

MA Thesis English Education and Communication, Utrecht University

Course Code: TLMV13001 (15 ECTS)

**The Effects of Linguistic Context on English
Listening Test Results in Dutch Secondary Schools**

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August 2014

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Chapter 1: Introduction

The four basic language skills, reading, writing, listening and speaking, are usually subdivided into written and oral skills or receptive and productive skills (Kelly 212). From these four skills, researchers have devoted the least amount of time to the receptive skills, listening in particular (Long and Richards ix). Since the end of World War II, listening has become an increasingly more developed aspect of foreign language learning. The primary goals of teaching methods are shifting more and more from focus on correctness to focus on communication. The core objectives (*kerndoelen*) of Dutch secondary education are now chiefly focussed on the communicative function of the English language, and emphasise that the teaching of English as a foreign language should be on English as a global language (Ministerie van Onderwijs, Cultuur en Wetenschap 1). Some of these core objectives address listening proficiency. For instance, objective 11 states that the pupil learns to become familiar with the English language by extensive listening to spoken and sung texts (2), and objective 13 states that a pupil learns to use strategies to acquire information from spoken and written English texts (2). The shift towards a more communication-oriented teaching approach rekindled the debate about the use of the target language as a medium of instruction. Stephen Krashen advocated a classroom in which the target language was used exclusively, by claiming that input is essential for successful second language acquisition. This claim has been corroborated by a number of studies. The common denominators in many of these studies are that (1) a communicative approach is a better method and better predictor of students' future linguistic performance than a grammatical approach (Huang; Kelly; Krashen; Krashen and Terrell; Mackay) and that (2) input plays an essential role in second language acquisition (Atasheneh and Izadi; De Bot and Maljers; Krashen; Krashen and Terrell; Mackey; Piske; Thompson and Harrison).

The current paper will focus on the somewhat neglected skill of listening by investigating listening comprehension tests. More specifically, the effect of linguistic context on students' listening test scores will be investigated. Firstly, the reason to investigate listening comprehension is explained by reviewing previous teaching methods. To identify what effect linguistic context has on students' listening test scores, this paper will discuss what factors linguists have shown to have an influence on listening performance. These factors include, but are not restricted to, familiarity with the speaker, speaking rate, speaker proficiency, articulation, background noise, familiarity with the speaker, and familiarity with the language (Bradlow and Pisoni; Cutler et al.; Mullenix et al.; Poelmans; Sommers et al.). For instance, students' listening comprehension does seem to benefit from a slow speaking rate, a single speaker and familiarity with the speaker.

Familiarity with the language does also play a role in listening performance, so research into code-switching has to be taken into account. Several researchers have studied the effects of perceptual code-switching as well as code-switching in general (Bullock and Toribio; Gardner-Chloros; Thompson and Harrison). They suggest that the negative effects of code-switching on listening comprehension are greater than the positive effects. Furthermore, code-switching seems to be more problematic if languages are more closely related (Gardner-Chloros 156). It also seems to authorise pupils to use the first language, which results in a smaller amount of target language input (Thompson and Harrison).

The present study will also discuss some earlier studies on listening comprehension tests, which have investigated the importance of visual aids in listening tests (Ginther). A study into question previewing revealed that listening comprehension tests are perceived as easier when it is allowed to read questions in-between listening to the text (Sherman). It also makes a difference if listening test questions are written in the first language or the target language (Filipi). The theoretical framework (Chapter 2) will be followed by the research

question and hypothesis of the current paper (Chapter 3). In Chapter 4, the methods used in the experiment will be reviewed. The results are presented in Chapter 5, and a detailed discussion and interpretation of these results follows in Chapter 6. Chapter 7 will conclude the current study with a summary of its main findings, and by providing implications and limitations of the current study and recommendations for further research.

Chapter 2: Theoretical Framework

This chapter will provide an overview of research that suggests target language input is essential for language acquisition (2.1), followed by an exposition of listening skills and the factors that can influence successful listening (2.2). Section 2.3 will discuss the phenomenon called code-switching and will also take into account the importance of the use of the target language. A review of research on factors that affect students' performance at listening comprehension tests is presented in section 2.4.

2.1 Target Language Input

The emergence of the communicative approach is described by Richards and Rodgers as “a major paradigm shift within language teaching in the twentieth century, one whose ramifications continue to be felt today” (151). According to Berendse, communicative approaches still dominate contemporary foreign language classrooms (8). This shift from correctness to communication resulted in an increased focus on the speaking and listening abilities.

One of the main contributors to contemporary language teaching practice is Stephen Krashen. In 1983, Krashen and Tracy Terrell published the pioneering work *The Natural Approach*, which claimed communication skills to be the main goal of language learning (58). *The Natural Approach* draws heavily on some of Krashen's hypotheses, which he had published earlier in *Second Language Acquisition and Second Language Learning*. For instance, one hypothesis that supports *The Natural Approach* is the Input Hypothesis. Firstly, as it is predicted that language utterances are initiated by the unconsciously acquired language system, the acquired system takes on a prominent role in language learning. Subsequently, the Input Hypothesis suggests that new language structures are only acquired when the learner

receives comprehensible input (Krashen and Terrell 55). Learners may progress to a subsequent level of comprehension when they receive input from that new level. In other words, if i represents the learner's current comprehension level in a certain language, receiving input at level $i + 1$ brings the learner to that level (Krashen 103). The teacher, therefore, needs to supply the class with abundant and diverse input to cover the $i + 1$ of every student in a class (Krashen and Terrell 56).

Thorsten Piske claims that the second language input with which teachers provide their pupils should be “a substantial amount of high-quality, i.e., native-like or at least almost native-like [input]” (313). He adds that this input is not only beneficial for the acquisition of language aspects concerned with pronunciation, but also for the acquisition of “lexically based, ungeneralizable aspects of L2 grammar” (313). A number of sources that emphasise the importance of second language input is summarised by Gregory L. Thompson and Katie Harrison, who found “positive correlations between the teacher's use of the target language and students' acquisition of the language, thus substantiating the effectiveness of a teaching style in which use of the first language is actively avoided” (2). They repeated the recommendation by ACTFL which suggests that the target language should be used in a minimum of 90 percent of the time (Thompson and Harrison 2). When teachers still use the first language because there is a need for more student comprehension, Polio and Duff suggest that this is the teachers' lack of “necessary experience or strategies to rephrase or otherwise modify their speech” (qtd. in Thompson and Harrison 3). More studies claim that target language input is widely accepted as necessary for second language acquisition. For instance, Mackey describes input as “the *sine qua non* of language acquisition” (9). Naser Atasheneh and Ahmad Izadi also describe the role of input as “a key factor in language acquisition/learning” (179). The accepted importance of input has been a contributor to the establishment of bilingual education, which has been described as “the only true innovation”

in language teaching (de Bot and Maljers 131). In a case-control study among Dutch secondary school students, Berendse found that students enrolled in a Dutch-English bilingual programme significantly outperformed their regular programme peers (34).

2.2 The Listening Skill

Since the post-war era, second language teaching has focussed on four skills: reading, writing, speaking and listening. These skills have been accepted “as of paramount importance” (Huang 215). According to John Flowerdew, most research into second language learning has focussed on the productive skills: writing and speaking. Of the two underinvestigated receptive skills, listening has had the least amount of attention (Long and Richards ix). Flowerdew also emphasises the complexity of investigating the listening skill by stating that “listening comprehension is not *a* process but the result of a series of processes. These processes include, but are not limited to, phoneme recognition, morpheme chunking, lexical selection, and creation of a referential meaning for words” (242).

A rare extensive study that does address listening is Petra Poelmans’s dissertation on second language listening comprehension development. This dissertation includes a disquisition on the listening skills, which is highly relevant for the current paper. She describes listening as an auditory decoding activity (9), and identifies four sub-processes of listening, namely hearing, i.e. the physical aspects of listening, the categorisation of sounds, word recognition, and comprehension (10). The latter two “draw heavily on linguistic knowledge. Both lexical knowledge, needed to recognise words, and knowledge of the rule system of the language, needed to decode the grammatical relationships among the words that make up the sentence, are part of the listener’s linguistic competence” (10). Poelmans focusses primarily on phoneme recognition and emphasises that phonemes that are not shared by both first and second language can cause major problems in listening comprehension (20).

She adds that the rate of spoken words is an additional problem for second language listeners: “listeners may have enough vocabulary knowledge but they may be unable to use this knowledge under time pressure” (1). Native speakers may know rules that allow them to reconstruct intended forms “that are distorted by, for example, elision, reduction and assimilation. Non-native speakers do not know these rules” (38).

Other researchers have also identified talking rate as an element influencing speech perception. For instance, Mitchell S. Sommers et al. investigated the effects of speaking rate, as well as talker variability and noise, on spoken word recognition. As Figure 1 shows, a higher percentage of spoken words was correctly identified when speaking rate and noise ratio declined. Words spoken by a single speaker were also easier to recognise than words spoken by multiple speakers. A combination of effects, e.g. more noise, faster speaking rate and multiple talkers, led to even lower percentages of correct word recognition. The experiment

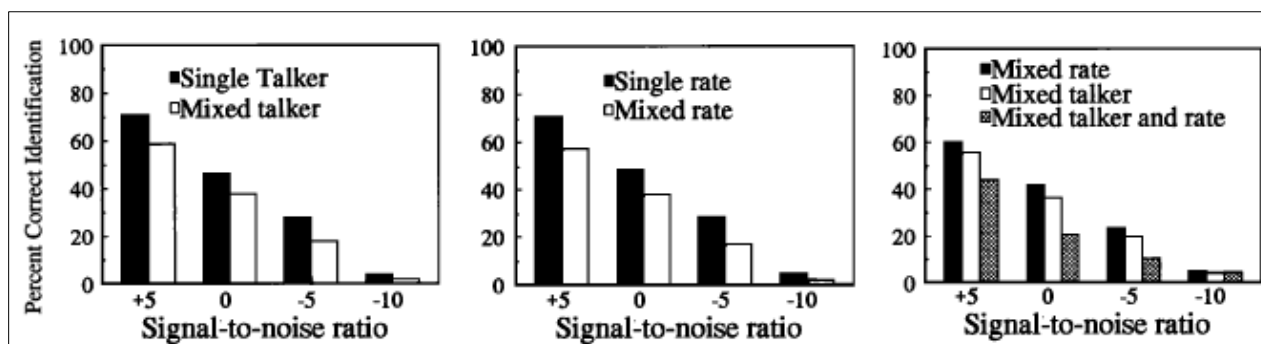


Figure 1: Main findings by Sommers et al (1317).

by Sommers et al. also looked into the effects of overall amplitude on word recognition, but no correlation was found (1319). They therefore concluded that “it is not the case that any source variability in the speech signal will reduce identification performance” (1320). The results of the experiment by Sommers et al. confirmed findings by Mullennix et al., who also studied the consequences of speaker changes for speech perception (365). Mullennix et al. stressed that stimulus variability, such as talker variability, is a neglected yet crucial problem

for speech recognition (377). Cutler et al. also addressed stimuli variability, and found that for native and for non-native listeners, phoneme identification was equally affected by background noise (3676). This finding contradicted earlier work by Takata and Nábělek, who found that non-native listeners were less accurate in identifying phonemes when there was more background noise (qtd. in Cutler et al. 3668).

