Effects of Graphic and Narrative-script Advance Organizers on L2 Learners' Listening Comprehension in Watching Movies by 1.Ali Roohani,2. Mahmood Hashemian and 3. Soheila Aligol

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Abstract

Research shows watching movies can be an effective way for improving oral language skills, but movies are difficult and boring for second/foreign (L2) learners without having any explicit instructions. Also, literature supports the effectiveness of instructional strategy of advance organizers in teaching L2 skills, but a few studies have examined the effectiveness of graphic and narrative scripts, as advance organizers, on L2 learners' listening comprehension in watching movies. This study then sought to find the effects of narrative-script and graphic advance organizers on L2 learners' listening comprehension when watching movies. Forty-five female EFL students at intermediate level from a language institute participated in this study. All were selected from a population who took a placement test containing listening, vocabulary, grammar and reading parts. Ten English animation movies were selected for the treatment. A ten minute part of each animation cut and for each part, a story map and narrative-script were prepared. Narrative- scripts and story maps were printed and were given to students as handouts. One

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listening comprehension test, consisted of 20 items was administered as pretest and posttest. The L2 students took listening tests after watching animations. The participants were randomly assigned into three groups, with 15 EFL students in each group. One of them, as control group, did not take any instructional strategy of advance organizers before watching the movies, they just watched the movies and took the tests; the second one had the story maps of the movies, and the third one took narrative-scripts of the movies before watching the movies. The results of data analysis showed that, in comparison to the participants in the control group, the participants in experimental groups showed better listening comprehension. Besides, using graphic advance organizers was not more effective than narrative-scripts in improving listening comprehension. Findings have implications for L2 teachers who want to include video instruction in their lesson plans.

Key words: Advance Organizer, Listening Comprehension, Movies

Introduction

First, the new concept of advanced organizer was introduced by Ausubel (1963, cited in Kirkman & Shaw, 1997), an American psychologist whose significant works were in educational psychology. This theory deals with how previous knowledge of learners can help or facilitate learning (West et. al., 1991). Advanced organizers are practical implications of his theory of meaningful learning (Kirkman & Shaw, 1997).

There are different types of advanced organizers (AOs); they can be either text-based or visual such as, narrative, expository, skimming, graphic organizer and charts. Narrative advance organizer provides L2 learners with a story including new information. For example, if there are some concepts which are unfamiliar to students, the teacher narrates a story in which all those new concepts are included. Expository advance organizers provide learners with new information by connecting them to existing knowledge. Skimming advance organizer is used

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when teacher asks students to skim the materials which are going to be introduced. Graphic advance organizer is the most prevalent one, and presents visual mode of necessary coming information. It can be a picture, a map, or a diagram. For using charts, the instructor answers these three questions: What the learner already knows about the subject matter, what the learner wants to know about the subject matter, and what the learner learned. Advance organizers activate prior knowledge of students and make them ready for learning new materials.

Listening plays an important role in communication as it is said that, of the total time spent on communicating, listening takes up 40-50%; speaking, 25-30%; reading, 11-16%; and writing, about 9% (Mendelsohn, 1994). Although the teaching of listening comprehension has long been ―somewhat neglected and poorly taught aspect of English in many EFL programs‖ (Mendelsohn, 1994, p. 9), listening are now regarded as much more important in both EFL classrooms and SLA research. Listening involves an active process of deciphering and constructing meaning from both verbal and non-verbal messages (Nunan, 1998). Thus, the label of passive skill applied to listening is a misnomer. This misunderstanding may stem from the fact that superficially learners seem to only sit in a language lab quietly, listen to pre-recorded dialogues, and write the answers to some questions related to the oral stimulus.

Listening comprehension is one the most important skills which EFL learners are supposed to acquire. Although everyone knows its importance but there are few teachers who consider it seriously in language classroom and find creative ways to teach listening skill. Chung (1998) considers listening comprehension the most important part of a language. On the other hand listening comprehension skill is very problematic and difficult to L2 learners; because it includes a lot of language aspects.

Lee (2009) pointed to some benefits of movie such as authentic language input, cultural context, enhancing students' effective attitudes to language learning, interesting and active language activities, fostering language and cultural acquisition, motivation, increased self-confidence and enjoyable environment.

