**Stimulated Recall Session (Time 1) - Group (AD 710) – Experiment**

Listening (A2 Progress test 1) (Units 1-3)

1. Giving instructions (Participant was given two minutes to read the questions and options before the track was played \*twice\*)
2. The audio script:

Progress test 1.

Exercises one and two.

So, for my presentation today, I'm going to talk about multicultural families. People travel a lot more these days, so more and more people get married to someone from another country. Often, couples meet because they move to different countries to work. They usually speak different languages but communicate in a common language. For example, Annika, from Denmark, is married to Pierre, from France. And at home they speak to each other in German as their common language. In these multicultural families, the children often learn two or three languages from their mother and father. Annika and Pierre’s children speak Danish, French and German, but the family also sometimes use English and the children use it at school. In fact, the children prefer speaking English because they say it is easy.

Nowadays, millions of people speak international languages such as Arabic and Spanish, but English has the most speakers in the most countries around the world. It is a very important language for work, study and travel. There were about 350 million native speakers and about 850 million people speak it as a second language.

Multicultural families use it for a number of reasons. Some families use English because it is easier for the children to learn just one main language. Also, children around the world hear lots of English in their daily lives. English is the language of films, pop, music, and many sports like football. Children are often interested in these things and speaking English makes it possible for them to understand them more easily. In multicultural families, children are often able to use English because their parents use it as a second language. Some people say that people use English too much, but it is difficult to tell people what language they should speak. Multicultural families are an interesting example of this in real life.

**1 ▷ Listen to the presentation. Circle the correct answer (a, b or c) to complete the sentences.**

1 Married couples from different countries often meet because of their \_\_\_\_\_\_\_\_.

**a** families

**b** jobs

**c**  holidays

2 Annika and Pierre talk to each other in \_\_\_\_\_\_\_\_ at home.

**a** Danish

**b** French

**c**  German

3 Annika and Pierre’s children like to speak \_\_\_\_\_\_\_\_ the most.

**a** English

**b** German

**c**  French

4 Many people speak international languages like \_\_\_\_\_\_\_\_.

**a** German

**b** Danish

**c**  Arabic

5 In multicultural families, children often learn English because their parents \_\_\_\_\_\_\_\_.

**a** speak it as a second language

**b** live in foreign countries

**c**  watch sports like football on TV

**Answer Key**

1 b 2 c 3 a 4 c 5 a

**2 ▷ Listen to the presentation again. Are the sentences true (T) or false (F)?**

1 Fewer people get married to someone from another country these days. \_\_\_\_\_\_

2 Annika and Pierre’s children speak English at school. \_\_\_\_\_\_

3 350 million people speak English as second language. \_\_\_\_\_\_

4 People around the world hear English a lot. \_\_\_\_\_\_

5 It isn’t easy to tell people what language they should speak. \_\_\_\_\_\_

**Answer Key**

1 F 2 T 3 F 4 T 5 T

The software used to conduct the stimulated recall interview is Cisco Webex Meetings. The researcher shared the MCQ and (T & F) questions by sharing the content online. The student read the questions then listened to the track twice. Finally, the student was asked to type her answers in the chatting box.

All interviews were conducted in English.

**Student #1 Mayar**

**Q1. What did you understand when you listen to this conversation? What was the main idea of this topic? You can either speak into the mic or type down your answers in the chatting box. Did you get the main idea? Or you focused more on the details?**

Mayar: I ignored the main idea to be honest

**R: Okay. Okay Mayar. Why did you ignore the main idea? Any reason?**

Mayar: When I focus on the main idea, I will also focus on the details, but this time I was confused a little bit

**R: What causes this confusion? Yeah, this leads us to my second question. Was the different types of questions? (one is MCQs and the other is T&F)**

Mayar: Yes

**R: Q2. What ways did you use to understand the conversation?**

Mayar: I tired to give my own answers even before listening, then double-check them later

**R: Did this prediction helped you or confused you more?**

Mayar: It helped me.

**R: Q3. How did you deal with listening difficulties?**

Mayar: I tried to guess the meaning

**Student #2 Dania**

**Q1. What did you understand when you listen to this conversation?**

Dania: I didn’t think about the main idea because I read the questions before, so I know what I should focus on

**R: Excellent. Okay Dania.**

**R: Q2. What ways did you use to understand the conversation?**

Dania: I understand it directly. I love to do that, but I was looking at the questions … Notes also are really helpful. I know that, but I don’t do it.

