Effects of Engagement with Different Authentic Audiovisual Stimuli on the Listening Proficiency of Higher-level and General Second Language (L2) Learners

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Abstract

The term "audiovisual" pertains to a combination of both the hearing and sight senses, and different audiovisual stimuli have diverse effects on listening proficiency. Establishing the effectiveness of various audiovisual stimuli on language learners is essential to optimizing secondary language acquisition. This study examines how engagement with audiovisual programs impacts the listening proficiency of second language (L2) learners, and which type of audiovisual program is optimal for higher-level learners to improve their proficiency. By reviewing relevant studies and comparing their results, this study finds that engagement with audiovisual stimuli significantly enhances the listening proficiency of L2 learners. Moreover, there is no strict hierarchy of sources that best help higher-level learners because of the variable interplay of factors such as speech styles, the learners' first languages and the languages being learned, their topic familiarity, and their level of interest. However, there is a widespread preference for TV news as the optimal material for higher-level L2 classrooms, because they contain a high degree of redundancy that facilitates listeners' understanding of vocabulary. Furthermore, the TV news has been suggested to be most helpful for building higher-level L2 comprehension if certain features could be adjusted: effectively juxtapose spoken and visual texts, present less ambient noises and clear enunciations, and include more disfluencies as well as greater combinations of voiceovers and visuals instead of talking heads. Teachers are suggested to incorporate more audiovisual sources, especially the TV news, into L2 classroom learning.

Keywords: Audiovisual stimuli; Listening proficiency; Second language acquisition; TV news; Higher-level learners; Second language classroom; Authentic audiovisual sources; EFL/ ESL; Features that influence listening comprehension

Introduction

It is not uncommon for non-native speakers to attempt to learn English by watching American TV shows. For instance, Korean rapper RM from the boy group BTS attributes his English proficiency to the sitcom Friends (Pirnia). However, TV shows are not the only audiovisual, a term pertaining to a combination of the hearing and sight senses, sources available. There are many mass media programs, and they have presumptively variable effects on second language acquisition. Establishing the effectiveness of various audiovisual stimuli on language learners is essential to optimizing secondary language acquisition. Consequently, this present study will examine the impacts of engagement with audiovisual mass media programs on the listening proficiency of second language (L2) learners and ascertain the type of audiovisual program optimal for higher-level L2 learners.

Studies show that engagement with audiovisual mass media programs significantly enhances the listening proficiency of L2 learners. Moreover, there is no strict ranking of sources that best help higher-level learners due to the variable interplay of factors such as speech styles, the learners' L1 and L2, topic familiarity, and level of interest. However, there is a widespread preference for TV news as the optimal material for higher-level L2 classrooms, as they contain a high degree of redundancy that may facilitate listeners' understanding of vocabulary. Furthermore, research has favored TV news for building higher-level L2 comprehension if certain characteristics are prevalent: effectively juxtaposed spoken and visual texts, narrative text, and a combination of voiceovers and visuals.

To better understand audiovisual stimuli, it is essential to recognize how to analyze and measure their effects. Four primary skill sets are used as empirical indicators of language proficiency: reading, writing, speaking, and listening. However, listening is the least thoroughly researched due to a traditional overemphasis on reading and writing, which is unfortunate because listening is an important skill in evaluating the language proficiency of L2 learners (Rubin 198). As a result, this present study delves into the listening proficiency of L2 learners in an attempt to expand and spread knowledge in the area of listening comprehension.

Interlocutor, task, listener, process, and text characteristics in audio are the five main factors which affect L2 listening comprehension (Rubin 198). To start, interlocutor characteristics are primarily concerned with gender bias and the perceived language proficiency of speakers by listeners (Rubin 205). Task characteristics are concerned with the nature of the task, such as whether the task includes multiple choice, choose-a-picture, matching, or free response questions (Rubin 204). Additionally, listener characteristics deal with the impacts of the listener's language proficiency level, ability to recall, amount and span of attention, age, gender, background knowledge of the topic, and the possibilities of learning disabilities on listening proficiency (Rubin 206). Next, process characteristics are those that influence listeners' interpretation of the audio based on prior or unknown knowledge (Rubin 211). Finally, text characteristics are time-related variables, including speech rate, frequency of pauses and hesitation; perceptions of stress and rhythmic patterns; differences in syntax, such as the length of each sentence; prevalence of redundancies; and the order of the words (Rubin 202). These characteristics are presented in different audiovisual programs. Philips displayed the main types of audiovisual sources, ranging from standard features such as weather reports through soft news, news, and short documentaries (Philips 348). These audiovisual programs differ in the proportions of text/speech to image components and may have correspondingly varying effects on L2 learners' listening proficiency (Philips 349).

