**Stimulated Recall Session + Semi-Structured Interviews (Time 2)**

**Group (AD 710) – Experiment**

Listening (B1 Plus Unit 12 – test A, Task 1) (Unit tests)

1. Giving instructions
2. The audio script:

Whenever we are presented with choices, we are influenced by the context in which this takes place and the language that is used to present those choices. Marketing companies have of course been aware of this for many years and use it to good effect, but the idea originally doesn't come from business studies, but from psychology. Following on from the work of famous psychologists such as Daniel Kahneman, in the second half of the 20th century, there has been considerable interest in the psychology of customer behavior and the techniques used by companies to persuade consumers to buy more.

Studies have shown that people respond more to emotional appeals than factual information about features and functions. Consumers want to know how a product will improve their life, how it will make them a better person, not just what it does and how it works. Incredibly, you can tell people that product A is better than product B, and you can even explain why product A is better than product B, what features it has, things like that, but if you show them an advertisement for product B that has real emotional appeal, they are much more likely to want product B. Yes, even though they know product A has better features, they'll still choose product B!

It's extraordinary, really, how powerfully our hearts pull us away from what our minds know.

Another technique that companies use is to make consumers think differently about the competition – other companies who are trying to sell the same product or service. Obviously, they aren't allowed to say bad things about the competition – that would not only be illegal, but also completely unethical. But what they can do and what they do is to change the way we think about the competition. So, for example, if the advertisement says ‘Brand X – the choice for smart students’ then the suggestion is that brand Y and brand Z are for students who aren't smart. They haven't said anything bad about Brands Y and Z, but they have made us have a lower opinion of them and a better opinion of Brand X – all without us realizing it, of course.

A third clever technique that companies use is to offer a choice so that people feel they are actually making a choice. One example of this is the so-called ‘decoy effect’.

Some businesses use this marketing technique when they price products. Here's how it works. Imagine a watch company that has two pricing levels. It sells cheaper watches for about £100 pounds and expensive watches for about £400 pounds, and it regularly sells watches from each price band. If it uses the decoy effect, however, they will sell more £400 watches than £100 ones. So how does it work? The company offers three, not two price levels: £100 watches, £400 watches and a third level: £1,000 watches. The £400 watches now seem cheap in comparison with the £1,000 watches, so naturally consumers feel more comfortable about choosing them, as they feel they are saving money. And of course, the company will probably sell a few £1,000 watches, too!

**▷ Listen to a short talk about advertising. Choose the correct answer (a, b or c) to complete the sentences.**

1 The speaker believes language \_\_\_\_\_\_\_\_ influences our decisions when we have to make a choice.

**a** always

**b** usually

**c**  sometimes

2 The persuasive methods used by marketing companies are based on \_\_\_\_\_\_\_\_.

**a** business studies

**b** psychology

**c**  Information Technology studies

3 According to the speaker, consumers \_\_\_\_\_\_\_\_.

**a** are most interested in a product’s features and functions

**b** only want to know how a product will improve their life

**c**  want to know about the features and functions of a product and how it will change

their life

4 The speaker thinks the power of emotions is \_\_\_\_\_\_\_\_.

**a** dangerous

**b** amazing

**c**  funny

5 The speaker thinks it’s \_\_\_\_\_\_\_\_ that companies aren’t allowed to criticize each other’s products and services in advertising.

**a** right

**b** annoying

**c**  surprising

6 The speaker talks about ‘Brands X, Y and Z’ to give an example of how a company might \_\_\_\_\_\_\_\_.

**a** break the law when advertising

**b** make consumers think badly of other companies

**c**  make consumers think their company is very clever

7 When companies use the ‘decoy effect’, they have \_\_\_\_\_\_\_\_.

**a** one pricing level

**b** two pricing levels

**c**  more than two pricing levels

8 The speaker thinks it \_\_\_\_\_\_\_\_ that the ‘decoy effect’ increases sales.

**a** is worrying

**b** is fascinating

**c**  isn’t surprising

**Answer Key**

1 a /c 2 b / b 3 c/c 4 b /b 5 a 6 b /c 7 c/ c 8 c /b

The software used to conduct the stimulated recall interview is Cisco Webex Meetings. The researcher shared the MCQ 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.

