



## ***Turkish Studies***

*International Periodical for the Languages, Literature and History of Turkish or Turkic*  
Volume 12/33, p. 227-242

DOI Number: <http://dx.doi.org/10.7827/TurkishStudies.12692>  
ISSN: 1308-2140, ANKARA-TURKEY

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### *Article Info/Makale Bilgisi*

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## **USING DIFFERENT PRESENTATIONS OF PICTURES AS CONTEXTUAL SUPPLEMENTS TO IMPROVE LISTENING COMPREHENSION\***

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### **ABSTRACT**

The primary aim of this present study is to investigate the role and effects of using different presentations of pictures as contextual supplements in improving foreign language listening comprehension. Within this framework, theoretical issues are examined arising from the application of using pictures that might facilitate foreign language listening comprehension. In short, the effects of using pictures are investigated in using students' language proficiency where three different presentation techniques such as priming, simultaneous, and feedback presentations are applied. The study was conducted on two 9th grade classes and lasted 14 weeks, which includes pre-experiment stage, pre-test stage, training stage, post-test stage and post-experiment stage. Sivrihisar Anatolian Teacher Training High School in Sivrihisar, Eskişehir was taken as the case school in order to collect and evaluate the data. According to the analysis of results, four major findings are reported: First finding of the research is that using pictures as contextual supplements improves listening comprehension more than audio-alone condition. Second finding is that, as methods of presenting visuals as pictures, priming and feedback presentation techniques are better when compared to simultaneous presentation technique and students' listening comprehension improves more when priming and feedback presentation techniques are used. Third finding of the study is that, the training session helps students improve their listening comprehension. Lastly, the more the students are trained with pictures, the higher their foreign language acquisition ability is, so they can also be successful in listening comprehension process without pictures.

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\* Irgatoğlu, A. (2010). The Effects of Using Pictures as Contextual Supplements to Improve Foreign Language Listening Comprehension. MA Thesis, Gazi University, Institute of Educational Sciences, Ankara.

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### **STRUCTURED ABSTRACT**

The use of multimedia, which combines several different methods of giving information such as text, picture, video or sound, has developed rapidly by influencing learning and teaching. Nowadays, it is very important for language instructors' and learning tool producers to know how to integrate the multimedia technology into language learning effectively. On the other hand, there is just a little empirical research which focuses on the special functions of pictures to improve foreign language listening comprehension. Most of the EFL students tend to understand the delivered message using only its linguistic features although communication usually comprises not only linguistic but also non-linguistic elements. Delivered messages consist of not only oral information but also paralinguistic information which shows manner of the speakers and visual information set in communicative atmosphere. To facilitate foreign language listening comprehension, both linguistic and non-linguistic elements of communication are to be taken into consideration. However, non-linguistic features have not been employed effectively in accordance with learners' language proficiency to improve listening comprehension in particular in EFL classrooms in Turkey. Various studies have been done on listening comprehension so far, but there is little information about the effects of using pictures on listening comprehension, different presentations of pictures on listening comprehension process, and on whether the success attained as a result of listening training by using pictures is sustainable. As a result, the primary purpose of this present study is to specify the role and effects of using different presentations of pictures as contextual supplements in improving foreign language listening comprehension. Within this framework, theoretical issues are examined arising from the application of using pictures that might facilitate foreign language listening comprehension. In short, the effects of using pictures are investigated in using students' language proficiency where three different presentation techniques such as priming, simultaneous, and feedback presentations are applied. The main research questions of this study are whether listening comprehension improves better when Audio-Picture condition is used than when Audio-Alone condition is used in the classroom, whether listening comprehension is improved more when pictures are presented by using a combination of priming and feedback techniques than using a simultaneous technique, whether the learners' listening comprehension increases as a result of the extensive training they are exposed to and whether the learners are able to carry the proficiency they have gained by using pictures in listening comprehension tasks over the tasks that are not accompanied by pictures. The experimental research design was used to determine cause-and-effect relationship. In this design, two groups of students were used, and comparisons were made between these two groups receiving different treatments. Dependent variables were test scores, and the independent variable was the students' language proficiency. Sixty 9th grade students studying at Eskişehir Sivrihisar Anatolian Teacher Training High School participated in the study and they were assigned to different conditions in this experiment which lasted 14 weeks. The study included pre-experiment stage, pre-test stage, training stage, post-test stage and post-experiment stage. To collect data, 3 pre-tests and 3 post-tests were applied to the

