

DESIGN AND DEVELOPMENT OF AN ONLINE VIDEO-BASED ENGLISH LISTENING COMPREHENSION PACKAGE

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Abstract. *This article describes the design and development of an online video-based listening comprehension package. It illustrates a study which attempts to explore the video features and content from a group of year-1 university students of Hong Kong for the design of a listening comprehension package. The results of the study indicate that students value the following video features and content in a listening comprehension package: subtitles, slower speaker speed, vocabulary support, authentic and interesting content. Implications of these findings for the design and development of listening material are then discussed.*

Key words: *Course design, English listening, materials development, video-based instructions*

1. INTRODUCTION

With a widespread use of technology, multimedia applications that comprise video and audio features have become popular in language classrooms. Listening is a key language skill for second language learners as it plays a vital role in the language acquisition process. Some course developers have started integrating multimedia into the design of second language listening courses. Feak and Salehzadeh (2001), and Sueyoshi and Hardison (2005) indicate the importance of leading students to the direction of realism in second language listening by using real-life visuals and audios to enhance content validity.

The growing use of technology, particularly in self-access learning, is allowing course developers to develop new types of learning modes for English learning. In the fall of 2011, a working team on the development of a self-access repository for English learning, spearheaded by a senior English lecturer in Lingnan University (HK), was formed by 5 tertiary institutes in Hong Kong higher education arena. In the working team, inter-university English instructors and lecturers collaborated to develop self-access learning activities for the four skills, grammar and vocabulary. The main features were task-based learning, a variety of synchronous and asynchronous communication tools and self-access learning.

As Dubreil (2003) points out, videos can be used as a channel for connecting learners to the real world. Videos can allow learners to learn about real-life interactions and have authentic language input for natural communications (Shrum & Glissan, 2000). The importance and popularity of videos in helping students to learn, underscores the need for

the exploration of its use in the language learning context. Even though research has been supportive in the use of video-based learning programs, there are very few attempts on the use of videos for training listening skills, especially in an online self-access mode, in the Hong Kong context. During the Academic Years of 2011-12 and 2012-13, the author of this paper, representing her institute, was the task designer of listening skills for the project. Two years of her participation involved the creation of an interactive listening package that included 15 self-learning episodes for university students using online video clips. As most of the other online tasks developers want it all for their students: active learning and self-access learning techniques to develop their listening skills.

In the following sections, the author describes how she collected information on the video content and features for the design of the online listening comprehension package. Finally, the criteria adopted for the design and development of the online listening comprehension package are given.

2. BACKGROUND

As described above, the present study was implemented for the Inter-institutional Collaborative Online Self-Access (ICOSA project), which was for a two-year inter-institutional project for the language centres of five tertiary institutions in Hong Kong to create and share English language self-access learning materials online via an online repository in order to prepare for the new curriculum in 2012 and to more efficiently utilise existing materials. The project was in response to the University Grant Committee of Hong Kong (UGCHK) Report on Language Enhancement Activities, in which language centres had been encouraged to collaborate to “ensure more efficient use of limited resources and expertise”. The self-access repository was to provide an online learning community where university students from the 5 participating universities can access self-learning tasks on listening, reading, writing, reading, grammar and vocabulary through a common platform. The main features were task-based and online access to a variety of synchronous and asynchronous learning tasks. Compared to the traditional face-to-face model, students acquired greater experience in time management and technology use.

In the initial stage, a needs analysis was conducted by all participating institutions of the project and data collected were analysed to inform and prioritise the project’s materials development needs. Based upon the findings of the needs analysis, institutions were granted specific areas of English to develop self-access online materials. Each institution hired or assigned material developers which worked with the Project Coordinator from concept, development, editing to completion. The institution of the author was tasked with the development of online listening comprehension activities. 15 theme-based online self-access listening episodes using online video clips were created.

3. STUDENT INVOLVEMENT IN COURSE MATERIAL SELECTION

To design effective listening comprehension activities, whether they are online or traditional, choosing suitable material should form the central core of the design. As Hutchinson (1987) points out, the vital decision for a language instructor to make in the design process is to choose effective materials (p. 37). However, decisions regarding

material selection are often made by teachers based on their preferences or convenience. As a language instructor, we need to find material that will engage learners in the learning process (Vincent, 1984, p. 40). If this is the case, it will be more effective to encourage learners to involve more actively in the process of material selection, thus enhancing course effectiveness.

According to Tomlinson (2003), involving students in course materials selection process makes learning truly learner-centered. This practice will enhance students' level of acceptance on course activities and tasks. Additionally, by involving them in the selection process, students' interest and preferences can be reflected and the teacher can make lessons more learner-centred by taking into account individual interests and choices. Most importantly, there will be better academic outcomes as students can learn according to their interest.