The factors affecting listening comprehension and word recognition were retested by Ann R. Bradlow and David R. Pisoni. They hypothesised that “a relatively high degree of phonetic reduction introduced by a fast speaking rate might be tolerated when a listener becomes familiar with the speech of a particular talker” (2075). They tested two lists of words, one easy list with few phonetically similar sounds and one hard list containing many phonetic neighbours (2075-76). These lists were presented at three different rates. The results resembled those of Mullennix et al. and Sommers et al., but additionally, Bradlow and Pisoni found that listeners’ performance increased when they became more familiar with a particular speaker (2079). Overall, these results were similar for both native and non-native listeners, although the performance of non-native listeners decreased more when words were phonetically more similar (2083).

Another factor that is known to affect listening performance is anxiety (Asataneh and Izadi 178). Anxious students underperform significantly when compared to students who are less anxious. Test anxiety might be a constraint on the reliability of listening tests, as a highly anxious student might be more proficient than the test score suggests. This is unfortunate as “[v]alid and reliable listening tests can to a large extent predict the students’ success or failure in real communication in English” (Asataneh and Izadi 179).

2.3 Code-Switching

As input and familiarity with the speaker both seem to contribute to the improvement of students' listening comprehension, it might be straightforward to suggest that the teacher should use the target language as the language of instruction. The exclusive use of the target language in the classroom intensifies the amount of input learners receive and it makes them more familiar with the language. In 2002, the European network of policy makers for the evaluation of education systems investigated how much English was used by teachers in the Western European English language classrooms (Figure 2). None of the eight countries that were investigated approximated the 90 percent recommended by the American Council on the Teaching of Foreign Languages (qtd. in Thompson and Harrison 2). In the Netherlands, the vast majority of teachers did not even use English for more than 50 percent of the time. A multitude of studies have shown that the exclusive use of the target language in the foreign

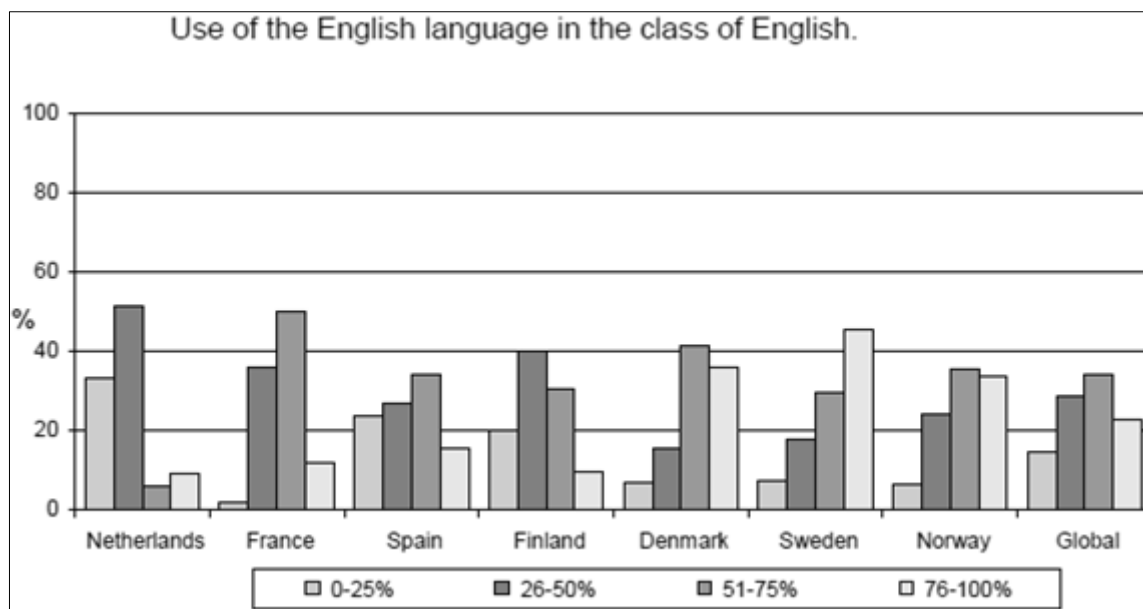


Figure 2: The use of English as medium of instruction in Western European countries (Bonnet 106).

language classroom greatly contributes to learners' acquisition of the foreign language. For instance, Kelly found that "classes in which the foreign language was used exclusively as a

medium of instruction were showing appreciably better results than other in which [the first language] was used for part of the time” (287). Reasons why teachers do not use the target language exclusively are often related to the idea that pupils are not yet proficient enough to understand everything that is said in the target language. “It may for example [...] serve to encourage pupil’s [sic] acquisition of an L2 by ensuring that they understand at least part of what is said without difficulty” (Gardner-Chloros 159).

Not only does first language use decrease the amount of target language input learners receive (Krashen and Terrell 59), it also causes comprehension problems related to code-switching (Thompson and Harrison 12). The term code-switching (CS) has various definitions. For instance, it has been defined as “the use of several languages or dialects in the same conversation or sentence by bilingual people” (Gardner-Chloros 4) or, more restrictively, as “the ability on the part of bilinguals to alternate effortlessly between their two languages” (Bullock and Toribio 1). Regarding the differences in defining what CS is, Penelope Gardner-Chloros adds: “The word CS can mean whatever we want it to mean” (11). In this thesis, the term CS is used to express the alternation between the first language and the target language in the foreign language classroom. Although CS has not been broadly researched in L2 learners (Gardner-Chloros 142), the research on CS has highlighted some areas that can be problematic for Dutch learners of English in particular. It has been suggested that closely related languages cause more confusion when the users are code-switching (Gardner-Chloros 156). Because Dutch and English are relatively closely related (van Gelderen 35), frequent CS by teachers would be likely to cause confusion among pupils. Moreover, as opposed to teachers’ motives to use the first language, CS “requires an advanced level of bilingual proficiency as it often entails the production of full clauses in each language” (Bullock and Toribio 3).

CS in the classroom is caused by various factors. On top of the cognitive concerns mentioned earlier, CS can also be caused by official school policies, classroom management concerns, and “values and attitudes about the appropriate use of the languages in society at large” (Gardner-Chloros 160). The teachers in the study by Thompson and Harrison reported that they used CS as an attention-focussing device, to encourage classroom participation, to translate words or to deal with disciplinary issues (3). The teachers’ native language and previous teaching experience might also account for the amount of first language use in the classroom (3). In addition, CS by teachers can be an incentive for students to use the first language (13). This reduces the amount of opportunities to engage in target language interaction (11) which contributes to students’ oral proficiency, both productive and receptive (Mackey 8). More importantly, Thompson and Harrison also examined if students did indeed fail to understand the teacher if explanations were given in the target language: “This was not corroborated by the data, which showed that the students typically code-switched to discuss grammar only when their teachers initiated the discussion in [the first language]” (11). All in all, previous studies confirm that it is best to eliminate, or at least limit, the amount of first language use in the foreign language classroom, as the use of the target language as a medium of instruction greatly contributes to students’ foreign language acquisition.

2.4 Listening Tests

Although research on code-switching and on other factors that influence listening is relatively scarce when compared to research on the other three language skills, research on listening comprehension tests specifically is even rarer. However, three studies in the field of listening comprehension tests will be discussed here and will contribute to the foundation on which this article’s hypothesis will be grounded. First of all, April Ginther explored the influence of visuals on listening comprehension. A distinction was made between context visuals, which

provide a richer context and supply background information, and content visuals, which provide the listener with visual aid on question-related items (134-35). As predicted, she found that listening comprehension tests which included content visuals yielded far better scores than those without content visuals (157). More surprisingly, context visuals did not only fail to facilitate listening comprehension, they even slightly debilitated it (157-58).

Secondly, Jane Sherman examined the effect of question previewing in listening comprehension tests. She predicted that question previewing could have a positive effect on listening comprehension scores because it helps focus learners' attention prior to listening (191). On the other hand, it could also lead to lower test scores as the question preview may hinder subconscious comprehension processes (185). The experiment divided the listeners into three groups:

Version A (QUESTIONS BEFORE) involved previewing ten questions, which were answered during and after two hearings of the text. In Version B (QUESTIONS AFTER) the subjects listened twice and were then given the questions to answer. In version C (SANDWICH) subjects listened once, then read the questions, then listened again and answered the questions (192).

The results indicated that there was no significant difference between version A (questions before) and version B (questions after), but the pupils that took test version C (sandwich) greatly outperformed the other two groups (203). The retrospective effect of either making sense of the questions through the text, as in version A, or the other way around, as in version B, was absent from version C, where "the coherent listening text makes some sense of the following questions, which in turn can make more sense of the following text" (206).

The third study concerned with listening comprehension tests also focusses on the questions. This article, however, is more relevant for second language acquisition research as its research questions reads as follows: "Do questions written in the target language make

foreign language listening comprehension tests more difficult?” (Filipi 511). This topic shares common ground with the idea of using the target language as the language of instruction discussed in section 2.3. Filipi states that questions in the target language may make listening tests more difficult if the teacher usually does not use the target language as a medium of instruction (512). In addition, many teachers reported that they felt that answering questions written in the target language correctly relies on multiple skills and therefore harms the validity of a test that is made to assess students’ listening comprehension skill only (513). Filipi addresses multiple factors that affect listening comprehension difficulty, including speaking rate, stimulus length and speaker accent (514). Listeners tend to prefer listening to native speakers of English but have no preference for a specific variety (Barlow 98). In Filipi’s study, a questionnaire was used to inventory students’ opinions about questions in the target language. The majority reported they believed questions in the target language to be more difficult than questions in the first language (525). An analysis of the listening comprehension test results showed that this was indeed the case for most of the questions. However, for some questions, students performed better if these were written in the target language (525). These questions included words or phrases that were explicitly used in the listening test text (526). In summary, questions including explicitly stated information yielded more correct answers if they were written in the target language, but students preferred questions that required them to listen for a global meaning to be written in the first language (511). The next chapter will discuss how the findings of this chapter will be used to create a hypothesis to answer the current paper’s research question.

