackboard
(Hint! You will find it under 'content'.)
Step 3: Click on the YouTube link for '*Climate Skeptic says: Cool it*'
Step 4: Make a prediction.

During Listening

Step 5: Listen to the video **one time without stopping**. Use your cause and effect graphic organizer to take notes.
Step 6: Compare your notes with a partner.
Step 7: Check in with teacher and have them highlight the notes you took after the first listening.
Step 8: Make a listening plan.
Step 9: Listen to the video again. **Stop it as many times as you need to**. Use your graphic organizer to take notes.
Step 10: Compare your notes with a partner.

After Listening

Step 11: Check your prediction.
Step 12: Check in with teacher and prepare for retell.
Step 13: Record retell with teacher.

Hint! There are at least 12 cause and effect relationships in this YouTube video!

PART 2: PARTNER LISTENING

Before Listening

Step 1: Find a computer next to your partner.
Step 2: Open up the 'Global Warming' folder in Blackboard
(Hint! You will find it under 'content'.)
Step 3: Click on the YouTube link for *'Global Warming: The Big Picture'*
Step 4: Make a prediction.

During Listening

Step 5: Listen to the video **one time without stopping**. Use your cause and effect graphic organizer to take notes.

Step 6: Compare your notes with your partner.
Step 7: Check in with teacher and have them highlight the notes you took after the first listening.
Step 8: Make a listening plan with your partner
Step 9: Listen to the video again. **Stop it as many times as you need to**. Use your graphic organizer to take notes.
Step 10: Compare your notes with your partner.

After Listening
Step 11: Check your prediction.
Step 12: Check in with teacher and prepare for retell.
Step 13: Record retell with teacher.

Hint! There are at least 9 cause and effect relationships in this YouTube video!

PART 3: INDIVIDUAL LISTENING
Before Listening
Step 1: Find a computer.
Step 2: Open up the 'Global Warming' folder in Blackboard
(Hint! You will find it under 'content')
Step 3: Click on the YouTube link for '*Wildlife vs. Humans (Climate Change?)*'
Step 4: Make a prediction.

During Listening
Step 5: Listen to the video **one time without stopping**. Use your cause and effect graphic organizer to take notes.
Step 6: Check in with teacher and have them highlight the notes you took after the first listening.
Step 7: Make a listening plan with your partner
Step 8: Listen to the video again. **Stop it as many times as you need to**. Use your graphic organizer to take notes.

After Listening
Step 9: Check your prediction.
Step 10: Check in with teacher and prepare for retell.
Step 11: Record retell with teacher.

Hint! There are at least 12 cause and effect relationships in this YouTube video!

APPENDIX E: METACOGNITIVE LISTENING STRATEGIES QUESTIONNAIRE

METACOGNITIVE LISTENING STRATEGIES QUESTIONNAIRE (Adapted from Vandergrift et al., 2006)	**ALWAYS**	**OFTEN** (a lot)	**SOMETIMES**	**NOT OFTEN** (not a lot)	**NEVER**
1. *I feel like listening in English is more difficult than reading, speaking, or writing in English.*	ρ	ρ	ρ	ρ	ρ
2. *I feel nervous when I listen to English.*	ρ	ρ	ρ	ρ	ρ
3. *I make predictions when I listen.*	ρ	ρ	ρ	ρ	ρ
4. *I use the words I understand to guess the meaning of the words I don't understand.*	ρ	ρ	ρ	ρ	ρ
5. *When I listen I* ***compare*** *(notice what is the same) what I understand (hear) with what I know about the topic.*	ρ	ρ	ρ	ρ	ρ
6. *When I am listening I use my background knowledge to help me understand.*	ρ	ρ	ρ	ρ	ρ
7. *Before I start to listen, I have a plan in my head for how I am going to listen.*	ρ	ρ	ρ	ρ	ρ
8. *I set a purpose in my mind before listening.*	ρ	ρ	ρ	ρ	ρ
9. *When I listen, I translate key words.*	ρ	ρ	ρ	ρ	ρ
10. *When I listen I translate chunks of language (word for word).*	ρ	ρ	ρ	ρ	ρ
11. *I pay more attention to what I am hearing when I don't understand.*	ρ	ρ	ρ	ρ	ρ
12. *I stop listening when I don't understand.*	ρ	ρ	ρ	ρ	ρ

