Developing second-language listening comprehension: Effects of training lower-order skills versus higher-order strategy.
Poelmans, P.

Citation for published version (APA):

General rights
It is not permitted to download or to forward/distribute the text or part of it without the consent of the author(s) and/or copyright holder(s), other than for strictly personal, individual use, unless the work is under an open content license (like Creative Commons).

Disclaimer/Complaints regulations
If you believe that digital publication of certain material infringes any of your rights or (privacy) interests, please let the Library know, stating your reasons. In case of a legitimate complaint, the Library will make the material inaccessible and/or remove it from the website. Please Ask the Library: http://uba.uva.nl/en/contact, or a letter to: Library of the University of Amsterdam, Secretariat, Singel 425, 1012 WP Amsterdam, The Netherlands. You will be contacted as soon as possible.

UvA-DARE is a service provided by the library of the University of Amsterdam (http://dare.uva.nl)
Contents

1 Introduction
   1.1 Introduction 1
   1.2 Differences between listening and reading 2
   1.3 Listening in foreign-language courses 3
   1.4 The present study
      1.4.1 Research questions 5
   1.5 The outline of the thesis in summary 8

2 Background
   2.1 Introduction 9
   2.2 The listening process 10
   2.3 The L2 listening process 16
   2.4 Problems in listening 19
   2.5 Memory
      2.5.1 Working memory 23
      2.5.2 Measuring working memory capacities 27
   2.6 Automatisation
      2.6.1 Theoretical background 29
      2.6.2 Measuring automatisation 31

3 Pilot study I: An automatisation criterion
   3.1 Introduction 35
   3.2 The experiment
      3.2.1 The Lexical Decision paradigm 37
      3.2.2 Experimental conditions 37
      3.2.3 Method
         3.2.3.1 Participants 38
         3.2.3.2 Stimulus materials 39
         3.2.3.3 Apparatus 40
      3.2.4 Procedure 40
      3.2.5 Results
         3.2.5.1 Outlier procedure 41
         3.2.5.2 Mean results 42
   3.3 The coefficient of variation 43
   3.4 The criterion 46
   3.5 Discussion 48
3.5.1 Reaction Times 48
3.5.2 Native versus non-native speakers 49
3.5.3 Processing nonwords 50
3.5.4 Unexpected results 51
3.5.5 Automatisation as a continuum 51

4 Pilot study II: The predictability of listening comprehension
4.1 Introduction 53
4.2 Method 55
   4.2.1 Overview of tests 55
      4.2.1.1 Off-line tests 55
      4.2.1.2 On-line tests 58
      4.2.1.3 Memory test 59
   4.2.2 Participants 61
   4.2.3 General procedure 61
4.3 Results 61
   4.3.1 Off-line test scores 62
   4.3.2 On-line test scores 62
      4.3.2.1 Auditory lexical decision 63
      4.3.2.2 Visual lexical decision 68
   4.3.3 Memory test 69
   4.3.4 Relations between the tests 69
      4.3.4.1 Auditory versus visual tests 69
      4.3.4.2 Correlations 70
   4.3.5 Categorization of the participants 72
4.4 Discussion 73
   4.4.1 Unexpected results 73
   4.4.2 Interpretation of inter-test relations 74
   4.4.3 In summary 75

5 Chapter 5: Training Study
5.1 Introduction 77
5.2 Method 79
   5.2.1 Participants 79
   5.2.2 Test stages 81
      5.2.2.1 Test stage 1 82
      5.2.2.2 Test stage 2 88
      5.2.2.3 Design of the study in summary 91
      5.2.2.4 General procedure in the test sessions 92
   5.2.3 Training 93
      5.2.3.1 Material 93
      5.2.3.2 Training procedure 94
5.2.3.3 Experimental groups

5.2.3.3.1 Comprehension group

5.2.3.3.2 Recognition group

5.3 Results

5.3.1 Selection of data

5.3.2 Results of test stages 1 and 2

5.3.2.1 Selection tests

5.3.2.2 Control test

5.3.2.3 Mediating tests

5.3.2.4 Pre- and posttest performances

5.3.2.4.1 Listening Comprehension

5.3.2.4.2 Sentence Verification

5.3.2.4.3 Auditory Lexical Decision

5.3.3 Correlations and regression analyses

5.3.3.1 Correlations

5.3.3.2 Regression analyses

5.3.4 Coefficient of Variation

5.3.4.1 CV for Sentence Verification test

5.3.4.2 CV for Lexical Decision test

5.3.5 General summary of the results

5.4 Discussion and conclusion

5.4.1 Dependent Variables

5.4.2 Mediating tests

5.4.3 Automatisation

5.4.4 General discussion

6 Conclusions and suggestions for further research

6.1 Recapitulation of questions and main findings

6.2 Suggestions for applications and for further research

References

Appendices

Appendix A

Appendix B

Appendix C

Appendix D

Appendix E

Appendix F

Appendix G

Appendix H

Appendix I
Samenvatting 169
Curriculum vitae 177