Academic Lectures in an EFL Context: An Exploration of Student and Lecturer Perceptions

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ABSTRACT

The university teaching context is extremely broad and complex. However, among all the instructional methods available, lecturing is still the most used one in the 21st century. Given that lecturing is predominant in higher education, it is of vital importance to investigate what really goes on in those contexts from a pedagogical point of view.

Owing to the scarcity of the research into lecture comprehension in a context where the language of lecture is English as a foreign language, the purpose of the present study is primarily to explore the perceived problems and difficulties of non-native English-speaking students in comprehending their course lectures, along with the possible sources of these difficulties. In addition, this study aims at investigating the ways that teachers organize lectures for their students in their classes. The study, then, addresses the following research questions:

(1) What are the difficulties and their related sources in comprehending freshman year course lectures delivered in English from the perspective of

(a) non-native English speaking students?

(b) their course lecturers?

(2) How do course lecturers pedagogically organize their lectures?

(3) What kind of techniques assist better lecture comprehension according to

(a) the students?

(b) the course lecturers?

This is a case study which is qualitative in nature, employing observation and audio recording of lectures, student questionnaires, and semi-structured lecturer-and-

student interviews, based on actual lectures delivered in social science disciplines, namely Psychology, Business Administration, and International Relations. The study involved 149 students and seven lecturers from the above-mentioned departments.

The findings of the current study point to the differences between the students' and lecturers' perceptions of the sources of difficulties and related problems in students' comprehension of the content lectures in English. Further, the analysis of the audio-recorded and transcribed content lectures reveals that the participating lecturers differed in their lecturing styles and lecture organization, but were mostly similar in the ways of using discourse markers and visual aids. Furthermore, the research also displays that the techniques reportedly used by the lecturers to ensure lecture comprehension differ from those preferred by the students.

In conclusion, this study provides some implications for more effective pedagogy in lecture comprehension in EFL contexts, as well as suggestions for prospective research.

Keywords: English for Academic Purposes (EAP), academic lectures, listening comprehension in L2.

ÖZ

Oldukça geniş ve karmaşık bir eğitim ortamına sahip olan üniversitelerde kullanılan pek çok öğretim metodunun varlığına karşın, 21. yüzyılda hala en fazla kullanılan yöntem, konferans biçiminde yapılan derslerdir. Bu nedenle, bu tür derslerin üniversite sınıflarında metod açısından nasıl yürütüldüğüne ilişkin araştırmalar büyük önem arzetmektedir.

İngilizce'nin yabancı bir dil olarak kullanıldığı üniversite ortamlarında konferans derslerine ilişkin yapılmış çalışmaların azlığı göz önünde bulundurulduğunda, bu çalışma anadili İngilizce olmayan öğrencilerin üniversitedeki bölüm derslerini anlamalarında yaşadıkları sorunları ve bu sorunların olası nedenlerini araştırmayı hedeflemektedir. Buna ek olarak, bu çalışma öğretim görevlilerinin derslerini pedagojik açıdan nasıl düzenledikleri konusunu da incelemeyi amaçlamaktadır. Özetle, çalışmada şu araştırma sorularının yanıtları aranmaktadır:

(1) Anadili İngilizce olmayan üniversite öğrencilerinin bölümlerindeki birinci sınıf derslerini anlamakta yaşadıkları zorluklar ve bu zorlukların nedenleri

(a) öğrenciler açısından nelerdir?

(b) öğretim görevlileri açısından nelerdir?

(2) Öğretim görevlileri derslerini pedagojik açıdan nasıl düzenlemektedirler?

(3) Dersi daha iyi anlamaya yardımcı olacak olan teknikler

(a) öğrencilere göre nelerdir?

(b) öğretim görevlilerine göre nelerdir?

Bu çalışma niteliksel bir durum araştırması olup, veri çalışmanın yapıldığı üniversitedeki Psikoloji, İşletme ve Uluslararası İlişkiler bölümlerinin 1. sınıflarında

uygulanan gözlem, derslerin ses kayıtları, öğrencilere uygulanan anketler ile, öğretim görevlileriyle ve öğrencilerle yapılan mülakatlardan elde edilmiştir. Bu çalışmaya 149 öğrenci ile yukarıda belirtilen bölümlerden yedi öğretim görevlisi katılmıştır.

Çalışmadan elde edilen sonuçlar, öğrencilerin İngilizce anlatılan dersleri anlamasını zorlaştıran sorunların kaynağı konusunda, öğrenciler ve öğretim görevlileri arasında fikir ayrılıklarının varlığını ortaya koymuştur. Buna ek olarak, sınıf-içi gözlemlerden ve derslerin ses kayıtlarından elde edilen bulgulara göre, çalışmaya katılan öğretim görevlilerinin her birinin derslerini düzenlemede ve sınıfta uygulamada farklı biçim ve yöntemlere sahip oldukları; bununla birlikte bağlaç ve görsel araç kullanımında benzer oldukları gözlemlenmiştir. Çalışmada ayrıca, konferans biçiminde sunulan derslerin daha iyi anlaşılmasına yardımcı olacak teknikler konusunda da, öğrencilerin ve öğretim görevlilerinin farklı düşündükleri ortaya çıkmıştır.

Sonuç olarak, bu araştırma İngilizce'nin yabancı dil olarak kullanıldığı ders ortamları için verimli olabilecek eğitsel öneriler ve bu alanda yapılacak araştırmalara ışık tutacak öneriler sunmaktadır.

Anahtar Kelimeler: Akademik Amaçlı İngilizce (AAI), konferans biçimindeki akademik dersler, ikinci dilde anlatılan dersleri anlama.

To my beloved family

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INTRODUCTION

1.1 Presentation

This chapter presents background to the study, statement of the problem, purpose of the study, as well as the research questions, and significance of the study.

1.2 Background to the Study

One of the recent changes in international academia has been the move to the use of English as a lingua franca, reflected in the shift to content courses being given in English, even where the majority of staff and students share a common first language other than English. Similarly, many universities in North Cyprus follow an English-medium instruction due to the globalized status of the English language both in academic and non-academic contexts.

The university teaching context is extremely broad and complex. However, among all the instructional methods available, lecturing is still the most used format in the 21st century. Goffman (1981, as cited in Morell, 2004) claims that lectures are institutionalized extended holdings of the floor in which one speaker imparts his view on a subject, these thoughts comprising what can be called a 'text'. Given that lectures are the predominant teaching style in higher education and that teachers and students report that over 75% of class time is usually used by their instructor (Morell, 2004), it is of vital importance to examine what goes on in those contexts from a pedagogıcal perspective. As Young (1994) points out, "if we can characterize the

formal schema of university lectures for foreign students, their processing of information will be greatly facilitated" (p. 160).

Obviously, lectures are not merely long stretches of sentences which link topics and sub-topics. In reality, they are rather complex in the sense that they have spoken features (i.e., fillers, pauses, hesitations, signaling cues or markers); and non-linguistic features of slide presentations, writing on the board, distribution of handouts, classroom tasks, as well as speakers' digressions for asides, jokes and examples.

Unfortunately, for EFL learners, the transition to independent learning at the tertiary level is difficult, even when they meet the requirements and get accepted at tertiary level institutions. Apart from many others, the factor that seems to restrain academic success the most is argued to be students' inability to function in an English environment (Allison & Tauroza, 1995; Carrier, 1999; Chaudron & Richards, 1986; Vandergrift, 2004). Nevertheless, according to the research on lecture comprehension in a second language (L2), listeners still experience problems even if they are advance levels learners (Mulligan & Kirkpatrick, 2000; Thompson, 1994). But what are the causes of these difficulties? Flowerdew (1994) argues that the variables which affect successful listening comprehension on behalf of non-native English speaking students range from speed of delivery, to specific lexico-grammatical, interpersonal, disciplinary and culture-related characteristics of lecture genre.

Many studies have been carried out on academic lecture comprehension (Flowerdew & Miller, 1992; Huang, 2004; 2005; 2006). These studies investigate problems that non-native speaker (NNS) students encounter when listening to lectures. Some other studies in this field have investigated the role and effects of discourse markers or signaling cues in lecture comprehension (Chaudron & Richards, 1986; Flowerdew & Tauroza, 1995; Jung, 2003); discourse organization of lectures in terms of aspects of cohesion, text structuring and intonation (Thompson, 2003), discourse management (Swales & Malczewski, 2001); and, tying asides in lectures (Strodz-Lopez, 1991). Other studies have delved into discourse patterns and discourse marking of various disciplines. Dudley-Evans (1994) and Tauroza (1994) studied the Hong Kong corpus of Computer Science and Information Systems lectures, and Olsen and Huckin (1990) looked at understanding in engineering lecture comprehension.

Among the variables which affect successful lecture comprehension, speech rate has been considered as a key factor in L2 lecture comprehension. According to Griffiths (1990, cited in Flowerdew, 1994) and Derwing and Munro (2001) listeners undeniably experience difficulties with fast speech rates; however, they do not benefit from very slow or artificially reduced speech rates, as well. In addition, Zhao (1997) argues that L2 learners' understanding improves when they are able to reduce speech rate by using computer technology. Hence, the role of speech rate in lecture comprehension is still not clear.

Learners' capability to comprehend the lexis used by instructors also affects successful lecture comprehension. According to Rost (1994), learners' errors in written summaries of a recorded lecture reveal the fact that they were unfamiliar with

discipline-related key terms. Kelly (1991) found out that most of the errors in listening comprehension tests of advanced L2 learners are caused by inadequate mastery of lexis. There are also studies focussing on the ways L2 learners can be helped to deal with unknown vocabulary by means of integrating forms of redundancy into lecture discourse. The fact that comprehension is improved by reformulations using simplified lexis and glosses to elaborate meanings is demonstrated by Chiang and Dunkel (1992). Bamford (2002) examined the repetitions and reformulations of lexical items as an important element of a corpus of recorded economics lectures, apparently used to aid understanding for foreign listeners.

Apart from the lexico-grammatical features of lecture discourse, other interpersonal elements, which are important in maintaining a relationship between the instructor and learners, and thus express opinions and stance (such as personal pronouns, questions, asides) are believed to have a significant role in L2 lecture comprehension. Rounds (1987) and Fortanet Gomez (2004) also stressed the role of the interactive functions of personal pronouns in academic lectures to enable participant roles and to improve the audience's participation. As regards asides, or episodes in which the lecturer temporarily breaks away from the main topic to interject an attitude or opinion, Strodz-Lopez (1991) and Zorzi (1999) contend that asides can contribute to the overall coherence of lectures.

Flowerdew and Miller (1995; 1996) demonstrated the effect of culture on L2 comprehension. It may be difficult for learners coming from different cultures to understand humour used by the native speaker instructors. Hence, Flowerdew and

Miller (1996) suggested that instructors should behave as "mediators to the local situation" and seek the ways to relate the lecture content to the students' cultures in order to create the kind of shared knowledge which is of vital importance for learning to occur (p. 126).

Likewise, Lynch (1994) claimed that instructors who work with students coming from different cultures, should be sensitive about the wide range of variables that may affect their comprehension, and thus make adjustments when necessary.

1.3 Statement of the Problem

For non-native English speaking students who are pursuing their careers at Eastern Mediterranean University (EMU), English is both an aim and the medium of education. They not only learn English as a curriculum subject and as a new language, but they also learn in it and through it. From the beginning of 1980s, many studies have revealed that although there is a fast growth in conversational fluency, even more time is needed for the learners whose first language is not English to develop academic registers they need for academic success (see, for example, Collier, 1989; Cummins, 1996; Hakuta et al., 2000). As a result, English language support is necessary for these learners, even after the period of studying in Foreign Languages and English Preparatory School (FLEPS). They need the English language for a variety of reasons ranging from academic success to social requirements. Thus, it is crucial for the subject-matter lecturers teaching at EMU to be able to respond to cultural and linguistic diversity of their students and transform the classrooms into an environment which would serve as the best source for the learners' educational and academic development.

1.4 Purpose of the Study

It appears that no such studies have been conducted previously in the context of Eastern Mediterranean University (EMU) where freshman students who come from a variety of linguistic, cultural, and educational backgrounds experience difficulty in understanding and recalling information contained in spoken discourse delivered in English in the form of academic lectures.

Given the scarcity of the research into lecture comprehension in the context, the purpose of the present study is primarily to explore the perceived problems and difficulties of non-native English-speaking students in comprehending their course lectures, along with the possible sources of these difficulties. In addition, this study aims at investigating the ways teachers organize lectures for their students in their classes.

1.5 Research Questions

This study aims to answer the following research questions:

(1) What are the difficulties and their related sources in comprehending freshman year course lectures delivered in English from the perspective of

(a) non-native English speaking students?

(b) their course lecturers?

(2) How do course lecturers pedagogically organize their lectures?

(3) What kind of techniques assist better lecture comprehension according to

(a) the students?

(b) the course lecturers?

1.6 Significance of the Study

The present study can be considered significant in that studies on lecture comprehension in the context are scarce. In addition, unlike the previous studies conducted in an English as a second language (ESL) context, the present study was carried out in an English as a foreign language (EFL) context.

Secondly, although the related literature is mostly concerned with lecture comprehension in L2 from the students' perspective only, the current study aims to investigate the issue from the eyes of lecturers, as well.

Moreover, the present research is based on a premise that the knowledge derived from this investigation will provide insights to support learning and teaching, as well as curriculum planning at EMU. In other words, this study is expected to raise awareness of administrators, course lecturers and students at EMU regarding the improvement of the course lectures given in English.

Finally, this awareness raising is assumed to bring improvement in the teaching and learning of the academic subject-matter in the departments where the medium of instruction is in English, i.e. a different language from the mother tongue of the students.

Chapter 2

LITERATURE REVIEW

2.1 Presentation

This chapter provides an overview of English for Academic Purposes (EAP), and listening in L2 as an academic competency. It also reviews literature on models and theories in listening comprehension. Furthermore, processes in L2 listening are focused on. Finally, the chapter concludes with an overview of related studies on EAP listening..

2.2 English for Academic Purposes (EAP)

English for Academic Purposes (EAP) refers to the language and associated practices that people need in order to undertake study or work in English medium higher education. EAP is often considered to be a branch of English Language Teaching (ELT), although not all EAP teachers have come though the ELT route. Moreover, it is a type of ESP in that the teaching content is explicitly matched to the language, practices and study needs of the learners (Robinson, 1991).

According to Coffey (1984a), EAP has two divisions, either common core (i.e., study skills) or subject-specific (i.e., the language needed for a particular academic subject). These two divisions have been described by Blue (1988a) as English for General Academic Purposes (EGAP) and English for Specific Academic Purposes (ESAP). In the past, some researchers regarded EAP and study skills as being synonymous (for example, Robinson, 1991). However, later the majority of scholars

came to a conclusion that study skills is the key component in EAP, but that EAP includes something in addition to that. These additional features can be summarized as a general academic English register, incorporating a formal, academic style, with proficiency in the language use (Jordan, 1989), including the listening skill.

2.3 Listening in L2 as an Academic Competency

Listening in an EAP context is listening to discourses or discussions in educational settings. Richards (1983) provided academic listening taxonomy juxtaposed against conversational listening, signifying that the listening skills necessary for educational tasks may be required to be discernible from abilities in everyday conversational listening. Flowerdew (1994) and Chaudron (1995) also contended that educational listening is different from conversational listening in that educational listening is described by a one-way transactional language that is aimed at a transportation of information and knowledge, while conversation listening is focused on the retention of social interactions between a speaker and a listener.

Further variances between the educational listening and conversational listening can be categorized into three varying clusters as regards: (i) the type of required contextual knowledge, (ii) the capability of differentiating key points and overlooking others, and (iii) the occurrence of turn-taking.

Flowerdew (1994) asserts that the mandatory knowledge for educational listening is significant to specific subject matters because topics of discourses or discussions are closely related to listeners' specialized fields. Both educational listening and conversational listening need contextual knowledge already kept in listeners to assimilate with new data for better comprehension. Nevertheless, as asserted by

Flowerdew (1994), in conversational listening situations, the required contextual knowledge is more universal world knowledge for understanding and processing the speech of others, while more specific knowledge is needed for educational listening in order to distinguish texts holding impenetrable information, with moderately extensive lengths.

The capability to differentiate key points and disregard other points is another key feature of educational listening. Hansen (1994) specified that the door to successful educational listening is how rapidly listeners can understand vital points of the speech and distinguish chief points from trivial points. Richards (1983) also cited that the skill to differentiate vital information and disregard other information has a greater urgency over other skills necessary to cultivate educational listening. Although a capability to differentiate between what is significant to the main aim and what is less significant is needed for any sort of listening for comprehension (Flowerdew, 1994), this capability is perhaps more necessary for educational listening as opposed to conversational listening.

The third variance between educational listening and conversation listening relates to the occurrence of turn-taking conventions. Chaudron (1995) asserted that educational listening tends to be comparatively cautiously planned with respect to the content; therefore, turn-taking ensues only if questions are raised by a professor or fellow students. Then again, turn-taking in informal listening is apparently vital to retain interactional cycles of activity as every participant makes parallel contributions; As such, turn-taking ensues repeatedly in conversational listening events.