APPENDIX F: PRE-AND POST-MLSQ RAW SCORES

METACOGNITIVE LISTENING STRATEGIES QUESTIONNAIRE (Adapted from Vandergrift et. al., 2006)	**ALWAYS**		**OFTEN** (a lot)		**SOMETIMES**		**NOT OFTEN** (not a lot)		**NEVER**	
	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post
1. *I feel like listening in English is more difficult than reading, speaking, or writing in English.*		1	1	2	3	5	7	2	1	2
2. *I feel nervous when I listen to English.*			1	1		2	6	5	5	4
3. *I make predictions when I listen.*	2	2	3	5	4	2	2	2	1	1
4. *I use the words I understand to guess the meaning of the words I don't understand.*	3	1	3	5	3	6	2		1	
5. *When I listen I* ***compare*** *(notice what is the same) what I understand (hear) with what I know about the topic.*	1	3	6	3	4	4	1	2		
6. *When I am listening I use my background knowledge to help me understand.*	2	3	5	6	4	3	1			
7. *Before I start to listen, I have a plan in my head for how I am going to listen.*	1		4	5	4	4	2	2	1	1
8. *I set a purpose in my mind before listening.*	2	1	2	4	4	4	3	2	1	1
9. *When I listen, I translate key words.*	1		4	3	5	6	2	1		2
10. *When I listen I translate chunks of language (word for word).*		1	1	2	6	4	5	3	1	2
11. *I pay more attention to what I am hearing when I don't understand.*	3	3	4	5	1	1	3	3	1	
12. *I stop listening when I don't understand.*		1	1		5	6	4	3	2	2

APPENDIX G: YOUTUBE TRANSCRIPTS

YouTube Video One: Climate Change skeptic says: 'Cool it'

Woman:

"So, you're sort of 'anti Al Gore'."

Man #1:

"Not so much the 'anti' as 'post-Al Gore'. You know Al Gore was good at getting our attention to global warming. Global warming is real, but he did so by scaring the pants off of us, and that's not a good way to go down if you're actually going to make good decisions."

Woman:

"And, when you say it is real, is it man-made?"

Man #1:

"It is man-made and it is a problem we need to tackle. But, look, we aren't tackling it very well and we haven't been tackling it for 20 years. And to a very large extent because we're so panicked that we can't think straight about this, and we're proposing grand carbon cuts, which sound

Woman:

"Well, as I understand it, and correct me if I'm wrong, as I understand it you're saying you've made a dollar analysis, in our language, and if, ah…, if you are to get the best results from spending limited resources you would do better to, for example, provide drinking water for people in sub-Sahara Africa, right? But that doesn't change the fact that global warming exists, so I'm not sure, I mean you might go in and say, OK let's just say as an example, I'm going to put plumbing in your

house and I'm going to give you water and you have until 6pm to enjoy it. That's when the, you know, earthquake comes or the tsunami or whatever, so how does that work?"

Man:

"Well there's two parts to this. First of all, remember three-fourths of the world's population live in dire poverty and they have much more important things to deal with and so we should help them with those issues, but that doesn't mean as you say that we shouldn't fix global warming. But we should fix it smartly. Right now we are spending hundreds of billions of dollars to do virtually no good. The only policy on the books is the EU 2020 policy. If we actually go through with that, which I think the EU will do, we'll be spending 250 billion dollars every year for the rest of the century and you know what the impact is? We'll reduce temperatures by the end of the century by 0.1 degree Fahrenheit. So, we're essentially spending 20 trillion dollars and we won't even be able to tell the difference in a hundred years."

