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# The Design of Specifications for the Development of Broadcast English Materials in Academic Listening/Speaking Courses

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The Design of Specifications for the  
Development of Broadcast English Materials in  
Academic Listening/Speaking Courses

Amy Barlow

A selected project submitted to the faculty of  
Brigham Young University  
in partial fulfillment of the requirements for the degree of  
Master of Arts

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## ABSTRACT

### The Design of Specifications for the Development of Broadcast English Materials in Academic Listening/Speaking Courses

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Master of Arts

ESL students in academic listening/speaking courses often listen to long audio recordings similar to a lecture or other academic passages. When listening to these passages, students can lose their interest which impedes their learning of new strategies for understanding academic language. Students in the Level Four Listening/Speaking classes at Brigham Young University's English Language Center (ELC), under the previous curriculum, would experience this challenge. All of the passages were available only in audio and were long in duration. The students would lose interest and improve little in their listening skills. Under the new curriculum at the ELC, students in Academic Levels A and B practice listening using both audio and video. When only audio recordings are used, the students are observed to lose interest and they do not practice the strategies.

In order to build student interest, broadcast news video clips can be used. These clips offer a multi-sensory experience for the students and they can vary in length. Also, these clips expose the students to language and content that they will experience in university settings, thus providing them with an authentic experience.

In order to create cohesive and coherent materials using video clips, specifications for these materials needed to be designed and developed. The designed specifications discuss ten steps for developers to follow in order to create these materials. As a part of these specifications, two sample sections were created. Because of the context, the specifications focus on the use of broadcast news clips; however, they can easily be adapted for use in other contexts as well.

The developed sample sections were piloted in order to assess the usefulness of the specifications. Feedback was received from my Project Chair, the listening/speaking coordinator, the students who participated in the pilot, and the other teacher who participated in the pilot. Using the feedback revisions were made to the specifications and the sample sections.

Keywords: specifications, video, listening/speaking, materials development

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## Table of Contents

ACKNOWLEDGEMENTS .....	iii
Table of Contents .....	iv
List of Tables .....	vii
List of Figures .....	vii
Introduction.....	1
Specifications .....	2
Context.....	3
Description of the Process: The ADDIE Model .....	4
Analysis of Needs: Winter 2009 through Fall 2009 .....	5
Design: Fall 2009 through Winter 2010 .....	11
Review the Listening Objectives for the Academic Listening/Speaking Classes.....	12
Find Appropriate News Clips.....	13
Capturing and Burning Clips.....	16
Creating the Context for the Clips.....	16
Creating Tasks that Support the Objectives .....	17
Formatting the Broadcast English Sections .....	18
Simplifying the Development .....	19
Creating Instructor Pages .....	19
Receiving Feedback .....	20
Using the Specifications.....	20
Development: Fall 2009 through Winter 2010.....	20
Implementation: Fall 2009 through Winter 2010 .....	22

Pre-pilot.....	23
Pilot .....	23
Evaluation: Winter 2010.....	24
Revisions: Winter 2010.....	28
Limitations .....	31
Implications for Future Development.....	32
Conclusions.....	32
References.....	35
Appendix A: Development - Log of Hours .....	37
Appendix B: Development - Academic B Listening Objectives .....	38
Appendix C: Evaluation - Student Survey.....	40
Appendix D: Full Survey Results .....	42
Appendix E: Revisions - Final Specifications .....	45
Appendix F: Revision – Final Units for the Broadcast English Sections.....	66
Appendix G: Revision - Instructor Pages .....	82

### **List of Tables**

Table 1: The feedback from the ELC's listening/speaking coordinator .....25

Table 2: The general results of the student survey .....27

## List of Figures

Figure 1. The ADDIE model .....	4
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Before beginning, it is necessary to state that this project write up does not follow the traditional format for a thesis. It is divided into sections instead of into chapters, and the literature is discussed throughout the write up. This structure allows for a more natural flow of events.

### **Introduction**

Students in academic listening/speaking courses are often required to listen to passages they would encounter in a university setting. At times, it is difficult for students to maintain their interest and focus while listening to these passages, especially when the passages are long audio recordings, thus hindering their understanding of the passages and their learning of new strategies. The use of video recordings can assist in maintaining student interest and motivation, which can then enable them to better learn strategies and better understand spoken text, as seen in a study done by Brinton and Gaskill (1978) that will be discussed later. It can also better prepare students for what they will experience in university courses.

In order to facilitate the use of video recordings in academic listening/speaking, I designed specifications for developing materials using video clips. As a part of these specifications, I developed two sample sections: (a) Fear of Flying; (b) Children and Teens Losing Sleep. The development process used to create the specifications was the ADDIE (Analysis, Design, Development, Implementation, Evaluation) model (Peterson, 2003). These specifications were developed in the context of the Academic Program at the ELC; however, they can be easily and quickly adapted to meet the needs of other programs. Before discussing the context and the development of the project, an elucidation of specifications needs to be provided.

## Specifications

Specifications can be defined as a set of guidelines on how to develop or create a particular item. They have been utilized in a variety of fields, ranging from architectural design to language testing. Much research has been done on the use of specifications in the development of language tests; however, this research can be applied to designing specifications for materials development. Beginning with the characteristics of specifications, Coombe, Folse, and Hubley (2007) state that specifications contain a thorough description of what is being assessed and how it is being assessed. Similarly, with specifications for materials development, a description of what will be taught and how it will be taught should be included. Brown (2004) mentions that test specifications should include an outline, the skills that will be tested, and a description of how the test would appear. Specifications for materials development should also provide this information by outlining the materials and adding the objectives and samples. In addition to these aspects, Spaan (2006) includes that the content and the level need to be defined. For materials development, the specifications should contain the content that will be used and the level of the students. Each of these characteristics of specifications discussed for testing development should also be applied to materials development.

In addition to characteristics, research also discusses the purpose of specifications, which is to ease future development. "It is easier to create parallel items/tasks if test developers follow a blueprint or test specification" (Coombe, Folse & Hubley, 2007, p. 37). Again they were discussing the use of specifications for test development; however, the same principle applies to materials development. Future developers need to have a blueprint, or set of guidelines, to follow instead of beginning from scratch. By doing this, the materials would be very similar in

construction. Coombe, Folse, and Hubley (2007) also stated that assessments based on specifications are coherent and cohesive. Likewise, materials that are created based on specifications would be consistent and unified. There would be no severe deviation in the materials developed. The materials created would coincide with each other.

Now that an explanation of the characteristics and purpose of specifications has been provided, it is essential to discuss the context of the project. Following the context, the development will be discussed.

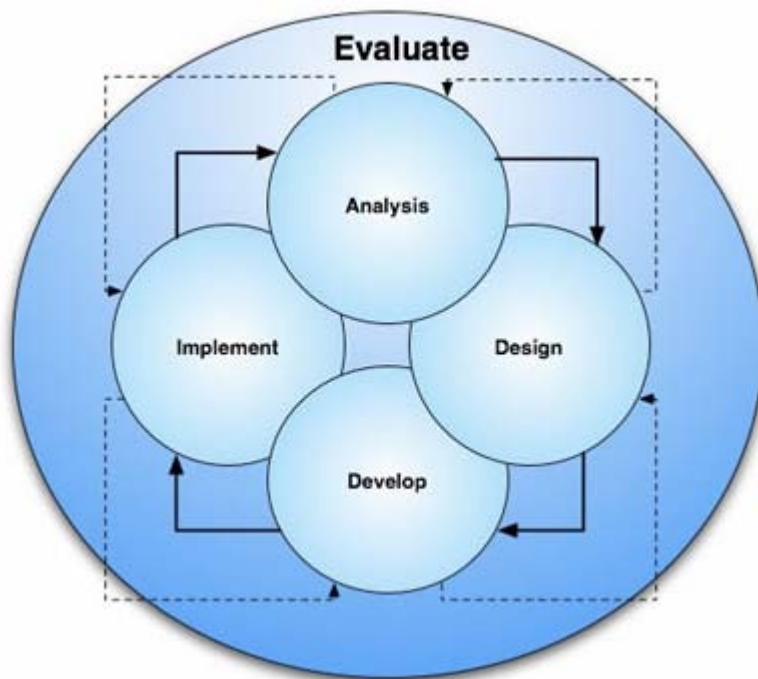
### **Context**

When first planning this project, the ELC was operating on a different curriculum. In that curriculum there were five levels, Level One having the lowest proficiency and Level Five having the highest. Beginning at Level Four, the courses focused on more academic topics to help prepare students for studying at a university. The Listening/Speaking course in Level Four focused on eight different topics and used a variety of note taking strategies. All academic listening practice was done by using audio recordings on a CD (compact disk). This was the technology available at the time.

In the fall of 2009, the curriculum was changed at the ELC. Instead of having five levels, the new curriculum had two programs, the Academic English Program with levels A, B, and C, and the Foundations English Program with levels A, B, and C. Two more levels have been added since then, a Foundations Prep Course and an Academic Prep Course. A University Prep Course is under consideration. The Listening/Speaking courses in the Academic English Program use both audio and video to practice listening.

### Description of the Process: The ADDIE Model

The development process used for this project was the ADDIE model. According to Christine Peterson, the ADDIE model is a cyclical process that is used in instructional design and development (Peterson, 2003). ADDIE is an acronym for the five stages of the model, Analysis, Design, Development, Implementation, and Evaluation. Figure 1 depicts each stage of the process.



**Figure 1.** The ADDIE model

*Note.* From [http://www.nwlink.com/~donclark/history\\_isd/addie.html](http://www.nwlink.com/~donclark/history_isd/addie.html).

I chose to follow the ADDIE model for this project because of the development that was required for the specifications and sample sections. Before creating materials, developers need to analyze the students' needs to assess whether or not the needs are being met. Then they design and develop the materials based on the needs analysis. Once the materials are developed, it is then necessary to implement and evaluate them. By following the ADDIE model, I was able to

accomplish each stage that would be necessary for creating the specifications and the sample sections. Another reason for following this model is that it is a simple model for future developers to follow. The development of the specifications will be discussed using the five stages of the ADDIE model, beginning with a needs analysis.

### **Analysis of Needs: Winter 2009 through Fall 2009**

The needs analysis was primarily based on personal experience through my own observations in different Listening/Speaking courses that I taught. There were also discussions with one of the program's curriculum coordinators and the listening/speaking coordinator.

Personal observations began under the former curriculum at the ELC. I taught four Listening/Speaking Level Four classes, which constituted 216 hours in the classroom. The listening passages for the Level Four class ranged from five to ten minutes in length. They were strictly audio recordings. There were pre-listening, during listening, and post-listening activities. The activities done during listening usually involved taking notes using different strategies learned, such as timelines, charts, and outlines. In addition to the note-taking strategies, the course also emphasized the strategy of listening to the passage a minimum to two times. The purpose of the first exposure was to listen for the main idea, and the second time through was to listen for details. My observation after listening to all of the passages twice during class each time I taught the class is that the majority of the students would lose interest either during or just after listening for the main idea. Many found it difficult to listen to the five to ten minute passages a second time to add details to their notes. They would lose interest easily, as demonstrated by their actions of sleeping, talking with a friend, or drawing. Based on my observations, their loss of interest was caused by: (a) the length of the passages was too long for using only audio, and the students would become discouraged when they listened to the same

long passage a second time; (b) the students only used the auditory sense while listening. Baltova (1999) stated that when using multiple senses, students relate positively to the instruction and their learning is enhanced. As observed with my students, it was easier for them to become distracted and lose focus when using only the auditory sense, especially when listening to longer passages. As a result, instead of taking notes, some students would engage themselves in other activities, such as those listed above. Several students appeared to receive no benefit from these listening exercises. This was demonstrated in the little to no improvement made in their performance on listening quizzes and tests.