Another researcher, Imhof (1998), abridged the precarious features of educational listening with regard to the situational context. The researcher stated that in educational contexts, a substantial amount of innovative concepts and information is provided with little communication with a speaker. Because of this feature of educational listening, a listener in educational contexts needs to cultivate cognitive planning for a balanced selection of information and for a methodical adaptation of the new data into current cognitive frameworks for efficient learning (Imhof, 1998).

The irregular communication between a speaker and a listener is another distinctive feature of educational listening. Moreover, Imhof (1998) quantified that educational listening is, to some degree, "characterized by a definite degree of irregularity between the speaker and the listener(s) on the knowledge measurement because of the information breach between the listener and the speaker" (pp. 84-85). The irregular interactional feature of educational listening is closely related to the third feature of educational listening: the social detachment between a listener and a lecturer or other speakers. The social detachment which can be perceived every time a learner listens to a mentor is varying from when a listener listens to friends in mutual studies. This detachment is presumed partially from the right that the situational context provides the teacher over the learner. In educational listening contexts, data exchange and exhibition is also inhibited by social conventions. When a listener obtains the chance to intermingle with the speaker in order to discuss meaning, they track a customary order or a predictable procedure as a way of presenting reverence to the speakers. Imhof (1998) labeled this feature of educational listening as 'formality'.

Reppen (2004) warns that resemblance between educational lectures and daily conversation, as specified by corpus studies, can confuse students from identifying the key points of the content conveyed during the discourse and, therefore, interfere with comprehension. In the same manner, Anderson-Mejias (1986) describes some peculiar observations in which she observed that many non-native speakers would remain taking notes during a discourse even when the lecturer was conveying a private story wholly isolated to the discourse. As such, cultivating the skills to distinguish between the significant and non-significant speech he/she encounters during educational lectures is critical for the L2 listener.

2.3.1 Academic Lectures

Research has revealed that L2 listeners have complexity in processing academic lectures (Buck, 2001; Flowerdew & Milller, 1997; Smidt & Hegelheimer, 2004). Inimitable discourse frameworks of discourses (e.g., Dudley-Evans, 1994; Olsen & Huckin, 1990; Tauroza & Allison, 1994; Young, 1994), rate of speech (e.g., Griffiths, 1990, 1991; Tauroza & Allison, 1990; Zhao, 1997), and the roles of discourse markers (e.g., Chaudron & Richards, 1986; DeCarrico & Nattinger, 1988; Dunkel & Davis, 1994; Flowerdew & Tauroza, 1995) are often conveyed as features that contribute to listener difficulties in educational lecture comprehension. Parallel to the time of its conception, research has been done on factors such as background knowledge (e.g., Chiang & Dunkel, 1992; Hansen & Jensen, 1994; Hohzawa, 1998; Jensen & Hansen, 1995; Schmidt-Rinehart, 1994), universal strategy use (e.g., Benson, 1989; Lynch, 1995, 1997; Mason, 1994; O'Malley, Chamot, & Kupper, 1989; Vandergrift, 1996), and finally, note-taking (e.g., Chaudron, Loschky, & Cook, 1994; Dunkel, 1988; Dunkel, Mischra, & Berliner, 1989; King, 1994).

Chaudron and Richards (1986) piloted an experimental study that investigated the influence of discourse signals and markers on L2 lecture conception. Four variations of lectures (i.e., baseline, micro, macro, and micro-macro versions) were cultivated and shown to two groups of L2 learners. They administered a recall cloze measure, true or false replies, and a multiple-choice test. On the basis of outcomes, Chaudron and Richards (1986) specified that L2 listeners advanced from the occurrence of macro-markers on memory when these signals were introduced in a text. Nevertheless, they specified that micro-markers did not offer a positive effect on L2 lecture comprehension. As a clarification of the outcome that micro-markers did not support L2 learners' recall on discourse content, Chaudron and Richards (1986) identified that micro-markers do not have a task to support content, sufficient to make the succeeding information more outstanding or expressive, and that the amount of the markers dispersed via the discourse may confuse the L2 learners' responsiveness by creating the discourse as less well-organized.

Studies have also measured speech rate as one of the main factors distressing the listening proficiency of college academic lectures. Griffiths (1990) questioned which rates of speech reflected the most ability to enable comprehension of L2 learners with varying levels of L2 proficiency. Unlike the anticipation that lower-intermediate L2 learners would be considerably benefited from a disproportionately slow speech rate, the outcomes of the study indicated that the comprehension scores of passages conveyed at a slow rate did not considerably differ from those of passages conveyed at an typical rate, and that an artificially slow speech rate did delay the comprehension rather as opposed to helping.

Similar to Griffiths (1990), Tauroza and Allison (1990) also questioned the degree of disparity in the speech rate at which L2 learners would be able to deal with comprehension in a better way. They ascertained that the average range of speech rates delivered by Pimsleur et al. (1977) is not related to varying speech events of English since it is restricted to a specific variety of speech (i.e., radio news); and since it was built on the foundation of French speakers, as well as English speakers.

Bearing in mind that dependable information about average speech rate is of importance to listening-material designers as well as scholars, Tauroza and Allison (1990) resolved to examine whether there is a constant variance in word-length within and between varying categories of speech events. Speech from four varying conditions (i.e., radio news, conversations, interviews, and educational lectures) were carefully chosen and analyzed. The gathered data specified that typical speech rates fluctuate considerably for every event.

Simpson (2004) notes that prescribed expressions are discovered across numerous types of discourse, but terminologies falling into the discourse shaping functions specify the biggest amount of formulaic expressions in educational speech. The research of Biber, Conrad and Cortes (2004) supports Simpson's discovery that classroom lecture/discourse makes repeated utilization of lexical phrases.

What seems to be constant across the literature is the necessity of assistance for the pedagogical treatment of repeatedly appearing macro-markers discovered located in educational discourses (Chaudron & Richards, 1986; Wray, 2000; Biber, Conrad & Cortes, 2004; Simpson, 2004). Moreover, DeCarrico and Nattinger's (1988) research

validates that discourse comprehension progression can be accomplished by L2 students as soon as they are presented with the data concerning lecture macro-markers. As such, it is established that a significant portion of teaching L2 lecture comprehension strategies contains an edification of alertness of discourse organization and signals, which specify the progression of the discourse and assist the learner via the exhibition of the content.

2.3.1.1 Lecturing Styles

Lecturing styles at universities are not dictated and do not display a standardised delivery style. In relation to lecturing styles, Bligh (1998) remarks that there may be some wrong ways, but there are many rights ways. If everyone lectured the same way, students' academic diet would be very monotonous (Bligh, 1998).

The lecture modes help with the labelling of the individual lecturer's styles of lecturing. According to Othman (2005), there are three main categories and they are defined rather as examples of conversational, elicitative task-based or expository style. Each of the three lecturing styles is defined below:

(i) Conversational style: This is an informal style of lecturing. The lecturer speaks informally with rather explicit use of the various conversational features. There are mainly instances of teacher-student interaction and evidence of the lecturers making attempts to involve students by posing questions. The lecturer is also rather mobile during their presentations; walking and pacing towards the audience.

(ii) Elicitative task-based style: This style has all the characteristics of the conversational style with rather consistent use of elicitations in the lectures.

The lecturer rather consistently elicits information from the students through question/answer exchanges as the lecture progresses - often in the form of feedback from task-based activities.

(iii) Expository style: This style is a formal style of lecturing as opposed to the conversational style. The lecturer speaks rather formally, using the least number the conversational features - possibly not using any at all. There are no instances of teacher-student interaction, with no posing of questions. The lecturer's mobility is confined to the immediate area around the lecture platform.

(Othman, 2005)

2.4 Listening Comprehension: Models and Theories

According to Long (1985), existing theories surrounding Second Language Acquisition (SLA) highlight the significant role of listening as a macro skill. Dunkel (1991) further adds that model building "forms the foundation of theory development and should be vigorously pursued […] if we are to advance the knowledge base about the method of listening comprehension in universal and L2 listening comprehension in particular" (p. 446).

Presented below are some of the existing listening comprehension models:

i) The Intake Model (Chaudron & Richards, 1986): According to this model, the human brain does not only gather or receive information; rather, it likewise stores, detects and classifies it. The model further implies that the brain is in charge of facilitating processes and decisions, resulting in the development of replies to received information (Lerner, 1997). Although input is rendered as

comprehensible by the listener, it may not be fully treated by the listener's internal devices. Understandable input is therefore considered as an insufficient requirement for learning, as learning cannot occur unless input cultivates as an intake (Ellis, 1985). Thus, it can be concluded that the efficient operative utilization of discourse markers, which aid in shaping educational school lectures, could permit students to monitor the macro-organization of given lectures. It can further assist in the reception of content as a comprehensible input. This input can be treated as intake, accessible for recall during examination circumstances.

ii) The Monitor Model or Input Hypothesis (Krashen, 1985): This model states that an imperative element for the development of language acquisition is for a listener/reader to comprehend (by means of hearing/reading) input language that is reflective of edifices which reflect little deviations outside his or her present level of proficiency. As content information sent by verbal lecture depends on students' schemata and is meant for teaching, it is expected that students would be aided in their comprehension, especially if discourse markers have designated the internal consistency of the lecture discourse.

Tyler and Warren (1987, as cited in Tsui & Fullilove, 1998) have also discovered that comprehension occurs after a listener successfully deciphers inward input and then assimilates the newly received information into prevailing knowledge structures. Voss (1984) further observes that in order to achieve successful speech discernment, the listener has to secure linguistic and auditory information within the text, as opposed to existing semantic information, to either approve or discard the hypothesis. Buck (1991, as cited in Tsui &

Fullilove, 1998) also asserts that listeners ought to check and observe their emerging explanations with reference to the provided linguistic information and their corresponding circumstantial knowledge, in order to guarantee that the explanation is a rational one. Discourse markers utilized in the spoken texts may therefore develop into strategic foundations onto which students can base information for checking against their current schemata as well as contrary to the linguistic features of the text.

iii) The Pragmatic Model (Rost, 1990; Sperber & Wilson, 1986): This model is established on paradigms employed in pragmatics to illuminate how communication transpires in real social contexts. The Pragmatic Model is considered as top-down since it postulates that understanding is driven by goals. The listener triggers the apparent knowledge base necessary for the interpretation of the significance of utterances; the listener then pays attention to the utterances subjectively, inferring their propositional implications via a phonological-syntactic-lexical analysis; the listener infers a potential pragmatic meaning of utterances, that is, a reasonable aim for a speaker making the utterances in the specific context; the listener further instructs the deduced intentions into a categorized illustration to be reserved in the long-term memory. Sperber and Wilson (1986, as cited in Rost, 1990) suggest that partakers in any communication pay consideration only to information which appears as significant to their objectives or needs (p. 73). An essential principle of this framework is that the phases are coinciding and symbiotic.

Academic lecture listening comprehension is much more complex as opposed to listening comprehension within social contexts, since restricted areas for the mediation of meaning exist in an academic context. Nevertheless, a number of the mentioned stages of listening in social contexts can be documented in educational listening situations. Thus, in the development of selective listening of utterances, discourse markers may prove as capable of assisting the listener in choosing the most plausible interpretation of the potential pragmatic connotation of the utterance. Vitally, the hierarchical demonstration that is stowed in the short-term memory would be more in line with the original configuration of the lecture script.

iv) The Discourse Comprehension Model (Van Dijk & Kintsch, 1983, as cited in Hansen & Jensen, 1994): This model has been established for discourse comprehension in general and for listening in particular. Van Dijk and Kintsch (1983) hypothesize that the flow of sound is stored momentarily in the short-term memory, wherein phoneme comprehension chunking occurs. It is during this stage that listeners retrieve their knowledge of syntactic frameworks in an effort to consolidate the chunks into clauses. These clausal components are coordinated with information stored in the long-term memory to exhort and authenticate the meaning of the received input.

Van Dijk and Kintsch (1983, as cited in Hansen & Jensen, 1994) further assert that listeners employ two main strategies, specifically local and global coherence strategies, in the effort of achieving comprehension (p. 244). Local strategies, which are bottom-up, are utilized to join a clause with one foregoing it to bring

out the meaning of the discourse at the sentence level. Global strategies, which are top-down, are utilized to outline the macro-structure of the discourse message, to distinguish the association among the key ideas of the discourse and to distinguish the holistic arrangement of the discourse. It should be noted that skilled language users utilize both strategies to comprehend discourse (Van Dijk & Kintsch, 1983, as cited in Hansen & Jensen, 1994).

2.5 Processes in L2 Listening

There are three major stages of processing that make up listening. These are 'decoding', 'comprehension' and 'interpretation' (Rost, 2005). These are three stages of simultaneous and parallel processing. A fourth stage, called 'listener response' is frequently included in descriptions of competence and performance.

2.5.1 Decoding Processes

Attention, speech perception, word recognition, and grammatical processing are all involved in decoding. Decoding is the construction of a message from sounds, words, and phrases through bottom-up skills by relying on their linguistic knowledge. The main aim of decoding is to feed familiar lexical items and parsed propositions in order to comprehend.

2.5.1.1 Attention

Attention, which is a cyclical neurological process, involves three actions. These are arousal, orientation and focus of cognitive resources (Rost, 2005). Hahne and Frederichi (1998) stated that these three actions take place in various brain structures. These are the auditory cortex, the eighth cranial nerve, and the auditory brainstem. On the other hand, orientation and processing are based on a suppression of L1 phonological and lexical processing structures in L2 processing (Grensbacher & Shlesinger; 1997).

We can say that, in order for the efficiency of intake of meaning to increase, the process of attention, in essence, is a process of input selection so that the efficiency of intake of meaning will increase. In fact, due to the limited nature of our working memory, to process language in real time a user must decide continuously on what to further process, both temporarily (the time it takes for us to process something) and semantically (the amount of individual items we can handle).

As proposed by Rost (2005), if the following three conditions are present for a skilled listener, selective attention is generally successful in L1 or L2: (1) the input is present at a speed that is suitable for processing, (2) the number of new items in the input is relatively small compared to the number of already known items, and (3) there are no semantic or syntactic anomalies in the input. If even one of these conditions is disrupted, the listener will experience a disruption in rhythms of the brain which indicates impairment in processing and this is defined as an "attentional blink" (AB) (Rost, 2005, p. 504). The listener will experience discomfort with processing and a difficulty with input-related tasks when too many ABs occur (Metsala, 1997; Osterhout & Nicol, 1999).

There has been a long term debate regarding the role of attention in long-term learning in L2 acquisition research. As Segalowitz and Lightbown (1999) point out, the lack of agreement on the meaning of key terms such as attention capacity, noticing, conscious awareness and intention to learn is part of what fuels controversy. With regards to L2 listening, attention is considered to encompass all those aspects of cognition that the listener can control (Shiffrin, 1998).

2.5.1.2 Speech Perception

Auditory perception aims to help the listener comprehend the speech signal. This goal is achieved in three complementary ways: (1) through identification of the physical manner the speaker makes the sounds, which is enhanced by visual cues when the speaker's face is visible, (2) through identification of auditory qualities, which may be altered or degraded by competing sounds, and (3) through identification of what the speaker is trying to articulate, which is supported by the listener's knowledge of the language. Regarding to competent listeners, the redundancy of these processes makes sure that many of the continuous speech signals can be broken down into parts and then categorized for further processing (Best, 1995; Massaro, 1994).

According to a number of speech processing researchers, adults eventually retain only the phonetic feature detectors that were reproduced by their native language, and will experience difficulties in perception of any L2 sounds that are not similar to those in their L1. With regard to this view, changes to the exposure to speech experienced during childhood occur in such a way that people born with the ability of learning any language develop perceptual and cognitive processes that are specialized for their own native language. This means that L2 speech can be difficult to segment into words and phonemes for adult L2 learners. Different phonemes in the L2 language may sound similar and also the reproduction of the motor articulations of the second language may be difficult (Kuhl, 2000; Iverson, Kuhl, Akahane-Yamada, Diesch, Tokura, Ketterman & Siebert, 2001).

2.5.1.3 Word Recognition

Word recognition and knowledge are vital regarding L2 listening and L2 acquisition and for this reason many approaches to teaching L2 involve vocabulary development (Rost, 2005). For spoken-language comprehension to be successful word recognition is essential. It refers to "identification of words and activating knowledge of word meanings" (Rost, 2005, p. 20). Nevertheless, word recognition is the major source of confusion in language comprehension and a process that creates the most problems, particularly for L2 learners, because there are no trusted indicators about where a word starts or ends in the stream of sound.

In order to study the word recognition process, a body of research has been formed that is comprised of researchers who employ an array of techniques that include mispronunciation detection (Cole & Jakimik, 1978), phoneme restoration tasks (Massaro, 1994), and word-spotting (Cutler & Butterfield, 1992). All these researchers have expressed the possibility of word recognition being affected by context and words being recognized retroactively in addition to the discovery that words are mainly recognized linearly (Rost, 2005). Nevertheless, because of the fact that these word comprehension studies encompass no context (Balling & Baayen, 2008; Broersma & Cutler, 2008; McClelland & Elman, 1986; Marslen-Wilson, 1984) or contexts in an tremendously restricted sense—only a solitary sentence (Massaro, 1994), these studies have been unsuccessful in yielding a lucid representation of exactly how word comprehension is essentially affected by the enormous context wherein the word can be located.