Chapter 3: Purpose of this Study

The goal of this paper is to extend existing knowledge of teaching English as a foreign language. More specifically, the listening skill will be examined in this thesis, which intends to determine the extent to which linguistic context affects Dutch secondary school student's performance in an English listening comprehension test. The current paper will focus on pre-listening as linguistic context. The term pre-listening will be used to refer to the listening occurring prior to the start of a listening test.

3.1 Research Question

The present study seeks to address to the following question:

Do Dutch secondary school students perform better at English listening comprehension tests if they have been subjected to English pre-listening?

The findings of this study will provide an insight into factors affecting listening comprehension tests, and will add to the ongoing discussion on the use of the target language as a medium of instruction in the foreign language classroom. Of course, the conclusions that can be drawn as a result of this experiment might only be applicable to the specific context in which it took place. A pitfall in foreign language research is the overgeneralisation of findings on other types of teaching or testing formats (Woods 10). However, the findings of this thesis can contribute to the literature on the subject. A comparison with similar experiments can then be used to make assumptions about certain language learning features.

3.2 Hypothesis

This study assesses how students subjected to listening to English speech perform on English listening comprehension tests. With previous research in the field in retrospect, a prediction can be made as to what this experiment will find. The research into code-switching can be of great help when establishing a hypothesis for the current research question. Most instances of code-switching reported by Gardner-Chloros or by Bullock and Toribio have a negative influence on comprehension. A decrease in the amount of CS will therefore be expected to have a positive effect on listening comprehension scores. As the language used outside of the classroom at the school where the experiment takes place will presumably be Dutch, the control group will listen to Dutch before they start the English listening test. As Bonnet has shown, teachers in the Netherlands are also more likely to use Dutch as a medium of instruction for most English classes (106). Using the target language as a medium of instruction is more beneficial for foreign language learning. However, it is hard to predict if that will also be an important factor in the current experiment, as English will be used for a relatively short amount of time. It could be long enough to create a certain English mindset for the students, in which case the listening test scores could improve. This could also be attributed to the fact that participants will listen to native speakers, who are preferred over non-native speakers (Barlow 98).

A case can also be made for a negative correlation between English pre-listening and English listening comprehension test scores. For instance, familiarity with the speaker has a facilitative effect on listening comprehension (Bradlow and Pisoni 2079), but the speakers in the film fragment will not be the same as the speakers in the listening test's audio excerpt. The fact that speakers in the pre-listening material and speakers in the listening test material do not share the same accent, or variety of English, will presumably also have negative consequences for the listening test scores (Filipi 514). Another factor that might lower the

students' listening comprehension test scores is the visual aid used for the linguistic context. The content of the materials used for pre-listening is unrelated to the content of the listening comprehension test, which Ginther found to have a negative influence on listening comprehension (157-58). This is, however, the case for both the experimental group (English) and the control group (Dutch).

Some factors that were discussed in Chapter 2, such as speaking rate, single or multiple speakers, background noise or the language of the listening test questions are not likely to have an impact on the scores in this particular experiment, because these factors are the same for both the experimental group and the control group.

Nevertheless, it is possible that linguistic context will have an effect on the listening comprehension scores. This effect could either result in higher or lower test scores. A hypothesis has been formulated to predict an answer to the research question of the present study. There are studies from which the data would indicate depreciation of test scores, yet the fact that target language input and the use of it as a medium of instruction have repeatedly shown to enhance listening comprehension, is decisive as to what this current paper will hypothesise, namely that Dutch secondary school students will improve their English listening comprehension test scores if they have been subjected to English pre-listening. Another possibility is that the effects only lead to an insignificant difference between the two groups. Most studies on listening comprehension tests have made modifications on the listening test design (e.g. questions in different languages or in a different order), so it is hard to hypothesise what will happen if not the test itself, but only the context, are altered.

Chapter 4: Method

The hypothesis that Dutch EFL learners perform better in listening comprehension tests if they are provided linguistic context in the target language was tested by means of an empirical case-control experiment. The control group was subjected to Dutch pre-listening, whereas the experimental group engaged in English pre-listening. This chapter will describe all proceedings and actions that were taken in this experiment, as well as what material was used, and in what context.

4.1 School Context

The secondary school all subjects attended was the Van Maerlant Lyceum (VML) in Eindhoven. This school, which is home to a total of approximately 1200 pupils, provides secondary education programmes for HAVO and VWO levels. The European Commission describes HAVO level as “senior general secondary education” and VWO as “pre-university education” (par. 2); the latter is comparable with the British GCE Advanced level. All students that participated in this study were in their first form of secondary education, in a multilevel HAVO – VWO class, which implies that most participants were 12 or 13 years old at the time of the experiment. The first form of secondary education in the Netherlands is usually a combination of two levels, which is used to divide pupils from the second form onwards on the basis of their performance in the first form. A complete overview of the Dutch education system can be found in Appendix 1.

4.2 Subjects

Two first form HAVO – VWO classes were recruited to participate in the experiment. In total, 54 Dutch secondary school students took the listening comprehension test. One class with a total of 28 subjects functioned as the control group; these subjects watched a video with Dutch audio. This control group consisted of 12 male and 16 female subjects. The other class functioned as the experimental group, consisting of the remaining 26 participants, 12 males and 14 females. This group watched a pre-listening video with English audio. Three different test versions were used to prevent cheating. The control group made test versions A and B, whereas the experimental group made test versions B and C.

	Language of the linguistic context	Male subjects	Female subjects	Version A	Version B	Version C	Total subjects
Control group	Dutch	12	16	15	13	0	28
Experimental group	English	12	14	0	13	13	26
Total	N/A	24	30	15	26	13	54

Table 1: Number of participants per category.

Table 1 shows the number of subjects in each group, as well as the number of participants for each version and for both genders.

4.3 Materials

The pre-listening material used for this experiment was an excerpt of the animated Walt Disney and Pixar film *The Incredibles*. This film was chosen because both an English version and a Dutch version exist, with only minor differences between them. The excerpt consisted of scenes 12, 13 and 14 (titled *Helen & E*, *An Important Meeting*, and *E's Lab*, respectively), with a total length of approximately eight minutes. The selected scenes were those with the longest dialogues in the film. The scenes feature three native speakers of the General American (GA) English variety (Helen Parr, Bob Parr and Syndrome) and one native speaker adopting a non-native variety (Edna Mode) for the English version. The Dutch version features four speakers of the standard Dutch variety previously known as ABN. The Dutch and English transcriptions of the selected scenes can be found in Appendix 2.

As the purpose of this study was to examine the effects of linguistic context, the listening test itself, which was part of the students' curriculum, was not modified. The test is presented in Appendix 3 and shows the three different versions that were used to prevent cheating. The material is part of the *New Interface Blue Label* method devised by Bosschaart et al. From this material, the listening test of units 6 and 7 was used. In this test, the participants listened to two English native speaker dialogues of approximately three minutes duration each. Those speakers all spoke the British English variety known as Received Pronunciation (RP). The test consisted of fifteen multiple-choice questions, which were all stated in Dutch. The first nine questions were related to the audio fragment titled *Tomorrow's Tennis Star* and the next six questions were on the fragment titled *Pub Grub*. The instructions on the question form, in contrast with the questions themselves, were stated in English.

4.4 Procedure

Wherever there was a difference in proceedings between the groups, this will be mentioned in this section. Otherwise, the procedure was identical for both groups. The listening test that the participants would take was announced about one week in advance. The use of linguistic context material and the fact that this was part of an experiment, however, were only announced at the start of the class. The subjects were not told what the purpose of the experiment was, and they were asked to remove everything except a pencil or pen from their school desks. Subsequently, the questions for the listening comprehension test were distributed and the pre-listening film was played. The majority of the participants were sitting in pairs, so two different test versions were distributed alternately, in order to prevent cheating. In the control group, versions A and B were used. In the experimental group, versions B and C were distributed. Subsequently, the classes were shown the film, without subtitles, on a projector screen. The control group watched the film with Dutch audio; the experimental group watched it with English audio. When the film fragment was over, the teacher told the students, in Dutch, that they were allowed to read the listening test questions for about three minutes. She then started the audio recording, which was stopped for about one minute after every three questions. Appendix 3 shows when the recording was stopped: the transcription states “*beep*” where the recording is stopped. The question sheet reads: “Here the recording stops for a while, so you can read questions ... to ...” After collection of the answer sheets, they were marked with the use of the listening test key (Appendix 3). It was possible to score a minimum of zero points up to a maximum of fifteen points. One point was deducted from the fifteen points for every incorrect answer. After the experimental group had finished their test, the participants of both groups were informed about the purpose of the pre-listening material and the experiment.

4.5 Data Analysis

This section explains how the obtained data were statistically analysed using Microsoft Excel 2010. All raw data can be found in Appendix 4.

All listening tests were marked using the listening test key and a score ranging from zero to fifteen was noted for each participant. A t-test was used to determine if there were statistically significant differences between the control group's listening test scores and the listening test scores of the experimental group. This difference would be statistically significant if $p \leq 0.05$. Such a p -value would imply that the null-hypothesis, which is used to predict that there was no difference between the two groups, had to be rejected. A t-test was also used to determine if there was a significant difference between the male subjects of the control group and the male subjects of the experimental group. The same was done for the female subjects. The test versions were compared to see if there were statistically significant differences between them as statistical differences could result in difficulty drawing conclusions on the basis of the results.

Chapter 5: Results

Table 2 (below) shows the results of the experiment and the t-tests comparing the listening test scores of the control group and those of the experimental group. Surprisingly, the control group outperformed the experimental group. This was the case for both the male and female

AVERAGE SCORES	Listening test score (overall)	Listening test score (male only)	Listening test score (female only)
Control group (Dutch pre-listening)	13.18	13.00	13.31
Experimental group (English pre-listening)	12.04	12.00	12.07
p-value	0.022*	0.223	0.052

Table 2: Average listening test scores for both groups and the p-value of the t-test between the groups.
*A p-value of 0.05 or lower denotes a significant difference.

participants. If only one gender is taken into account, there is no statistically significant difference between the groups. However, if the group is considered as a whole, the difference is significant, as $p = 0.022$. Unfortunately, this surprising result could not be explained by the fact that there were three different test versions. Table 3 shows the average scores for each listening test version.

AVERAGE SCORES	Version A	Version B	Version C
Control group (Dutch pre-listening)	14.00	12.23	N/A
Experimental group (English pre-listening)	N/A	11.77	12.31
p-value	N/A	0.451	N/A

Table 3: Average listening test scores for both groups specified for each test version.