Man #2:

"Can we agree, it seems to me that we have a large area of consensus here, but a vast area of disagreement about what we should do? The consensus is it's man-made and temperatures are rising. The water levels are going to rise, C02, carbon dioxide is pouring into the atmosphere at a rate unheard of historically and is causing this. And the only question which we're debating right now is what to do? Yes, now here's the question: at 3 feet, 2 to 3 feet you would still have significant global consequences for Bangladesh for instance."

Man #1:

"Yes, but there are two points we need to remember. One is to say we can adapt to many of these things and certainly the real question to Bangladesh is: do we want to make them rich now and actually be able to deal with it or do we want to reduce sea level rise by a little bit in a hundred years?"

Man #2:

"Let me ask this question. I take it as a given we can save 50 kids tomorrow by spending one dollar, spend that dollar and have no consequences on global warming I think everyone would say: spend the dollar, save the 50 kids. I think that to a certain extent that's a false choice because we're not making the choice between HIV research or food for starving kids vs. global warming. These are separate areas of spending that we're talking about. So, we're not really in the trade off context. Right?"

Man #1:

"I'd actually disagree with you. If you'd ask, for instance, the global fund for malaria, TB, and, oh, and tuberculosis, sorry, and ah, and HIV they will actually tell us that they've seen declining levels of investment because of global warming. This is what we're focused on, there is many other things that we don't focus quite as much on. But, if you'll just allow me, the real point here is not to say that we shouldn't deal with global warming, but it is to say that we're not right now. So, when people are saying: no, no let's make these grand promises for 2100 we don't actually do them

and there's a very simple reason why, because it's very costly to cut carbon emissions right now. That's why we should make it cheaper."

Woman:

"Let me ask you something, in, in your book, ah, upon which your documentary is based, you use examples, of, well you have several examples of things that make you feel good, but things that actually do good. OK, so in the case of polar bears, that's the iconic image of what we most fear will happen, we'll lose all the polar bears. I think there are more now than there have ever been, but we'll leave that to Sarah Palin. OK, under the 'feel good' which, you have written up here, Kyoto. You would save .06 polar bears and if you do good you would save 49 polar bears. How does that work?"

Man #1:

"And that is just the one area. Let's just take it for the whole North Pole area. Basically, if we all did the Kyoto protocol which is much, much more than we've ever managed to actually do we would save about one polar bear a year. Now, that's nice for a couple hundred billion dollars, but lets just remember we shoot 300-500 polar hears every year. So, I'm simply pointing out: Why don't we talk about stop shooting 300 polar bears?"

Man #2:

"Bjørn, don't you feel, and it is when I read your stuff and I watched the movies, and yes you make a powerful cost-benefit analysis, but it reminded me very much, and I hope you'll be flattered by this, it reminded me of your playing the role Ben

Bernanke, who in the midst of the subprime crisis back in '07 said: let me quote, he said: "the troubles in the market for risky mortgages thus far don't appear to be spreading to the overall economy." He was saying don't worry it's a small little problem, we have time to deal with it and of course then it metastasized in a way that brought destruction to the whole world economy. Is it the possibility that this is the same situation sufficient and say we should, in fact, do something really dramatic?"

Man #1:

"All right, let me just take, I'm not going to go into that quote, I'm just going to take a little look at the global warming argument. Right now Al Gore and everyone else have had 20 years to prove their policy and they've done nothing. I'm simply saying if you actually care about this issue why on earth should we not try and find a much different and smarter way rather than going down this failed road. And so I'm saying lets invest dramatically more in research and development and into green energy. Because, fundamentally, as long as solar panels cost 10 times as much as fossil fuels a few, well-meaning rich Westerners will put them up on their rooftops. If we could make solar panels cheaper than fossil fuels, then we're gonna solve global warming. But, the trick here is because we focus so much on cutting carbon emissions we spend less, not more on an investment of research and development."

Man #2:

"It seems to me that given the cataclysmic risk, we should do both."

