LISTENING SKILL DEVELOPMENT THROUGH INTEGRATING SUBTITLES WITH SCHEMATA ACTIVATION

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ABSTRACT
Advances and increased availability of computers and DVDs have altered and expanded the field of second/foreign language education. Listening comprehension can be fostered with the addition of images. Today subtitles bring together old and new technology. The objective of this research project was to investigate the influence of schemata and subtitles on second language listening comprehensions. Two models used in this study include dual subtitling (English dialogue with Persian as well as English subtitles at the same time) with schema-activation and dual subtitling without schema-activation. The preliminary use of dual subtitling with schema-activation was to explore their possible effects on the development of Iranian English as Foreign Language (EFL) learners' listening comprehension. 50 advance EFL participants took part in this study. The learners were divided into two groups randomly. The first group of participants was labeled as dual subtitling with schema-activation and the second group as dual subtitling without schema-activation. The results confirmed the effectiveness of dual subtitling accompanied by schema activation in ameliorating EFL learners' listening comprehension. Dual subtitles accompanied by schema activation can be recommended as a way for simultaneous attention on listening comprehension and teachers who are interested in promoting listening skill of their student can benefit from the findings of this study and use dual subtitles accompanied by schema activation in their daily program.

KEYWORDS: schema activation, subtitles, dual subtitling, listening comprehension, multimedia

INTRODUCTION
Listening as a chief constituent plays an important role in language learning and teaching. “Listening is the most common communicative activity in daily life: we can expect to listen twice as much as we speak, four times more than we read, and five times more than we write" (Morley, 1991, p. 82). In spite of its importance, L2 learners often regard listening as the most difficult language skill to learn (Hasan, 2000; Graham, 2003). It is believed that learning cannot begin without understanding input and “listening is thus fundamental to speaking” (Nunan, 1997, p. 47).

Technology has now an important role in teaching because it is more accessible to teachers and learners of other languages. More and more often, teachers are now encouraged to implement innovative multimedia tools such as audios or videos in EFL classrooms because they seem to be more convenient, entertaining, very handy, and can develop students listening comprehension (Wang, 2012).
Technology has also played a serious role in facilitating authentic communication and the power of films as a medium is recognized by everybody. Good films can serve as a valuable pedagogical aid, both for classroom use and self-study. In fact, films present slices of life, and provide a realistic, authentic and entertaining way of improving the learners’ command of the language (Massi & Merino, 1996).

THEORETICAL BACKGROUND

Subtitle and Captions

The National Captioning Institute defines captions as “the process of converting the audio portion of a video production into text which is displayed on a television screen”. The captions are typically white upper-case letters against a black background. Subtitles, on the other hand, are defined as 'the permanently affixed onscreen text that represents the narration, dialogue, music, or sound effects in a program. Subtitles are typically placed at the bottom centre of the television screen’ (Multimedia digital studios, online glossary, as cited in Zarei, 2008).

Both captions and subtitles are transcriptions of audio portions of television programs, appearing on the screen at the same time as the program. As standard audio and video signal transmissions are received, captions and subtitles become an additional modality. The two printed versions of the spoken passage are yet different in the linguistic element of the texts which comes along with the original speech. Captions are intralingual as the written texts are unilingual renditions of the soundtrack (Garza, 1991; Borras & Lafayette, 1994; Chung, 1996, 1999; Williams & Thorne, 2000). Katchen, Lin, Fox and Chun (2002, as cited in Etemadi, 2012) characterize six combinations of subtitles:

1) Standard Subtitling (L2 audio with L1 subtitles)
2) Bimodal Subtitling (L2 audio with L2 subtitles)
3) Reversed Subtitling (L1 audio with L2 subtitles)
4) Bilingual Subtitling (L2 audio with L2 and L1 subtitles simultaneously)
5) Bilingual Reversed Subtitling (L1 audio with L1 and L2 subtitles simultaneously)
6) No Subtitling (L2 audio with no subtitles at all)

Baltova (1999) argues that subtitled films provide simultaneous exposure to spoken language, printed text, and visual information all conveying the same message, and so promote content and vocabulary learning even in relatively inexperienced learners. Wilson (2002) declares that subtitled movies motivate learners to consciously notice new vocabulary and idioms and also facilitate vocabulary acquisition without being a distraction for learners.