Because only versions A and B had been distributed in the control group and versions B and C in the experimental group, only version B could be compared between the groups. This version did not cause the significant difference between the groups, as the t-test resulted in $p = 0.451$. Focussing on the average listening test scores, it is notable that version A yielded significantly better scores in the control group than version C did in the experimental group ($p = 0.019$). One explanation is that this difference may have been caused by the questions of version A being easier than those of version C. However, because the linguistic context was also different between the two groups, any conclusion that is drawn using these data lacks certainty.

The difference between the control group and the experimental group may also have been caused by the participants' initial listening proficiency or pre-existing listening skill. It is possible that the subjects in the control group happen to be better at English listening comprehension tests than those in the control group, regardless of the circumstances. This possible explanation of the data can be examined by using the participants' school scores on earlier English listening exams. Data were available for two listening exams that the students had taken earlier in their first form. However, the scores for these exams were only available as school grades ranging from a minimum of one point to a maximum of ten points. To compare those grades with the listening test scores obtained in the experiment, the scores used for the current study had to be converted to school grades. This was done by deducting five points from the listening test score. For instance, a student who made two errors obtained a listening test score of thirteen but a corrected score of eight. This method may seem unusual, but the earlier listening exams also used this manner of grading. The corrected scores are available in Appendix 4. The average of the two previous listening exams was used to represent a student's listening proficiency. Two male subjects from the experimental group,

subjects #32 and #36, had not participated in one of these two previous listening exams. As a result, these subjects were excluded from further analysis.

The differences between the proficiency score and the corrected scores for the current listening comprehension test have been computed for both groups to reveal if a group had over- or underperformed compared to their pre-existing listening skill. The participants in the experimental group were expected to have improved more than their control group peers. The difference between the listening proficiency score and the listening test score for each group is presented in Table 4. Tables 5 and 6 also show this difference, but for male values only and female values only.

OVERALL	Listening proficiency score	Listening test score	Score difference
Control group (Dutch pre-listening)	7.714	8.179	+0.464
Experimental group (English pre-listening)	7.104	7.125	+0.021
<i>p</i>-value for the t-test between both groups' score differences			0.252

Table 4: Listening proficiency score, experiment test score, and score difference per group.

As can be seen from Table 3, the control group did indeed have a higher average listening proficiency score than the experimental group. This may have caused the significant difference which surprisingly suggested that Dutch linguistic context is more beneficial for English listening comprehension than English linguistic context. The calculations reveal that, statistically, there is no significant difference between the control group and the experimental group ($p = 0.252$). So even if the scores of the experimental group are corrected for their listening proficiency, there is no statistical difference between the groups. It is, however, still surprising to see that the performance of the control group increased more than the performance of the experimental group. This contradicts the hypothesis of this study, which predicted that students taking part in an English listening comprehension test would benefit from English pre-listening.

MALE ONLY	Listening proficiency score	Listening test score	Score difference
Control group (Dutch pre-listening)	7.792	8.083	+0.292
Experimental group (English pre-listening)	7.050	7.200	+0.150
<i>p</i>-value for the t-test between both groups' score differences			0.842

Table 5: Male listening proficiency score, experiment test score, and score difference per group.

FEMALE ONLY	Listening proficiency score	Listening test score	Score difference
Control group (Dutch pre-listening)	7.656	8.313	+0.656
Experimental group (English pre-listening)	7.192	7.077	-0.155
<i>p</i>-value for the t-test between both groups' score differences			0.159

Table 6: Female listening proficiency score, experiment test score, and score difference per group.

Both male subjects (Table 4) and female subjects (Table 5) showed similar results. The control group outperformed the experimental group, although this difference is much greater if only female subjects are compared. On average, the females of the experimental group even worsened in their listening comprehension test performance when subjected to English pre-listening. However, these differences were not statistically significant, either for males or for females.

Chapter 6: Discussion

The present study was designed to determine the effect of English linguistic context on English listening comprehension test scores. An empirical case-control experiment was conducted to find a possible answer to the research question, which was formulated as follows:

Do Dutch secondary school students perform better at English listening comprehension tests if they have been subjected to English pre-listening?

It was hypothesised that the Dutch secondary school students that participated in this study to perform better if they had been subjected to English pre-listening prior to undertaking an English listening comprehension test than if they had been subjected to Dutch pre-listening. In contrast to these expectations, however, this study found that the control group, which had watched the film fragment with Dutch audio, performed better than the experimental group. However, after the scores had been corrected to take subjects' listening proficiency into account, the data analysis showed that these results were not statistically significant. It can therefore be concluded that English pre-listening does not facilitate English listening comprehension.

With regard to Ginther's findings, who claimed that visual stimuli that are unrelated to the content of the listening test are likely to have a negative effect on the test scores, the results produced by this current study partly refute this assumption. The visual stimuli used in the current experiment were not content-related to the listening comprehension test, but both the control group and the experimental group performed better than their listening proficiency score predicted. One should be cautious, however, because the differences discerned in the current study are not statistically significant. One has to be reticent about the application of the present results on teaching practice.

It seems possible that the results of this study are due to the fact that the material for the linguistic context is not content-related to the listening test material. The excerpt that was used in an attempt to prime foreign language listening may also be too short. If the eight minutes that the excerpt used in the current study were to be extended to a significantly longer duration, the influence of this excerpt may lead to a significant result. However, the decision to choose the animated film *The Incredibles* for this experiment can be supported by Louis G. Kelly's research. His historical overview of language teaching accounts for the use of films in the classroom. Walt Disney was one of the first developers of animated films. According to Kelly, the motion picture was first used in language teaching around 1930 (250). Common practice was to "take films made for the home market and show them to pupils in the hope that exposure would result in learning" (250-51). This was only found to be the case though, in advanced learners. For less advanced learners, such use of films often only lead to discouragement (251). However, Walt Disney started to develop films which were specifically made for classroom usage. Ever since, Disney has made films "with the limitations of learners in mind" (251). *The Incredibles* is also such a film of which the language use is suitable for both first language and foreign language learners.

Another explanation as to why the present study has not found any significant results can be related to the varieties of English that were used in the materials. The pre-listening material included mainly GA English speech and a non-native English variety. The listening test audio, however, only contained speakers of RP. This dissimilarity might have caused the participants only to be primed for GA and not for RP, as familiarity with a certain accent is also considered to affect listening comprehension (Filipi 514). If this assumption is correct, both groups were, as far as the linguistic context is concerned, equally prepared for the English listening comprehension test.

With regard to negative effects of CS, the experimental group may even be more affected than the control group. One definition of CS is that it refers to “the use of several languages or dialects” (Gardner-Chloros 4) in a single context by bilingual people. Switching between GA and RP is thus also regarded as CS, in which case the experimental group had to code-switch more times than the control group. This is not in line with the hypothesis of the present study which predicted the experimental group should improve its performance, partially as a result of reduced CS. In addition, the teacher also used Dutch as a medium of instruction between the end of the film fragment and the start of the listening comprehension test. This can be seen as another instance of CS for the experimental group but not for the control group, whose participants had watched the film fragment in Dutch. If switching to another variety of English is not considered to hinder, or facilitate, English listening comprehension, the teacher’s instructions for the listening test could still be seen as unwanted interference. A fictitious representation of CS for both groups is represented in Figure 3.

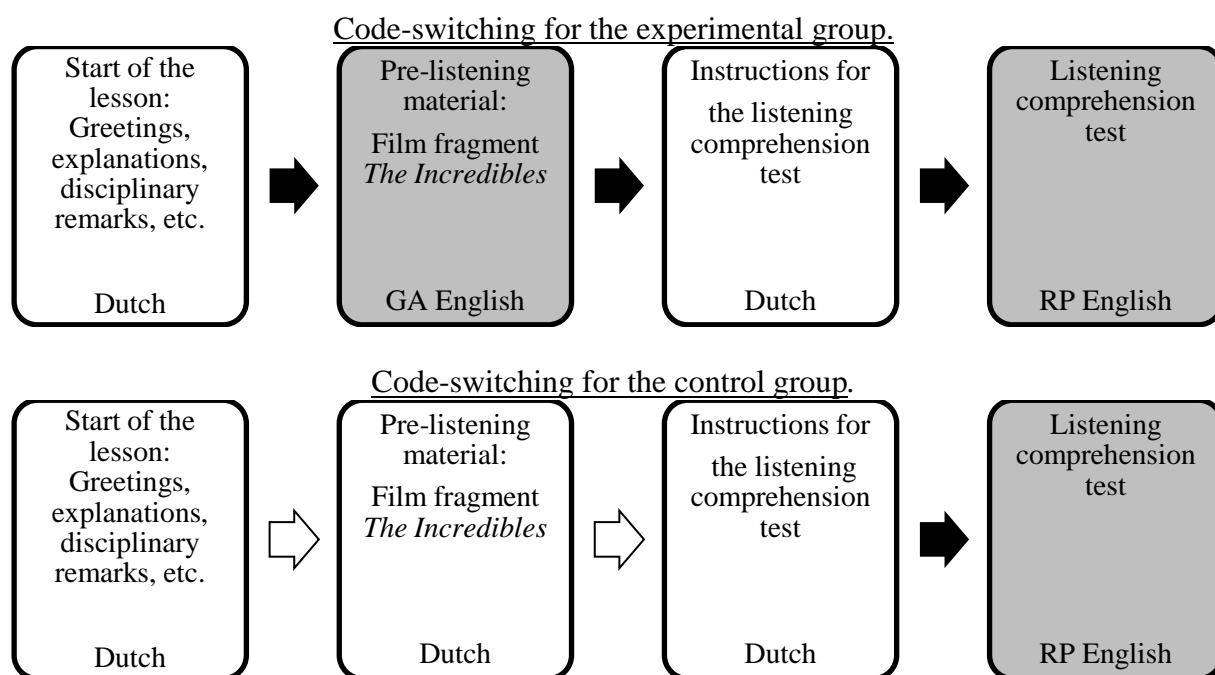


Figure 3: Instances of CS for both groups. A black arrow indicates that CS takes place. A white arrow indicates that no CS takes place.

As can be seen in the figure above, the experimental group would have been forced to code-switch at least three times, whereas the control group only code-switched once. Possible positive effects of linguistic context in the target language could have been nullified by the negative effects of CS.

The reason why teachers recurrently use the first language instead of the target language as a medium of instruction is most often comprehension. They claim that students' foreign language proficiency is not sufficient to understand messages conveyed in the target language (Thompson and Harrison 3). Although most studies have contradicted this motivation to not use the target language (Krashen; Thompson and Harrison; Gardner-Chloros; Kelly), the teacher in the current study could have disagreed with the outcome of those studies. The students may have been more familiar with the first language, rather than the target language as the medium of instruction. They may also have had comprehension problems when watching the pre-listening material. These problems could have caused them to reduce their attention, resulting in the linguistic context material losing its implied priming effect.

