Research Article

Contextualization, An Effective Tool To Develop Efficient Listening Skills Among Adult ESL/EFL Learners.

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ARTICLE INFO	ABSTRACT
	Listening as a language skill is not simply hearing of aural stimuli, but is an active process of receiving aural as well as visual stimuli attentively. Now, reception of an aural or visual stimuli may not be a difficult task; but the comprehension of the received message and intention of the speaker might be problematic, especially for the ESL / EFL learners, if the listener fails to realize the immediate context (situation), event and the speech act while listening. An empirical study conducted with two different group (controlled and experimental) in three phases successfully proves that an effective comprehension of the received message can be possible if any listener could contextualize with the speech situation while listening. The paper focuses on the importance of Listening as language skill and how proper contextualization help in effective listening. **Key words:** Listening as a language skill, speech situation, speech event, and speech act and contextualization.

1. INTRODUCTION

Of the four language skills, listening skill is supposed to be taught and practiced in and outside the language classroom at all levels of education. But it has been often observed that listening as a language skill is habitually neglected at all levels of education especially in suburban regions of West Bengal, India.

Listening is a basic skill where we attentively receive auditory as well as visual stimuli through eyes and ears, comprehend the information and the intention received, restore them and then make an appropriate response. While hearing is only an auditory perception of sounds, listening is actually the interpretation of the sounds that are heard. It is the conscious and voluntary mental process of perceiving the stimulus or a set of related stimuli and analysis of the sensory information for its intended meaning.

Listening therefore is not limited to the reception of words and sentences but includes all auditory and visual signals – noise as well as words; unintentional as well as intentional sounds, the tone and intonation of the speech; the pauses and the silence; the eye and facial expressions; the body languages and appearance of the speaker. And once this aural as well as visual stimulus is received with attention, efforts are taken to perceive or comprehend the information and intention of the speaker through various skills, schemata and comprehension processing. And before acknowledging the reception through a verbal reply or a non-verbal action or expression, the message or intention should be restored long in memory.

There is nothing denying the fact that utterances can be the products of multiple intentions (Grice). And perhaps this multidimensional quality of a speech makes the process of communication highly complex. More intricate and challenging it becomes for an adult ESL/EFL learner, when he or she is asked to listen and comprehend a content in target language for the first time at his graduation or tertiary level of education.

In countries like India, especially in a state like West Bengal, learners are not encouraged to study in English medium schools. They often go to schools where the medium of instruction is primarily in vernacular – Bengali or Hindi. At the primary level only, kids get dictation practices or learn rhymes and songs listening to their teachers. But such practices are not frequent at their secondary or higher secondary levels. They listen to English instructions only in English literature classes alone. No practice of listening or speaking in English is done in and outside the classroom. Thus, most learners learn English as a foreign language and not as second language.

Since there is no prescribed syllabus on language learning at the secondary and higher secondary level of education, learners at those stages get no formal and systematic practices to improve on their listening skills at that vital stage of their life. Thus, most of them find it difficult to listen, comprehend, restore, and respond to English language activities at the language classroom at their graduation or tertiary level. They show signs of lack of confidence and capability to listen and understand the information as well as the intention of the speaker. They hesitate, faulter and often remain demotivated whenever asked to accomplish a listening task.

But it has been observed that proper contextualization before listening to any audio or video helps tremendously in easing out the difficulty. Contextualization is to think about or provide information about the situation in which something happens (Britanica Dictionary). It is the fact or process of considering something in its context (= the situation within which it exists or happens , which can help in understanding it (Contextualization). So, contextualization not only aids the adult learners to remain focused into the topic, it allows the learners especially the adult advanced level learners to relax and listen to the task (audio or video podcast) with attention and interest. As contextualization makes the learners familiar to the speech situation and the speech act, the learners find it easier to comprehend the speech act, restore the information and intention of the speaker, and could easily respond appropriately.

2. LITERARY REVIEW

Yasuhi Kawai in his paper "Effects of Cultural Contextualization in Listening Materials on Motivation and Strategy Use" shows that among the two fundamentally different approaches – learners learning about target culture, and learners learning cross-cultural communication, the content relevance of learning materials to the learner's existing knowledge is a key ingredient for intrinsic motivation. Though the acculturation theories predict that those who are ready to be assimilated in the target culture will have more chance of success in foreign language learning, Yasuhi conducted a study investigating if the use of culture-bound proper nouns in materials for listening comprehension may influence the motivation towards foreign language learning, which could eventually make a difference in the use of general learning strategies. However, his research results revealed that the expected tendency exists but that was not statistically significant. Moreover, the relationship among these variables is intricate, and foreign language learning appeared multidimensional. He suggested further investigation to examine if other means of learning material personalization may affect motivation and strategy use. (Kawai).

Arif Saricoban in his article "Teaching of English" mentioned listening as the ability to identify and understand what others are saying. Listening to and understanding speech involves a number of basic processes, some depending upon linguistic competence, some depending upon previous knowledge that is not necessarily of a purely linguistic nature, and some depending upon psychological variables that affect the mobilization of these competence and knowledge in the particular task situation. While planning exercises, listening materials, task and visual materials should be taken into consideration. The teacher should produce a suitable discourse while using recordings. According to him, visual materials are useful for contextualization. But, lack of sociocultural, factual, and contextual knowledge of the target language can present an obstacle to listening comprehension. Since most of the actual listening is a real-life conversation and is often done outside of the class, so, real-life situations for listening comprehension exercises are better at least at the beginning level. And if the oral instruction of the course is contextualized - set into a "situation" - it should be easy enough to contextualize the aural practice as well. Listening exercises should be as natural as the situations from which they grow. In other words, an exercise in listening comprehension must be as close as possible to a "slice of life" -neither a contrived situation nor an artificially delivered discourse (Saricoban).

