

Chapter 16

The Use and Design of Supplementary Visuals for the Enhancement of Listening Skills in Hypermedia

Vehbi Turel

The University of Bingol, Turkey

ABSTRACT

This chapter investigates the attitudes and opinions (perceptions) of 43 language learners (LLs) towards the use of supplementary contextual visuals (SCVs) in a HME for enhancing listening skills as a part of Foreign Language Learning (FLL). Forty-three LLs' attitudes towards the use of SCVs are examined in 3 areas: (1) at the pre-listening stage in preparing for listening texts, (2) with talking-heads video at the while-listening stage, and (3) with audio-only at the post-listening stage. The study is both quantitative and qualitative in nature. The results are analysed with SPSS (i.e. descriptive statistics including frequency, percentage, valid percentages, and cumulative percentages; Spearman test in Bivariate; Chi-square Test in the Crosstabs analysis; Fisher's exact Test). The results reveal that the LLs are in favour of the use of SCVs (a) at the pre-listening stage for preparation, (b) with talking-heads video at the while-listening stage, and (c) with audio-only clips at the post-listening stage. The LLs believe that SCVs could benefit them in a variety of ways that could contribute to the enhancement of their listening. There are also some significant relationships between their perceptions and some independent variables.

INTRODUCTION

In hypermedia environments (HMEs), where different digital elements (i.e. video, audio, text, still or motion visuals – pictures/images/graphics/figures/animations, captions, glossaries, icons, help, feedback, activities, instructions, tasks, hy-

perlinks and so on) can be combined and delivered on the same digital platform (Turel, 2014a; Turel, 2014), visuals can be used to maximum effect in different ways.

This study investigated the attitudes and opinions (perceptions) of 43 language learners (LLs) towards the use of supplementary contextual

DOI: 10.4018/978-1-4666-6248-3.ch016

visuals (SCVs) in a HME for enhancing listening skills as a part of foreign language learning (FLL). 43 LLs' attitudes towards the use of SCVs were examined on three areas: (1) at the pre-listening stage in preparing for listening texts, (2) with talking-heads video at the while-listening stage and (3) with audio-only at the post-listening stage. The study was both quantitative and qualitative in nature. The results were analysed with SPSS (i.e. descriptive statistics including frequency, percentage, valid percentages and cumulative percentages; Spearman test in Bivariate; Chi-square Test in the Crosstabs analysis; Fisher's exact Test).

The results revealed that the LLs were in favour of the use of SCVs (a) at the pre-listening stage for preparation, (b) with talking-heads video at the while listening stage, and (c) with audio-only clips at the post-listening stage. The LLs believed that SCVs could benefit them in a variety of ways that could contribute to the enhancement of their listening. There were also some significant relationships between their perceptions and some independent variables.

BACKGROUND

Visuals in HMEs can consist of a wide range of elements such as digital still and/or motion pictures, drawings, images, signs, illustrations, photos, portraits, icons, cartoons, animations, graphics, figures, imaginary and schematic diagrams. The use of visuals for FLL and teaching is investigated (Acha, 2009, pp. 23-31; Chun & Plass, 1996, pp. 503-519; Herron, 1994, pp. 190-98). Not only are visuals used with conventional learning materials (i.e. traditional books and videotapes) and the accompanying learner's books (i.e. in answer books and workbooks accompanying books, tape cassettes and videotapes), but they are also used in HMEs (e.g. *Getting the Message*; *My First Incredible Amazing Dictionary*; *English by Numbers*; *World Talk English*; *Beginning Kurmanji Kurdish*, Turel, 2011a; *Advanced Turkish*,

Turel, 2010). HMEs enable materials developers to design and use visuals more effectively, as it can provide learners with total control, immediate access and interactivity (Herron et al., 2002a, p. 37; Tschirner, 2001, pp. 311, 307-10), which is an important consideration in the field of CALL (Al-Seghayer, 2001, 203).

In this study, pictures, images, drawings and animations accompanied with captions were used as SCVs. They were used when it was thought that SCVs were really necessary to (1) prepare LLs for listening texts, (2) help them comprehend the listening sequences, and (3) draw their attention to specific features of the input at the pre-listening, while-listening and post-listening stages.

Visuals and Listening

A variety of studies suggest that different types of visuals can be useful for FLL in terms of different aspects (Akbulut, 2007; Herron et al., 2002a, p. 37; Secules et al., 1992, pp. 480-90). Visuals can help in activating scripts (Arnold & Brooks, 1976, pp. 712-16). This can help LLs discover what the listening texts are about, make informed guesses, and narrow down the scope of the listening text they listen to in particular when they are used at the pre-listening stage as advanced organisers (AOs) – i.e. they activate background knowledge and link it to the potential listening texts (Taglieber et al., 1988, pp. 455-71; Herron et al., 1995, pp. 387-95). In Omaggio's study, the best results were obtained when the subjects had a pre-thematic picture to examine, and the lowest results were obtained when there were no visuals (1979, pp. 112-15).

Visuals can help make listening texts more comprehensible and effective (Al-Seghayer, 2001, p. 203) when examined in the context of remembering the topic and recall of the details (Omaggio, 1979, pp. 112-15), which might result in the acquisition of FLL (Long, 1983, p. 138). Gyselinck et al. (2002, pp. 665-85) conducted two experiments. In the first one, text-only and

22 more pages are available in the full version of this document, which may be purchased using the "Add to Cart" button on the publisher's webpage:
www.igi-global.com/chapter/the-use-and-design-of-supplementary-visuals-for-the-enhancement-of-listening-skills-in-hypermedia/112180

Related Content

Negotiating Boundaries between Control and Dissent: Free Speech, Business, and Repressitarian Governments

Brian J. Bowe, Robin Blomand Eric Freedman (2015). *Human Rights and Ethics: Concepts, Methodologies, Tools, and Applications* (pp. 1656-1675).

www.irma-international.org/chapter/negotiating-boundaries-between-control-and-dissent/117114

Creating Shared Value and Increasing Project Success by Stakeholder Collaboration: A Case in European Manufacturing

Roland Berberich (2017). *CSR 2.0 and the New Era of Corporate Citizenship* (pp. 101-122).

www.irma-international.org/chapter/creating-shared-value-and-increasing-project-success-by-stakeholder-collaboration/174079

Integrating the SDGs Into Corporate Governance: A Legal Imperative for Global Sustainability

Pranjal Khare (2026). *Legal Frameworks for Sustainable Global Business* (pp. 391-416).

www.irma-international.org/chapter/integrating-the-sdgs-into-corporate-governance/395438

Restorative Justice and Therapeutic Jurisprudence: Two Sides of the Same Coin

Beulah Shekhar, Ranjani Castroand Hitesh Goyal (2023). *Minding the Gap Between Restorative Justice, Therapeutic Jurisprudence, and Global Indigenous Wisdom* (pp. 105-139).

www.irma-international.org/chapter/restorative-justice-and-therapeutic-jurisprudence/313252

The Use of Developmental Psychology in Ethics: Beyond Kohlberg and Seligman?

Craig Steven Titus (2015). *Human Rights and Ethics: Concepts, Methodologies, Tools, and Applications* (pp. 1828-1848).

www.irma-international.org/chapter/the-use-of-developmental-psychology-in-ethics/117123