Under the new curriculum, I have taught two Academic B Listening/Speaking courses and one Academic A Listening/Speaking course. I am currently teaching another Academic A Listening/Speaking course. The textbook series used in the two courses is the *Quest Series* (Blass & Hartmann, 2007). The series uses both CDs with audio recordings and DVDs with video recordings. Book One of the series is used in Academic A and Book Two is used in Academic B. In Book One, there are three units with two chapters per unit. In Book Two there are four units with two chapters per unit. Each chapter is divided into five sections: Introduction, Social English, Mechanics of English, Broadcast English, and Academic English. The main listening sections are Social English, Broadcast English, and Academic English. The Social English section has students practice listening to conversations in more casual settings. The Broadcast English section has students use listening strategies to understand broadcast news English. The Academic section uses strategies to help students learn how to take notes and understand lectures. Each of these sections has audio recordings for all of the passages. The Social English sections all have video recordings, while only half of the Academic English sections have video recordings and the Broadcast English sections have no video recordings. Based on my own

observations in the Academic A and B Listening/Speaking courses, the students were more motivated to listen and were more interested in the passage when video was used. When only audio recordings were used, the students in these classes had similar reactions to the students in the Listening/Speaking Level Four classes; many would lose interest as demonstrated by engaging themselves in other activities.

One way to ameliorate these challenges would be the use of additional videos. Video clips can vary in length depending on the course objectives, and they engage the learner in both seeing and hearing the information communicated. The clips are also readily available now because of the advances in technology. Discussions with one of the curriculum coordinators and the listening/speaking coordinator reiterated these points. The use of video would keep students engaged, as well as prepare them better for what actually transpires in university classes. Specific research reviewed for this project, that will be discussed in the following paragraphs, include: (a) using authentic materials to hear authentic language; (b) having visuals to aid understanding; (c) providing content and world knowledge; (d) using videos with an appropriate length; (e) using video as a motivator.

First, the use of authentic videos in the classroom exposes students to authentic language. Discussing the use of authentic videos, Herbert (1991) stated, "There is no better source for the learner in the classroom to get in touch with the accents, the vocabulary, the sound clarity, the sound reductions, the redundancy...which are typical of the learner's target language" (p. 10). Authentic videos provide the students with real language (Flowerdew & Miller, 2005; Katchen, 1993). The language used in authentic materials is not simplified for the learners. The speakers talk at a normal rate and have distinctive accents. They also use current idioms and expressions (Stempleski, 1987). Katchen (1993), specifically focusing on broadcast news, stated that this

genre uses an educated vocabulary and style. Authentic videos expose students to authentic language that they will encounter in real situations outside of the classroom. When more academic genres are used, students preparing to study at a university can be more prepared to understand and use this language in university-like settings.

University courses not only use authentic and academic language, they also use visuals. Smidt and Hegelheimer (2004) stated that one of the characteristics of academic listening is the audio-visual aspect. Thompson (1995) believed that the visual feature of academic lectures supports listening comprehension. Academic listening can be incredibly demanding on students; however, the use of video can be beneficial in students' understanding. Bello stated that video can aid comprehension for the reason that students would be able to see the facial expressions and body language at the same time as hearing the language (as cited in Burt, 1999). It provides the students with visual clues that offer meaning, which audio lacks (Stempleski, 1987). Katchen (1993), again referring to broadcast news, stated that news clips offer other visual aids besides the speakers, such as maps, names, and locations. In academic settings, students will be exposed to lectures where professors use PowerPoint presentations, videos, gestures, body language, and other visuals to try to communicate the meaning of the content to the students. Using video in the classroom will provide the visual aspect that often accompanies academic listening, which provides an additional means of understanding the passage.

In addition to providing the students with visual stimulation and authentic language, video can also provide students with content knowledge, which would vary depending on the curriculum and the course objectives. Students in university preparation programs need to be exposed to the content that would be discussed in academic settings. Katchen (1993) stated that university students should be informed of the world around them. Broadcast news can supply



aspects of this knowledge. Videos, such as broadcast news and lectures, discuss topics that learners will study in university courses. Exposing them to the content before they enter a university will better prepare them for understanding it.

When using video to expose students to what they will experience in a university, it is necessary to use video clips that are an appropriate length. Stempleski (as cited in Burt, 1999) stated that two to five minutes is a suitable length for a clip. It offers enough material for a complete lesson. Katchen (1993) agrees with this when stating that one purpose for using broadcast news is that they are an ideal length for classroom use. Shorter video clips are superlative for practicing listening comprehension because they offer ample material. Using longer video clips could prevent the practice done in class. In addition to providing sufficient material for a lesson, shorter clips can also motivate students to listen more attentively.

The length, the content, the visual aspects, and the authentic language, along with other characteristics of video, are motivators for students. Flowerdew and Miller (2005) stated that video frequently motivates students to listen. Many learners now have video as a part of their daily lives. They are accustomed to the visual stimulation. It is motivating for the students because they are a part of a visual society (Helgesen & Brown, 2007). Brinton and Gaskill (1978) discussed an EFL course at a German high school where the students were not having their needs met of being exposed to authentic language and were not motivated to participate in the class. In order to meet the needs of the students and increase their motivation, one of their instructors chose to add the use of news broadcasts once per week. For each broadcast, the instructor developed pre-, during, and post-listening activities. The results of adding news broadcasts were positive. In class, the students were more motivated to participate in the activities. Out of class, the students became independent learners by watching broadcasts on their

own. Video can motivate students to actively participate in their courses because it provides the visual stimulation that they are accustomed to and it provides them with real language. This motivation to listen and participate in the activities will help students as they are learning to understand spoken language.

Using this research, my personal experience in the listening/speaking courses, and the discussions with one of the curriculum coordinators and the listening/speaking coordinator, it was determined that the use of video would be beneficial for students in the Academic Program. The specific genre chosen was broadcast news, which was chosen for several reasons. First, the Broadcast English section of each chapter was the only section that never used video. Second, such materials contain language and content that students would hear outside of an ESL classroom, especially language and content found in university courses. Many of the students at the English Language Center are there for academic purposes and would likely find such videos to be of interest to them because the videos contain academic language and content. Third, the length of each broadcast news report is ideal for classroom use. The duration of each report is typically two to five minutes in length. Fourth, one of the objectives for the new curriculum at the English Language Center is to develop skills in university-like situations. In university classes, students will rarely be asked to only listen to an audio recording. Many university courses use video clips as a part of the instruction. Students need to be able to listen to and comprehend video clips like those used at a university.

In sum, students at the English Language Center would benefit from using authentic broadcast news videos in their Academic Listening/Speaking courses for two reasons: (a) their interest in the listening passages would likely increase; and (b) they would be exposed to authentic language and content, preparing them for university courses. In order to use broadcast

news videos in these courses, specifications needed to be designed that would instruct developers on how to create materials using these video clips. In order to instruct future developers, specifications need to discuss the content and skills to be taught, how these should be taught, and how the materials should appear. When specifications include this information, the materials are coherent and cohesive. In addition, future developers can create consistent materials easily because they have a guide to follow. By designing specifications for the Broadcast English sections, future developers will be able to create unified materials.

### **Design: Fall 2009 through Winter 2010**

It was decided, between my Project Chair and myself, that because of the limited allotment of hours for the project (90), I should design the specifications for developing materials using broadcast news clips, which would include two sample Broadcast English sections. (See Appendix A for a log of hours spent.) These specifications would be designed specifically for future developers. The design of the specifications and the development of the two sections occurred simultaneously for the purpose of checking the usability of the specifications. The specifications were divided into five main sections. The first four are based on Don Snow's (2006) elements of listening comprehension activities, which are purpose, text, context, and task. These elements were chosen because of feedback received from my Project Chair. The fifth section of the specifications discusses additional development. Each of these sections contains subsections, or steps to follow, in order to complete that section.

The purpose is the first section listed in the specifications. It informs the students of why they are listening to a passage (Snow, 2006). The subsection, or step, under this element stated in the specifications is to review the listening objectives.

The text is the second section discussed in the specifications. The text is defined as the passage that will be used in the activity (Snow, 2006). There are two steps under this section. The first is to find appropriate news clips, and the second is to capture and burn the clips onto a DVD.

The third main section outlined in the specifications is the context. The context refers to the background knowledge that students will need in order to better understand the passage. In real life, there are usually cues that the students can use to know both the context and the purpose (Snow, 2006). The step under context is to create the context for the clip.

Task, the final element, is the fourth section discussed in the specifications. The task refers to the response that the students will need to provide. It will also help them to stay alert and focused during the activity (Snow, 2006). The step involved in this section is to create tasks to support the objectives chosen.

The final section in the specifications is additional development. Once the steps for the four elements have been completed five more steps should be taken to complete the development of the listening materials. The steps are to: (a) format the materials; (b) simplify the process of development; (c) create instructor pages; (d) receive feedback from teachers and the listening/speaking coordinator; (e) receive feedback from students.

These sections and their compiled ten steps form the basis of the specifications. These steps for developing broadcast news materials will be discussed in the order listed above, beginning with reviewing the objectives.

### **Review the Listening Objectives for the Academic Listening/Speaking Classes**

This step of reviewing the listening objectives is first because the objectives serve as the purpose for listening. Students need a purpose for listening when they are viewing video clips

(Stempleski, 1987). The materials need to provide the students with the reason for listening; therefore, those who develop the materials need to be familiar with the objectives for the Academic A and B levels before they begin developing. By familiarizing themselves with the objectives, the developers will have them fresh on their minds while they begin the next step of the process, which is to find appropriate news clips.

### **Find Appropriate News Clips**

Before continuing to the next subsection of the specifications, which is to find appropriate clips, it is necessary to discuss copyright licensing. In order for future developers to be able to create broadcast news sections, a meeting with a representative from the Copyright Licensing Office at BYU was necessary. Because this project uses authentic clips from actual broadcasting websites, it needed to be determined whether or not the use of the clips would fall under the Copyright Law of Fair Use. After describing the project and how it would be used, the university representative concluded that the use of the clips would fall under the Law of Fair Use for the following reasons: (a) the ELC is a nonprofit, educational facility; (b) the nature of the works is factual; (c) the clips used are short in length; and (d) the use of the clips will not affect the profit made by the company or value of their resources (C. Johnson, personal communication, November 11, 2009). He also mentioned that a convenience copy could be made for the instructors of the different courses; however, a Use Restrictions label would need to be attached to each copy (C. Johnson, personal communication, November 11, 2009).

Once it was determined that the use of the news clips would fall under the Law of Fair Use, the step involving the finding of clips was created and included in the specifications. The step includes four criteria that need to be met in order for the clip to be appropriate for use:

theme, length, time sensitivity, and objectives. An additional feature that could be included is captioning or subtitles.

The theme for each Broadcast English section needs to be taken from the materials already in use in the courses. As mentioned in the needs analysis, the textbooks currently used in the courses are the first two books of the *Quest* Series (Blass & Hartmann, 2007). The themes from the first book are: economy, biology, and U.S. history. The themes from the second book are: business, art, psychology, and health. Developers need to find clips that match the themes in the target textbooks. While finding clips, they also need to be aware that some topics may be sensitive for students and could affect them emotionally or psychologically.

Once clips with appropriate themes have been found, it is necessary for developers to narrow the options to those that fall within the two to five minute range that was previously mentioned in the needs analysis. Because the clips are authentic and were not made specifically for classroom use, the language and rate of speech may be very difficult for them. Helgesen and Brown stated that the text, the task, the speaker, and the listener affect the ease and difficulty of a listening passage (2007). Therefore, one method of easing the difficulty of the passage caused by the speaker would be to have a shorter length of text. Another reason for using shorter news clips is that most clips fall within the two to five minute range of time, thus providing the students with a more authentic experience.

The next criterion for the developers to follow in order to narrow the selection even more involves time sensitivity. Time sensitivity means that the information should not become outdated, but should be of use for at least several years. Broadcasts on aspects of pop culture or minor events would not be beneficial for the students; however, broadcasts discussing universal topics or major historical or scientific events would not become dated. When the information is

outdated, such as a celebrity's court trial, the students may no longer find the information to be relevant to them, leading to a loss of interest in the passage. This can limit the selection greatly because many clips are based around current events.