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experimental and control groups. Different presentation techniques, such as priming, simultaneous and feedback presentations, were also used in the experimental group. After each test, all the participants attended a training session. The results were analysed and the effects of different presentations of pictures in foreign language listening comprehension process were investigated. Pavio's Dual Coding theory was taken into consideration. According to this theory, information can be processed through two channels; while one of them is dealing with verbal information, the other channel deals with non-verbal images such as pictures. It is accepted that listening comprehension is aided when learners are presented with pictures that are relevant to the content of the text. However, the manner the pictures are presented (priming, simultaneous or feedback presentations) affects listening comprehension. According to the analysis of the data regarding the variables examined in this study, a significant difference has been observed between the arithmetic means of the groups' test scores. The results show that Audio-Picture condition is superior to the Audio Alone condition in foreign language listening comprehension. The findings of this study suggest that pictures when used as contextual supplements in listening comprehension process can help listeners comprehend the spoken texts easily because pictures might activate learners' pre-existing background knowledge (schemata) and when progressively enriched, they provide extra linguistic and contextual clues, helping them in comprehending the spoken messages. This result suggests that listening comprehension might be enhanced by presenting some pictures with audio when English language learners listen to the spoken messages. In other words, pictures prepared in accordance with the content of the spoken text provide additional information by activating the learners' schemata and always improve listening comprehension of foreign language learners. The analysis of data also suggests that although it is generally believed that the use of visual cues may facilitate a mediated transfer between the visuals and the spoken text, the analysis of research results indicates that the combination of priming and feedback presentation techniques facilitates foreign language listening comprehension more than simultaneous presentation technique. This means that the difference of the period of exposure to the visual cues may have an influence on listening comprehension. When the pictures are presented by using priming or/and feedback presentation techniques, foreign language listening comprehension is improved more than when simultaneous presentation technique is used, because in simultaneous technique, the pictures may act as distracters. Additionally, using priming and feedback presentations of pictures in listening process enables learners to activate their relevant prior knowledge or schemata. However, according to the results of the study, there is no significant difference between priming and feedback presentation techniques. As another finding, the results of the study show that both the experimental group and the control group are more successful in post-tests when compared to the results of the pre-tests. There is a significant difference between pre-test and post-test sessions which shows that learning had occurred as a general result of instruction given through training sessions as expected. So, it proves that learners' listening comprehension increases as a result of the extensive training. When the listening skills

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are not neglected and the learners are trained by using pictures, their listening comprehension improves more than expected. Finally, as a final finding, according to the test scores of post-experiment test which was given to both groups, it is clear that the experimental group trained with pictures are more successful than control group. This result proves the fact that the learners may carry the proficiency they gain by using pictures in the listening comprehension tasks that are not accompanied by pictures. In other words, when learners are trained by using pictures as contextual supplements in foreign language listening comprehension process, they can also be successful in comprehending the spoken texts that are not accompanied by pictures. All in all, this research confirms that presenting contextual pictures may enhance foreign language listening comprehension. When pictures are presented by using priming and feedback techniques, more improvement may be seen in foreign language listening comprehension. Although pictures are helpful in listening comprehension process, it should not be forgotten that foreign language listening comprehension cannot be improved without extensive training.

**Keywords:** Listening comprehension, Using Pictures, Priming presentation, Feedback Presentation

### **DİNLEME BECERİSİ EDİNİMİNİN GELİŞMESİ İÇİN RESİMLERİN FARKLI SUNUMLARININ BAĞLAMSAL KAYNAK OLARAK KULLANIMI**

#### **ÖZET**

Bu çalışmanın temel amacı yabancı dil dinleme becerisi ediniminin gelişimi için bağlamsal kaynak olarak resimlerin dinleme öncesinde, dinleme esnasında ve dinleme sonrasında olmak üzere üç farklı sunumunun kullanımının etkilerini araştırmaktır. Bu bağlamda, yabancı dilde dinleme ediniminin geliştirilmesini kolaylaştırabilecek resimlerin kullanılmasından kaynaklanan teorik konular incelenmektedir. Kısacası, resimlerin dinleme öncesi, dinleme esnasında ve dinleme sonrasında olmak üzere üç farklı teknikle sunumunun öğrencilerin dil yeterliliği üzerine etkisi incelenmektedir. Çalışma, iki adet dokuzuncu seviye sınıfta uygulanmıştır ve 14 hafta sürmüştür. Bu süreç deney öncesi, ön test, eğitim, son test ve deney sonrası aşamalarını içerir. Verileri toplamak ve değerlendirmek için Eskişehir Sivrihisar Anadolu Öğretmen Lisesi araştırma yapılacak okul olarak seçilmiştir. Araştırmanın sonuçlarının analizine göre dört temel sonuç belirtilmektedir: Birincisi resimlerin dinleme etkinliğinin her hangi bir aşamasında bağlamsal kaynak olarak kullanımı, resimsiz olarak sadece dinlemenin kullanımına göre dinleme edinimini daha çok geliştirir. İkincisi, resimlerin dinleme etkinliklerinin başında ve sonunda gösterilmesi tekniklerinin kullanılması dinleme esnasında kullanılmasına göre daha etkilidir ve başarı daha yüksektir. Üçüncüsü, dinleme aktivitelerinden önce bu becerinin geliştirilmesine yönelik hazırlanan dinleme becerisi kazandırma eğitimi dönemi öğrencilerin dinleme edinimini geliştirmesine yardımcı olur ve son olarak, öğrenci ne kadar çok resimle öğretime maruz kalırsa, o kadar çok öğrenir

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ve ayrıca resimlerin kullanılmadığı durumlarda bile öğrenci başarısı yüksektir.

