

國立政治大學英國語文學系碩士在職專班碩士論文

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國中學生接受聽力策略訓練後

聽力策略發展之研究

An Investigation of Junior High School Students'
Listening Strategies Development after Explicit
Listening Instruction

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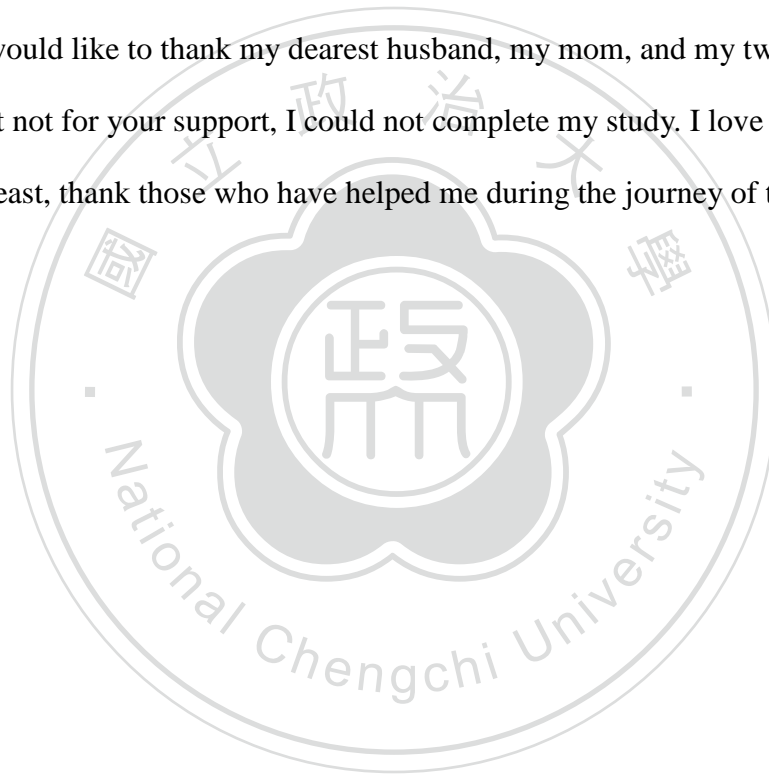


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國立政治大學英國語文學系碩士在職專班

碩士論文提要

論文名稱：國中學生接受聽力策略訓練後聽力策略發展之研究

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論文提要內容：

本研究旨在探討國中學生在接受為期十二周的聽力策略訓練(LSI)之後，其後設認知、認知、社會情感策略的使用和發展以及了解國中學生聽力策略學習的過程。研究對象為36名北部國中七年級學生。其中，後設認知策略和認知策略將在課堂上明確的(explicitly)教導；而社會情感策略則是暗示的(implicitly)教導。從反思日記中所收集的資料以質化和量化的方式分析。量化資料以SPSS 11.5 來做描述統計分析；而質化資料則以逐字稿打出並由研究者和另一名英文老師來做分析與歸類的工作。

研究結果顯示後設認知策略和社會情感策略的使用減少，而認知策略的使用增加。此外能力高低與策略使用的次數並沒有絕對的對應。另外，學生可以在策略訓練的過程中發展出自己的策略。最後，策略的使用十分的個人化與複雜。根據研究發現，本研究提出三點對於國中英文聽力教學上的建議。第一，聽力策略訓練可以與國中英文課程做結合。第二，教導學生聽力策略的同時，應要求學生寫反思日記。最後，不應強迫學生在聽力策略上的使用方式，因為聽力策略的使用個別性很高。

關鍵字:聽力策略學習過程、聽力策略訓練、聽力策略、國中生



Abstract

This study aimed to investigate students' listening strategy learning process and their metacognitive, cognitive, and social/affective strategies utilization as well as development after listening strategy instruction(LSI). The subjects were 36 seventh graders in junior high school in northern Taiwan. These students were taught listening strategies for twelve weeks. Metacognitive strategies and cognitive strategies were taught explicitly while social/affective strategies were taught implicitly. The data from reflective journals were analyzed both quantitatively and qualitatively. The quantitative data were analyzed by the SPSS version 11.5 for the descriptive statistics, while the qualitative data from reflective journals were transcribed verbatim and categorized into the themes by the researcher and another English teacher.