The initial results of the present study were puzzling, as the control group seemed to outperform the experimental group significantly ($p = 0.022$), suggesting that Dutch linguistic context enhances English listening comprehension more than English linguistic context does. When the scores were corrected to take students' listening proficiency into account, this difference was no longer statistically significant ($p = 0.252$). However, the difference may not only have been caused by the discrepancy between the two groups' average listening proficiency. The fact that listening test version A was used only in the control group and listening test version C was used only in the experimental group could have caused this result as well. On average, a participant with version A made 1.0 error, compared to 2.69 errors that a participant with version C made. It is impossible to prove if this difference was caused by

the fact that the group who had been handed version A, had a higher listening proficiency score, or because version A was easier than version C. However, because the teaching method from which the listening test was used, *New Interface Blue Label* (Bosschaart et al.), is acclaimed and widely used throughout the Netherlands, it might be reasonable to assume that the validity of their tests is controlled.

Chapter 7: Conclusion

In the twentieth century, the ability to communicate in the foreign language became the main objective for language learners. Research into the aural skills showed that target language input was of paramount importance. Target language input was said to be “the *sine qua non* of language acquisition” (Mackey 9). Although the input a learner receives in classroom language learning is vastly insufficient to approximate ultimate attainment, i.e. the final proficiency level a non-native can ever achieve (Muñoz 570), aural proficiency is directly linked to target language input. This implies that the target language should be used as exclusively as possible as a medium of instruction. In the Netherlands, however, the majority of EFL teachers do not even use English more than 50 percent of the time (Bonnet 106). The use of the first language in the foreign language classroom causes a number of problems, most of which are related to code-switching, i.e. the alternation between two languages by bilingual people. It can cause confusion amongst language learners, especially if the target language and the first language of those learners are closely related (154). Moreover, whenever a teacher chooses to switch languages, students feel they are authorised to do so as well and will use the first language where the target language is desired (Thompson and Harrison 11).

Another aspect of foreign language teaching is the increased importance of the listening skill. Nowadays, listening takes on a prominent role in the foreign language classroom and listening comprehension tests are one of the most commonly used methods to assess students’ listening proficiency. In contrast with the evidence on the positives of the use of the target language as a medium of instruction, research into listening tests has shown that students perform better if the questions are written in the first language (Filipi 525). Only when the questions explicitly reveal information from the audio excerpt, they are perceived as easier when written in the target language (Filipi 526). Research into listening comprehension

tests has also shown that it matters if the students are allowed to read the questions prior to, during, or after, hearing the audio excerpt (Sherman 192), and that visual aids are only helpful if they are content related (Ginther).

This study aimed to find out if listening to English speech prior to taking an English listening comprehension test would increase performances. It was hypothesised that English pre-listening would lead to higher listening comprehension test scores than Dutch pre-listening. 54 Dutch students, who were in their first form of secondary school (Van Maerlant Lyceum, Eindhoven), participated in an empirical case-control experiment that tested this hypothesis. For the experiment, the subjects were divided into two groups: a control group and an experimental group. The 28 participants that made up the control group watched an eight-minute excerpt of the Walt Disney and Pixar film *The Incredibles* with Dutch speech before they took an English listening comprehension test. The experimental group, consisting of 24 participants, were shown the same video but with English speech.

The initial results obtained in this experiment were significant. Surprisingly, the control group yielded higher listening test scores than the experimental group ($p = 0.022$). This result could not be explained by looking at the use of different test versions. These versions did not contain the same questions, so it is possible that one version was easier than another, causing the control group to generate higher scores than the experimental group. However, because both the linguistic context and the test versions were different, correlations between the linguistic contexts, the test versions and the listening test scores cannot be found. The difference between the groups may also be due to the fact that participants that made up the control group had a higher English listening proficiency than their experimental group peers. This possibility was tested by looking at two listening exams they had done in earlier stages of the first form. The grades that students scored on those occasions were averaged and used to represent the subjects' listening proficiency. The listening proficiency scores were

then compared to the scores for the current listening comprehension test to determine if one of the two groups had improved more than the other. The hypothesis still had to be rejected because on average, the control group scored 0.464 points more than on the previous listening exams, whereas the experimental group only improved with 0.021 points. This difference, however, was not statistically significant ($p = 0.252$). In addition, the differences between the control group and the experimental were computed for male values only and for female values only. These comparisons also did not yield significant results, as for males, $p = 0.842$, and for females, $p = 0.159$.

The fact that the experimental group did not outperform the control group could also be due to the pre-listening material and the listening test material not containing speakers speaking the same variety of English. Moreover, the duration of the pre-listening material may be too short to induce an effect. The generalisability of the results of this study is subject to some limitations. First of all, the findings of this study may yield very different results if both groups would have a higher overall listening proficiency. The teacher chose to use Dutch instead of English as the medium of instruction because for most students, she found, using only English would be too difficult to understand. This is an indication that the listening proficiency of these groups of students was only at beginner level. The pre-listening material, even though it was designed for less proficient users of English, may have been too difficult for the students to understand. This diminishes the priming effect, if any, of this material. Future studies could therefore investigate what happens when intermediate or advanced learners of English are brought in contact with English linguistic context.

Another limitation of this study was the use of three different test versions. The results of the corrected test scores would have been more reliable, and could have been significant, if fewer versions had been used. In this study, cheating could have been prevented equally efficiently if only two listening test versions had been used, as only two versions per group

were used. Although the difference between the groups did not prove to be significant when only version B was taken into account, recording a p value of 0.451, the difficulty of each test version did seem to differ. For example, one question from version B, namely question 2, was incorrectly answered by the vast majority of all students (20 out of 25). If this question would be removed from the data analysis, this study might have found different results.

Because the cause of the surprising results of the current study cannot be ascribed to a single factor, the application of these findings for teaching practice is troublesome. The assumption that only the target language should be used in the foreign language classroom (Krashen; Thompson and Harrison) was not supported by the findings of the present study. The experimental group, which received a considerably higher amount of foreign language input than the control group, did not improve their performance. The only recommendation for teachers that can be derived from this study is that the validity of a test with multiple test versions is questionable, even if the authors of the test are highly acclaimed. No recommendations concerning linguistic feedback can be made.

Future research into the subject of linguistic context may need to ensure that all conditions, except the linguistic context, are alike. In this study, both the linguistic context and the test versions were different between groups. It was therefore not possible to ascribe the difference between the listening comprehension scores to the difference between the linguistic context materials. Future research can tackle this problem by using only one test version. It could also be investigated what happens with pre-listening material of a much longer duration. For instance, one hour of listening to English prior to an English listening comprehension test might be long enough to yield a significant result. Ensuring that the variety of English used in the pre-listening material and in the listening comprehension test material are alike may also cause significant differences in future studies. The effects of linguistic context at higher proficiency levels may also be worth investigating. For now, the

current research has not generated results that call for changes in the teaching practice, so no recommendations for the foreign language teacher can be made. Hopefully, future research will shine more light on the effects of linguistic context in the foreign language classroom.

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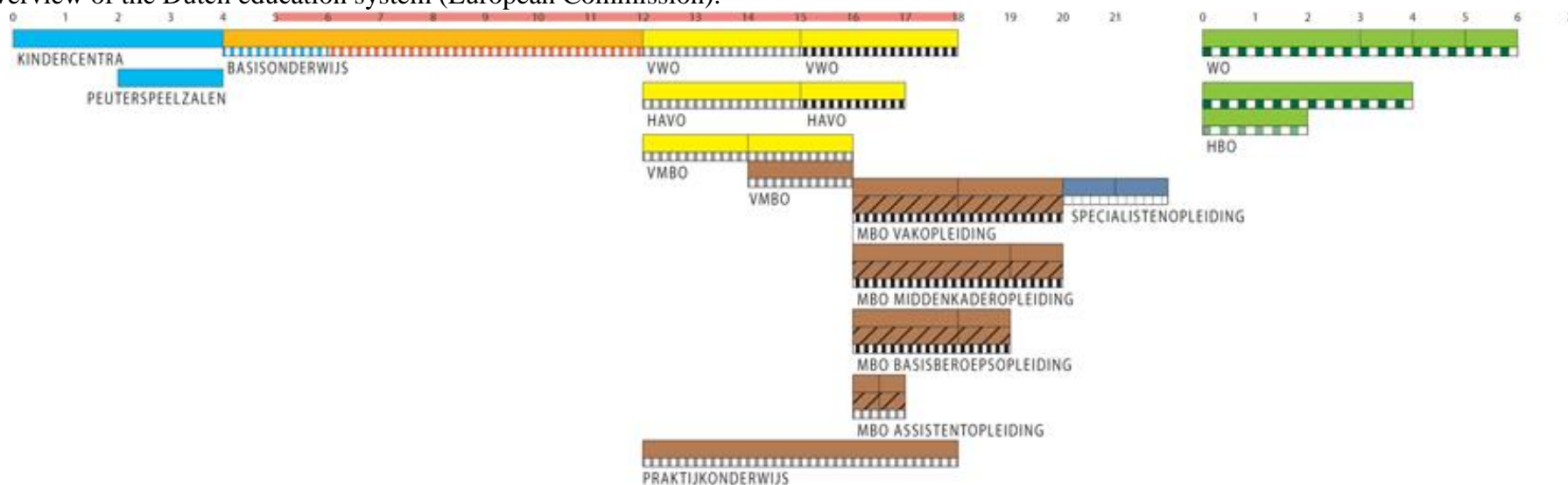
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Appendices

Appendix 1

Overview of the Dutch education system (European Commission).



- | | | | |
|--|---|--|---------------------------------------|
| | Early childhood education and care (for which the Ministry of Education is not responsible) | | Secondary vocational education |
| | Early childhood education and care (for which the Ministry of Education is responsible) | | Post-secondary non-tertiary education |
| | Primary education | | Single structure |
| | Secondary general education | | Tertiary education (full-time) |
-
- | | | | | | | | | | | | | | | |
|---------------------------------|--------------------------------|---------|-----------------|---------|---------------------------------------|---------|--------------------------------|---------|--------------|---------|---|----------|--|----------|
| Allocation to the ISCED levels: | | ISCED 0 | | ISCED 1 | | ISCED 2 | | ISCED 3 | | ISCED 4 | | ISCED 5A | | ISCED 5B |
| | Compulsory full-time education | | Additional year | | Combined school and workplace courses | | Compulsory part-time education | | Study abroad | | Compulsory work experience + its duration | | | |

Appendix 2

Transcription *The Incredibles*

Nederlands

H = Helen Parr, E = Edna Mode, S = Syndrome, B = Bob Parr, R = Robot

Scene 12

H: ..Edna..