**Anahtar Kelimeler:** Dinleme edinimi, resimlerin kullanımı, ilk sunum, son sunum

## 1. Introduction

The use of multimedia, which combines several different methods of giving information such as text, picture, video or sound, has developed rapidly by influencing learning and teaching. Nowadays, it is very important for language instructors' and learning tool producers to know how to integrate the multimedia technology into language learning effectively (Meskill, 1996). On the other hand, there is just a little empirical research which focuses on the special functions of pictures to improve foreign language listening comprehension. According to the studies, a large number of factors such as presenting contextual visuals, giving aural information, previewing questions and pre-teaching vocabulary, summarised sentences, talking about titles and topics, and asking questions ease the listening comprehension process (Herron, Corrie, Cole, & Henderson, 1999). According to most of studies, when contextual cues are presented before listening to the spoken text, listening comprehension is improved more.

Most of the EFL students tend to understand the delivered message using only its linguistic features although communication usually comprises not only linguistic but also non-linguistic elements. Delivered messages consist of not only oral information but also paralinguistic information which shows manner of the speakers and visual information set in communicative atmosphere (Chung, 1994). To facilitate foreign language listening comprehension, both linguistic and non-linguistic elements of communication are to be taken into consideration. However, non-linguistic features have not been employed effectively in accordance with learners' language proficiency to improve listening comprehension in particular in EFL classrooms in Turkey.

The primary purpose of the present study is to specify the role and effects of using pictures as contextual supplements in improving foreign language listening comprehension. Within this framework, theoretical issues are examined arising from the application of using pictures that may facilitate foreign language listening comprehension. In short, the effects of using still images are investigated using students' language proficiency where three different presentation techniques such as priming, simultaneous, and feedback presentations are applied.

## 2. Review of Literature

### 2.1. Listening Comprehension Process

Listeners generally have difficulty in comprehending the spoken text, especially if it is spoken by a native speaker. Baltova (1994) states that, in order to understand a native speakers' speech, listeners do not need to understand each word and all the details in the text. Instead, it is better to focus on the content of the message in a natural situation and guess the unknown words from the context of the spoken text by using background knowledge and relating prior knowledge or schemata to the new information in the spoken text. It is vital for the teacher to know that the students come to the listening comprehension process with different backgrounds (Young, 1997).

Students' comprehension is further influenced by several factors such as beliefs, attitudes, and biases. Therefore, learners need to be ready for what they are going to hear for better comprehension. Because of that reason, the purpose of listening comprehension activities in English foreign language classroom should be to help listeners deduce the meaning of complicated words or

ideas from the verbal and non-verbal information to make them analyze, evaluate, synthesize, and organize critically what has been heard. This helps learners recognise cultural differences between the first language and foreign language and remove the cultural misunderstandings that may be induced from the delivered non-verbal information because, according to Young (1997), comprehension takes place when input and knowledge are matched against each other.

To make the foreign language listening comprehension process easier, teachers should help listeners activate their schemata and background knowledge related to the spoken text by enabling connections between listeners' prior knowledge schemata and new information by using cues such as pictures to motivate them and to arouse their interest (Baltova, 1994)

### **2.1.1. Components of listening comprehension**

Listening comprehension has several components which depend on each other. The first is the individual's knowledge of the linguistic code to distinguish all the sounds, intonation patterns, voice qualities and perceive the message. The second is various types of cognitive skills to perceive the message and decode it. The third is the knowledge of the world. Successful listening comprehension involves the integration of all these components (O'Malley et al, 1989). When the visual aids such as pictures are used to deliver the intended message, listeners comprehend the message easily. How the conveyed message is comprehended relies both on the information from the conversational environment and the speakers' background knowledge. If a listener tries to comprehend the delivered message using an appropriate frame of reference and some contextual cues, he/she may interpret it easily (Baltova, 1994).

### **2.1.2. Stages of listening comprehension**

Promising results can be attained from the foreign language learners if the listening process is divided into three stages: pre-listening, while-listening and post-listening.