**R: Q3. How did you deal with listening difficulties?**

Dania: difficulty depends on the listening … The questions were not in order and sometimes I really need to write notes

**Student #3 Asrar**

**Q1. What did you understand when you listen to this conversation?**

Asrar: I focused on the topic

**R: Okay Asrar. Thank you**

**R: Q2. What ways did you use to understand the conversation?**

Asrar: After I listened and read the question, I immediately answered. And the answer was correct in the second listen \*verification stage helped her get the answers correctly, means EFL need to listen more than once to get the correct answer / opposite to natural listening (why twice?)\*

**R: Q3. How did you deal with listening difficulties?**

Asrar: I try to listen carefully

**Semi-structured Interview (Time 1 – Group AD 710) – Experiment**

**Student #4 Mayar**

**R: Q1. Which area of language learning (listening, reading, speaking, and writing) would you consider as your weakness? The one you consider difficult to learn.**

Mayar: I don’t know

**R: Q2. Which area of language learning (listening, reading, speaking, and writing) would you consider as your strength?**

Mayar: reading and listening

**R: Q3. How do you explain the reasons behind your success in listening?**

Mayar: the movies and reading the lyrics of the songs

**R: Q4. Do you set goals and plan before you listen before starting this English course?**

Mayar: I prefer to read the questions first and guess the answers

**R: Q5. Before we started this course, and before I explained to you the different listening strategies and their roles is developing the listening skill. How much were you aware of the role of strategies in listening?**

Mayar: Both

**R: Q7. What do you do if someone says something in English and you have difficulty understanding what s/he is saying?**

Mayar: I will ask the person to make it more clear

**R: Q8. How do you deal with nervousness, anxiety or negative feelings that you may experience during your L2 listening process?**

Mayar: I will try to ignore the missing part and focus on the rest. Then, I go back to the missed questions and try to guess the meaning from the audio text

**Student #2 Dania**

**R: Q1. Which area of language learning (listening, reading, speaking, and writing) would you consider as your weakness? The one you consider difficult to learn.**

Dania: I would love to write to express my feelings

**R: Q2. Which area of language learning (listening, reading, speaking, and writing) would you consider as your strength?**

Dania: I think speaking mostly, also reading and listening, even the writing

**R: Q3. How do you explain the reasons behind your success in listening?**

Dania: Yes, speaking sometimes I can’t find the way that I want to say the thing that I want

**R: Good. What else?**

Dania: songs and watching movies without translation and subtitles

**R: Q4. Do you set goals and plan before you listen before starting this English course?**

Dania: reading questions that’s really important for me and knowing the title

**R: Okay Dania. Thank you**

**R: Q5. Before we started this course, and before I explained to you the different listening strategies and their roles is developing the listening skill. How much were you aware of the role of strategies in listening?**

Dania: Yes, but not that much. I know all these help with the listening

**R: Q6. Do you think deploying listening strategies would enhance your self-confidence and motivation to listen in L2?**

Dania: Yes. Of course, it does

**R: Q7. What do you do if someone says something in English and you have difficulty understanding what s/he is saying?**

Dania: I tell him ‘Speak slowly please’ and I would tell him your accent is different, talk to me with normal accent

**R: Q8. How do you deal with nervousness, anxiety or negative feelings that you may experience during your L2 listening process?**

Dania: ignore it and try to focus ... try to refocus

**Student #3 Asrar**

**R: Q1. Which area of language learning (listening, reading, speaking, and writing) would you consider as your weakness? The one you consider difficult to learn.**

Asrar: Writing

**R: Q2. Which area of language learning (listening, reading, speaking, and writing) would you consider as your strength?**

Asrar: reading and listening

**R: Q3. How do you explain the reasons behind your success in listening?**

Asrar: from the TV series and I also watch many natives also Tiktok and snap chat

**R: Q4. Do you set goals and plan before you listen before starting this English course?**

Asrar: I read the questions and I highlight the topic

**R: Q5. Before we started this course, and before I explained to you the different listening strategies and their roles is developing the listening skill. How much were you aware of the role of strategies in listening?**

Asrar: No

**R: Q6. Do you think employing listening strategies would enhance your self-confidence and motivation to listen in L2?**

Asrar: It depends on the person

**R: Q7. What do you do if someone says something in English and you have difficulty understanding what s/he is saying?**

Asrar: I will say I didn’t understand

**R: Q8. How do you deal with nervousness, anxiety or negative feelings that you may experience during your L2 listening process?**

Asrar: I don’t get these feelings

**Stimulated Recall Session (Time 1) - Group (SC 606) – Experiment**

**Student #1 Thuraya**

**Q1. What did you understand when you listened to this conversation?**

Thuraya: Ahhh, shall I say?

**R: Yes**

Thuraya: About light … and ah color.