There are two processes connected to word comprehension in listening: the first being the identification of words; and, the second being the instantaneous stimulation of lexical knowledge connected to words that have been regarded. Moreover, word comprehension accomplishes two chief goals: (1) it identifies the inception of the proximately subsequent word, and (2) it offers 'preemptive processing', demonstrating syntactic and semantic restrictions that are utilized to distinguish the immediately succeeding word (Rost, 2005).

2.5.1.4 Grammatical Processing

With the purpose of understanding language, the processing demands a limited syntactic plotting of the intake of speech onto a grammatical model as words in spoken discourse are recognized. Throughout linguistic processing the structural knowledge and dexterity to utilize that data in real time of the hearer are employed (Rost, 2005).

Grammatical processing transpires at two varying levels, one which involves an instantaneous utterance, or the sentence level; and, that of the prolonged text, or the discourse level. Also, it is projected that syntactic processing transpires in two licenses. The first license recognizes syntactic classes of elements in the speech flow, and the second license assimilates composition of the instantaneous utterance with arrangement of the bigger speech unit that is under processing (Osterhout & Nicol, 1999).

As Rost (2005) suggested, the parsing process is acknowledged to be significantly automated in fluent listening, He declares that "for most fluent listeners, syntactic processing is typically noticed only when an anomaly occurs" (p. 510). In L1

listeners, awareness of a syntactic irregularity yields a distinctive interference. A remarkable truth for many L2 listeners is that the syntactic interference consequence does not transpire, which proposes that syntactic dispensation is not completely automized.

Rost (2005) confers two comparable educational approaches that assist L2 learners in cultivating their syntactic processing of spoken language or to aid them in a thorough study of grammar. The first approach is called the "enriched input", an approach which offers pre-recorded texts to learners that are filled with paradigms of the aimed syntactic framework within the context of a meaning-focused task. This method was also regarded as ‘focus on forms’ by Long (1990), which permits for supplementary learning of the objective grammar. The second approach, named by Van Pattern, is called the ‘processing instruction’. In this method, learners are cheered to interrelate in premeditated learning at the same time that they are working on interpretation tasks by deliberately perceiving, even if an aspect is not particularly called out, or exactly how an objective grammar feature is utilized in verbal input.

2.5.2 Comprehension Processes

Comprehension is vitally a process that occurs in the listener’s short-term and long-term memory. This method contains stimulation of prior knowledge, specifying suggestions in short term memory, and logical inference. The aim of understanding is to link the input with significant knowledge sources for additional interpretation (Rost, 2005).

2.5.2.1 Activating Appropriate Schemata

Cognitive psychologists utilize schema theory to explicate the mental methodologies present in recognition and knowing. The role of contextual knowledge in language

comprehension has been established as schema theory (Bartlett, 1932; Rumelhart, 1980, as cited in Carrell & Eisterhold, 1984). This theory asserts that processing a text requires more as opposed to linguistic knowledge. A text, when standing individually, does not convey any connotation in itself, either verbal or written. Comprehension is a collaborative method among the reader's contextual knowledge and the text itself. The listeners or readers recover or build meaning from experiential knowledge that they formerly assimilated. The name "schemata" is given to the contextual knowledge, information assembly of universal ideas stored within the memory and those that knowledge structures have been previously acquired by the reader. This principle asserts that meaning exists in the thoughts of learner, and not in the spoken or written forms of the language itself.

According to Rost (2005), the schema theory further establishes a relationship with the listening process. During this procedure, based on anticipations, implications, intents, and background knowledge, listeners are involved in the method of building senses from the text they listen to. Listeners would usually syndicate their prior experiences and prior knowledge as they perceive a text. How listeners distinguish information is determined by schemata. As a result, the communication that occurs between 'bottom-up' and 'top-down' skills leads to listening proficiency. This establishes that listeners treat a listening text via bottom-up and top-down processes. They decipher, that is construct a theme from noises, words, and fragments via bottom-up abilities by trusting on their linguistic knowledge. They also produce inferences regarding what the speaker envisioned via top-down approaches.

Indications for the efficiency of pre-listening activities are openly provided by schema theory as Zhang (2006) has stated. Pre-listening tasks are often calculated so as to construct or stimulate the learners' schemata. They also construct their anticipations for incoming information, and offer the required context for the particular listening task. This is due to the notion that if the listener does not hold the significant schemata or does not stimulate the schemata, understanding or any corresponding form of interpretation cannot be satisfied. They both offer summaries for listening to the text and for teaching cultural key concepts.

L2 pedagogy has taken important notice of the idea of schemata and the stimulation of fitting contextual knowledge for listening. Training approaches stereotypically integrate pre-listening activities to increase alertness of cultural schemata, that is necessary for comprehension to occur (Long, 1990), and follow-up dialogue of cultural references and inclinations that were incorporated in the listening text (Buck, 2001). Flowerdew (1994) further established that methods for teaching educational listening directly integrates an alertness of cultural and content schemata in prolonged listening and recall. These approaches are constant with universal educational methods for endorsing the utilization of schematic plotting in cultivating critical thinking and recognition of extended texts (Manzo & Manzo, 1995).

2.5.2.2 Specifying Propositions in Short Term Memory

Utilizing memory in the process of language comprehension, as Rost (2005) states, is largely conferred as encompassing two separate dimensions: long-term memory (LTM) linked with the summation of all of a person's knowledge and experiences, most of which are considered as dormant at any time, and short-term memory (STM), linked to knowledge that is stimulated at a given specific moment. For aims

of recognizing verbal communication, it is much desirable to express in terms of memory stimulation rather as opposed to memory size (Rost, 2005).

Gupta and MacWhinney (1997) further established that there is solid evidence to consider that the rehearsal loop truly shows a chief role in both L1 and L2 listening. For instance, MacWhinney (1996) discovered that variances in the capacities of learners to store information within the loop correlates to differential achievements in both L1 and L2 education.

The capability of learner to process input in real time within the loop is a vital feature of aptitude in the L2. Three methodologies aimed at L2 listening pedagogy have addressed the cultivation of this fundamental feature of proficiency; these are the following: "shadowing, non-reciprocal listening tasks, and note-taking" (Rost, 2005, p. 212).

Shadowing reflects an approach which utilizes direct or rephrased repetitions, wherein the learner is requested to replicate what the speaker has said, specifically by using the same language, be it word for word, or nearly similar paraphrasing. The goal of this approach is to escalate the competence of working memory, up to rates of 30 seconds, with gradually intricate inputs. The accentuating cognitive capability for these processes of replication and paraphrasing is referred to as 'chunking', the method of utilizing key words in order to specify entire ideas and breaking down a lengthy utterance into sets of manageable key words. Owing to the fact that it has been acknowledged for quite some time that working memory can only obtain about

seven ‘items’ (Miller, 1956), chunking capability is vital for precise understanding of lengthy inputs (Kussmaul, 1995; Mikkelson, 1996).

Non-reciprocal tasks are reflective of a certain form of function which involves a one-way distribution of information. In a listening assignment, the student is required to listen to input and is asked to carry out a specific goal, by means of employing designated data from the input. These will then allow listeners to put emphasis on meaning in a continuous custom, therefore increasing the adeptness of working memory, specifically under circumstance where listening to L2 input is required

Lastly, note-taking, is reflective of a listening methodology used to cultivate comprehension and memory developments in the L2. Issues that revolve around the connection between note-taking, comprehension, and memory have been examined (Chaudron, Loschky & Cook, 1994; Dunkel, Mishra & Berliner, 1989; Ellis, 2003). Rost (2005) asserts that it is practical to generalize that notes only contribute to comprehension if they are found to be comprehensive, precise and concise enough to assist succeeding renovation of crucial ideas and information.

2.5.2.3 Logical Inference

Kintsch (1998) stated that the method of inference in language comprehension is akin to mathematical processes of inference; in that it is considered as a calculation, a problem-solving procedure, utilized when there is adequate indication from which some assumption can be made about associated propositions. Inferencing is considered as an element of comprehension since the generalizations that are necessarily drawn are more or less continuously founded on ambiguous proof. Rost (2005) asserts that investigations that dealt with inferencing in the course of

comprehension have been performed in three basic ways: via a recall analysis, via test performance, and lastly, via introspection protocols.

Recall procedures, combined with input study, has been a chief approach in the attempt to study and master inferencing processes for both L1 and L2 learners (Golden, 1998; Rost, 1994; Trabasso & Magaliano, 1996). Particularly, this type of comprehension research allows the researcher to identify the variance among what is unequivocally specified in a given input and what the learner happens to infer during the processes of reconstruction or interpolation.

2.5.3 Interpretation Processes

As Rost (2005) claims, interpretation is a period of listening in which the hearer orients to the speaker's meaning via implementation of a viewpoint and an evaluation of significance. Interpreting verbal language is essentially based on generalizing a pragmatic perspective. Moreover, interpretation can be viewed as including process of counting listener response, and the objective of comprehension is to showcase a group of viable listener reply alternatives to the listener (Rost, 2005).

2.5.3.1 Adopting a Pragmatic Perspective

The pragmatic perspective of the listener can be depicted in numerous ways. Hymes (1972) embodies the following seven coordinates that define the speaker's and listener's practical angle in a communication event, which he termed 'situation-bound features':

(1) setting or scene

(2) participants (utterers and receivers)

(3) aims (outcomes, goals)

(4) act sequence (theme and content)

(5) key (formality, politeness, power relations)

(6) instrumentalities (channel, forms of speech)

(7) norms (assumptions or expectations about communication and interpretation)

(8) genre (text type).

Originally, for interpretation to take place there must be a commitment by the listener, which involves some degree of acknowledgment of every coordinate (Verschueren, 1999). The manner and the extent to which the L2 listener happens to distinguish these coordinates, to gain information regarding the coordinates, and to understand the process of dealing with power relationships with speakers over the compromise of these coordinates, are all crucial features of the cultivation of L2 listening.

Interpretation of language by the L2 listener occurs within public frames, real or fictional. The social frame for a communication includes two intertwined features: the movement frame, which is the action that the speaker and listener are involved in, and the participant frame, which is the role that every person is occupying within that given activity, or the comparative status that every participant has (Tyler, 1995).

For listeners, greater emotional participation encourages better understanding via better association with the speaker, while lesser emotional connection naturally results to less association, less understanding, and insignificant efforts to estimate and restore any confusion that arise (Pica, 1992). For instance, Yang (1993) discovered in a study of Chinese learners of English a lucid adverse relationship

between learners' levels of apprehension and their listening performance. Aniero (1990), in the same manner, notes that listening anxieties are connected with meager listening performances during pair communications.

Carrier (1999), in an attempt to study interactions between L2 students and their professors in within a university setting, conjectured that social ranks would have adverse effects on listening proficiencies since chances for negotiations of meaning, particularly by the L2 speaker, can be restricted. She also postulated that understanding NNS (non-native speakers) by a native speaker would be swayed adversely because the NNS would have rarer opportunities to restate or confirm vague information.

2.5.3.2 Listener Response

According to Rost (2005), listener response is frequently recognized as an important part of the listening process, particularly because it is interconnected with the interpretation and implementation of pragmatic viewpoints. Listener response mostly encompasses the exhibition of uptake, back-channeling, and follow-up actions.

Though a speaker instigates actions in conversation, the listener has the right to choose, receive or ignore any initiation provided by the speaker. Classically, the speaker assumes the listener to carry out the action in a particular approach, in both verbally and non-verbally, constituting a typical or 'preferred response (Rost, 2005). Contrariwise, an undesired response, challenges the assumption that the recipient has the data or means that the speaker requires and is willing to offer it, or it tests the speaker's authority to initiate movement.

Back-channeling reflects another form of response with regards to listeners. Back-channeling replies are tiny messages – brief verbal utterances (For instance, 'yeah, right'), semi-verbal utterances (For instance, 'uh-huh', 'hmm') and non-verbal (i.e., laughs and postural movements such as nods) - that the listener refers back during the partner's speaking turn or instantly following the speaking turn. Rost (2005) asserts that back-channeling ensues more or less continually throughout conversations in all tongues and locales, although in particular languages and in various settings, it appears more predominant.

A third class of hearer reactions in discourse is called as follow-up acts. Follow-up acts are replies to a dialogue exchange, and can be offered by either the listener or the speaker from the preceding exchanges.

2.6 Related Studies on EAP Listening

"While we have learned more about the cognitive nature of listening, and the role of listening in communication, L2 listening remains the least researched of all four language skills" (Vandergrift, 2006, p. 191). It is a commonplace that the processes, instruction and assessment of L2 listening are less well understood and researched than the other three conversational skills (e.g., Flowerdew & Miller, 2005; LeLoup & Ponteiro, 2007; Vandergrift, 2007). More seriously, Buck (2001) points to a basic lack of empirical support for the taxonomies of listening sub-skills that many teachers and material writers take for granted as components of effective listening. Unfortunately, when we consider the specific case of EAP listening, the profile becomes even lower due to the inherent complexity of listening and listening research.

Stereotypically, lectures are monologues. From the perspective of research into academic listening, what is of interest is the extent to which today's lectures might reflect or diverge from the stereotype. In fact, the issue of the participation of students in lecture discourse has recently come into sharper focus. A number of researchers have focused on "the lecture not only as a spoken text but as a social event where the lecturer can enhance participation and facilitate comprehension" (Morell, 2004, p. 326).

In a study of six lectures given to Spanish-speaking English majors, Morell (2004) analyzed the textual characteristics and interpersonal discourse features that differentiated the three interactive lectures from the non-interactive ones. The former included more frequent use of the personal pronouns, elicitation markers, and display and referential questions. There were also more instances of the negotiation of meaning, "moments when either the lecturer or a student does not understand or is unsure of the previously uttered statements" – a crucial element of lectures from the listeners' point of view (Morell, 2004, p. 335).

In a follow-up study, Morell (2007) investigated the conditions promoting interactions in lectures, through a survey of students and their lecturers. The characteristics that the students considered likely to help them participate in a lecture were as follows: (i) the type of learning activity (such as role plays); topic interest; a relaxed and uninhibited atmosphere; questions from the lecturer; lecturer's familiarity with the students as individuals; and small class size. Almost all the lecturers claimed to use questions in class and to encourage their students to contribute during the class, rather than afterwards.

Furthermore, the role of students' note-taking in helping to make lecture content memorable has long been a focus of applied linguistic research (e.g. Chaudron, Loschky, & Cook, 1994; Dunkel & Davy, 1989). Recently, a more detailed picture of note-taking has emerged, which goes beyond comparison and evaluation of different students' notes and explores individual students' conceptualizations of the purposes of taking notes in lectures. Jung (2003) found that listeners to lectures that offered discourse signaling cues were able to recall more main ideas and more supporting details than listeners who did not. She claimed that students may, in particular, benefit from such discourse signaling cues in certain conditions: when the overall text structure is not evident; when the text type is familiar to them; when they possess the relevant background knowledge; and when the lecture text is unscripted. In a related study of Korean listeners to English, Jung (2006) demonstrated that the absence of what she termed 'contextualizing cues' can even lead students to misunderstand the main ideas in a lecture.

The visual dimension of lecture discourse has come to the fore in recent years since the advent of PowerPoint as a major element in today's university courses. In view of widespread use of a PowerPoint on university courses, very little research has yet been published on its possible benefits for second language listeners' understanding. A number of studies have concluded that the impact of the visual dimension of lecturing is so significant that it is essential to move away from audio-based materials to those that exploit the visual element, either for teaching purposes (MacDonald, Badger, & White, 2000) or for assessment (Feak & Salehzadeh, 2001). MacDonald et al. (2000) compared four types of input in teaching academic listening to international students: audiotapes accompanying a published EAP textbook,

audiotapes of real university lectures, videotaped extracts from a BBC education series, and a live presentation. The researchers found that their international EAP students found material more interesting and more comprehensible when they were able to interact with the speaker.

Moreover, unlike the relatively public arena of the lecture, seminar or tutorial is a private listening/speaking event, potentially more conducive to collaborative negotiation of meaning. Farr's (2003) study of student-tutor meetings during a language teacher education course at an Irish university highlights the key role of engaged listenership. Farr supports earlier arguments (e.g. Lynch, 1995) that EAP instruction has tended to focus on listening, in the form of note-taking from lectures, or speaking rather than on interactive listening strategies. Finally, while L2 learners such as those in Kim's (2006) study may have reported having fewer difficulties in asking questions (such as requests for clarification) of lectures in office hours than they did during the lecture, research shows that even in the potentially helpful environment of one-to-one talk, intercultural communication can be anything but straightforward.

2.7 Summary

This current chapter presented the review of literature regarding English for Academic Purposes (EAP), as well as listening in L2 as an academic competency. In addition, literature on models and theories in listening comprehension was reviewed. Processes in L2 listening were discussed; and finally, related studies on EAP listening were reviewed.

