

Effects of Listening Strategy Training for EFL Adult Listeners

Ai-hua Chen

Chinmin Institute of Technology, Taiwan

This study examined the effects of listening strategy training for EFL adult listeners, both on their listening processing and production. The participants were two classes of Taiwanese college students; one class received a 14-week strategy training integrated into their EFL listening class, whereas the other served as a comparison group. The data were collected via multiple measurements. Listening proficiency tests, a self-rated listening proficiency scale, a listening strategy questionnaire and a listening learning activity questionnaire were pre-tested and post-tested with both groups. In addition, reflective journals were employed in the treatment group to explore learners' strategy development over time. The results showed that there were significantly positive changes in using listening strategies and in their engagement in self-directed learning activities for the treatment group. Although no significant differences were found in listening proficiency tests results, treatment group students self-rated themselves as having gained significantly more in their listening performances than those in the control group. Furthermore, the treatment group also reported better orchestration of their strategy use in dealing with their listening tasks and learning processes. Discussions on these multiple measurements and their results were also presented. This study demonstrates that strategy training can bring positive effects both on learners' learning process and to their listening performance, and its findings may shed light on listening strategy training research.

Key words: EFL listening comprehension, listening strategy training,

Taiwanese college students

INTRODUCTION

Listening strategies are mental processes that language learners are involved in order to understand the oral texts (Vandergrift, 1999). These mental processes include selecting input, constructing meaning and relating existing knowledge to performing tasks (O'Malley et al., 1989; Rost, 2002). In addition, learners are not passively receiving input while listening, rather, they need to actively choose, employ and evaluate their listening strategy use to achieve successful comprehension (Rubin, 1995). Over the past decade, research on L2/FL learners' listening strategies in a variety of language teaching with a better understanding of what listening strategies have been used during listening tasks, and the differences in strategy use between effective and ineffective learners (e.g., Goh, 1998, 2002; Graham, 2003; O'Malley et al., 1989; Vandergrift, 1997, 2003a). However, these descriptive studies have failed to address the issue of how to bridge the gap between successful and unsuccessful listeners, in relation to listening strategy instruction. They also have methodological weaknesses and consequently, there is a need to use multiple measurements to triangulate the data, which may help to validate the results (Vandergrift, 2007). To fill these gaps, this study intends to expand the limited research that examines the multi-faceted effects of strategy training. In the coming sections, a review of the literature is firstly presented followed by sections on the methodology, results and discussions of this study.

LITERATURE REVIEW

The effectiveness of strategy training on improving learners' language performance has been recognized across a body of research (Cohen, 1998;

Macaro, 2001; O'Malley & Chamot, 1990; Oxford & Leaver, 1996). While these extensive studies have been conducted in a worldwide context in general language learning, as well as in reading and writing skills, relatively few studies have been carried out on listening (Graham & Macaro, 2007). However, the limited studies done on listening strategy training have informed the design and implementation of this study.

Thompson and Rubin (1996) examined the effects of metacognitive and cognitive strategy instruction on the listening performance of university students learning Russian, while the control group was taught the same content without any strategy training. The results showed that the experimental group scored significantly higher on a video listening test than the control group, but there was no difference between the two groups on an audio test. The findings of this study seemed to be mixed, suggesting that more research needs to be done to clarify this issue. Ozeki (2000) investigated the effects of strategy instruction for EFL college students in Japan comparing to a control group of students. The listening strategies taught to students were those least frequently reported by students before the strategy instruction. The data were collected via pre-test and post-test of listening tests and strategy questionnaires from the two groups. The results showed that the experimental group overall reported using strategies more frequently than the control group, but there was no significant difference on the gains of listening proficiency between the two groups. Hence, it can be argued that more comprehensive studies need to be conducted to further clarify these effects. Carrier (2003) conducted listening strategy instruction with a small group of ESL high school students. There was no control group. The strategies taught focused on cognitive strategies including both bottom-up and top-down approaches to listening, and strategies of note-taking and selective attention. The results of listening pre-test and post-test showed that students had significantly improved their listening performance.

Based on these studies, in terms of effectiveness in improving listening proficiency, only Carrier's (2003) study found significant differences in performance while the others reported mixed results. It can be noted that,

most of these studies employed only one measurement—pre- and post-listening proficiency tests—to gauge students' listening improvement. However, only the product of listening has been assessed while the learner's process in developing listening comprehension has been ignored. It is also the case that measuring general changes in language proficiency is relatively more difficult with the instruments available. Further investigation regarding this aspect is needed.

More recently, another line of studies has been proposed. They put more focus on enhancing learners' strategic awareness and strategy use in dealing with their listening processes, and aim to find ways to assist learners to become better listeners.

Vandergrift (2003b) conducted a study with university students learning French which attempted to raise their awareness of listening processing. The listening strategies taught were integrated into the pre-, while-, and post-listening phases in each listening task. The data were collected via students' reflective reports upon completing the listening tasks and fortnightly reflective journals on their learning to listen. The results showed that students reported positive responses to their utilizations of these strategies in coping with the process as well as the product of listening. However, whether these strategies had any effect on improving students' listening proficiency is unknown.

Following this line of intervention studies, Goh and Taib (2006) undertook a study examining the effects of listening strategy instruction for young learners. The lessons followed a three-stage sequence: listen and answer—reflect—report and discuss. The data were analyzed from students' self-reports and listening test scores. Students reported increased metacognitive knowledge, increased confidence, and better strategy use for dealing with task demands and comprehension difficulties. In addition, the results of test scores suggested that the less proficient students had benefited the most from the strategy training. This study provides us with a better understanding of the multiple effects of strategy training through both quantitative and qualitative data; however, it is possible that the lack of a control group may

decrease its validity.

Each of the studies reviewed has its strengths and weaknesses, and has contributed to the research into listening strategy instruction to some extent. Some shifts of research focus among these studies can be generalized. First, there is a shift from quantitatively product-based studies that mainly examine the outcome of language use to qualitatively process-based studies that looked at multiple aspects of how learners manage to be more successful in their learning processes. In addition, strategy instruction has shifted from teaching certain limited strategies to helping learners orchestrate their strategy repertoires according to task demands. Finally, the data collection methods have evolved from pre- and post-test design, to consistent collection of data over time during the course of strategy training.

Having taken these shifts from a body of research into account, the present study attempts to examine the effects of strategy training not only on learners' listening performance, but also on their learning process in listening and in self-directed learning. In addition, by employing multiple measurements both quantitatively and qualitatively, it may provide more access to learners' insights into their listening and learning processes, and thus result in more valid and reliable data being collected (Vandergrift, 2007). Specifically, four research questions were developed for investigation.

1. Do students alter their listening strategy use over time during strategy training, if so, how?
2. Does strategy training expand students' use of listening strategies?
3. Does the use of learner strategies enhance students' self-directed learning as it relates to learning listening comprehension?
4. Does strategy training improve students' listening proficiency?

METHODOLOGY

Participants

In order to manipulate the variables which might affect the experimental design, such as class size, school year, students' majors and EFL proficiency (Nyikos & Oxford, 1993), two classes with similar EFL learning backgrounds were selected to participate in this study. The students in these two classes were second-year Business majors from a technological college in Taiwan. They had learnt English in school settings for at least 7 years, and their English proficiency ranged from high-beginning to intermediate level. The two classes were enrolled in the course — English Listening Practice, with two hour classes each week. One class was randomly assigned as the treatment group (Class A) and the other as the control group (Class B). The treatment group, consisting of 35 students, received listening strategy training integrated into the regular listening instruction, while the control group of 36 students attended the same listening program without any strategy training.