**Q2. What ways did you use to understand the conversation?**

Thuraya: I focused on the options from the questions. I read them more than once because sometimes he mentions one of the options but it’s not the correct answer.

**R: Right. Sometimes the options can be mentioned in the text, but this is done to distract you and check your comprehension because only one answer is the correct answer.**

Thuraya: I prefer the direct questions like question number 2, but question number 1 was indirect.

**Student #2 Ahdab**

**Q1. What did you understand when you listened to this conversation?**

Ahdab: We need the light. That’s why we have to go outdoors.

**Q2. What ways did you use to understand the conversation?**

Ahdab: The words were easy to understand. That’s why I understood the idea of the text. So, I used spontaneous (mental) translation and when I hear the answer he says, I just write it down as a note while listening. I thought the questions will not be in order. But they were in order.

**R: By the way, in the mid and final exams all the listening questions will come in order. We can do that in reading comprehension because you have the text right in front of you; however, this cannot be done with the listening because of its ephemeral nature.**

**R: Okay. Did you write down any notes while listening to the text? Or you didn’t have to write any notes?**

Ahdab: I was planning to write down notes, but the topic was comprehensible, the text was easy to follow, and the words were easy for me too, so I didn’t take notes.

**Student #3 Wafaa**

**Q1. What did you understand when you listened to this conversation?**

Wafaa: I was saying that the effect colour has on us as human beings. For example, on our mood, our health, and on these things that may affect us.

**R: Excellent. Okay.**

**Q2. What ways did you use to understand the conversation?**

**R: While listening, did you apply any specific methods to help you listen. For example, taking notes, translating a word, highlighting important words in the questions and options before you listen or any other strategies that you may have applied before and while listening?**

Wafaa: For me, I tried to gather the words I know and link them together to build meaning and help me comprehend the audio text better. For example, I know the meaning of the word ‘effect’ so I recognized that the speaker was talking about the influence of something on someone (she gave me the translation of effect in Arabic ‘Ta’atheer’).

**R: right. So, you linked the word from the text with your background knowledge (previous meaning you had of the word ‘effect’).**

Wafaa: I write down the difficult words while listening although with wrong spellings.

**R: How? Can you elaborate on this?**

Wafaa: For example, the word ‘effect’. Although I don’t know its spelling, but I know its meaning. So, I tried to write it down to help me remember the meaning of the word and thus the meaning of the whole sentence. So, this particular word will help me get the meaning from the text.

**R: good. Very well Wafaa. Good strategy because we, sometimes, listen to a word but we don’t know its spelling or whether it has more than one meaning. Therefore, when we listen to this word in a specific context, we get its other meaning. Therefore, we must listen to the whole text in order to understand the exact meaning of the word.**

**R: Was it easy for you to get the answers correctly? Did you face any difficulties trying to answer the questions? Were the questions direct or indirect for you?**

Wafaa: There were too much information. The speaker even says all the three options in the questions, but you have to be really focused to get the right answer. For example, like in the question when he asked about the amount of natural light, he mentioned all the options (100,000, 3,000-5,000 and 500 to 1,000 lux), however, he asked for only one right answer.

**R: I will show you the questions once again so you can refer to any particular questions while recalling your answers.**

**R: What was difficult for you while listening and trying to figure the right answer to each question?**

Wafaa: the accent was clear. The thing is when he mentions all the options,, it’s kinda tricky because you have to be really focused otherwise you’ll end up choosing the wrong answer.

**R: Alright. Would you like to add anything else? Any other comments would you like to share? Any general comments regarding the listening process?**

Wafaa: It’s good to have a variety with questions (direct and indirect) because by time, this will provide us with good practice to listen in L2 and it prepares us to listen to long texts unlike when listening to only easy and direct text.

**Semi-structured Interview (Time 1 – Group SC 606) – Experiment**

**Student #1 Thuraya**

**R: Q1. Which area of language learning (listening, reading, speaking, and writing) would you consider as your weakness? The one you consider difficult to learn.**

Thuraya: For me, it’s the writing because I write some paragraphs wrongly and I need more editing every time I write.

**R: Q2. Which area of language learning (listening, reading, speaking, and writing) would you consider as your strength?**

Thuraya: Speaking

**R: Q3. How do you explain the reasons behind your success in listening?**

Thuraya: From watching English movies and TV series.

**R: When you watch movies or series, do you usually turn on the subtitles while watching? Do you watch with English or Arabic subtitles?**

Thuraya: Yes, I watch them with Arabic subtitle, but when the Arabic subtitle is not provided, I am forced to watch them without subtitles. It is easier for me to watch and listen than to listen only because I can understand the events from watching, which makes listening easier for me.