Chapter 3

METHODOLOGY

3.1 Presentation

This chapter presents the research methodology of the study. The first section introduces the overall design of the study; specifically case study and the reliability and validity of the research are explained. The subsequent sections present the research questions, and describe the research context, participants, data collection instruments, as well as procedures for data collection and analysis. Finally, the last section presents the limitations and delimitations of the study.

3.2 Overall Research Design

The research methodology that best fits the aim of this study is a case study which is qualitative in nature. As Rist (1977) rightly proposes, selection of a methodology should be aimed at accessing the phenomena under observation, rather than the data itself. In other words, the choice of a research method requires a definition and a rationale; an explanation regarding the characteristics of the method, why it was chosen above other methods and what the researcher expects the method to achieve. Therefore, a discussion of the method used in this study will be further outlined.

3.2.1 Case Study

Yin (1984) defines the case study as "an empirical inquiry that investigates a contemporary phenomenon within its real-life context; when the boundaries between phenomenon and context are not clearly evident; and in which multiple sources of evidence are used" (p. 23).

According to Stake (2003), the case study is not a choice of methodology but a choice of what is to be studied. Any method or approach can be used to study the case: triangulation, analytical, holistic, or cultural. Whatever the method, the focus is always on the case. A case study is specific, and has a bounded system (Dörnyei, 2007), which means that in any study there are certain features that are found within a system, within the boundaries of the case, and there are features outside these boundaries. In this study, the boundary that defines this case is the content courses offered by the Department of Business Administration, Department of International Relations, and the Department of Psychology at Eastern Mediterranean University (EMU).

3.2.2. Reliability and Validity of the Research

3.2.2.1 Reliability

Even though the term 'reliability' is mainly associated with quantitative research, under circumstances when the study's quality is related to its reliability, this concept is also relevant for qualitative research. As Stenbacka (2001) states, the concept of quality in qualitative studies has the function of "generating understanding" (p. 551). Similarly, Lincoln and Guba (1985), argue that in qualitative research, for the study's quality, reliability and validity are criteria that are of vital importance. Thus, the qualitative study should be credible, confirmable, dependable, and transferable (Lincoln & Guba, 1985).

(i) Credibility

According to Patton (1990), credibility in qualitative research does not depend on the sample size, but rather on the richness of the information gathered. This can be enhanced through triangulation of data. Dörnyei (2007) points out that the concept of 'triangulation' involves using multiple methods, sources or perspectives in a research

project. To this end, triangulation has been traditionally seen as one of the most efficient ways of reducing the chance of systematic bias in a quantitative study because reaching the same conclusion about a phenomenon using different data collection/analysis method, the convergence offers strong validity evidence. As mentioned earlier in this chapter, multiple data sources such as lecture observations, lecturer and student interviews, and student questionnaires were used in this study, with an aim of increasing its credibility.

(ii) Confirmability

Confirmability in research refers to the susceptibility of its results to confirmation. For this, an audit trail, which includes descriptive details of data collection, categorization of ideas and methods employed to reach conclusions, has to be present in the text (Lincoln & Guba, 1985). An audit trail involves selecting some raw data and finding what has been done with them. In addition, Lincoln and Guba (1985) state that the collected data are transformed, summarized and combined with other information to contribute to a substantive conclusion. In this study, methods of data analysis, data coding procedures and their interpretations are present together with copies of interview transcripts.

(iii) Dependability

According to Lincoln and Guba (1985), in qualitative research dependability can be achieved by inquiry audit where the process and product of the research is examined for its consistency. This involves using the same data analysis method that was used for the analysis of another set of data at a different time to check if the results are similar. In this study, the interview transcripts were re-coded after a few weeks, to see if the coding patterns were similar.

(iv) Transferability

Research findings are transferable or generalizable only if they fit into new contexts outside the actual study context. Transferability is analogous to external validity, that is, the extent to which findings can be generalized. According to Maxwell (2002), generalizability refers to the extent to which one can extend the account of a particular situation or population to other persons, times or setting than those directly studied. Transferability is considered a major challenge in qualitative research due to the researcher's subjectivity. However, a qualitative researcher can enhance transferability by detailing the research methods, contexts, and assumptions underlying the study. In the same vein, Seale (1999) advocates that transferability is achieved by providing a detailed, rich description of the settings studied to provide the reader with sufficient information to be able to judge the applicability of the findings to other settings (p. 45).

In qualitative research, transferability (i.e., generalizability) is sometimes simply ignored in favour of enriching the local understanding of a situation. The present study, however, provides a detailed description of the context further in this chapter in order to assist the readers interested in making use of the study outcome(s) in other situations.

3.2.2.2 Validity

In order to have correct operational measures for the concepts being studied (construct validity), one needs to ask the question: "Are you measuring what you think you are measuring?" (Kerlinger, 1979, p. 138). The first stage of validity is dependent on the use of appropriate theoretical presuppositions for a study (Kvale, 1996). Other ways to construct validity in a study require the ability to produce good,

trustworthy and accurate data. This is followed by an analysis and reporting of the main findings of the study. In this study, all attempts have been made to use the appropriate procedures, and to produce good, trustworthy and accurate data. Samples of the transcripts and recordings of the interviews are provided along with the analysis, interpretation, and findings of the study in the following chapter.

3.3 Research Questions

The current study addressed the following research questions:

(1) What are the difficulties and their related sources in comprehending freshman year course lectures delivered in English from the perspective of

(a) non-native English speaking students?

(b) their course lecturers?

(2) How do course lecturers pedagogically organize their lectures?

(3) What kind of techniques assist better lecture comprehension according to

(a) the students?

(b) the course lecturers?

3.4 Context

This study was conducted at three departments of Eastern Mediterranean University (EMU): Department of Psychology, Department of Business Administration, and Department of International Relations. EMU, accommodating about 14,000 students from 68 countries, currently has 11 faculties and 3 schools, under which 82 departments and programs are run. Except a few programs such as Law, and Turkish Language Literature and Teaching, the majority of departments use English as the medium of instruction. Turkish-speaking students comprise the majority of student population, where students from Iran, Azerbaijan and Nigeria come next. To the best knowledge of the researcher, these students studied English as a foreign language

only in their secondary school education and most of their proficiency level is not adequate to study in an English-medium university. Therefore, upon their entry to the university, they first sit an English proficiency exam. If they pass, they move to their departments and start their study; if they fail, they study in the English Preparatory School for a year to improve their language skills that they need in their academic study. There are also English courses, offered to the students in the freshman year, at different levels and with more academic skills content, in order to further help with their departmental courses.

In such a context, the reason why the above-mentioned three departments were chosen from among the others can be explained with the assumption that the comprehensibility of lectures would be much more critical in social sciences departments where the content would be mostly verbal (unlike in physical sciences or engineering departments). In other words, students' perceived difficulties in following lectures would be more severe and therefore would need more attention. It is also assumed that in these departments the classes would represent the multi-cultural student and instructors profile as well. This multi-culturality was significant for the current study in that it would eliminate (or minimize) the use of any language other than English (i.e., mainly Turkish), and thus make the situation more realistic in terms of L2 listening comprehension.

The Department of Psychology, offering a four-year undergraduate degree program, is designed to provide students with knowledge about the basic theories of modern psychology and research methodology. The program not only provides knowledge about psychology, but also equips students with basic research skills to provide them

with work opportunities in various fields and the chance to continue with graduate degrees for specialization (www.emu.edu.tr/Beta/department.php?id=484).

The Department of Business Administration aims at educating students about the concepts and approaches of banking, business, economics, and finance. The program is designed to develop potential managers with substantive decision-making skills who can effectively use tools such as statistics, mathematical modeling, and computer information systems. In addition, the program equips students with the analytical tools required for an appreciation of the economic, regulatory and social environments in which organizations operate in the international marketplace (http://business.emu.edu.tr/busmain.html).

The Department of International Relations is designed to equip its students with the knowledge and applicable skills in international relations theory, international political economy, international law, international security, foreign policy analysis, and area studies. Equipped with this background, the graduates are well-placed to contribute to the public and private sectors, as well as academically for graduate and post-graduate level studies and research (http://ir.emu.edu.tr/?page_id=29).

3.5 Participants

3.5.1 Student Participants

A total of 149 students participated in the study. Their distribution according to the departments they study in was as follows: 53 students from the Department of International Relations, 51 students from the Department of Business Administration, and 45 students from the Department of Psychology. Out of these 149 students who

responded to the student questionnaire, 23 students were also interviewed on a volunteer basis.

Table 3.1 Student participants' profile

	Depart. of Psychology	**Depart. of International Relations**	**Depart. of Business Administration**	**Total**
No. of Participants	45	53	51	149
Sex				
Male	20	32	34	86
Female	25	21	17	63
Age				
17-20	16	27	19	62
21-25	28	24	32	84
26-above	1	2	-	3
Years of Studying English				
Only at EMU	15	7	20	42
Since High School	13	11	3	27
Since Sec. School	11	3	9	23
Since Prim. School	6	32	19	57

In terms of sex, male participants (86) outnumbered the female student participants (63). In addition, the age of the participants varied: 84 students were between 21 and 25 years of age, 62 students were in the age range between 17 and 20 years, and the age of the remaining 3 participants was in the range of 26 years of age and above.

Moreover, the student questionnaire revealed that the participants shared different educational histories in terms of the number of years of studying English. For example, while 57 students stated that they have been studying English since primary school, 42 students reported that they had had no prior study of English before they

started studying at EMU. The number of the students who reported to have been studying English since high school and secondary school are 27 and 23, respectively. Table 3.1 above presents a brief student profile in accordance to the three social sciences departments.

3.5.2 Lecturer Participants

As stated previously, 7 lecturers were involved in this study. Four of the lecturer participants were males and 3 of them were females. The majority of the lecturers (5) were from Turkish Republic of Northern Cyprus, 1 lecturer was from America, and 1 from Canada. Also, the years of academic experience of the lecturer participants greatly varied, with minimum 2 and maximum 21 years of experience. A brief profile of each of the lecturers is presented in Table 3.2 below.

The lecturers' distribution according to the departments they teach at was as follows: 3 lecturers from the Department of Psychology, 2 lecturers from the Department of International Relations, and 2 lecturers from the Department of Business Administration.

The participating lecturers offered the following freshman courses:

PSYC 105 – Introduction to Psychology,

SOCI 101 – Introduction to Sociology,

PHIL 104 – Philosophical Issues,

POLS 104 – Introduction to Political Science,

INTL 101 – Introduction to Global Politics,

MGMT 102 – Introduction to Business-II, and

ECON 101 – Introduction to Economics-I.

Table 3.2 Lecturer participants' profile

	Sex	Nationality	Years of Academic Experience	Department	Course being Taught
Lecturer 1	Female	American	16	Psychology	PSYC 105 – Intro. to Psychology
Lecturer 2	Female	Canadian	15	Psychology	SOCI 101 – Intro. to Sociology
Lecturer 3	Male	T. Cypriot	16	Psychology	PHIL 104 – Philo.Issues
Lecturer 4	Male	T. Cypriot	2	Int. Relations	POLS 104 – Intro. to Political Science
Lecturer 5	Male	T. Cypriot	14	Int. Relations	INTL 101 – Intro. to Global Politics
Lecturer 6	Female	T. Cypriot	8	Bus. Admin.	MGMT 102 – Intro. to Business
Lecturer 7	Male	T. Cypriot	21	Bus. Admin.	ECON 101 – Intro. to Economics

In order to ensure confidentiality and anonymity throughout the discussions in this study, each of the lecturers is labeled as Lecturer 1, 2, 3, 4, 5, 6, and 7.

3.6 Data Collection Instruments

As mentioned previously, the present study was ethnographic in nature, employing observation and audio recording of lectures, student questionnaires, and semi-structured lecturer-and-student interviews, based on actual lectures delivered in social science disciplines, namely Psychology, Business Administration, and International Relations. Each of the data collection instruments is discussed in detail below.

3.6.1 Observation and Audio-Recording of Lectures

With consent of the seven lecturer-participants, their lectures were observed and audio recorded. This enabled the researcher to have rich data of lectures delivered in English, which makes approximately 600 minutes of audio-recording to analyze.

The processes of observing and audio-recording were the same for each lecture. The researcher was present at the lectures, so that classroom observations and note-taking about any critical lecture incident could be done. In order to improve the quality of lecture recordings, the digital audio-recording device was placed on the lecturer's desk. In addition, the researcher sat at the back of the class throughout the data collection period in order not to disturb the lecturing process. Each lecture lasted approximately 45 to 50 minutes.

3.6.2 Student Survey Questionnaire

Survey questionnaires are instruments which help to collect self-reported data. They are "concerned with facts, opinions, attitudes, respondents' motivation, and their level of familiarity with a certain subject" (Nachmias & Nachmias, 1981, pp. 209-210). Survey questionnaires also have the advantage of avoiding bias and providing the researcher with a comprehensive compilation of the participants' experiences.

The main aim of the survey questionnaire used in this study was to obtain personal information about the student participants such as their age, sex, the amount of exposure they previously had to English. To this end, Part I of the questionnaire included three personal information questions about the participants' gender, age and years of studying English. To answer the questions in Part I, the participants marked their responses by using 'X'. The questionnaire also inquired about students' own evaluation of their overall listening competence in English.

In Part II, the participants were asked to rate their ability to comprehend lectures in English on a self-rating listening scale consisting of eight statements. Each statement described one's ability to understand a lecture in English at different proficiency levels. For example, statement 1 read as follows, "I do not understand a lecture given in English", which represented zero comprehension by the students. Statement 8, on the other hand, represented absolute student comprehension and was read as "I understand everything. I am able to follow the lecture from beginning to end with no listening problems at all." In order to define their ability to understand a lecture delievered in English, the participants circled the number of the statement they chose. Thus, the position of the chosen numbers on the scale (i.e., their closeness to either end of the scale, that is 1 or 8) represented the participants' perception as regards their listening ability (see Appendix I).

3.6.3 Semi-Structured Lecturer-and-Student Interviews

According to Moser and Kalton (1971), the interview is described as "a conversation between interviewer and respondent for the purpose of eliciting certain information from the respondent" (p. 271). Likewise, Kvale (1996) also expressed the function of interview as "obtaining thoroughly tested knowledge" which can be an important and rich data source if they are used carefully (p. 6). Furthermore, interviews should be clear, precise, unambiguous and intelligent; and should not be leading or hypothetical (Kvale, 1996).

The major function of the lecturer-and-student semi-structured interviews in this research was to obtain students' as well as the lecturers' perceptions of the lecture experience. In other words, semi-structured interviews were used in this study to obtain in-depth understanding of perceptions of the lecture experience by the lecturer

and the student participants. The use of the interviews also enabled the researcher to obtain information that could not be observed directly.

3.6.3.1 Lecturer Interviews

Following informal communication with the lecturers about their preferred ways of teaching and their views about English as a medium of instruction in an EFL context, a number of pre-planned questions were asked in order to elicit their perceptions on the following three themes:

1. the kind of lecture comprehension difficulties the students usually face while listening to the lectures delivered in English;
2. the possible sources of lecture comprehension difficulties experienced by the students;
3. the kinds of techniques the lecturer uses to help his/her students to cope with the lecture comprehension difficulties.

All the seven lecturers whose lectures were observed earlier by the researcher were interviewed at their utmost convenient time, usually in their offices. Each interview lasted 10 to 15 minutes. The researcher audio-recorded the lecturer interviews and took notes, as well.

3.6.3.2 Student Interviews

Similarly, a number of pre-planned questions were asked to 23 student volunteers to collect in-depth data about the following issues:

1. the kind of lecture comprehension difficulties they face;
2. the sources of perceived difficulties in their listening comprehension;
3. their ideas about what their instructor should do in order to help them with better comprehension of the lectures.

The students were interviewed in an informal situation, either just after the class or at their most convenient time and place. The number of the students to be interviewed was not decided on before the study was conducted since the interviewees were determined on a voluntarily basis.

3.7 Data Collection Procedures

This study followed a very strict and pre-planned procedure. To enable the researcher to collect data from the participating students, the study had to be conducted during the semester and as a result, all the data were collected between April and June of 2012. Thus, the planning procedures began in February of 2012. Then, the work was carried out to design the various data collection tools and get the necessary approvals from the authorities at Eastern Mediterranean University (see Appendices A-H for Permission to Conduct a Study Letters and Consent Forms for the lecturer and student participants). As soon as the permission to conduct the study was granted, staff members in the Department of Business Administration, Department of International Relations, and the Department of Psychology were contacted for their assistance. Finally, after the seven lecturers agreed to participate in the present study, the general information about the study was given to them and the suitable hours for contacting them as well as observing their lectures were arranged.

The whole data collection had to be done before the end of the semester; therefore, all the steps had to be well-planned and organized. The student survey questionnaires were completed by the students during the class period, whereas the semi-structured interviews were conducted either just after the class or at the participants' most convenient time and place.