Participants’ Answers:

Mayar: 1 c 2 b 3 c 4 a 5 b 6 7 b 8 a

Asrar: 1 c 2 b 3 b 4 a 5 a 6 b 7 c 8 a

Daniyah: 1 c 2 b 3 b 4 5 6 b 7 c 8

**Student #1 Mayar**

**Q1: Let’s talk about this listening. What was difficult about it? Was it the speed? The type of questions? New technical terms?**

Mayar: it’s hard

**Q2: For the listening, I meant to give you a harder level listening, just to see how you handled the listening difficulties while listening. Now, I’m going to do self-evaluation, just to evaluate your listening performance, okay? So, after the listening, answer these questions.**

|  |  |
| --- | --- |
| **Self-evaluation Questions** | **Mayar** |
| I can understand the main points of clear standard speech | Sometimes |
| I can understand enough to follow complex topics while paying attention to details | Sometimes |
| I can understand a speaker from intonation and pauses | I think always |
| I draw mental outlines or images as I listen to capture important points | Always |
| I review mental outlines as I listen, so I don’t forget important points | Always |
| I can recognize connected speech | Always |
| I can take careful notes as I listen | Yes |
| I can guess the meaning of unknown words from the context | Yes |
| I can predict before I listen | Yes |
| I can set listening goals for myself | Always |

**Q3: Generally, do you always self-evaluate your listening performance or usually?**

Mayar: Always

**Q4: First of all, how did you deal with the listening difficulties in this listening? And how did you did you overcome these difficulties?**

Mayar: difficult words. The speaker was speaking fast, and the questions were not in order

**Q5: Did you write notes while listening to this track?**

Mayar: No

**Q6: Okay, now I want to ask you about the hybrid experience, in terms of listening teaching, which one did you prefer more to attend on campus or to study online? And why?**

Mayar: I prefer f2f because when attending online, I get busy with other things, and I don’t concentrate well unlike when I learn f2f

**Q7: Do you prefer the traditional way of learning listening (only listen and answer the questions) or do you prefer implementing strategies like the ones we’ve been learning about throughout the semester?**

Mayar: I prefer strategies

**Q8: Would you prefer using the Hasawi lady video to raise awareness about strategy use and how to deploy listening strategies to understand different accents or would you prefer using a native’s video (i.e., difference between American and Australian accents)? Would you prefer a video from the same culture (Saudi) or authentic materials?**

Mayar: English accents are better

**Q9: Your areas of strength in English?**

Mayar: Listening and reading

**Q10: What about the most difficult skill?**

Mayar: writing

**Q11: Back to today’s listening, how did you deal with nervousness, anxiety or negative feelings that you may experience during your L2 listening process today?**

Mayar: I try to understand the passage and answer the difficult questions

**Q12: did you like that they separated the listening assessment from the overall assessment?**

Mayar: Yes

**Q13: Did you prefer listening while reading the script as we did throughout the semester?**

Mayar: I don’t like it

**Q14: The IELTS listening test shows that you scored the highest among all the groups. What would you believe is the main reason behind your progress and high achievement in listening?**

Mayar: Using strategies

**Student #2 Dania**

**Q1: Let’s talk about this listening. What was difficult about it? Was it the speed? The type of questions? New technical terms?**

Dania: Actually, it was hard to get the answers. I’m not really sure. Number 3 was hard. I’m confused between c and b