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On the other hand, Rand (1997) said that "video tapes provide two modes and so have proven to be much more interesting with their engaging stories, cultural contexts, and listening viewing interaction." Herron et al. (1995) confirmed these ideas and stated that videos appear to be an excellent use of technology to convey contemporary cultural information using target language. It provides immediate access to images and to native speakers of the target language for students for whom that access could be otherwise limited.

Although, movie is a very useful and appealing device in language learning class, it makes students bored and frustrated if it is introduced without teacher's intervention (Lee, 2009). Because in a video lesson, different aspects of language like culture, vocabulary and structure are included, maybe it is a challenge to students (Lee, 2009). Sturn (2012) confirmed this idea and stated that "however, instructor must take care to use technology in a principled manner that enhances a lesson. It is often the responsibility of applied linguistics, language pedagogy faculty and instructor supervisors to educate instructors and future instructor to consistently build their lessons, multimedia or not on a solid pedagogical base." In contrast to other learning situations in which the teacher is a facilitator or mediator, she/he plays a key role when using video in the class. So using videos in language class without teacher's intervention is not something logical and effective (Longergan, 1984).

Listening comprehension through audio-taped devices is very challenging to students. By improving technology, movies, and animation, the students become more and more interested in learning a foreign language through watching new movies and animations, but watching foreign language videos without any interventions or organizations leads to failure (Rand, 1997). Usually, teachers avoid benefiting from movie watching in the foreign language classes. There are two reasons for that; first, they are not aware of advantages of using movies as a helpful instruction; second, they do not know how it should be applied.

Concerning the fact that using movies as an instructional device is frustrating and incomprehensible to language learners, especially ones with low proficiency, this study aims to

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survey the effect of narrative-scripts advance organizers and graphic organizers on listening comprehension when watching movies. Introducing a movie without any previous readiness leads students to be frustrated and disappointed. By using advance organizers in introduction of any materials, the teacher and learner can benefit from this organization, and watching movie is not an exception. Therefore, this study aims to investigate the effects of narrative script and graphic advance organizers on student's listening comprehension when watching movies. Therefore, it is expected that by using narrative-script and graphic advance organizers, l2 learners could comprehend the content more efficiently.

Literature Review

A bulk body of research asserted that using advanced organizers to introduce any parts such as reading and listening (e.g., Ausubel, 1963; Hanley 1993; Kirkman et al, 1997), movies (e.g., Chung 1998; Herron et al. 1995; Lee 2009; Lin 2006; Roohani and Rabiei, 2011) and other areas are effective. Results showed that students exposed to advanced organizer models possessed higher scores than the students who engaged in traditional models (Weil & Joyce, 1978).

Chen (2007) investigated the short-term and long-term effects of two kinds of AOs, a visual concept map and a text outline. He administered the study in a fully web-based course in healthcare ethics. The population of the study involved 166 college students who participated in online class. The voluntary research participant assigned randomly into two treatment groups andone control group. The treatment of AO was administered as an integral part of a one-week-long online module on the topic of patient-physician relationships. Students of the two treatment groups were presented with one of the two AOs, while the control group was instructed to proceed to textbook reading without an AO. Then, students were tested on the subject matter with two parallel posttests. Both posttests were composed of a multiple-choice question quiz and a set of scenario-based essay questions. The students took the first posttest at the end of the

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instructional week, and the second posttest four weeks after. A survey and interviews were also conducted to supplement the quantitative results with contextual information. The findings do not demonstrate a statistically significant AO effect among the treatment groups and the control group. However, in agreement with the previous research, this study shows a positive but inconclusive benefit of using AOs for students' short-term knowledge acquisition. The students using a concept map consistently obtained higher learning achievements than individuals using a text outline.

Chung et al. (1998) investigated the effects of three aural advance organizers on student comprehension of videotaped materials. They found that although the effects of three organizers were not the same, but all of them were beneficial. Students showed significant improvement in comprehension under the treatments in which an advance organizes is used. They also found that the warm up period before introducing a movie should be longer. It can lead to motivate less interested students. They also found that if an advance organizer used consciously and explicitly, it will be more useful. Therefore, the students should be aware that they are preparing to acquire a new lesson. One more point is that the advance organizer concentrating on new vocabulary rather than introducing the characters was more useful. With the help of the advance organizer concentrated on vocabulary, students enjoyed during the movie.