While searching for clips, developers also need to match course objectives to each clip. (See Appendix B for the Academic B listening objectives.) As mentioned previously in the first step, each section needs to have a purpose, and the students need to be aware of the purposes so that they will be able to learn them and successfully complete them. Without objectives for the students to fulfill, the clips would not meet the needs of the ELC.

After these first four criteria (theme, length, time sensitivity, and objectives) have been met, there is also the option for finding clips with captioning or subtitles. Grgurović and Hegelheimer (2007) performed a study regarding the use of subtitles and transcripts. They stated that "these two textual help options were selected because they can add redundancy to the aural input by changing the input mode from its aural form in the video into the textual form of subtitles and a transcript, hence addressing different learning styles" (p. 46). Winke, Gass, and Sydorenko (2010) also stated that the use of captioning is more effective. Once their study was complete, they interviewed the students who participated. The students who used captions stated that the captioning increased their attention, improved their processing, reinforced their previous knowledge, and aided them in analyzing the language. While captioning can be very effective, it can also make the search more difficult, which is why it is included as an optional feature instead of one of the required criteria.

By using these criteria, developers should be able to find appropriate clips for Broadcast English sections. Once the clips are found, developers then need to proceed to the next step in the specifications, which is to capture and burn the clips.

### **Capturing and Burning Clips**

After the subsection for selecting broadcast news clips, the specifications include instructions on burning and capturing the clips. It is essential for developers to capture the news clips and burn them. One reason that it is necessary to do this is because some websites no longer have the clips available for viewing after a certain period of time. This can hinder instruction when materials become void because of a clip that is no longer available. Another reason for capturing and burning the clips is for ease during instruction. Instruction can be facilitated when the teacher has a convenience copy. With a convenience copy instructors can overcome technical difficulties that can arise when using the internet, such as the lack of a strong internet connection. The instructions provided in the specifications for capturing and burning clips are based on the programs that are currently available at the ELC. Other programs can be used to perform these tasks. When the clips are captured and burned, developers can then follow the specifications to begin creating the materials that coincide with the clips.

### **Creating the Context for the Clips**

The first aspect of the materials to be discussed in the specifications is the context, which provides the students with the schema they will need to understand the clip and to successfully achieve the objectives. This can be done by using different tasks that remind the students of the content, vocabulary, and forms (Helgesen & Brown, 2007). "Preparing the learners to understand what they are going to watch makes the difference between time wasted and time well spent" (Burt, 1999, p. 4). The specifications include reasons for providing the students with context as well as listing ideas for developers to use to build the students' context. The step following creating the context is creating the tasks.



### **Creating Tasks that Support the Objectives**

After the context is developed for each Broadcast English section, developers next need to create tasks that support the objectives and relate to the clip. Pujola (2002) stated that using appropriate learning strategies is necessary in successful second language education. These strategies become a part of the objectives. As mentioned previously, the objectives should be chosen while finding appropriate clips. In order to fulfill all of the objectives, developers need to include pre-listening, while-listening, and post-listening activities.

Pre-listening activities are necessary because they provide the context for the students to prepare them for the listening passage. The context provides the pre-listening activities for the materials. Previewing the passage is a part of the pre-listening activities. Burt (1999) stated that by previewing, the teachers will guide the students to the purpose of listening. "Knowing exactly what they will have to do following the viewing will help students to deliberately and effectively focus their attention on relevant aspects of the video and more successfully accomplish viewing tasks set by the teacher" (Stempleski, 1987, p. 8). Developers need to provide the students with sufficient pre-listening materials so they feel prepared to listen and know their reasons for listening.

While-listening activities help resolve issues dealing with not knowing the purpose and lack of understanding (Helgesen & Brown, 2007). Having students perform tasks while listening also allows them to know why they are listening to a passage. Stempleski (1987) stated that providing tasks for students to accomplish that focus on different features supports purposeful listening. Tasks also help the instructor and the students to know if the students are not able to perform tasks because of memory or because they did not understand. Because one of the

objectives in the Academic program is to effectively take notes and use those notes, the specifications discuss the use of note taking for the while-listening activities.

Post-listening activities help students to use the language and the content they just heard. Post-listening activities should encourage students to utilize the vocabulary and practice the strategies laid out in the objectives. Instructors need to use effective materials to do so. Burt (1999) stated that after viewing the video clip, the teacher should explain complex points, promote discussions, and perform follow-up activities. Future developers need to use the instruction in the specifications to create post-listening tasks that aid students in applying the information recorded in their notes.

Once the pre-listening, while-listening, and post-listening activities are developed, the basic materials are complete. To develop the materials further, future developers can then follow the last five steps discussed in the specifications, beginning with formatting the materials.

### **Formatting the Broadcast English Sections**

The first additional development to the materials is to format them to be aesthetically pleasing. The format developers can use to make the design appealing for those who will use the materials can be found in a Microsoft Word template. Developers also need to use the four basic principles of design, which are contrast, repetition, alignment, and proximity. Contrast means that if elements of the design cannot be the same then they should be very different. Repetition is when elements are repeated throughout the pages, such as colors, shapes, fonts, and others. Alignment refers to the placement of different elements and how they connect with each other. Proximity means that elements are placed closely together or further apart to signify the groupings (Williams, 2004). The specifications include ideas for how future developers can follow these principles.

## **Simplifying the Development**

The second subsection for additional development involves simplification. The specifications are intended for future developers, someone who is specifically hired to develop materials, not necessarily instructors. Developing materials for Broadcast English sections requires a large amount of time on the part of the developer. This can be a concern when there is a limited amount of time for development. For this purpose, the specifications include ideas on how to simplify the development so that it will not require as much time. The materials would not contain all of the characteristics mentioned above; however, they would contain the most important features. In addition to simplifying the development, the actual instruction can also be eased by creating instructor pages, which is the next step in the process.

## **Creating Instructor Pages**

With clips chosen and materials developed for them, the preparation for instruction is simplified for the teachers; however, the development of instructor pages can ease their preparation and instruction even more. Therefore, the specifications also include a step for creating these pages. Instructor pages include information that will assist the teachers in preparing their lessons and in teaching using the materials provided for the sections. Specifically, the instructor pages include information about the text used, the context, the purposes, possible homework assignments, and a key for the tasks in the section. The information about the text contains the title, the length, the source, and a summary of the video clip used. The context section provides the instructor with additional ideas for how to build the context in the classroom. The purposes are the objectives that should be completed in the section. The possible homework ideas section is a list of assignments instructors could give to their students. The key contains all of the answers for the tasks so that the instructors will have them to review with the

students. Future developers can follow the directions given in the specifications to create efficient instructor pages that coincide with the other materials. Once all of the materials are produced, future developers can then proceed to the final steps included in the specifications, which are to receive feedback from teachers, coordinators, and students.

### **Receiving Feedback**

When designing and developing materials, it is highly beneficial to receive feedback, which is why two steps for doing so are included in the specifications for the broadcast materials. The first step provides the developer with ideas for receiving feedback from other teachers as well as the listening/speaking coordinator. The second of the two steps discusses receiving feedback from the students. When receiving feedback, it is highly beneficial to receive it from a variety of sources. Each source will have different opinions and ideas for revisions that should be made. Using their feedback, developers can make final revisions to the materials, concluding the process discussed in the specifications.

### **Using the Specifications**

Once the specifications are complete, it is necessary to ensure their usefulness. The designer of the specifications needs to create materials using the specifications for developing the materials. By doing this, the designer can determine any changes that need to be made to the specifications. In order to test the specifications for the Broadcast English sections, I developed materials for two sample sections.

#### **Development: Fall 2009 through Winter 2010**

As mentioned previously, the design of the specifications and the development of the two sample sections occurred simultaneously. This was done for the purpose of testing each step

outlined in the specifications. The sample sections will also serve the purpose of being examples for future developers to follow.

The development began with the search for appropriate clips. The themes chosen discuss fear and sleep, which comprise the psychology unit in the *Quest Two: Listening and Speaking* book (Blass & Hartmann, 2007). Following the criteria listed in the specifications of theme, length, time sensitivity, and objectives, two clips were selected. One of the news clips was retrieved from CNN's website and is entitled, "'NurtureShock' Author Part II." The other was retrieved from CBS's website and is entitled, "Coping with Fear of Flying." These two clips were then captured and burned using the programs explained in the specifications, SnapProX and iDVD.

Once the clips were burned, the context needed to be generated. The students needed activities that would prepare them for the clip. Both sample Broadcast English sections include discussion questions regarding the topic and vocabulary in context practice using words found in the passage. More activities could have been added to the materials; however, I felt that teachers should be able to assess their students' needs to add any additional activities to build the students' schemata. I also believed that the two activities provided the students with sufficient context.

After creating the context, which provided the pre-listening tasks, the while- and post-listening tasks needed to be developed. As mentioned previously, in order to fulfill one of the objectives for the Academic Listening/Speaking courses, the while-listening task for both sections is to take notes. The post-listening tasks were selected based on other listening objectives. The section discussing the loss of sleep includes tasks for identifying the purpose, the main idea, the details, cause and effect, and then discussion and application. The post-listening

tasks for the section regarding fear include summarizing a passage, identifying problems and solutions, identifying details, predicting, and applying information to new contexts.

Following the steps for additional development in the specifications, the materials were then formatted to make them appealing using the principles of design outlined. A template found in Microsoft Word was used for the basic format, which was then adjusted to comply with the principles. After they were formatted, instructor pages were created for both of the sections in order to assist the instructors in using the materials. The materials were then reviewed by my Project Chair, the listening/speaking coordinator, students in the level, and another teacher. Additional discussion of their feedback will be discussed in the Implementation and Evaluation stages of the ADDIE model.

### **Implementation: Fall 2009 through Winter 2010**

The next step in the ADDIE process is Implementation, which meant that the specifications and materials needed to be piloted to assess their usefulness. There were two options for performing the pilot. The first was to pilot the sample sections in the classroom. The sections would be taught and then the students would respond to a survey. If the materials were found to be useful, then the specifications would also be useful and applicable. The second option was to have another individual develop a Broadcast English section using the specifications. If the developer could create materials similar to the sample sections, then the specifications would be applicable. Because of the time constraints of the project, the first option was selected; however, the second option for piloting still should be implemented for a full evaluation.

The implementation of the materials happened in two stages: a pre-pilot and a pilot. The pre-pilot occurred at the end of fall semester in 2009. The pilot occurred during winter semester in 2010.

### **Pre-pilot**

Before piloting the Broadcast English sections in Winter 2010, a pre-pilot was performed with a small group of six volunteer students from my Academic B Listening/Speaking course during Fall 2009. The section concerning children and teens losing sleep was used for the pre-pilot. The students responded well to the clip and the materials. They said they felt the clip was interesting and level-appropriate. One student stated that the speech was at a fast rate, but not beyond comprehension. The other students said that rate of speech was understandable. They also said that they felt that the activities to practice the strategies were useful. However, most of the students said that some of the vocabulary was too simple. Based on their feedback, a few adjustments were made to the vocabulary activity. Some of the simpler vocabulary was left in the activity for the reasons that: (a) not all of the students in the pre-pilot found those words to be simple; (b) the words provided part of the context to prepare the students for the content discussed in the clip. After the adjustments, the materials were then ready for the pilot.

### **Pilot**

During winter semester there were two Academic B Listening/Speaking classes. I taught one of the classes and a colleague taught the other. In order to pilot the materials, I needed to determine if I needed to receive authorization from the Institutional Review Board or from Testing Research and Evaluation Committee. After discussing the piloting with my Project Chair, it was decided that I did not need to receive authorization and I could simply use the materials as a part of the class since we were using these materials and themes in class anyway.