Man #1:

"But we haven't done one of them than we're cutting carbon emissions because its very costly and I would say that every time you spend a dollar on cutting carbon emissions, which is fairly costly, it means you can spend less on research and development or to put it differently, if you can find 100 billion dollars I would rather you not see us saying lets spend 50 billion really smartly and lets spend 50 billion pretty poorly. Let's spend all of the 100 billion on research and development because ultimately you will only get China to say yes to cutting carbon emissions if solar panels are or all the other green technologies are cheaper."

YouTube Video Two: Global Warming: The Big Picture

Female Narrator (British English):

Our planet is warming up, but to what degree will the climate change in the future? In order to find out, scientists are focusing on 50, so called, essential climate variables. Each piece is needed to better understand the big picture. A bit like trying to solve a massive scientific puzzle.

Male Translator (French∧British English):

These are some variables that are much more difficult to take into account and then to predict than others. But what we are sure about is that human activity is what has caused global warming in recent decades. And it is set to continue and will be difficult to limit to two degrees.

Female Narrator (British English):

Jean Jouzel is one of the world's leading glaciologists. He's played a big part in proving the link between CO2 and climate change over the past 800,000 years, an essential piece of the puzzle. As a longstanding member of the International Panel on Climate Change Bureau, he is closely involved in compiling its next assessment report. We met [unintelligible name] at the University of [unintelligible name] in Paris where his institute runs a masters program.

Male Translator (French∧British English):

Satellites allow us to carry out research in a different way than before. If you look at the change in temperature for instance, we've only been able to develop a truly global vision of our planet in the past 30 years thanks to satellites.

Female Narrator (British English):

Let's take a look at another piece of this intricate puzzle. At the [unintelligible name] in Paris we spoke to Anny Cazenave, a lead author at the IPCC and an expert on space-based techniques for studying sea-level variations. Her work is a puzzle in itself.

Female Translator (French∧British English):

The sea level is linked to every element within the climactic system. The ocean, the atmosphere, ice, and even continental waters. So, it's a sort of puzzle. There are various contributions and then you have the sea's answer to global warming so we try to explain the rise of sea levels as the sum of these various elements.

Female Narrator (British English):

For nearly two decades now, the ocean's surface has been measured from space. The rise of sea levels has doubled to 3.3 mm per year on average, but some areas are more vulnerable than others.

Female Translator (French∧British English):

There are two main causes for the rise in the sea levels. First of all, the temperature of the ocean is rising which means the sea rises as the water dilates and the other cause is the melting of continental ice, mounting gaseous and ice caps which are receding.

Female Narrator (British English):

Last summer, a giant piece of ice broke off from the Pitamin glacier in Greenland. It was the largest arctic iceberg to carve in half a century. The amount of fresh water it contained would be enough to supply the US for 4 months. Scientists estimate that if all of Greenland's ice melted, sea levels could rise by up to 6 meters, but these are only estimates.

Female Translator (French∧British English):

Models are still very rough and the projections extremely uncertain. Today, we can't tell you whether in 2100 the sea level will have risen by 40 cm or by 1 meter. Here at the Max Planck Institute for Meteorology in the German city of Hamburg, some 100 researchers are working on the FN climate model. It covers land and atmosphere and a special component is dedicated to ice in the seas. Climate models

use mathematical and physical equations to measure the interaction of atmosphere, oceans, land surface and ice.

Male Speaker #1 (native German)

We put in the best of our knowledge and all detailed processes we have got of motion of the atmosphere with clear information of motion of the ocean, oceanic currents are there anti motion of the vegetation, so that vegetation is allowed to over move centuries so everything is in there and it is a very comprehensive model.

Female Narrator (British English):

Predicting the climate is not like reading tea leaves. Scientists have to base their work on the reconstruction of past climate change. To try to obtain the most precise results, they validate their models with present-day satellite data.

Male Speaker #2 (native German)

We are using the satellite information as an independent data source to the models and we are basically comparing the model output against the satellite observations and we need to basically balance between the uncertainties of the observations and the uncertainty of the models.