During my research, I conducted a literature review of studies on the effectiveness of various audiovisual sources in L2 acquisition and proficiency using JSTOR and Google Scholar. Subsequently, I evaluated relevant studies and compared their results and conclusions. Over the course of my paper, I will explore the effects of general audiovisual sources on L2 learners' listening proficiency, and then delve into the most helpful audiovisual sources for improving their listening skills. Next, I will examine specific source and L2 listener features — speech styles, learners' L1 and L2, their topic familiarity, and interest — that influence their listening comprehension, and at last focus on the TV news as a type of audiovisual program while detailing certain elements that could be adjusted to maximize listening comprehension.

Analysis

Effects of Audiovisual Programs on L2 Learners

To determine the relationship between listening ability and general foreign language proficiency, Feyten assayed a group of students enrolled in a summer intensive language learning program and requested them to respond to a video version of the Watson-Barker Listening Test (WBLT) in the beginning and end of the program (176). Feyten finds statistically significant positive correlations between listening ability and overall foreign language proficiency, indicating that advances in listening proficiency results in improvements in overall language proficiency (French, $r = .41$; Spanish, $r = .39$; $p < .05$) (Feyten Table I, 177). Graham & Zhang's study further supports this conclusion by demonstrating that Chinese L2 learners of English with little preexisting vocabulary knowledge and high listening proficiency gain expertise in English most effectively, proposing that listening proficiency influences vocabulary input, thereby impacting foreign language proficiency (1042).

The positive correlations found between listening ability and overall foreign language proficiency enables us to better understand how auditory and visual stimuli interact to produce the effects of audiovisual programs on L2 learners. Rubin, who investigated the listening comprehension of beginner Spanish students who watched dramas on video compared to that of their counterparts who didn't, discovered that the students who watched the videos improved significantly over their counterparts (102). Her findings signify that auditory input augmented with visual support may enhance listening proficiency. Rubin's conclusion is further supported by Herron et al., who, while exploring the impact of video on the listening comprehension of university students in French, learns that listening proficiency improves to a greater extent after exposure to an audiovisual source than to a text and audio-only source (Herron et al., Table IV, 786). Based on these results, we can conclude that exposure to audiovisual programs may significantly enhance L2 learners' listening proficiency.

Hierarchies in the Effectiveness of Different Audiovisual Sources

Philips contrasts the French A2/TF1 weather forecasts that consistently visualize speech with mobile graphics, gestures, and speech, with the Mexican Noticias ECO (Empresa de Comunicaciones Orbitales) weather forecast programs that show stationary maps while the discussions go into much greater detail (348; 349). As Philips' weather forecast example demonstrates, the same type of audiovisual program may have varying degrees of correspondences between visuals and texts depending on the country. It has been previously established (Meinhof; Arnold & Brooks) that improvements in listening proficiency partially rely on how much the text and the visuals complement each other. Specifically, the greater the correspondence between the visuals and texts in an audiovisual program, the likelier that the source will improve L2 learners' listening proficiency. Hence, it would be difficult to generalize which blanket category of audiovisual source might best enhance L2 learners' listening proficiency, as this improvement relies on variable internal features of the auditory and visual components of a given source. Philips raises advertisements as another example, as they have different combinations of the visual, musical, and language components as well, which further insinuates that there may be no strict hierarchy of audiovisual sources in terms of how much they help L2 learners to improve their listening skills, because the degrees of correspondences between the two components differ across the same audiovisual program (Philips 351).

Philips' position is supported by Bell, who studied news broadcasts that conduct street interviews with the vox populi, who display a great variation of "accents based on region, age, socio-economic, class, race, and ethnic identity" and the use of slang or in-group language (8). Bell finds that familiarity with the vox populi's accents facilitates comprehension, while a lack of it creates greater processing difficulties (8). On that account, the extent to which L2 learners understand a news broadcast varies based on their familiarity with the speaker's accent. Therefore, it is very difficult to determine which audiovisual mass media program is most effective for improving L2 learners' listening proficiency because improvements or lack thereof are entirely arbitrary depending on their experiences with the speaker's accent.