The piloting occurred during the middle of the semester because the developed Broadcast English sections were for the psychology unit, which is the third out of the four units in the textbook. Both of the Academic B Listening/Speaking classes piloted the materials around the same time. The first section to be piloted was the section on getting enough sleep, which fell within the chapter on sleep and dreams. It was then followed by the chapter concerning fear and paranoia, which included the Broadcast English section on the fear of flying. As a part of the implementation the instructors had copies of the sections, the DVDs, and the instructor pages. The students were each given copies of the sections when the lessons were taught. One of the classes had fifteen students and the other had fourteen. They were from various countries, including Mexico, South Korea, Japan, China, Guatemala, France, Madagascar, Russia, Vietnam, El Salvador, Brazil, and Ecuador.

#### **Evaluation: Winter 2010**

As mentioned previously in the implementation section, the evaluation of the materials is also an evaluation of the specifications because the materials were developed using the specifications. If adjustments were needed to the materials, adjustments were also needed in the specifications. This was not a full evaluation of the specifications. To complete the evaluation a developer needs to create materials based on the specifications that were designed. For the evaluation that was done of the specification and materials, I received feedback from several different sources.

I first received feedback from my Project Chair in our weekly meetings. He gave me feedback regarding improvements I could make in the specifications, particularly in the format to follow. As mentioned in the design section, he recommended that I follow Don Snow's (2006) elements of listening comprehension. Before receiving his feedback, the specifications were



based solely on the ten steps. I reformatted the specifications so that the ten steps would coincide with and fall under the different elements. Also, after I had developed the first section, he recommended that I develop the instructor pages as an aid for the teachers.

I then received feedback from the listening/speaking coordinator. I emailed him what I had developed asking him to provide feedback. He commented on the materials as well as the specifications. He felt that the specifications were clear and effective. He also mentioned that he was very impressed with the post listening tasks because they "really involve the student with a variety of deep processing activities" (G. Eckstein, personal communication, March 4, 2010). His comments regarding improvements are listed in Table 1 below.

Table 1

*The feedback from the ELC's listening/speaking coordinator*

Specifications	Materials
Include information about capturing and burning videos in an appendix	Include in the context a discussion of what a broadcast is
	Include in the context direct instruction on the topic of the broadcast
	Provide the students with the purpose for listening
	Could include more strategy training

While the sections were being piloted in my class, I took note of improvements that could be made in the materials. Specifically, I took note of improvements regarding how the strategies could be taught and presented to the students and changes to the actual pages themselves. Several of my own observations coincided with the comments provided by the listening/speaking coordinator. I also decided that it would be beneficial to include additional ideas for the teachers regarding other activities that they could use.

After the Broadcast English sections were piloted I received feedback from the students. Their feedback was retrieved by means of a survey. (See Appendix C for the survey given to students.) Because of absences or dismissals, only seventeen out of the twenty-nine students completed the survey. After the survey was conducted, a concern arose regarding two of the questions: (a) which of the two, audio or video, was easiest to understand? (b) which did you prefer? The response options for both questions were audio and visual. The concern regarded ambiguity in the context of the questions. The questions did not specify that the students should compare the Broadcast English sections provided by the textbook that only used audio recordings with the developed sample sections that used broadcast news video clips.

To respond to this concern, the context was addressed during the administration of the survey. In the class I taught, some of the students asked for clarification. I informed them that they needed to base their responses on the different sections mentioned above. In discussion with the other Academic B Listening/Speaking instructor, it was discovered that she had also explained the context of the questions to the students. The students realized that they needed to compare the Broadcast English sections that used only audio with those that used video clips. The general results of the survey are shown in Table 2 below. (See Appendix D for the full results of the survey.)

Table 2

*The general results of the student survey*

Question	Response	Number of students
<b>1. What was your level of understanding of the broadcast video clips?</b>	Very low	0
	Low	0
	Average	4
	High	12
	Very high	1
<b>2. Which of the two was easiest to understand?</b>	Audio	0
	Video	14
	No response	1
	Marked both	2
<b>3. Which did you prefer?</b>	Audio	0
	Video	12
	No response	2
	Marked both	3
<b>4. How useful were the activities to practice listening strategies?</b>	Not useful	0
	Semi-useful	1
	Useful	12
	Very useful	4
<b>5. Do you consider the broadcast news video clips to be academic?</b>	Yes	14
	No	0
	Mostly	1
	No response	2
<b>6. Do you think that the language that you heard in the broadcast news clips would be similar to the language used in a university class?</b>	Yes	15
	No	0
	No response	2
<b>7. Do you think that the content covered in the clips could be topics covered in a university class?</b>	Yes	15
	No	0
	No response	2

According to the results of the survey, the majority of the students believed that the use of video clips was beneficial to their understanding of the language, and felt that the video clips were easier to understand than the audio recordings. Many of the students preferred using the video recordings. The majority determined the activities for practicing the strategies to be useful.

They also considered the video clips to be academic in nature, in regards to the language and content. A few students responded that they preferred both audio and video recordings. These students stated in their surveys that they believed both to be useful for language learning. Throughout the survey, a few students chose not to respond to many of the questions. However, the overall reaction to the sample Broadcast English sections was that the students regarded them as being beneficial.

I also interviewed the other instructor in regards to the materials. She mentioned that she liked the pre-listening activities and felt that the materials were well structured and organized. She mentioned that the general feeling in the classroom was that the students were more motivated and involved than when they were only listening to the audio recordings. The students liked that the clips were “real”. She felt that the post-listening activities could be improved in that there could be a closing activity that tied the other activities and the information together. She also recommended that homework ideas for the instructors should be included.

Using the feedback received from my Project Chair, the listening/speaking coordinator, the students in the courses, and the other Academic B Listening/Speaking instructor, revisions were made to the materials. This meant that revisions to the specifications were required as well. These revisions to the specifications and materials will now be discussed.

### **Revisions: Winter 2010**

While developing the materials, I had made some assumptions. These assumptions affected the manner in which I designed the specifications and developed the two sample sections. Before revisions were made to the specifications, (a) the instructor pages did not include additional ideas for building context or ideas for homework assignments; (b) the step for creating tasks did not include the need to include note-taking strategy instruction; (c) the step for

capturing and burning the clips did not include instructions for playing the clip using QuickTime Player. Before revising the sample sections, (a) the pre-listening activities did not include a summary of the clip; (b) the while-listening activity did not include instruction on methods for taking notes; (c) there was no closing activity in the section on losing sleep.

The first assumption made was that the teachers would add context based on the needs of their students. Based on the feedback received, adjustments were made to the sections and the instructor pages. To the sections, paragraphs were added to provide a brief summary of the clip. To the instructor pages, I added other ideas for teachers to use in the classroom for building context. I decided not to include a discussion of the broadcast genre in the sample sections because these sections occur in the middle of the semester. However, I did adjust the specifications to mention that when sections are developed for the beginning unit a discussion of the genre should be included.

Another assumption I made while designing and developing the specifications and materials was that teachers would include strategy instruction for taking notes before watching the clip. The feedback suggests that this instruction should be included in the materials, and I agreed with this suggestion. I adjusted the Note-Taking page of the sample sections to include instruction on strategies for taking notes on cause/effect and problem/solution. By doing this the purpose of the task will be clear to the students. It will also assist the instructors in teaching these strategies in the lessons. Adjustments were also made to the specifications to include the need for instruction of the note-taking strategies.

The last assumption made that needed an adjustment was that the instructors would include a closing activity and homework assignments that they felt were appropriate for their students. A closing activity was added to the section on the lack of sleep so that the students and

teachers would feel a connecting end to the lesson. The final activity in the section on the fear of flying involved students using the information and applying it to new contexts. I felt that this was an appropriate closing activity; therefore, I did not add another activity to this section. For the homework assignments, I felt it was appropriate to include a list of ideas for assignments in the instructor pages. By doing this there are options available for the teachers, allowing them to select the best assignment for their students. In addition to adjustments made to the materials, adjustments were also made to the specifications. In the section discussing the development of tasks, closing activities and homework assignments were added to the list of post-listening activities. Also, the requirement of listing homework ideas was included in the section discussing the development of instructor pages.

Another revision made, however without a previous assumption, in the specifications involved discussing an additional method of playing the clips. The method mentioned in the specifications involves capturing the clips and then burning them onto a DVD. This is useful because it provides a convenience copy for the teacher; however, it then becomes impossible to adjust the rate of the speech. In order to adjust the speaking rate, the developer only needs to capture and save the clip. The clip can then be opened and played on a computer that has a program where the rate can be adjusted. QuickTime Player has the option of adjusting the speaking rate; however, the audio becomes increasingly distorted the further the adjustment. Windows Media Player can also adjust the speaking rate and does not distort the audio to the same degree. However, while attempting to perform this task, a complication arose. Because I had captured the clips on a Mac computer and had saved the clip using QuickTime Player, the clip could only be played with audio while using a Mac. When I attempted to play the clip using Windows Media Player, the video appeared but the audio did not function correctly. The

program did not recognize the audio. Because the ELC uses Mac computers, I do not foresee this as being a hindering factor in the context used for this project. Developers in other programs would need to determine the appropriate computer program to utilize based on what is available in their organization. Two programs available for use on a PC are Capture Video PC and Adobe Captivate.

One final revision made to the Broadcast English sections was to correct the grammatical mistakes. While piloting the materials, several errors were noticed in the sentences for determining the meaning of vocabulary in context; however, they have now been corrected. (See Appendix E for final specifications, Appendix F for the final Broadcast English sections, and Appendix G for the final instructor pages.)

### **Limitations**

Through the process of developing the specifications and materials, a few limitations were discovered. The first limitation is the program used to capture the video made it so the clips can only play on a Mac computer. As mentioned in the revisions section, this is not an immense complication for the use of the clips at the ELC because the ELC uses Mac computers; however, it could be an obstacle in another program. If the organization uses PCs, developers would need to use one of the capturing programs mentioned in the previous section or another program they are familiar with.

The second limitation involves the formatting of the materials. The templates found in Microsoft Word are useful; however, they can be complicated because they use text boxes and images. When the specifications and materials are opened on a PC, they appear slightly different than how they appear on a Mac. The placement of the boxes and images can change. Also, when pages are deleted, the location of several of the items changes on the surrounding pages and then

need to be moved back to their original location. If future developers desire to avoid this limitation, they can use a simple Microsoft Word document instead of a template.

### **Implications for Future Development**

These specifications and sample units provide the first step toward other MA projects. Using these items, graduate students could choose to complete the development of Broadcast English sections for each of the units in the Academic B level. They could also develop sections for the Academic A Listening/Speaking course. The specifications could also be used for materials development in Academic C or in the Foundations Program. My sample sections were specifically made to fulfill a need in the Academic Program; however, the specifications can be adapted and used in Foundations courses. Another project could be to adapt the specifications and develop sections for reading courses. In addition, technology is constantly changing, which could, in the future, affect the manner in which the materials would be used. Any adjustment would be necessary for the continued use of the specifications or development of the materials.

### **Conclusions**

In the Academic Listening/Speaking courses at the English Language Center there was a need to aid students in maintaining their interest during listening passages. It was imperative that this need be met for the reason that when the students would lose interest in the passage, many would no longer be able to successfully perform the strategies that were being practiced, hindering their accomplishment of the course objectives. This need was met through the use of broadcast news video clips. The research discussed in the needs analysis suggested that by using video students would be exposed to authentic language, visual aids, and academic content. In addition, clips that are two to five minutes in length provide ample material for practicing listening strategies. These factors serve as motivators for students by making the experience



more like what they would encounter in a university setting and by making it a multisensory experience.

In order to provide the students with this experience, materials using video needed to be developed. These materials needed to be cohesive and coincide with the curriculum at the ELC; therefore, specifications were designed to ensure the unity and applicability of the materials. The specifications include ten steps for future developers to follow. These ten steps guide future developers through the process as well as provide two samples. When the specifications are followed, the materials will be cohesive and responsive.