**Q2: For the listening, I meant to give you a harder level listening, just to see how you handled the listening difficulties while listening. Now, I’m going to do self-evaluation, just to evaluate your listening performance, okay? So, after the listening, answer these questions.**

|  |  |
| --- | --- |
| **Self-evaluation Questions** | **Dania** |
| I can understand the main points of clear standard speech | Sometimes  I’m talking about today, but usually it’s ‘Usually’  Dania: I think it depends on the difficulty of the text as well |
| I can understand enough to follow complex topics while paying attention to details | Sometimes |
| I can understand a speaker from intonation and pauses | Always |
| I draw mental outlines or images as I listen to capture important points | Always |
| I review mental outlines as I listen, so I don’t forget important points | No, it’s not me |
| I can recognize connected speech | Yes, I do always |
| I can take careful notes as I listen | Sometimes |
| I can guess the meaning of unknown words from the context | Usually |
| I can predict before I listen | Yes, if I have information about it |
| I can set listening goals for myself | Sometimes  But not always |

**Q3: Generally, do you always self-evaluate your listening performance or usually?**

Dania: Usually

**Q4: First of all, how did you deal with the listening difficulties in this listening? And how did you did you overcome these difficulties?**

Dania: It wasn’t very clear. Some words were new and difficult to understand. So, in order to understand one word, the next work comes up while I’m still trying to figure out the meaning of the previous word

**Q5: Did you write notes while listening to this track?**

Dania: No, I just wrote down the answers and for question number 3 only, I wrote notes

**Q6: Okay, now I want to ask you about the hybrid experience, in terms of listening teaching, which one did you prefer more to attend on campus or to study online? And why?**

Dania: f2f is better. I feel f2f has more listening vibes and better group work inside the classroom

**Q7: Do you prefer the traditional way of learning listening (only listen and answer the questions) or do you prefer implementing strategies like the ones we’ve been learning about throughout the semester?**

Dania: I think learning about strategies makes difference

**Q8: Would you prefer using the Hasawi lady video to raise awareness about strategy use and how to deploy listening strategies to understand different accents or would you prefer using a native’s video (i.e., difference between American and Australian accents)? Would you prefer a video from the same culture (Saudi) or authentic materials?**

Dania: I guess to learn better; it has to be native

**Q9: Your areas of strength in English?**

Dania: speaking and reading

**Q10: What about the most difficult skill?**

Dania: writing because it is a process

**Q11: Back to today’s listening, how did you deal with nervousness, anxiety or negative feelings that you may experience during your L2 listening process today?**

Dania: At the beginning I was lost, but then I calmed myself down and decided to move on and carry out the task

**Q12: Is there anything else you would like to add concerning listening and listening instruction? Any comments or feedback?**

Dania: it depends on the passage, if it was a difficult one, like the one we just heard, the listening should be three times

**Q13:** **The IELTS listening test shows that you scored the highest among all the groups. What would you believe is the main reason behind your progress and high achievement in listening?**

Dania: the listening strategies

**Student #3 Asrar**

**Q1: Let’s talk about this listening. What was difficult about it? Was it the speed? The type of questions? New technical terms?**

Asrar: it was fast and difficult

**Q2: For the listening, I meant to give you a harder level listening, just to see how you handled the listening difficulties while listening. Now, I’m going to do self-evaluation, just to evaluate your listening performance, okay? So, after the listening, answer these questions.**

|  |  |
| --- | --- |
| **Self-evaluation Questions** | **Asrar** |
| I can understand the main points of clear standard speech | Usually |
| I can understand enough to follow complex topics while paying attention to details | Sometimes |
| I can understand a speaker from intonation and pauses | Usually |
| I draw mental outlines or images as I listen to capture important points | Always |
| I review mental outlines as I listen, so I don’t forget important points | Always |
| I can recognize connected speech | Usually |
| I can take careful notes as I listen | Usually |
| I can guess the meaning of unknown words from the context | Sometimes |
| I can predict before I listen | Sometimes |
| I can set listening goals for myself | Usually |

**Q3: Generally, do you always self-evaluate your listening performance or usually?**

Asrar: Usually

**Q4: First of all, how did you deal with the listening difficulties in this listening? And how did you did you overcome these difficulties?**

