Appendices

Appendix (A)

Lecture and Pre- and Post-Test

Transcript of the video lecture

Hello. I'm Gill from engVid, **and today... mmAs you know**, I usually teach an aspect of the English language, **but today, we're going to** be looking at the English language from a different perspective, a different angle, and looking at the history of the language and how it has developed, **ah because** the English language hasn't always been the way it is today. It's developed over hundreds and hundreds of years. **Now, today,** hundreds of millions of people speak English all over the world, whether it's their first language or their second language, or just one of the foreign languages that they speak and learn at school, **and so on. So,** hundreds of millions of people **mm** speak English and learn English. **But** hundreds of years ago, the English language that we know today didn't really exist. It sort of got put together gradually by different historical events. **So we're going to** go back in history now, and have a look at a timeline.

I don't know if you've seen a timeline before, but it is literally **I mean** by the time, the years going from left to right, like you get on a graph if you've done graphs, **mm** and the time goes across along the line. **So** the different developments that happened **ah** can be shown on that line. **So we're starting here** in 55 BC, hundreds of years ago, and we're coming up to... **Well,** beyond. We have 1066, here, but because I ran out of space on the board, the time went on for such a long time, I couldn't get all the centuries in, but I will still tell you about them. **Okay**. **But these are the very interesting parts**, which are on the board. **So,** 55 BC, the Roman invasion of Britain, of the U.K., where we are at the moment .**So, you've heard** of the Roman Empire with Julius Caesar and all the other Caesars, the Roman Empire that spread in different directions, and Britain is one of the directions they spread in. They came here, and stayed for a while, and built some nice buildings, and they built a wall that

goes across between Scotland and England, called Hadrian's Wall, **because** the Emperor at the time was called Hadrian. **So, anyway,** when they came and stayed for some time, they brought their language with them, the Latin language. **Okay?** And the Latin language, it's called a dead language today, **but** it has influenced so many other languages, especially in Southern Europe, **so** languages like Italian, French, Spanish, Portuguese, they all come from Latin. So, in this country, in the English language, we have had the Latin influence at different times. **So,** the Romans brought their Latin language with them. **Okay? So** that influenced the way people were speaking to each other as time went on. And the natives of this country started learning Latin words, **and** it became integrated into the language. **Okay, so let's have a** look at some of the words that we use today that were influenced or that came from Latin words. **Right**! **And we have** this pie chart, here, which **you may know if** you've been studying things for IELTS and the writing task. A pie chart... **So**, the whole circle represents 100%. **So if you're thinking of** all the words in the English language at the moment, **mm** Latin, the Latin words that came from... Partly from the Roman invasion, we have 29% of the words in the English language have come from a Latin origin, from a source, Latin source. **Okay. So here are** just a few of very words that we use every day, really. Words like: "human", "animal", "dental" to do with the teeth, "decimal" which is to do with the fingers because we have 10 fingers, "decimal", and "digital", also fingers, "factory" where things are made, manufacture, "library" where you read books, "libre" **meaning** book, "library", the building where the books are kept, "manual" to do with if you do things with your hand it comes from the Latin word for "hand", "manual". "Lunar" to do with the moon, because the Latin word for the moon was "luna", "luna".And "solar" to do with the sun, **again,because** the Latin word was like that, "solar". "Military", anything to do with soldiers because the Latin Roman Empire soldiers were... That was the word that was used for "soldiers". "Melees" **I think**. And we also get our "mile", the distance, the mile from that, because that was the distance that they would march, **I think**, before they had a rest or something like that. So, 'military' is to do with soldiers 'science" is to do with knowledge 'science' and