In a study done by Sheema (2014) on learners' involvement in materials selection for teaching English in a language classroom at Aligarh Muslim University, most of the students were found to be interested in selecting their own materials. This reinforces the argument that material selection should not be solely the task of teachers or course developers, students should have a role to play in the process.

4. WHY CHOSE VIDEOS?

The use of video has long been popular in education, especially in the teaching of second language (L2) listening. There seems to be a "consensus that the use of the visual channel can lead to increased comprehension for L2 listeners" (Wagner, 2010). The benefits of using videos in the L2 classrooms have been extensively documented. Arthur (as cited in Canning-Wilson, 2000), states that the use of videos may help enhance students' linguistic abilities by reducing their fear towards listening skills practices. In line, Hruby (2010) also claims that media such as video may have the potential of enhancing students' motivation and arouse their interest when doing listening practice. In other words, they will be more involved in their learning.

The use of content visuals on L2 listening practices may also boost their aural input which may in turn lead to better performance. Schrum & Glisan (as cited in Thao, 2003) point out that videos may allow listeners to view the context of the situation, such as who the speakers are and where the communication takes place, which can assist listeners in interpreting the listening scripts by using all those non-verbal aspects of communication. Listeners can have a chance to view speakers' gestures, expression, posture, which provides a basis of validity and authenticity of real-life communication; therefore, it would be important that this form of communication be incorporated into listening lessons.

Additionally, Stempleski and Tomalin (1990) state that video can enhance cross-cultural exchanges as listeners can enter into other communication cultures that they may not be familiar with. Their views are echoed by Harmer (2003), who argues that listeners can learn a "range of cultural clues" which can help them to see how the language is used in the real world and the corresponding "paralinguistic behaviors" that follow. He claims that students must be given relaxing and interesting listening tasks, so that they pay their full attention to what they are hearing and seeing.

While extensive research has documented the benefits of the use of videos, it has also been claimed that teachers still have reluctance in using them in listening classrooms.

Firstly, finding suitable videos is time-consuming, which comparatively make it more difficult to administer than using audio material only. The other argument is that inferences provided by videos may be a distracting factor for listeners in the listening process. Moreover, little is known about how learners themselves perceive the use of video. In order to address these issues, this study investigates the perceptions and perspectives of listeners of videos to be used for listening comprehension practices.

5. PURPOSE OF THE STUDY

There currently exist both a solid theory and research base relating to student involvement in material selection and an awareness of the usefulness of using video for listening activities. Despite these research claims and discoveries, however, little is currently found in the existing practices of most tertiary institutes of Hong Kong in the development of listening material. The current study attempts to address the problem by inviting a group of 50 year-1 students to help in selecting video material for use in a listening comprehension project. The purpose of the study was to ensure materials suitability and identify students' needs in the online listening practices of the project. The following research questions are addressed:

1. How do learners evaluate the pool of selected videos (to be used for a listening comprehension package) terms of language and content difficulties, usefulness and interest level?
2. What are the video elements most valued by learners in listening comprehension tasks?
3. What kind of support do they regard as useful in completing listening comprehension tasks using videos?

6. METHODOLOGY

6.1. Design

A questionnaire survey was conducted online through the Google platform during a two week period in November, 2012. Participants were required to watch 20 selected videos, with copyright clearance, with duration of about three to 30 minutes at their leisure (not necessarily all at one time) and then respond to the online questionnaire. The 20 video clips were selected on the basis of length, language difficulties, content and accessibility appropriate to their level. The 20 video clips were taken from Youtube, Teachertube and Ted.com on 5 themes, which were University life, Education, Life in general, Culture and society, and Science development. The video clips ranged in length from 3 minutes to 20 minutes. A full list of the clips (together with links) is provided in Appendix 1.

In order to effectively distinguish the preferences and opinions of the participants on the selection of video clips for the listening comprehension project, a collection of 20 video clips from Youtube, TeacherTube and Ted.com were chosen for their reviews. The 20 video clips were selected based on the researcher's estimation on the language abilities and preferences of the majority Hong Kong year-1 university students on video clips, which served as the foundation and basis of the study.