The result showed the reported use of metacognitive strategies and social/affective strategies reduced with time, whereas the reported use of cognitive strategies increased. Meanwhile, the students' proficiency levels did not correspond to the frequency of strategies use. Besides, students developed strategies that had not been emphasized in LSI. Moreover, students changed their roles from passive learning to active thinking and became better able to apply a wide range of strategies after LSI. Last, it was found that strategy use is highly individualized and complex. Based on these findings, some pedagogical implications were suggested. First, LSI can be integrated in EFL classroom in junior high school. Next, it is important to teach students listening strategies as well as ask them to write reflection journal at the same time. Last, it is better not to force students to use some specific strategies at specific time because strategy use is highly individualized.

Key words: listening strategy learning process, listening strategy instruction (LSI),
listening strategies, junior high school student



Chapter 1

Introduction

Background and Motivation

With the globalization of society, English is used as a lingua franca in the world, and we have more and more chances to access rich variety of aural and visual English texts through world-wide communication systems like Facebook, Youtube, Twitter, and others. Thus, English listening comprehension has been more and more important for ESL/EFL learners because being unable to comprehend spoken English may cause communication breakdown or non-understanding. Besides, English listening test will be included in Taiwan Certificate of Education Examination (國中會考) in 2014. Therefore, it is imperative for teachers to put more time and effort in listening instruction to enhance students' listening ability.

Over the decades, the foci of listening teaching have changed from perception and decoding of sounds to the use of listening strategy for enhancing comprehension and dealing with problems (Goh, 2008). Listening strategy instruction (LSI) which includes cognitive strategies, metacognitive strategies, and social and affective strategies have been proved to be beneficial for listening comprehension especially for weaker listeners (Chamot, 2004; Goh & Taib, 2006; Huang, 2008; Hung, 2010; Li, 2009; You, 2007).

Cognitive strategies include bottom-up strategies such as listening for key words and listening for details and top-down strategies such as inference and elaboration. Research has shown that an integrative model of top-down and bottom up strategies facilitate listening comprehension the most (Nunan, 2003; Vandergrift, 2004).

Though cognitive strategies help learners increase listening comprehension, the process of strategy use and the way learners can use the strategies by themselves were scarcely discussed; as a consequence, learners do not develop the competence to use strategies by themselves without teachers' guidance. In other words, they cannot become independent learners. Scholars like Vandergrift, Chamot, and Goh advocated metacognitive strategies involving thinking about and directing the listening process. Through metacognitive strategies comprising planning, monitoring, and evaluation, learners can be helped to know when and how to use strategies that best work for them; thus, learners turn to be active and gain more autonomy in learning. While metacognitive strategies may direct listening activity, their directive power cannot be realized without the application of appropriate cognitive strategies (Vandergrift, 2008).

Social and affective strategies are the least frequently used by students (Wharton, 2000), and those who need them the most are least likely to use them because of not viewing social relationship as part of the L2 learning process and for the lack of awareness of their own feelings (Oxford, 1993). However, Dornyei (2005) suggested that sharing with peers the strategies use is often the most inspiring part of strategy instruction because students can gain insights from their peers by listening to the experience of each other.

Though many studies have suggested the benefit of LSI, their research method lies in the quantitative analysis of the grades between pre-test and post-test (Huang, 2008; Hung, 2010; Li, 2009; You, 2007). Therefore the result of the study cannot show how learners arrived at comprehension. Besides, learners also suffer from a high level of anxiety under the emphasis of the product—the right answer and the grades (Vandergrift, 2008). Therefore, the attention of the study should be directed to the process of listening strategy learning. After all, not until learners become aware of

their listening strategies development will they know how to orchestrate their strategies and control comprehension processes on their own (Vandergrift, 2008). Therefore, a closer investigation of how students learn and adjust their listening strategies under the strategy instruction is worthy of attention.