The Strategy Training

Over the course of the 14-week intervention study, both the treatment and control classes were taught by the same instructor. In class, participants used the same listening materials, including the textbook, other supplementary daily-life authentic audio and video clips (around 140 words/minute, range from 1-3 minutes) and listening proficiency test practices. Out of class, all participants were assigned to perform listening activities for at least 90 minutes every week. They could choose to watch English TV programs, movies, or listen to broadcasts. In general, both groups had the same instructor, the same materials, the same amount of out-of-class practice and the same listening assessments. The only difference between the two groups was the training approach.

In the control group, the listening instruction followed traditional teaching

methods and activities. It mainly involved students listening and repeating or listening and responding. The major class activities were doing the listening exercises in the textbook or practicing the listening test questions. Group discussion mainly focused on the meaning of the content or role-playing the dialogues. Although the listening activities provided in the textbook to some degree have listening strategies embedded in them, strategy use was not discussed.

In the treatment group, in every training session, the instructor modeled listening strategies which have been suggested from research studies to be appropriate for unidirectional listening tasks. The strategy training involved the instruction of three major categories of strategies: metacognitive, cognitive, and social/affective. Table 1 shows the strategies taught in the training with their definitions and examples.

TABLE 1
Strategies Taught to the Treatment Group

Strategy	Definition	Example
Metacognitive-Planning	Clarifying the objectives of and preparing mentally for the listening task before listening	Before I start to listen, I quickly look over the instruction and find out more about the topic/task.
Metacognitive-Monitoring	Checking or modifying one's comprehension while listening	I ask myself what I am listening to or what I have understood while listening.
Metacognitive-Directed Attention	Concentrating hard and avoiding distractions	When my mind wanders, I recover my attention right away.
Metacognitive-Selective Attention	Deciding in advance to attend to specific aspects of listening input or situational details that assist in understanding and/or task completion	I decide in advance to attend to the specific aspects of input, i.e., content words, and I focus on hearing that information.
Metacognitive-Evaluation	Checking interpretation of accuracy, completeness and acceptability after listening	I judge how much I could understand, my strategy use and any encountered difficulties.
Cognitive-Listen for Gist	Grasping the overall meaning of the text	I listen for the main idea first and then details.

Effects of Listening Strategy Training for EFL Adult Listeners

Cognitive- Listen for Details	Focusing on the specific details	I listen for the details of the information and piece them together.
Cognitive- Inferencing	Using contextual, linguistic or visual clues to fill in missing information	I use information from pictures or the speaker's expressions to guess the meaning.
Cognitive- Prediction	Anticipating the content of the listening text before or during listening	I predict or make hypotheses about the possible content according to the title, the instruction, and the questions.
Cognitive- Elaboration	Relating new information to world knowledge or personal experience to make it meaningful and complete	When I hear something new, I think about other information related to it.
Cognitive- Visualisation	Forming a mental picture of what is heard.	I use mental or actual pictures to help me comprehend the input.
Cognitive- Summarisation	Making a mental or written summary of the information while listening	I try to remember the key points, and organize the concepts of what I heard in my mind.
Cognitive- Notetaking	Writing down key words and concepts in abbreviated verbal, graphic, or numerical forms while listening.	I write down some key words in abbreviations, symbols, or visual forms.
Social	Asking for explanation / clarification	I ask the foreign teacher to repeat or paraphrase to clarify comprehension
Affective	Encouraging oneself	I try to calm down when I don't understand something

Sources: Vandergrift (1997) and Goh (2002)

The strategy training procedures followed the general steps which have been suggested from several strategy instruction models (e.g., Chamot, 1995; Chamot & O'Malley, 1994; Chamot, et al., 1999; Grenfell & Harris, 1999; Mendelsohn, 1994; O'Malley & Chamot, 1990; Oxford, 1990). These training phases are summarized as follows:

Strategic-awareness raising phase: the teacher raised students' strategic awareness by modeling and employing think-aloud procedures.

Demonstration phase: the teacher modeled the strategies appropriate for the task demands in this session.

Practice phase: students practiced the focused strategies with similar tasks, and discussed their strategy use, the problems they encountered and possible solutions.

Evaluation phase: students then self-evaluated on the effectiveness of the focused strategies

In addition to the above in-class strategy training, this study adds another phase of outside-class *self-directed practice*. Students were required to complete reflective journals through self-observations and reflections on their activities for learning to listen, so as to foster strategy transfer.

Instruments

This study adopted multiple measurements to collect various sets of data. The quantitative instruments of questionnaires and listening proficiency assessments were used as both pre-tests and post-tests for the treatment and control groups to compare the outcomes of the strategy training, whereas the qualitative instrument of reflective journals were only given to the treatment group to probe the process of strategy training. The rationale for and procedures used to conduct data collection using each instrument is explained as follows.

Listening Comprehension Strategy Questionnaire (LCSQ)

LCSQ (see Appendix A) was designed to elicit strategies relevant to unidirectional listening tasks. It consisted of 36 strategies into three main categories of metacognitive, cognitive and social/affective strategies. The pre-test and post-test LCSQ were compared to examine whether the strategy

training had an effect on students' listening strategy use.

Listening Learning Activity Questionnaire (LLAQ)

LLAQ (see Appendix B) was designed to investigate learners' self-regulated learning in their out-of-class listening learning activities. The LLAQ included two parts, the first part was to probe the range and frequency of listening learning activities engaged in by learners, and the second part was to elicit how learners plan, monitor and evaluate their learning processes while involving these activities. The pre- and post-test LLAQ were employed to examine the effect of strategy training on learners' self-directed learning in listening.

Listening Comprehension Test

The listening portion of the General English Proficiency Test (GEPT) was conducted to measure learners' listening proficiency. The GEPT has been developed by the Language Training and Testing Center in Taiwan as a criterion-referenced test with high reliability and validity (LTTC, 2003). In the present study, only the intermediate level of the listening section was conducted. Two sets of listening comprehension tests from the GEPT were used for pre-test and post-test respectively.

Self-rated Listening Scale

The self-rated listening scale (see Appendix C) was adapted from the listening portion of the International Second Language Proficiency Ratings (ISLPR), the self-assessment version for general English proficiency (Wylie & Ingram, 1999). This listening scale consists of 10 smiley faces, each with their own allocated level of English listening proficiency, ranging from the lowest to the highest, creating a range of scores on this scale from 1 to 10. Participants were required to tick the face which understands English in the

same way that they do. Both before and after the strategy training, the self-rating scale was administered prior to the GEPT listening test so as to avoid any effect the listening test might have on the self-ratings.

Reflective Journal

In this study, reflective journals were employed as both the treatment and instrument; hence, only the treatment group students were required to keep reflective journals about their listening learning activities outside of the classroom fortnightly over the 14-week intervention period. Students were asked to reflect and evaluate how they had tried to comprehend the listening input and what they had understood right after completing their listening tasks. The guideline questions for the journal writing are provided (see Appendix D). By structuring the data collected, students' journals can be more objectively compared. In addition, to examine the changes over longer and potentially more meaningful intervals (one-month), only the first, the middle and the last of each student's reflective journals were sampled and analyzed.

Parallel to completing reflective journals, the control group was assigned to complete similar listening activities out of class as the treatment group, but the control group students were simply required to attend to the meaning of the listening content and write down whatever they had heard on a blank worksheet without any guided questions. These worksheets were also collected as a basis for making comparisons.