Herron et al. (1995) also examined two advanced organizers effect on introducing a movie to beginning foreign language students. The study focused on students' retention of material or information under an advance organizer condition. The first advance organizer was descriptive one only. In this condition, teacher read aloud six sentences that summarized major scenes in the upcoming video. The other advance organizer was description and pictures together. In that condition teacher presented the identical six sentence description of major scenes in the video. When teacher reads one of six sentences aloud, he also shows related picture to students but not a pictorial translated of it. Results showed that the second condition, in which

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description plus pictures were used, improved comprehension of the videos better. Herron et al. (1995) found that richness of context by advance organizers facilitates listening.

Kim et al. (2004) examined the effects of graphic advance organizer on reading comprehension of students with learning disabilities (LD) through a meta-analysis study. They included 21 studies with 848 participants from the year 1963 to 2003 in their survey. In 19 of the studies, the intervention lasted between 1 and 13 weeks, resulting in a range of 2 to 12 sessions. The interventions in the 2 remaining studies ranged from 12 to 16 weeks with an unreported total number of sessions. The findings of this analysis confirmed the effectiveness of graphic organizers to teach reading comprehension skills to students with LD.

Shoari and Farrohi (2014) investigated the effects of graphic organizer strategy on improving Iranian EFL students' vocabulary learning. The participants were 50 students which randomly assigned into one control and one experimental group. A pretest and posttest were conducted at the beginning and end of the semester respectively. In the experimental group the students were taught vocabulary with graphic organizers, and the control group was taught the same items trough traditional way. The results showed that graphic organizers were conducive to L2 vocabulary learning by the learners.

Yang (2014) reported the results of three experiments which explore to how subtitles and advance organizers affect EFL learners' listening comprehension of authentic videos. The control group received no treatment and the experimental group received the experimental conditions of one type of scaffolds subtitles, unaided advance organizers and teacher-guided advance organizers. The results showed that the presence of subtitles and advance organizers help EFL learners' listening comprehension. The other point was that all students, regardless of their proficiency benefited from subtitles and advance organizers.

Basaran and Kose (2012) also investigated the effects of English captions, Turkish captions, or no captions on the listening comprehension of intermediate and low-intermediate level EFL learners. Thirty eight-grade students participated in the study. They watched 19-min

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segment of the movie Harry Potter and the Order of the Phoenix in only one of the three passage conditions: English captions, Turkish captions, or no captions and completed a 20-item multiple-choice listening comprehension test. The results showed that all three groups were almost similar.

In some cases the effect of question format on listening comprehension was surveyed. Hemmati and Ghaderi (2014) examined the effect of four formats of multiple-choice questions (MCQs) on the listening comprehension of EFL learners. In that research, sixty intermediate EFL students were selected.They were divided into four groups of fifteen. Each group received one format of the same listening test. The results confirmed that the question format is effective and in that case the full question preview format (FQP), answer option preview (AOP), and question stem preview (QSP) can have a facilitative effect on the listening comprehension of the EFL learners in comparison with the not-previewing format (NP).

Considering video resources more efficient in listening comprehension, Chan et al. (2014) intended to examine the effects of two different presentation modes, audio and video, on L2 listening comprehension of based on the test to sophomores from English major of four classes with various listening materials and different forms of answer to questions. The results confirmed the fact that if multimedia materials are well designed, the audio plus video mode is more favorable to listening comprehension.

Li (2012) explained that authentic multi-media materials may lie beyond most language learners' proficiency level, thus, he examined the effect of AOs on students' listening comprehension of English language DVD sound track materials. He selected two types of AO: 1) a 5-minute film preview with captions followed by brainstorming, and 2) 20 episodic photos important to the main idea of the film, each accompanied with a caption in form of a line from the film and a control group was used also for the purpose of comparison. One hundred twenty-eight intermediate EFL students were selected. The treatment lasted for 3 weeks. At the end of the process, the EFL students were asked to complete a posttest questionnaire. The findings

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confirmed that 5-minute film preview followed by brainstorming condition significantly performed better than the condition of 20 episodic photos.

Chung (2002) believed that exposing students to authentic materials is one of the best ways to improve language learning and listening. He examined the effect of two advance organizers — question previewing and vocabulary pre-teaching — on Taiwanese college students' listening comprehension of English-language videotapes. One hundred eighty eight college students, randomly assigned to one of four treatment groups, viewed two video episodes, each twice. The results showed that the group exposed to a combined treatment of vocabulary preteaching and question previewing between two video viewings show better performance than the groups who received either the vocabulary pre-teaching alone or no treatment on both multiple-choice and open-ended tests.