When the specifications and sample sections were completed, the sample sections were piloted. If the sections were determined to be valuable and appropriate, then the specifications would be also. The students' responses to the sections supported the research in that the majority of the students preferred using video, and they felt the sections were academic in terms of language and content. In addition, they determined the activities to be useful, signifying that the materials and the specifications are also useful.

After receiving feedback from other sources as well, revisions to the specifications and sections were needed. The revisions were made in the context, instruction for note-taking, closing activities, and methods for playing the clips in order to improve the effectiveness of the specifications and the materials. With the specifications and sample sections revised, future developers will be able to use them to produce successful materials that utilize authentic video clips.

These specifications were designed for use in the context of the curriculum at the English Language Center; however, other programs will have different needs. In order for developers in other programs to apply these specifications, they should first determine the needs of their

curriculum. Then, they would be able to adapt these specifications easily to meet the objectives and goals of their program.

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### Appendix A: Development - Log of Hours

Activity	Total Hours
Researching: Journal articles, books, Quest textbooks, iTESOL presentation, Copyright	17
Weekly meetings/Committee meeting	3:30
Revising proposal	8
Finding broadcast news clips	10
Designing and developing materials: Chapter sections, instructor pages, clips, DVD	30
Developing: Specifications, letter to developer, check list	25
Pre-pilot and feedback	1:30
Developing survey	2
Piloting developed materials	2
Gathering feedback: Survey, interview, email	1
Organizing and analyzing feedback	4
Revising: Specifications and materials	9
<b>Total:</b>	<b>113</b>

## Appendix B: Development - Academic B Listening Objectives

Objectives for Academic B Program (Taken from the ELC's Performance Objectives)

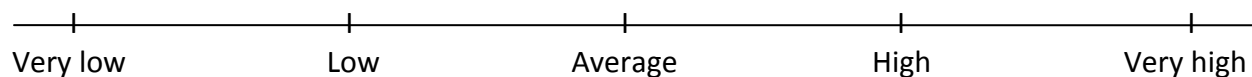
- Organizational Strategies - information is often presented in ways that reflect its purpose. Students are more likely to comprehend what they read when they recognize its purpose and organization. Once students identify the purpose of a presentation, they can use graphic organizers or concept maps designed to help them understand that specific type of presentation. Thus, students should be able to (a) identify the purpose and structure of a presentation, and (b) determine the best graphic organizer to use to aid their comprehension. Presentations often include one or more of the following purposes, each of which is associated with one or more graphic organizer that the students should learn to use strategically:
  1. Definitions
  2. Description
  3. Order
  4. Compare and contrast
  5. Cause and Effect
  6. Categorize
  7. Persuasive
  8. Problem and solution
  
- Summational Strategies--these are used to help the students capture and reflect the information included in one or more presentations.
  1. Taking notes
  2. Marking a text
  3. Identifying main ideas and supporting details
  4. Summarizing texts
  5. Paraphrasing texts
  6. Synthesizing information from multiple sources
  
- Evaluational Strategies--these are used to aid comprehension by helping the students to process and apply the information heard from one or more sources.
  1. Differentiating between fact and opinion
  2. Distinguish literal meaning from figurative meaning
  3. Identifying the purpose and tone of the text
  4. Predicting
  5. Drawing conclusions
  6. Making inferences
  7. Expressing agreement and disagreement
  8. Expressing and supporting personal opinions
  9. Critiquing
  10. Refuting
  11. Applying information in new contexts

- Linguistic awareness strategies-these are used to aid comprehension by helping the student to attend to the special linguistic or functional features. Student should be able to identify and appropriately interpret:
  1. Stressed words
  2. Reduced word forms
  3. Interjections
  4. Emotion from tone of voice
  
- Metacognitive Strategies
  1. Preparing to Listen
  2. Monitoring while listening
  3. Evaluating after listening

## Appendix C: Evaluation - Student Survey

### Survey for Broadcast English Sections

1. What was your level of understanding of the broadcast video clips? Circle the best answer.



2. What made it easy or difficult for you?

3. Which of the two was easiest to understand?

- Broadcast audio recordings
- Broadcast video clips

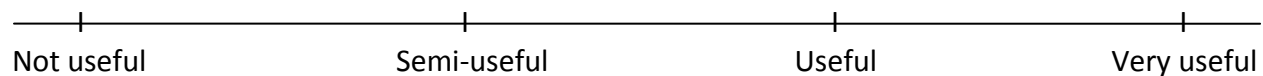
4. Why was it easier to understand?

5. Which did you prefer?

- Broadcast audio recordings
- Broadcast video clips

6. Why did you prefer it?

7. How useful were the activities to practice listening strategies? Circle the best answer.





8. Why, or why not, were they useful?

9. Do you consider the broadcast news video clips to be academic? Why, or why not?

10. Do you think that the language that you heard in the broadcast news video clips would be similar to the language used in a university class? Circle Yes or No.

Yes

No

11. Do you think that the content covered in the clips could be topics covered in a university class? Circle Yes or No.

Yes

No

### Appendix D: Full Survey Results

Question	Response	Number	Reason
<b>What was your level of understanding of the broadcast video clips?</b>	Very low	0	NA
	Low	0	NA
	Average	4	NA
	High	12	NA
	Very high	1	NA
<b>What made it easy or difficult for you?</b>	Easy	13	Visual aid Good pronunciation Explain well Clear and well-structured Clear audio Played twice Words used in real way Gave examples Background News, interview Interesting Paused Not too long Emphasized certain information Not difficult
	Difficult	4	They spoke fast "...they use stat..."
<b>Which of the two was easiest to understand? Why was it easier to understand?</b>	Audio	0	NA
	Video	14	See person speaking Visual aid See gestures and expressions Simple explanation Real situation Easier to focus and not get tired Not too long Did not know
	No response	1	"Same as long as speakers talk clearly and without accent"
	Marked both	2	Different focuses No response
<b>Which did you prefer?</b>	Audio	0	NA
	Video	12	Visual aid Easier to concentrate Easier to understand Interesting See people speaking Visuals help predict

			Sounds real See gestures Speak as native speakers Watch ideas
	No response	2	Did not know Has to take notes anyway
	Marked both	3	Both helpful Both have good information
<b>How useful were the activities to practice listening strategies?</b>	Not useful	0	NA
	Semi-useful	1	No response
	Useful	12	Native speaker Express opinion Catch main idea, but not all details Improving listening and speaking "Funner" "Tune listening" Academic and professional Real English Good information Same skills No response
	Very useful	4	New vocabulary Interesting topics Increased comprehension Academic Repeating topics in classes
<b>Do you consider the broadcast news video clips to be academic?</b>	Yes	14	Academic topics Talk academically about any topic Vocabulary and appearance Present real life Interviewed and shared opinions Sophisticated points of view Formal Academic word usage "...push me out in my English" No response
	No	0	NA
	Mostly	1	"People talk about these topics in their lives. But usually only the professional people are invited to do the broadcast."
	No response	2	No response
<b>Do you think that the</b>	Yes	15	NA

<b>language that you heard in the broadcast news clips would be similar to the language used in a university class?</b>	No	0	NA
	No response	2	NA
<b>Do you think that the content covered in the clips could be topics covered in a university class?</b>	Yes	15	NA
	No	0	NA
	No response	2	NA

## Appendix E: Revisions - Final Specifications

# Specifications: Broadcast English Clips



## Inside the Specifications

Letter to developer	2
Check List	3
Introduction	4
Purpose	
Review objectives	5
Text	
Find appropriate clips	8
Capture and burn	10
Context	
Create context	15
Tasks	
Create tasks	16
Additional development	
Format materials	17
Simplify development	18
Create instructor pages	19
Receive feedback from teachers and L/S coordinator	20
Receive feedback from students	21

Dear Developer,

This packet includes specifications, a check list, and sample sections for the development of materials using video clips from online sources. These were designed for the Broadcast English sections in the Academic listening/speaking courses; however, they can be easily adapted and used in other instructional situations.

The specifications include detailed information on the following categories:

1. Review the objectives
2. Find appropriate clips
3. Capture and burn clips onto DVD
  - a. Copyright information
4. Create materials to match objectives
5. Format the materials
  - a. Simplify if needed
6. Create instructor's pages
7. Receive feedback

The check list allows for monitoring completion of the specifications. The included sample sections were made by following the specifications. By reading through the specifications, reviewing the sample sections, and using the check list, a developer will be able to create additional materials.

If using the specifications for other courses, consult appropriate coordinators in regard to the objectives and any necessary adjustments to the specifications.

## Check List

### Purpose

- Were the objectives for the course reviewed prior to searching for a clip?  
Objectives will vary depending on level and course.

### Text

- Is the news clip appropriate for the materials?
  - Does the theme of the news clip match the theme of the chapter?
  - Is the clip between two to five minutes in length?
  - Does the information in the clip not easily date itself? (i.e. a celebrity court trial)
  - Are there five to six objectives from the strategic areas that coordinate with the clip?
  - Optional: Is the clip captioned?
- Is the clip captured and burned?

### Context

- Does the context activate the students' schemata?

### Tasks

- Do the created activities support the objectives?
- Are all parts of the listening instruction included?
  - Pre-listening activities?
  - During listening activities?
  - Post listening activities?

### Additional Development

- Are the materials formatted to make the section well-organized and easy to read? A simple format can be followed if time for development is limited.
- Are the instructor pages created?
  - Do they include a description of text?
  - Do they include the purpose, or objectives?
  - Do they include a key for activities/tasks?
- Has feedback been given by the listening/speaking coordinator and other teachers?
- Has feedback been given by students?

## Introduction: Guiding Principles



When designing and developing materials for listening instruction, one needs to create materials containing purpose, text, context, and tasks.

### Purpose:

There needs to be a purpose, or reason, behind each passage and task. The purposes can be taken from the course objectives.

### Text:

For listening materials, the text is the actual news clip that will be played as a part of the instruction.

### Context:

To prepare students to understand the listening passage, context needs to be provided to activate their schemata. Context can be given by reading a short passage, discussing questions, or other such activities.

### Tasks:

Tasks are the activities and assignments that fulfill the objectives.

By using these, the materials can be used effectively by the teachers and will be the most instructive for the students.

Each of the steps listed below for developing broadcast English instructional materials fulfill these four parts of materials development, as well as additional aspects of development.



## Principle: Purpose

### 1. Review the listening objectives for the Academic Listening/Speaking Classes

The objectives for the Broadcast English section in each chapter will come from the performance objectives for Academic Levels A and B developed by the English Language Center. By basing the objectives for Broadcast English on the ELC's objectives instead of the objectives in the current textbook, the developed materials will be able to continue to be used once the textbooks change. Each section will contain a minimum of one performance objective from each of the following areas: organizational strategies, summational strategies, evaluational strategies, linguistic awareness strategies, and metacognitive strategies. Once all of the materials have been developed, the students will be able to successfully perform each of the performance objectives. The objectives used for Broadcast English will be added to the students' exams upon completion of the sections.