Pilot Test

All the instruments were pilot tested with a class of 39 second-year business-major students who shared similar EFL learning backgrounds with the target classes.

The reliability coefficients for the LCSQ and LLAQ are shown in Table 2 and Table 3 respectively. Both questionnaires show high internal consistency reliability coefficients (all above .70). In addition, no major misunderstandings or obstacles were found in the response to reflective journal questions, and the

wording in all the Chinese-version instruments was modified to be clearly understandable.

TABLE 2
Reliability Coefficients for the LCSQ in the Pilot Study

Strategy Category	Reliability Coefficients
Metacognitive Category (16 items)	0.91
Cognitive Category (16 items)	0.83
Social/affective Category (4 items)	0.74
Overall Strategies (36 items)	0.93

TABLE 3
Reliability Coefficients for the LLAQ in the Pilot Study

LLAQ Category	Reliability Coefficients
Listening Learning Activities (10 items)	0.81
Planning-Setting Goals (8 items)	0.81
Monitoring-Noticing Problems (8 items)	0.77
Evaluating-Solving Problems (9 items)	0.87
Overall LLAQ (35 items)	0.92

RESULTS

Effect of Strategy Training on Strategy Use

The first set of quantitative analyses using repeated measures ANOVA examined the changes to (i.e., interaction effects of) listening strategy use between the control and treatment groups over time, i.e. from pre-test to post-test.

The levels of significance for F-ratios for the interaction effects of time by group are reported in Table 4, with the mean strategy use of pre-test and post-test results for treatment and control groups provided. It was found that there were significantly greater changes in using strategies for the treatment group than for the control group in the strategy subgroups of Planning ($F(1,63) = 5.66, p < .05$), Directed Attention ($F(1,63) = 13.08, p < .01$), Selective Attention ($F(1,63) = 6.41, p < .05$), Monitoring ($F(1,63) = 32.16, p < .001$), Evaluation ($F(1,63) = 37.99, p < .001$), Elaboration ($F(1,63) = 5.63, p < .05$),

Prediction ($F(1,63) = 5.18, p < .05$), Visualization ($F(1,63) = 6.92, p < .05$), Translation ($F(1,63) = 5.19, p < .05$), Fixation ($F(1,63) = 4.01, p < .05$), and Affective ($F(1,63) = 22.53, p < .001$) strategies.

Among the eleven of the seventeen subgroups that showed significantly greater changes favoring the treatment group, all five subgroups in the metacognitive category which were associated with the focused strategy training (e.g., Planning, Directed Attention, Selective Attention, Monitoring and Evaluation) were significant. This indicates that students in the treatment group might have raised their strategy awareness and learned to be able to deploy the whole range of metacognitive strategies more automatically and systematically.

Furthermore, in the strategy subgroups of Monitoring and Evaluation, the F-ratios were more highly significant than those in other subgroups. This may be due to the fact that both Monitoring and Evaluation strategies were relatively unfamiliar to and seldom used by both treatment and control groups before strategy training; however, once the metacognitive strategies had been introduced and emphasized with the treatment group, the utilizations of Monitoring and Evaluation strategies were boosted creating relatively greater increases compared to those of the control group.

As for the subgroups in the cognitive category, the treatment group showed significantly greater increases in the three top-down strategies of Elaboration, Prediction, and Visualization (see Figure 1, Figure 2, and Figure 3), but significantly greater decreases in the other two bottom-up strategies of Translation and Fixation (see Figure 4 and Figure 5). The results show a tendency for the treatment group to have learned to employ more top-down or sophisticated strategies and less bottom-up or weak strategies while performing the listening tasks. In addition, among the other cognitive subgroups, although the changes were not significant, the treatment group nevertheless had greater mean changes than those for the control group. These results may be due to the introduction of more appropriate higher-level strategies during the intervention and thus suggest that strategy training may guide students to use strategies in more appropriate ways to comprehend the input.

TABLE 4
Interaction Effects of Time x Group and Mean Strategy Use of Pre-test and Post-test Results for Control and Treatment Groups

Interaction Effects of Time x Group			Control (N=34)		Treatment (N=31)		Time x Group
Categories	Strategy Subgroups		M	SD	M	SD	F
Meta-cognitive	Planning	Pre-test	3.19	0.60	3.18	0.56	
		Post-test	3.48	0.48	3.74	0.48	5.66*
	Directed Attention	Pre-test	3.33	0.56	3.34	0.47	
		Post-test	3.59	0.67	4.00	0.52	13.08**
	Selective Attention	Pre-test	3.16	0.67	3.13	0.52	
		Post-test	3.40	0.68	3.73	0.51	6.41*
	Monitoring	Pre-test	3.03	0.44	2.99	0.43	
		Post-test	3.42	0.50	3.86	0.41	32.16***
	Evaluation	Pre-test	2.77	0.42	2.74	0.57	
		Post-test	3.07	0.45	3.72	0.51	37.99***
Cognitive Top-Down	Listening for gist	Pre-test	3.00	0.82	3.23	0.72	
		Post-test	3.35	0.69	3.65	0.55	0.12
	Inferencing	Pre-test	3.47	0.67	3.63	0.58	
		Post-test	3.79	0.55	4.16	0.42	2.18
	Elaboration	Pre-test	2.81	0.56	2.94	0.63	
		Post-test	3.13	0.63	3.56	0.73	5.63*
	Prediction	Pre-test	2.79	0.77	2.68	0.60	
		Post-test	3.07	0.70	3.23	0.66	5.18*
	Visualization	Pre-test	3.03	0.54	2.94	0.54	
		Post-test	3.38	0.59	3.56	0.54	6.92*
Cognitive Bottom-up	<i>Understanding Each Word</i>	Pre-test	3.24	0.85	3.35	0.88	
		Post-test	3.21	0.64	2.94	0.81	3.83
	<i>Translation</i>	Pre-test	3.10	0.66	3.00	0.72	
		Post-test	2.97	0.58	2.58	0.80	5.19*
	<i>Fixation</i>	Pre-test	3.07	0.57	3.10	0.61	
		Post-test	2.87	0.48	2.60	0.51	4.01*
Cognitive Summarization	Pre-test	2.94	0.69	2.97	0.75		
	Post-test	3.00	0.65	3.39	0.56	3.75	
Cognitive Note-taking	Pre-test	2.91	0.90	2.74	0.77		
	Post-test	3.21	0.84	3.32	0.83	2.17	
Social/Affective	Social	Pre-test	3.40	0.84	3.35	0.64	
		Post-test	3.63	0.67	3.77	0.58	1.56
	Affective	Pre-test	2.68	0.61	2.63	0.59	
		Post-test	3.09	0.68	3.71	0.80	22.53***

Note. $df = (1,63)$

* $p < .05$ ** $p < .01$ *** $p < .001$

Finally, a significant difference was found in the Affective subgroup,

which originally was the least used category by all students prior to the strategy training. However, after training, the treatment group students reported using Affective strategies much more frequently than the control group (see Figure 6).