Furthermore, Bell finds that the amount of time that "talking heads" versus voiceovers occupy on TV news broadcasts differs across network

news (9). Notably, according to Bell's coverage of Gunter's study, listening comprehension is the lowest for "talking head" segments. Thus, since TV news broadcasts have differing amounts of time that display talking heads and mixed formats of video presentation and audio, L2 learners' listening proficiency may rely on a variety of particular features of audiovisual mass media programs. Consequently, it is not likely that there is a particular hierarchy of audiovisual sources.

Audiovisual and Listener Features that Influence Listening Comprehension

Philips asserts that a combination of "formats and speakers highlighted factors not previously apparent," suggesting that the matter of ascertaining the type of audiovisual program that best benefits the L2 learners' listening proficiency is not simple (351). One factor, for instance, is individual speech styles in the programs. Rubin finds that the speaker's pause phenomena, speech rate, and hesitation in audiovisual sources all play a role in listening comprehension (199). She cites Blau, expressing that blank pauses, hesitations, and a delayed speech rate in audiovisual sources facilitate listening comprehension (9). The trend described may be reflected on many other kinds of audiovisual sources, as they have a variety of speech styles that affect L2 learners differently depending on the frequencies of pauses and hesitation and speech rate. Consequently, it is very difficult to determine which type of audiovisual source is best for improving L2 learners' listening proficiency.

Furthermore, according to Glisan, who examines the effect of Spanish word order patterns in listening comprehension of English-speaking students learning Spanish, there is a hierarchy of comprehension difficulty associated with word order (465). Glisan finds that subject-verb-object sentences may yield lower comprehension compared to verb-subject-object and object-verb-subject sentences (Glisan Table 3, 460). Her study reveals that various word orders spoken in audiovisual programs have differing effects on L2 listening comprehension. Hence, since each type of audiovisual source is composed of multiple sentence structures and word orders, it impractical to ascertain the specific kind that best benefits L2 listening proficiency. As a result, it is highly likely that there would be no strict ranking of audiovisual sources.

Another factor that influences listening proficiency of L2 learners is their familiarity with the topic discussed in the audiovisual sources. Long, as summarized by Rubin, finds that participants who had prior knowledge about the topic displayed higher comprehension, demonstrating a positive correlation between background knowledge and listening proficiency (209). Moreover, according to Rubin's account of Schmidt-Rinehart's study, L2 learners recall significantly more information from listening to a familiar topic, and their improvement in listening comprehension is higher compared to that after listening to an unfamiliar topic (209). Their research denotes that improvements in learners' listening proficiencies vary based on topic familiarity, meaning that listening comprehension progress is likely independent of the type of audiovisual program.

A learner's interest in the audio topic is also a significant variable affecting comprehension. L2 learners' interest determines the amount of attention they pay to audiovisual sources, which affects their comprehension to a larger degree than the type of audiovisual source. According to Rubin's account of O'Malley et al.'s study, more interested listeners "seemed to be aware when they stopped attending and made an effort to redirect their attention to the task" while less interested readers "usually just stopped listening or failed to be aware of their inattention" after encountering an unknown word or phrase in a listening text (428). These observations pinpoint that the level of interest affects attention which, in turn, affects how much information the second language learners absorb and recall, implying that the type of audiovisual programs may not really affect the listening proficiency improvements of L2 learners. Moreover, according to Schwartzstein, the phenomenon of selective attention can lead a listener to consistently fail to recognize important sentences or words and hold incorrect beliefs about certain things because they have absorbed only partial information (1449). Schwartzstein's finding supports the conclusion that inattention or selective attention is harmful to L2 learners' language acquisition and listening proficiency. Since their improvements in listening proficiency vary based on the level of attention they give to each topic, it is likely that there is no strict order of audiovisual sources.

Finally, the linguistic relationship between

the first and new languages of L2 learners' affects their listening proficiency. Philips claims that improvements in listening proficiency are associated with the degree of similarity between an individual's L1 and L2: the closer their L1 is to their L2 linguistically, the more accessible or easier those improvements are (351). Furthermore, according to Nation, the L1 provides a familiar and effective way of "quickly getting to grips with the meaning and content of what needs to be used in the L2" when the languages are relative to each other, further expressing that having similar L1 and L2 may help the learners to enhance their foreign language and listening proficiency (5). Both studies illustrate that there is a significant positive relationship between proficiency in L1 and L2, especially when they are interrelated or similar to each other. As a result, it would be difficult to determine a ranking of audiovisual sources when there are numerous variations in the L2 learners' L1 backgrounds.