6.2. Participants

The participants were 48 year-1 students (originally 50, with two withdrawing in the middle of the process) enrolled in the Hong Kong Institute of Education. All of them were studying full-time for first degrees in education or other specialisms. The following is a distribution of their major areas of study:

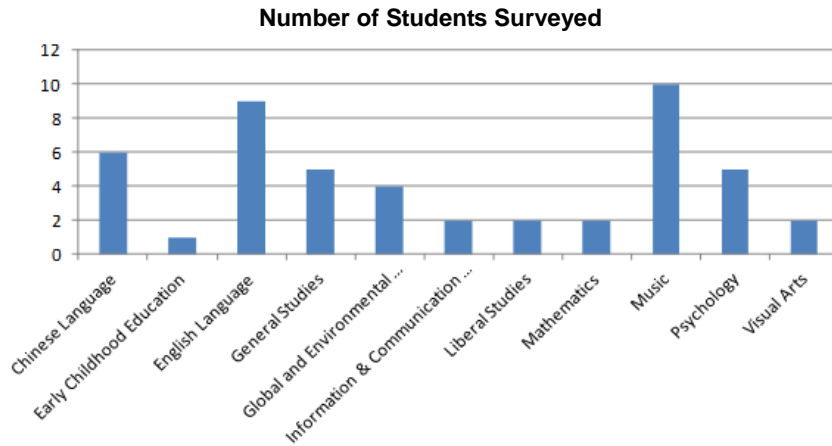


Fig. 1

They were selected randomly to be participants of the study by an invitation email. These year-1 students were invited for the reason that the target students of the listening comprehension project would be year-1 students of local universities.

They represented a mix of females (83.3%) and males (17.7%), an average age range of 18. The students predominantly came from schools with English as medium of instruction (EMI): 34 of the 48 students, or 70.8% came from EMI schools while the rest studied at schools with Chinese as medium of instruction (CMI). Half of them had studied English for 14 to 16 years, 17 or 35.4% had studied the languages for 10 to 13 years. Details are shown in Figure 2.

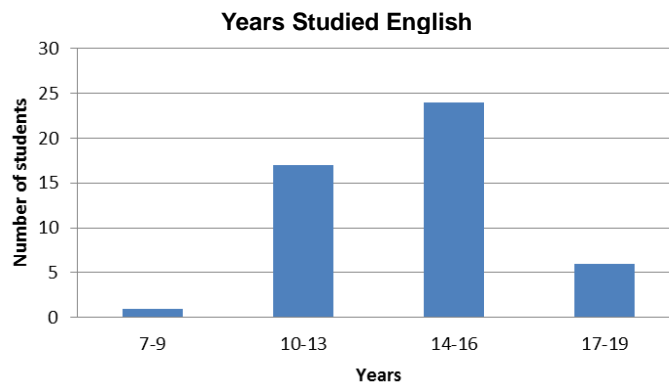


Fig. 2

Their average score in the Diploma of Secondary Education (DSE-a local university entrance examination) was 3.73 (where 5** is the highest and 1 is the lowest) and their average score of listening test in the DSE was 3.67.

6.3. Procedure

All participants were instructed by email that they had to watch the selected 20 videos, with duration of about three to 20 minutes during a two week period in November, 2012 (not necessarily all at one time) and then respond to an online questionnaire posted in Google (the video links and the online questionnaire address were sent to all participants by email). They were also instructed that they had to answer all questions in the questionnaire as they all captured the essence of the study. Following the instructions, participants were required to finish viewing the 20 video clips and complete the questionnaire in 2-week time.

The data of the study were obtained through a questionnaire developed by the researcher. Appendix 2 shows a full set of questionnaire being used in the study. Specifically, there were mainly 3 types of information the researcher attempted to collect from the participants:

1. Demographics (#1-8)
2. Evaluation of the selected videos in terms of language and content difficulties, usefulness and interesting level (#9-10, #12)
3. Video elements valued by learners in listening comprehension tasks(#13-14)
4. Types of support regarded as useful in completing listening comprehension tasks using videos (#11)

7. RESULTS AND DISCUSSION

7.1. Video evaluation

The participants were asked to evaluate each video on its level of difficulty in language and content on a 5-point scale ranging from very easy to very difficult. The scales were then converted to numeric values where the smaller the score, the easier the video was. Scores for both language and content dimensions were aggregated to show a total score and from then each video was assigned one of three levels of difficulty (with L1 being the easiest and L3 the most difficult). Results are shown in Figure 3.