The pre-listening phase is a kind of preparatory work which should: "... *make the context explicit, clarify purposes and establish roles, procedures and goals for listening*" (Roost 1994:p.232). In real life communication, listeners are aware of the speakers and the content of the message in advance. As in real life situations, pre-listening stage also help listeners to understand the content of the speech by providing the necessary background information.

While-listening activities are the tasks that listeners are asked to do while listening to the text. At this stage, listeners confirm and edit their predictions about the received input. During this stage, the listeners are expected to make connections with their background knowledge, find out the speaker's intended message, concentrate on message rather than unknown words, verify former predictions, and make inferences and interpretations. The primary aim of this stage is to help language learners to listen to understand the text and to elicit a message from spoken language (Chung, 1994).

Post-listening stage includes all the exercises that are expected to be done after listening to the text. Post-listening activities are very important as the listeners illuminate what they understand. Well-planned activities help learners to make connections between what they have heard and what they already know (Rost, 1994). Some of these activities might be the extensions of the previous activities conducted at pre and while-listening stages while some might be totally unrelated to them and present an independent part of the listening session. There are a number of activities that can be done in the classroom after listening to a text (Chung, 1994) such as; discussing students' reactions to the content of the listening selection, asking students thought-provoking questions to encourage discussion, setting students to work in pairs to create dialogues based on the listening text, assigning reading and writing activities based on what students listened to.

## **2.2. Comprehension Process in terms of Cognitive Psychology**

### **2.2.1. The importance of background knowledge and use of pictures in comprehension process**

It is believed that language is learnt easily in meaningful contexts rather than in isolation. Listening text can be better comprehended when learners use both their linguistic and background knowledge. The integration of linguistic and background knowledge makes the comprehension process easier. In the early 1960s, the importance of using background knowledge in listening comprehension process was emphasized by cognitive psychologists (Richards & Rodgers, 2001). Richards and Rodgers (2001) report that when meaningful materials connected with the learners' background knowledge are used, the learners comprehend the spoken message easily. Learners' existing knowledge base needs to be organised to match new information with its cognitive structure, so the language teachers should facilitate the comprehension process by using meaningful materials.

### **2.2.2. Comprehension theory**

The comprehension theory is connected with dual coding and schema theory. Dual coding theory attempts to give equal weight to verbal and non-verbal processing, so it states that information can be processed through both verbal and non-verbal cues. The role of background knowledge in language learning has been formalized as schema theory. It shows how pictures as contextual supplements may help learners to improve their listening comprehension. Both of the theories are important in the use of contextual supplements such as pictures to assist listening comprehension (Harmer, 2001).

In conclusion, when the language learners process the information through two distinct channels, verbal information and non-verbal images, better learning will be accomplished. When visual material related directly to an auditory text was presented simultaneously, the learners comprehend the message easily. However, some researchers claim that the place of presenting visual material affects the learners' comprehension of the spoken cue in language listening comprehension process (Harmer, 2001).

## **2.3. Using Pictures in Foreign Language Listening Process**

As a tool for language learning/teaching, visuals have always facilitated the task of language learning. One of the most important points to keep in mind while teaching listening comprehension is that the learner's attitude, motivation and interest can be achieved only through active practices. Because of this reason, in order to create a vivid atmosphere in the classroom and make the task of language learning a more meaningful and exciting one while teaching listening, the language teachers should start taking concrete measures to reconsider the methodology they can apply in their listening courses and try to improve their teaching of listening from a new approach. They should use some techniques that are effective and interesting in teaching listening courses, thinking as much as possible about the needs of students concerned. To manage this, they could use stories, question and answer technique or media, flashcards, pictures, boards, index cards, wall charts, posters, maps, cartoons, games, realia, demonstrations, drawings, brochures, puppets, newspapers, magazines, or technical media such as camera, radio, record player, TV, video player, telephone, OHP, computer, projector, language lab, multimedia lab, etc. All of these materials are very helpful, but teaching listening skill through pictures can be used as one of the most efficient techniques that will bring the imaginative ideas into the EFL classrooms (Hasan, 2000).

In EFL classes, the use of pictures may make the meaning clear in listening process and help the learners comprehend the message and expand their language horizons in learning process. The pictures can be used in all stages of listening process. In the pre-listening stage, before playing a tape recorder, the pictures related to the text can be shown to the learners to prepare them for the content of the text. So, while they are listening, they can understand the sentences easily because of the schemata that they created in their minds. In while-listening stage, some pictures may be shown to the listeners during listening process and a series of pictures can be reordered quickly or the sequence of some pictures can be put into correct order. In addition, while the learners are listening to the text, the pictures shown help them focus on the content of the message related to the picture, so this may facilitate listening comprehension process. The task done after listening to a text evaluates what has been understood from the spoken message. In this stage, pictures can be reordered or compared according to the text (Harmer, 2001).