'station' the railway station the bus station is the place where you stand before you move off, and that also comes from a Latin word to be static in one place. **Okay** that is the Latin, **you will notice** also that later on in history. Latin kept coming back so there and there but that is the Latin from these three points in history when we had visitors of one sort of anther. **Okay let's** on then the next major event. I've put 450 AD **but I'm going to start** putting century number now because it's simpler so, the 5th ….. the 5th century, **Okay** Germanic migration that's people from roughly where Germany is today in the mainland Europe moved across. **Okay** from the Saxon mmm Saxon area of Germany, Saxony. **Mm So** the language they brought with them was **a kind of ….well** it become Anglo- Saxon because it get merged with the English we already had, the Anglo part with the Saxon part added. It **mm** that's another name for that is old English, old English which look totally different from the English we have today. **So** they brought a different language with them **mm** , and that got all mixed. **If you think of** a big cooking pot and different ingredients being put in , and it just keep cooking and cooking over time **mm** that how was it developing . **okay** .so Germanic **so let's have a look at** how much Germanic there **mm** in English today.so looking at our pie chart again we have got Germanic 26/. Just over a quarter of the words in English today come from Germanic source. **And I've put** little abbreviations here old English middle English old Norse and Dutch these are **all roughly sort of** from Germanic area and the Dutch words as well as are all mixed in there too, **because** Holland isn't that far away either. **Okay so let's** just **see a few examples** of the Germanic words. they are often quiet short words and words we use every day **like** above , **mm again,** and apple bad, and good, cake, **ah** eat and drink parts of the body especially eye, feet, and arm boy and girl these are all Germanic type of words , 'house' 'hand' 'bread' so parts of the body 'food' and all of the kind of things . **okay so that's one**. So moving on in the 6th century before this we have been what you call a Pagan country, **sort of** per-Christianity. In the 6th century Saint Augustine came and starting converting people to Christianity. **Okay and that means** bringing language with him, like the bible that was written in these different language other books, books of learning so, **again** Latin came in and Greek

as well came in and Hebrew all came with   Christianity which spread around the whole country . **So we have covered Latin already**. **Let's just have a look at** Greek in our pie chart to see how much influence that has had on the language today. **So looking at** Greek it's actually quite small just 6/. Mmm but they are very **sort of** … they are kinds of words that are used in a sort of academic life .mm the word 'academic' itself it's one of them 'academic' is a Greek word And 'Android' **if you've** Android, mobile phone you wouldn't believe that it had come from an old Greek word but it has 'Android'. **Okay a word like** basic, cinema,   even climate democracy, economy, geography , history , idea, because philosophy thinking, ideas is very important , and Greece had a big influenced on that politics and technology all come from Greek. **Okay** Hebrew,**mm we don't have** unless it included under other one of the other influences which is another 6/.. okay   **So moving on to** a period when we had some more invasions and it wasn't the Romans **this time**, it was people **called** the Viking who came from Scandinavian countries. **So that's** Norway, Sweden, and Denmark and came across the sea and invaded. And it wasn't just on invasion it happens over three centuries from the 8th century to the 11th century. **So,** the Viking invasions and they brought their Scandinavian languages with them .and old Norse is one of them . and **as I said earlier** from this Germanic migration this was another sort of input into the Germanic types of languages that we have. That is why we have got 26/; because there was such a lot coming in a lot of words, there .**okay! right   so,** moving on again to the ….this is the 11th century   as well 1066 which is a big date in English history the Norman invasions and if you know the area called Normandy in Northern France, there is a connection there so the Normans were French and they invaded ….they came across the channel they had a big battle near the south coast of Britain and they won so they took over , so the Norman invasion that brought French for the first time and some more Latin again **because anyway** French developed from Latin. so it was a mixture of that but French for the first time their French had developed from Latin as well as Latin itself . **so mm let's have a look at** some of the words we use in English today that came from French sources. **Okay so** food French people love food and a lot of words for food came in