In their research work "Investigating the Impact of the Degree of Contextualization on Iranian Intermediate EFL Learners' Reading and Listening Tests Performance," Farzad Jarideh and Ali Asghar Kargar attempted to examine the effect of the degree of contextualization on reading and listening comprehension tests. They have checked the performance of the learners provided with high contextualized input compared to those who received low contextualized input. Findings revealed that there was a significant difference between the mean score of more contextualized input and less contextualized input in both reading and listening comprehension tests. But the results also showed that contextualization seemed not to have any significant effect on the reading and listening. Thus, both learners' proficiency level and degree of contextualization should be considered when designing listening and reading comprehension tests (Jarideh and Kargar)

Listening is not limited to the reception of words and sentences but includes all auditory and visual signals – noise as well as words; unintentional as well as intentional sounds, the tone and intonation of the speech; the pauses and the silence; the eye and facial expressions; the body languages and appearance of the speaker. And once this aural as well as visual stimulus is received with attention, efforts are taken to perceive the information and intention of the speaker through various skills, schemata and comprehension processing.

According to the cognitive psychologists, comprehension is nothing but information processing. And the guiding structures in the comprehension process are none other than schemata which is evoked within every listener soon he or she listens to some content or intentions. In general, the activation of the abstract cognitive guiding structures, its use and modification are generally navigated through three fundamental modes of information processing techniques:

- The input or stimulus-driven Bottom-Up processing,
- The knowledge or concept-driven Top-Down processing and
- The combination of both the Parallel processing.

Proper contextualization i.e., familiarization with the speech situation, speech event and speech act eventually help in better processing of the any information and intention of the speaker. Thus, result in developing far more effective listening skills among learners learning English as second or foreign language.

3. SCOPE OF THE STUDY:

The research aims at establishing the fact that contextualization (knowledge about speech situation, speech event and speech act) could be an effective tool to develop effective listening skills among adult learners learning English as second or foreign language.

Since comprehension of information and intention of the speaker is nothing but information processing. And the guiding structures in the comprehension process are none other than schemata which is evoked within every listener soon he or she listens to some content or intentions. So, the study would try to prove that with better knowledge of the speech situation, speech event and speech act, the three fundamental modes of information processing techniques – The input or stimulus-driven Bottom-Up processing, the knowledge or concept-driven Top-Down processing and the combination of both the Parallel processing, becomes more easier not only for adult ESL/EFL learners, but for learners of any age or level.

4. METHODOLOGY:

The research paper is an outcome of an empirical study done with 254 adult learners from West Bengal, India. The research is carried out at Ramakrishna Mission Vivekananda Centenary College, Rahara, Kolkata, West Bengal, India.

All of 254 participants who volunteered for the research experiment are from science background. They are graduate learners belonging to seven different streams – Physics, Chemistry, Mathematics, Botany, Zoology, Micro-Biology and Computer Science.

The age group of participants are between 17 years to 20 years.

Of the 254 research participants only 1 speak English as L1 and the other one speak Hindi as his mother tongue. The rest 252 learners speak Bengali as L1.

Of the total research population 88.69% had their primary and secondary schooling where the medium of instruction was vernacular or Bengali. The rest 32 learners however, had their schooling at English Medium Schools. At their higher secondary level, another 27 of them shifted from Bengali medium schools to schools where the medium of instruction is English. Nevertheless, at majority of them are from Bengali medium schools where they were hardly exposed to English environment. They were taught in Bengali, and they communicated in and outside the classroom in Bengali as well.

To see whether contextualization can be an effective pre-listening tool to improve listening as a language skill, we have divided the seven streams into two major group – the controlled group and the experimental group. Learners from Physics, Chemistry and Mathematics are kept as controlled group and learners from streams Botany, Zoology, Micro-Biology and Computer Science are taken as experimental group. Such division is made only to keep the students' volume same on both the group – Controlled Group (124 learners) and Experimental Group (130 learners)

The entire experiment is conducted in regular English language classroom.

4.1. Data Collection Procedure

The experiment is conducted in 3 (three) phases for both groups –

At **Phase 1**, learners from both the groups are asked to listen to an audio extract taken from popular Indian animation film in English – Hanuman to the Rescue (Parulkar) and answer seven questions that are set keeping in mind three different listening goals – bottom-up, top-down, and parallel goal. The length of the audio extract was 5.24 minutes. A worksheet of seven questions based on the listening extract is used as an evaluation tool to assess the participant's efficiency in listening.

Phase 2 was conducted after a week's gap. This time a video clip of the same popular Indian animation film in English – Hanuman to the Rescue (Parulkar) of same length 5.24 minutes was used as a listening material for both the groups. However, before the test is conducted, it is only to the experimental group i.e. to the learners of Botany, Zoology, Micro-Biology and Computer Science department, stories regarding Hanuman and his character and actions were discussed in a brief interactive session. They were contextualized with the situation they are about to see and listen.