Vanderplank (1988, p. 272-3) offers gives two benefits of subtitles. First, subtitles might have potential value in helping the language acquisition process by providing the learners with the key to massive quantities of authentic and comprehensible input. Second, subtitles help to develop language proficiency through enabling learners to be conscious of new and unfamiliar language that might be lost in the stream of speech. Zanon (2006) claims that the use of video subtitles provides both a dynamic and rich source of communicative language in use. Zanon believes that
it is dynamic because all languages are in constant change, and they are not fixed, and the best way of reflecting this is through updated video, TV and other media, and rich because the resources and techniques are multiple. Zanon (2006) also states that Zanon (2006) avows that subtitled films provide a triple connection between "image, sound in one language and text, normally in another, sound and text being typically linked by translation. This type of connection generally encourages strong associations for retention and language use. If we consider the supplementary effects that both visual images and translation on their own typically entail for foreign language learning, their combination here is necessarily very powerful" (p: 43).

Wilson (2002) holds that subtitled movies help learners to consciously notice new vocabulary and idioms and they have potential to facilitate vocabulary acquisition without being a distraction for learners. Danan (2004) argues that subtitling increases comprehension and leads to additional cognitive benefits, such as greater depth of processing. The use of subtitled audiovisual material provides simultaneous exposure to spoken language, printed text and visual information all conveying the same message, it also promotes content and vocabulary learning even in relatively inexperienced learners (Baltova 1999, p. 33). It is believed that subtitles may help develop language proficiency by enabling learners to be conscious of language that they might not otherwise understand. Subtitles may bridge the gap between reading and listening skills (Borrás & Lafayette, 1994).

Schema Theory
The term schema first was used by Piaget in 1926, R. C. Later Anderson developed the schema theory and expanded the meaning of it. A schema is “a mundane cognitive function that provides simplification and structure to our subjective experience of the complex social milieu in which we live” (Bodenhausen, Kramer, & Süsser, 1994a, p.621).

According to Kunda and Spencer (2003, as cited in Bottom& Kong, nd), schema activation refers to the extent to which schemas are accessible in individuals’ minds. Individuals who encounter a member of a schematized group will activate that group’s schemas if and only if they are aware of the person’s category membership and have sufficient cognitive resources to process the information. Cook (1989) states that “the mind stimulated by key words or phrases in the text or by the context activates a knowledge schema” (p. 69).

Previous studies
In recent years, there have been some empirical studies to determine which pre-listening activity, schema-activation or vocabulary pre-teaching, better facilitates L2 learners’ listening comprehension. According to Rumelhart (1997, as cited in Carrell & Eisterhold, 1984) the accumulation of schemata contributes most to efficient comprehension and retention of new listening material.

Bacon’s (1992) research regarding the effect of background knowledge during listening process found learners benefit from previous knowledge during listening. She reported that successful listeners tended to use their personal, world, and discourse knowledge while less successful listeners either built erroneous meaning from their prior knowledge or ignored it altogether.
Chiang and Dunkel (1992) have shown that topic familiarity enhances listening comprehension for low-level second-language learners. Visually based contextual clues such as pictures and video have been found effective in activating background knowledge and improving comprehension. Zeng (2007) found that university students could achieve better progress in listening ability once some major obstacles in the listening procedure are removed through successful activation and extending of schemata pertaining to L2 listening comprehension.

Danan (2004) reviewed the benefits and limitations of audiovisual materials as well as strategies that might optimize the use of captioned material. She suggested that researchers look at more successful language learners as models because they seemed better able to process information through captions. She noted that overall caption use improved over time. The general conclusion was that captions can lead to significant improvement in learners’ listening comprehension as long as they are taught to take advantage of relevant strategies.

Katchen (1996) investigated a group of 14 advanced level students using a more qualitative method in order to examine the effects of the L1 subtitles over listening comprehension and language learning. The researcher had the students whose first language was Chinese summarize the movie and comment on the helpfulness or hindrance of the L1 subtitles. The results denoted that the use of the L1 subtitles was effective for learning new English vocabulary provided the learners had a good dictionary. The researcher also discovered that learning idioms, slang and culture-specific referents, and hearing functional words were more difficult with the assistance of the L1 subtitles. Huang and Eskey (2000) investigated the effects of captions on the listening comprehension.

