V. 8 N. 4 2019 pp: 511-530 http://uijs.ui.ac.ir/are DOI: 10.22108/are.2019.115355.1424

Applying Computer-Mediated Active Learning Intervention to Improve L2 Listening Comprehension

Parisa Abdolrezapour

Assistant Professor, Department of English, Salman Farsi University of Kazerun, Kazerun, Iran

Received: 2019/01/29

Accepted: 2019/03/07

Abstract: This study aims to apply active learning in a foreign language context to improve L2 learners' listening comprehension. Participants in this attempt were 56 EFL learners between 13 and 15 years old. To amass the required data, learners went through a ten-week treatment, in which participants in the experimental group received computer-mediated active learning intervention and those in the control group had computer-mediated listening activities in traditional lecture-based format. Since the focus of this study is on listening comprehension, tasks were designed in such a way so as to teach the basic tenets of listening including: a) reflective listening to comprehend meaning and content, b) reflective listening to clarify feelings, and c) listening to nonverbal cues. The aim was to find the possible effects of such intervention on learners' listening comprehension. Scores on final exams and an attitude interview were compared between the two groups. Results of independent samples t-tests revealed that, as opposed to students in the control group, students in the experimental group performed significantly better and had much more positive attitudes toward the course. It was found that the proposed intervention is beneficial for English-language learners by reducing their anxiety in listening tasks and enhancing their motivation to take part in classroom activities and to do independent test tasks as their homework.

Keywords: Active Learning, CALL, Listening Comprehension; Technology.

* Corresponding Author.

Authors' Email Address: ¹ P. Abdolrezapour (abdolrezapour@gmail.com)

ISSN (Online): 2322-5343, ISSN (Print): 2252-0198 © 2019 University of Isfahan. All rights reserved





