After the test was conducted, a similar worksheet comprising of seven questions was distributed to them to once again assess whether the research participants had any improvement at all listening to the visuals of

popular Indian animation films in English or how far an access to audio-visual listening material in English improved their listening efficiency level compared to only audio extract.

Phase 3 was conducted after a fortnight. This time the video clip from popular American animation film in English Cinderella (Jackson, Luske and Geromini) of length 6.03 minutes was used as listening material for both the groups. Once again, before the test, only the experimental group was contextualized with the film and the situation they might listen.

After the test, a worksheet comprising of seven questions was distributed to them to once again assess whether the research participants had any improvement at all listening to the visuals of popular foreign animation films in English.

The experiment ended with feedback from each research participants.

4.2. The Listening goals and the arrangement of Questions
Following are the listening goals kept in mind while framing the questions –

4.2.1. Bottom-Up Processing Goals:
a. Listening to any particular and significant content word especially requested.
b. Identifying the Content word(s) that is stressed or chunked within a speech to make it a point most appropriate to the speech event (Carlisi and Christie).
c. Listening to the Signal of the speaker's Intent and being aware of the lexical as well as supra-segmental markers within a speech.

4.2.2. Top-Down Processing Goals:
a. Using knowledge of the topic to predict the content of the text.
b. Recognize the point of view or make inference (Gill and Hartmann).

4.2.3. Parallel Processing Goals:
a. Using knowledge of the discourse or phrases predict the emotional attribute of the speaker.
b. Make inferences from expressions and emotions or a familiar word(s).

Below are the details of the goals or targets that the participants are expected to achieve with required processing and schemata and the corresponding questions from both the animation films in English Hanuman to the Rescue (Parulkar) and Cinderella (Jackson, Luske and Geromini):

Processing & Schemata requirement	Goals	Question from the Indian animation film Hanuman to the Rescue	Question from the American animation film Cinderella
Bottom-Up Processing & Language schemata to use	Listening to any particular and significant content word especially requested	Q5. Name the plant prescribed by the healer?	Q3. What is the name of Cinderella's 2nd step-sister
	Identifying the Content word(s) that is stressed or chunked within a speech to make it a point most appropriate to the speech event	Q3. Who is the best healer in the whole world?	Q2. What time limit is given to Cinderella by her 1st step-sister for her work to be done?
	Listening to the signal of the speaker's intent and being aware of the lexical as well as supra-segmental markers within a speech	Q6. Write down the description of the plant as said by the healer?	Q5. What was the last punishment of the step-mother towards Cinderella?
Top-Down Processing & Knowledge schemata to use	Using knowledge of the topic to predict the content of the text	Q1. What is the story all about?	Q4. What could her 1st step-sister say soon she discovered a mouse under her tea cup?
	Recognize the point of view or make inference	Q2. Why do the Monkeys and the Rakshasas seem surprised at times in the battlefield?	Q7. What does the king plan to do for his son?
Parallel Processing & Interactive	Using knowledge of the discourse or phrases to predict the emotional attribute or expression of the speaker	Q7. Seeing Hanuman Ravan start to contemplate about his journey. Identify the expressions kept by him?	Q6. Patience is the advice given to the king. But what emotion does the king show to the subordinate?

| schemata to use	Make inferences from expressions and emotions or a familiar word(s)	Q4. Could you find the difference between the present mental condition of Ram and that of the healer by the help of the tone and facial expression they use in the discussion?	Q1. Could you make out the difference between the mental condition of the step-sisters and that of Cinderella by the help of the voice and tone?

5. RESULTS:

5.1. Results of Phase 1:
5.1.1. Results from Controlled group
Following is the graphical representation of the accurate, incorrect and unattempted answers of the overall 124 research population from the controlled group who have listened to an audio extract taken from popular Indian animation film in English – Hanuman to the Rescue (Parulkar) and answered seven questions that are set keeping in mind three different listening goals – bottom-up, top-down, and parallel goal. The length of the audio extract was 5.24 minutes.