The interviews were recorded by a digital audio-recording device, and the researcher marked each and every recording with the pseudonyms chosen for the participants. Moreover, additional data such as the notes taken during the interviewees were also gathered. Subsequently, all of these data were maintained in a safe place for the analysis procedure.

3.8 Data Analysis Procedures

In analyzing data, content analysis which is an established research method that has been used in various areas of social sciences since the middle of the last century (Neuendorf, 2002), was implemented. Krippendorff (2004) defines content analysis as "a research technique for making replicable and valid inferences from texts (or other meaningful matter) to the contexts of their use" (p. 18).

According to Krippendorff (2004), content analysis is a set of procedures for collecting and organizing information in a standardized format that allows analysts to make inferences about the characteristics and meaning of written and other recorded material. Simple formats can be developed for summarizing information or counting the frequency of statements. More complex formats can be created for analyzing trends or detecting subtle differences in the intensity of statements. In the present stusy, the analysis of lecturer-and-student interviews, as well as lecture transcripts was carried out using content analysis techniques.

Having collected all the data, the researcher sorted them in order to ease the analysis procedure. The three sets of data (i.e., the audio recordings of lectures, interviews, and questionnaires) were sorted out before the analysis.

The researcher transcribed all the audio recordings of the lectures and the interviews, and typed them. The digital audio-recording device eased the transcription process by providing the opportunity to reduce the speed of the tape while transcribing.

The transcripts of the lectures and the lecturer-and-student interviews were written using the following conventions:

- In the transcriptions of lectures and lecturer-and-student interviews, the initials of the participant pseudonyms were used. To this end, L refers to the lecturer; student participants were given numbers, for example, S1.
- The transcription is verbatim wherever possible. However, in the interview transcriptions, grammatical corrections were made to ensure understanding.
- Pauses and laughs have been ignored.

The quantitative data collected through student survey questionnaire were analyzed using Statistical Package of Social Sciences (SPSS for Windows 16.0).

3.9 Limitations and Delimitations of the Study

The present study has some limitations. Firstly, only freshman students were involved in the study. The researcher was not interested in the progress the students make in the following years. Secondly, the study was conducted only at Eastern Mediterranean University, not other educational contexts. Moreover, the study was conducted only at three social sciences departments, due to practical reasons. Further, the study is limited to one semester only. The last limitation stems from the data collection procedure: only two lectures delivered by each instructor were audio-recorded due to time restrictions and administrative reasons.

However, the present study also had delimitations in that it had collected data from 149 students and 7 lecturers, which can be regarded as an adequate number. Another delimitation of the study was its triangulated sources of data, i.e. classroom observation, questionnaire and interviews, which ensured the reliability and validity of the study.

3.10 Summary

This chapter presented the research methodology of the study. First, it introduced the overall design of the study, focusing on case study and the issues of reliability and validity. Then, the research questions were presented. Following that, the research context, participants, the data collection instruments, as well as procedures for data collection and analysis were described in detail. Finally, the limitations and delimitations of the study were presented in this chapter.

Chapter 4

FINDINGS

4.1 Presentation

This chapter is concerned with the presentation of the findings of the study. First, it discusses the difficulties and their sources in comprehending lectures delivered in L2, i.e. English, as perceived by students and lecturers. Then, the analysis of lecture structures as organized by the lecturers is presented. Finally, the chapter concludes with the techniques to improve lecture comprehension.

4.2 Difficulties and Their Sources in Comprehending Lectures in L2

4.2.1 Lecture Comprehension Difficulties and Their Sources as Perceived by Students and Lecturers

The perceptions of the participating students and lecturers regarding the lecture comprehension difficulties and their sources will be reported in the following sub-sections, accordingly.

4.2.1.1 Students' Perceptions

In order to obtain information about students' perceptions as regards their ability to understand lectures in English, a self-rating listening scale was used. The analysis of the responses indicate that students rated themselves quite highly in terms of their ability to comprehend lectures. As Table 4.1 shows, a great majority of students rated themselves rather competent in understanding the lectures that were delivered in their departments. Out of the 149 participating students who responded to the questionnaire, a total of 113 students rated themselves either at point 6, 7 or 8, which

all describe high level comprehension abilities, though at varying degrees. To exemplify, 40 students rated their comprehension ability at point 8 ("I understand everything. I am able to follow the lecture from beginning to end with no listening problems at all.") while 45 students chose point 7 ("I understand almost everything. A few items of vocabulary confuse me, but I can usually guess their meaning."). Twenty-eight students chose point 6 ("I have no real problems in listening to lectures in English. I understand all the main points and most of the supporting details. There are usually only a few items of vocabulary or expressions I do not understand.") to describe their ability in comprehending lectures delivered in English.

Table 4.1 Students' self-rating of their ability to comprehend lectures

Rating	**8**	**7**	**6**	**5**	**4**	**3**	**2**	**1**
Number of students	40	45	28	23	7	3	2	1

Of the remaining students, 36 students rated their comprehension at lower levels, indicating the difficulties they face in general. While 23 students chose point 5 ("Although I understand most of the main points of a lecture in English, I occasionally get confused. I usually do not understand all the supporting details."), gradually decreasing number of students (7, 3 and 2 students) chose points 4 ("I am able to understand at least half of the main points and some of the supporting details of a lecture in English. There are usually many new words and expressions I do not understand. I also find it difficult to follow the lecture's speed and pronunciation."), 3 ("I often get confused with a lecture in English. I am unable to identify most of the main points and supporting details. I usually only understand about 30% of the lecture.") and 2 ("I understand very little of a lecture in English. I cannot identify the

main points or supporting details. The parts I do understand are usually not related to the lecture, e.g. greetings, reference to page numbers, etc."), respectively. Only 1 student admitted that the level of his/her ability to comprehend academic lectures was zero by choosing point 1 ("I do not understand a lecture given in English.").

With the aim of attaining a deeper understanding of the difficulties faced by the participating students, a number of pre-planned questions were asked to 23 students who voluntarily accepted to give additional information on the following issues: (1) the kind of lecture comprehension difficulties they face and the sources of difficulties that they assume in their listening comprehension; and (2) their ideas on what their instructor should do in order to help them with better comprehension of the lectures.

Having analyzed the responses of the student participants to the interview, a number of lecture comprehension difficulties that the students reported to encounter were classified into the following four categories: (1) linguistic variables, (2) discourse variables, (3) acoustic variables, and (4) environmental variables. Each category of lecture comprehension difficulties faced by the participants is discussed below.

***(i) Linguistic variables*:** Unfamiliarity with academic vocabulary was reported by the participants to be one of the obstacles to their lecture comprehension. Some of the students commented in the following way (The *S* stands for 'student' and numbers refer to different students who were interviewed):

S3: Sometimes it's difficult for me to follow the teacher when he is explaining something using difficult words I don't understand.

S7: I have difficulty in understanding academic words.

S18: I guess my main problem is the lack of familiarity with specific vocabulary for business major.

S20: When she explains the lesson it's very hard for me to get it because I don't know some of the specific words.

According to Underwood (1989), many students stop listening and think about the meaning of the word, each time they encounter an unfamiliar word. In this way, the flow of speech is interrupted; therefore, some important information can be missed by the students. As suggested by Field (2003), students' inability to recognize words can stem from their failure "to segment the word out of connected speech" (p. 327). Nevertheless, two of the students stated the fact that their knowledge of academic vocabulary did not help their lecture comprehension at all.

S11: I understand all the words but it's difficult for me to follow the teacher while he is explaining something.

S15: I know most of the words however I don't understand the whole thing. The whole lecture I mean.

Thus, comprehending spoken language is not only a matter of the knowledge of academic lexis. As Rost (1990) suggests, "understanding spoken language is essentially an inferential process based on a perception of cues rather than straightforward matching of sounds to meaning" (p. 33).

(ii) Discourse variables: Another lecture comprehension difficulty mentioned by the student participants was having restricted amount of exposure to lengthy connected speech. Some participants' comments were as follows:

S2: It's really difficult to listen to a long speech in English.

S9: I have difficulty understanding long lectures.

The students also commented on the density of information present in a lecture.

S6: Too much new information in a short time.

S20: Teachers give us too much information to learn.

As proposed by Sheils (1988), processing incoming information is affected by the density of information in speech, as well as the amount of time allowed to process speech.

Repetition is another discourse factor that affects lecture comprehension of the students (Cabrera & Martinez, 2001). According to the student participants' responses, lecturers do not always repeat what has been said during the lecture.

S5: Teachers don't repeat what they say and many times I miss important information.

S19: The teacher doesn't repeat what he says.

Cabrera and Martinez (2001) also claim that repetition of the material being presented enhances students' learning from aurally received input. However, sometimes the students are not in a position to get a lecturer to repeat, or stop a lecturer to ask for further clarification because of the fear of breaking traditional rules of lecture delivery.

iii) Acoustic variables: The speed of delivery was reported to be one of the biggest difficulties hindering the participants' L2 lecture comprehension. According to Higgins (1994), rate of delivery impedes lecture comprehension as controlling the speed of the lecturer talk is not in listeners' hands. From the interview responses, it was revealed that the students felt like the words disappeared before they could understand them.

S1: The teacher speaks very fast and sometimes I can't get what she says.

S4: It's difficult for me to follow the teacher while he is quickly explaining or writing something on the board.

S8: Some lecturers just rush their teaching as if they are preaching or singing instead of teaching.

S15: My difficulty in understanding lectures properly is the one related to the speed of the teacher.

S16: Some teachers speak very fast and then I don't understand the lecture and what they mean.

It was noted that the students cannot keep up with the flow of the speech, which resulted in them missing crucial information. The students seem to depend on bottom-up processing which is perhaps a hindrance to their ability to cope with the incoming speech message. According to Flowerdew and Miller (1996), sometimes students find it difficult to keep up with lecturers when they try to take notes themselves.

Also, many students commented on the quality of the voice of their lecturers.

S10: Because some teachers in my department don't speak loudly, I can't hear the lecture and thus can't understand it.

S23: She doesn't speak loudly so how can I hear anything and understand my lecture?

S12: When I sit at the back of classroom I can never hear my teacher and sometimes I feel that he doesn't care about me.

With the noise coming from corridors and other classrooms, some lecturers experience difficulty in making their voices audible to the whole class.

iv) Environmental variables: A number of the student participants stated that their comprehension is distracted by the environmental factors inside and outside class.

Interior as well as exterior class noise is an obstacle to comprehension as apparent in the following student comments:

S14: Some of my classmates make a lot of noise and I can't listen to what my teacher is saying.

S8: The voices of the students talking in corridors and other classes distract me.

4.2.1.2 Lecturers' Perceptions

The analysis of the participating lecturers' responses revealed that the lecturers had, in fact, different ideas regarding the sources of difficulties that their students usually face while listening to their lectures being delivered in English.

One important finding was that all the participating subject-matter lecturers believed that the main source of lecture comprehension difficulties experienced by their students was their low proficiency in English. Some of the lecturers commented in the following way:

L1: The main difficulty is the students' poor English. They lack the vocabulary and grammar to understand what is said or what is written on the overheads. Even though definitions are provided for new concepts, many students do not understand the words in the definitions.

L3: Most of the students who are registered with our department as freshmen have insufficient English to actually read, write or understand what the lecture is about. This creates an insurmountable task for the teacher in terms of trying to reach them in any way whatsoever. Although they may initially be interested and have some motivational drive towards learning, the language barriers soon become too great for them to remain sufficiently motivated to listen or even participate in the classroom.

L5: For some students, especially for the ones from Turkey and from Central Asia, the main source of comprehension difficulty is the language barrier. I always advise my students to develop and improve their command of English.

Another important finding revealed by the lecturer interviews was that the lecturers perceived students' poor background knowledge to be a source of lecture

comprehension difficulties encountered by the students while listening to their departmental lectures in English.

L3: They are not university level students, but more like high school actually. Even if they spoke and could read English at a more advanced level, they would still experience problems understanding the concepts and vocabulary. They have very little experience in critical thinking, in fact, hardly any skills in this area of expression. They do not contribute towards any dialogue or classroom discussions nor ask any stimulating questions about the content or concepts of the course as they have not had a history of doing so in terms of their foundational educational experiences in the past.

L4: Aside from just the language barriers, the general entrance level for students coming into EMU has decreased over the last several years and now the doors to EMU are open to everyone no matter how little foundational education they might have. So, this only compounds the language problem because now we also must try to convince students to change their negative attitudes towards education and learning, especially learning to speak and understand English.

L5: Another source of lecture comprehension difficulty for many students is also related with their poor level of background knowledge. Especially for my department, we expect to see students coming from high school with a good level of political history, familiarity with basic political concepts, some basic knowledge on political ideologies so that we can move together towards more advanced topics, but unfortunately this is missing in many cases.

Moreover, the majority of the lecturers stated that the language barriers that their students face usually result in high level of frustration, as well as in decrease in motivation on behalf of the students to listen to their subject lectures. In this regard, some lecturer participants' comments were as follows:

L2: When the students enter the department and are unable to understand, this decreases their motivation and adds to the frustration associated with the first-year transition to departmental study.

L6: Although they [students] may initially be interested and have some motivational drive towards learning, the language barriers soon become too great for them to remain sufficiently motivated to listen or even participate in the classroom.

Finally, the majority of the participating lecturers stated that the main source of their students' lecture comprehension difficulties is insufficient preparation in terms of language and academic skills being given to the students at the Foreign Languages and English Preparatory School.

L1: Many first year students arrive at the department lacking basic English skills because they are allowed to enter their departments with a failing grade on the proficiency exam. I see this as a systematic failure rather than an individual failure. (...) I would like to emphasize that the root of this problem is at the level of administrative decisions made by the university to allow these students to enter departments before they are prepared with the necessary skills to succeed.

L2: In effect, many students are now destined to fail because of this inherently flawed system. This in turns decreases their confidence level and actually de-motivates them to try to learn and hence, we have the resultant vicious cycle of failing equated with low self-esteem levels and hopelessness. The system at EMU needs to be radically changed in order to enhance the learning opportunities that these young students may have and also to provide successful learning experiences.

L4: I also think that the English Preparatory School of the university is not giving a sufficient basis for the students' language skills. A more demanding and a higher quality English Preparatory School can in fact make life easier for students when they start studying for their degree in their departments.

L7: EMU English Preparatory school is completely useless, not even 10 % of the students are eligible to write grammatically correct sentences, paraphrase, quote in English or understand technical texts.

4.3 Analysis of Lecture Structures as Organized by the Lecturers

A total of seven lectures were analyzed in terms of their structures according to the following criteria:

a) lecturing style

b) lecture organization

c) use of discourse markers (i.e., micro and macro markers)

d) use of visual aids.

4.3.1 Lecturer 1

Lecturer 1 was interactive (i.e., conversational) in her lecturing style using various conversational features. A great number of instances of teacher-student interaction, as well as evidence of the lecturer's attempts to involve her students by posing questions were present in the lecture.

L1: So today what we are going to do is we are going to start chapter 10 on Motivation and hopefully we will be able to talk about the five main approaches to motivation today. So, have you heard of Mehmet Safa Öztürk? Do you know who he is? No? Well, what do you see in the pictures?
S3: Dancer.
L1: Yes, he is a dancer. But what is different about him?
S1: He is unable.

The pedagogical importance of this lecturing style basically lies in creating an atmosphere that is conducive to learning (i.e. promoting understanding, focusing attention and stimulating thought) (Crawford Camiciottoli, 2004; Isaacs, 1994; Morell, 2004, 2007; Young, 1994). The following three main categories of interacting discourse could be distinguished in the sample of this lecture: (i) discourse which regulates interaction by eliciting student contributions or providing feedback; (ii) discourse which involves the audience in the talk; and (iii) discourse which constructs relationships between the speaker and listeners.

L1: Why are you sitting in this classroom?
S3: Because I want the attendance.
L1: Uh, because you want the attendance? Other reasons?
S2: We want to learn new information.
S4: Teacher, why are you here?
L1: It's my dream, it's my passion. You want to learn information? Why? Who cares? Forget the information. Why do you want to learn the new information?
S5: Because we have an aim.
L1: What is your aim?
S5: To become a psychologist.
L1: So you have certain carrier goals. Good. Good for you. These reasons that you've given me, is this intrinsic motivation?

It is notable in the above excerpt that verbal exchanges were generally lecturer-regulated and were mainly used to check and improve comprehension, or to involve the audience in lecture participation.

Lecture organization is a prominent function of lecture discourse and reflects the pre-planned nature of the lecturer's talk and his or her attempts at guiding the listeners through the instructional message which is processed in real time. According to Chaudron and Richards (1986), "the function of lectures is to instruct, by presenting information in such a way that a coherent body of information is presented, readily understood, and remembered" (p. 14). Importantly, Lecturer 1 was observed to organize her lecture into three lesson stages: (1) pre-stage (where she reminded the students what has been done in the previous class, informed them about a new topic to be explained and the main points to be discussed during the lesson, and activated students' existing schemata on the topic by giving an authentic example), (2) while-stage (where she presented the new material to the students), and (3) post-stage (where she allowed the students to use the previously learned material by completing a matching exercise).