Purpose of the Study

What is of particular interest to this study is that little research has been conducted to see the development of students' listening strategies after LSI. Besides, the focus of much research lies in the quantity of strategies teaching rather than the quality of how students learn the strategies under strategy instruction. Goh (2002) indicated what differentiates high proficiency learners and low proficiency learners is not the number of strategies they use but how they orchestrate their strategies. Therefore, the researcher intends to offer a picture of students' strategy learning process and their strategies utilization and development after LSI.

Research Questions

To present the process of students' strategy learning under LSI, two research questions are addressed as follows.

1. How do students adjust their listening strategies after listening strategy instruction (LSI)?
2. What's the development of students' metacognitive, cognitive, and social and affective strategies in listening after students received listening strategy instruction (LSI)?



Chapter Two

Literature Review

Three major sections are presented to review literature on students' listening strategies development after listening strategy instruction (LSI). The first section is about listening process including top-down processing, bottom-up processing, and interactive processing. The second part involves the introduction of learning and listening strategies. Finally, the models of the strategy instruction and the effectiveness of the instruction are discussed.

Listening Process

To understand how people comprehend what they hear, it is important to think about how people process the sound. Three dimensions are often mentioned to explain listening process; one is top-down processing; another is bottom-up processing, and the other is interactive processing.

Top-down Processing

Learners comprehending what they hear in top-down processing start with their background knowledge or schemata to get a general view of the listening passage and then infer to come up with a plausible explanation (Nunan, 2003).

However, the effectiveness of top-down processing in benefit of listening comprehension is controversial. Some studies suggested that top-down processing fosters listening comprehension (Ellermeyer, 1993; Kelly, 1991; Meyer & Rice, 1983). Kelly (1991) found that skilled listeners applied top-down processing more whereas less- skilled listener attend mostly to local details as in the bottom-up processing. Nevertheless, some studies indicated that schemata in top-down processing may hinder listening comprehension (Long, 1989; Tsui & Fullilove, 1998). Long (1989)

found that linguistic knowledge plays a critical role in comprehension when appropriate schema are not activated to listeners, which leads listeners to draw on the wrong schema.

Implications of top-down process in English teaching are more concerned with the activation of schema (Brown, 2007). Techniques include ways to activate schema prior to a listening activity, to listen to identify a topic or find main idea and supporting details. Techniques before the listening activity involve providing questions to discuss the topic and offering pictures or keywords about the text (Brown, 2007).

Bottom-up Processing

Learners comprehending what they heard in bottom-down processing start with analyzing the various morphosyntactic elements of linguistic input from sounds to lexical meaning, and to find final accurate message (Brown, 2007). When listeners have no background knowledge about the discourse, they rely much on bottom-up processing (Wilson, 2003). According to Kelly (1991), in the early stage of foreign language learning, learners tend to use bottom-up processing. As their proficiency increased, they count more on semantic and other knowledge belonging to top-down processing.

The effectiveness of bottom-up processing is also controversial. Some studies indicated that top-down processing facilitate listening comprehension more (Kelly, 1991; Vandergrift, 1997; Weissenrieder, 1987) whereas other studies suggested successful listening comprehension rely more on bottom-up processing because schema may cause dysfunctional effects on listening comprehension (Long, 1989; Tsui & Fullilove, 1998). Tsui and Fullilove (1998) suggested that if listeners are not able to revise their initial activated schema which contradicts the following text, they cannot comprehend successfully. Therefore, the study proposed that less-skilled

listeners need to master rapid and accurate decoding of the linguistic inputs and count less on guessing from background knowledge to avoid the misleading of the wrong background knowledge.

Implications of bottom-up processing in English teaching focus on sounds, words, intonations, grammatical structures, and other components of spoken language. Techniques in bottom-up processing involve listening for key words, listening for details and dictation exercises—that is, learners write exactly what they hear (Brown, 2007).