Asrar: She was speaking fast, and the questions were not very clear

**R: You mean indirect questions?**

Asrar: Yes

**Q5: Did you write notes while listening to this track?**

Asrar: Yes

**Q6:** **Okay, now I want to ask you about the hybrid experience, in terms of listening teaching, which one did you prefer more to attend on campus or to study online? And why?**

Asrar: on campus is better because I can focus better

**Q7: Do you prefer the traditional way of learning listening (only listen and answer the questions) or do you prefer implementing strategies like the ones we’ve been learning about throughout the semester?**

Asrar: strategies

**Q8: Would you prefer using the Hasawi lady video to raise awareness about strategy use and how to deploy listening strategies to understand different accents or would you prefer using a native’s video (i.e., difference between American and Australian accents)? Would you prefer a video from the same culture (Saudi) or authentic materials?**

Asrar: English

**Q9: Your areas of strength in English?**

Asrar: reading and learning

**Q10: Back to today’s listening, how did you deal with nervousness, anxiety or negative feelings that you may experience during your L2 listening process today?**

Asrar: I moved on to the next part

**Q11: Is there anything else you would like to add concerning listening and listening instruction? Any comments or feedback?**

Asrar: listening to the passage only twice in the exams is not enough to get the right answers

**Q12: did you like that they separated the listening assessment from the overall assessment?**

Asrar: Yes

**Q13: Did you prefer listening while reading the script as we did throughout the semester?**

Asrar: I also don’t like it

**Q13: The IELTS listening test shows that you scored the highest among all the groups. What would you believe is the main reason behind your progress and high achievement in listening?**

Asrar: maybe strategies

**Stimulated Recall Session + Semi-Structured Interviews**

**(Time 2) - Group (SC 606) – Experiment**

Listening (B1 Plus Unit 12 – test A, Task 1) (Unit tests)

1. Giving instructions
2. The audio script:

Whenever we are presented with choices, we are influenced by the context in which this takes place and the language that is used to present those choices. Marketing companies have of course been aware of this for many years and use it to good effect, but the idea originally doesn't come from business studies, but from psychology. Following on from the work of famous psychologists such as Daniel Kahneman, in the second half of the 20th century, there has been considerable interest in the psychology of customer behavior and the techniques used by companies to persuade consumers to buy more.

Studies have shown that people respond more to emotional appeals than factual information about features and functions. Consumers want to know how a product will improve their life, how it will make them a better person, not just what it does and how it works. Incredibly, you can tell people that product A is better than product B, and you can even explain why product A is better than product B, what features it has, things like that, but if you show them an advertisement for product B that has real emotional appeal, they are much more likely to want product B. Yes, even though they know product A has better features, they'll still choose product B!

It's extraordinary, really, how powerfully our hearts pull us away from what our minds know.

Another technique that companies use is to make consumers think differently about the competition – other companies who are trying to sell the same product or service. Obviously, they aren't allowed to say bad things about the competition – that would not only be illegal, but also completely unethical. But what they can do and what they do is to change the way we think about the competition. So, for example, if the advertisement says ‘Brand X – the choice for smart students’ then the suggestion is that brand Y and brand Z are for students who aren't smart. They haven't said anything bad about Brands Y and Z, but they have made us have a lower opinion of them and a better opinion of Brand X – all without us realizing it, of course.

A third clever technique that companies use is to offer a choice so that people feel they are actually making a choice. One example of this is the so-called ‘decoy effect’.

Some businesses use this marketing technique when they price products. Here's how it works. Imagine a watch company that has two pricing levels. It sells cheaper watches for about £100 pounds and expensive watches for about £400 pounds, and it regularly sells watches from each price band. If it uses the decoy effect, however, they will sell more £400 watches than £100 ones. So how does it work? The company offers three, not two price levels: £100 watches, £400 watches and a third level: £1,000 watches. The £400 watches now seem cheap in comparison with the £1,000 watches, so naturally consumers feel more comfortable about choosing them, as they feel they are saving money. And of course, the company will probably sell a few £1,000 watches, too!