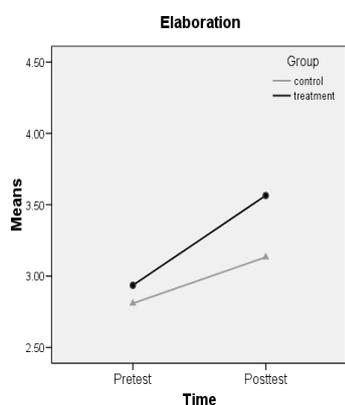


FIGURE 1
Mean Changes of Elaboration

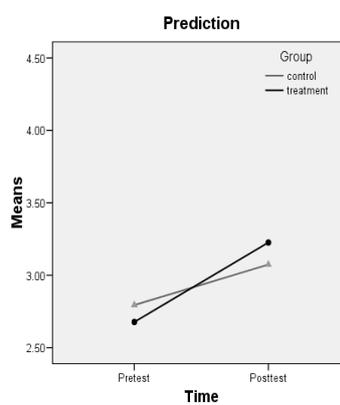


FIGURE 2
Mean Changes of Prediction

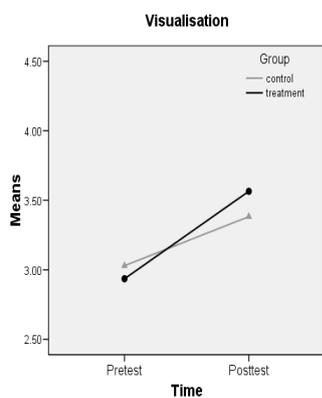


FIGURE 3
Mean Changes of Visualization

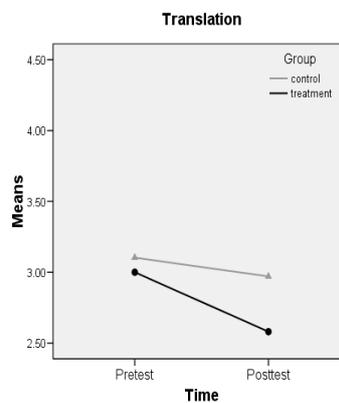


FIGURE 4
Mean Changes of Translation

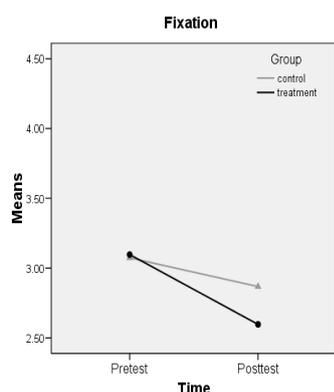


FIGURE 5
Mean Changes of Fixation

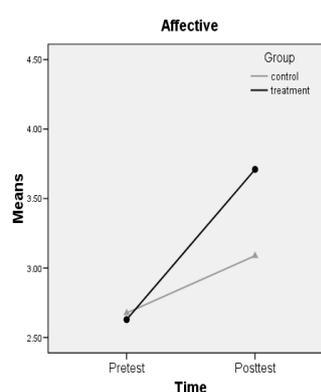


FIGURE 6
Mean Changes of Affective

Effect of Strategy Training on Self-directed Learning

Regarding the results of LLAQs, it was found that there were significant differences in all categories (see Table 5), i.e. for Listening Learning Activities ($F(1,63) = 17.93, p < .001$), Setting goals–Planning ($F(1,63) = 5.96, p < .05$), Noticing problems–Monitoring ($F(1,63) = 10.16, p < .01$), and Solving problems–Evaluating and Revising ($F(1,63) = 22.75, p < .001$).

For the category of Listening Learning Activities, although both groups were required to be involved in out-of-class listening learning activities for minimum 90 minutes every week, the treatment group had significantly greater increases in mean frequency of these activities than did the control group. This suggests that the treatment group were more motivated to engage in additional listening learning activities beyond those required. In addition, the treatment group reported doing significantly more Planning, Monitoring and Evaluating of their learning processes in listening during outside class practice. These changes may be associated with the treatment group’s keeping reflective journals, which encouraged students to reflect on and track their learning successes and problems, such as their learning goals, problems encountered and attempted solutions. Although reflective journals were

employed as both the treatment and instrument in this study, the journals seemed to have functioned more like a pedagogical tool for reflection than a means to collect data. As a result, the treatment group students were better able to self-regulate their learning processes and become more autonomous in their language learning. Therefore, these findings suggest that reflection on strategy training was effective for promoting learners' self-regulated learning outside class.

TABLE 5
Interaction Effects of Time x Group and Mean frequencies in LLAQ of Pre-test and Post-test Results for Control and Treatment Groups

Interaction Effects of Time x Group		Control (N=34)		Treatment (N=31)		Time x Group
LLAQ Categories		M	SD	M	SD	F
Listening Learning Activities	Pre-test	2.08	0.34	1.97	0.43	17.93***
	Post-test	2.53	0.36	2.71	0.40	
Setting goals (Planning)	Pre-test	2.72	0.65	2.79	0.54	5.96*
	Post-test	2.91	0.58	3.21	0.55	
Noticing Problems (Monitoring)	Pre-test	2.86	0.55	3.00	0.62	10.16**
	Post-test	3.15	0.49	3.58	0.56	
Solving Problems (Evaluating and Revising)	Pre-test	2.87	0.53	2.81	0.55	22.75***
	Post-test	3.02	0.52	3.36	0.52	

Note. df = (1,63) * $p < .05$ ** $p < .01$ *** $p < .001$

Effect of Strategy Training on Listening Proficiency

First, the results of GEPT scores (see Table 6) showed that there was no significant difference found for the interaction effect of time by group ($F(1,62) = 2.59, p = 0.112$). This meant that the treatment group showed no significant improvement in the mean GEPT scores from pre-test to post-test compared to those of the control group.

However, regarding the results of self-ratings, it was found that the interaction effect of time by group was statistically significant ($F(1,62) = 12.40, p = 0.01$). The result indicated that the gains in the means from pre- to

post-test, as perceived by treatment group students were significantly greater than the gains perceived by control group students.

TABLE 6
Interaction Effects of Time x Group and Means for GEPT Listening Scores and Self-rated Listening Scale

Proficiency Instruments		Control (N=34)		Treatment (N=31)		Time x Group
		M	SD	M	SD	F
GEPT Scores (range 0~120)	Pre-test	74.94	17.60	76.61	15.64	2.59
	Post-test	78.29	15.52	82.71	14.20	
Self-ratings (range 1~10)	Pre-test	4.12	1.15	4.06	1.06	12.40**
	Post-test	4.35	0.92	4.84	0.74	

Note. df = (1,62) *p <.05 **p <.01 ***p <.001

As the group means indicate, generally speaking, in the case of GEPT results, the increase in the mean scores over time in the treatment group was greater than those in the control group. This is indicative of the predicted trend in a positive direction for the treatment group, although it was not statistically significant. However, on the other hand, the significantly greater increases of self-ratings of listening proficiency among the treatment group could also be the result of students' positive changes of strategy use toward listening tasks and greater involvement in self-regulated learning outside class. Therefore, it is more likely that students performed their listening tasks more effectively and thus perceived that they had achieved higher listening proficiency across the period of the intervention.

Nevertheless, taking both the results of the GEPT listening tests and self-ratings of listening together, the quantitative results of listening proficiency performance suggest that the strategy training may have had some positive effects on students' listening performance.

Strategy Development over Time

Parallel to completing reflective journals in the treatment group, control

group students were required to hand in the notes with a focus on the content of listening tasks. To briefly summarize the data from this task, some students appeared to replicate a few sentences they had heard from the listening passages, while some of the more diligent students wrote down every single word of the passage, after pausing and repeating the listening texts many times. Only a few students wrote a summary although they also stated that they repeated the listening several times. All the written notes they handed in were very similar across the 14 weeks. Few complaints and little resistance to doing this task occurred from students, since such practices were typical of the assignments they normally had.