They used thirty intermediate learners trained by Family Album, USA series. At the end of the study, the captioned group outperformed the no-captioned group.

**RESEARCH QUESTIONS AND HYPOTHESES**
The present study aimed at finding answers to the following research questions:

1: Does teaching through dual subtitling accompanied by schema-activation have any impact on Iranian EFL learners' listening comprehension?
2: Does teaching through the use of dual subtitling without schema-activation have any impact on Iranian EFL learners' listening comprehension?
3: Are there any significant differences among the effects of listening instruction strategies (schema-activation subtitling and non-schema-activation subtitling) in terms of promoting Iranian EFL learners' listening comprehension?

**METHODOLOGY**

*Participants*
The participants in this study included 50 advance students learning English at Zabansara English institute in Naghadeh, a bilingual Turkish-Persian context in Iran. In fact, it is English as a Foreign Language (EFL) context and characterizes a context where language learners have no access to native speakers of English language. The participants' age range was from 18 to 24, and they received instruction three hours a week. The sample was selected out of a population of 80 advance students using the Preliminary English Test (PET). Those whose scores ranged from 50 to 60 out of 65 were selected to participate in the study. Then, learners were divided into two groups randomly. The first group of participants was labeled as dual subtitling (English dialogue with Persian as well as English subtitles at the same time with schema-activation) with schema-activation and the second group as dual subtitling without schema-activation.

**Instrumentation**

The teaching materials and data collection instruments utilized in this study included the following:

The Preliminary English Test (PET) was used to assure the homogeneity of the groups in terms of their L2 proficiency. This test had three sections including reading, writing, and listening with 65 items in general (see Appendix A). The participants' proficiency scores were entered into an independent samples t-test, the results of which confirmed groups' initial homogeneity. The reliability of the Preliminary English Test was also calculated through Cronbach's Alpha method. Its reliability became 0.791. After ensuring the language proficiency level of students, in the first session of the semester a TOEFL listening section was administered as pre-test (see Appendix B). From the second session on, the teaching materials, apart from the usual class activities and materials included an advanced movie titled “Rango” that had Persian as well as English subtitles. The movie was presented in the form of a dialogue carried on by American speakers, and was presented to the participants at the end (the last 30 minutes) of the class time. Figure 1 shows a screenshot of this movie.

**Figure 1: A screenshot of Rango with dual subtitling**

In order to examine the subjects’ understanding of the movie, a set of listening comprehension tests was constructed as a post-test. For the comprehension questions, first the researcher had to watch the whole movie to realize the theme and the subject. Then, she watched it carefully part
by part to pose the comprehension four-choice questions. The subtitling format had fifteen comprehension questions. These comprehension questions were created in multiple-choice format. Each question had four alternatives. Among the four alternatives there was only one correct answer, and one correct answer was credited with two points. For the complete listening comprehension tests, see Appendix C.

**Procedures**

The learners firstly watched the extract of the film in the language laboratories which were equipped with good quality audio and visual systems. Group 1 (control group) watched the extract with dual subtitling without schema-activation and was called non-schema-activation subtitling group. Group 2 (experimental group) watched the extract with dual subtitling (Persian as well as English texts at the same time) accompanied with schema-activation and was called schema-activation subtitling group. The non-schema-activation group approached the film dialogue directly, with no preparation time allowed and no idea, either concerning the gist or details of the listening material. This was done to ensure that no relevant schema was activated before listening. The schema-activation group; before watching the movie, the students were informed of its general background through the introduction of the teacher and were given unlimited time to discuss with their fellow students about the possible scenarios. This was done to make sure that the schema-activation group students could approach the listening materials they were to listen to well-prepared, with relevant schematic information activated in advance.

The learners were not allowed to take notes during the film viewing. Immediately after the learners watched the film extract, they were given the listening comprehension test. After the scores were gathered, Independent Samples t-test was conducted to examine if a significant difference in scores was detected among the two groups.