H: Ik wil graag met Edna spreken.

E: Spreek je mee

H: Ed? Met Helen.

E: Helen wie?

H: Helen Parr, je weet wel... Elastigirl.

E: Schatje! Het is al zó lang geleden! Jaren!

H: Ja, het is even geleden... Luister eens, ik weet maar één persoon aan wie Bob zijn superpak zou toevertrouwen en dat is aan jou, Ed.

E: Ja, ja, ja, ja, geweldig, vind je niet? Veel beter dan die afgrijselijke pyjama die die eerst droeg. Alles hangt klaar, wanneer kom je het bekijken?

H: Luister, ik bel alleen maar om...

E: Laat me niet smeken, schat, want dat doe ik niet hoor.

H: Smeken? Eh, nee ik smeek je pak, eh, ik smak, eh ik bel over Bobs pak. Ik bel over Bobs pak!

E: Ik zie je over een uur hier, schat. Geregeld? Oké, oké, tot kijk.

Scene 13

S: Hij is groter. Hij is gemener. Dames en heren, hij is teveel voor meneer Incredible! Hij is eindelijk klaar. Weet je, ik heb heel wat supers versleten om hem klaar te stomen voor jou. Maar man... hij was niet goed genoeg! Nadat je die laatste had gemold, heb ik wat wijzigingen aangebracht. 't Was niet eenvoudig, maar voor jou deed ik het graag. Want ja, uiteindelijk ben ik je grootste fan.

B: Buddy?

S: Ik heet dus geen Buddy! En ook geen Incrediboy. Dat boek is gesloten. Ik wilde jou alleen maar helpen, maar jij wilde geen hulp. Want wat zei je tegen me?

B: Vlieg op, Buddy. Ik werk alleen.

S: Ik was er kapot van. Maar ik heb toen één belangrijke les geleerd: je kunt op niemand rekenen, en zeker niet op helden.

B: Het was verkeerd om je zo te behandelen. Het spijt me.

S: Zie je. Nu heb je respect voor me. Omdat ik je bedreig. Zo werkt het nou eenmaal. Er zijn heel veel mensen, complete landen die respect willen en ze betalen zich blauw om dat te krijgen. Hoe kom ik anders zo rijk? Ik vind wapens uit. En nu heb ik er een dat alleen ik kan verslaan en als ik het gebruik...

S: ...Linke rotzak! Door jou hou ik een zwalkverhaal. Het is niet te geloven. Dat is mooi, hè. Nulpunt-energie. Ja, ik bewaar de leukste uitvindingen voor mezelf. Ben ik nu wel goed genoeg? Wie is hier de super? Ik ben Syndroom, jouw ondergang en ... oh, lekker is dat.

S: Eens zien wat je hiervan vindt, superknul.

B: Gazerbeam... Kronos?

R: Levensvorm niet aangetroffen. Meneer Incredible uitgeschakeld.

Scene 14

E: Dit project heeft werkelijk mijn hele leven beheerst, schatje. Beheerst zoals alleen heldenwerk dat kan, mijn beste werk, moet ik bekennen. Simpel, elegant, maar stoer. Je blijft erin...

H: Ed, ik wilde...

E: Roberts pak was af en het was zo prachtig. Het schreeuwde om een vervolg.

H: Ed, het is fijn je te zien maar ik heb echt geen flauw benul wat je nou eigenlijk bedoeld.

E: Ja, woorden zijn overbodig. Papapappapa, er wordt teveel gekakelt, teveel! Daarom laat ik mijn werk zien en daarom ben je dus hier. Edna Mode... en gast.

E: Kom zitten. Melk en suiker?

H: Dankje.

E: Ik begon met de baby.

H: De baby?

E: Lieve schat, even stil. Ik maakte het een beetje ruim om vrij te bewegen. De stof is comfortabel voor de gevoelige huid en het verdraagt een temperatuur van over de duizend graden. Volledig kogelvrij en mag in de wasmachine, da's een noviteitje.

H: Wat denk je in vredesnaam dat mijn baby gaat doen?

E: Ja, dat weet ik ook niet, schatje, maar hij is op alles voorbereid. Ik ken de krachten van de baby niet dus ik ben van de basis uitgegaan.

H: Jack Jack heeft helemaal geen krachten.

E: Nee? Nou, ziet ie er toch flitsend uit. Het pak van je zoon heb ik ontworpen om enorme wrijving te weerstaan zonder heet te worden of te slijten. Een praktische eigenschap. Het pak van je dochter was lastig, maar ik heb een stevig materiaal weten te creëren dat volledig verdwijnt als zij verdwijnt. Jouw pak kan net zover rekken als jij kan, zonder dat je je verwond, en behoudt toch zijn vorm. Nagenoeg onverwoestbaar, toch ademt het als Egyptische katoen. Elk pak heeft een apparaat waarmee je met één druk op de knop kunt zien waar de drager van het pak zich bevindt; is een extraatje. En, schatje? Hoe vind je het?

H: Hoe ik het vind? Bob is gestopt. Ik ben gestopt. Onze hele familie is ondergedoken en jij helpt mijn man om achter mijn rug het superheldenleven op te pakken?

E: Maar ik dacht dat je dat wist, schat. Waarom heeft ie geheimpjes voor jou?

H: Die heeft ie niet. Had ie niet, nooit.

E: Hmm, mannen van Roberts leeftijd zijn soms erg labiel. Zo te verleiden.

H: Wat bedoel je daarmee?

E: Weet je waar ie is?

H: Ja, tuurlijk.

E: Weet je heus waar ie is?

English

H = Helen Parr, E = Edna Mode, S = Syndrome, B = Bob Parr, R = Robot

Scene 12

H: ...Edna...

H: I'd like to speak to Edna, please.

E: This is Edna.

H: E? This is Helen.

E: Helen who?

H: Helen Parr, you know... Elastigirl.

E: Darling! It's been such a long time! After all these years!

H: Yes, yes, yes, it's been a while. Listen, there's only one person Bob would trust to patch his supersuit and that's you, E.

E: Yes, yes, yes, yes. Marvellous isn't it. Much better than those horrible Pyjamas he used to wear. They are finished. When are you coming to see?

H: Look, I'm calling about...

E: Don't make me beg, darling. I won't do it, you know.

H: Beg? Uhm, no, I'm calling a bag, about soup, I'm calling about Bob's suit. I'm calling about Bob's suit.

E: You come in one hour darling. I insist, okay, okay, goodbye.

Scene 13

S: It's bigger. It's better. Ladies and gentlemen, it's too much for mister Incredible. It's finally ready. You know, I went through quite a few supers to get it ready to fight you. But man... it wasn't good enough! After you'd trashed the last one, I had to make some major modifications. Sure it was difficult but you are worth it. I mean, after all, I am your biggest fan.

B: Buddy?

S: My name is not Buddy! And it's not Incrediboy either. That ship has sailed. All I wanted was to help you. I only wanted to help and what did you say to me?

B: Fly home, Buddy. I work alone.

S: It tore me apart. But I learned an important lesson: you can't count on anyone, especially your heroes.

B: I was wrong to treat you that way. I'm sorry.

S: See, now you respect me. Because I'm a threat. That's the way it works. Turns out there are a lot of people, whole countries, who want respect and they will pay through the nose to get it. How do you think I got rich? I invented weapons and now I have a weapon that only I can defeat and when I unleash it...

S:... You sly dog! You got me monologuing. I can't believe it. It's cool, huh? Zero point energy. Yeah, I save the best inventions for myself. Am I good enough now? Who's super now? I'm Syndrome, your nemesis and ... oh, brilliant.

S: Try this one on for size, big boy.

B: Gazerbeam... Kronos?

R: Life reading negative. Mister Incredible terminated.

Scene 14

E: This project has completely confiscated my life, darling. Consumed me as only hero work can, my best work, I must admit. Simple, elegant, yet ... lord, you must die.

H: E, I just...

E: I did Robert's suit and it turned out so beautiful I... I had to continue.

H: E, it's great to see you but I got to tell you, I have no idea what you're talking about. I...

E: Yes, words are useless. Gubble, gubble, gubble, gubble, too much of it darling, too much. That is why I show you my work. That is why you are here. Edna Mode... and guest.

E: Come, sit. Cream and sugar?

H: Thanks.

E: I started with the baby.

H: Started?

E: Shh, darling, shh. I cut it a little roomy for the free movement. The fabric is comfortable for a sensitive skin and can also withstand a temperature of over one thousand degrees.

Completely bulletproof and machine washable, darling, that's a new feature.

H: What on earth do you think the baby will be doing?

E: Well, I'm sure I don't know, darling. Luck favours the prepared. I didn't know the baby's powers so I covered the basics.

H: Jack Jack doesn't have any powers.

E: No? Well, he'll look fabulous anyway. Your boy's suit I designed to withstand an enormous friction without heating up or wearing out, a useful feature. Your daughter's suit was tricky but I finally created a sturdy material that will disappear completely as she does. Your suit can stretch as far as you can, without injuring yourself, and still retain its shape. Virtually indestructible, but it breaths like Egyptian cotton. As an extra feature, each suit contains a homing device, giving you the precise global location of wearer at the touch of a button. Well, darling, what do you think?

H: What do I think? Bob is retired! I'm retired! Our family is underground. You help my husband resume secret hero work behind my back?

E: I assumed you knew it, darling. Why would he keep secrets from you?

H: He wouldn't, didn't, doesn't.

E: Hmm, men at Robert's age are often unstable, prone to weakness.

H: What are you saying?

E: Do you know where he is?

H: Of course.

E: Do you know where he is?