In addition, discourse organizing cues are valuable to students throughout a lecture. Visual and verbal signposts can help students understand the structure of the material they are receiving. As seen in Table 4.2, Lecturer 1 used a number of various micro (i.e., additional, temporal, causal, contrastive and consecutive) and macro (i.e., starter, rephraser, organizer, topic-shifter, and conclusion) markers in her lecture. Frequent implementation of relevant discourse markers by Lecturer 1 can be seen from the following examples.

L1: So today what we are going to do is we are going to start chapter 10 on motivation and hopefully we will be able to talk about the five main approaches to motivation today. (…) So, the first one is drive-reduction approach. (…) The third type of approach to motivation is the incentive approach. (…) Now, the last theory of motivation is Maslow's hierarchy and you all remember that Abraham Maslow is one of the most important names from a humanistic perspective in psychology. (…) I will see you on Thursday. We will finish chapter 10 and then we will have the quiz.

Finally, Lecturer 1 used a number of aids such as the board, PowerPoint presentation, and pictures as a means of assisting students' understanding of and following the lecture. It is commonly known that effective visuals help to maintain the attention of the audience as well as retain information. Based on the researcher's classroom observation, Lecturer 1 wrote key points on the board while explaining the topic. Also, the PowerPoint slides used by the Lecturer 1 with the students contained minimum information and were not crowded; this helped the students follow the lecturer's presentation more successfully.

4.3.2 Lecturer 2

Based on the researcher's classroom observation, Lecturer 2's style of lecturing was conversational (i.e., a lot of instances of lecturer-student interaction; the lecturer seemed to involve his students by asking a lot of elicitative open-ended questions). Also, Lecturer 2 implemented a deductive way of presenting the material: he involved the students to discuss all the newly-presented points in a whole-class discussion. His mobility, often pacing towards the students, and use of kinesics communication during the lecture, seemed to create an effective interactive class ambience. Some of the interactional features mentioned above can be seen in the following excerpt.

Table 4.2 here

L2: Well, some egalitarians who at the extreme end believe that we should completely remove inequality and we should have a system where everybody has the same amount of money. Everybody in the society should have the same amount of money and we have absolute equality. What do you think? Should we have this? Is that a good idea?
S2: (asks a question) [inaudible]
L2: What?
S2: It's not realistic.
L2: It's not realistic? Why not? Okay, it is not realistic in what sense? You cannot do it or if you do it, it won't work? Or what? What do you mean?
S2: I think it won't work.
L2: You think it won't work?
S2: I think, yes. It won't work.
L2: Okay. So, it won't work. Let's think on how we might try to do this so then you tell us why it won't work.

Similarly to the sample of lecture 1, three main functions of interacting discourse could be distinguished in the sample of lecture 2. Those functions were as follows: (i) regulating interaction by eliciting student contributions or providing feedback; (ii) involving the audience in the talk; and (iii) constructing speaker-listener relationships.

Moreover, as in the sample of lecture 1, the verbal exchanges in lecture 2 were mostly lecturer-regulated; however, there were many instances of students posing questions to the lecturer and to the whole class. This is notable in the excerpt below:

L2: Yes, but how will that solve the problem of inequality? To put in simple terms, how will the system prevent some people from being very poor and not minding minimum requirements? I mean, how you will avoid having hungry people? Answer this question.

S5: But how do we define who is rich and who is poor?

L2: Well, we can talk about this … there are different criteria… there are poverty levels, there are standards. I mean, we can talk about this in very simple terms. How do you avoid people missing the minimum requirements such as having adequate nutrition, having adequate clothing and, you know, a place to stay because, you know, in many countries there are people who don't have these things. There are people who don't have a house, without clothing, people without food. So, how do we do this? How do we make sure that our society doesn't have this? That everybody have this minimum.

S5: Everybody will give something and will take something … [inaudible data] … When the system belongs to a few people and not to all.
L2: This is a huge topic that you are opening and we will not have enough time to address it. It's very interesting but erm. I mean, it's clearly an option but too big topic to deal with right now. Thank you for sharing that.
S6: My question is that if I don't produce something, what will I do?
L2: That's the thing if you don't produce anything in the purely capital system, you die. Nobody takes care of you this is what you have in America.

Lecture 2 was observed to be organized into the following two stages: (1) pre-stage (where Lecturer 2 reminded the students what was done in the previous session, as well as introduced a new topic to be discussed during the lecture) and (2) while-stage (where Lecturer 2 presented new material to the students in the form of teacher-whole class discussion). It is notable that the lecture lacked the post-stage.

Worth mentioning, Lecturer 2 exemplified each new point being introduced to the students. Moreover, he repeated the points already discussed during the lecture before moving to a new point. The excerpts below demonstrate the fact.

L2: Now we are going to move on to another kind of equality, another issue. We talked about money. So, another big topic for egalitarianism is equal opportunity in getting jobs. (…) We have talked about discrimination, reverse discriminations, and the level of getting jobs.

Importantly, Lecturer 2 was observed to modify his speech making it accessible to the students. Moreover, Table 4.2 demonstrates that a great number of various micro and macro markers were used by Lecturer 2 in his lecture. The examples below show that relevant discourse markers were implemented by Lecturer 2.

L2: We are discussing political philosophy and we started talking about equality and the different forms of equality that egalitarians pursue. (…) As we said, there are different ways in which we may or may not be equal. One of the kinds of equality that some egalitarians pursue is the equality with respect to the distribution of money. (…) I mean, to put it in simple terms, the fact is that there are rich people and there are poor people. That is just the obvious

way of seeing inequality. (…)So, now let's move on to another possible problem with this idea of equal distribution of money. (…) There are actually two related points here that we have mention. One is motivation, and the other one is what people deserve. (…) Let's take a short break and we will continue in five minutes because, you know, we lost our time at the beginning of the lesson. (…) I'll see you next Friday.

As seen in Table 4.2, Lecturer 2 did not use any visual aids while giving his lecture. Based on the classroom observation, the lecturer intended to use the board; however, explained his inability to use it due to the lack of a board marker in the classroom.

4.3.3 Lecturer 3

Lecturer 3 was observed to have a mostly monologic way of lecturing; however the initial intention of the lecturer seemed to have an interactional lecture. Despite of the fact that she frequently invited the students to participate in the lecture, very few instances of student participation were observed by the researcher.

L3: So, what did we say about the values and norms? What was important about the values? Watching value, right? What's important? Society has certain values, core values, which are very important. Right? (…) Did you see Avatar? The film Avatar! You saw! What did you think about the character? Avatar, the soldier was crippled, couldn't walk. Remember what happened to him he went into this other world, virtual world? It turned out to be this other world, right? Which they … which government and other cooperation wanted to, you know, get the richest fund the resources fund everything and destroy it turned into body beautiful creatures. Did you see it? No? Yes? No? Yes? You did, right? What did you think about that film?

Lecturer 3's attempts to have an interactive lecture by means of asking a lot of elicitative questions, which were observed to become rhetoric questions since the lecturer did not get any response from her students, and this can be seen from the excerpt above.

Similarly to lectures 2, 4, 6 and 7, lecture 3 was observed to lack the post-stage. The lecture included the pre-stage (where Lecturer 3 activated the students' existing

schemata, and introduced the topic of the lesson) and the while-stage (where the lecturer presented the new material to the students).

Based on the transcripted data, it seems that Lecturer 3 did not modify her speech in order to facilitate students' lecture comprehension. As seen in the excerpt below, the majority of the sentences constructed by the lecturer were either very long or contained many difficult vocabulary items.

L3: So, this kind of games that might seem lots of fun to play are actually an insidious way of conditioning us to accept internalized norms that are much more invested, right? (…)That is what counselors and some psychologists may say, but even the association for pediatrics says that smacking and hitting the children leads to more violence and abuse and it's not helping situation and they don't condone it. (…) So, this is a very interesting outcome on obedience. You know then, do we tend to think that all the ego people, ego people, cruel people, cruel ego, but in actuality anyone in the right situation could do it too, if some really malicious cruel people would enjoy, you know, doing this. But most people, the volunteers to this experiment. They weren't sadistic, they were normal ordinary people, you know, they didn't have any, you know, this cruel sight.

The lecturer's inability to roughly-tune the input provided to the students during the lecture may have resulted in students' low level of lecture understanding and, as a result, their inability to take a part in a class discussion.

L3: You know what ridicule is? Ridicule! Do you know what ridicule is? You're having a hard time with English! You're having a hard time! You must make more effort because it's not gonna be easy when you have your exams! Right? Ask me! Just ask me what, you know, what does this mean. Please, ask me what it means if I'm saying ridicule! What does that mean to ridicule? To make fun of?

The excerpt above supports the belief of the researcher that the students have low level of comprehension of lecture 3. However, Lecturer 3 frequently invites her

students to ask questions and ask for more explanation in case they do not understand any point in a lecture.

L3: Do you have any questions? Okay, look! If you have a question, please, ask me. Okay?

As seen in Table 4.2, Lecturer 3 used a variety of different micro and macro markers as a means of facilitating comprehension of the lecture by the students. The excerpt below demonstrates how the discourse cues were implemented by Lecturer 3.

L3: Now, we're going to start chapter five today and we're going to talk about your norms, norms in your own society. (…) Humiliating a young person in front of his or her own peers is really, it's worse than being smacked, right? Because it really affects your self-esteem, makes you ashamed, shameful. (…) So, when you're an employee and your boss doesn't like the fact that you are coming late to work, you could get fired, right? (…) Okay, let's take a break. I know you wanna stay, right? (…) So, thank you. See you all next week. (…).

Importantly, Lecturer 3 did not use any topic-shifter markers, which help students with their navigation through the main points of the lecture.

Finally, Lecturer 3 was observed to use the board, pictures, and a PowerPoint presentation to assist her lecturing. However, based on the classroom observation, the slides used by the lecturer looked crowded and contained a lot of information which may have resulted in students having difficulty following her presentation.

4.3.4 Lecturer 4

As Table 4.2 shows, the lecturing style of Lecturer 4 was elicitative task-based style. Based on the classroom observation and the transcripted data, the lecturer rather consistently elicited information from his students via question/answer exchanges as the lecture progressed.

L4: Okay, let's put it this way erm. (writing on the board) Party A, Party B, C, up to ten and let's assume this party (pointing to the board) got 30 per cent, this got 50 per cent, this 70 per cent. Right? So how many MPs will they get? This one (pointing to the board)?
S1: I don't know.
L4: With 20 per cent party while only one. Yes. Then first two will go to the parliament. Okay. Here (pointing to the board)?
S2: Five.
L4: Five. And here?
S2: One.
L4: One. Here?
S3: Two.
L4: Two. So, this means the ranking in the party list is extremely important. Okay? So whoever ranks these names have strong influence within the parties.

Despite being elicitative in his lecturing style, Lecturer 4 was observed to be interactive to a certain extent with his occasional use of the interactive feature 'okay?' in his lectures and his use of hand gestures as he was explaining.

Moreover, Lecturer 4 was observed to have the following two lesson stages: (1) pre-stage (where Lecturer 4 reminded the students what was done in the previous session, introduced a new topic of the lesson, and the main points of the lecture to be discussed) and (2) while-stage (where Lecturer 4 presented the new material to his students). As with the majority of the lectures observed by the researcher, lecture 4 lacked the post-stage.

In addition, Table 4.2 demonstrates that a great number of various micro and macro markers were used by Lecturer 4 in his lecture. The examples below show the way that relevant discourse markers were used by Lecturer 4.

L4: So, after the short history of political parties, we talked about the functions of political parties. (…) And within business elites there are different interests groups. I mean, the interests of exporters are different from the interests of importers; the interests of industrialists are different from, say, other business

people. (…) So, next thing we are going to discuss is the party organization. Here we'll look at three things erm three subtopics, let's say. (…) Let's start with party centralization. (…) Going back to the example of Israel, a similar system they have in Turkey. (…) Party participation in government or in policy making is the next subtopic. (…) Our third sub-topic is also very important. We'll have to look at how a party is financed. (…) Okay, next, we are going to talk about classifying political parties. (…) Let's take a break here. (…) Thank you for your attention. See you all next week.

Furthermore, Lecturer 4 used the board and the PowerPoint presentation in order to help his students understand and follow the lecture in a better way. It was observed that Lecturer 4 wrote key points on the board while explaining the topic. Finally, the PowerPoint slides used by Lecturer 4 with his students were not crowded; this helped the students follow the lecturer's presentation more successfully.

4.3.5 Lecturer 5

Lecturer 5 is not conversational in his lecturing style; however, his expository style seems to be appropriate for this type of lecture setting. This is perhaps because of the nature of his subject explanations, which are mainly factual and thus require him to refer to the PowerPoint slides in most instances.

L5: So, the Helsinki summit of the European union in 1999 seems to be a turning point for the relations for positive trend for the relations when Turkey was declared as a candidate country. So, let's carry on from that point onwards. As you all remember Turkey has also been included in the Customs Union with the EU which means that the trade barriers between Turkey and the EU have been removed and from a Customs Union onward since 1996, first of January 1996, Turkey is able to sell its industry products to European countries without any customs and vice versa. So, the industrial products are also coming into Turkey without any additional taxes.

Lecturer 5 was observed to organize his lecture into the following three lesson stages: (1) pre-stage (where Lecturer 5 reminded his students what they worked on in the previous class, informed them about a new topic to be discussed and the main points to be introduced during the lesson), (2) while-stage (where Lecturer 5

presented the new topic to his students), and (3) post-stage (where the lecturer gave the students an opportunity to discuss the newly learned material in a short whole-class discussion).

Based on the transcripted data and classroom observation, Lecturer 5, similarly to Lecturer 3, did not modify his speech in order to facilitate students' lecture comprehension. As the excerpt below shows, the majority of the sentences constructed by the lecturer contained many difficult vocabulary items and were quite long.

L5: Turkey's un-equivalent commitment to be in good relations, especially with Greece and Armenia, and it's undertaking to resolve any outstanding board of disputes. So, what is expected then until Turkey becomes a member of the EU, Turkey will not have any border disputes at this stage. Turkey's continuing support for efforts to achieve a comprehensible settlement in Cyprus problem, it is expected that Turkey will also make the necessary contributions to support for a solution in Cyprus. And finally, and this is the most difficult one probably, the fulfillment of Turkey's obligations under the association agreement and its additional protocol expending the association agreement for all new EU member states including the republic of Cyprus.

As seen in Table 4.2, Lecturer 5 used various micro and macro markers in his lecture. The examples below demonstrate how relevant discourse markers were used by Lecturer 5.

L5: Okay, we will continue working on the topic of Turkey and the European Union. (…) So, we will conclude this topic and after the break we will move on to the next topic today which is about the recent developments of the Arab geography, which is called as the Arab spring. (…) So, that was an idea, pushing European countries toward changing their minds about Turkey and giving the country candidate member status. This is number one. Secondly, commission expressed, explained, a need to develop stable relations with its neighbors in response to the danger of stability on the European continent. (…) Also, there have been some political changes in Europe and some politicians prefer having a more positive approach towards Turkey's position in Europe came to power. (…) So, this means Turkey as a country wishing to join the European Union should normalize its relations with the Republic of

> Cyprus as well. (…) Lets' see what happens in negotiations. (…) That's another big issue because this was grouped mainly by German counselor, council of German prime minister, former French president Sarkozy. (…) Now, we're done with Turkey relations, I taught discussion review.

Lecturer 5's inability to modify the input provided to the students during the lecture may have resulted in students' low level of lecture understanding. Also, Lecturer 5 used the PowerPoint presentation in order to assist his students with understanding and following the lecture more successfully.

4.3.6 Lecturer 6

Similarly to Lecturer 4, Lecturer 6 was elicitative in her lecturing style. Although Lecturer 6 was not as conversational in her style as Lecturers 1 and 2, she was interactive to a certain extent with her consistent eliciting information from the students through question/answer exchanges as the lecture progressed. Also, mobility of Lecturer 6 during her lecture seemed to create an effective interactive class ambience.

L6: Okay, help me on this step. Are there any new technology following up them, so there is an updated technological material using relative technique?
S1: Blue rays.

.

L6: Blue rays! Okay, sure, yeah! Sure, definitely! Within growth, right. What else? Can you come up with other examples? What else? Within computers we're all using computers, right?

S3: I pads.
L6: I pads, I pods. No ... no. I pod is something else. I pads! So, tablets.

As with the majority of participating lecturers, Lecturer 6 was observed to lack post-stage in her lecture. The lecture included the pre-stage (where Lecturer 6 reminded the students about the topic they covered in the previous session, and introduced the

new topic to be discussed during the lecture) and the while-stage (where the lecturer presented the new material to her students).

As Table 4.2 shows, Lecturer 6 used different micro and macro markers in her lecture. The examples below demonstrate how relevant discourse markers were used by Lecturer 6.