Objectives for Academic A Program (Taken from the ELC's Performance Objectives)

- Organizational Strategies-information is often presented in ways that reflect its purpose. Students are more likely to comprehend what they read when they recognize its purpose and organization. Once students identify the purpose of a presentation, they can use graphic organizers or concept maps designed to help them understand that specific type of presentation. Thus, students should be able to (a) identify the purpose and structure of a presentation, and (b) determine the best graphic organizer to use to aid their comprehension. Presentations often include one or more of the following purposes, each of which is associated with one or more graphic organizer that they students should learn to use strategically:
  1. Definitions
  2. Description
  3. Order
  4. Compare and contrast
  5. Cause and Effect
  6. Categorize
  7. Persuasive
  8. Problem and solution

- Summational Strategies--these are used to help the students capture and reflect the information included in one or more presentations.
  1. Taking notes
  2. Marking a text
  3. Identifying main ideas and supporting details
  4. Summarizing texts
  5. Paraphrasing texts
  6. Synthesizing information from multiple sources
- Evaluational Strategies--these are used to aid comprehension by helping the students to process and apply the information heard from one or more sources.
  1. Differentiating between fact and opinion
  2. Distinguish literal meaning from figurative meaning
  3. Identifying the purpose and tone of the text
  4. Predicting
  5. Drawing conclusions
  6. Making inferences
  7. Expressing agreement and disagreement
  8. Expressing and supporting personal opinions
  9. Critiquing
  10. Refuting
  11. Applying information in new contexts
- Linguistic awareness strategies--these are used to aid comprehension by helping the student to attend to the special linguistic or functional features. Student should be able to identify and appropriately interpret:
  1. Stressed words
  2. Reduced word forms
  3. Interjections
  4. Emotion from tone of voice
- Metacognitive Strategies
  1. Preparing to Listen
  2. Monitoring while listening
  3. Evaluating after listening

Objectives for Academic B Program (Taken from the ELC's Performance Objectives)

- Organizational Strategies - information is often presented in ways that reflect its purpose. Students are more likely to comprehend what they read when they recognize its purpose and organization. Once students identify the purpose of a presentation, they can use graphic organizers or concept maps designed to help them understand that specific type of presentation. Thus, students should be able to (a) identify the purpose and structure of a presentation, and (b) determine the best graphic organizer to use to aid their

comprehension. Presentations often include one or more of the following purposes, each of which is associated with one or more graphic organizer that they students should learn to use strategically:

1. Definitions
  2. Description
  3. Order
  4. Compare and contrast
  5. Cause and Effect
  6. Categorize
  7. Persuasive
  8. Problem and solution
- Summational Strategies--these are used to help the students capture and reflect the information included in one or more presentations.
    1. Taking notes
    2. Marking a text
    3. Identifying main ideas and supporting details
    4. Summarizing texts
    5. Paraphrasing texts
    6. Synthesizing information from multiple sources
  - Evaluational Strategies--these are used to aid comprehension by helping the students to process and apply the information heard from one or more sources.
    1. Differentiating between fact and opinion
    2. Distinguish literal meaning from figurative meaning
    3. Identifying the purpose and tone of the text
    4. Predicting
    5. Drawing conclusions
    6. Making inferences
    7. Expressing agreement and disagreement
    8. Expressing and supporting personal opinions
    9. Critiquing
    10. Refuting
    11. Applying information in new contexts
  - Linguistic awareness strategies-these are used to aid comprehension by helping the student to attend to the special linguistic or functional features. Student should be able to identify and appropriately interpret:
    1. Stressed words
    2. Reduced word forms
    3. Interjections
    4. Emotion from tone of voice
  - Metacognitive Strategies
    1. Preparing to Listen
    2. Monitoring while listening
    3. Evaluating after listening

## Principle: Text

### 2. Find appropriate news clips

In order to find appropriate news clips, each of the following items needs to be considered: theme, length, time sensitivity, and objectives. An additional feature when finding clips is captioning.

#### Theme

The clips used in the Broadcast English section need to match the themes of the chapters covered in the class. Themes will vary depending on the textbook being used in the course. The Academic Program will include such themes as business, biology, health, and other such themes. Discuss themes with the listening/speaking coordinator to obtain the current themes. The theme of the example unit that was created for Academic B is psychology, which contains two chapters covering sleep and fear.

#### Length

The length of the clips needs to be between two to five minutes in length. If the clips are shorter than two minutes, then the students will not be exposed to enough language or content. If the clips are longer than five minutes, then the students could lose interest. This is also the general length of authentic news clips, which is what the students will be exposed to outside of an ESL classroom. When searching for clips for the example unit, some clips were found that fit the theme well, but were only a minute in length. A few others that were found were around six minutes in length. These clips were not selected because of the inappropriate length. The clips that were selected have lengths of 2:36 and 3:08.

#### Time Sensitivity

The clips should be useable for a long period of time. The information in the clips should not become out-dated easily. If the clips include information concerning a specific current event, in a few years it will no longer be relevant or of interest to the students. The information shared in the clips needs to be general enough to apply at any moment. An example of this would be searching for a clip for the chapter on fear in the psychology unit. There are two clips dealing with fear. One concerns fear of flying and the other concerns experiencing fear while watching horror movies. The first

discusses the problem of fear of flying and then discusses some solutions. This topic is fairly general. The latter discusses what happens to the brain when experiencing fear in movies. The clip uses the movie *Paranormal Activities* as an example throughout the entire clip. This clip becomes very specific because of the example they use. The first clip would be the better choice because of the generality of the topic.

## Objectives

This refers back to the purpose of the materials being developed. When selecting clips it is necessary to choose clips that will match with the objectives of the course. Objectives for Academic A and B are listed above. If the objectives change, discuss the new objectives with the listening/speaking coordinator. If the clips do not match the objectives, then the clips will not be useful for the course. When searching for news clips one option is to find clips then match objectives to the clip. Another option is to have specific objectives in mind while searching for clips. In creating the example unit, it was easiest to find the appropriate clips and then match them to the objectives. The ideal would eventually be to have all of the objectives used in the broadcast English sections for the chapters.

## Optional Additional Feature: Captioning

If captioning is desired for the clips, it must be included in the finding process. Searches can be done specifically for captioned clips by using the search engine, Google: Video. To find captioned clips, the advanced search must be used instead of the basic search. In the advanced search, one can specify to search only for captioned/subtitled clips. The difficulty with this is that it is much more difficult to find news clips that match the themes and the objectives.

## Principle: Text

### 3. Capture clip and burn onto DVD

To capture the clip, the program, *SnapzProX*, was used. This program can be found on the computers in the side rooms of the ELC computer lab, as well as on the computers in Room 359. After capturing the clips there are two options for playing them. The first is to burn the clips onto a DVD. The program *iDVD* was used to burn the clips onto a DVD. This program can be found on any of the Mac computers at the ELC. The second option for playing the captured clips is to use *QuickTime Player*. This program is available on all Mac computers. Instead of burning the clips, they can be played directly from the saved file. One advantage of using QuickTime Player rather than a DVD is that the speech can be slowed in order to help comprehension.

These three programs were the ones that were available at the ELC at the time of making the sample sections. Other capturing and burning programs can also be used, considering that programs change and improve. These programs could become outdated with time. If any concerns arise or if there are questions on other programs, the computer lab attendants can be consulted.

When using broadcast news clips, it is necessary to know and follow the Copyright Law of Fair Use. The Law of Fair Use states that copyrighted works can be used if they will be used for the purposes of teaching, along with several other listed purposes. However, four factors need to be considered in order to determine if the works fall under the Law of Fair Use. The four factors are as follows:

- The purpose and character of the use.
- The nature of the copyrighted work.
- The amount and substantiality of the portion used in relation to the copyrighted work as a whole.
- The effect of the use on the market for or value of the copyrighted work.

After researching and discussing the project with a representative from the Copyright Licensing Office, it was found that the use of the clips falls under the Law of Fair Use. The English Language Center is a nonprofit, educational facility. The nature of the works is factual. The clips used are short in length. The use of the clips will not affect the market or value.

Additional information on the Copyright Law of Fair Use can be found at:  
<http://www.lib.byu.edu/departs/copyright/overview/fund/fairuse.html>

Other resources found at the bottom of the page that also related to this project are:

*Educational Fair Use Today*, by Jonathan Band, Association of Research Libraries

*Cod of Best Practice in Fair Use for Online Video*, American University, Center for Social Media

The burning of the clips onto a DVD is allowed because it will be used as a convenience copy. Convenience copies allow easy access and presentation in the classroom, and they can be used when the works fall under the Law of Fair Use. As mentioned previously, the clips fall under the Law of Fair Use, and therefore, a convenience copy can be made of the clips. However, the following wording needs to appear on the DVD itself, on the DVD cover, or as a digital title included in the DVD:

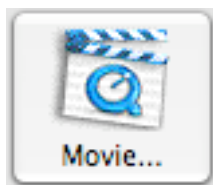
#### **Use Restrictions**

This copy is provided under the Fair Use provisions of the U.S. Copyright Law and should remain in the possession of the faculty member and should not be further distributed, copied, transmitted, posted or broadcast.

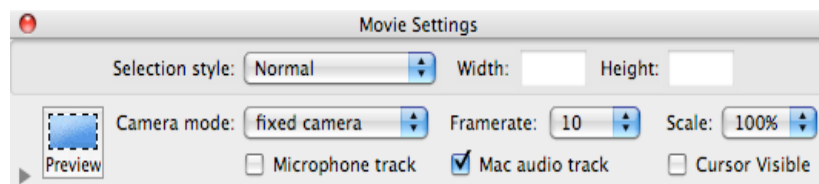
Below are listed the steps to follow in order to use the three different programs mentioned earlier: *SnapProX*, *iDVD*, and *QuickTime Player*.

### **SnapProX**

1. Find the desired clip online before opening the program. Once the program is opened, no other operations can be run.
2. Once the clip is found, pause it to prevent it from playing without being recorded. If only a section of a longer clip is wanted, prepare the clip to begin at the desired section.
3. *SnapzProX* should be running the background of the computer. To open it, press command, shift, 3 on the keyboard. If the program is not running in the background, it will need to be opened from the side bar.
4. Once *SnapzProX* is open, select the movie button to record a movie of the clip.



5. After the movie button is selected, a box with a dotted-lined border will appear. Move the box to the clip and adjust the size according to the size of the clip.
6. In the *SnapzProX* box, unclick the box for cursor visible and click the box for Mac audio track. This will enable the program to record the audio as well as the video. Choose normal for the selection style. Select fixed camera for the camera mode. For the framerate, select 10. The scale should be set at 100%. Each of these last four items are the default settings. Adjustments could be made depending on the format of the clip. For assistance concerning changes to the settings, meet with a computer lab attendant.



7. Once all items are selected in the *SnapzProX* box, hit return to begin recording the clip. Then, immediately hit play on the clip itself.
8. When the clip has finished playing, press command, shift, 3 to stop the recording.
9. After the program has stopped recording, a box for saving the clip will appear. The default for saving is the Pictures file. This can be changed to the desktop as well. Click on Save Now and the clip will dub and save to the chosen location.
10. If the clip was saved to the desktop, it should appear there immediately. If the clip was saved to the Pictures file, it can be accessed by selecting the Go menu, then Computer, then elcuser, and finally Pictures.
11. Once the clip is found, the title can be changed by clicking on the name.
12. The clip can then be dragged to the final saving location, if it is different from the Pictures file or the desktop.
13. It is recommended to save it in several locations.

## iDVD

1. Open the iDVD program by selecting it in the sidebar, searching for it on the computer or by selecting from Applications under the Go menu.
2. When the program opens a box will appear giving four options of what to do. Select Create New Project.



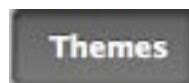
Create a New Project



3. A box for saving will appear. Give the DVD a title and select where to save the project. The aspect ratio should be standard, which is the default.
4. Click on the button for mapping the DVD in order make changes.



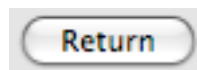
5. Click on the Theme button to see the different themes available for the background of the menu for the DVD. Some are only available for widescreen DVDs. The default, and the one used in the example unit, is Revolution.



6. To add the clip(s) to the DVD click on the add button and select Add movie.



7. Drag the clip from the saved location to the box in iDVD where it says Add movie here.
8. Repeat steps six and seven for each clip that needs to be added to the DVD.
9. Once all of the clips are added, click on the return button to see the menu.



10. The titles of the clips will appear in the menu.
11. To change the title of the DVD in the menu, double-click on the theme name and type in a new name. Font, style, and font size can be changed.
12. To add a picture to the menu, drag a picture to the picture location in the menu screen.
13. Once all of the clips have been added and the menu is in the desired format, click on the burn button to burn a DVD.