Chang & Lu (2012) underlined that "listening teaching is thought about and taught poorly in many EFL programs, even though it is used at such high frequency outside the classroom" (p101). Then, they brought a brief definition for authentic materials concerning listening which are "unmodified authentic discourse and simulated authentic discourse. The former is a genuine act of communication, while the latter refers to language produced for pedagogical purposes but which exhibits features that have a high probability of occurrence in genuine acts of communication". There are several authentic materials which are available for teachers, such as, TV commercials, quiz shows, cartoons, news clips, comedy shows, movies, soap operas, professionally audio-taped short stories and novels, radio ads, songs, documentaries, and sales pitches, (Ouara, 2002, as cited in Chang & Lu, 2012). So video materials, such as cartoons, movies, or animations are types of authentic materials which can be beneficial to listening comprehension improvement.

Lee (2009) regarding video as an instrumental tool conducted a study about movie lessons supported with advance organizers and prediction activities on one hundred students, all aged 12-13. He used two advance organizers: "using pictures to introduce the characters and pre-

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teaching vocabulary, plus a prediction activity before watching the videos." The results on the whole showed the experiment was "engaging and interactive". The students found themselves eager to find out whether their predictions were correct or not. On the other hand they were willing to find the answers of questions. The point is that the results for both proficiency groups –low and high proficiency- were not promising. Therefore, He concluded that these advanced organizers do not affect both groups in the same way, and they are more influential on high proficiency group.

Lin and Chen (2006) tested the effect of question and descriptive advance organizer in facilitating EFL learners' comprehension of an animated-based content lesson. They considered low proficiency and minimal entry knowledge of students the main reason that students find content lessons incomprehensible. The students exposed to three conditions: (1) an animated lesson; (2) an animation lesson with question advance organizer; and (3) an animation lesson with descriptive advance organizer. According to the results, question advance organizer was the most effective one and no significant difference was found between two other treatments. As whole, they reported that learners would benefit from advance organizers, especially question advance organizer prior to lesson.

Idol- Maestas and J. Croll (1985) prepared five intermediate level, elementary students with mild learning handicaps and poor comprehension in order to investigate the effect of story- mapping strategy as a schema-building technique to improve reading comprehension. The primary dependent measure was a set of responses to ten explicit and implicit comprehension questions. Secondary dependent measures were length of story retell, a comparison of story retell responses to comprehension question responses, standardized reading tests, generalization probes, and listening comprehension. The results confirmed the performance of all five students improved on most of the dependent measures. Four students demonstrated increased ability to answer comprehension questions, maintained performance after intervention, and increased tendency to mention story mapping

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components in their story retells. The remaining, and much slower, student improved marginally on most measures, despite the fact that his slow progress did not enable a maintenance phase to occur.

Isikdegan and Kargin (2010) studied the effectiveness of story maps on reading comprehension of students with mental retardation. The experimental group consisted of 14 students with mild mental retardation. The students in the experimental group were chosen from students who attended to an elementary school and a special education center in Ankara. In order to collect data the "Read-Aloud Test" and "Teacher Interview Form" were used. In the study a pretest posttest experimental design with a control group was used. The findings showed that the story mapping method positively affected the reading comprehension skills of the students in the experimental group.

D. Ambard and K. Ambard (2012) compared listening comprehension of foreign language video content using two advance organizer strategies while exploring the benefits of advance organizers as proficiency increases. Participants were 50 advanced-beginner Spanish college students in three sections. Collaborative reading condition participants read a target language narrative video script aloud in groups, watched the video of the script, and took a test. Individual reading condition participants read the same script quietly before watching the video and taking the test. Control group participants did not read the script before watching the video and taking the test. The study was conducted at the start and end of the semester. Results indicate that AOs increased video comprehension.

Judith and Katherine (1983) investigated the effectiveness of story mapping on children's story recall. The participants were 29 preschoolers (aged 4–5 years) and 30 1st graders. Results suggested that younger children's event knowledge tends to be schema bound but that with age, children become more flexible in their use of scripts in story recall. Generally, the use of story maps in both groups was positively effective and helped the children to recall the story units more efficiently.

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Although there was a bulk of research on effects of different kinds of advance organizer on different skills, there were a few studies which explored narrative script and graphic organizer on listening comprehension. Therefore, the present study aimed to answer the following research questions:

1. Do narrative-script advance organizers improve listening comprehension of intermediate EFL students when watching movies?