Table 1: Graphical representation of the accurate, incorrect and unattempted answers of the 124 research population from controlled group who have listened to only audio of Hanuman to the Rescue as listening material.
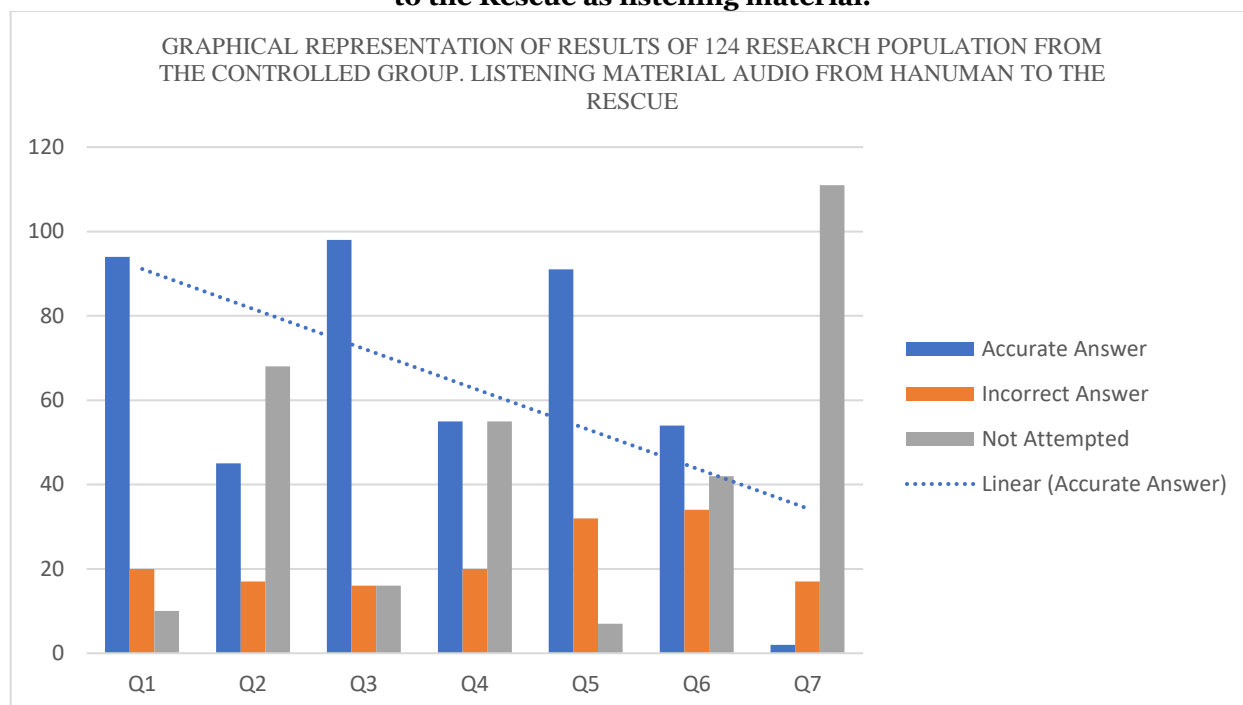
With an audio extract taken from popular Indian animation film in English – Hanuman to the Rescue (Parulkar), as a listening material, learners from controlled group had shown signs of lack of confidence and motivation, hesitation and threat. They seem not to concentrate on listening content and found it difficult to connect to the situation, predict and infer about next situation to come. Since they cannot observe the characters visually, they also found it difficult to be accurate about the expressions of the characters.
Similar problems are also observed with the rest 130 participants from the experimental group to whom we have not yet contextualized the situation either.

5.1.2. Results from Experimental group
Following is the graphical representation of the accurate, incorrect and unattempted answers of the overall 130 research population from the experimental group who have listened to an audio extract taken from popular Indian animation film in English – Hanuman to the Rescue (Parulkar) and answered seven questions that are set keeping in mind three different listening goals – bottom-up, top-down, and parallel goal. The length of the audio extract was 5.24 minutes.
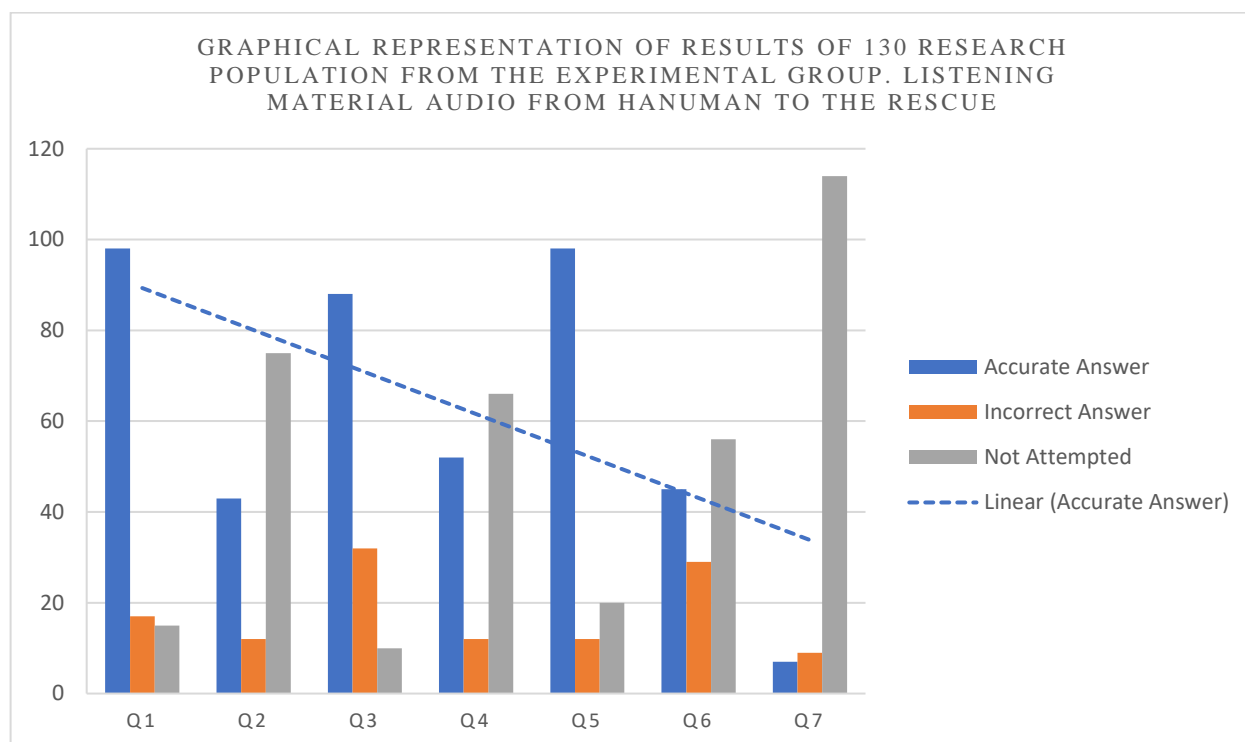
Table 2: Graphical representation of the accurate, incorrect and unattempted answers of the 130 research population from experimental group who have listened to only audio of Hanuman to the Rescue as listening material.