News: The Optimal Audiovisual Source for Higher-level Language Learners?

These complexities notwithstanding, several studies suggest that TV news may be a more effective audiovisual source to improve higher-level language learners' listening proficiency than other audiovisual stimuli. For example, strong correlations are found between the listening proficiency improvements of upper-intermediate-level learners with exposure to their preferred type of program (news broadcasts: correlation coefficient = 0.334, p-value = 0.004), but no correlations exist between low-level L2 learners' language proficiency improvement and exposure to their preferred audiovisual source (cartoons: correlation coefficient = 0.122, p-value = 0.906) (Bahrani & Tam Sim 2012a, 56). Bahrami and Tam Sim's finding conveys that news broadcasts may be more effective in helping higher-level L2 learners and cartoons less effective for lower-level L2 learners .

In another study, Bahrani finds statistically significant improvements in all four areas of language proficiency with the second greatest difference in listening proficiency for higher-level L2 learners of English who are exposed to TV news in Malaysia (Bahrani 2013, 155). Bahrani studied the results of the International English Language Testing System (IELTS) tests. He employed the Pairwise comparison with Bonferroni correction to find that the improvements in listening proficiency ($M = 0.50$, $SD = 0.72$) are statistically significant ($p = 0.01 < 0.05$) (Bahrani 2013 Table 4.28, 153). His findings reveal that TV news may be an effective medium for higher-level L2 learners to use to enhance their listening comprehension skills.

These findings correspond with a third article by Bahrani and Tam Sim, where lower-level L2 learners spent the most time watching cartoons (18,038 min.), and higher-level L2 learners spent the most time watching news (16,648 min.) during their study (Bahrani & Tam Sim 2012b Table 2; 3, 356). They find that exposure time to news broadcasts significantly correlates with upper-intermediate level L2 learners' language (listening) proficiency improvement (t statistic = -3.20, p-value < 0.05), yet the same does not occur for low-level L2 learners with cartoons (t statistic = -0.25, p-value > 0.05) (Bahrani & Tam Sim 2012b Table 5, 358). Their findings contend that higher-level L2 learners who prefer news programs are more likely to improve their listening comprehension, contrary to lower-level L2 learners with their preferred type of audiovisual program (cartoons).

Further evidence in support of these studies is provided by Bell, who expresses that news items may be "suitable pedagogical material for the second language classroom" because TV news contain a high degree of redundancy (15). Bell raises an example of the Carry-on Luggage TV news item, which contains many repetitions and synonyms: carry-on baggage, carry-on bags, bags, carry-on luggage, luggage, and carry-on to insinuate that TV news may be useful in the L2 classroom (9). These redundancy features of repetition, paraphrase, and synonyms are generally understood to help higher-level L2 comprehension (Chiang & Dunkel 373). Moreover, according to Brinton & Gaskill, the "amount of recycling of vocabulary in episodic news items" and high-frequency idioms used by anchors and correspondents lead to better comprehension and allow viewers to gain knowledge in specialized vocabulary (410). Therefore, it is very plausible that higher-level L2 learners' vocabulary development is enhanced significantly when they are exposed to TV news, indicating that the TV news is beneficial for higher-level language learners.

Enhancing the Effectiveness of News as an Authentic Audiovisual Stimulus

It may be possible to adjust specific features of TV news, to make it more effective at enhancing the listening proficiency of L2 learners (Bell 15). One element is the juxtaposition of spoken and visual texts. There are three ways that text and images are said to interrelate: overlap, when words and pictures are identical; displacement, when words and pictures mark cause and effect of an action, or when images are used to comment or draw inferences from the text; and dichotomy, where words and images refer to different actions altogether, and the input may be misleading or unhelpful (Bell 10). Of the three ways text and images interrelate, the overlap relation is established to be most effective in improving L2 learners' language (listening) proficiency (Bell 11). The overlapping relationship is most effective in allowing L2 learners to map the visuals shown on TV to the meaning of the words, as it enables learners to acquire new vocabulary and improve their listening comprehension (Bell 11). Further evidence is provided by Philips, who finds a positive association between the frequency of visual and text correspondences in audiovisual programs and improvements in L2 learners' listening proficiency (351). These findings demonstrate that engagement with TV news items with higher degrees of correspondences between texts and images allow for greater listening proficiency improvements in L2 classrooms.