In foreign language learning process, pictures can be used as contextual supplements to improve comprehension (Hasan, 2000). The place of presenting picture is important, so instead of presenting the pictures during the listening process, they can be presented as priming and feedback.

Richards and Rodgers (2001) state "*priming occurs when readers generate expectations about what words are likely to appear in upcoming text*" (p. 1266). That is to say, the effect of priming presentation technique may occur when listeners predict the content of the upcoming text through extra visual cues presented before listening to a spoken text because the presentation of visual cues prior to listening to the text may help learners call up background knowledge, which is helpful to understand the spoken message in advance and has them activate semantic features from the presented visual cues. Also, feedback presentation occurs when pictures are used after listening to foster some discussion.

In conclusion, although pictures presented using feedback presentation technique were less effective than those presented using priming technique in listening comprehension, they were more effective than those presented using simultaneous technique in improving second language vocabulary. In accordance with the type of language learning and presentation techniques, the presentation of pictures may be differentially effective. The effects of using pictures as contextual supplements to improve foreign language listening comprehension may depend on the sufficiency of contextual clues in pictures, the difficulty level of the spoken text content, the language ability of learners, and contents of questions about the text (Hasan, 2000). These issues may be solved by using different presentation techniques of pictures.

### **3. Method**

The aim of this study is to investigate the effects of using pictures as contextual supplements and to examine the effects of using three different presentation techniques of pictures, which are priming, simultaneous and feedback presentations, to improve foreign language listening comprehension. Keeping this aim in mind, 3 pre-tests and 3 post-tests were applied to the experimental and control groups. Different presentation techniques were also used in the experimental group. After each test, all the participants attended a training session. The results were analysed and the effects of different presentations of pictures in foreign language listening comprehension process were investigated.

The experimental research design was used to determine cause-and-effect relationship. In this design, two groups were used, and comparisons were made between two groups receiving different treatments. Dependent variables were test scores, and the independent variable was the students' language proficiency. Eskişehir Sivrihisar Anatolian Teacher Training High School



students were assigned to different conditions in this experiment. The experiments were carried out with the 9th grade students at Eskişehir Sivrihisar Anatolian Teacher Training High School.

Pavia's Dual Coding theory was taken into consideration. According to this theory, information can be processed through two channels; while one of them is dealing with verbal information, the other channel deals with non-verbal images such as pictures. It is accepted that listening comprehension is aided when learners are presented with pictures that are relevant to the content of the text. However, the manner the pictures are presented (priming, simultaneous or feedback presentations) affects listening comprehension.

### **3.1 Research Questions**

This study was set up to answer the following research questions:

1. Do listening comprehension improve better when Audio-Picture (AP) condition is used than when Audio-Alone (AA) condition is used in the classroom?
2. Is listening comprehension improved more when pictures are presented by using a combination of priming and feedback techniques than using a simultaneous technique?
3. Do the learners' listening comprehension increase as a result of the extensive training they are exposed to?
4. Are the learners able to carry the proficiency they have gained by using pictures in listening comprehension tasks over the tasks that are not accompanied by pictures?

### **3.2 Participants**

A total of 60 learners of English, 26 boys and 34 girls, at Eskişehir Sivrihisar Anatolian Teacher Training High School, served as participants of this study. All were enrolled in two 9th grade classes. The average age of them was 16. All subjects had the same English background. In this study, two groups were used, and the control group and experimental group were chosen randomly. 9A was randomly assigned as the experimental group while 9B served as the control group. Comparisons were made between these two groups receiving different treatments. The numbers of the participants in the experimental group and the control group were equal: thirty in the experimental group and thirty in the control group.

### **3.3 Data Collection Instruments**

Prior to the experiment, to be able to indicate the students' language needs and determine the process in this study, a questionnaire was used. The questions were about the frequency and use of listening skills in their classes. According to the results of the questionnaire that was answered by both of the groups before the experiment, it was obvious that most of the participants were not familiar with various listening activities and had difficulty in comprehending the spoken message.

Eight different pre-intermediate level spoken texts, each between 1 and 3 min. long, were chosen as stimulus materials from <http://www.ello.org/> and questions were prepared accordingly. Six of those chosen texts were used in Audio-Alone (AA) and Audio-Picture (AP) modes. Three out of six different spoken texts were prepared as pre-tests and the other three of them were prepared as post-tests, but the other two tests were used only in AA mode.

### **3.4 Research Design**

To statistically analyse the results of the hypotheses in this study, the AP (Audio-Picture) condition was compared to the AA (Audio-Alone) condition by using experimental research design.