5.2. Results of Phase 2:
5.2.1. Results from Controlled group
Following is the graphical representation of the accurate, incorrect and unattempted answers of the overall 124 research population from the controlled group who have listened to a video clip taken from popular Indian animation film in English – Hanuman to the Rescue (Parulkar) and answered seven questions that are set keeping in mind three different listening goals – bottom-up, top-down, and parallel goal. The length of the video clip was 5.24 minutes.
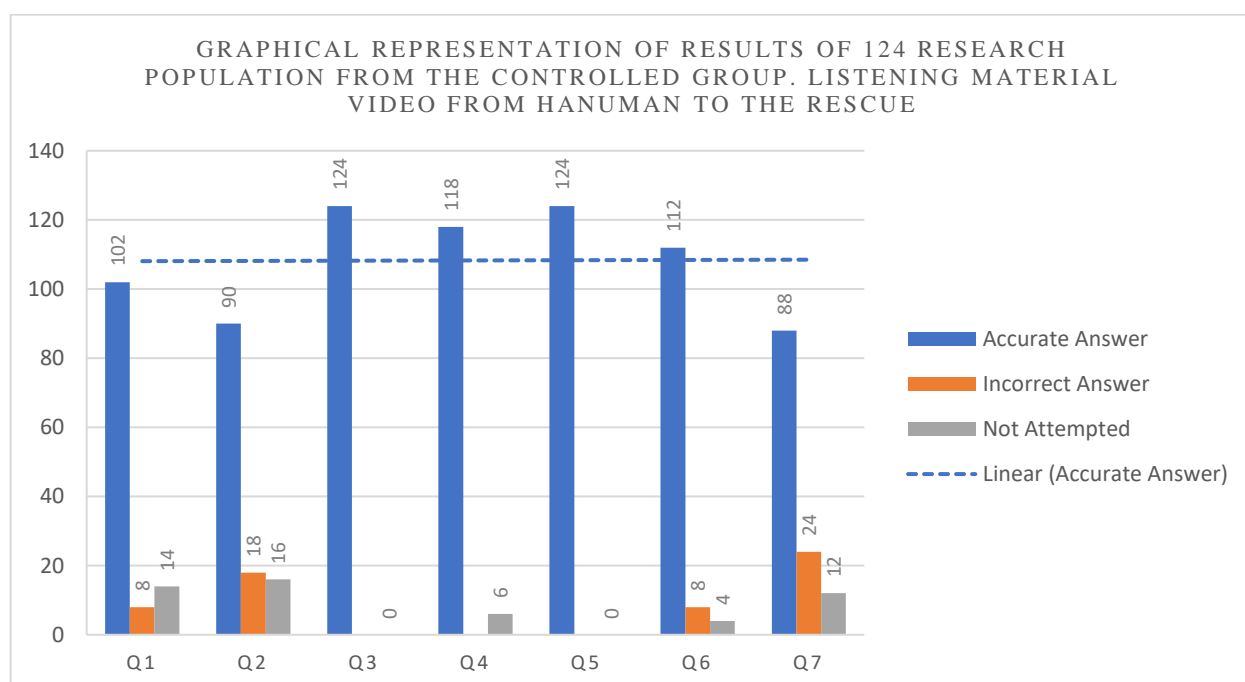

Table 3: Graphical representation of the accurate, incorrect and unattempted answers of the 124 research population from controlled group who have listened to video clip of Hanuman to the Rescue as listening material.

With a video clip taken from popular Indian animation film in English – Hanuman to the Rescue (Parulkar), as a listening material, learners from controlled group had shown signs of improvement. Their confidence as well as motivation improved, they showed sign of serious interest. Results show that their concentrate on listening content increased appreciably, and they could connect to the situation, predict and infer about next situation to come. Since with the video they can observe the characters visually, they also found it easy to be accurate about the expressions of the characters.