L: So, today we are talking about the products and how products are going to be introduced, like they're gonna grow, mature and decline (…) Yes, and okay let's focus on the slides. (…) This line is showing that, we're gonna be talking about four stages and let's try to understand what the marketer can focus on in each stage. (…) I think we can talk about their growth stage, okay? What are we going to have as a next stage? Maturity! (…). So, people, started drinking orange juice, or fruit juices, so they didn't want to just drink carbonated products like Fantas, Sprites or Cokes and then they spent a lot of money and time to come up with their new products and every single product is going to go through these stages. (…) Declining stage, okay. Declining stage of computers, desktops. They're gonna be good examples here. (…) Okay, branding is another hot topic in marketing … branding! Okay, okay, let's have a break and then I will continue. (…) Let's stop here. Thank you.

Finally, Lecturer 6 used different visual aids such as the board, PowerPoint presentation, and diagrams as a means of assisting students' comprehension of and following the lecture. Importantly, the PowerPoint slides used by the Lecturer 6 contained minimum information and were not crowded; this helped the students follow the lecturer's presentation more successfully. Also, the lecturer was observed to write key points on the board; however, the handwriting of Lecturer 6 was not legible.

4.3.7 Lecturer 7

Similarly to Lecturer 5, Lecturer 7 was expository in his lecturing style, which is a formal style of lecturing as opposed to the conversational style. This may have been due to the nature of the course and the material presented to the students. Lecturer 7

spoke rather formally, using the least number the conversational features. Based on the classroom observation, there were no instances of teacher-student interaction, with no posing of questions. The lecturer's mobility was observed to be confined to the immediate area around the lecture platform.

Lecturer 7 was observed to organize his lecture into the following two lecture stages: (1) pre-stage (where Lecturer 7 informed his students about a new topic to be discussed during the lecture; however, the main points to be focused on throughout the lecture were not listed) and (2) while-stage (where Lecturer 7 presented the new material to his students). As with the majority of the participating lecturers, the post-stage was missing in lecture 7.

Based on the transcripted data and classroom observation, Lecturer 7, similar to Lecturer 3 and 5, did not modify his speech in order to facilitate students' lecture comprehension. Lecturer 7's inability to modify the input provided to the students during the lecture may have resulted in students' low level of lecture understanding. Also, Lecturer 7 used the board in order to write key points of the lecture, as well as draw diagrams.

In addition, the way that various micro and macro markers were used by Lecturer 7 throughout the lecture can be seen from the excerpt below.

L7: We are going to start the perfectly competitive chapter. (…) So, let's remember what perfect competition means. (…) Also, because of the situation demand is perfectly elastic it is horizontal, which is equal at the same time to the price; it is also equal to marginal revenue, which is the derivative of total revenue. (…) Now, let's look at the marginal revenue cost is tangent to the average total cost ok the point in which the marginal revenue cost is passing the total variable cost. (…) Now, we will look at how consumer surplus and producer surplus is achieved in perfectly competitive market. (…) Take into

consideration that in competitive equilibrium resources are used efficiently, which means there is no misallocation of resources or there are some unused resources. (…) If you have any questions, come and ask them on Wednesday. Have a nice break.

4.4 Techniques to Improve Lecture Comprehension

The analysis of the student interviews revealed that the students were mainly concerned about their instructors' speed of delivery and pronunciation. The students expected their lecturers to speak slower and with a clearer pronunciation. Some of the students' comments were as follows:

S4: I would like my teacher to speak slowly while teaching a topic.

S9: I would like my teacher to speak slowly and loudly.

S13: I would like my instructor to teach the lesson a little bit slower when writing and explaining. Many times I don't understand his pronunciation.
.

S14: I would like my instructor to teach slowly and smoothly, step by step.

Moreover, the students worried about their lecturers' use of difficult vocabulary, and they also asked for more simplification and further explanation.

S2: I want my lecturer to explain every topic very well, step-by-step, as well as give examples in order to give me better understanding of each topic.

S19: The teacher should give a lot of examples related to a particular topic or a real-life case.

Also, some students expressed their concern with regards to their lecturers' not checking their comprehension of the newly presented material during a lecture.

S10: She needs to check what we studied in each class. By this way, we would feel more responsible.

S21: The teacher should check if we understand what he is teaching or not.

Having analyzed the lecturer interviews in terms of the techniques to improve lecture comprehension, the researcher realized that each of the 7 lecturers used his/her own techniques to make lectures more accessible to students. The techniques of each lecturer will be discussed separately further in this section.

Lecturer 1 stated that she was trying to simplify the key concepts, use various visual aids such as pictures, PowerPoint presentations, and flashcards whenever appropriate, encourage her students to use dictionaries during the class, and use multimedia (i.e., videos and films) that students can also assess outside the classroom. Similar to Lecturer 1, Lecturer 2 reported using PowerPoint presentations, allowing students' use of dictionaries during the lecture, and using multimedia such as films and videos in the class. Lecturer 3, on the other hand, claimed to be using a variety of visual aids (i.e., pictures, diagrams, PowerPoint presentations) in order to make her lecture more comprehensible to the students, as well as motivate them. Also, Lecturer 3 reported inviting her students to join the post-classroom discussions so that further explanations on the topic could be provided or the students' questions could be answered. Lecturer 4 assured that he simplified the key concepts of the lecture, used PowerPoint presentations and checked comprehension of key concepts by means of homework assignments, and provided the students with plenty of real-life experiences.

Moreover, Lecturer 5 stated that he was trying to exemplify each point in his lecture, as well as ask the students to share their own examples with the rest of the class. In addition, the lecturer interviews revealed that Lecturer 5 implemented pair and group work on a regular basis, and invited his students to join the post-classroom

discussions. Using different visual tools (e.g, PowerPoint presentations and pictures), checking comprehension of key concepts by means of homework assignments and inviting her students to join the post-classroom discussions were reported to be used by Lecturer 6. Finally, Lecturer 7 claimed that he always encouraged his students to use their dictionaries during the class, checked the students' comprehension of the key concepts by means of homework assignments, and invited his students to join the post-classroom discussions in order to assist their comprehension of the lecture.

To sum up, the analysis of the lecturer interviews revealed that the participating lecturers tended to report using the following techniques in order to assist better lecture comprehension of their lectures on behalf of the students:

(a) simplifying key concepts

(b) using various visual aids (e.g., PowerPoint presentations, performing demonstrations in class, etc.)

(c) encouraging the use of dictionaries during the class

(d) checking comprehension of key concepts by means of homework assignments

(e) inviting students to join the post-classroom discussions

(f) using multimedia (i.e., videos and films) that students can also assess outside the classroom.

4.5 Summary

The present chapter presented the findings of the study. First, it discussed the difficulties and their sources in comprehending lectures delivered in L2, i.e. English, as perceived by students and lecturers. Subsequently, the analysis of lecture structures as organized by the lecturers was presented. Finally, the chapter concluded

with the techniques to improve lecture comprehension as stated by the student and lecturer participants.

Chapter 5

DISCUSSION AND CONCLUSION

5.1 Presentation

The current chapter presents a discussion of the major findings of the study in line with the research questions. This is followed by pedagogical implications for practice, and suggestions for further research.

5.2 Discussion of the Major Findings

The present study was conducted with the aim to investigate the perceived difficulties of non-native English-speaking freshman year students at EMU in comprehending their course lectures delivered in English, along with the sources of these difficulties. In addition, this study attempted to explore the ways that teachers organize lectures for their students in their classes.

The first research question aimed at gaining an understanding of the difficulties of non-native English speaking students and the sources of those difficulties in comprehending their freshman year course lectures delivered in English, as perceived by the students themselves and their course lecturers. To enhance this understanding, the participating students were asked to rate their listening comprehension ability in their departmental lectures. According to the results of the students' self-rating, a great majority of the participating students rated themselves quite competent in comprehending the lectures delivered in English in their departments. In other words, a critical analysis of the results obtained from the self-rating questionnaire reveals

that students seem to have a very high self-rating; however, this perception may not be reflecting the reality. When the participating students' background is considered, it is not quite likely for non-native English speaking students who were educated in an EFL context to have developed such a high level of proficiency in listening comprehension. In fact, the analysis of the interviews does reveal that students have serious difficulties and problems in following the lectures. In order to validate such a finding, the researcher conducted two sets of interviews with students and lecturers, each pointing to different sources of problematic issues in lecture comprehension.

As for the sources of lecture comprehension difficulties faced by the non-native English-speaking first-year students at EMU, major sources of comprehension difficulties tended to be linguistic and discoursal issues, while the former mainly referring to unfamiliarity with discipline-specific terminology, the latter refers to textually-complicated structures, as well as lack of repetition of what has been said during the lecture on behalf of the lecturers. As for the lecturer interviews, interestingly, none of the problems that lecturers referred to blamed only the learners, but the educational program, the delivery system, and the curriculum were felt responsible. To put it more specifically, the participating lecturers believed that the sources of the students' inability to understand content lectures delivered in English were as follows: (a) students' low proficiency in English, (b) their insufficient preparation when studying at the Foreign Languages and English Preparatory School, (c) students' poor general educational background including issues like inability to think critically, and lack of basic knowledge in the field, and (d) their lack of motivation and high level of frustration as a result of all the above-mentioned reasons.

Secondly, the present study tried to investigate how the course lecturers pedagogically organize their lectures. The question was addressed by collecting data through the researcher's classroom observation. Following the data gathered by means of audio-recording of the classes of seven lecturers, a set of criteria extracted from the review of literature was used to analyze the extent to which the participating lecturers were efficiently trying to guarantee their students' academic lecture comprehension. According to the analysis of the seven lectures, the participating lecturers differed in their lecturing styles and lecture organization, but were mostly similar in their ways of using discourse markers and visual aids.

The lecturing styles implemented by the lecturers varied. While some lecturers used a conversational lecturing style, others used either an elicitative or an expository lecturing style. As regards lecture organization, the majority of the participating lecturers were observed to organize their lectures into the following two stages: (1) pre-stage (where the lecturers reminded the students what was done in the previous session, as well as introduced a new topic to be discussed during the lecture) and (2) while-stage (where the lecturers presented new material to the students). Importantly, except lectures 1 and 5, the rest five lectures lacked the post-stage.

Finally, the third research question aimed at gaining an insight into the kind of techniques assisting better lecture comprehension as perceived by the students themselves and their lecturers. The results of the student interviews indicated that students were mainly worried about their lecturers' speech rate and expected their instructors to speak slowly and have a clearer pronunciation. Also, they expressed their concern over the use of complicated vocabulary which hindered their general

understanding of their lectures and required for more simplification and further exemplification.

Among the main strategies reported by the participating lecturers, the following ones appeared to be more significant than others: i) inviting students to join the post-classroom discussions, ii) using various visual aids in the classroom, and iii) checking the students' comprehension of the key concepts by means of homework assignments.

All in all, the findings of the current study point to the perceived differences between the students' and lecturers' understanding of the sources of confusion while listening to their content lectures in English. The research used and defined a set of criteria and concluded that it has a potential to account for the comprehension gap between the lecturers' strategies and the learners' perceptions.

5.3 Pedagogical Implications

Many learners, particularly in the foundation year at university, regularly experience confusion in lectures. The task for pedagogy is to help learners stay the course, as well as to find ways to deal with the partial understanding and misunderstanding they experience during lectures. Based on the research findings, the following implications are considered to be relevant:

i) more cooperation between language and subject matter lecturers.
ii) reconsideration of learning outcomes based on student performance in language and subject matter courses and revision of syllabi in these courses if necessary.

iii) reconsideration of the existing system (as suggested by the lecturers) and introduction of a language policy.

5.3.1 Implications for Subject Matter Lecturers

The findings of the research address the subject matter lecturers on the following grounds:

i) Since not all of the lecturers have participated in any in-service teacher education courses, there is a need to balance their capabilities in teaching English proficiency on one hand, and subject matter on the other hand.

ii) Providing plenty of background knowledge and indicating to students how lecture content relates to their background knowledge is of great importance. Lecturers can be apprised of the value that the students attach to outlines prior to lectures. They provide a certain level of prior knowledge which can facilitate listening comprehension as they help students build up a mental framework with which to link the incoming information they are listening to.

iii) Using discourse markers to indicate when moving from one point to another throughout the lecture seems to be helpful and necessary for the students to follow the shifts in thoughts and ideas.

iv) Lecturer's providing and refering explicitly to an outline or a list of key words and phrases during the lecture will definitely help students to follow the lecturer. In addition, it might be useful to provide an outline or notes of the main points of the lecture.

v) Modifying the language of presentation and keeping new terms and concepts to a reasonable load for each lecture seems to be essential.

vi) There seems to be a need to use different modes for conveying information, which is particularly important in case with the discipline-specific vocabulary.

vii) Content lecturers might consider reducing the lecture time or chunk their lectures into several sections and provide a break between each chunk.

viii) Frequently checking the students' comprehension and asking them to list or restate the main ideas of the lecture can be a useful strategy that subject-matter lecturers can use in order to help their students' comprehension.

ix) Encouraging student participation will definitely help students to get involved in the lesson actively and this will lead to better comprehension.

x) Getting feedback from students on lecturing effectiveness is crucial.

xi) Better use of office hours will definitely benefit the students in learning the content better.

xii) When planning courses, study skills can be included along with content objectives. For example, the course document might include objectives such as the one below:

By the end of this course of lectures the students should be able to do the following:

(a) take notes from a five minute piece of monologue,

(b)highlight the main propositions from their notes,

(c)write a summary from notes,

(d)ask and respond to questions.

In this way, content lecturers would have to consider how best they could assist the students in achieving these goals and in the process examine their own lecturing style more closely.

5.3.2 Implications for English Language Teachers at EMU

The findings of the research also address the English language teachers both at English Preparatory School, as well as freshman English programs on the following grounds:

i) Helping students with attending their departmental lectures in English for the first time is essential. As noted in the first two chapters of this study, and borne out by the results gained, listening to academic lectures in L2 is not an autonomous activity, rather it is related to all sorts of other skills such as note-taking, interacting with the lecturer and with peers, relating information to background knowledge, and so on. Therefore, a content-based language course, which replicates a real lecture course, would provide a suitable situation in which those integrated skills would develop.

ii) The same set of criteria that has been used in the present study might be introduced to the Foreign Languages and English Preparatory School instructors to prevent comprehension difficulties at basic proficiency levels.

5.4 Suggestions for Further Research

The present study can serve as a basis to launch further fruitful investigations in the field. For example, as a possible follow-up, this study can be extended to focus on how students' comprehension problems change in the subsequent years of study within their departments. In other words, a longitudinal study can be conducted to identify and compare the progress students make in comprehending their lectures and/or any change(s) in the problems that they encounter in later years in their departments as regards listening comprehension.

Future research might also explore the effectiveness of different teaching and learning strategies to be practiced in class both by the lecturers and students. Also, a similar study can be conducted at other departments, for example science and engineering departments, in order to see whether comprehensibility of lectures is discipline-specific or not.

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APPENDICES

Appendix A: Request to Initiate Data Collection Process

Date: 23.03.2012
To: Chair of English Language Teaching Department
From: Tatyana Bashtovaya
Subject: Request for help to initiate my data collection process

Dear Gülşen Musayeva Vefalı,

As part of my ELT 500 Thesis work supervised by Prof. Dr. Ülker Vancı Osam, I need to collect data for the research study entitled "Analysis of Academic Lecture Discourse in L2: Hindrance or a Help to Learners' Comprehension?" at the Department of Business Administration, Department of International Relations, and Department of Psychology.

The study will be centrally concerned with the nature of lectures in multilingual classrooms at EMU, where freshman students are learning in and through English as a foreign language (EFL). In addition, my study will aim at investigating the ways that lecturers ensure the comprehensibility of the input that they provide to the learners in their lectures.

The study will be ethnographic in nature and the data source will be triangulated by means of observing and audio recording lectures delivered in social science disciplines, namely Psychology, Business Administration, and International Relations (i.e., during a 4-week period of time, five lectures at each of the departments are planned to be audio recorded), student questionnaires, and semi-structured teacher and student interviews, based on actual lectures delivered. It is expected that the results of the study will have implications for both EFL and subject matter lecturers in the research setting as well as in similar tertiary level institutions.

In compliance with the rules and regulations of conducting educational research, the data collected will be used purely for academic purposes, ensuring at the same time the confidentiality and anonymity of the research participants. I would like to ensure you that there will be no interference or interruption in the regular routines of the lectures in any possible way due to the data collection process.

I would be grateful if you would kindly forward my documents to the related faculties.
Yours Sincerely,

Tatyana Bashtovaya (MA Student)
The Researcher
Mobile: 0533 8449035
Email: tanya105190@hotmail.com 105190@students.emu.edu.tr

Attachment 1: Student Questionnaire
Attachment 2: Sample of Semi-Structured Lecturer Interview Questions
Attachment 3: Sample of Semi-Structured Student Interview Questions
Attachment 4: Covering letter of Lecture Observations and Lecture Interview
Attachment 5: Consent Forms for the Lecturers involved in Lecture Observations and Lecturer Interviews
Attachment 6: Consent Forms for the Students involved in Student Questionnaires and Student Interviews
Attachment 7: Letters of Request for Permission to Collect Data at the Faculty of Business and Economics and Faculty of Arts and Sciences

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Prof. Dr. Ülker Vancı Osam
Thesis Supervisor

Assoc. Prof. Dr. Gülşen Musayeva Vefalı
Chair of the English Language Teaching Department

Appendix B: Request for Permission to Collect Data at the Department of Business Administration and Department of International Relations

Date: 23.03.2012
To: Faculty of Business and Economics
From: Tatyana Bashtovaya
Subject: Request for permission to collect data at the Department of Business Administration and Department of International Relations

Dear Sir/Madam,

As part of my ELT 500 Thesis work supervised by Prof. Dr. Ülker Vancı Osam, I would like to get a permission to collect data for the research study entitled "Analysis of Academic Lecture Discourse in L2: Hindrance or a Help to Learners' Comprehension?" at the Department of Business Administration and Department of International Relations.