The AP (Audio-Picture) group was also subjected to internal analysis in order to understand which of the three presentation techniques (priming, simultaneous and feedback) was the most effective. To analyse the data in this study, a combination of priming and feedback presentation techniques was compared to the simultaneous presentation technique. The priming presentation technique was then compared to the feedback presentation technique using experimental design.

Both of the instruction conditions of the study (AA and AP) and three presentation techniques are shown in Table 1;

**Table 1**

AA and AP Conditions of the Study

AA Condition (Audio-Alone)	*Paper-based worksheets were given *Listening to the spoken texts twice *Answering the questions
AP Condition (Audio-Picture)	(Priming Presentation) *Picture cards were shown and placed on the board *Paper-based worksheets were given *Listening to the spoken texts + pictures were shown *Listening to the spoken texts + pictures were shown *Listening + Pictures were put away sequentially *Answering the questions
AP Condition (Audio-Picture)	(Simultaneous Presentation) *Paper-based worksheets were given *Listening twice + pictures were shown sequentially *Listening + Pictures were put away sequentially *Answering the questions
AP Condition (Audio-Picture)	(Feedback Presentation) *Paper-based worksheets were given * Listening + pictures were shown sequentially *Listening + pictures were placed on the board *Listening twice + looking at pictures *Viewing pictures + putting them away sequentially *Answering the questions

### 3.5 Data Collection Procedure

This study consists of five stages which are pre-experiment stage, pre-test stage, training, post-test stage, and post-experiment stage. The experimental procedure required all the participant students to attend all the stages. The task of each stage was conducted on a group basis. The experiment lasted about 14 weeks. The whole process of the experiment was shown on Table 2 below:

**Table 2.**

## The Whole Process of the Experiment

Week	GROUPS	STAGE	TEST
1	Experimental and control groups	Pre-experiment stage	Questionnaire for students
2	Experimental and control groups without pictures	Pre-experiment stage	—English Lifel (listening test without pictures)
3	Experimental group with pictures (priming effect) and control group without pictures	Pre-test stage	—Hawaii Pre-Test 1
4	Experimental group with pictures (priming effect) and control group without pictures	Training	Pre-Test 1(Hawaii) and two similar activities
5	Experimental group with pictures (simultaneous effect) and control group without pictures	Pre-test stage	—Mongolian Vacation Pre-Test 2
6	Experimental group with pictures (simultaneous effect) and control group without pictures	Training	Pre-Test 2 (Mongolian Vacation) and two similar activities
7	Experimental group with pictures (feedback effect) and control group without pictures	Pre-test stage	—What are you addicted to? Pre-Test 3
8	Experimental group with pictures (feedback effect) and control group without pictures	Training	Pre-Test 3 (What are you addicted to?) and two similar activities
9	Experimental group with pictures (priming effect) and control group without pictures	Post-test stage	—Movies Post-Test 1
10	Experimental group with pictures (priming effect) and control group without pictures	Training	Post-Test 1(Movies) and two similar activities
11	Experimental group with pictures (simultaneous effect) and control group without pictures	Post-test stage	—Jobs Post-Test 2
12	Experimental group with pictures (simultaneous effect) and control group without pictures	Training	Post-Test 2 (Jobs) and two similar activities
13	Experimental group with pictures (feedback effect) and control group without pictures	Post-test stage	—Dream House Post-Test 3
14	Experimental group and control group without pictures	Post-experiment stage	—Night Life (listening test without pictures)

**3.6. Data Analysis**

The data were analysed using planned comparisons, analysis of variance with a repeated measure on the Test-Time factor. The planned comparisons on the Instruction Condition factor were the comparison of the average performances of the AP condition and those of the AA condition. One way ANOVA test was used to compare the groups.

## 4. Results and Discussion

### 4.1. Results

In the pre-experiment stage, a questionnaire was given to the students to identify their language needs and determine the way the experiment is to be carried out. According to the results of the questionnaire, it was obvious that the students were not used to doing listening activities and most of them had difficulty in understanding the spoken message because of the rapid speech, insufficient number of activities, mechanical drills and differences in pronunciation. Also, the common mistakes such as listening to the texts once, using translation, dividing the speech in chunks, not using visual materials and/or pre-listening activities hindered the students' comprehension. They also believed that using pictures with listening activities might facilitate the comprehension of the spoken message. It was thought that using pictures could enhance listening comprehension. By using the results of the questionnaire, the needs of the students were identified and the experiment was planned accordingly.

Then, one listening test without pictures, titled English Life, was given to both of the groups in order to ensure whether or not the proficiency levels of the participants were equal and homogeneous. According to the results of One-way ANOVA, there was no significant difference between these groups ( $F_{(2,85)} = .051$ ,  $p < .950$ ). As a result, no significant difference was found between the groups in terms of their level of English, and it was detected that both groups were homogeneous.