.so beef, pork, and veal, all come from French words **. okay but then** some of interesting words that maybe were Latin originally but they became French and then these French words came into English and they are still with us today. Words like 'continue' 'liberty' justice so a lot of legal language, words to do with law come from French. **So** liberty' justice, and journey if go on a trip a journey come from a French word. People come from a French word for people. and even the little word 'very' when you say oh that's very nice 'very' just is a French word for true. **So it means** truly, 'truly nice' that's truly nice' that is very nice. So a little word like very come from the French word for 'true' .**okay** ! right **so we've covered** Latin, French, Germanic, and Greek and we've come up to 1066 but of course the English language didn't stop developing then, as I said I ran out of space but other things happened **for example** in the 15th century, 16th century people started exploring the world , going off in ships and finding other countries , finding places like America that they didn't know was there before Christopher Columbus. **Also** going the other way and at the Portuguese, **for example** found India China, So people explored. so from the English point of view, we had explorers who went off and found things, and came back and that also influenced the language **because for example we got** a tobacco and potatoes from America so the words for that things were new okay**. And then** 18th 19th century colonialism British Empire   . Britain became involved politically in other countries then eventually the British Empire ended and we now have the commonwealth . instead and now in the 20th and 21th century the language is still developing . We've got the internet the speed of travel it's very easy to get on a plane and travel thousands of miles and go to another countries for example. **So looking at** from British empire on words a lot of Asian words, words from the middle east like balcony and bangle , a bangle that you wear around wrist bangle a bungalow that is the house which is only one storey a bungalow we've quite a lot of these in this country and 'guru' from India, someone who you go to advice and help 'guru' a 'kiosk' pajamas that you wear in bed at night to sleep in pajamas are from Empire country 'sandals ' that you wear on your feet sandals with spaces in between for hot weather, and even ' shampoo' that you wash your hear with 'shampoo; is a foreign

word from one of the empire countries . **ah and finally so**, we were talking about the internet and technology if you are doing the housework and hovering the carpet we also say vacuuming **because** you use a vacuum cleaner but one of the major brands of vacuum cleaner is the Hoover and that was the name of the maker the Hoover so, but that word has now become a verb to Hoover and hovering . **okay. So**, names count about 4/. In the English language , so Hoover and more recently Google we all use Google and there is a verb ' to Google' so I am googling sometimes. **So…No sorry not like that** .. that hovering .. haha I am googling something . so those are just two examples names that are now part of the English language and it's changing all the time still…**so, but that is** fascinating language to study as I hope you agree .so, I hope that's being interesting for you a bit of history.

The pretest and the post Test (one version for the two tests)

Question One

Read the following and fill in words in the spaces to show your understanding of the lecture text:

Hello. I'm Gill from engVid, and today... mm As you know, I usually teach Britain of the English language, but today, we're going to be looking at the English language from a different perspective, a different angle, and looking at the ……………….. of the language and how it has developed. Now, today, hundreds of ………………..of people speak English all over the world, whether it's their ……………………………..or their …………………………….., or just one of the foreign languages that they speak and learn at school.

Alright so, ………………..that spread in different directions and ………………..is one of the directions they spread in, they came there and stayed for a while and built some nice buildings, and they build a wall that ah ! goes across you know ! ………………..and ……………….. called Hadrian's Wall you know why! because ………………..at that time was called Hadrian. So, anyway when they came stayed for sometimes they brought their language with them. Which is, ………………..language.

Questions Two

Choose the most suitable option for each of the following statements. Please circle the letter of your choice

1. **A "timeline" is a horizontal diagram that shows the passage of time moving from earlier to modern.**

      True   b) false   c) not sure

2. **The 55 BC, was the _____invasion of Britain, of the U.K.**

             a) French   b) Roman   c) Scandinavian   d) Germanic

3. The Viking invasions came from the _____countries. These are now Norway, Sweden, and Denmark.

      a) American Eastern   b) Asian   c) Scandinavian   d) European

4. One of the languages that came from Latin language is_____

    a) Russian   b) Chinese   c) Portuguese   d) Indian

5. When the Romans invaded Britain, they brought the Latin language with them. Which one of the following words does not have a Latin origin?

    a) animal   b) digital   c) human   d) people

6. Actually, Greek language influence is quite small just 6/., they are kinds of words that are used in a sort of_____ life.

    a)   practical   b) historical   c) science   d) academic

7. The food like beef, pork, and veal, you know all these come from _____words.

    a)   Asian   b) American   c) French   d) Scandinavian

8. We've come up to 1066 but of course the English language didn't stop_____

    a) developing   b) increasing   c) spreading   d) falling

9. Exploration and the discovery of America brought new words for items imported to Britain, such as _____

    a) Apples and oranges   b) tobacco and potato   c) onions and carrots   d) beans and peas

10. British colonialism brought Asian and Eastern words into the English language. Which one of the following is not an Asian or Eastern word?

    a) balcony   b)pajamas   c) bread   d) sandal

Example of the Treatment Programme

What is Discourse Marker?