14. After clicking the button, the program will instruct that a blank DVD be inserted. Blank DVDs can be purchased in the main office of the English Language Center. After inserting the blank DVD, the clips and menu will be burned onto the DVD. The DVD will eject once the process is complete.

## QuickTime Player

1. Open QuickTime Player by selecting it in the sidebar, searching for it on the computer or by selecting from Applications under the Go menu.
2. Select to the Window tab on the menu bar.
3. In that tab, select A/V Controls.
4. The A/V Controls window will open. At the bottom of the window there are the Playback Speed controls.
5. To slow the speech, move the tab on the bar to the left. However, do not move the bar too far to the left because it will begin to distort the sound of the clip.
6. Return to the main screen and play the clip.

## Principle: Context

### 4. Create the context for the clip

After finding, capturing, and burning the clip onto a DVD, the context for the clip needs to be created. The context needs to activate the students' schemata in order to prepare them for the listening passage. Their schemata can be activated by having the students read a short passage regarding the same topic, by having the discussion questions concerning ideas mentioned in the clip, or by other methods that activate their knowledge on the topic. The context for the students needs to be provided in the pre-listening activities. In the pre-listening activities, both sample sections contain questions for the students to discuss in groups or as a class, vocabulary practice, and a brief summary of what happens in the passage. Instructors can select any other or additional activities for providing context based on the needs of their students. Listed below are a few other ideas for building schema:

1. In the first broadcast English section used in the semester, it would be beneficial for the students to discuss the genre of broadcasts.
2. In the broadcast genre there can be different formats and styles, such as interviews, reports, or panels. Introduce the students to the style used in the clip so they will know what to expect.
3. Use charts, tables, or statistics concerning the topic discussed in the news clip for group or class discussion.
4. Show the students pictures to initiate a discussion regarding the topic.

## Principle: Tasks

### 5. Create tasks to support the objectives

Once the context has been created, the tasks then need to be made. The tasks need to support the course objectives. The objectives should have been chosen for the clip during the finding process. The ideal materials for each broadcast English section should contain objectives from each of the strategic areas: organizational strategies, summational strategies, evaluational strategies, linguistic awareness strategies, and metacognitive strategies. However, do not overwhelm the students with too many objectives to complete in a section. Five to six objectives would be sufficient for a broadcast English section.

The strategic areas listed above need to coordinate with pre-listening, during listening, and post-listening activities. The information listed below shows what types of activities need to be included during each time in the listening instruction. Activities are not limited to these, but need to include them.

#### Pre-listening:

- Activity introducing context of clip
- Activity introducing vocabulary needed for comprehension

#### During listening:

- Activity involving note-taking

#### Post-listening:

- Activity using organizational tools or charts
- Activity involving partner or group discussion

If any concerns arise during the process of developing the materials to support the objectives, the Academic listening/speaking coordinator should be consulted.

## Additional Development

### 6. Format the materials

Once the activities have been created, they should be formatted into a design that is appealing and well-organized. The format used in the example sections is a newsletter template found in Microsoft Word. This program can be used; however, if more advanced programs are available, they can also be used. In any program, the following standards should be applied:

1. Select a template that would be appropriate. Several templates are available in Microsoft Word; however, some are not as professional as others. Select one that is professional in nature.
2. Pages can be added to templates as needed, and the design of each page can be altered according to the needs of the section. When designing each page, be sure not to leave too much blank space; however, also be sure that the pages are not cluttered by too much information.
3. The use of pictures can make the design of the materials more appealing. Pictures can be found online by using a search engine such as Google. When using pictures found online, it is important to do an advanced search that will exclude copyrighted pictures. Select pictures that are labeled for reuse.
4. The first page of each section should contain a title for that section and the strategies that will be covered. The strategies should be those that were included in the objectives.
5. Each page should have a page number in the footer so that the lesson in class will follow the organization set by the design.

# Additional Development

## 7. Simplify development

The specifications in this document are made for future developers, not instructors, for the reason that the entire process requires more time than the instructors of the course can usually offer. However, the process can be simplified to allow the instructors to develop their own materials. The following steps could be taken:

1. The additional formatting mentioned in the previous section is not necessary. The materials can be formatted in a simple document without designs, layouts, or pictures. As long as the materials still fulfill their purpose, the additional formatting is not necessary.
2. The topics can affect the ease of finding news clips. More difficult topics that are not commonly mentioned in the news require more time when finding clips. Topics that are commonly discussed make the search for appropriate clips simpler.
3. Some websites are more useful than others when searching for news clips. Google and YouTube provide a variety of clips, which can actually be a disadvantage because the developer would have to search through many more clips in order to find ones that are appropriate for the materials. It is recommended to search on the actual news stations' websites. Such websites include [cnn.com](http://cnn.com), [cbsnews.com](http://cbsnews.com), [abcnews.com](http://abcnews.com), [nbcnews.com](http://nbcnews.com), and [discovery.com](http://discovery.com). Other news websites can also be used. One point to keep in mind is that some of the news stations only make the clips available online for a limited amount of time.

## Additional Development

### 8. Create instructor pages

The instructor pages need to include additional information that would be valuable for the instructor of the course. This information includes text, context, purpose, homework, and a key for the tasks.

#### **Text:**

This is information regarding the news clip. The information needs to include the title, the source, the length, and a summary of the clip.

#### **Context:**

This is a list of other activities the instructors could use to activate the background knowledge of the students.

#### **Purpose:**

This is a list of the objectives for the unit. As mentioned previously, these objectives come from the course objectives developed by the ELC.

#### **Homework:**

This is a list of possible homework assignments instructors could give their students that have the students practicing either strategies or the topic discussed.

#### **Key for tasks:**

This is a list of the answers for each of the tasks in the section.

## Additional Development

### 9. Receive feedback from teachers and the listening/speaking coordinator

After completing the sections and the instructor pages, printed or electronic copies should be given to a group of teachers from the ELC, preferably those who have taught listening/speaking, as well as the listening/speaking coordinator. They should review the copies and provide feedback. They should provide feedback on the materials using the questions listed below. Additional questions can be selected for feedback as well if more information is needed.

- Is the purpose easily identifiable in the tasks?
- Do the tasks match the objectives?
- Does the text, or news clip, match the theme, have an appropriate length, and is not sensitive to the passage of time?
- Does the section have adequate context to prepare the students for listening to the news clip?
- Is it easy to identify pre-listening, during listening, and post listening activities?
- Is the level of difficulty of the tasks appropriate for the course level?
- Are the instructions for the tasks clear and easy to understand?
- Are the instructor pages clear and descriptive?



## Additional Development

### 10. Receive feedback from students

Once the instructors and the listening/speaking coordinator have given feedback, it would also be useful to receive feedback from students in the level. This can be done by instructing a group of students using the created materials. The students can be asked to provide feedback on the materials using the following ideas, as well as any others that may be appropriate.

- How difficult are each of the tasks in the section?
- Do the tasks coordinate with the strategies listed at the beginning of the unit?
- Is the format appealing and easy to read?
- Are the instructions clear and easy to understand?
- Do the tasks provide adequate and enough practice for the strategies?

## Appendix F: Revision – Final Units for the Broadcast English Sections

# Children and Teens Losing Sleep



## Strategies for this Chapter

1. Preparing to listen
  - a. Vocabulary
    - i. Using context
  - b. Discussion questions
  - c. Passage
2. Taking notes
3. Identifying purpose of passage
4. Identifying main idea/supporting details
  - a. Short answer questions
5. Identifying cause/effect
  - a. Chart
6. Discussion and application

## Discussion Questions

How much sleep do you get each night?

How much are your body and brain affected by losing 15 minutes of sleep? 30 minutes? An hour?

Does sleep affect your memory? If so, how?

## Vocabulary

Crucial

District

Plasticity

Regulate

Obesity

Hormones

Detrimental

Biorhythms

Suppression

Impair

Cognitive

Deprivation

# Preparing to Listen

## Vocabulary in Context

Use the meaning of the sentences, the meaning of the surrounding words, and the part of speech to make a logical guesses for the meanings of the underlined words.

1. It is **crucial** for children to get eight to ten hours of sleep each night.

---

2. The school **district** created a new parking permit policy for all high school students in their area.

---

3. The **plasticity** of the clay for the sculpture was perfect for molding the shape.

---

4. People can **regulate** their sleep by following a sleep schedule.

---

5. A lifestyle with no exercise and a high food intake can lead to **obesity**.

---

6. **Hormones** affect a person's development and growth.

---



## The Passage

This broadcast is a news report, which contains an interview with the author of the book, *NurtureShock*. The author discusses different research studies done on children who do not get enough sleep. When children do not have enough sleep each night they perform lower in their education and have a higher chance of becoming obese.

7. The pollution caused by human activities has a **detrimental** effect on the environment.

---

8. **Biorhythms**, or patterns of physical processes, can affect a person's actions and emotions.

---

9. The **suppression** of anger, or other such feelings, can lead to emotional breakdowns.

---

10. It has been said that reading in the dark can make your vision become **impaired**.

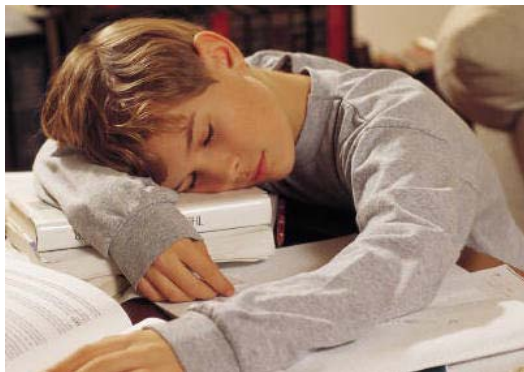
---

11. Her **cognitive** abilities have decreased since she hit her head in the accident.

---

12. Sleep **deprivation** is not good for physical or mental health because the body needs to rest.

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Notes:

## Listening and Taking Notes:

'NurtureShock'  
author part II

While listening to the passage,  
specifically listen for:

The purpose  
Main ideas and supporting  
details  
Cause and effect

Because you are listening for  
cause and effect, one way to  
organize the information is by  
using a chart. Your chart could look  
like this:

Cause	Effect

Be sure to listen for key words  
that can show cause and effect:

Key words for Cause	Key words for Effect
Because, due to, since, contributed by, led to, bring about	So, as a result, therefore, consequently, hence, then, for this reason, finally

## Identifying the Purpose of the Passage

Use your notes to identify the purpose of the interview. Answer the question below.

When identifying the purpose of a passage, ask “Why?”

Why is the speaker discussing a certain point?  
Why did the speaker do a certain action?

A purpose explains why a person does something or why something happens.

What is the author of the book trying to accomplish by doing the interview?

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# Main Ideas and Supporting Details

## What is a main idea when listening to a passage?

The main idea is the larger and broader idea in a passage. It is not a specific detail, but an overall or general idea.

## What are supporting details when listening to a passage?

Supporting details are specific ideas in a passage that confirm or prove the main idea.

## Main Idea

In one or two sentences, state the main idea of the broadcast.

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## Supporting Ideas

1. What happened in the study when they had 6<sup>th</sup> graders lose 30 minutes of sleep a night for 3 days?

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2. How many more average minutes do "A" students get over "B" students?

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3. Compared to 30 years ago, how much less sleep are kids getting now?

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4. What did a high school in Minnesota do that resulted in higher SAT scores?

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5. How does sleep deprivation connect with obesity?

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6. Having one hour less of sleep leads to how much of an increase in the odds becoming obese?

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## Cause and Effect

During the interview, the author mentions several causes and effects dealing with losing sleep. Fill in the boxes below to identify the causes and effects.

### What is a cause?

A cause is a reason for something that happened. Just ask why a certain event occurred.

### What is an effect?

An effect is a result of an action. When trying to figure out an effect, just ask what happened because of a certain event.

### Example:

Some car accidents occur because of the lack of enough sleep.