As for the treatment group, the three sets of reflective journals were completed by students at weeks 2, 8 and 14 of the program respectively. While the first set served as a point of departure for how students would embark upon their course of strategy training, the second and the third serve as markers of how students' listening strategy use was changed as a result of strategy training. Reported changes in strategy use were further examined for each of the metacognitive, cognitive and social/affective strategy categories in the forms of specific examples using individuals' statements.

First of all, in the metacognitive category, students were better able to address a wider range of thought processes. For example, in strategy subgroup of Selective Attention, at the outset, students had very limited knowledge of metacognitive strategies, and most of them simply stated "pay attention to key words". However, as strategy training progressed, students seemed to become more aware of what they should specifically attend to, for example, one student (S16) stated in her second and final sets of reflective journal entries that,

I would pay attention to the transition words, such as 'however', 'but', 'therefore', and it helped me to connect the ideas of this announcement. (S16- Reflective Journal (RJ) 2)

This dialogue was about 'commute'. I would pay attention to the relative words or key facts about transportations, distance and time the speakers would travel. (S16- RJ3)

Among the metacognitive strategy subgroups, the Monitoring subgroup was the least employed compared to the others. Since monitoring strategies involve more indirect and complex processing, most students might not be aware of or be able to actively manage monitoring while listening. Their reported utilizations of monitoring strategies were mostly limited to “keeping up with speed” or “getting used to speech rate”, which suggested that students simply passively received the input, and even when they tried to be actively involved in using strategies, they tended to use them at a basic level. Nevertheless, a few higher proficiency listeners seemed to begin to employ the monitoring strategies at a more sophisticated level. Two students reported as follows,

I became more aware of my comprehension while I was listening, and then what I understood at the first part would make me understand next part better. (S30- RJ2)

When I didn't really understand the coming message, I would also check if it matched the overall situation. Sometimes they didn't fit in, so I would quickly change my interpretations again. (S3- RJ2)

As the strategy training continued to the end, results from the final set of strategy profile revealed that most students seemed to be able to apply the whole range of metacognitive strategies and reported these procedures more comprehensively. For example, one student stated:

If I follow the sequences of using strategies to prepare before listening, monitor comprehension during listening and evaluate after listening, I could comprehend much better. These strategies were just like a set of 'happy meal', if I didn't use one of them, then I could not understand more. (S27- RJ3)

It appeared that students not only broadened their horizons of metacognitive strategy use but also advanced their utilization more systematically.

Next, in the cognitive category, the results from the first set of strategy

profile indicated that, most students predominantly resorted to bottom-up strategies for detailed comprehension, and only used inferencing strategies to wildly guess when comprehension broke down. Therefore, responses such as “understand word meanings carefully”, “think hard about the unfamiliar words”, “translate the words into Chinese” or “quickly guess the answer” prevailed in most students’ initial reflective journals. Another highly-used strategy was ‘Replay’—repeated listening. One student (S21- RJ1) said, “I would pause sentence by sentence to understand the meaning”. Many students would replay the listening texts several times until they comprehended the meanings. They primarily persisted with decoding processes, that is, bottom-up, to decode the input word by word. When they couldn’t understand or missed several sentences, they simply replayed and listened again.

As students received strategy training and consistently reflected on their strategy use and the problems encountered over time, it was found in the second and third sets of data that individual learners of different proficiency levels began to realize the weakness of simply using bottom-up strategies to comprehend the texts and became willing to try out more top-down strategies as more appropriate ways to listen. Students who addressed the importance of catching every word at the beginning seemed to realize the disadvantages of just decoding input. For example, as one student stated,

Trying to understand word by word while listening was really a ‘mission impossible’. I found that I should just ignore the unfamiliar words and keep listening; otherwise I would get stuck and get panic again. (S19- RJ2)

I learned to listen for the key words and key points of the contexts and keep remind me about what I’ve understood. I found that my comprehension could go faster and understand better. (S19- RJ3)

Through reflecting his own strategy use in processing the input, he gradually discovered how to approach listening texts more effectively. Therefore, to incorporate more appropriate top-down strategies which involve higher level processing might help students to cope with the complex nature

of the listening process.

Regarding the Social/Affective Category, since most students performed out-of-class listening activities alone and they mainly dealt with one-way listening tasks, fewer social strategies were employed. By contrast, the utilizations of affective strategies were reported to have increased more dramatically. They reported to use affective strategies such as building their confidence, lowering their anxiety and keeping going when they were unable to comprehend. In addition, some students stated that they employed affective strategies to cope with their fear of the unknown in the listening input and with the obstacles which occurred while they were performing listening tasks.

DISCUSSION

RQ1: Do Students Alter Their Listening Strategy Use Over Time, If So, How?

The first research question examined in-depth insights into changing processes of how students adjust their strategy use to listen in a more systematic and effective way. Some patterns were revealed from the analysis of qualitative data. Regarding changes in strategy use in three main categories, in the metacognitive category, the results show that students become more aware of their thought processes and gradually recognized the necessity of planning, monitoring and evaluating their listening tasks to execute better control over their listening processes. With increasing metacognitive awareness and strategy use, in cognitive category, students seemed to shift from passively using mechanical strategies to actively utilizing sophisticated strategies which involved a greater depth of processing. In addition, students employed more affective strategies to build their confidence. Once they became more confident in their listening performance, they were more likely to optimize their learning to achieve greater success.

Therefore, it was found that treatment group students, step by step, were adjusting their strategy use over time and were developing a better quality and higher level of strategy usage as a result of strategy training.

RQ2: Does Strategy Training Expand Students' Use of Listening Strategies?

The quantitative results showed that the strategy training has led to the reporting of significantly more positive changes in using listening strategies for the treatment group. Many previous studies (i.e., Cheng, 2002; Griffiths, 2003; Ozeki, 2000) have suggested that students' significantly increased strategy use after the intervention was one of the indications of the positive effects of strategy instruction. However, the results in this study indicated that students not only increased their use of some high level strategies, but decreased their use of strategies that were more primitive, in order to achieve effective comprehension. Therefore, it is suggested that the improvement in the quality of strategy use, rather than the increase in the quantity, accounts for much of the effectiveness of strategy training.

Although control group students also increased their use of top-down strategies and decreased bottom-up strategies, these trends were very slight compared to those in the treatment group. This change is probably due to listening strategies being embedded in general language instruction to some extent, although they were taught implicitly and sparsely. As a result, control group students used strategies randomly and unconsciously, showing very few differences in strategy use over time.

Hence, this study confirms the effectiveness of teaching strategies explicitly to make students consciously reflect on their strategy use on a regular basis, so as to significantly enhance the positive changes in their strategy repertoires.

RQ3: Does the Use of Learner Strategies Enhance Students' Self-Directed Learning as it Relates to Learning Listening Comprehension?

The results from the LLAQ pre-test and post-test showed that the treatment group increased their out-of-class listening learning activities to a significantly greater extent than those in the control group. This meant that the treatment group made more attempts and put in more effort to engage in authentic English speaking exposure in an EFL context where English input is relatively rare in daily life. In addition, in performing these activities, the treatment group demonstrated significantly greater increases in setting goals (planning), noticing problems (monitoring), and solving problems (evaluating and revising) to manage their learning processes.

It can be inferred that, as students increased their metacognitive knowledge and improved their strategy use in processing listening input, they seemed to be able to transfer these metacognitive awareness and strategies to the wider context, to manage their learning processes when they had left the classroom.