**Design**

This study investigated the effect of different types of listening instruction strategies (schema-activation subtitling and non-schema-activation subtitling) in terms of promoting Iranian EFL learners' listening comprehension. The design to carry out this study was quasi-experimental, with different treatments for experimental and control groups. The movie was presented in the form of a dialogue carried on by American speakers, and was presented to the participants at the end (the last 30 minutes) of the class time. The independent variable was the presence of dual subtitling with/without schema-activation. The dependent variables were the students' performance on listening comprehension test.

After spending time watching the movie, they immediately took a test to evaluate their listening comprehension proficiency. During the learning activity, a dual subtitling movie without schema-activation was used for the students in the control group. On the other hand, a dual subtitling movie with schema-activation was used for the students in experimental group because a previous study showed that such a setting is helpful in training listening proficiency and comprehension (Hsu & Chang, 2010). To summarize, the movie for the two groups consisted of the same content and the same subtitle modes. The only difference was in receiving schema activation.
DATA ANALYSIS AND DISCUSSION

The statistical analyses and procedure utilized in the study included the following:

1. An Independent Samples t-test was conducted on participants' general language proficiency scores in order to test their homogeneity.

2. A Dependent Samples t-test was employed to compare each group's pre-test and post-test results and assess the pattern of development in listening comprehension under listening instruction strategies (schema-activation subtitling and non-schema-activation subtitling).

The Language Proficiency Pre-test (PET)

As it has been mentioned before, this study was conducted with 50 participants who were chosen from 80 EFL learners based on their proficiency scores. The learners were, further, randomly assigned as the experimental groups. In order to check their homogeneity, the researcher submitted their proficiency test scores to an independent samples t-test. Table 1 below shows the descriptive statistics and results of the independent samples t-test for the proficiency scores of the groups.

Table 1: Descriptive Data for the Proficiency Test (PET)

<table>
<thead>
<tr>
<th></th>
<th>Mean</th>
<th>N</th>
<th>Std. Deviation</th>
<th>Std. Error Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pair 1</td>
<td>54.7750</td>
<td>40</td>
<td>6.98529</td>
<td>1.10447</td>
</tr>
<tr>
<td>pet.test1</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>pet.test2</td>
<td>54.8750</td>
<td>40</td>
<td>6.32937</td>
<td>1.00076</td>
</tr>
</tbody>
</table>

Table 2: Descriptive Data and t-test for the Comparison of PET test within groups

<table>
<thead>
<tr>
<th>Paired Differences</th>
<th>Mean</th>
<th>Std. Deviation</th>
<th>Std. Error Mean</th>
<th>95% Confidence Interval of the Difference</th>
<th>t</th>
<th>Sig. (2-tailed)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pair 1 pet.test1</td>
<td>-10.000</td>
<td>10.28516</td>
<td>1.62623</td>
<td>-3.38936</td>
<td>-.061</td>
<td>.951</td>
</tr>
<tr>
<td>pet.test2</td>
<td></td>
<td></td>
<td></td>
<td>3.18936</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

As the results of the Independent Samples t-test in Table 1 indicates, there was no significant difference between the two groups as far as their general proficiency was concerned (t = -0.061, p = 0.951).
The first research question in this study addressed the effect of dual subtitling without schema-activation on Iranian EFL learners' listening comprehension as following:

1. Does teaching through the use of dual subtitling without schema-activation have any impact on Iranian EFL learners' listening comprehension?

Table 3: Descriptive Data for the Comparison of the Dual Subtitling without Schema-Activation Pre-test and Post-test

<table>
<thead>
<tr>
<th>Group</th>
<th>Mean</th>
<th>N</th>
<th>Std. Deviation</th>
<th>Std. Error Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dual subtitling without schema activation pre-test</td>
<td>10.600</td>
<td>25</td>
<td>2.64575</td>
<td>.52915</td>
</tr>
<tr>
<td>Dual subtitling without schema activation post-test</td>
<td>11.360</td>
<td>25</td>
<td>2.34307</td>
<td>.46861</td>
</tr>
</tbody>
</table>

As the data in Table 3 indicates the mean score of the pre-test for this group was 10.60 and the mean of post-test was 11.36, thus it indicated an increase in the mean scores from the pre-test to the post-test situations in learner's performance in listening comprehension through dual subtitling without schema-activation strategy.