Another important detail subject to change is exposure time to narrative text versus non-narrative text. Bell's coverage of Brown's study suggests that narrative texts are easier for L2 learners to listen to and recall than expository events. Moreover, stories with a clear narrative story line tend to be easier processed than those without it for L2 learners, conveying that a shift from a non-narrative to more narrative text may help to better improve listening proficiency (9). Additional support is provided by Bullock et al., who reasons that because of narratives' basic organization compared to non-narratives, the content is more structured and easy to understand, making narratives useful devices for organizing events, illustrating relationships, and providing examples (10). Since narrative texts are processed more easily, they lead to better comprehension and could be more influential in persuading L2 learners. Consequently, increasing exposure to narrative texts in TV news is likely to produce beneficial effects on learners.

Furthermore, the clarity of enunciation and absence of ambient noise could be adjusted. According to Bell, the vox populi interviewed in TV news may not enunciate every word clearly, creating difficulties for the L2 listeners to understand. In addition to ambiguous enunciations, most interviews with vox populi take place on streets filled with various background noises, rendering speech more difficult to comprehend for L2 listeners as the background noises overpower the vox populi's words. Additionally, Sarampalis et al. finds that noise reduction in programs reduces listening effort and allows cognitive resources for other tasks, including performance on the word-memory task and responses in visual reaction times, hinting that noise reduction in the TV news may prompt better L2 listener recall on words and quicker responses to visuals. Consequently, it becomes crucial for TV news programs to effectively eliminate background noises and improve the clarity of the vox populi's enunciations during the editing process to improve L2 learners' listening proficiency.

Additionally, the amount of hesitation and disfluency shown in the TV news influence L2 listening proficiency. Anchors and correspondents on the TV news tend to have planned discourses, resulting in an absence of hesitations and repairs. Although this tendency serves to make TV news seem smoother and easier to predict, the absence of pauses and hesitations may lessen L2 listeners' comprehension (Rubin 201). Rubin indicates that hesitations and pauses tend to lead listeners to focus great attention on the source, which could result in better listening comprehension (201). Therefore, the lack of those disfluencies could lead to less comprehension. Corley et al. further supports Rubin's finding by expressing that disfluencies are more likely to be remembered by listeners, implying that TV news could incorporate greater occasions of disfluencies to lead to better recall by the L2 learners. The study also demonstrates that hesitation affects the way in which listeners process spoken language, and that these changes are associated with longer-term consequences for the representation of the message. As a result, it is important to depict more hesitations and pauses in the TV news in order to enhance L2 listening proficiency.

Finally, TV news could adjust the time covered on talking heads versus voiceovers. From

Bell's coverage of Gunter's study, decreased coverage of talking heads and increased voiceover features on the TV news may lead to more recall and comprehension by L2 learners (9). Bell hints that talking heads may lead to less viewer concentration in general due to a lack of enticing features and consequently less recall and comprehension. On the other hand, voiceovers paired with visuals may result in more concentration and recall due to engrossing visuals. Brosius' study elaborates on the ineffectiveness of talking heads and proposes a new suggestion to improve comprehension. Brosius finds that understanding of TV news is enhanced by the "use of film as opposed to 'taking heads' only and by mixing up formats", entailing that decreased coverage of talking heads and increased combinations of film items with mixed format news broadcasts may best benefit L2 learners and help them to improve their listening proficiencies (399).

Identifying L2 Students Who May Benefit Most From TV News

Higher-level L2 learners who possess higher vocabulary significantly benefit from TV news (Bahrani & Tam Sim; Bell; Brinton & Gaskill). According to Saraswatys, a major setback in listening comprehension for L2 learners is that they often do not have sufficient vocabulary or their vocabulary is too poor to understand (146). Since TV news tends to have a greater range of and more difficult vocabulary than cartoons and films, it is crucial for listeners to have knowledge of at least some of the words. L2 teachers could try to expand students' vocabulary by asking them to guess meanings of words used in the listening context before explaining to them: when students could relate what they have already known to what they are supposed to listen for, they are more likely to listen more attentively and comprehend better (Saraswatys 146). It is no surprise that higher-level learners tend to benefit more than lower-level learners from the TV news, since they tend to have greater vocabulary.