Interactive Processing

The use of the combination of top-down and bottom-up data is called interactive processing with which learners modify their interpretation according to both incoming information and their prior knowledge (Nunan, 2003).

Some studies indicated that effective listening comprehension occurs when the listeners can orchestrate the incoming linguistic information and their pre-existing knowledge to constantly modify their hypothesis (Kelly, 1991; Buck, 1991). Hildyard and Olson (1982) indicated that efficient learners utilize both top-down and bottom-up processing to interpret text whereas low-level learners pay more attention to local details.

In the classroom, pre-listening activities can help learners to use the interactive mode to process the discourse (Nunan, 2003). For example, before listening, teachers can ask learners to brainstorm vocabulary about the following topic or create a short dialogue related to functions in the following discourse, which facilitate students to activate schema (top-down processing). During the listening, they base their information generated from pre-listening activities to comprehend vocabulary and sentences in the discourse (bottom-up data).

Language Learning Strategies and Listening Strategies

Language learning strategies can be defined as actions, thoughts, or processes which are consciously selected by learners to assist them in learning and using language or to complete a language task (Cohen, 2011; White, 2008). From the mid-1970s, influenced by interactionist and sociolinguistic, the language teaching emphasis moved from a product-oriented to a process-oriented. In other words, the teaching concern shifted from methods and products of language teaching to a focus on how language learners process, store, retrieve and use target language material (White, 2008). One dimension of this research included attempts to find out how language learners learn effectively and improve their language competence through the orchestration of various learning strategies.

Such learning strategies have been classified in different ways. In Cohen's study (2011), three dimensions of learning strategies are mentioned, strategies for learning and use, strategies according to skill area, and strategies according to function. What is of particular interest to this study is the application of listening strategies consisting metacognitive, cognitive, and socio-affective strategies in unidirectional tasks. Therefore, the second and third dimensions are more related to this study and will be further elaborated.

The second dimension involves strategies according to skill area. In this approach, strategies are classified in related to their roles in four skills—listening, reading, speaking, and writing. The present study focuses on listening; some strategies like vocabulary, grammar, and translation strategies can also be applied to the listening skill.

The third way to classify strategies is to concern strategy functions, namely metacognitive, cognitive, and socio-affective (Chamot, 1987; Oxford, 1990).

Metacognitive strategies in listening include pre-listening planning, while-listening

monitoring, and post-listening evaluation and problem-solving, which facilitate learners to think about and direct the listening process. Metacognitive strategies are considered valuable in which they allow learners to reflect on the process of listening by planning, monitoring, and evaluating on a given task; thus, learners' awareness and strategic knowledge can also be encouraged (Vandergrift, 2008).

Studies of the differences between more-skilled and less-skilled listeners highlight the importance of metacognitive strategies to L2 listening success (Goh, 2000; Goh, 2002b; Vandergrift, 1998; Vandergrift, 2003). Goh (2002b) indicated that skilled L2 listening involves a skillful orchestration of selected metacognitive and cognitive strategies to monitor listening process and comprehend the input. Vandergrift (2003) also found skilled listeners used about twice as many metacognitive strategies as their less-skilled counterparts and used an effective combination of metacognitive and cognitive strategies.

Though metacognitive strategies are important in terms of facilitating listening comprehension, their power cannot be exerted without the application of appropriate cognitive strategies. Therefore, learners should learn to couple both metacognitive and cognitive strategies well to achieve successful comprehension (Vandergrift, 2008).

Cognitive strategies deal with strategies with which learners use during the process of language learning and language using to help them comprehend. These strategies involve solving learning problems by considering how to store and retrieve information. Besides, they are more limited to specific learning tasks and involve more direct manipulation of the learning material itself (Brown, 2007).

Many studies indicated that more proficient listeners put greater emphasis on elaboration and inference than less proficient learners. Besides, more proficient listeners use strategies more flexibly whereas the less proficient listener depends more

on the text and a consistent use of paraphrase (Murphy, 1985; O'Malley et al., 1989; Vandergrift, 1998).