**▷ Listen to a short talk about advertising. Choose the correct answer (a, b or c) to complete the sentences.**

1 The speaker believes language \_\_\_\_\_\_\_\_ influences our decisions when we have to make a choice.

**a** always

**b** usually

**c**  sometimes

2 The persuasive methods used by marketing companies are based on \_\_\_\_\_\_\_\_.

**a** business studies

**b** psychology

**c**  Information Technology studies

3 According to the speaker, consumers \_\_\_\_\_\_\_\_.

**a** are most interested in a product’s features and functions

**b** only want to know how a product will improve their life

**c**  want to know about the features and functions of a product and how it will change

their life

4 The speaker thinks the power of emotions is \_\_\_\_\_\_\_\_.

**a** dangerous

**b** amazing

**c**  funny

5 The speaker thinks it’s \_\_\_\_\_\_\_\_ that companies aren’t allowed to criticize each other’s products and services in advertising.

**a** right

**b** annoying

**c**  surprising

6 The speaker talks about ‘Brands X, Y and Z’ to give an example of how a company might \_\_\_\_\_\_\_\_.

**a** break the law when advertising

**b** make consumers think badly of other companies

**c**  make consumers think their company is very clever

7 When companies use the ‘decoy effect’, they have \_\_\_\_\_\_\_\_.

**a** one pricing level

**b** two pricing levels

**c**  more than two pricing levels

8 The speaker thinks it \_\_\_\_\_\_\_\_ that the ‘decoy effect’ increases sales.

**a** is worrying

**b** is fascinating

**c**  isn’t surprising

**Answer Key**

1 a 2 b 3 c 4 b 5 a 6 b 7 c 8 c

The software used to conduct the stimulated recall interview is Cisco Webex Meetings. The researcher shared the MCQ 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.

Participants’ Answers:

Wafaa: 1 a 2 b 3 a 4 b 5 b 6 c 7 c 8 b

Ahdab: 1 b 2 b 3 c 4 a 5 b 6 c 7 b 8 c

Thuraya: 1 a 2 b 3 a 4 a 5 b 6 b 7 c 8 a

**Student #1 Thuraya**

**Q1: Let’s talk about this listening. What was difficult about it? Was it the speed? The type of questions? New technical terms?**

Thuraya: it was very fast

**Q2: Do you self-evaluate your performance after listening? For example, after an exam?**

Thuraya: No

**Q3: Do you usually self-evaluate your performance with all other skills like reading, writing and speaking?**

Thuraya: with writing, yes, because it is more difficult, and I need to focus on the spelling

**Q4: Okay. Now I want you to complete a listening self-evaluation form based on the listening that you just heard. Did you understand the main point of the listening?**

Thuraya: Yes

**Q5: \*sentence 2\* I can understand enough to follow complex topics while paying attention to details?**

Thuraya: I understand the main idea, but I focus on the main topic

**Q6: Do you think playing the track twice during the mid- and final exams are enough to understand the topic and the details?**

Thuraya: Yes, twice is enough, but if it was difficult like this one \*the listening she just did\*, then it should be more than twice

**Q7: What about ‘I can understand a speaker from intonation and pauses?**

Thuraya: Yes

**Q8: ‘I draw mental outlines or images as I listen to capture important points’**

Thuraya: No, only auditory

**Q9: ‘I can recognize connected speech’**

Thuraya: Yes

**Q10: ‘I can take careful notes as I listen’. Did you write notes while listening?**

Thuraya: It was so fast; I was unable to write anything. Mostly, I don’t, but sometimes, yes