**R: Q5. Do you set goals and plan before you listen before starting this English course?**

Thuraya: The first listen, I try to listen without reading the questions. The second listen, I try to ready first, then listen again.

**R: Q6. How do you deal with nervousness, anxiety or negative feelings that you may experience during your L2 listening process?**

Thuraya: I try my best.

**Student #2 Ahdab**

**R: Q1. Which area of language learning (listening, reading, speaking, and writing) would you consider as your weakness? The one you consider difficult to learn.**

Ahdab: speaking because my accent is not that good.

**R: speaking, okay.**

Ahdab: Especially if I wasn’t well-prepared to speak (if I didn’t memorize well), but if I was reading a text aloud, it’s better.

**R: Okay, Ahdab. Thank you so much.**

**R: Q2. Which area of language learning (listening, reading, speaking, and writing) would you consider as your strength?**

Ahdab: Listening

**R: Q3. How do you explain the reasons behind your success in listening?**

Ahdab: movies and TV series. Most of the time, I pay attention to different accents (American and British), and when I like a word, I try to imitate and pronounce that word, so it gets stuck in my head.

**R: So, you’re applying the repetition strategy.**

Ahdab: Yes.

**R: Q4. Have you ever travelled abroad and was exposed to English language and had to use English language with native speakers by having face to face interaction?**

Ahdab: Yes. But when I was little. The interaction was very limited, and I only used few and simple words.

**R: Q5. Do you set goals and plan before you listen before starting this English course?**

Ahdab: I read the questions first to help me recognize key words while listening.

**R: Good Ahdab, this strategy is called advance organization. You can also apply this with reading to make it easier for you to narrow down your concentration while reading.**

**R: Q7. Do you think you employ listening strategies effectively during listening activities?**

Ahdab: Yes. They were very effective

**R: Q8. Do you think employing listening strategies would enhance your self-confidence and motivation to listen in L2?**

Ahdab: Yes. It will enhance my confidence.

**R: Q8. How do you deal with nervousness, anxiety or negative feelings that you may experience during your L2 listening process?**

Ahdab: I try to catch up with the remaining parts of the listening and redirect my attention.

**Student #3 Wafaa**

**R: Q1. Which area of language learning (listening, reading, speaking, and writing) would you consider as your weakness? The one you consider difficult to learn.**

Wafaa: for me, listening because it depends on the accent. If it was an American accent, it would be hard to understand because of the way they pronounce letters. Also, some words are shortened in American accent. The British accent is clearer. The pronunciation of letters and numbers is clearer in British accent than American accent.

**R: Q2. Which area of language learning (listening, reading, speaking, and writing) would you consider as your strength?**

Wafaa: Maybe writing and speaking

**R: Q3. How do you explain the reasons behind your success in listening?**

Wafaa: listening to songs

**R: Great, Wafaa. How do you usually listen to songs? Do you listen and read the lyrics? Can explain your experience with listening to songs?**

Wafaa: The first few times I listen to a song, I read the lyrics while listening. Later, I start to pick the words automatically.

**R: Good, very well.**

**R: Q4. Have you ever travelled abroad and was exposed to English language and had to use English language with native speakers by having face to face interaction?**

Wafaa: I didn’t travel, but I met people in Haram. I once met newly converted women to Islam. They were from England. We were sitting next to me. And when they saw my face covered, they sked me about the religion. They asked me how is Islam? Are you annoyed with hijab? Were you born Muslim or converted like us? And questions like these.

**R: Q5. Do you set goals and plan before you listen before starting this English course?**

Wafaa: I read before I listen, and I try to focus on the new words so I can learn their meanings later.

**R: Q7. Do you think you employ listening strategies effectively during listening activities?**

Wafaa: Yes. I learned a lot about strategies and their roles in listening

**R: Q8. Do you think employing listening strategies would enhance your self-confidence and motivation to listen in L2?**

Wafaa: It will enhance my self-confidence. For example, when I listen to a song, I pick a word and realize its meaning it is very good for me.

**R: Q8. What do you do if someone says something in English and you have difficulty understanding what s/he is saying?**

Wafaa: If I met someone and had difficulty understanding his or her accent, I would say: ‘can you ... can you repeat your words slowly?’ \*laughs\* this is what I would say. Although I watch American movies, but I prefer the British English because the words and letters are clearer than American accent. We Arabs, our letters are very clear in articulation.

**R: Q9. How do you deal with nervousness, anxiety or negative feelings that you may experience during your L2 listening process?**

Wafaa: I take a deep breath and try to relax, control, and focus again. My sister also tells me: ‘there is no use in crying’ so there is no use in crying.