Table 4: Descriptive Data and t-test for the Comparison of the Dual Subtitling without Schema-Activation in Pre-test and Post-test

<table>
<thead>
<tr>
<th>Group</th>
<th>Paired Differences</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mean</td>
<td>Std. Deviation</td>
</tr>
<tr>
<td>---------------------------------------------------</td>
<td>--------------------</td>
</tr>
<tr>
<td>Dual subtitling without schema activation pre-test</td>
<td>-.7600</td>
</tr>
<tr>
<td>Dual subtitling without schema activation post-test</td>
<td>.33307</td>
</tr>
</tbody>
</table>

But in order to see whether this difference was statistically significant, the researcher conducted a paired t-test. According to the results presented in Table 4, it can be said that the difference between the pre-test and the post-test of the dual subtitling without schema activation group reached significant level (t (49) = -2.282, p=.032).
As the results in Table 4 showed, dual subtitling without schema activation had significant impact on improving Iranian EFL learners’ listening comprehension. The investigation of the possible effects of dual subtitling accompanied by schema activation strategy on EFL learners’ listening comprehension was the concern of the research question two:

2) Does teaching through dual subtitling accompanied by schema-activation have any impact on Iranian EFL learners' listening comprehension?

Table 5: Descriptive Data for the Comparison of the Dual Subtitling Accompanied by Schema-Activation Pre-test and Post-test

<table>
<thead>
<tr>
<th>Group</th>
<th>Mean</th>
<th>N</th>
<th>Std. Deviation</th>
<th>Std. Error Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dual subtitling with schema</td>
<td>10.88</td>
<td>25</td>
<td>2.52190</td>
<td>0.50438</td>
</tr>
<tr>
<td>activation pre-test</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dual subtitling with schema</td>
<td>13.04</td>
<td>25</td>
<td>2.74356</td>
<td>0.34871</td>
</tr>
<tr>
<td>activation post-test</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

As the descriptive data in Table 5 indicate, the mean score of dual subtitling accompanied by schema-activation group in pre-test was 10.88 which increased to 13.04 in the post-test. Therefore, the result showed that dual subtitling accompanied by schema-activation had a positive impact on improving Iranian EFL learners’ listening comprehension.

In order to see whether this difference was statistically significant, the researcher conducted a paired t-test, the results of which are presented in Table 6.

Table 6: Descriptive Data and t-test for the Comparison of the Dual Subtitling Accompanied by Schema-Activation Pre-test and Post-test
It can also be said that the difference between pre-test and post-test of the dual subtitling accompanied by schema-activation group reached significance level. In order to see whether this difference was statistically significant, the researcher conducted a paired t-test. According to the results presented in Table 6, it can be said that the difference between the pre-test and the post-test of the dual subtitling accompanied by schema-activation group reached significant level (t (49) = -5.939 and p= .000). As the results in Table 6 showed, dual subtitling accompanied by schema-activation had significant impact on improving Iranian EFL learners’ listening comprehension.

The third research question:
3. Are there any significant differences among the effects of listening instruction strategies (schema-activation subtitling and non-schema-activation subtitling) in terms of promoting Iranian EFL learners' listening comprehension?

In order to see whether the difference between two experimental groups was meaningful or not, the researcher utilized a paired t-test.
As shown in Table 7, the mean score of the dual subtitling without schema activation group had significant difference with the mean score of the dual subtitling with schema activation group. The mean score of the dual subtitling without schema activation group was also lower than the mean score of the dual subtitling with schema activation. Therefore, it can be claimed that dual subtitling accompanied by schema activation had an impact on listening comprehension.

Table 8: Descriptive Data and t-test for the Comparison of the Dual Subtitling without Schema Activation and Dual Subtitling with Schema Activation in Post-tests

<table>
<thead>
<tr>
<th>Paired Differences</th>
<th>95% Confidence Interval of the Difference</th>
<th>Sig. (2-tailed)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Group</td>
<td>Mean</td>
<td>Std. Deviation</td>
</tr>
<tr>
<td>Dual subtitling without schema activation post-test</td>
<td>-1.68000</td>
<td>2.79464</td>
</tr>
<tr>
<td>Dual subtitling with schema activation post-test</td>
<td>11.3600</td>
<td>25</td>
</tr>
<tr>
<td>Dual subtitling without schema activation post-test</td>
<td>13.0400</td>
<td>25</td>
</tr>
</tbody>
</table>

As the results in Table 8 reveals, there was a significant difference between the two experimental groups including the dual subtitling without schema activation and dual subtitling with schema activation groups (t(49) =-.006, P=.006). It means that using dual subtitling accompanied by schema activation as a listening comprehension strategy had a positive effect on improving participants’ listening comprehension.