Level of difficulty of 20 selected videos																				
	V1	V2	V3	V4	V5	V6	V7	V8	V9	V10	V11	V12	V13	V14	V15	V16	V17	V18	V19	V20
Language	2.04	2.90	2.73	2.65	2.04	2.81	3.46	2.83	2.69	2.98	3.54	3.27	3.19	2.69	2.96	3.33	2.71	2.96	2.08	2.98
Content	2.21	3.10	2.63	2.02	1.96	2.75	3.25	2.54	2.71	2.81	3.25	3.08	3.48	2.73	2.81	3.52	2.33	3.04	1.79	2.75
Total	4.25	6.00	5.35	4.67	4.00	5.56	6.71	5.38	5.40	5.79	6.79	6.35	6.67	5.42	5.77	6.85	5.04	6.00	3.88	5.73
Final level	1	3	2	1	1	2	3	2	2	2	3	3	3	2	3	3	1	3	1	2

Fig. 3

In addition, the participants were also asked which of the 20 videos they considered most useful and most interesting. The three most useful videos chosen were “Plagiarism”, “How to live (Steve Jobs’ speech)” and “Body language”. Interestingly, they were somehow different from the most interesting ones which appeared to be: “Lego Story”,

“Before I die” and “Ikea advertisement”. Figure 4 illustrates the full evaluation results of the 20 videos.

Based on the analysis, the result of the computation indicated that the videos chosen by the participants as “useful” and “interesting” were mostly related to their daily lives, studies, and life inspiration. This echoes the view of Field (2009), who states that there must be a good linkage between the types of listening activity implemented in class and the listening that a student will be doing in reality (p.31). It is important that the ability that they gain in class can help them to confidently communicate with people outside the classroom.

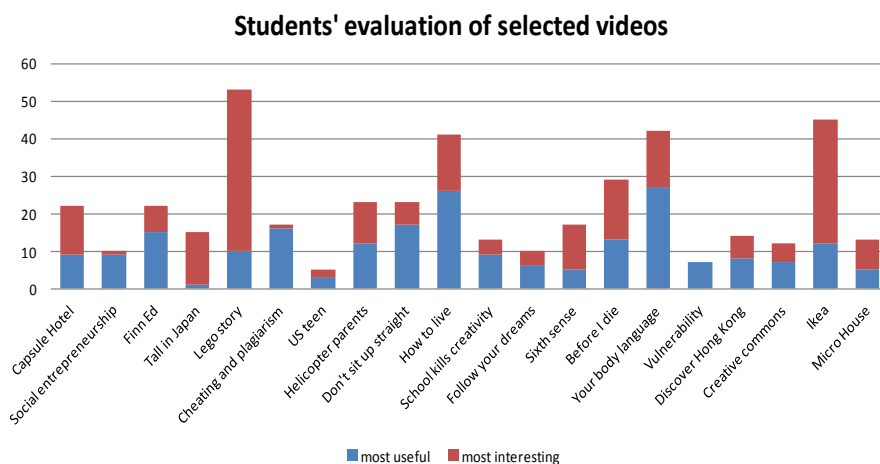


Fig. 4

7.2. Video elements valued

The participants were asked what they considered as important when choosing video materials to improve their listening English skills. A total of 104 valid responses were received for this question. More than one-third, or 46% selected content which referred to an interesting topic, or up-dated, inspiring/encouraging/reflective issues related to their daily lives. One respondent said if the content is interesting, it would not matter if the duration is a little bit longer, citing the example of the Lego Story which lasts for 17 minutes and was selected as the most interesting video. Close to a third of the responses indicated that the speed of the videos cannot be too fast. Another 15% of the responses showed that accent was important. While most of these responses said they prefer British accent, one response indicated that to learn from authentic video materials, any accent would do as long as it reflected the real world.

The findings are close to those from a study done by Goh in 1999, in which she found that the five main factors that influenced learners' listening were: vocabulary used in the text, prior knowledge of the passage's theme, speech rate, type of input and speaker's accent. Hence there is a need for teachers to address to the problems that their students encounter when listening. They should include assistance and activities which can allow learners to become more effective listeners in their listening practices. A language teacher should be able to “assist” learners in listening, rather than just exposing learners to texts.

These types of help can be crucial for bringing improvement in students' performance as their sense of achievement and levels of motivation can be enhanced greatly when they are making the transition to be a more competent listener (Graham, 2004).

Important factors when choosing authentic video materials for listening English

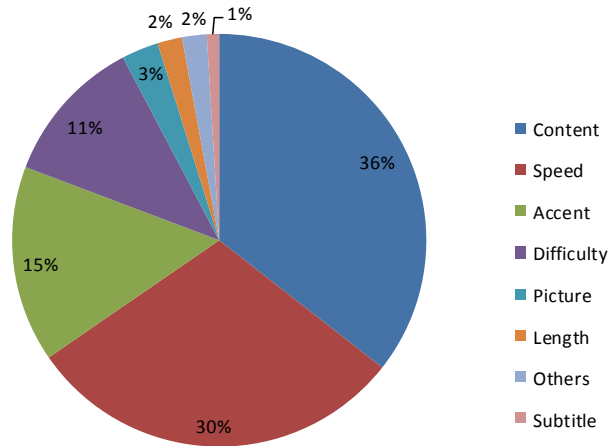


Fig. 5

Moreover, the participants were asked what kind of topics or themes they would be interested in as for listening materials. The responses came in a variety. They can be grouped into a few main categories. Of the 88 valid responses received, close to a quarter, or 20, preferred arts and culture, music or movies. Seventeen percent or 15 responses liked news, documentary and social issues. Students preferred videos related to their daily lives as well as those inspiring and encouraging to them. Other interesting contents cited included famous people and their stories, science, education, sports and animals.