Appendix 3

Listening test *New Interface Blue label*

track 14	Listening test 3	Tomorrow's tennis star
Man	Hello and welcome to the show! We've got some great sports news for you today, so get ready to enjoy! Coming up after the break, we've got the highlights of yesterday's rugby for you, that's from Cardiff in Wales. But first, we're going to hear from Rosie Makin, our future tennis star! Hello and welcome, Rosie.	
Rosie	Hello.	
Man	Now, Rosie. You were born in Norwich in ... 1990, is that correct?	
Rosie	Yes, that's right. October 28th 1990. I was born about 45 minutes after my twin sister Charlotte!	
Man	Sisters eh? And is she a top-class tennis player too?	
Rosie	No, she isn't. She doesn't really like any sports. But my mum's a professional tennis player.	
	<i>beep</i>	
Man	At the moment, you're training for the Junior US Open – do you still go to school as well?	
Rosie	Well yes. I'm not old enough to stop school. But I get up really early on weekdays, and practise at the tennis club from 7 am until 12. I do fitness training at the gym from 12 to 1, and then I have my school lessons!	
Man	Wow! So what time do you finish your schoolwork?	
Rosie	Around seven in the evening. Then I have something to eat and get to bed as early as I can. Five days a week.	
Man	What happens at the weekends?	
Rosie	Saturday morning is the same, and I usually have a match to play in the afternoon. Sunday's my day off though.	
Man	And so what do you do on a Sunday?	
Rosie	Sleep!	
Man	Seriously? Not much of a social life then?	
Rosie	No. I can't go out in the week because I'm always too tired. My twin sister is always going out, enjoying herself. She's got a boyfriend, but I haven't got time for that.	
	<i>beep</i>	
Man	So why do you do it?	
Rosie	I love playing tennis. I love winning. And now I'm hitting harder and running faster, I find I'm winning more often too. It's a great feeling – it's just the best!	
Man	So you are planning to turn professional?	
Rosie	I'd love to, yes. That's the plan. Then I'm going to move to Barcelona in Spain, where I can play with senior players.	
Man	How are you going to feel about moving to a strange country?	
Rosie	Yeah fine. No problem for me. I want to learn to speak Spanish, because I'm going to be there for at least a year.	
Man	Aren't you going to miss your family? Your sister Charlotte?	
Rosie	Not really. I wish I could take my cat Cheshire with me, but apart from that, no, I just find it really exciting, I can't wait.	
Man	Well, what can I say? All you tennis fans out there, watch this space! And Rosie, good luck with the US Open! That's Rosie Makin, tennis star in the making! And now we're moving on to ...	

track 15	Listening test 3B	Pub Grub
Mum		Hello, are you serving lunches yet?
Barman		Yes, we are. We serve bar snacks all day. If you want a proper cooked meal, there are tables over there, in that room.
Dad		And we're not too early for cooked lunches?
Barman		No sir. The kitchen is open at twelve o'clock.
Tonny		It's only ten to twelve, Daddy.
Barman		That's OK. You can all take a seat and look at the menu. There are some more things on that board over there too.
Mum		That's great, thank you.
Barman		And can I get you something to drink while you're waiting to order?
Dad		Absolutely. Dry white wine for you, love?
Mum		Please. What about you, Jonny? You can have a fruit juice – orange? Apple?
Jonny		Can I have a Coke?
Mum		Well ...
Dad		Of course he can.
Mum		Fruit juice is better for you, love. More fruit, less sugar.
Dad		What about a Diet Coke?
Mum		That's no better.
Jonny		Mum, everybody drinks Coke. Why can't I?
Mum		Oh, go on then. Can he have a slice of lemon in it, for the vitamins?
Dad		So that's a Coke with lemon, and I'll have half a pint of bitter please. Black Sheep is that, over there? Perfect. A half please.
Barman		Here's your wine, and a Coke for the young man ...
		<i>beep</i>
Jonny		I know what I want!
Mum		Wait a sec! Here's the menu – see if they've got what you like.
Jonny		I like burger and chips – they've got that, haven't they?
Dad		Cheese and bacon burger – that OK?
Mum		He doesn't eat cheese, Brian.
Dad		You still don't eat cheese! When are you going to grow up, Jonny? Cheese will make you bigger and stronger. Just like me!
Mum		Don't tease him – he can have the burger without the cheese. And I think I'm going to have fish and chips.
Dad		Really? You usually have a salad. Mmm, this Black Sheep is good.
Jonny		Why is it called Black Sheep, Dad?
Dad		Because they dip sheep in it when they get dirty.
Jonny		Eugh! Do they really? Mum, do they?
Mum		He's only teasing you, don't be a silly Billy. Well OK, they've got nice salads too. But I'm going to have fish and chips.
Dad		Fair enough. Fish and chips it is. And I'm going to have ... another half of that beer, I think. Who's driving home?
Mum		Looks like it's going to be me, doesn't it?
Dad		Unless we ask Jonny to drive us home.
Jonny		Can I!? Really?
Mum		Honestly, love ... of course you can't. You're only a little boy.
Jonny		When can I learn to drive, Dad?
Dad		When you learn to eat cheese.
Jonny		Really? If I have the burger with cheese, can I drive home? Mum, can I really?

Listening test 3 (a), units 6 and 7

Name _____

Group _____ Date _____ Mark _____

A Tomorrow's tennis star

Read the questions first. Then listen to the recording and tick the box in front of the right answer. After a few questions, the recording is going to stop, so you can read the next few questions.

- 1 De volgorde van de programma-onderdelen is ...
- a een interview met een tennisspeelster en daarna de hoogtepunten uit een rugbywedstrijd.
 - b de hoogtepunten uit een rugbywedstrijd en daarna een interview met een tennisspeelster.
 - c een interview met een tennisspeelster en daarna een live-verslag van een rugbywedstrijd.
 - d een live-verslag van een rugbywedstrijd en daarna een interview met een tennisspeelster.
- 2 Rosie Makin is ... geboren.
- a op 19-10-1990 in Norwich
 - b op 19-10-1990 in Cardiff
 - c op 28-10-1990 in Norwich
 - d op 28-10-1990 in Cardiff
- 3 De zus van Rosie Makin ...
- a is een professionele tennisspeelster.
 - b is ook een veelbelovende tennisspeelster.
 - c is ook een fanatieke sportster.
 - d houdt helemaal niet van sport.

Here the recording stops for a while, so you can read questions 4 to 6.

- 4 Rosie oefent op de tennisclub ...
- a van 7.00 tot 12.00 uur.
 - b van 12.00 tot 13.00 uur.
 - c van 13.00 tot 19.00 uur.
 - d na 19.00 uur.
- 5 Rosie ...
- a tennist ook op zaterdag en zondag de hele dag.
 - b tennist op zaterdag en gaat op zondag naar vrienden.
 - c is op zaterdag vrij, maar tennist op zondag.
 - d tennist op zaterdag en slaapt op zondag.
- 6 Rosie ...
- a en haar zus hebben allebei een sociaal leven.
 - b heeft een sociaal leven, maar haar zus niet.
 - c heeft geen sociaal leven, maar haar zus wel.
 - d en haar zus hebben beiden niet echt een sociaal leven.

Here the recording stops for a while, so you can read questions 7 to 9.

- 7 Rosie vindt het niet erg om zoveel tijd aan tennis te besteden, want ...
- a ze denkt dat ze in de toekomst veel geld gaat verdienen.
 - b ze vindt het leuk dat haar ouders erg trots op haar zijn.
 - c ze houdt van tennis en van winnen.
 - d ze vindt school toch niet leuk.

- 8 Rosie wil ...
- a eerst professioneel tennisspeelster worden en dan naar Barcelona gaan.
 - b naar Barcelona gaan en daarna professioneel tennisspeelster worden.
 - c naar Barcelona gaan om mee te doen aan het *Spanish Open*.
 - d naar Barcelona gaan om daar Spaans te leren spreken.
- 9 Rosie zou het liefst haar ... meenemen naar Spanje.
- a familie
 - b zus
 - c vrienden
 - d kat

B Pub grub

Read the questions first. Then listen to the recording and tick the box in front of the right answer. After a few questions, the recording is going to stop, so you can read the next few questions.

- 10 De familie in de 'pub' ...
- a kan al direct een lunch bestellen.
 - b kan nog geen snacks van de bar bestellen.
 - c kan nog geen lunch of snacks van de bar bestellen.
 - d kan alvast iets te drinken en over tien minuten een lunch bestellen.
- 11 De moeder wil een ...
- a fruitsapje.
 - b droge witte wijn.
 - c glas bier.
 - d cola met een schijfje citroen.
- 12 De moeder wil dat Jonny een ... bestelt.
- a fruitsapje
 - b droge witte wijn
 - c glas bier
 - d cola light

Here the recording stops for a while, so you can read questions 13 to 15.

- 13 Jonny mag ... bestellen.
- a friet met vis
 - b een hamburger met kaas en bacon
 - c een hamburger met bacon, zonder kaas
 - d een salade
- 14 ... gaat hen naar huis rijden.
- a De moeder
 - b De vader
 - c Jonny
 - d Een taxichauffeur
- 15 De vader zegt dat Jonny mag leren autorijden als ...
- a hij oud genoeg is.
 - b hij kaas leert eten.
 - c hij zelf zijn rijlessen kan betalen.
 - d zij een tweede auto hebben.

Listening test 3 (b), units 6 and 7

Name _____

Group _____ Date _____ Mark _____

A Tomorrow's tennis star

Read the questions first. Then listen to the recording and tick the box in front of the right answer. After a few questions, the recording is going to stop, so you can read the next few questions.

1 De rugbywedstrijd waarover de verslaggever het heeft, is gespeeld in ...

- a Norwich in Wales.
 b Norwich in England.
 c Cardiff in Wales.
 d Cardiff in England.

2 Rosie is ... geboren.

- a 45 minuten voor haar tweelingzus
 b 45 minuten na haar tweelingzus
 c op 28 oktober 1999 in Norwich
 d op 28 oktober 1990 in Cardiff

3 De ... van Rosie Makin speelt ook professioneel tennis.

- a moeder
 b zus
 c broer
 d vader

Here the recording stops for a while, so you can read questions 4 to 6.

4 Rosie doet ... op de sportschool aan fitnesstraining.

- a van 7.00 tot 12.00 uur
 b van 12.00 tot 13.00 uur
 c van 13.00 tot 19.00 uur
 d na 19.00 uur

5 Op zaterdag ...

- a heeft Rosie 's ochtends en 's middags een wedstrijd.
 b slaapt Rosie 's ochtends en heeft ze 's middags een wedstrijd.
 c is Rosie een dagje vrij.
 d heeft Rosie 's ochtends tennistraining en 's middags een wedstrijd.

6 Rosie gaat doordeweeks niet uit, want ...

- a ze heeft te veel huiswerk.
 b ze heeft 's avonds tennistraining.
 c dat mag niet van haar ouders.
 d ze is te moe om uit te gaan.

Here the recording stops for a while, so you can read questions 7 to 9.

7 Rosie vindt het niet erg dat ze geen tijd heeft voor een vriendje, want ...

- a ze denkt dat ze in de toekomst veel geld gaat verdienen.
 b ze is toch niet geïnteresseerd in jongens.
 c ze denkt dat ze toch te jong is voor een vriendje.

- d ze houdt van tennis en wordt er steeds beter in.
- 8 Rosie wil Spaans leren, want ...
- a ze houdt van de Spaanse taal.
- b ze wil minstens een jaar in Spanje blijven.
- c ze wil naar Spanje emigreren.
- d ze wil in Spanje professioneel tennisspeelster worden.
- 9 Rosie kan niet wachten om naar Spanje te gaan, want ...
- a ze vindt het opwindend.
- b ze gaat daar veel geld verdienen.
- c het weer is daar veel beter.
- d ze vindt haar familie niet zo leuk.