Female Narrator (British English):

Just next door at the German Climate Computing Center, part of this giant super computer is working on simulations which will be used for the 5th IPC assessment report scheduled for 2014. The process will take more than a year in total the report will contain no less than 20 different models.

Male Speaker #2 (native German)

One very important aspect is that you need a long-term homogeneous time series from a variety of different satellites and there are a lot of activities going on at the moment to build up really long-term, stable data sets that can be used for an inter-comparison climate model.

Female Narrator (British English):

Meteorological satellites have been delivering data for more than 30 years. In addition, in the past two decades, the European Space Agency has launched several Earth observation satellites. Recent missions have been dedicated to studying specific pieces of the global warming jigsaw puzzle such as the water cycle or ice. To make its information more accessible EZZA has founded the climate change initiative.

Male Translator (French∧British English):

First of all, we'll need to establish algorithm processing systems in order to process the data. Then we'll have to take a detailed look at the potential sources of error, which can affect the way we calculate the rise in sea levels.

Male Speaker #2 (native German)

In the climate change initiative we are involved as a user of data products, so we will basically use the data products that are generated by EZZA and integrate them into our climate model to assess how we can use the new information source to improve our models.

Female Narrator (British English):

The aim of the climate change initiative is to provide precise data to scientists and top advice to decision makers after a disappointing summit in Copenhagen last year, UN climate negotiations are now entering a new round in Cancun.

Female Translator (French∧British English):

These annual conferences on climate change are important, as their aim is to try to fight global warming. Nothing much has been achieved yet. Well, so far we know that humans are the main climate change driver, so then, it's now our decision, what do we want to do? It's a decision of the society so we have to discuss it with politicians, with society. How far do we want the climate to warm?

Male Translator (French∧British English):

I really agree with the idea that we should do everything we can to try to limit global warming to 2 degrees because we may be adaptable, but beyond 2 degrees there really are risks for certain countries that are vulnerable. So, as a citizen I agree with that. As a scientist we can provide some keys if we want to achieve these goals we really need to reduce 90/90 emission by half or even 3 vault by 2050.

Female Narrator (British English):

Jean Jouzel and Anny Cazenave are among the eminent scientists taking part in the Cancun summit, but as they say themselves all they can do is help put the pieces of the puzzle together, making it policy is a job for politicians.

YouTube Video Three: Wildlife vs. Humans

Male speaker with illustrations/graphics:

Talking about global warming certainly gets people heated up. You have the people who want our policies changed right now and then you have another view that its all just a natural occurrence and that maybe all this hype is to set up to make laws to keep the rich people rich and the poor people still poor. Activists at times will twist studies to pull on your heartstrings to want you to send in more money to their causes and big business wants things to stay the same so that our economy that's currently based on consumption doesn't get a bad rap. Well it all gets confusing. I mean, there are real effects the animals we share this planet with are facing right now. Here are just a few recent observations and I will try to keep it simple and with my third grade artistic skills, it should really be simple. What most people can agree on is that we are now in a climate change and that this change is affecting wildlife in a way that we've never seen before. The poster children for this of course are polar bears. Right now the ice at the polar bears hunt up in Canada and Alaska is shrinking at a crazy rate that's never been seen before due to a global warming period. You see, the polar bears need ice to walk out on so that they can hunt seals and travel around. A lot of the bear populations have dropped. For instance, in the Hudson Bay population of bears they have recorded 22% less bears. That is almost one out of every four bears gone. And with studying their skulls they are seeing that the bears are actually getting smaller. Another scary observation and blow to their populations are that since the big male bears are staying on shore longer, waiting for this ice to form they are turning to bear cubs for a food source instead of seals. Ouch! This change in our climate is also affecting wildlife that live in warm places