Related to popular video themes, the result of students' responses showed that most students agreed that arts and culture, music or movies interested them and, furthermore, they also stated that videos that were about their daily lives, inspiring and encouraging can motivate them during listening practices. This was in line with Kamilah's suggestion (2013) stressing the importance of providing students with good viewing videos for listening practices as they can catch the full attention of students. The term "good viewing" can be referred to the videos considered as useful and interesting by students. Details are illustrated in Figure 6.

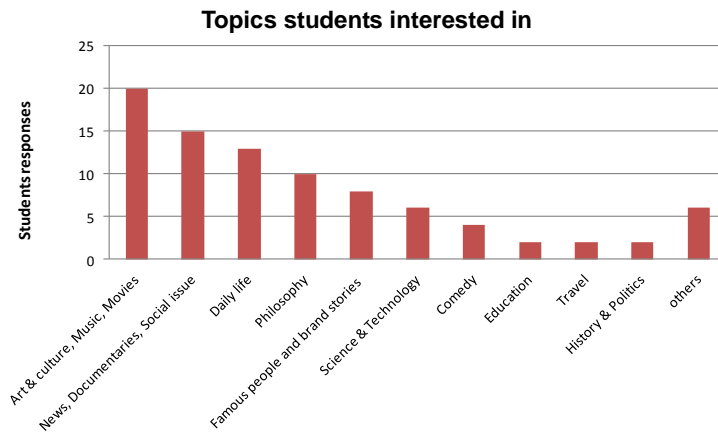


Fig. 6

7.3. Support wanted

Lastly, the participants were asked what kind of support they wished they could have to help improve their listening skills. A total of 53 valid responses were received. Close to a half stated that they wanted to have subtitles, whether it was optional, or only on key words. About one-fifth of the respondents preferred video clips with slower speaker rate, while another one-fifth would like to have help on vocabulary. Figure 7 shows the full results.

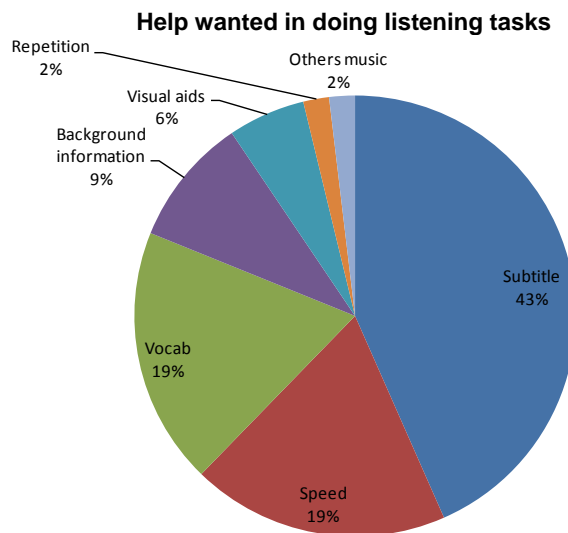


Fig. 7

The above findings suggest that L2 students preferred to have subtitles (or keywords), slower speaker rate and support on vocabulary to assist them in performing a listening task. In the use of subtitles, Guillory (1999) has found that subtitles were particularly

beneficial for students' listening comprehension as students' performance can be greatly improved with the help of subtitles. Regarding the need for vocabulary support, it might be due to their limited schemata (insufficient contextual information given) or an underdeveloped listening vocabulary (Goh, 2000), especially among L2 learners. Thus most of them would like to have more support on vocabulary while listening to a foreign text. Furthermore, as Derwing and Munto (2001) point out, "a fast speech rate, ..., is often cited as the cause of listener' difficulties in understanding a language learner". This is the reason why most of the L2 students find that they have difficulties in understanding the text even when they have received subtitles or vocabulary support.