On top of this, knowledge of precise pronunciations of words by native speakers may be another criterion for determining the type of L2 students who benefit most from TV news. Saraswatys indicates that incorrect pronunciation hinders students from listening comprehension and that students' own accurate pronunciation of words is of great help for them in listening acquisition (146). Saraswatys' finding communicates that without knowledge of the proper pronunciation of words, it is very difficult for the listener to determine the meaning of the text. Therefore, higher-level L2 learners who are knowledgeable in the correct pronunciations of words could greatly benefit from the TV news.

Lastly, L2 learners who are not easily distracted by visuals may benefit more from TV news than those who do. According to Bell, although audiovisual sources could help to enhance listening proficiency, it is possible that some L2 listeners become distracted by the visuals (7). When they are distracted by the visual component of the TV news, they tend to focus less on comprehending speech, which may hinder or have no effect on the improving progress of their listening proficiency. Consequently, L2 learners who exhibit greater attention to the text and are less likely to be distracted by visuals may benefit most from TV news.

Conclusion

Engagement with general audiovisual mass media programs could significantly improve the listening proficiency of L2 learners. Furthermore, there is likely no strict hierarchy of audiovisual stimuli types that most effectively enhance higher-level L2 learners' listening comprehension, as the speech styles presented, the relationship between the learners' L1 and L2, topic familiarity, and interest and attention vary for each audiovisual source and differs from person to person. This finding indicates that enhancement of listening proficiency is likely to depend more on listeners' internal factors or audiovisual sources' features instead of the type of program. Nevertheless, there is a widespread preference for TV news as the optimal material for higher-level L2 classrooms due to its high degree of vocabulary redundancy, which facilitates the understanding of vocabulary. Moreover, if certain features of TV news could be adjusted — display more narrative texts, adequately juxtapose spoken and visual components, limit ambient noises and present clearer enunciations, and include more disfluencies and combinations of voiceovers and visuals — they could be very effective for building L2 comprehension. There has even begun a general trend of American TV news leaning towards framing news

stories dramatically and conversationalizing TV news discourse, which is likely to produce beneficial effects for L2 learners and their listening proficiency (Bell 9).

This paper's findings present implications for L2 classroom learning, suggesting that teachers could start by incorporating more audiovisual mass media programs into L2 classroom learning to better their students' listening comprehension. Additionally, although there may not be a strict hierarchy of audiovisual sources, certain features of TV news may render it a more useful medium for L2 classroom learning, especially for higher-level learners. As a result, teachers could use a checklist for some factors in TV news to select the most appropriate and effective ones for L2 learning and listening proficiency enhancements. Moreover, this paper identifies higher-level L2 learners who have higher vocabulary, knowledge of proper pronunciations of words, and do not get easily distracted by the visuals as the students who benefit most from exposure to TV news. Consequently, teachers in L2 classrooms could start by expanding their students' vocabulary and expose them to more varieties of accents and speech styles to prepare them for audiovisual or audio-only stimuli. In addition, teachers may help their students become more familiar with the precise and correct pronunciations of native speakers. By doing so, the students' own pronunciation capacity is improved, which will help them find listening to native speakers to be less challenging. Furthermore, L2 teachers could help their students develop listening strategies for effective listening. Listening strategies such as self-monitoring, elaborations on what has been heard, and inferencing may lead to better listening comprehension. Active implementation of those listening strategies may also reduce the chances of getting distracted by visuals or irrelevant observations. Additionally, providing audiovisual materials corresponding to students' interests and backgrounds may also serve a purpose, as they motivate students to actively concentrate on audiovisual sources and better understand speech.

Nevertheless, this present study also raises new questions. For example, if all the internal factors in the listener or in the audiovisual program could be taken into account, could we determine if there is truly an optimal audiovisual source for L2 language learning? Moreover, we discover that the TV news could be most effective for higher-level L2 learners if certain features are adjusted, but what about the types of audiovisual stimuli that could be most effective for lower-level and intermediate-level learners? Lastly, it would be interesting to investigate more features in the audiovisual program such as the speed of the speech as well as the age of the listener and how they could impact L2 language and listening proficiency.

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