2. Do graphic advance organizers improve listening comprehension of pre-intermediate EFL students when watching movies?

3. Are narrative-script advance organizers more effective than graphic advance organizers in improving listening comprehension of intermediate EFL students when watching movies?

Accordingly, the following null hypotheses were formulated:

H_{01}: Narrative-script advance organizers do not improve intermediate EFL students' listening comprehension significantly when watching movies.

H_{02}: Graphic advance organizers do not improve intermediate EFL students' listening comprehension significantly when watching movies.

H_{03}: There is no significant difference between narrative script advance organizer and graphic advance organizer in improving listening comprehension of intermediate EFL learners when watching movies.

Method

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Participants

Forty-five EFL female students (aged 18-29) from Khazaeli language institute in Karaj at the intermediate level participated in this study. In order to homogenize the participants, placement tests were administered among 60 EFL students, 45 subjects obtained study inclusion criteria, and finally, 15 participants were removed from the study. The participants randomly assigned into three groups. The first experimental group received story maps of the movies as graphic advance organizers; the second one received narrative scripts advance organizers of the movies and the third group was considered as the control group, and did not receive any instructional strategies during the study.

Instruments

The first instrument was an English Placement Test (EPT) was used to quickly and reliably place EFL students into appropriate ability levels. It provided an accurate assessment of a test taker's general language proficiency by measuring performance in the following key skill areas:

- Listening comprehension
- Grammatical knowledge
- Vocabulary range
- Reading comprehension

Ten American animations were selected by the researcher for the watching part. The researcher cut 12 minutes of each, and every session played just one in the experimental groups.

One listening comprehension test was designed as pretest and posttest. It contained 20 multiple-choice items. In order to estimate the reliability of the tests, the pilot study and test-retest method were established. Therefore, the same format of the tests were given to the same EFL students after 10 days and the reliability of the tests was calculated. Based on the

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Cronbach's alpha, the reliability of these test was ($\alpha = 0.71$). Content validity of the tests was examined by two experts' opinions.

The other materials included narrative- scripts of the movie parts, which were written by the researcher. They narrate the story in simple language and gave students a general view of the movies. These scripts were read by the participants in one of the experimental groups, then they were asked to watch the movie, and finally answered listening comprehension test.

Also, story maps were used and read by the other experimental group. After studying of story maps of each part, which were designed by the researcher, they watched movies, and like the other two groups answered listening comprehension tests.

Procedure

In this study, two experimental groups and one control group were employed. One of the experimental groups received story maps of the animations as GO, the other experimental group received narrative scripts of the animations, and the third group received no AO before watching the movies.

Beforehand, in order to secure homogeneity of the participants, a placement test was administered among them. Before starting the study, it was explained to the participants that they were participated in a study, and asked them to follow the instructions carefully. The whole study lasted 10 sessions.

At the first session, all three groups watched the first animation, and answered a listening comprehension test which included 20 items. This test considered as pretest of the study. During the study, the first experimental group studied story maps of the watching parts as GO and then watched the animations. The second experimental group studied narrative scripts of the movies as AO and the watched the animations. The control group received nothing during the study, and just participated in pretest and posttest sessions. Finally, at the end of the study, the GO group received the story map of the first animation again, watched it, and answered to the

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same 20- item listening comprehension test, the narrative scrip group received the script of the first watching part and followed these steps, as well. The control group just watched the first animation again and answered the test. This test considered as post- test of the study, as well.

Results

Table 4.1 displays the descriptive statistics of pretest and posttest listening comprehension scores in all three groups of the study.

Table 4.1

Descriptive Statistics of Pretest and Posttest Listening Comprehension Scores

Group	Variable	N	Min	Max	Mean	Std.Deviation	Skewness	Kortosis
GO	Pretest	15	11	18	16.67	2.257	-0.209	-1.389
GO	Posttest	15	13	18	16.07	1.71	-.415	-1.165
NS	Pretest	15	11	18	14.47	2.82	-.021	-1.201
	Posttest	15	13	18	15.87	1.72	-.437	-.962
Control	Pretest	15	11	18	14.20	2.07	-.362	-1.25
	Posttest	15	12	17	14.50	2.05	-.240	-1.32