Goldberg, (1980) defines DMs as linguistic expressions that is used to signal the relation of an utterance to the immediate context with the primary function of bringing to listener's attention a particular kind of the upcoming utterance with the immediate discourse context.

In Cambridge Dictionary online, Discourse markers are words or phrases like *anyway, right, okay, as I say, to begin with*. These words are used to connect, organize and manage what is said or written and to express the users' attitude of such words.

Types of Discourse Markers

Chaudron and Richards, (1986). They propose a distinction between micro markers (lower-order DMs) and macro-markers (higher-order DMs). Micro-markers indicate links between sentences within the lecture, or function as fillers. They fill pauses giving listeners more time to process individual segments of a piece of discourse; While Macro-markers signal the macro-structure of a lecture through highlighting major information in the lecture and the sequencing or importance of that information.

Note

Today we will look at the use of semantic and pragmatic discourse markers in an EFL lectures where certain aspects are compared and contrasted. Being aware of the discourse markers, type, characteristics, and functions will assist you and enhance your listening comprehension of the lecture and will help to develop your note-taking skills.

This lecture will be about the academic versus non-academic register. Please note the use of the following discourse markers. The first group indicates to you that new information will follow. These markers help you determine the overall structure (macro and micro structure) of the lecture, as they indicate another stage of the lecture.

- Today we're going to look at ……………... ;
- First of all ……………………………... ;
- Well now …………... ;
- Firstly. ... , ∫
- For the rest of this lecture...;
- ...will now be compared;
- The first aspect...;
- Let us now look at the first...;
- ∫ Another kind
- Please note/ take note of ...;
- The last aspect of...;
- The last type...;
- To conclude ...;

Classification of Certain Expressions

Category	Expressions
Enumeration	The first point I want to make is this...
Transition	I want to begin by saying...
Summation	Let us now turn to ...
Apposition	The next thing is...
Result	My conclusion is...
Inference	I will sum up by saying...
Reformation	Another example is...
Replacement	This means that...
Concession	The consequence was...

	This is because...
	That implies..
	A better way of putting it is...
	The alternative is...
	Another possibility would be...
	It is true...
	The truth is that...

Micro Discourse Markers

Segmentation	Temporal	Causal	Contrast	Emphasis
Well	At the time	So	Both	So of course
OK	And	Then	But	You can see
Now	After this	Because	Only	You see
And	For the moment		On the other hand	Obviously Unbelievably As you know In fact Naturally
Right	Eventually			
All right				

Function of DMs

Function	Discourse markers	Examples
Opening conversations/topics	Right, So	Right, shall we start? So, what do you think about the cuts?
Closing conversations and topic boundaries	Right, Anyway, Well	Right /well, I think that's everything. Anyway I'd better go, I'll see you next week.

Monitoring shared knowledge	You see, You know	You see, since I've hurt my back I can't walk very well. The weather in England is, you know, pretty awful.
Response tokens	Right	A.I think we should go there first. B. Right
Reformulating .	I mean, Mind you	I don't like English food. I mean, some of it is OK but most of it I don't like. The weather in England is terrible. Mind you, I guess it's OK sometimes
Pausing	Well	A. What do you think of the plan? B. Well, let's see...I guess it's a good idea
Sequencing	In the end, First, Then, First,	we started walking quickly... Then, we started running... In the end, we managed to escape.
Shifting	Well	A. Do you live in Preston? B. Well, near Preston.
Resuming	Anyway, As I was saying, Where was I?	Erm, yeah, anyway, we started walking really fast Erm, yeah as I was saying, we started walking really fast Erm, where was I?

		We started walking fast and then started running.
Introducing examples	Like	I think being healthy is much more important so you need to have, like, green food.
Justifying	Cos	I don't want to go cos it's too expensive.