These changes may be associated with the focused strategy training which familiarized students with the procedures of planning, monitoring and evaluating their listening tasks. As a result, treatment group students were better able to transfer these procedures spontaneously to their out-of-class activities. In addition, the treatment of keeping reflective journals encouraged students to consistently reflect on their learning successes and problems, on setting goals, and attempting solutions to problems encountered, so as to develop a greater sense of responsibility for their own learning and to self-direct their efforts in enhancing their listening comprehension.

RQ4: Does Strategy Training Improve Students' Listening Proficiency?

The results of two listening proficiency instruments showed that, although treatment group students showed no significant improvement on the GEPT from pre-test to post-test compared to those in the control group, they self-rated themselves as having gained significantly greater listening proficiency

after the strategy training than the self-ratings by the control group.

Language learning is a long-term process, and standardized tests like the GEPT may not provide sufficiently fine distinctions to distinguish the relatively small changes in performance that students may have made over a relatively short period. In addition, test-taking for listening comprehension, which puts pressure on students to respond correctly in a few seconds, may cause students great anxiety and prevent them from using appropriate strategies. Therefore, it is suggested that it may be problematic to use standardized listening tests to measure students' improvement in listening proficiency after a short period of strategy instruction.

However, the students in the treatment group did report significantly greater gains in listening proficiency than those of the control group using self-assessment. This may be due to students' positive changes in strategy use and their greater self-directed learning in listening, which enabled them to achieve effective comprehension and become better listeners. Thus, the findings indicate that students' improvement in strategy use may lead to enhanced self-perceptions of listening proficiency.

In addition, it is suggested that there needs to be a shift in assessing students' listening proficiency in a conventional EFL listening classroom, where the listening multiple-choice test has long been a predominant measurement in assessing students' listening outcomes. As EFL college students come to the class with different proficiency levels, it may not be sufficient to assess students simply through listening test scores. Lower achievers may still get low scores even if they put in a lot more effort in their learning than their higher-achieving counterparts, especially over a short period such as a semester. To measure this, it is essential to shift to a greater emphasis on the measurement of students' processes of improvement.

The findings of this study showed that the treatment strategy of keeping reflective journals could provide an alternative assessment of students' learning progress. Since reflective journals may more comprehensively capture individual students' learning processes and their efforts in improving listening, they provide the teacher with valuable insights into students'

listening performance.

As Graham (2003) has pointed out, it is crucial to help students perceive a connection between their own effort, the learning process and outcome. Thus, to have students keeping reflective journals on a regular basis may be one way to achieve this goal. When students become better able to self-reflect on their learning processes and on their strategy use, they have better control over and feel more confident to deal with more difficult listening tasks. Gradually, they became capable of self-directing their own learning more effectively which in turn enhances their listening proficiency.

CONCLUSION

The present study examined the effects of strategy training using multiple measurements, both quantitatively and qualitatively, to triangulate the data. As a result, more in-depth insights into strategy training and more objective findings were generated. It is suggested that more research efforts are needed that use multiple measurements in strategy training across different educational contexts, especially those which put a greater emphasis on process-based development of strategy use over time. By doing so, not only can the effects of strategy training be examined more comprehensively, but also more reliable and valid results regarding learners' strategy use and their listening performance can be provided.

Furthermore, this study provided empirical evidence that strategy training can be integrated into a practical EFL listening classroom and can bring positive effects in developing EFL learners' strategy use, self-directed learning and listening performances. This suggests the strong need to conduct such practices to guide students to effectively activate their listening processes and self-directed learning, especially in a context where listening is predominately tested rather than taught. However, to achieve effective and efficient strategy instruction, collaboration among students, teachers and policy or curriculum leaders is required. It is hoped that the findings of this

study will contribute to the field of EFL listening strategy research through a call for changing conventional listening instruction to a strategy and process-based instruction in listening. Strategy training could also hold promise for helping students both to enhance their listening macroskill and to foster learner autonomy, factors which are necessary for students to achieve greater communicative competence.

THE AUTHOR

Ai-hua Chen holds an Ed.D from The University of Queensland in Australia. She is currently an Assistant Professor in the Center of General Education at Chinmin Institute of Technology in Taiwan. Her research interests focus on TESOL pedagogy, second language acquisition, EFL listening instruction and language learner strategies.

Email: aihua@ms.chinmin.edu.tw

REFERENCES

- Carrier, K. A. (2003). Improving high school English language learners' second language listening through strategy instruction. *Bilingual Research Journal*, 27(3), 383-408.
- Chamot, A. U. (1995). Learning strategies and listening comprehension. In D. Mendelsohn & J. Rubin (Eds.), *A guide for the teaching of second language listening* (pp. 15-30). San Diego: Dominic Press.
- Chamot, A. U., Barnhardt, S., El-Dinary, P. B., & Robbins, J. (1999). *The learning strategies handbook*. White Plains, NY: Addison Wesley Longman.
- Chamot, A. U., & O'Malley, J. M. (1994). *The CALLA handbook: Implementing the cognitive academic language learning approach*. White Plains, NY: Addison Wesley Longman.
- Cheng, C. H. (2002). Effects of listening strategy instruction on junior high school students. *Selected papers from the Eleventh International Symposium on English Teaching* (pp. 289-297). Taipei: Crane.

- Cohen, A. D. (1998). *Strategies in learning and using a second language*. New York: Longman.
- Goh, C. (1998). How ESL learners with different listening abilities use comprehension strategies and tactics. *Language Teaching Research*, 2(2), 124-147.
- Goh, C. (2002). Learners' self-reports on comprehension and learning strategies for listening. *Asian Journal of English Language Teaching*, 12, 45-68.
- Goh, C., & Taib, Y. (2006). Metacognitive instruction in listening for young learners. *ELT Journal*, 60(3), 222-232.
- Graham, S. (2003). Learner strategies and advanced level listening comprehension. *Language Learning Journal*, 28, 64-69.
- Graham, S., & Macaro, E. (2007). Designing year 12 strategy training in listening and writing: From theory to practice. *Language Learning Journal*, 35(2), 153-173.
- Grenfell, M., & Harris, V. (1999). *Modern language and learning strategies: In theory and practice*. London: Routledge.
- Griffiths, C. (2003). The relationship between patterns of reported language learning strategy (LLS) use by speakers of other languages (SOL) and proficiency with implications for the teaching/learning situation. Unpublished Ph. D. thesis, University of Auckland.
- Language Training & Testing Center (2003). *Concurrent validity studies of the GEPT intermediate level, GEPT high-intermediate level, CBT TOEFL, CET-6, and the English test of the R.O.C. college entrance examination*. Taipei: The Language Training & Testing Centre.
- Macaro, E. (2001). *Learning strategies in foreign and second language classrooms*. London: Continuum.
- Mendelsohn, D. J. (1994). *Learning to listen: A strategy-based approach for the second-language learner*. San Diego: Dominie Press.
- Nyikos, M., & Oxford, R. L. (1993). A factor analytic study of language-learning strategy use: Interpretations from information-processing theory and social psychology. *The Modern Language Journal*, 77(1), 11-22.
- O'Malley, J. M., & Chamot, A. U. (1990). *Learning strategies in second language acquisition*. Cambridge: Cambridge University Press.
- O'Malley, J. M., Chamot, A. U., & Kupper, L. (1989). Listening comprehension strategies in second language acquisition. *Applied Linguistics*, 10(4), 418-437.
- Oxford, R. L. (1990). *Language learning strategies: What every teacher should know*. Boston: Heinle & Heinle.
- Oxford, R. L., & Leaver, B. L. (1996). A synthesis of strategy instruction for language learners. In R. L. Oxford (Ed.), *Language learning strategies around the world: Cross-cultural perspectives* (pp. 227-245). Honolulu: University of

Hawaii Press.