B Pub grub

Read the questions first. Then listen to the recording and tick the box in front of the right answer. After a few questions, the recording is going to stop, so you can read the next few questions.

- 10 The keuken van de pub is ... open.
- a de hele dag
- b vanaf 12 uur
- c vanaf 18 uur
- d tot middernacht
- 11 Jonny mag eerst geen cola bestellen, omdat ...
- a er te veel cafeïne in zit.
- b ze geen cola hebben.
- c er te veel suiker in zit.
- d ze alleen cola light hebben.
- 12 De vader wil een ...
- a fruitsapje.
- b droge witte wijn.
- c half glas bier.
- d cola met een schijfje citroen.

Here the recording stops for a while, so you can read questions 13 to 15.

- 13 De moeder wil ...
- a een salade.
- b een hamburger.
- c frietjes met vis.
- d niets te eten.
- 14 De vader kan niet naar huis rijden, want ...
- a de auto heeft geen benzine meer.
- b hij heeft geen rijbewijs.
- c de moeder wil rijden.
- d hij heeft te veel alcohol gedronken.
- 15 De moeder zegt dat Jonny geen auto mag rijden omdat ...
- a hij niet oud genoeg is.
- b hij nog geen kaas eet.
- c hij te veel gedronken heeft.
- d ze geen tweede auto hebben.

Listening test 3 (c), units 6 and 7

Name _____

Group _____ Date _____ Mark _____

A Tomorrow's tennis star

Read the questions first. Then listen to the recording and tick the box in front of the right answer. After a few questions, the recording is going to stop, so you can read the next few questions.

- 1 Rosie Makin is een ...
- a beroemde tennisspeelster.
 - b beroemde rugbyspeelster.
 - c veelbelovende tennisspeelster.
 - d veelbelovende rugbyspeelster.
- 2 Rosie is ... geboren.
- a op 28 oktober 1990 in Cardiff
 - b op 28 oktober 1990 in Norwich
 - c 45 minuten na haar tweelingbroer
 - d 45 minuten voor haar tweelingzus
- 3 Rosie heeft een zus die ... is.
- a geen toptennisspeelster
 - b ook een veelbelovende tennisspeelster
 - c professioneel tennisspeelster
 - d professioneel rugbyspeelster

Here the recording stops for a while, so you can read questions 4 to 6.

- 4 Rosie doet haar schoolwerk ...
- a van 7.00 tot 12.00 uur.
 - b van 12.00 tot 13.00 uur.
 - c van 13.00 tot 19.00 uur.
 - d 's avonds na 19.00 uur.
- 5 Op zondag ...
- a heeft Rosie 's ochtends tennistraining en 's middags een wedstrijd.
 - b staat Rosie laat op en gaat ze 's middags naar haar vrienden.
 - c heeft Rosie 's ochtends tennistraining en doet ze 's middags haar huiswerk.
 - d slaapt Rosie de hele dag.
- 6 Rosie ...
- a en haar zus hebben allebei een vriendje.
 - b heeft geen vriendje, maar haar zus wel.
 - c en haar zus hebben allebei geen vriendje.
 - d heeft een vriendje, maar haar zus niet.

Here the recording stops for a while, so you can read questions 7 to 9.

- 7 Het feit ... geeft Rosie een geweldig gevoel.
- a dat ze straks veel geld gaat verdienen
 - b dat haar ouders trots op haar zijn
 - c dat ze beter wordt en vaker wint
 - d dat ze goed Spaans spreekt

- 8 Rosie wil naar Barcelona verhuizen, want ...
- a ze houdt van Spanje.
 - b ze kan daar met de senioren meespelen.
 - c tennis is in Spanje populairder dan in Engeland.
 - d ze wil daar Spaans leren spreken.
- 9 Rosie ...
- a is bang dat ze haar familie zal missen wanneer ze in Spanje is.
 - b is bang dat ze haar vrienden zal missen wanneer ze in Spanje is.
 - c is bang dat ze Engeland zal missen wanneer ze in Spanje is.
 - d kan niet wachten om naar Barcelona te verhuizen.

B Pub grub

Read the questions first. Then listen to the recording and tick the box in front of the right answer. After a few questions, the recording is going to stop, so you can read the next few questions.

- 10 De 'pub' serveert ...
- a de hele dag warme maaltijden.
 - b vanaf 12 uur warme lunches.
 - c geen lunches, alleen diners.
 - d alleen snacks van de bar.
- 11 Jonny wil een ...
- a fruitsapje.
 - b droge witte wijn.
 - c glas bier.
 - d glas cola.
- 12 De moeder wil dat Jonny iets anders bestelt, want ...
- a hij is te jong om alcohol te drinken.
 - b er zit te veel suiker in.
 - c het is te duur.
 - d ze hebben niet wat hij wil.

Here the recording stops for a while, so you can read questions 13 to 15.

- 13 De echte reden dat het bier 'Black Sheep' wordt genoemd ...
- a is dat de schapen ermee werden schoongemaakt.
 - b is dat het donker bier is.
 - c is dat de schapenherders het dronken.
 - d wordt niet uitgelegd.
- 14 Vader wil graag ...
- a nog een glas 'Black Sheep'.
 - b een salade.
 - c frietjes met vis.
 - d hamburger met kaas en bacon.
- 15 Jonny denkt dat zijn vader ... wanneer die zegt dat Jonny pas rijles mag als hij kaas leert eten.
- a dronken is
 - b hem plaagt
 - c het serieus meent
 - d liegt

Key Listening test 3(a), units 6 and 7*A. Tomorrow's tennisstar*

1. A
2. C
3. D
4. A
5. D
6. C
7. C
8. A
9. D

B. Pub grub

10. D
11. B
12. A
13. C
14. A
15. B

Key Listening test 3 (b), units 6 and 7*A. Tomorrow's tennisstar*

1. C
2. B
3. A
4. B
5. D
6. D
7. D
8. B
9. A

B. Pub grub

10. B
11. C
12. C
13. C
14. D
15. A

Key Listening test 3 (c), units 6 and 7*A. Tomorrow's tennisstar*

1. C
2. B
3. A
4. C
5. D
6. B
7. C
8. B
9. D

B. Pub grub

10. B
11. D
12. B
13. D
14. A
15. C

Appendix 4

Dutch pre-listening class (control group)

#	Gender	Earlier Listening Exam Score 1	Earlier Listening Exam Score 2	Listening Proficiency Score*	Pre-listening Language	Listening Test Score**
1	Female	8.0	7.0	7.5	Dutch	10.0
2	Male	8.0	6.0	7.0	Dutch	8.0
3	Female	8.0	5.0	6.5	Dutch	8.0
4	Female	10.0	9.0	9.5	Dutch	8.0
5	Female	9.0	9.0	9.0	Dutch	8.0
6	Male	9.0	7.0	8.0	Dutch	7.0
7	Male	9.0	7.0	8.0	Dutch	9.0
8	Female	8.0	9.0	8.5	Dutch	9.0
9	Female	9.0	8.0	8.5	Dutch	8.0
10	Male	9.0	8.0	8.5	Dutch	10.0
11	Female	8.0	3.0	5.5	Dutch	7.0
12	Female	9.0	8.0	8.5	Dutch	10.0
13	Male	8.0	9.0	8.5	Dutch	9.0
14	Male	7.0	4.0	5.5	Dutch	3.0
15	Male	9.0	8.0	8.5	Dutch	10.0
16	Male	8.0	7.0	7.5	Dutch	9.0
17	Female	7.0	3.0	5.0	Dutch	5.0
18	Male	7.0	6.0	6.5	Dutch	5.0
19	Female	8.0	7.0	7.5	Dutch	7.0
20	Male	7.0	9.0	8.0	Dutch	10.0
21	Female	8.0	8.0	8.0	Dutch	7.0
22	Female	9.0	6.0	7.5	Dutch	10.0
23	Female	5.0	6.0	5.5	Dutch	8.0
24	Female	9.0	9.0	9.0	Dutch	10.0
25	Male	8.0	10.0	9.0	Dutch	7.0
26	Female	9.0	9.0	9.0	Dutch	9.0
27	Male	10.0	7.0	8.5	Dutch	9.0
28	Female	8.0	7.0	7.5	Dutch	9.0
Average score		8.250	7.180	7.714		8.179
Standard deviation		1.04	1.83	1.22	Dutch	1.42

*The Listening Proficiency Score is the average of Listening Exam Score 1 and Listening Exam Score 2.

**This score is the corrected score. For the original score, add 5 to the corrected score.

English pre-listening class (experimental group)

#	Gender	Earlier Listening Exam Score 1	Earlier Listening Exam Score 2	Listening Proficiency Score**	Pre-listening Language	Listening Test Score***
29	Female	8.0	8.0	8.0	English	6.0
30	Male	10.0	5.0	7.5	English	10.0
31	Female	9.0	6.0	7.5	English	10.0
32*	Male	N/A	(6.0)	N/A	English	N/A
33	Male	7.0	7.0	7.0	English	9.0
34	Female	9.0	7.0	8.0	English	9.0
35	Male	7.0	8.0	7.5	English	9.0
36*	Male	N/A	(7.0)	N/A	English	N/A
37	Female	6.0	4.0	5.0	English	3.0
38	Female	7.0	9.0	8.0	English	9.0
39	Male	9.0	9.0	9.0	English	6.0
40	Male	4.0	2.0	3.0	English	5.0
41	Female	8.0	6.0	7.0	English	6.0
42	Female	7.0	4.0	5.5	English	7.0
43	Female	7.0	7.0	7.0	English	6.0
44	Male	8.0	4.0	6.0	English	6.0
45	Male	8.0	5.0	6.5	English	5.0
46	Male	10.0	7.0	8.5	English	8.0
47	Female	8.0	5.0	6.5	English	7.0
48	Female	9.0	5.0	7.0	English	5.0
49	Female	9.0	7.0	8.0	English	7.0
50	Male	7.0	9.0	8.0	English	7.0
51	Female	8.0	7.0	7.5	English	9.0
52	Female	7.0	6.0	6.5	English	6.0
53	Female	9.0	8.0	8.5	English	9.0
54	Male	8.0	7.0	7.5	English	7.0
Average score		7.880	6.330	7.104	English	7.125
Standard deviation		1.33	1.81	1.29		1.83

* Subjects 32 and 36 were excluded from the data analysis as they had not participated in Listening Exam 1.

**The Listening Proficiency Score is the average of Listening Exam Score 1 and Listening Exam Score 2.

***This score is the corrected score. For the original score, add 5 to the corrected score.