**Q11: ‘I can guess the meaning of unknown words from the context’**

Thuraya: yes

**Q12: ‘I can predict before I listen’**

Thuraya: Yes, especially if we had a background knowledge about the topic

**Q13: ‘I can set listening goals for myself’**

Thuraya: I just listen without setting specific goals

**Q14: Do you set goals for yourself as language learners? For example, to improve your listening or reading skills.**

Thuraya: Yes

**Q15: What about goals for listening?**

Thuraya: listening is easy for me. I don’t set goals for listening

**Q16: Can you describe the experience of the transition from face-to-face to hybrid classes. Especially with learning listening comprehension.**

Thuraya: for learning, I prefer the face-to-face

**Q17: Throughout this semester, you have been introduced to some listening strategies which we tried to implement together in our listening process. Were the strategies effective for you? What about watching the Hasawi lady and my cousin’s video for strategy use demonstration? Were they beneficial for you? Did they help you in any way?**

Thuraya: Yes, they were very useful. I applied some strategies today and they made the listening much easier

**Q18: Do you think that strategy instruction would improve your listening performance?**

Thuraya: Yes, indeed. It helped me a lot and taught me about strategies I did not know before

**Q19: How do you deal with nervousness, anxiety or negative feelings that you may experience during your L2 listening process?**

Thuraya: I try to catch up with the reast of the listening to answer the remaining questions

**Student #2 Ahdab**

**Q1: Let’s talk about this listening. What was difficult about it? Was it the speed? The type of questions? New technical terms?**

Ahdab: the questions were indirect, and the speaker speaks fast

**Q2: Do you self-evaluate your performance after listening? For example, after an exam?**

Ahdab: Yes

**Q3: Do you usually self-evaluate your performance with all other skills like reading, writing and speaking?**

Ahdab: Yes, to help me perform better next time

**Q4: Okay. Now I want you to complete a listening self-evaluation form based on the listening that you just heard. Did you understand the main point of the listening?**

Ahdab: Yes

**Q5: \*sentence 2\* I can understand enough to follow complex topics while paying attention to details?**

Ahdab: I get only the main idea

**Q6: Do you think playing the track twice during the mid- and final exams are enough to understand the topic and the details?**

Ahdab: I think three times is good

**Q7: What about ‘I can understand a speaker from intonation and pauses?**

Ahdab: Yes

**Q8: ‘I draw mental outlines or images as I listen to capture important points’**

Ahdab: Yes

**Q9: ‘I can recognize connected speech’**

Ahdab: Yes

**Q10: ‘I can take careful notes as I listen’. Did you write notes while listening?**

Ahdab: I did not write notes, but usually during exams, I take notes while listening

**Q11: ‘I can guess the meaning of unknown words from the context’**

Ahdab: not always

**Q12: ‘I can predict before I listen’**

Ahdab: Yes, also after reading the questions. I can predict better

**Q13: ‘I can set listening goals for myself’**

Ahdab: my goal is to always get the full mark if it was a test

**Q14: Do you set goals for yourself as language learners? For example, to improve your listening or reading skills.**

Ahdab: Yes. And if I performed badly, I try not to do it again

**Q15: What about goals for listening?**

Ahdab: Yes, I do set goals for listening

**Q16: Can you describe the experience of the transition from face-to-face to hybrid classes. Especially with learning listening comprehension.**

Ahdab: I understand better with face-to-face

**Q17: Do you think that strategy instruction would improve your listening performance?**

Ahdab: Yes. Strategies are important to learn

**Q18: As well as reading the script while listening. Did you like reading the script while listening or you found it unnecessary.**

Ahdab: Yes. I liked reading the scripts, but the long scripts were intimidating

**Q19: How do you deal with nervousness, anxiety or negative feelings that you may experience during your L2 listening process?**

Ahdab: I try to get back on the right track

**Q20: Any comments or ideas would you like to add regarding teaching listening strategies?**

Ahdab: I want to feel excited to come to university and enjoy learning with interesting lessons

**Student #3 Wafaa**

**Q1: Let’s talk about this listening. What was difficult about it? Was it the speed? The type of questions? New technical terms?**