### Effect (What happened?):

Some car accidents

### Cause (Why?):

Lack of enough sleep

Cause

Effect



Kids test two grade levels lower.

School started one hour later at a high school in Minnesota.






Kids have an 80% increase in the odds of becoming obese.

Kids stay up late on the weekends.





## Discussion and Application

Have a discussion in small groups regarding the causes and effects of the lack of sleep. Use the questions below to guide your discussion.



1. Does the lack of sleep only affect children and teenagers, or does it affect adults as well? If so, how does it affect adults? How does it affect you?

2. Do you always get enough sleep? If not what are some of the reasons why you don't? If you do get enough sleep, explain to your group members how you get enough.

3. What are some ways that you, as students, could get more sleep each night? Come up with a list of ideas to share with another group or the class.



# Fear of Flying



## Strategies for this Chapter

1. Preparing to listen
  - a. Vocabulary
    - i. Using context
  - b. Discussion questions
  - c. Passage
2. Taking notes
3. Summarizing a passage
4. Identifying problems and solutions
  - a. Chart
  - b. Identifying details
  - c. Predicting
5. Applying information to new contexts

## Discussion Questions

What causes people to be afraid of flying?

How can the fear of flying affect a person's lifestyle?

How could a person overcome the fear of flying?

## Vocabulary

Skiddish

Symptoms

Debilitating

White-knuckling

Catastrophize

Scenario

On edge

Visualize

Stimulants

Distress

Treatment

# Preparing to Listen

## Vocabulary in Context

Use the meaning of the sentences, the meaning of the surrounding words, and the part of speech to make a logical guesses for the meanings of the underlined words.

1. Brianna is afraid of heights and begins to feel **skiddish** when hiking next to a ledge.
- 

2. The **symptoms** for the common cold are a runny nose, sneezing, and a cough.
- 

3. Recovering from a bad flu can be a **debilitating** and exhausting process.
- 

4. Steve was so tense after the accident that his fists were **white-knuckling**.
- 

5. After natural disasters, some people begin to **catastrophize** of other disasters that could happen.
- 

6. There are several possible **scenarios** for what could happen because of this discovery.
-



## The Passage

This news broadcast contains an interview with a psychologist where they discuss the problem of fear of flying. Several symptoms are mentioned, but the interview focuses mainly on solutions for overcoming a fear of flying. The psychologist mentions four basic solutions: be prepared, calm your thoughts, calm your body, and engage in other activities.

7. Amy has been **on edge** ever since she watched that horror movie the other night.

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8. When you **visualize** the end result, it is easier to follow and accomplish your plan.

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9. After drinking soda that has caffeine, which is a mild **stimulant**, I begin to feel more active and energized.

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10. She claimed that she felt emotional **distress** because of the poor way she was treated.

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11. Some diseases and illnesses have various kinds of **treatment**.

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12. **Virtual reality** has become very popular in computer games and video games.

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Notes:

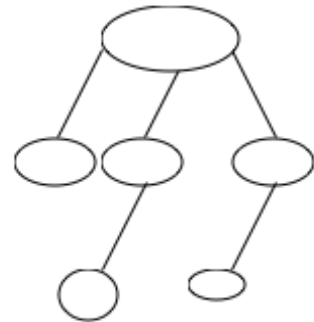
## Listening and Taking Notes:

### Coping with Fear of Flying

While listening to the passage, specifically listen for:

- Information in order to summarize
- Problems and solutions
- Details of passage
- Information to make a prediction

One method used to organize notes is to map it out. Mapping information will show how it connects together. A map could look something like this:



## Summarizing a Passage

Use your notes to summarize the passage in the lines provided below. Once you have written your summary, compare it with a partner to see if you both covered the same main ideas.

### What does it mean to summarize a passage?

When you summarize, you discuss or write about the main ideas or most important facts about the topic discussed in the passage. Summaries are much shorter than the passage.

Compare a summary to a core of an apple and a passage to an entire apple. The core is the center or main part of an apple. It is much smaller than an entire apple, but it is still an apple.

A summary still has the same content as a passage, but it is shorter and only discusses the main points.

Summary:

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# Problems and Solutions

Oftentimes when people discuss problems, they also discuss solutions. Very rarely will you listen to a discussion where both are not mentioned.

During the interview, the psychologist discusses a few problems and several solutions. Use your notes to fill in the boxes below to identify the problems and solutions.

**Problem:**

Fear of flying

**Solution:**

**Solution:**

**Solution:**

**Solution:**

**Additional Problem:**

**Solution:**

Virtual  
reality

**Solution:**

# Identifying Details and Predicting

## Details

Use your notes to fill in the chart below with details of the three solutions the psychologist discussed in detail.

### What are details?

Details are specific pieces of information that support a topic. When people discuss problems and solutions they mention details to help support, or prove, their point. Details can be examples, facts, statistics, explanations, or other specific pieces of information

### What is predicting?

Predicting is when you take the information that you know, and you use it to guess either additional or future information.

Solution 1	Solution 2	Solution 3
Details:	Details:	Details:

## Predicting

There was not enough time to discuss the final solution for being afraid to fly. What details do you think the psychologist would have given for this solution?

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## Applying Information to New Contexts

### Can information only apply to one setting, event, or topic?

No. Information we learn from one setting, event, or topic can transfer, or be used, in other situations.

Some ideas are universal, or widely known, and can be used in many occasions. For example, the idea of freedom is widely known and can be applied to many circumstances, such as freedom of speech, freedom of religion, and other such topics.

Can you apply information that you learned from the passage to other situations or contexts? Have a discussion with a partner or in small groups concerning the questions listed below. You can use your notes.

1. Can the solutions mentioned by the psychologist be used to overcome other fears? If so, which ones and how? If not, what other solutions could be used to overcome other fears?

2. Are there any other fears that produce the same symptoms as the fear of flying? If so, which ones? If not, what symptoms do arise?

3. What other situations can you think of where this information that you learned could be used?



## Appendix G: Revision - Instructor Pages

### For Instructor

#### Text:

'NurtureShock' author part II

<http://www.cnn.com/video/#/video/bestoftv/2009/09/04/cb.nurture.shock.2.cnn>

Entitled *Sleep* on DVD

2:36

This broadcast is a news report, which contains an interview with the author of the book, *NurtureShock*. The author discusses different research studies done on children who do not get enough sleep. When children do not have enough sleep each night they perform lower in their education and have a higher chance of becoming obese.

#### Additional Context:

- Discuss the broadcasting style of interviews
- Use tables, charts, or statistics for discussion
- Use pictures to initiate a discussion
- Include a short story or passage concerning the loss of sleep
- Discuss the purpose of research studies

#### Purpose:

Students will be able to:

- approach new vocabulary in a strategic manner by using the context to guess the meaning.
- organize their notes using an outline format.
- listen strategically by applying the comprehension aid of identifying the purpose.
- successfully capture and reflect on the information by identifying the main ideas and supporting details.
- effectively use the strategy of a graphic organizer to comprehend cause and effect in a listening passage.

#### Possible Homework Assignments:

- Have the students find another clip discussing causes and effects. Have them share their findings in class or record their responses either using audio or video recording methods.
- Have the students interview 5 people regarding causes of their lack of sleep and effects of it and then report on their results in class.
- Have students research other effects of losing sleep and report in class or by recording.

## For Instructor

### Key:

#### *Vocabulary in Context*

1. Crucial: Important
2. District: An area of a country or town that has fixed borders
3. Plasticity: Being soft enough to change its shape
4. Regulate: To control something
5. Obesity: Extremely overweight
6. Hormones: Chemicals made by living cells that influence development, growth, etc.
7. Detrimental: Causes harm or damage
8. Biorhythms: Regular pattern of a physical process
9. Suppression: To end or hide something
10. Impaired: To ruin something or make it weaker
11. Cognitive: Connected with the thinking process of the brain
12. Deprivation: When someone does not have something that is considered necessary

#### *Discussion Questions*

Answers will vary depending on the students' responses.

#### *Identifying the Purpose of the Passage*

The author wants to inform society of the effects of children and teenagers not getting enough sleep.

#### *Identifying Main Ideas and Supporting Details*

Main:

When children do not get enough sleep, it affects their memory and their odds of becoming obese.

Supporting:

1. Took IQ test and scored 2 grades lower
2. 15 minutes
3. 1 hour
4. Started school an hour later
5. Hormones that affect appetite and fat burning are regulated during sleep
6. 80%

#### *Cause and Effect*

Cause: Kids not getting enough sleep: test two grade levels lower

Effect: School starting an hour later: score for SAT for best and brightest went up 200 points

Cause: 1 hour decrease of sleep: 80% increase in odds of obesity

Effect: Staying up late on weekends: impair them on Monday

#### *Discussion and Application:*

Answers will vary depending on student responses.

## For Instructor

### Text:

*Coping With Fear of Flying*

<http://www.cbsnews.com/video/watch/?id=1885002n&tag=contentMain;contentBody>

Entitled *Fear* on DVD

3:08

This news broadcast contains an interview with a psychologist where they discuss the problem of fear of flying. Several symptoms are mentioned, but the interview focuses mainly on solutions for overcoming a fear of flying. The psychologist mentions four basic solutions: be prepared, calm your thoughts, calm your body, and engage in other activities.

### Additional Context:

- Discuss the broadcasting style of interviews
- Use tables, charts, or statistics for discussion
- Use pictures to initiate a discussion
- Include a short story or passage concerning fears
- Discuss what psychologists do and how they could help people overcome fears
- Use KWPL (Know, Want to know, Predict, Learn)

### Purpose:

Students will be able to:

- approach new vocabulary in a strategic manner by using the context to guess the meaning.
- organize their notes using an outline format.
- successfully capture and reflect on the information by summarizing a text.
- effectively use the strategy of a graphic organizer to comprehend problem and solution in a listening passage.
- listen strategically by applying the comprehension aid of listening for details and then predicting.
- listen strategically by applying the comprehension aid of applying new information to new contexts.

### Possible Homework Assignments:

- Have the students find another clip discussing problems and solutions and then report in class or record their report using audio or video recording methods.
- Have the students interview 5 people regarding their fears and how they can overcome them and then report on their results in class.
- Have students research other methods for overcoming fears and report in class or by recording.

## For Instructor

### Key:

#### *Vocabulary in Context*

1. Skiddish: Nervous
2. Symptoms: Change in physical or mental condition, usually connected with illness
3. Debilitating: To make someone feel weak
4. White-knuckling: To be very tense
5. Catastrophize: To imagine and worry about a very troubling event
6. Scenarios: Description of possible actions
7. On edge: Nervous or jumpy
8. Visualize: To imagine a person or thing in your mind
9. Stimulant: A substance that makes the body and mind more active
10. Distress: A worrying feeling
11. Treatment: Use of a medical procedure to cure an illness
12. Virtual reality: A computer program where people are interacting in it

#### *Discussion Questions*

Answers will vary depending on the students' responses.

#### *Summarizing a Passage*

This news broadcast contains an interview with a psychologist where they discuss the problem of fear of flying. The interview focuses mainly on solutions for overcoming a fear of flying. She mentions four basic solutions: be prepared, calm your thoughts, calm your body, and engage in other activities. When those solutions do not work, more extreme options are available.

#### *Problems and Solutions*

Problem: fear of flying

Solution: be prepared

Solution: calm your thoughts

Solution: calm your body

Solution: engage in other activities

Additional Problem: when solutions don't work, big problem

Solution: virtual reality

Solution: exposed to situation

#### *Identifying Details and Predicting:*

Details:

Solution 1	Solution 2	Solution 3
Leave early. Rushing feeling will make you anxious. Know where the exits are.	Talk to others. Pray. Visualize when you get off the plane.	Breathe deeply. Walk around. Avoid stimulants. Eat healthy things.

Predicting:

Answers will vary depending on the students' responses.

#### *Applying New Information to New Contexts*

Answers will vary depending on the students' responses.