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As Table 4.1 indicates the pretest mean scores for GO (*N*=15), NS (*N* =15), and control (*N* =15) group were 14.8 (*SD* = ±1.93), 14.67 (*SD* = ±2.82) and 14.20 (*SD* = ±2.19) respectively; also the posttest mean score for mentioned groups were 15.8 (*SD* = ±2.05), 15.33 (*SD* = ±2.65) and 14.37 (*SD* = ±2.18) respectively. Other descriptive parameters including Maximum and minimum, range, and skewness have been presented in this table, as well. The skewness values were between -1 and +1 indicating that the distribution of all data sets was rather symmetrical around the mean. On the other hand, Kurtosis values were below 1.5, indicating that the distributions tend to be mesocratic (i.e., normal). The greatest pretest mean score was 14.80 (GO group) and the lowest one was 14.27 (NS group). In other words, the initial achievement of the participants in different groups of the study was somehow similar. This supported the homogeneity of pretest scores (Figure 4.1). But, as posttest mean scores indicated, the results are considerably high in comparison to the pretest scores.

Table 1.2

Tests of Between Subject Effects of Ns and Control Group

Source	Type III Sum of Squares	df	Mean Square	F	Sig.	Partial Eta Squared
Corrected Model	55.496[a]	2	27.748	22.055	.000	.620
Intercept	30.863	1	30.863	24.530	.000	.476
pretest	44.696	1	44.696	35.525	.000	.568
group	6.382	1	6.382	5.073	.033	.158
Error	33.970	27	1.258			
Total	7266.000	30				
Corrected Total	89.467	29				

a. R Squared = .620 (Adjusted R Squared = .592)

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Addressing the first research question, *ANCOVA* analysis was conducted between subject of NS and control group. As table 1.2 shows, there is a significant difference between these two groups (p value = 0.033<0.05).

Table 1.3

Test of Between Subject Effects of GO and Control Group

Source	Type III Sum of Squares	df	Mean Square	F	Sig.	Partial Eta Squared
Corrected Model	74.765[a]	2	37.383	23.917	.000	.639
Intercept	18.429	1	18.429	11.791	.002	.304
pretest	57.132	1	57.132	36.552	.000	.575
group	11.739	1	11.739	7.511	.011	.218
Error	42.201	27	1.563			
Total	7449.000	30				
Corrected Total	116.967	29				

a. R Squared = .639 (Adjusted R Squared = .612)

A one-way ANCOVA was conducted to see whether there was any significant differences between different groups of AO in terms of listening comprehension posttest mean scores or not. As the tables 4.7 and 4.8 show, it was concluded that GOs could improve the listening comprehension value (P value=0.011<0.05) significantly, and the second null hypothesis was rejected, as well. Therefore, using story map graphic organizers improve intermediate EFL learners' listening comprehension in watching movies.

Table 1.4

Tests of Between Subjects Effects of NS and GO group

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Source	Type III Sum of Squares	df	Mean Square	F	Sig.	Partial Eta Squared
Corrected Model	54.594[a]	2	27.297	25.977	.000	.658
Intercept	29.229	1	29.229	27.815	.000	.507
pretest	54.294	1	54.294	51.668	.000	.657
group	.041	1	.041	.039	.845	.001
Error	28.372	27	1.051			
Total	7731.000	30				
Corrected Total	82.967	29				

a. R Squared = .658 (Adjusted R Squared = .633)

An *ANCOVA* test was used to see whether there was any differences between two different groups of AOs in terms of listening comprehension posttest mean scores or not. As the table 4.6 shows, the difference was not statistically significant. Therefore, the third null hypothesis was not rejected. It can be concluded that, there are not any significant differences between NS and GO groups, and the effects extend was almost the same.

Discussion

The results of the conducted analysis revealed that after controlling for the potential differences between groups (learners' pretest scores), the listening comprehension achievement (posttest scores) of the EFL learners who were benefited from narrative script advance organizer strategies increased significantly compared to those in control group who received no related treatment in this regard. It seems that this kind of AOs activated the relevant concepts existing in the subjects' mind or the formation of new schemata for the anchoring of new knowledge about the conversations they were supposed to listen in the movies. It seems logical because narrative scripts could be considered as an introductory

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exercise to the movies and could be informative enough to help the participants make a fair guess about the topic development, if not the conclusion. It also, could activated the related vocabulary in the participants' mind and help them to guess which kind of vocabulary they are going to hear in the movies. Therefore, generally, using narrative script advance organizers before watching movies seemed to be beneficial to the students in language classes, and it confirmed the idea that listening without any preparation, or using strategies, is boring and difficult.