- Ozeki, N. (2000). *Listening strategy instruction for female EFL college students in Japan*. Unpublished Ph.D. thesis, Indiana University of Pennsylvania.
- Rost, M. (2002). *Teaching and researching listening*. New York: Longman.
- Rubin, J. (1995). The contribution of video to the development of competence in listening. In D. Mendelsohn & J. Rubin (Eds.), *A guide for the teaching of second language listening* (pp. 151-165). San Diego: Dominic Press.
- Rubin, J., & Thompson, I. (1994). *How to be a more successful language learner* (2nd ed.). Boston: Heinle & Heinle.
- Thompson, I., & Rubin, J. (1996). Can strategy instruction improve listening comprehension? *Foreign Language Annals*, 29, 331-342.
- Vandergrift, L. (1997). The comprehension strategies of second language (French) listeners: A descriptive study. *Foreign Language Annals*, 30(3), 387-409.
- Vandergrift, L. (1999). Facilitating second language listening comprehension: Acquiring successful strategies. *ELT Journal*, 53(3), 168-176.
- Vandergrift, L. (2003a). Orchestrating strategy use: Towards a model of the skilled L2 listener. *Language Learning*, 53(3), 463-496.
- Vandergrift, L. (2003b). From prediction through reflection: Guiding students through the process of L2 listening. *Canadian Modern Language Review*, 59(3), 425-440.
- Vandergrift, L. (2007). Recent developments in second and foreign language listening comprehension research. *Language Teaching*, 40(3), 191-210.
- Vandergrift, L., Goh, C., Mareschal, C., & Tafaghodtari, M. H. (2006). The Metacognitive Awareness Listening Questionnaire: Development and validation. *Language Learning*, 56(3), 431-462.
- Wylie, E., & Ingram, D. E. (1999). *International second language proficiency ratings (ISLPR): Master general proficiency version (English examples)*. Nathan, Qld: Centre for Applied Linguistics and Languages, Griffith University.

APPENDIX A
Listening Comprehension Strategy Questionnaire
 Adapted from Vandergrift (1997) and Goh (2002)

What do you do when you listen or try to comprehend spoken English in class or outside of the classroom? Please indicate the level that best describes your situation with each of the following statements by circling the appropriate number. It is very important that you respond as honestly and accurately as possible. There is no correct answer. Please respond in a way that best reflects how you presently approach an English listening task.

1: Almost Never 2: Seldom 3: Sometimes 4: Usually 5: Almost Always

Part I Metacognitive Strategies

Before I listen to something in English,

- | | | | | | |
|--|---|---|---|---|---|
| 1. I first find out more about the topic/task. | 1 | 2 | 3 | 4 | 5 |
| 2. I look over the vocabulary or recall the important words related to this topic. | 1 | 2 | 3 | 4 | 5 |
| 3. I have a plan in my mind for how I am going to listen. | 1 | 2 | 3 | 4 | 5 |

When I listen, I try to do the following:

- | | | | | | |
|--|---|---|---|---|---|
| 4. I concentrate hard so that I can hear clearly what is said. | 1 | 2 | 3 | 4 | 5 |
| 5. When my mind wanders, I recover my concentration right away. | 1 | 2 | 3 | 4 | 5 |
| 6. When I can not understand, I will continue to listen to other parts. | 1 | 2 | 3 | 4 | 5 |
| 7. Before I try to understand, I decide in advance to listen for specific aspects of information, (e.g., familiar key words, stressed words or tone of voice) and I focus on hearing that information. | 1 | 2 | 3 | 4 | 5 |
| 8. I try to listen with a purpose for theme or topic. | 1 | 2 | 3 | 4 | 5 |
| 9. I ask myself what I am listening to or what I have understood. | 1 | 2 | 3 | 4 | 5 |
| 10. When I think I understand something, I check if it fits in with the situation. | 1 | 2 | 3 | 4 | 5 |
| 11. When I think I understand something, I compare it with my general knowledge. | 1 | 2 | 3 | 4 | 5 |
| 12. I quickly adjust my interpretation if I realise that it is not correct. | 1 | 2 | 3 | 4 | 5 |
| 13. I try to keep up with the speed or give a quick response when necessary. | 1 | 2 | 3 | 4 | 5 |

After I finish listening,

- | | | | | | |
|--|---|---|---|---|---|
| 14. I reflect on my problems or difficulties, e.g., key words could not be understood or concentration level was insufficient. | 1 | 2 | 3 | 4 | 5 |
| 15. I evaluate how much I've understood this time, e.g., I could comprehend 80% of the text. | 1 | 2 | 3 | 4 | 5 |
| 16. I evaluate my strategy use and think of other strategies that could have helped, e.g., I was less stuck by unknown words. | 1 | 2 | 3 | 4 | 5 |

Part II Cognitive Strategies

<i>When I'm listening, I do this to help my comprehension.</i>	1	2	3	4	5
17. I try to listen for main ideas first.	1	2	3	4	5
18. When I don't understand something, I use context clues, e.g., familiar words, background noises, tone of voice, to guess the meaning.	1	2	3	4	5
19. When I don't understand something, I use information from pictures or the speaker's expressions to guess the meaning.	1	2	3	4	5
20. I use my experience and knowledge about the topic to approach the meaning.	1	2	3	4	5
21. I use my knowledge about English language to approach the meaning (e.g., whether a word is an adjective or a noun).	1	2	3	4	5
22. Before I hear anything, I try to guess what will be said.	1	2	3	4	5
23. I use what I have just heard to guess what the next part is.	1	2	3	4	5
24. I use mental or actual pictures to help me comprehend the texts.	1	2	3	4	5
25. I can picture some key words in my mind.	1	2	3	4	5
26. I try to listen for each word or detail.	1	2	3	4	5
27. Before trying to understand everything, I first translate some difficult English words into Chinese.	1	2	3	4	5
28. Before trying to understand everything, I first translate the whole sentence into Chinese.	1	2	3	4	5
29. When I hear words I don't recognise, I stop to think hard about what they mean.	1	2	3	4	5
30. When I hear words I don't recognise, I try to repeat the sounds of the words.	1	2	3	4	5
31. I try to remember the key points, and organise the concepts that I heard in my mind.	1	2	3	4	5
32. I write down the words and concepts in abbreviated verbal, graphic, or numerical form.					

Part III Social/ Affective Strategies

<i>When I don't understand something.</i>	1	2	3	4	5
33. I ask the speaker/teacher to repeat or explain.	1	2	3	4	5
34. I ask my classmate or friends to clarify my comprehension.	1	2	3	4	5
35. I am not anxious and keep calm while listening.	1	2	3	4	5
36. I encourage myself through positive self-talk.					

Are there any other things you do to help yourself understand when listening to English?
 I (Sometimes, Usually, Almost Always)

APPENDIX B

Listening Learning Activity Questionnaire

Please indicate the level that best describes your situation with each of the following statements by circling the appropriate number. There is no correct answer and this will not affect your grade in this course. It is very important that you respond as honestly and accurately as possible.