The study will be centrally concerned with the nature of lectures in multilingual classrooms at EMU, where freshman students are learning in and through English as a foreign language (EFL). In addition, my study will aim at investigating the ways that lecturers ensure the comprehensibility of the input that they provide to the learners in their lectures.

The study will be ethnographic in nature and the data source will be triangulated by means of observing and audio recording lectures delivered in social science disciplines, namely Psychology, Business Administration, and International Relations (i.e., during a 4-week period of time, five lectures at each of the departments are planned to be audio recorded), student questionnaires, and semi-structured teacher and student interviews, based on actual lectures delivered. It is expected that the results of the study will have implications for both EFL and subject matter lecturers in the research setting as well as in similar tertiary level institutions.

In compliance with the rules and regulations of conducting educational research, the data collected will be used purely for academic purposes, ensuring at the same time the confidentiality and anonymity of the research participants. I would like to ensure you that there will be no interference or interruption in the regular routines of the lectures in any possible way due to the data collection process.

I would be grateful if you would grant me the permission to collect data from the lecturers and students at their convenient time.

Yours Sincerely,

Tatyana Bashtovaya (MA Student)
The Researcher
Mobile: 0533 8449035
Email: tanya105190@hotmail.com 105190@students.emu.edu.tr

Attachment 1: Students' Questionnaire
Attachment 2: Teachers' Semi-Structured Interview Questions
Attachment 3: Students' Semi-Structured Interview Questions

Prof. Dr. Ülker Vancı Osam
Thesis Supervisor

Assoc. Prof. Dr. Gülşen Musayeva Vefalı
Chair of the English Language Teaching Department

Appendix C: Request for Permission to Collect Data at the Department of Psychology

Date: 23.03.2012
To: Faculty of Arts and Sciences
From: Tatyana Bashtovaya
Subject: Request for permission to collect data at the Department of Psychology

Dear Sir/Madam,

As part of my ELT 500 Thesis work supervised by Prof. Dr. Ülker Vancı Osam, I would like to get a permission to collect data for the research study entitled "Analysis of Academic Lecture Discourse in L2: Hindrance or a Help to Learners' Comprehension?" at the Department of Psychology.

The study will be centrally concerned with the nature of lectures in multilingual classrooms at EMU, where freshman students are learning in and through English as a foreign language (EFL). In addition, my study will aim at investigating the ways that lecturers ensure the comprehensibility of the input that they provide to the learners in their lectures.

The study will be ethnographic in nature and the data source will be triangulated by means of observing and audio recording lectures delivered in social science disciplines, namely Psychology, Business Administration, and International Relations (i.e., during a 4-week period of time, five lectures at each of the departments are planned to be audio recorded), student questionnaires, and semi-structured teacher and student interviews, based on actual lectures delivered. It is expected that the results of the study will have implications for both EFL and subject matter lecturers in the research setting as well as in similar tertiary level institutions.

In compliance with the rules and regulations of conducting educational research, the data collected will be used purely for academic purposes, ensuring at the same time the confidentiality and anonymity of the research participants. I would like to ensure you that there will be no interference or interruption in the regular routines of the lectures in any possible way due to the data collection process.

I would be grateful if you would grant me the permission to collect data from the lecturers and students at their convenient time.

Yours Sincerely,

Tatyana Bashtovaya (MA Student)
The Researcher
Mobile: 0533 8449035
Email: tanya105190@hotmail.com 105190@students.emu.edu.tr

Attachment 1: Students' Questionnaire
Attachment 2: Teachers' Semi-Structured Interview Questions
Attachment 3: Students' Semi-Structured Interview Questions

Prof. Dr. Ülker Vancı Osam
Thesis Supervisor

Assoc. Prof. Dr. Gülşen Musayeva Vefalı
Chair of the English Language Teaching Department

Appendix D: Covering Letter of Lecture Observations and Lecturer Interview

Dear Teacher,

My name is Tatyana Bashtovaya. I am a Master student in the Department of English Language Teaching at Eastern Mediterranean University. I am conducting a research entitled "Analysis of Academic Lecture Discourse in L2: Hindrance or a Help to Learners' Comprehension?" The study will be centrally concerned with the nature of lectures in multilingual classrooms at EMU, where freshman students are learning in and through English as a foreign language (EFL). In addition, my study will aim at investigating the ways that lecturers ensure the comprehensibility of the input that they provide to the learners in their lectures. The study will be ethnographic in nature and the data source will be triangulated by means of audio recording of lectures, student questionnaires, and semi-structured lecturer and student interviews, based on actual lectures delivered in social science disciplines, namely Psychology, Business Administration, and International Relations. I would, therefore, like to invite you to participate in this study by giving me your kind permission to observe and audio record five lectures being delivered by you (i.e., five class hours in a 4-week period of time) as well as by responding to the interview questions as fully and sincerely as possible. I would like to ensure you that there will be no interference or interruption in the regular routines of the lectures in any possible way due to the data collection process. The interview should approximately take ten minutes and will be conducted at your convenient time. It is important to say that all the data you provide will be of great value and will support this study to achieve the aims mentioned above.

Dear Lecturer, it is important to know that:

- Your participation is voluntarily; so you can withdraw at any time.
- A brief summary of the findings of the study will be given to you if you are interested.
- Your information will be kept strictly confidential.
- If you need any more explanations, you can contact the researcher on the address provided at any time (please see the bottom of the page).

Thank you for your participation.

Tatyana Bashtovaya (MA student)
The Researcher
Department of English Language Teaching
Faculty of Education
Eastern Mediterranean University
Mobile: 0533 8449035
Email: tanya105190@hotmail.com 105190@students.emu.edu.tr

Prof. Dr. Ülker Vancı Osam
Thesis Supervisor
Phone: (0392) 630 1551

Appendix E: Consent Forms for the Lecturers Involved in Lecture Observations

Spring 2012

Consent Form for the Lecturers Involved in Lecture Observations

I certify that I have been invited to participate in the research entitled "Analysis of Academic Lecture Discourse in L2: Hindrance or a Help to Learners' Comprehension?", which is now being conducted in the Faculty of Arts and Sciences at the Department of Psychology at Eastern Mediterranean University by Tatyana Bashtovaya (MA student researcher) and I certify that I am voluntarily giving my consent to participate in this study.

I also certify that:

1-I have received a covering letter of lecture observations.

2-I understand the aims of the research as they are explained in the covering letter.

3-I have been informed that I can withdraw from this study at any time and that my withdrawal will not affect me in any way.

4-I have been informed that I can contact the researcher for any queries or complaints at any time by phone or email.

5-I have been informed that the information I may provide will be kept confidential.

6-I have been asked if I would like to receive a summary of the research findings.

Consent Form

Lecturer's name and surname: .....

Area of specialty:.....

Signature:.....

Date:.....

Spring 2012

Consent Form for the Lecturers Involved in Lecture Observations

I certify that I have been invited to participate in the research entitled "Analysis of Academic Lecture Discourse in L2: Hindrance or a Help to Learners' Comprehension?", which is now being conducted in the Faculty of Business and Economics at the Department of Business Administration at Eastern Mediterranean University by Tatyana Bashtovaya (MA student researcher) and I certify that I am voluntarily giving my consent to participate in this study.

I also certify that:

1-I have received a covering letter of lecture observations.

2-I understand the aims of the research as they are explained in the covering letter.

3-I have been informed that I can withdraw from this study at any time and that my withdrawal will not affect me in any way.

4-I have been informed that I can contact the researcher for any queries or complaints at any time by phone or email.

5-I have been informed that the information I may provide will be kept confidential.

6-I have been asked if I would like to receive a summary of the research findings.

Consent Form

Lecturer's name and surname: .....

Area of specialty:.....

Signature:.....

Date:.....

Spring 2012

Consent Form for the Lecturers Involved in Lecture Observations

I certify that I have been invited to participate in the research entitled "Analysis of Academic Lecture Discourse in L2: Hindrance or a Help to Learners' Comprehension?", which is now being conducted in the Faculty of Business and Economics at the Department of International Relations at Eastern Mediterranean University by Tatyana Bashtovaya (MA student researcher) and I certify that I am voluntarily giving my consent to participate in this study.

I also certify that:

1-I have received a covering letter of lecture observations.

2-I understand the aims of the research as they are explained in the covering letter.

3-I have been informed that I can withdraw from this study at any time and that my withdrawal will not affect me in any way.

4-I have been informed that I can contact the researcher for any queries or complaints at any time by phone or email.

5-I have been informed that the information I may provide will be kept confidential.

6-I have been asked if I would like to receive a summary of the research findings.

Consent Form

Lecturer's name and surname: .....

Area of specialty:.....

Signature:.....

Date:.....

Appendix F: Consent Forms for the Lecturers Involved in the Interview

Spring 2012

Consent Form for the Lecturers Involved in the Interview

I certify that I have been invited to participate in the research entitled "Analysis of Academic Lecture Discourse in L2: Hindrance or a Help to Learners' Comprehension?", which is now being conducted in the Faculty of Arts and Sciences at the Department of Psychology at Eastern Mediterranean University by Tatyana Bashtovaya (MA student researcher) and I certify that I am voluntarily giving my consent to participate in this study.

I also certify that:

1-I have received a covering letter of lecturer's interview.

2-I understand the aims of the research as they are explained in the covering letter.

3-I have been informed that I can withdraw from this study at any time and that my withdrawal will not affect me in any way.

4-I have been informed that I can contact the researcher for any queries or complaints at any time by phone or email.

5-I have been informed that the information I may provide will be kept confidential.

6-I have been asked if I would like to receive a summary of the research findings.

Consent Form

Lecturer's name and surname: .....

Area of specialty: .....

Signature:.....

Date:.....

Spring 2012

Consent Form for the Lecturers Involved in the Interview

I certify that I have been invited to participate in the research entitled "Analysis of Academic Lecture Discourse in L2: Hindrance or a Help to Learners' Comprehension?", which is now being conducted in the Faculty of Business and Economics at the Department of Business Administration at Eastern Mediterranean University by Tatyana Bashtovaya (MA student researcher) and I certify that I am voluntarily giving my consent to participate in this study.

I also certify that:

1-I have received a covering letter of lecturer's interview.

2-I understand the aims of the research as they are explained in the covering letter.

3-I have been informed that I can withdraw from this study at any time and that my withdrawal will not affect me in any way.

4-I have been informed that I can contact the researcher for any queries or complaints at any time by phone or email.

5-I have been informed that the information I may provide will be kept confidential.

6-I have been asked if I would like to receive a summary of the research findings.

Consent Form

Lecturer's name and surname: .....

Area of specialty: .....

Signature:.....

Date:.....

Spring 2012

Consent Form for the Lecturers Involved in the Interview

I certify that I have been invited to participate in the research entitled "Analysis of Academic Lecture Discourse in L2: Hindrance or a Help to Learners' Comprehension?", which is now being conducted in the Faculty of Business and Economics at the Department of International Relations at Eastern Mediterranean University by Tatyana Bashtovaya (MA student researcher) and I certify that I am voluntarily giving my consent to participate in this study.

I also certify that:

1-I have received a covering letter of lecturer's interview.

2-I understand the aims of the research as they are explained in the covering letter.

3-I have been informed that I can withdraw from this study at any time and that my withdrawal will not affect me in any way.

4-I have been informed that I can contact the researcher for any queries or complaints at any time by phone or email.

5-I have been informed that the information I may provide will be kept confidential.

6-I have been asked if I would like to receive a summary of the research findings.

Consent Form

Lecturer's name and surname: .....

Area of specialty: .....

Signature:.....

Date:.....

Appendix G: Consent Form for the Student Questionnaire

Spring 2012

Consent Form for the Student Questionnaire

Dear Student,

The study entitled "Analysis of Academic Lecture Discourse in L2: Hindrance or a Help to Learners' Comprehension?" is designed to explore the ways that lecturers ensure the comprehensibility of the lectures that they provide to their students. If you agree to participate in this research, fill in the consent form below and complete the questionnaire that follows.

The student questionnaire is made up of two parts. Part I includes three personal information questions about your gender, age and years of studying English. To answer the questions in Part I, you will need to mark your responses by using 'X'. Part II of the questionnaire represents a self-rating listening scale consisting of eight statements. Each statement describes one's ability to understand a lecture in English. In order to define your ability to understand a lecture being taught in English, you will need to circle the number (i.e., listed from 1 to 8) above the statement you will choose.

The data collected will be used for academic purposes only and kept confidential. Also I would like to ensure you that your grades will not be affected in any way and you can withdraw from the study whenever you want.

Thank you for your participation and contribution.

Tatyana Bashtovaya (MA student)
The Researcher
Department of English Language Teaching
Faculty of Education
Eastern Mediterranean University
Mobile: 0533 8449035

Prof. Dr. Ülker Vancı Osam
Thesis Supervisor
Phone: (0392) 630 1551

Consent Form

Student number: ……

Department: ……

Signature: ……

Appendix H: Consent Form for the Student Interview

Spring 2012

Consent Form for the Student Interview

Dear Student,

The study entitled "Analysis of Academic Lecture Discourse in L2: Hindrance or a Help to Learners' Comprehension?" is designed to explore the ways that lecturers ensure the comprehensibility of the lectures that they provide to their students. If you agree to participate in this research, fill in the consent form below and answer the questions that will be asked by the researcher as sincerily as possible. The data collected will be used for academic purposes only and kept confidential. I would also like to ensure you that your grades will not be affected in any way and you can withdraw from the study whenever you want.

Thank you for your participation and contribution.

Tatyana Bashtovaya (MA student)
The Researcher
Department of English Language Teaching
Faculty of Education
Eastern Mediterranean University
Mobile: 0533 8449035

Prof. Dr. Ülker Vancı Osam
Thesis Supervisor
Phone: (0392) 630 1551

Consent Form

Student number: ……

Department: ……

Signature: ……

Appendix I: Student Questionnaire

Part 1: Personal Information (Please mark your responses by using 'X').

1. Gender: ☐ **Male** ☐ **Female**

2. Age: ☐ **17-20** ☐ **21-25** ☐ **26-above**

3. Years of studying English: ☐ **only at EMU** ☐ **since high school** ☐ **since secondary school** ☐ **since primary school**

Part 2: Self-Rating Listening Scale

Directions: Using the scale below, please state your ability to understand lectures in English *(**1** is representing **no comprehension at all** and **8** is representing **absolute comprehension**)*. Circle **one** number only.

Highest comprehension **Lowest comprehension**

8	7	6	5	4	3	2	1
I understand everything. I am able to follow the lecture from beginning to end with no listening problems at all.	I understand almost everything. A few items of vocabulary confuse me, but I can usually guess their meaning.	I have no real problems in listening to lectures in English. I understand all the main points and most of the supporting details. There are usually only a few items of vocabulary or expressions I do not understand.	Although I understand most of the main points of a lecture in English, I occasionally get confused. I usually do not understand all the supporting details.	I am able to understand at least half of the main points and some of the supporting details of a lecture in English. There are usually many new words and expressions I do not understand. I also find it difficult to follow the lecture's speed and pronunciation.	I often get confused with a lecture in English. I am unable to identify most of the main points and supporting details. I usually only understand about 30% of the lecture.	I understand very little of a lecture in English. I cannot identify the main points or supporting details. The parts I do understand are usually not related to the lecture, e.g. greetings, reference to page numbers, etc.	I do not understand a lecture given in English.

Table 4.2: Analysis of seven lecturers in terms of pre-determined criteria

LECTURERS	**Lecturing Style**	**Lecture Organization**	**Use of Discourse Markers**	**Use of Visual Aids**
LECTURER 1	Conversational	Pre-stage While-stage Post-stage	Yes	Board, PPT slides, pictures
LECTURER 2	Conversational	Pre-stage While-stage	Yes	No
LECTURER 3	Intended to have a conversational lecture, but ended up with a monologic one	Pre-stage While-stage	Yes (but did not use any topic-shifter markers)	Board, PPT slides, pictures
LECTURER 4	Elicitative	Pre-stage While-stage	Yes	Board, PPT slides
LECTURER 5	Expository	Pre-stage While-stage Post-stage	Yes	Board, PPT slides
LECTURER 6	Elicitative	Pre-stage While-stage	Yes	Board, PPT slides, diagrams
LECTURER 7	Expository	Pre-stage While-stage	Yes	Board