The arithmetic mean proportions and standard deviations of all tests for both experimental and the control group were presented in Table 3 below:

**Table 3.**

Comparison of Pre-test and Post Test Scores (Independent Sample t-Test)

Pre-Post	Group	N	Mean	Std. Deviation	T	Sig.
Pre-Tests	Control	90	20.6	9.81	-21.601	<b>0.000*</b>
	Experimental	90	50.0	8.44		
Post-Tests	Control	90	42.8	12.74	-24.819	<b>0.000*</b>
	Experimental	90	85.2	10.05		
Total	Control	180	31.7	15.90	-18.924	<b>0.000*</b>
	Experimental	180	67.6	19.93		

When both the pre-test and post-test results were compared, there existed a significant difference between their pre-test and post-test scores ( $t: -18.924$ ,  $p < 0.05$ ). This means that the participants who were shown pictures while listening are more successful than the ones who listened to the spoken texts without shown any picture as a result of pre-test and post-test scores. This proves that listening comprehension increases better when Audio-Picture condition is used than when Audio-Alone condition is used in the classroom.

This table also shows a significant difference between the pre-test and post-test showing that learning occurred as a general result of instruction given through training sessions as expected. So, it proves that learners' listening comprehension increases as a result of the extensive training.

As it is clear the experimental group students are more successful in listening comprehension tests than the control group. In order to find out whether the learners were able to carry the proficiency they had gained by using pictures in listening comprehension tasks over the tasks that are not accompanied by pictures, a listening test without pictures was given to both groups at the end

of the experiment. When the test scores of each group was compared, there existed a significant difference between tests scores (F: 13.509  $p < 0.05$ ) which showed that experimental group trained with pictures were more successful than control group. This result proves the fact that the learners could carry the proficiency they gained by using pictures in the listening comprehension tasks that weren't accompanied by pictures.

Experimental group (Audio-Picture) was also subjected to internal analysis in order to understand which of the three presentation techniques (priming, simultaneous and feedback) was the most effective. To analyse the data in this study, a combination of priming and feedback presentation techniques was compared with the simultaneous presentation technique. The priming presentation technique was then compared with the feedback presentation technique using experimental design. The results were shown in Table 4.

**Table 4.**

Comparison of Three Different Presentation Techniques (One Way ANOVA)

Pre-Post	Test	N	Mean	Std. Deviation	F	Sig.
Pre-Test	Priming Presentation	30	52.8	6.34	13.509	<b>0.000*</b>
	Simultaneous Presentation	30	44.3	7.42		
	Feedback Presentation	30	53.1	8.46		
Post-Test	Priming Presentation	30	89.5	8.17	17.267	<b>0.000*</b>
	Simultaneous Presentation	30	77.7	9.20		
	Feedback Presentation	30	88.5	8.39		
Total	Priming Presentation	30	71.1	19.86	5.245	<b>0.006*</b>
	Simultaneous Presentation	30	61.0	18.80		
	Feedback Presentation	30	70.8	19.74		

To understand which of the three presentation techniques (priming, simultaneous and feedback) was the most effective, the results of the pre-test and post-tests used in AP condition were compared.

When the pre-test results of each presentation technique was compared, there existed a significant difference between tests scores (F: 13.509,  $p < 0.05$ ). To find out the source of the difference, LSD test (the test of least significant difference) was used and the result of the LSD test showed that pre-test improvement in performance was greater for the priming and feedback combined condition than simultaneous condition.

When the post-test results of each presentation technique was compared, there existed a significant difference between tests scores (F: 17.267  $p < 0.05$ ). To find out the source of the difference, LSD test showed that post-test improvement in performance was greater for the priming and feedback combined condition than simultaneous condition.

When both pre-test and post-test results were compared, there was a significant difference between tests scores gained through different presentation techniques (F: 5.245  $p < 0.05$ ). LSD test was used and according to the result of it, it was clear that the scores gained through simultaneous presentation technique in all tests were smaller than the scores gained through other presentation techniques. These results show that the listening comprehension can be improved more when pictures are presented using a combination of priming and feedback techniques than using a simultaneous technique.

The data were also analysed by using planned comparisons, analysis of variance with a repeated measure, on the Test- Time factor to find out whether there was a significant difference between test-time and presentation techniques. The analysis reveals that only difference appeared to be poor performance for simultaneous presentation technique and no clear difference was found between the other presentation techniques. It was also clear that post-test improvement in performance was greater for each presentation techniques. This means that there is a significant difference between pre-and post tests showing that improvement in listening comprehension occurred with training as expected.