5.2.2. Results from Experimental group
Following is the graphical representation of the accurate, incorrect and unattempted answers of the overall 130 research population from the experimental group who have listened to a video clip taken from popular Indian animation film in English – Hanuman to the Rescue (Parulkar) and answered seven questions that are set keeping in mind three different listening goals – bottom-up, top-down, and parallel goal. The length of the video clip was 5.24 minutes.
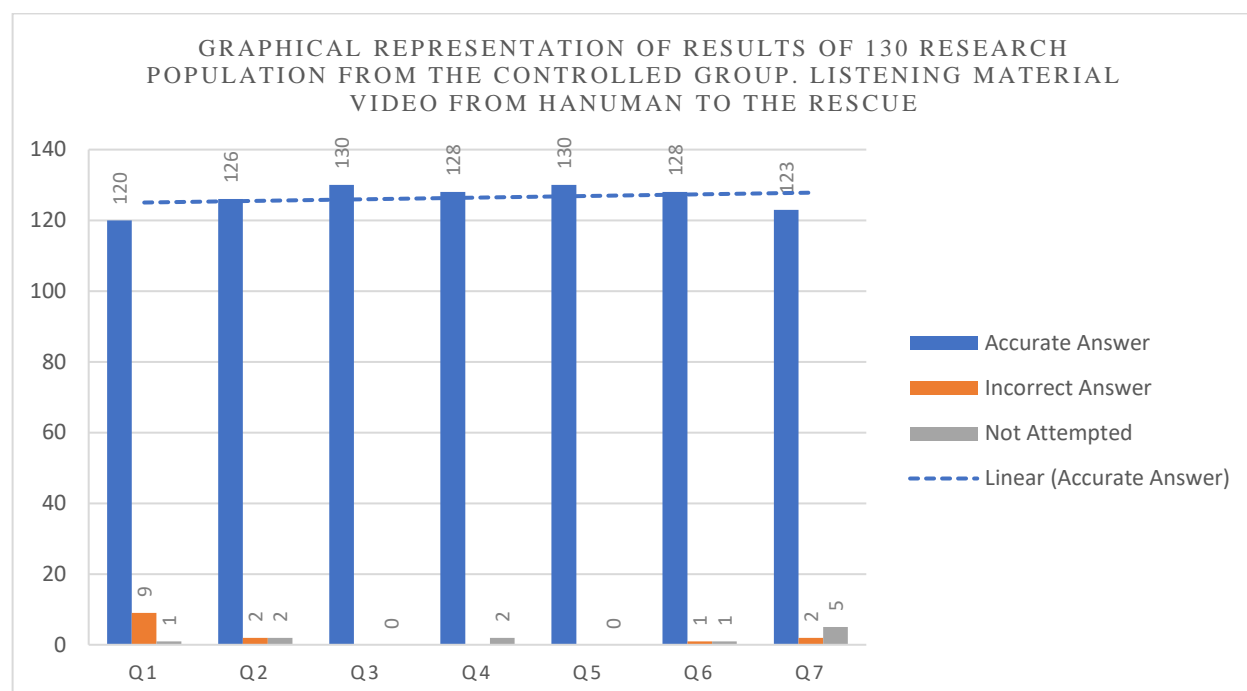

Table 4: Graphical representation of the accurate, incorrect and unattempted answers of the 130 research population from experimental group who have listened to video clip of Hanuman to the Rescue as listening material.

With contextualization, learners from experimental group had shown signs of serious improvement. They show sign of true confidence and remained motivated to listen to the video clip from popular Indian animation film in English – Hanuman to the Rescue (Parulkar). Results show that their concentrate on listening content increased appreciably, and they could easily connect to the situation, predict and infer about next situation to come. The video helped them to observe the characters properly and thus they could accurately write about the expressions of the characters.

Undoubtedly, the video clip from popular Indian animation film in English – Hanuman to the Rescue (Parulkar), itself became a matter of contextualization for both the groups. It's Indianness, popularity or familiarity as an epic among the Indians, and the visuals as a listening material boosted the confidence as well as interest among all the learners of both groups. However, since the experimental group was made familiar with the situation as a part of pre-listening task, they could listen better to each and every word spoken, the background music and the eye and facial expressions of the characters. Thus, the number of unattempted answers got reduced significantly compared to Phase 1 or compared to controlled group.

It has been proved that proper contextualization could be an effective tool to develop efficient listening skills among adult ESL/EFL learners. But we thought to go deeper into our experiment and find out whether contextualization can still make listening easier for Indian learners even a foreign content spoken in native accent.

5.3. Results of Phase 3:

5.3.1. Results from Controlled group
Following is the graphical representation of the accurate, incorrect and unattempted answers of the overall 124 research population from the controlled group who have listened to a video clip taken from popular American

animation film in English Cinderella (Jackson, Luske and Geromini) of length 6.03 minutes and answered seven questions that are set keeping in mind three different listening goals – bottom-up, top-down, and parallel goal.
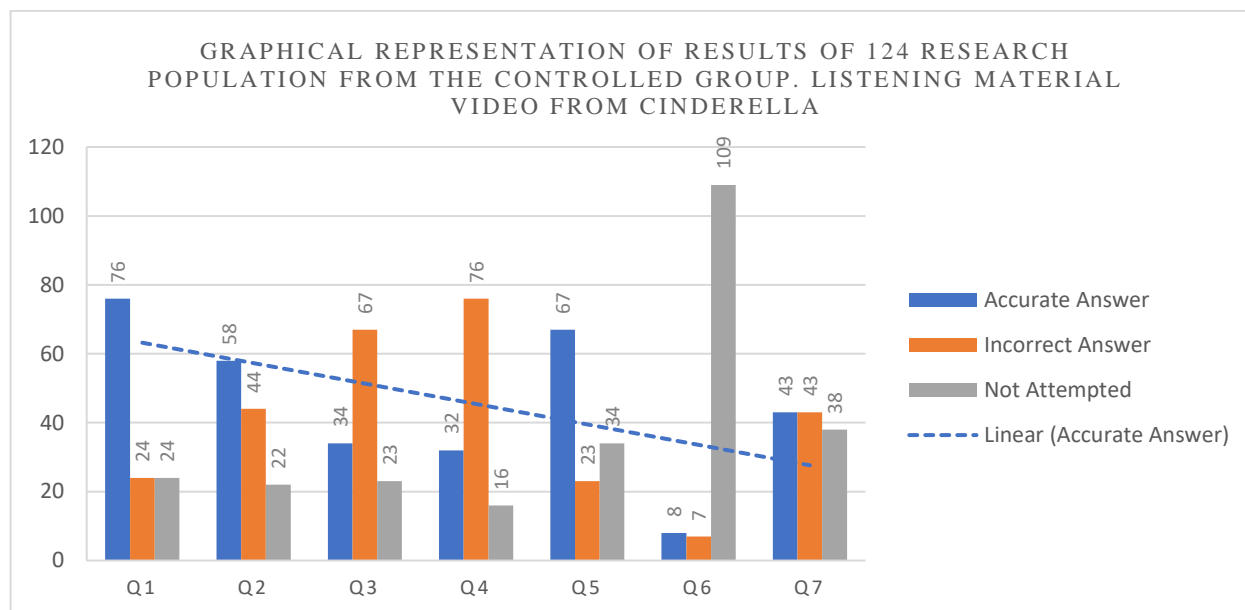