Discussion

Listening is the most fundamental language skill and plays an important role in our daily communication. It also provides the basis for the successful communication and successful professional career. Effective listening skills enhance the ability to learn and adapt new information, knowledge, and skills (Vilmante Liubiniene, 2009). Listening has also been defined
One of the best ways to achieve the mentioned goal is to take advantages of audiovisual aids, especially authentic movies accompanied by subtitles. The advancement of computer technology makes the presence of subtitles flexible and adaptable. Therefore, this accession of technology makes it feasible to use various models of subtitles in second language instruction and learning.

According to Massi and Merino (1996), films present slices of life, and as such, provide a realistic, authentic and entertaining way of improving the learners’ command of the language. Various studies have found that listening comprehension can be fostered with the addition of images (Bowen, 1982; Guichon & McLornan, 2008; Hanley, Herron & Cole, 1995, Tomalin, 1986). Besides that students preferred the use of subtitles as a help option for listening comprehension, considerable research has supported the use of subtitled movies that facilitate both first and second language comprehension (Vanderplank, 1991; Markham et al., 2001). In a survey conducted by Grgurovic and Hegelheimer (2007), it was indicated that the learners interacted more frequently when the subtitles were provided in the multimedia listening class.

In this study, the comprehensible input (schema activation) was accompanied by subtitles. According Krashen’s input hypothesis (1985), second language comprehension takes place through the performance of “comprehensible input”. The findings of this study show that the dual subtitling, providing abundant informative contextual support, with comprehensible input (schema activation) can positively impact EFL learners' listening comprehension. Koskinen et al. (1996) believe that the first language subtitles can assistant students to cross a bridge over a span of intangible meanings whereas the second language subtitles can compensate the students with poor listening for their scarcity of second listening ability.

CONCLUSION
The objective of this research project was to investigate the influence of schemata or background knowledge and subtitles on second language listening comprehensions. Two models used in this study include dual subtitling (English dialogue with Persian as well as English subtitles at the same time) with schema-activation and dual subtitling without schema-activation. The preliminary use of dual subtitling with schema-activation was to explore their possible effects on the development of Iranian EFL learners' listening comprehension. 50 advance EFL participants took part in this study.

The findings of this study showed that dual subtitling with schema activation had impact on Iranians EFL learners' listening comprehension. Therefore, it can be claimed that this strategy had an impact on listening comprehension. This outcome was in line with the findings of Markham et al. (2001) who found the use of the L1 subtitles more effective for gaining listening comprehension of the movie. The responses revealed from this study suggest that learners can monitor their listening comprehension through dual subtitles accompanied by schema activation.
The results confirmed the effectiveness of dual subtitling accompanied by schema activation in ameliorating EFL learners' listening comprehension. It can also be concluded that dual subtitles with activation of the background knowledge can be a very good source of research as well as instruction in the realm of EFL learning. However, in designing materials, this finding could be taken into consideration when making decisions about presenting information in different modes. This could also inform language teachers and administrators in making decisions about the most effective subtitle programs to enhance L2 listening comprehension. It is also hoped these findings can be replicated and expanded for the use of listening skill in other Iranian EFL contexts.

Like all other studies, this study has suffered from a number of limitations. First of all, this study focused on EFL listening comprehension; therefore, other aspects of EFL learning such as grammar, reading and speaking were excluded. Moreover, as a result of administrative limitations and lack of access to various proficiency levels, the study focused on advance proficiency level and other levels of proficiency were excluded. The learners' different level of proficiency could also be a worthwhile issue when investigating effects of different listening comprehension instruction strategies in our ongoing research. In addition, it must be noted that the second limitation was about the English institute’s facilities where the study was conducted. There was not a language laboratory so the participants did not have the possibility of using individual computers with headphones for watching the videos to pause and ask for clarifications or re-play and also to make the volume up or down and etc. as using learning strategies to comprehend the videos. Instead, all of the participants equally watched the videos from the screen of video projector.

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