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Vocabulary: Discourse markers

For each of the six questions choose the one correct answer.

1. So you're a doctor? _____, I finish my training next year.

a) Let me see   b) Right c)   Listen   d) Well

2. A: Do you know her number? B: _____, it's here somewhere.

a) Let me see b) Mind you c) Well   d) You see

3. A: It's quite a problem, I don't know if I can do it. B: _____, I'll help you, don't worry.

a) Mind you b) Let me see   c) Listen   d) Well

4. I'm afraid you can't come in, _____ you have to be 18.

a) you see   b) well   c) listen   d) right

5. I'm tired, _____, I only had 3 hours sleep last night!

a) mind you b) right c) listen d) let me see

6. _____, let's start, shall we?

a) let me see b) mind you c) right d) well

Appendix (C)

Row Scores of the Test (Section one: Gap -Filling Questions and MCQs)

A: Experimental Group

No	Name	Pre-test	Filling the Gaps	MCQs	Post-Test	Filling the Gaps	MCQs
1	Raja	55	20	35	70	30	40
2	Gasim	60	30	30	80	35	45
3	Tarteel	45	25	20	65	30	35
4	Mehad	25	10	15	55	25	30
5	Al-gali	70	30	40	80	40	40
6	Marafi	40	10	30	60	25	35
7	Al-mahdi	55	20	35	70	35	35
8	Isra	55	15	40	80	35	45
9	Taha	60	30	30	80	40	40
10	Badr - Aldeen	60	20	40	75	35	40
11	Abeer Ali	55	20	35	65	30	35
12	Sitalbanat	50	20	30	65	25	40
13	Nihalla	55	25	30	70	35	35
14	Islam	55	20	35	70	30	40
15	Shareef	65	30	35	90	50	40
16	Amani	50	20	30	60	30	30
17	Amna	65	25	40	85	45	40
18	Isra Jid	70	30	40	80	40	40
19	Ayman	65	35	30	90	50	40
20	Rabab	55	20	35	70	30	40
21	Rasha	70	30	40	75	35	40
22	Zainab	60	25	35	70	40	30
23	Suha	60	20	40	75	40	35
24	Moawia	75	35	40	85	45	40
25	Abu alsuod	60	25	35	80	45	35

No	Name	Pre-test	Filling the Gaps	MCQs	Post-Test	Filling the Gaps	MCQs
26	Marwa	55	25	30	80	40	40
27	Malkka	55	30	25	75	35	40
28	Najwa	60	25	35	70	35	35
29	A/ Salah	50	20	30	55	25	30
30	Nusiba	60	30	30	75	40	35
31	M/Moneer	30	10	20	60	25	35
32	Tasneem	60	25	35	65	35	30
33	Mustafa	35	25	10	55	35	20
34	Haleema	55	25	30	65	40	25
35	Abubaker	35	25	10	65	35	30
36	Da'a	50	20	30	65	30	35
37	Samia	45	20	25	60	25	35
38	Al-haj	65	35	30	85	40	35
39	Bahlool	55	20	35	60	30	30
40	Sajja	55	30	25	60	30	30
41	Elaff	35	15	20	40	20	20
42	Jehad	65	30	35	60	35	25
43	Elaf yossif	45	30	15	60	35	25
44	Omnia	45	25	20	75	35	40
45	Ohood	50	20	30	60	30	30