Social and affective strategies encompass social strategies and affective strategies. Social strategies consist of the ways applied by learners to interact with other learners and affective strategies are used to reduce learners' anxiety and provide self-encouragement. Besides, they can also help regulate learners' emotions, motivation, and attitudes (White, 2008).

Social and affective strategies are the least frequently used by students (Wharton, 2000); however, Dörnyei (2005) suggested that sharing with peers strategies use is often the most inspiring part of strategy instruction because students can gain insights from their peers by listening to the experience of each other.

The role of affection in listening is seen as multidimensional overlapped and related with cognition (Arnold, 1999). For example, strong motivation tends to help students pursue better skills whereas low motivation or intense anxiety hinder their ability to use their skills and abilities. The integral relationship between cognition and affection offers a sound basis for arguing that affective strategies are as strongly implicated in successful language learning as cognitive and metacognitive strategies (Hurd, 2008).

Strategy-based Instruction

The Model of Explicit Strategy Instruction

A number of models for teaching learning strategies in both first and second language contexts have been developed (Cohen, 1998; Graham & Harris, 2003; Grenfell & Harris, 1999; O'Malley & Chamot, 1990; Oxford, 1990).

These instructions share many features (Chamot, 2005). First, they all agree that students' metacognitive understanding of the values of learning strategies is important. Next, they all suggest that teachers should demonstrate and model the strategies to

give students concrete ideas of strategy using. Third, they all emphasize the multiple practice opportunities with the strategies are needed so that students can use them flexibly. Moreover, they all suggest that students should evaluate what strategy will best work for them to a task and actively transfer strategies to new tasks. Table 2-1 compares three current models for language learning strategy instruction: the first one is the CALLA model; the second one is the Grenfell and Harris (1999) model, and the last one is The SSBI model.

All three models begin by raising students' strategic awareness by activities such as completing questionnaires, engaging in discussions about familiar tasks, and reflecting on strategies used immediately after performing a task or by teachers' demonstration with a task and the think-aloud procedures. The steps in these models may be recursive or linear. The CALLA model is recursive rather than linear so that teachers and students always have the option of revisiting prior instructional phrases as needed (Chamot, 2005) whereas the Grenfell and Harris (1999) model has students work through a cycle of six steps, and then begin a new cycle. The SSBI model (Cohen, 1998) involves teachers' role during the strategy instruction rather than a series of steps. It suggested that teachers should take on a variety of roles to help students to choose appropriate strategies best working for them. In assessment stage, the Brenfell and Harris model provides students with an opportunity to verify their initial action plan; the CALLA model, on the other hand, has teachers to assess students' use of strategies and has students to reflect on their strategy utilization before going on a new task.

In summary, current models of language learning strategy instruction focus on developing students' awareness of their strategy utilization, facilitating learners to monitor their own thinking during the process, and encouraging learners to adopt appropriate strategies

Table 2.1 Models for Language Learning Strategy Instruction

(Adapted from Chamot, 2004b)

CALLA** Model (Camot, 2005)	Grenfell & Harris, (1999)	SSBI* Model (Cohen, 1998)
Preparation: Teacher identifies students' current learning strategies for familiar tasks.	Awareness raising: Students complete a task and then identify the strategies they used.	Teacher as diagnostician: Teachers help students identify current strategies and learning styles.
Presentation: Teacher models, names, explains new strategy; asks students if and how they have used it.	Modeling: Teacher models, discusses value of new strategy, makes checklist of strategies for later use.	Teacher as language learner trainer: Teachers share own learning experiences and thinking processes.
Practice: Students practice new strategy; in subsequent strategy practice, teacher fades reminders to encourage independent strategy use.	General practice: Students practice new strategies with different tasks.	Teacher as learner trainer: Teachers train students how to use learning strategies.