Table 5: Graphical representation of the accurate, incorrect and unattempted answers of the 124 research population from controlled group who have listened to video clip of Cinderella as listening material.

With a video clip taken from popular Indian animation film in English – Cinderella (Jackson, Luske and Geromini), as a listening material, learners from controlled group though had access to visuals, music and eye and facial expressions of the characters, yet they had shown signs of lack of confidence and confusion. There are more unsuccessful attempts as well as unattended questions towards the end. Their concentration seems to break and pronunciation seems unfamiliar to them. They seem to be not involved and they could not connect to the situation, predict and infer about next situation to come.

However, the learners of the experimental group had shown a slightly better understanding of the listening material as they have been contextualized before they are given to listen to the video clip.

5.3.2. Results from Experimental group

Following is the graphical representation of the accurate, incorrect and unattempted answers of the overall 130 research population from the experimental group who have listened to a video clip taken from popular American animation film in English Cinderella (Jackson, Luske and Geromini) of length 6.03 minutes and answered seven questions that are set keeping in mind three different listening goals – bottom-up, top-down, and parallel goal.
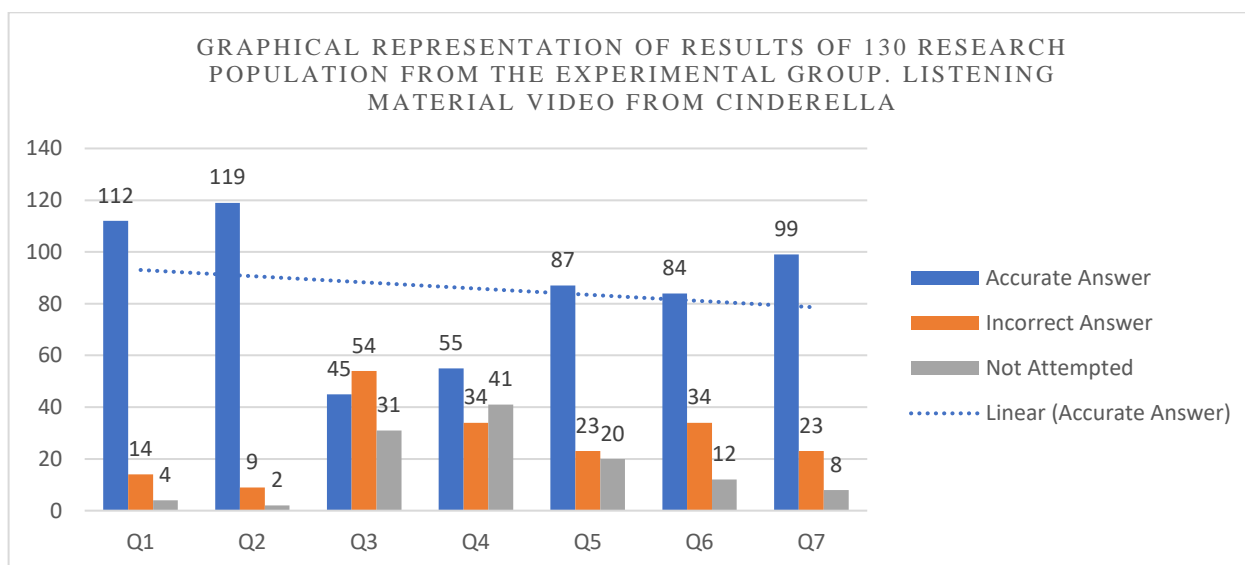
Table 6: Graphical representation of the accurate, incorrect and unattempted answers of the 130 research population from experimental group who have listened to video clip of Cinderella as listening material.

With proper contextualization before the listening test the learners from the experimental group show signs of improvement while listening from the video clip taken from popular Indian animation film in English – Cinderella (Jackson, Luske and Geromini). Their concentration and alertness seem to have improved as they got to know the speech situation, speech even and speech act. They could hold on to their motivation longer than those from the controlled group learners. However, they too seem to have difficulties in following the pronunciation of the native speakers.

6. DISCUSSION:

Communication can never be an exchange of information and intentions only. But effective communication refers to delivery and acknowledgement of appropriate words or information along with fitting emotion or intentions in accordance to the situation involved or context.