Raw Scores of Test Section

Section Two: Gap -Filling Questions and MCQs

B: Control Group

No	Name	Pre-test	Filling the Gaps	MCQs	Post-Test	Filling the Gaps	MCQs
1	Ansam	55	20	35	40	20	20
2	Reem	50	30	20	45	35	10
3	Osama	30	15	15	35	15	20
4	Hassan	30	20	10	20	10	10
5	Motwakil	45	30	15	50	30	20
6	Mojtaba	40	20	20	45	25	20
7	Ali	65	30	35	65	35	30
8	Muzdalifa	35	25	10	30	15	15
9	Dalia	55	25	30	60	25	35
10	Montasir	65	35	30	60	35	25
11	Ameen	60	30	30	65	30	35
12	Modather	35	20	15	35	15	20
13	Khalid	35	15	20	40	15	25
14	Malik	50	20	30	50	20	30
15	Balla	40	15	25	45	30	15
16	Malaz	50	25	25	55	20	35
17	Al bara	50	30	20	50	30	20
18	Amani Ali	60	25	35	60	30	30
19	Amar	55	25	30	60	35	25
20	Bakri	40	20	20	45	15	30
21	Malaaz	60	30	30	50	30	20
22	Dia	70	35	35	75	40	35
23	Manasik	40	20	20	45	20	25
24	Tahjod	60	35	25	65	35	30
25	Mohammed	50	25	25	55	20	35

26	Ansam	55	20	35	40	20	20
27	Reem	50	30	20	45	35	10
28	Osama	30	15	15	35	15	20
29	Hassan	30	20	10	20	10	10
30	Motwakil	45	30	15	50	30	20
31	Mojtaba	40	20	20	45	25	20
32	Ali	65	30	35	65	35	30
33	Muzdalifa	35	25	10	30	15	15
34	Dalia	55	25	30	60	25	35
35	Montasir	65	35	30	60	35	25
36	Ameen	60	30	30	65	30	35
37	Modather	35	20	15	35	15	20
38	Khalid	35	15	20	40	15	25
39	Malik	50	20	30	50	20	30
40	Balla	40	15	25	45	30	15
41	Malaz	50	25	25	55	20	35
42	Al bara	50	30	20	50	30	20
43	Amani Ali	60	25	35	60	30	30
44	Amar	55	25	30	60	35	25
45	Bakri	40	20	20	45	15	30

Teachers Questionnaire

(For University Teaching Staff of English Language)

Dear Colleague,

This questionnaire is one of the tools for a PhD study; a research work entitled (The Effectiveness of Discourse Markers in Enhancing Listening Comprehension of Lectures by EFL Learners) at the college of languages, Karary University. The researcher is attempting to investigate the effectiveness of the discourse markers in enhancing listening comprehension of the lecture in EFL classes. You are kindly requested to cooperate by responding to the given statements. Please tick (√) where appropriate.

Qualifications (Academic status)

a) Lecturer (   )

b) Assistant professor (   )

c) Associate professor (   )

d) Professor (   )

Years of Experience in teaching English;

a) 1-5   Years (   )　　　　　　b) 6-10   Years (   )

c) 11- 15 Years (   )　　　　　　d) 16- 20 years (   )

e) 21- 25 years (   )　　　　　　f)   above 25 years (   )

No	Statement	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1	EFL learners should be aware of discourse markers values to enhance their listening comprehension of the lectures.					
2	EFL learners are not aware of the effectiveness of discourse markers in enhancing listening comprehension of the lecture.					
3	EFL learners have a limited knowledge of discourse markers in enhancing listening comprehension of the lectures.					
4	EFL learners' awareness of discourse markers makes effective interactional features though it enhances their listening comprehension of the lectures.					
5	Discourse markers are important clues in directing EFL learners' attention in the lectures.					
6	EFL learners can comprehend lectures when micro discourse markers such as; *so , and , because... etc* are used					
7	EFL learners can comprehend lectures when the macro discourse markers (*okay ,you know, I mean..* etc.) are used.					
8	Pragmatic discourse markers (which do not contribute to the lexical content of sentences) help EFL learners understand the lectures.					

9	Semantically, discourse markers do not affect the truth conditions of an utterance therefore, they do not enhance EFL learners' listening comprehension of the lecture.					
10	Raising EFL learners' awareness of discourse markers improves their listening comprehending of the lecture.					
11	Discourse markers should be taught to EFL learners to enhance their listening comprehension of the lectures.					
12	Spontaneous use of discourse markers enhances listening comprehension of the lectures.					
13	Discourse markers should be taught to EFL learners at earlier stages in their study to support their listening comprehension.					
14	Lecturers should encourage EFL learners to use Discourse Markers.					
15	Raising EFL learners' awareness of discourse markers improves their listening comprehending of the lecture.					