like Africa. Kenya in Eastern Africa has just seen the worst drought in well over 25 years and this affects predators like the lion. You see, the lion eats hoof stock like the wildebeest and zebra and all animals need water, so these rivers that supply this resource are drying up. For instance the famous Mara River has recently lost about 40% of its water due to deforestation and increased agriculture. Combine that with the El Niños this area has seen as a result of climate change and you have all these food items for predators like the lion using other routes to take food as well as having their populations full due to this lack of water. These lions in Eastern Africa are dropping already due to other actions like people poisoning their water in fear of these lions killing their livestock. As well as so if all this continues Africa's most popular big cat may be a thing of the past. But these big guys aren't the only ones who fear climate change. For instance, take the smaller animals like reptiles and amphibians that are affected by climate change. If the ponds and lakes dry up a little, then these little guys are more affected by ultra-violet rays through their light skin which can lead to the spread of disease, the shrinking habitat to breed in also makes the spread of disease a lot easier, and as a result, smaller frog populations are reported all around the world. Speaking of disease, the chytrid fungus is claiming the lives of many amphibians, especially in Australia and South America. See, this fungus isn't being killed off as easily as in the past since the Earth's warming and cooling cycles are all out of whack. Well, we didn't even get to talk about the sea turtles and the many, many other animals that are hurting due to climate change. If animals are affected, don't you think we are being affected also? But again, we the

humans are a reason for it. But can we really change the climate? We are a growing population that really does use a crazy amount of resources especially in the last 100 years since we've all become so civilized and all. But again, can we really change the climate? Well has our population help caused a recent study that one out of every four fish caught in our waters has a higher than recommended mercury rating? Yes! Have we made a trash dump at least twice the size of Texas in the Pacific Ocean from all the trash that is accumulating? Yes! And, have we humans polluted the air so much in areas like above China that people, especially the children are seeing a huge increase in health problems? Yes! So, maybe we just are killing our climate.

Shots of male speaker speaking:

That's some freaky stuff. I mean, you've gotta have a sense of humor or you're going to go crazy. Now my father, he made me this lamp when I was a kid. It has a meter that runs. He wanted to teach me that all my actions had a value or consequence to it. Now we share this earth with 6.7 billion people and I'd like to think that we all have a meter and want that meter to turn as slow as possible. So what kind of house we have, how big our families are, what kind of food we eat, what kind of car we drive, it all affects that meter.

APPENDIX H: RAW NUMBERS OF CAUSAL RELATIONSHIPS AND CAUSE AND EFFECT SIGNALS IDENTIFIED IN YOUTUBE VIDEOS ONE, TWO, AND THREE

Overall Gain Scores Cause and Effect

Student Name	YouTube 1: Large-group, teacher led	YouTube 2: Partner/Individual, student led, teacher support	YouTube 3: Individual, student led	Individual mean
	Cause & Effect	Cause & Effect	Cause & Effect	Cause & Effect
Dimitry	4	3	3	3.33
Javier	2	6	6	4.66
Chue Her	0	1	0	.333
Daniela	2	4	3	3.0
Luis	3	1	2	2.0
Alexa	2	2	9	4.33
Ralph	2	1	7	3.33
Kola	4	2	2	2.667
Biruh	3	1	4	2.667
Hakim	1	0	0	.333
Meng	0	1	1	.666
Ethan	1	2	3	2.0
Group mean	2.0	2.0	3.33	

Overall Gain Scores Signal Words

Student Name	YouTube 1: Large-group, teacher-led	YouTube 2: Partner, student led, teacher support)	YouTube 3: Individual, student led	Individual mean
	Signal Word	Signal Word	Signal Word	
Dimitry	5	3	0	2.667
Javier	2	2	4	2.667
Chue Her	0	1	0	.333
Daniela	7	3	3	4.33
Luis	3	0	3	2.0
Alexa	4	0	8	4.0
Ralph	3	1	2	2.0
Kola	9	3	6	6.0
Biruh	3	1	2	2.0
Hakim	10	0	0	3.33
Meng	0	0	0	0
Ethan	3	2	1	2.0
Group mean	4.08	1.33	2.416	

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