Self-evaluation: Students evaluate their own strategy use immediately after practice.	Action planning: Students set goals and choose strategies to attain those goals.	Teacher as coordinator: Supervise students' study plans and monitors difficulties
Expansion: Students transfer strategies into clusters, develop repertoire of preferred strategies.	Focused practice: Students carry out action plan using selected strategies; teacher fades prompts so that students use strategies automatically.	Teacher as coach: Provides ongoing guidance on students' progress.
Assessment: Teacher assesses students' use of strategies and impact on performance.	Evaluation: Teacher and students evaluate success of action plan; set new goals; cycle begins again.	

*Styles and Strategies- Based Instruction

** Cognitive Academic Language Learning Approach

The Effectiveness of Explicit Strategy Instruction

The effectiveness of explicit strategy instruction (ESI) is controversial. Some studies indicate the benefit of ESI (McDonough, 1999; Oxford & Cohen, 1992; You, 2007); some are skeptical of the effectiveness (Gillette, 1994; Schrafagl & Fage, 1998; Rees-Miller, 1993); still others support the effectiveness of ESI with the combination of awareness of self-regulation (Goh, 2008; Goh & Taib, 2006; Vandergrift, 2003, 2008).

The focus of ESI has been shifted to learners' reflection on their strategy use recently. McDonough (1999) indicated that studies of successful learners should not advocate that less-skilled students should be taught to use skilled-students' strategies rather being encouraged to look more closely at their own ones. More recently, many language teaching researchers support McDonough's view by advocating the encouragement of reflection and strategic metacognitive awareness-raising within the subject context (Benson, 2001; Gog, 2008; Goh & Taib, 2006; Macaro, 2001; Vandergrift, 2003, 2004). Reflection on the process of listening can raise awareness and help L2 learners develop strategic knowledge for successful L2 learning (Vandergrift, 2008). Vandergrift (2002) investigated the effect of ESI on the development of metacognitive knowledge about listening. While students completed listening tasks, they actively engaged in the major processes underlying listening: prediction, monitoring, problem-solving and evaluation. Students in Vandergrift's study found it motivating to learn to understand rapid, authentic texts, and responded overwhelmingly in favor of this approach to L2 listening. Similar finding is seen in Goh and Taib (2006). This study not only indicated the benefit of the combination of metacognitive but also suggested that weaker listeners appeared to benefit more from this listening instruction. Macaro (2001) indicated that through self-regulation, learners are able to consciously choose appropriate strategies to comprehend a

specific task.

Though many studies have suggested the benefit of listening strategies instruction, their research method are mostly related to teaching one or more strategies to students and then using pre-test and pos-test to claim the causal effect between strategies teaching and students' listening improvement. (Huang, 2008; Hung, 2010; Li, 2009; You, 2007). Therefore, the result of the study cannot show students' strategies utilization and their strategies development after strategies teaching. Besides, little research studies students' reflection on how to learn and what difficulties they may encounter during the process of the instruction, which can provide the researcher an insight into students' learning process. Therefore, a closer investigation of students' strategies use and how students learn and adjust their listening strategies under the strategy instruction is worthy of attention. In other words, the present study is both quantitative and qualitative in nature.



Chapter Three

Methodology

The purpose of the study is to offer a picture of students' listening strategy learning process and their listening strategies utilization and development after listening strategy instruction (LSI). In this chapter, participants, instrument, and the treatment are introduced. Besides, the procedure of how to implement the instruction is illustrated. Finally, how the data was analyzed is presented in the last section.

Participants

One seventh-grade class consisting of 36 EFL students from a public junior high school in northern Taipei participated in this study. These students had learned English in regular education for six years. They were chosen because of the practicality and the result of the pre-test. Besides, according to the pre-test, this class had the most low proficiency students, up to 50%, among the five classes. Therefore, this class was chosen to participate in this study.

Instruments

Four instruments were used for different purposes in the experiment including the listening section of GEPT elementary level, teaching materials, one reflective journal, and one strategy classification scheme. The following introduces these four instruments.