Also the number of studies exploring the effect of narrative script on listening comprehension of EFL learners are few, generally, the findings related to conducted study supported the view expressed in literature that employing narrative text advance organizers can affect EFL learners' listening comprehension and other skills. These findings are consistent with previous research, like those of D. Ambard & K. Ambard (2012) and Kim & Chen (2010) which confirmed that using narrative texts advance organizers affect positively EFL learners' listening comprehension and other skills.

According to the results obtained in the light of running different statistical tests, the second null hypothesis was rejected too; meaning that the differences between two groups' adjusted means were significant in terms of using story map graphic organizers. Results showed that after controlling for potential differences between groups (pretest scores) the participants of the GO group performed better than those control group on the listening comprehension posttest. It seems reasonable that providing students with story maps of the story before watching movies would make it possible for the learners to activate the relevant background required to guess about the topic.

Generally, findings in literature, surveying the effects of AOs, supported the view that using AO is beneficial and GO is not an exception here. There are several studies such as those of Idol- Maestas and J. Croll (1985), Isikdegan and Kargin (2010), and

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Bolineau et al. (2010) which supported the hypothesis that using story-map AOs can improve EFL learners' listening comprehension, reading comprehension, and story recall.

After conducting different calculations, according to the results, there were not any significant differences between two experimental groups. Although both improved EFL learners' listening comprehension in watching movies, the difference between GO and NS groups was not statistically significant.

Both advance organizers give pile of information at one sight and organize them. The information about place, time, and characters were presented in an organized way, therefore, participants enjoy studying them.Because they both do played the same role in coming data organization and activating schemata, the difference between two experimental groups was not significant.

Because of lack of empirical evidence in this regard, there are no findings which supported the view that EFL learners benefited more in using narrative script advance organizers than story map graphic organizers.

Conclusion and Implication

Research on advance organizers and their effects on learning, retention, and recall of new material began with Ausubel (1960) and continued till today. In recent years, advance organizer strategies (AOs) have been frequently used in the field of L2 language teaching with the purpose of enhancing the size of learning. This study aimed to examine the effects of various types of AOs including graphic organizers (GOs) and textual organizers (TOs), on the reading comprehension EFL learners. With the help of data analysis and discussion went above, a number of findings were obtained which are presented here.

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- Using AOs affected learners' listening comprehension scores significantly and enhanced it in according to post test results. Therefore, using these instruments can help learners to improve their comprehension.

- Using different types of AOs made a significant difference in participants' listening comprehension. In other words, significant difference was found between the listening comprehension mean scores of the learners who used GOs and NSs (GOs > NSs).

- The findings of the study can be revealing and have certain implications to EFL teachers and EFL learners, as well. First, keeping in mind that advance organizers are instructional strategies to activate and build schema in a cognitive learning structure, it is important for teachers to consider advance organizers as tools to preview a lesson (Bundy, 2005; Jones, 2003; Postrech, 2002). Based on the initial response to the material, teachers can modify their lesson plans and materials in order to activate and set the prior knowledge of their students. They can also more efficiently structure their time and the critical points that need to be covered, while simplifying complicated text (Anderson, 2004; Ausubel, 1978; Bransford, 2004; Jones, 2003; Walther-Thomas & Brownell, 2000). This enhances the development of higher order thinking in the students by helping them relate already learned concepts to the new materials and enable them organize their thoughts, quickly (Paik, 2003).

- In addition, keeping in mind that GOs were not proved to be more effective than NSs on listening comprehension, the students did not find them more interesting to work on. Therefore, it can be concluded that, both AOs can be used in listening comprehension tasks in L2 classrooms and L2 learners benefit both in order to improve their skills.

- In conclusion, it is good for students to realize that they need to acquire additional information to understand and remember. In this way, students learn how to search for their own elaborations. Also, this enables the student to learn about themselves as learners. When considering less successful learners, teachers should keep in mind that many of these

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students are not aware of what factors make things easy or difficult to comprehend or recall. Teaching students to employ strategies such as advance organizers that activate and build schema will give way to improved learning, retention, and recall.

• The findings also have implications for syllabus designers and materials developers. The findings might suggest that different types of AOs should be a part of some language courses. Language books should enable learners to not only understand those materials and use them as appropriately as possible, but also they should teach them how to use those organizers as a strategy for comprehending the texts.

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