In a social milieu we have certain social context of interaction called speech situation. The speech situation comprises of the participants (speaker(s) / addressee(s)) and their social relations (grade of familiarity, power) and roles in the communicative situation; the location or physical setting of communication (e.g. school, at home, in a shop); the purpose of the communication; the topic: what is being talked about?; and the mode or channel of linguistic expression: spoken or written language (Speech Situation).

Now each speech situation is supposed to have several distinguished or undistinguished speech events. The speech event is any linguistic interaction (Aye, Yu and Khaing), within speech situation that are directly governed by rules or norms for the use of speech. Such an event may consist of just a single speech act, or of several (Hymes).

Each speech event is supposed to have distinctive speech act. Hymes considers the speech act to be both verbal and non-verbal (Hymes) and are expressions and exchange of information typical of that situation.

An awareness of the speech situation, speech event and speech act may be termed as contextualization.

Since listening as a language skill is being attentive to the situation, then receive auditory as well as visual stimuli through eyes and ears, comprehend the information and the intention received, restore them and then make an appropriate response; contextualization or being aware of the speech situation, speech event and speech act, surely help learners, especially ESL/EFL learners, to get connected and involved to the information and intention of the speaker and listen better.

Teaching listening skills to any types of English language learners (irrespective of Native, ESL / EFL learners) would include training of them to be motivated to listen; be attentive and focused on the content; avoid distraction of any kind; receive the aural as well as visual stimuli through ears and eyes without any prejudice or biasness; try comprehending the information and the intention of the received content with serious consideration; restore the message and the emotion attached to it and finally to give away appropriate response. But with an audio extract as listening material, it is really very difficult to motivate learners to listen to the listening content. So, contextualization can be an effective pre-listening tool to develop efficient listening skills especially among adult ESL/EFL learners.

We understand that listening to native speakers can be a more appropriate listening material at the language classroom. But, for an ESL/EFL adult learner, who had no such prior training or acquaintance to listening as language skill, it is a necessity that we give them practices with more familiar and interesting contents.

Thus, the video clip from popular Indian animation film in English like Hanuman to the Rescue (Parulkar), becomes a more effective listening tool than any audio extract or foreign content. Moreover, learners get easily contextualized with the speech situation, speech events and speech acts with an animation film especially of regional or national theme and origin.

From the experiment it is quite evident that with the audio extract from popular Indian animation film in English Hanuman to the Rescue, learners could not bring in more of their prior knowledge and world view to listening effectively. At times insensibilities of the participants towards human emotions and expressions had prevented them to use their interactive schemata while listening. To listen effectively using knowledge of the discourse; to predict the emotional attribute or expression of the speaker or to make inferences from expressions, one need to be motivated and effectively listening to the audio extract. But even in most appropriate listening environment, it became truly difficult to predict the emotional attribute or expression just by listening to only an audio extract. To determine the speaker's emotion, one also needs to observe the expressions (of face and body) of speaker and listen to his/her voice modulation with utmost concentration, but when participants are taking the formal listening test for the first time, it becomes really difficult to listen minutely to the aural stimuli alone and make inferences.

But a video clip from popular Indian animation film in English Hanuman to the Rescue or from popular American animation film in English Cinderella, showed comparatively better interest, better listening and understanding and restoration of the listened content and more accurate representation when they were asked to listen to the video extract.

And with contextualization, making inferences as well as prediction from a given situation or emotion or expressions becomes easy as learners get to listen to the characters and observe the context, the event, the expressions and body language of the characters; their pause, silence and tonal changes thoroughly in a video extract. Once contextualized, participants showed the required motivation and concentration and use of interactive schemata very effectively with which they could infer or predict successfully. Video also helped to bring in more of the participant's prior knowledge and world view; their language schemata into listening effectively. It is also observed that it is always easy to infer about a familiar incident than on a foreign context.

7. CONCLUSION:

Of the four language skills, listening skill is the most vital skill and indispensable for language learning process. Undoubtedly, it is supposed to be taught and practiced in and outside the language classroom at all levels of education.

Listening is a basic skill where we attentively receive auditory as well as visual stimuli through eyes and ears, comprehend the information and the intention received, restore them and then make an appropriate response. It is the conscious and voluntary mental process of perceiving the stimulus or a set of related stimuli and analysis of the sensory information for its intended meaning.

However, utterances can be the products of multiple intentions (Grice). And perhaps this multidimensional quality of a speech makes the process of communication highly complex. For an adult ESL/EFL learner, listening thus becomes highly challenging as in countries like india, especially in state like West Bengal practice of listening is very rare. But it has been observed that proper contextualization before listening to any audio or video helps tremendously in easing out the difficulty.

Contextualization is to think about or provide information about the situation in which something happens (Britanica Dictionary). It is the fact or process of considering something in its context (= the situation within which it exists or happens, which can help in understanding it (Contextualization). So, contextualization not only aids the adult learners to remain focused into the topic, it allows the learners especially the adult advanced level learners to relax and listen to the task (audio or video podcast) with attention and interest. As contextualization makes the learners familiar to the speech situation and the speech act, the learners find it easier to comprehend the speech act, restore the information and intention of the speaker, and could easily respond appropriately.

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And with contextualization, participants showed the required motivation and concentration and use interactive schemata very effectively with which they could infer or predict successfully. Video also helped to bring in more of the participant's prior knowledge and world view; their language schemata into listening effectively. It is also observed that it is always easy to infer about a familiar incident than on a foreign context.

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