The Listening Section of GEPT Elementary Level

GEPT stands for the General English Proficiency Test. This is a standardized test developed and administered by the Language Training & Testing Center (LTTC) commissioned by the Minister of Education of R.O.C. This test covers the four language skills of listening, reading, writing, and speaking and consists of five levels,

Elementary, Intermediate, High- Intermediate, Advanced, and Superior. In this study, the listening section of the GEPT elementary level was used to rank the students' ability into three levels, high, middle, and low.

Teaching Materials

The materials used for teaching and reviewing the strategies come from one commercial book, *Tactics for Listening* (2nd edition) Book 1 by Richards (2003), and two free websites, *Randall's ESL Cyber Listening Lab* <http://esl-lab.com/>, *ELLO* <http://www.ello.org/english/home.htm>. The past listening sectional exams in participants' school are also included.

Tactics for Listening contains three levels, and Book1, the first level, was used because it is for elementary proficiency level English learners, and the participants in this study belong to elementary level. It featured both top-down and bottom-up processing exercises involving the practice of listening for main idea, selective attention, listening for details, and several inference-related skills such as listening for attitude, listening for opinions and so on. Besides, it provides simple conversational language and a variety of themes which match well to the themes in the participants' English text book.

Randall's ESL Cyber Listening Lab helps English learners to practice listening skill by providing self-grading quizzes and study materials which are divided into three levels from easy to difficult. Besides, topics in this website are various and authentic and scripts are also provided. Learners can choose their favorite topic according to their language proficiency and check their listening comprehension by themselves.

ELLO is a website for English learners to enhance their English four skills. Its materials are sorted by 7 levels including beginner 1-3, intermediate 4-6, and advanced 7, and topics there are of varieties. Several quizzes about vocabulary, reading comprehension, listening comprehension, and speaking are also provided.

Besides, materials there are provided by English users from different countries; therefore, various English accents can be contacted.

Past listening sectional exams in the participants' school includes three parts. The first part usually requires students to choose the correct picture according to what they heard; the second part usually contains a short conversation and a question related to the conversation. The last part usually requires students to choose the right answer after they listened to a short passage. The three parts of the past listening sectional exams were used according to the researcher's teaching purpose.

Reflective Journal

The reflective journal (see appendix A) includes two parts: one consists of a performance check list and the other consists of two open-ended questions. This reflective journal aims to know students' strategy utilization and is used to analyze students' utilization.

The first part of the reflective journal is based on Chen (2009) and it is a check list. In this part, 30 questions are included and each question is corresponding to different listening strategies which students might use while they were listening. The questions are arranged according to listening process and are concrete sentences starting with "I" so that students can understand the questions more and check their utilization of the strategies naturally.

In order to collect more data of students' listening strategies use, two open-ended questions were added. One involved students' evaluation of their strategy use and the other involved students' self-evaluation of their listening improvement.

Strategy Classification Scheme

The strategy classification scheme is adapted from Vandergrift (1997) and Chen (2009). This scheme (see Appendix B) includes three domains of listening strategies—cognitive strategies, metacognitive strategies, and social and affective strategies. Each domain contains different strategies and descriptions of the strategies. In the description of inference in Chen (2009), two definitions are deleted in strategy classification scheme used in this study. They are “Draw on knowledge of the world” and “Apply knowledge about the target language.” The reasons for deleting the two definitions are as follows. For one thing, the two definitions are overlapped with the definitions in elaboration. For another, according to Vandergrift (1997), inference means using the knowledge within the text while elaboration means using prior knowledge from outside the text; therefore, the two definitions do not belong to inference according to Vandergrift.

Treatment

Thirteen listening strategies (see Appendix C) were taught to see how junior high school students adjust their listening strategies after the strategy instruction.

Listening Strategies List

The thirteen listening strategies belong to three domains including metacognitive strategies, cognitive strategies, and social and affective strategies. The following are the introductions of the strategies used in this study.