Wafaa: I got the general meaning, but I couldn’t answer the questions correctly ... he said all the answers ... if you don’t pay attention well, you’ll miss the whole thing

**Q2: Do you self-evaluate your performance after listening? For example, after an exam?**

Wafaa: Yes

**Q3: Do you usually self-evaluate your performance with all other skills like reading, writing and speaking?**

Wafaa: not all the skills

**Q4: Okay. Now I want you to complete a listening self-evaluation form based on the listening that you just heard. Did you understand the main point of the listening?**

Wafaa: Yes

**Q5: \*sentence 2\* I can understand enough to follow complex topics while paying attention to details?**

Wafaa: I understand the main topic but not all the details

**Q6: Do you think playing the track twice during the mid- and final exams are enough to understand the topic and the details?**

Wafaa: It should be three times

**Q7: What about ‘I can understand a speaker from intonation and pauses?**

Wafaa: Yes

**Q8: ‘I draw mental outlines or images as I listen to capture important points’**

Wafaa: Yes. For this listening I imagined them inside an office comparing things

**Q9: ‘I can recognize connected speech’**

Wafaa: Yes

**Q10: ‘I can take careful notes as I listen’. Did you write notes while listening?**

Wafaa: I was unable to write down notes, but I also usually take notes

**Q11: ‘I can guess the meaning of unknown words from the context’**

Wafaa: depends, sometimes I can and sometimes I don’t ... if the topic was familiar to me, I can usually guess the meaning of unknown more easily

**Q12: ‘I can predict before I listen’**

Wafaa: Yes, and it makes the listening easier because it makes guessing also easy

**Q13: ‘I can set listening goals for myself’**

Wafaa: sometimes

**Q14: Do you set goals for yourself as language learners? For example, to improve your listening or reading skills.**

Wafaa: Yes

**Q15: What about goals for listening?**

Wafaa: yes, especially when I listen to songs. I try to check how many words did I understand correctly and whether I got the main idea of the song or not ... I love Disney’s songs

**Q16: Can you describe the experience of the transition from face-to-face to hybrid classes. Especially with learning listening comprehension.**

Wafaa: although it was more comfortable for us to attend online, but it is always more beneficial to learn face-to-face. Also, when the group was split into halves, it was more convenient for us because the classroom is not enough for all of us ... when the teacher is in front of you inside the classroom, this forces you to concentrate. At home, there are many distractors

**Q17: Throughout this semester, you have been introduced to some listening strategies which we tried to implement together in our listening process. Were the strategies effective for you? What about watching the Hasawi lady and my cousin’s video for strategy use demonstration? Were they beneficial for you? Did they help you in any way?**

Wafaa: Yes. Although I didn’t apply all the strategies we took. I am already familiar with some to them but learning about listening strategies helped me use the ones I know more effectively

**Q18: Do you think that strategy instruction would improve your listening performance?**

Wafaa: Yes. Strategies can improve our performance because strategy instruction will raise our awareness regarding strategy use and will make you use them unconsciously

**Q19: As well as reading the script while listening. Did you like reading the script while listening or you found it unnecessary.**

Wafaa: Very useful, especially when we hear a word and don’t understand it or confuse it with another word. But when I read the script, the word is more comprehensible and in its correct form because in English some words share the same pronunciation, so reading the script helps to distinguish between them

**Q20: How do you deal with nervousness, anxiety or negative feelings that you may experience during your L2 listening process?**

Wafaa: I try to finish as I can. And if was unable to answer, I try to give logical answers ... same happened with question number 9 today in the listening (referring to the listening passage). The first two options seemed illogical to me.

**Q21: Any comments or ideas would you like to add regarding teaching listening strategies?**

Wafaa: Sometime oral instruction is not enough for students; some would like to also read. I would suggest distributing the strategies to students as hand-outs so they can go back to them when they need. To revise them after you explain it to them