In sum, the results of the study show that the most useful videos were "Plagiarism", "How to live (Steve Jobs' speech)" and "Body language", and the most interesting ones were "Lego Story", "Before I die" and "Ikea advertisement". It is also worth noticing the most valued video elements were: interesting and authentic content; slower speed and British accent; and they would like the videos to have subtitles, slower speed and vocabulary help. Students' preferences of the topics and themes of videos were also found in the following priority order:

- arts and culture
- music or movies
- news, documentary and social issues
- something about daily life
- famous people and their stories
- science, education, sports and animals

8. DESIGN CONSIDERATIONS FOR THE LISTENING COMPREHENSION PACKAGE

Based on the findings of the study, 15 videos were selected (Appendix 3) for the development of a collection of 15 listening comprehension episodes based on the following considerations to respond to students' areas of needs and preferences.

8.1. Considerations regarding video content

The videos chosen comprise the themes most preferred by the participants in the study in terms of usefulness and interest levels of students. They include:

- A University life
- B Education
- C Life in general
- D Culture and society
- E Science Development

Another criterion for choosing the video was about the level of language used in the listening text. The material designer, who was also the researcher of the study, would like to include videos with different levels of difficulty as there is a necessity to cater for the needs of different ability groups. Basically, three levels of language difficulty were devised, with 1 being the easiest and 3 the most difficult. The three levels can representatively reflect the three ability groups in a language classroom of Hong Kong, which are poor, average and good.

With the considerations on themes and levels of language difficulties, the following video texts were chosen for the development of the 15 listening comprehension episodes (with the levels of difficulty and themes being indicated):

Title	Level	Theme
Capsule hotel	1	A
Finnish education system	2	B
Being tall in Japan	2	D
The LEGO Story	1	D
Cheating and plagiarism	2	A
Helicopter parents vs free-range kids	2	D
Don't sit up straight – Find your primal posture and sit without backpain	2	C
How to live before you die	2	C
Schools kill creativity	3	B
Sixth Sense technology	3	E
Before I die	2	C
Your body language shapes who you are	3	C
Power of vulnerability	3	C
Creative Commons – get creative	3	B
Micro house in Tokyo	2	D

It is crucial that material designer has to take into account the appropriate content and the comfort level of students in the selection process. As far as student motivation and interest are concerned, it may be assumed that they can enjoy more while doing the listening activities (King, 2002). In this case, the video selection considerations for the listening comprehension package can be considered dependent on the preferences and language levels of students that shape the whole project.

8.2. Considerations regarding valued video elements

The data analysis reveals considerations about the video elements valued the most by students were interesting and authentic content; slower speaker speed and British accent. As described above, interesting and authentic content was already one of the criteria used for the selection of video content. Another issue that requires careful attention is accent of speakers in the videos. Considering the background of the students of the study, it is not surprising that they preferred British accent used by speakers. The reason is that Hong Kong was a British colony before 1997, in which British influences could be found in nearly all aspects, namely educational, social and economic. Hence, British accent is regarded as the most preferred accent in speaking and listening English in Hong Kong as the majority will find it more appealing than the American one. In the selection process, the designer tried to select the ones with British accent; however, given the constraints of the availability of online videos (with copyright free) and the other criteria, not all of the selected videos use British accent even after the designer had tried very hard to select videos that could meet all criteria.

8.3. Considerations regarding the support for students

The material designer needed to integrate some essential support that would not only facilitate students in doing the listening comprehension tasks or motivate them in the self-learning process. For this need, the designer took into consideration the support indicated by students in the study, which were subtitles, slower speaker speed and vocabulary support. She decided to provide transcripts for all the selected video clips as subtitles in the videos were either missing or full of errors. In the development process, two year-two English major student helpers were recruited to assist the designer in the making of the transcripts for the 15 videos selected. Furthermore, videos were classified into three levels of difficulties according to the language used and also the speaker speed. Hence, speech speed has been a major component in the selection process, since it offers a criterion needed for selecting the appropriate material for target students. The findings of the study also show that the provision of vocabulary support would be facilitative. The designer decided to provide the support first in the pre-listening stage as “[p]re-listening activities are crucial to good second language pedagogy. During this critical phase of the listening process, teachers prepare students for what they will hear and what they are expected to do” (Vandergrift, 1997). Before listening to the text, students were asked to read the text and to attempt to find out the meanings of those new or difficult words. This helps students to use context to develop inferencing, and to know the word(s) that they might hear. After completing the task, students were also asked to engage in the post-listening activities to expand the vocabulary range. This would further reinforce the vocabulary students had acquired in the listening tasks.

9. CONCLUSION

The study aimed to explore students’ preferences and perspectives on the use of videos for the design and development of an interactive listening comprehension package, through a qualitative approach. The package designer attempted to investigate the video content, features and support that could bring in the greatest effectiveness of the package.