#### 4.2 Discussion

The analysis of the data regarding the variables examined in this research provides some answers to each of the four research questions raised as follows:

*Research Question 1. Do the foreign language listening comprehension increase better when AP condition is used than when AA condition is used in the classroom?*

According to the analysis of results, a significant difference has been observed between the arithmetic means of the groups' test scores. The results show that Audio-Picture condition is superior to the Audio Alone condition in foreign language listening comprehension. The findings of this study suggest that pictures when used as contextual supplements in listening comprehension process can help listeners comprehend the spoken texts easily because pictures might activate learners' pre-existing background knowledge (schemata) and when progressively enriched, they provide extra linguistic and contextual clues, helping them in comprehending the spoken messages. This result suggests that listening comprehension might be enhanced by presenting some pictures with audio when English language learners listen to the spoken messages.

*Research Question 2. Is listening comprehension improved more when pictures are presented using a combination of priming and feedback techniques than using a simultaneous technique?*

Although it is generally believed that the use of visual cues may facilitate a mediated transfer between the visuals and the spoken text, the analysis of research results indicates that the combination of priming and feedback presentation techniques facilitates foreign language listening comprehension more than simultaneous presentation technique. This means that the difference of the period of exposure to the visual cues may have an influence on listening comprehension.

*Research Question 3. Do the learners' listening comprehension increase as a result of the extensive training they are exposed to?*

The results of the study show that both the experimental group and the control group are more successful in post-tests when compared to the results of the pre-tests. There is a significant difference between pre-test and post-test sessions which shows that learning had occurred as a general result of instruction given through training sessions as expected. So, it proves that learners' listening comprehension increases as a result of the extensive training.

*Research Question 4. Are the learners able to carry the proficiency they gained by using pictures in the listening comprehension tasks that aren't accompanied with pictures?*

According to the test scores of post-experiment test which was given to both groups, it is clear that the experimental group trained with pictures are more successful than control group. This result proves the fact that the learners may carry the proficiency they gain by using pictures in the listening comprehension tasks that are not accompanied by pictures.

## **5. Conclusion**

By using the results of the study, several conclusions can be made:

1. Pictures prepared in accordance with the content of the spoken text provide additional information by activating the learners' schemata and always improve listening comprehension of foreign language learners.

2. When the pictures are presented by using priming or/and feedback presentation techniques, foreign language listening comprehension is improved more than when simultaneous presentation technique is used, because in simultaneous technique, the pictures may act as distracters. Additionally, using priming and feedback presentations of pictures in listening process enables learners to activate their relevant prior knowledge or schemata. However, according to the results of the study, there is no significant difference between priming and feedback presentation techniques.

3. When the listening skills are not neglected and the learners are trained by using pictures, their listening comprehension improves more than expected.

4. When learners are trained by using pictures as contextual supplements in foreign language listening comprehension process, they can also be successful in comprehending the spoken texts that are not accompanied by pictures.

All in all, this research confirms that presenting contextual pictures may enhance foreign language listening comprehension. When pictures are presented by using priming and feedback techniques, more improvement may be seen in foreign language listening comprehension. Although pictures are helpful in listening comprehension process, it should not be forgotten that foreign language listening comprehension cannot be improved without extensive training.

## **6. Suggestions**

This study holds various implications for educational practice. Firstly, listening comprehension can be taught effectively and efficiently by using pictures in foreign language classrooms. Although some researchers do not approve of using pictures in listening comprehension, the results of this study support the positive effects of using pictures as contextual supplements in foreign language listening comprehension because they call up learners' prior background knowledge (schemata).

Secondly, priming and feedback presentation techniques could be used in foreign language classrooms to enhance learners' listening comprehension of the spoken text by providing learners with motivating and interesting input and by reducing the anxiety when learners encounter unfamiliar things that speakers are talking about. As a result, foreign language teachers should use different presentations of pictures in foreign language classrooms while teaching the listening skill, and material producers should produce learning materials by using effective presentation techniques for language classrooms. Moreover, curriculum developers and syllabus designers should provide effective presentation techniques to promote learners' listening comprehension.

Thirdly, it is a known fact that the foreign language learners cannot use the target language as expected because listening skill is ignored in Turkey. It should not be forgotten that success in learning a foreign language starts with exposure to that language in the form of listening. Thus, language teachers should be aware of the importance of listening skills and the learners should be exposed to extensive training to enhance foreign language listening comprehension.

Lastly, when the students are trained by using pictures, their inhibitions are lowered and their motivation is increased. Because of this, it should not be forgotten that pictures are the sources of motivation and they increase the learners' motivation resulting in more listening experience, which in turn leads to success in the target language.

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To sum up, the findings of this study have potentially important practical implications to stress the effect of contextual pictures and the effect of using priming and feedback presentation techniques to improve foreign language listening comprehension in ELT classes.

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