PART I

1. How often do you learn to listen from each of the following out-of-class English listening activities?

**1: Rarely 2: Once or twice a month 3: Once a week 4: Several days a week
5: Almost every day**

- | | | | | | |
|---|---|---|---|---|---|
| 1. Watch TV shows or news programs in English | 1 | 2 | 3 | 4 | 5 |
| 2. Watch English language movies in the theatre or on video | 1 | 2 | 3 | 4 | 5 |
| 3. Listen to radio broadcasts in English | 1 | 2 | 3 | 4 | 5 |
| 4. Listen to English learning programs on the radio | 1 | 2 | 3 | 4 | 5 |
| 5. Listen to English language songs | 1 | 2 | 3 | 4 | 5 |
| 6. Practice English listening using interactive CD ROMs | 1 | 2 | 3 | 4 | 5 |
| 7. Practice English listening through the World Wide Web | 1 | 2 | 3 | 4 | 5 |
| 8. Listen to English in a restaurant or store where the staff speak English | 1 | 2 | 3 | 4 | 5 |
| 9. Attend English lectures or events | 1 | 2 | 3 | 4 | 5 |
| 10. Engage in conversations with native English speakers | 1 | 2 | 3 | 4 | 5 |

2. Are there other listening learning activities that you have done?
How often do you practice listening from these activities?

PART II

Adapted from Rubin and Thompson's (1994) Executive Control Questionnaire and Vandergrift et al's (2006) Metacognitive Awareness Listening Questionnaire

How do you manage your English listening learning activities?

1: Almost Never 2: Seldom 3: Sometimes 4: Usually 5: Almost Always

I. Planning – Setting Goals

1. I choose appropriate materials or levels of difficulty for my English 1 2 3 4 5

listening practice.

- | | | | | | |
|---|---|---|---|---|---|
| 2. I set regular schedules for my English listening learning activities. | 1 | 2 | 3 | 4 | 5 |
| 3. I set specific goals for myself each time I start the English listening activity. | 1 | 2 | 3 | 4 | 5 |
| 4. I clearly determine how I am going to organise my learning to listen. | 1 | 2 | 3 | 4 | 5 |
| 5. I learn best when I have control of my learning, i.e., determining what , when , and how I will learn. | | | | | |
| 6. I like to decide my own learning plans for improving listening. | 1 | 2 | 3 | 4 | 5 |
| 7. I like to decide for myself which errors to work on. | | | | | |
| 8. I have a pretty good idea of when I need to be very careful and when I need to deal only with the big picture and skip over the details. | 1 | 2 | 3 | 4 | 5 |

II. Monitoring – Noticing Problems

- | | | | | | |
|--|---|---|---|---|---|
| 9. I use different listening strategies depending on the listening activities. | | | | | |
| 10. I familiarise myself with the organisation of different types of spoken English (i.e., news, lectures, conversations). | 1 | 2 | 3 | 4 | 5 |
| 11. I ask myself periodically if I am satisfied with my level of comprehension. | 1 | 2 | 3 | 4 | 5 |
| 12. I consciously focus my attention on important information. | | | | | |
| 13. I note down when something is unclear or not known to me and then seek to resolve these problems. | 1 | 2 | 3 | 4 | 5 |
| 14. When someone corrects me when I am listening to English, I attempt to understand why I made a mistake. | 1 | 2 | 3 | 4 | 5 |
| 15. I change listening strategies when I fail to understand. | | | | | |
| 16. I can recognise when a listening task is going to be particularly difficult. | 1 | 2 | 3 | 4 | 5 |

III. Evaluation – Solving Problems

- | | | | | | |
|---|---|---|---|---|---|
| 17. I ask my teacher, native speakers or more advanced students for help when I do not understand. | 1 | 2 | 3 | 4 | 5 |
| 18. I notice that some errors need immediate attention and others do not. | 1 | 2 | 3 | 4 | 5 |
| 19. I keep track of errors that I usually make and decide how to correct these errors. | 1 | 2 | 3 | 4 | 5 |
| 20. I keep track of the way I listened after the listening activity and about what I might do to improve listening next time. | 1 | 2 | 3 | 4 | 5 |
| 21. I periodically evaluate my plans and goals for learning to listen. | 1 | 2 | 3 | 4 | 5 |
| 22. I encourage myself to practise listening even when I feel my progress is slow. | 1 | 2 | 3 | 4 | 5 |
| 23. I periodically assess my listening ability and check whether it has improved. | 1 | 2 | 3 | 4 | 5 |
| 24. I try to be patient and build up my listening ability step by step. | 1 | 2 | 3 | 4 | 5 |
| 25. I have control over how well I learn to listen. | | | | | |

APPENDIX C

Self-rated Listening Scale

Adapted from Wylie & Ingram (1999)

This scale is designed to discover how you rate your abilities in English listening comprehension. There are no right or wrong answers, just your honest opinion. Your response will not be used to evaluate your performance in this class. Here are some people who do not have English as their native language. Tick only ONE person who understands English in the same way you do.

	<input type="checkbox"/> 1. I cannot understand at all when something is spoken in English, even if it is spoken slowly and in a very simplified way.
	<input type="checkbox"/> 2. I can understand only very short, simple questions, statements or instructions that I have often heard in English (e.g., greetings in daily life).
	<input type="checkbox"/> 3. I can understand very simple face-to-face conversations in spoken English about familiar things if the other person uses simple sentences, speaks slowly and rewords things for me.
	<input type="checkbox"/> 4. I am midway between the description above and the one below.
	<input type="checkbox"/> 5. I can understand when I am having a conversation with a native speaker about familiar things or events. I can also get the main idea of simple English programs (e.g., shows and dramas) on TV and radio about general topics.
	<input type="checkbox"/> 6. I am midway between the description above and the one below.
	<input type="checkbox"/> 7. I can generally follow a conversation between native speakers of English about familiar topics or events, but I miss some things. I also understand most things on English programs (e.g., daily news broadcasts, talk shows, and dramas) on TV and radio, but I miss some things, too.
	<input type="checkbox"/> 8. I am midway between the description above and the one below.
	<input type="checkbox"/> 9. I understand almost everything when I am participating in social conversations with native speakers of English, even unfamiliar and abstract topics. I also understand most news stories and interviews on English TV and radio, including some complex topics.
	<input type="checkbox"/> 10. I understand spoken English almost as well as an educated native speaker does. I also understand complex and difficult radio documentaries with fast speech.

APPENDIX D

Reflective Journal

Theme topic:

Movies / TV news broadcast / Radio programs / Listening to the English lecture / Interactive learning CD-Rom / Conversation with English speakers

I. Write about one listening activity which you've just completed. For each situation, try to reflect on what you were doing for the listening event, and write into paragraphs for each question that listed below.

1. What was the listening event?

2. How sure are you that you understand the listening task?

0 -----	1 -----	2 -----	3 -----	4 -----	5 -----	6 -----	7 -----	8 -----	9 -----	10
Not sure		Somewhat unsure			Kind of sure			Very sure		Completely sure

3. What did you do to understand as much of it as possible?

4. What difficulties did you encounter while you were listening to the task?

5. What are the methods or strategies you have found effective for this task?

6. What are the methods or strategies that do not work for you?

II. Give yourself a learning estimate for your learning in listening for the past two weeks. (e.g., expanding strategy use, using strategies more effectively, or better understanding of the listening passage)

0 -----	1 -----	2 -----	3 -----	4 -----	5 -----	6 -----	7 -----	8 -----	9 -----	10
Not		Somewhat			Kind of Successful			Very		Completely

III. What do you plan to do to practice your listening for the next two weeks?