Major findings of the study are as follows: first, the videos chosen by students as “useful” and “interesting” were mostly related to their daily lives, studies, life inspiration. The video themes they preferred were arts and culture, music/movies daily lives which could be inspiring and encouraging. Second, in regard to the video elements students valued most, high preference was shown to having interesting and authentic topics, along with slower speaker speed. Similar preference was shown to videos with British accent. The third finding of the study was that students would like to have help/support when doing listening tasks. The help/support was found to be the provision of subtitles, vocabulary support and selection of videos with slower speaker speed.

It is recommended that the follow up researches can investigate the empirical effects of the listening comprehension package using the 15 selected videos of the study. The perceptions of target students on the use of the videos with the designed activities will also be significant.

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APPENDIX 1

List of selected videos for student evaluation

Item	Title	Duration	Link
V1	Capsule hotel	3:13	http://www.youtube.com/watch?v=wiTwuN2FO4I
V2	Social entrepreneurship in China	3:49	http://www.bbc.co.uk/news/business-19652712
V3	Finnish education system	5:53	http://www.youtube.com/watch?v=ntdYxqRce_s&feature=related
V4	Being tall in Japan	5:14	http://www.youtube.com/watch?v=Ezwox3YfyoU&feature=relmfu
V5	The LEGO Story	17:09	http://www.youtube.com/watch?v=NdDU_BBJW9Y&category=University&feature=edu_spotlightStory
V6	Cheating and plagiarism	4:39	http://teachertube.com/viewVideo.php?video_id=264679
V7	US teen invents advanced cancer test using Google	3:08	http://www.youtube.com/watch?v=9Rielqs3Zg8
V8	Helicopter parents vs free-range kids	4:33	http://www.youtube.com/watch?v=7ln_tYVoDpM
V9	Don't sit up straight – Find your primal posture and sit without backpain	6:15	http://www.youtube.com/watch?v=k1luKAS_Xcg&feature=player_embedded
V10	How to live before you die	15:05	https://www.ted.com/talks/lang/en/steve_jobs_how_to_live_before_you_die.html
V11	Schools kill creativity	19:29	http://www.ted.com/talks/ken_robinson_says_schools_kill_creativity.html
V12	Follow your dreams – plasma rocket	6:00	http://www.youtube.com/watch?v=JqaHh-R9Uuc
V13	SixthSense technology	8:45	http://www.ted.com/talks/pattie_maes_demos_the_sixth_sense.html
V14	Before I die	6:20	http://www.ted.com/talks/candy_chang_before_i_die_i_want_to.html
V15	Your body language shapes who you are	21:03	http://www.ted.com/talks/amy_cuddy_our_body_language_shapes_who_you_are.html
V16	Power of vulnerability	20:20	https://www.ted.com/talks/lang/en/brene_brown_on_vulnerability.html
V17	Discover Hong Kong Now Day 3	2:57	http://www.youtube.com/watch?v=92PiXXnKlcc
V18	Creative Commons – get creative	6:37	http://www.youtube.com/watch?v=io3BrAQI3so&feature=related
V19	Ikea – small spaces, small ideas	3:18	http://www.youtube.com/watch?v=BQjBrt9LriY
V20	Micro house in Tokyo	9:44	http://www.youtube.com/watch?v=JS5iXdBskX0

APPENDIX 2

Questionnaire

We are conducting a research on self-access listening material in learning English. Your opinions and choices are important in helping us design material for university students like you. Please watch the 20 video clips provided in the CLE 1168 Moodle platform and answer all the questions accurately. All data will be kept confidential and for statistical purposes only. Thank you for your help.

1. Your full name *

2. Your student ID *

3. Your major area of study in IEd*

4. What medium of instruction did your secondary school use? *

- () English medium of instruction (EMI)
- () Chinese medium of instruction (CMI)
- () Others

5. How many years have you studied English? *

- () 1-3
- () 4-6
- () 7-10
- () 10-13
- () 14-17
- () 17-20
- () More than 20 years

6. Other than going to school, what opportunity do you have in listening to the English language? * For example, watching English movies

7. Your DSE English scores (overall) *

- () 5**
- () 5*
- () 5
- () 4
- () 3
- () 2-1
- () U

8. Your DSE English scores in *

	Reading	Speaking	Writing	Listening
5**	()	()	()	()
5*	()	()	()	()
5	()	()	()	()
4	()	()	()	()
3	()	()	()	()
2-1	()	()	()	()
U	()	()	()	()

9. Video Evaluation (for each of the 20 videos) ---Language difficulty * For example, speed, accent, length, etc

	Very Easy	Rather easy	About right	Rather difficult	Very difficult
Video 1(Capsule hotel)	()	()	()	()	()
Video 2 (Social entrepreneurship)	()	()	()	()	()
Video 3 (Finnish education)	()	()	()	()	()
Video 4 (Being tall in Japan)	()	()	()	()	()
Video 5 (LEGO story)	()	()	()	()	()
Video 6 (Cheating and plagiarism)	()	()	()	()	()
Video 7 (US teen)	()	()	()	()	()
Video 8 (Helicopter parents)	()	()	()	()	()
Video 9 (Don't sit up straight)	()	()	()	()	()
Video 10 (How to live)	()	()	()	()	()
Video 11 (School kills creativity)	()	()	()	()	()
Video 12 (Follow your dreams)	()	()	()	()	()
Video 13 (Sixth sense)	()	()	()	()	()
Video 14 (Before I die)	()	()	()	()	()
Video 15 (Your body language)	()	()	()	()	()
Video 16 (Power of vulnerability)	()	()	()	()	()
Video 17 (How to live)	()	()	()	()	()
Video 18 (Creative commons)	()	()	()	()	()
Video 19 (Ikea)	()	()	()	()	()
Video 20 (Micro House)	()	()	()	()	()

10. Video Evaluation (for each of the 20 videos) ---Level of difficulty in content * For example, subject matter, issues being discussed

	Very Easy	Rather easy	About right	Rather difficult	Very difficult
Video 1(Capsule hotel)	()	()	()	()	()
Video 2 (Social entrepreneurship)	()	()	()	()	()
Video 3 (Finnish education)	()	()	()	()	()
Video 4 (Being tall in Japan)	()	()	()	()	()
Video 5 (LEGO story)	()	()	()	()	()
Video 6 (Cheating and plagiarism)	()	()	()	()	()
Video 7 (US teen)	()	()	()	()	()
Video 8 (Helicopter parents)	()	()	()	()	()
Video 9 (Don't sit up straight)	()	()	()	()	()
Video 10 (How to live)	()	()	()	()	()
Video 11 (School kills creativity)	()	()	()	()	()
Video 12 (Follow your dreams)	()	()	()	()	()
Video 13 (Sixth sense)	()	()	()	()	()
Video 14 (Before I die)	()	()	()	()	()
Video 15 (Your body language)	()	()	()	()	()
Video 16 (Power of vulnerability)	()	()	()	()	()
Video 17 (How to live)	()	()	()	()	()
Video 18 (Creative commons)	()	()	()	()	()
Video 19 (Ikea)	()	()	()	()	()
Video 20 (Micro House)	()	()	()	()	()

11. In general, when you watched these videos, what kind of help did you wish you had to help improving your listening skills? *

12. From the list of 20 videos, which do you think is the: *

	most useful (choose 3)	most interesting (choose 3)
Video 1 (Capsule hotel)	()	()
Video 2 (Social entrepreneurship)	()	()
Video 3 (Finnish education)	()	()
Video 4 (Being tall in Japan)	()	()
Video 5 (LEGO story)	()	()
Video 6 (Cheating and plagiarism)	()	()
Video 7 (US teen)	()	()
Video 8 (Helicopter)	()	()
Video 9 (Don't sit up straight)	()	()
Video 10 (How to live)	()	()
Video 11 (Schools kill creativity)	()	()
Video 12 (Follow your dreams)	()	()
Video 13 (Sixth sense)	()	()
Video 14 (Before I die)	()	()
Video 15 (Your body language)	()	()
Video 16 (Power of vulnerability)	()	()
Video 17 (How to live)	()	()
Video 18 (Creative commons)	()	()
Video 19 (Ikea)	()	()
Video 20 (Micro House)	()	()

13. What do you think is important when choosing authentic material for improving listening English skills? (For example, content, speed, accent, language)

14. In general, what topics/themes/areas are you interested in?

APPENDIX 3

**Titles of videos used for the development of the listening comprehension package
(with the levels of difficulty and themes being indicated):**

Title	Level	Theme
Capsule hotel	1	A
Finnish education system	2	B
Being tall in Japan	2	D
The LEGO Story	1	D
Cheating and plagiarism	2	A
Helicopter parents vs free-range kids	2	D
Don't sit up straight – Find your primal posture and sit without backpain	2	C
How to live before you die	2	C
Schools kill creativity	3	B
SixthSense technology	3	E
Before I die	2	C
Your body language shapes who you are	3	C
Power of vulnerability	3	C
Creative Commons – get creative	3	B
Micro house in Tokyo	2	D

Notes:

<i>Themes:</i>		<u>Level:</u>
A University life	1	Easy
B Education	2	Medium
C Life in general	3	Difficult
D Culture and society		
E Science Development		