Metacognitive strategies include planning and evaluation. The purpose of planning is to prepare oneself before a listening task either mentally or physically. The sub-strategies of planning include using an advance organizer, directed attention, and selected attention. In advance organizer, the researcher taught the students to read over what they had to do and try to think of questions the researcher is going to ask. In directing attention, the researcher taught students to concentrate themselves as

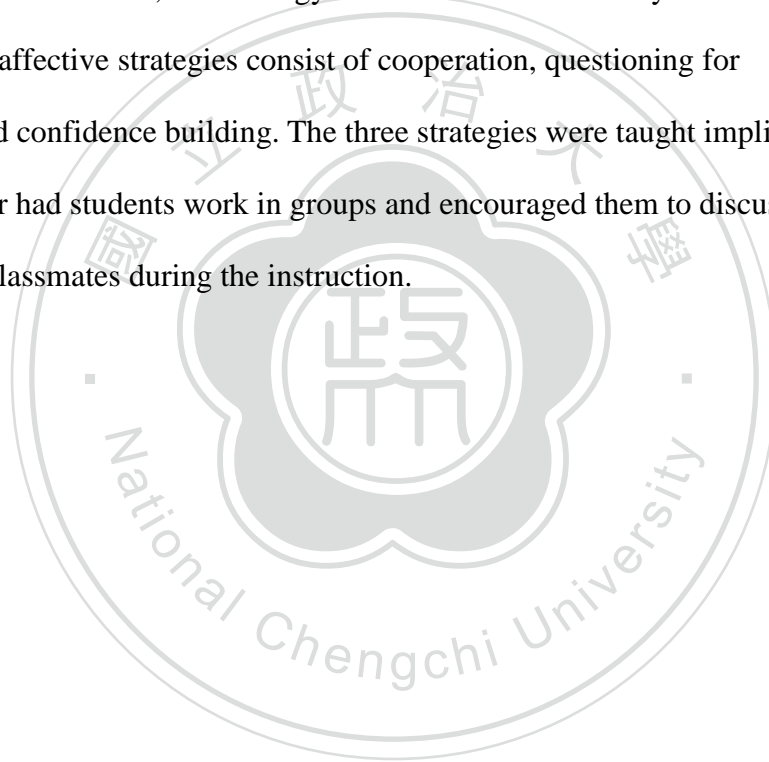
much as possible and to maintain attention even when they had trouble understanding some parts of the listening task. In selective attention, the researcher taught students to pay attention to specific aspects of language input that helped them understand the task before listening. In evaluation, the students were asked to write one reflective journal every two weeks. Monitoring as a metacognitive strategy was not explicitly taught in LSI because it was too difficult to teach monitoring due to the ephemeral nature of listening. However, the researcher encouraged students to always check their understanding while they were listening.

The cognitive strategies taught in this study involve listening for the gist, listening for details with note-taking, prediction, imagery, inference, and read the script after listening. According to Nunan (2003) and Vandergrift (2004), successful listening happens when students are taught both bottom-up and top-down listening strategies. Therefore, both bottom-up and top-down strategies were included in this study. In listening for the gist, the researcher taught students to listen for the main idea and then the details. As for listening for details with note-taking, the researcher taught students to pay attention to 6W (who, what, when, where, why, how), and discourse markers such as “however”, “but.” In order to help learners remember the details, simple ways of note-taking was taught at the same time. In prediction, students were taught to predict the content they were going to listen according to some clues on the paper. In imagery, students were taught to mentally image what they heard especially in asking for the direction or prepositions of places. In inference, students were taught to make a guess according to the clues within the context while they were listening. Finally, students were asked to read the script of the listening message and check the unknown vocabulary after each class.

The reason for choosing such skills as listening for gist, listening for details with note-taking, prediction, inference, and imagery to teach the students was according to

previous studies (Chan, 2009; Huang, 2008; You, 2007). In these studies, these five cognitive strategies were chosen to teach the students although the names of these strategies in the previous studies may be different from what the researcher used in this study. In other words, these five strategies are more often used in the LSI. With regard to the last strategy—read the script and check the vocabulary, though it seldom appears in LSI, according to Vandergrift (2008), offering students scripts after listening helps them developing auditory discrimination skills and more refined word recognition skills. Therefore, this strategy was included in this study.

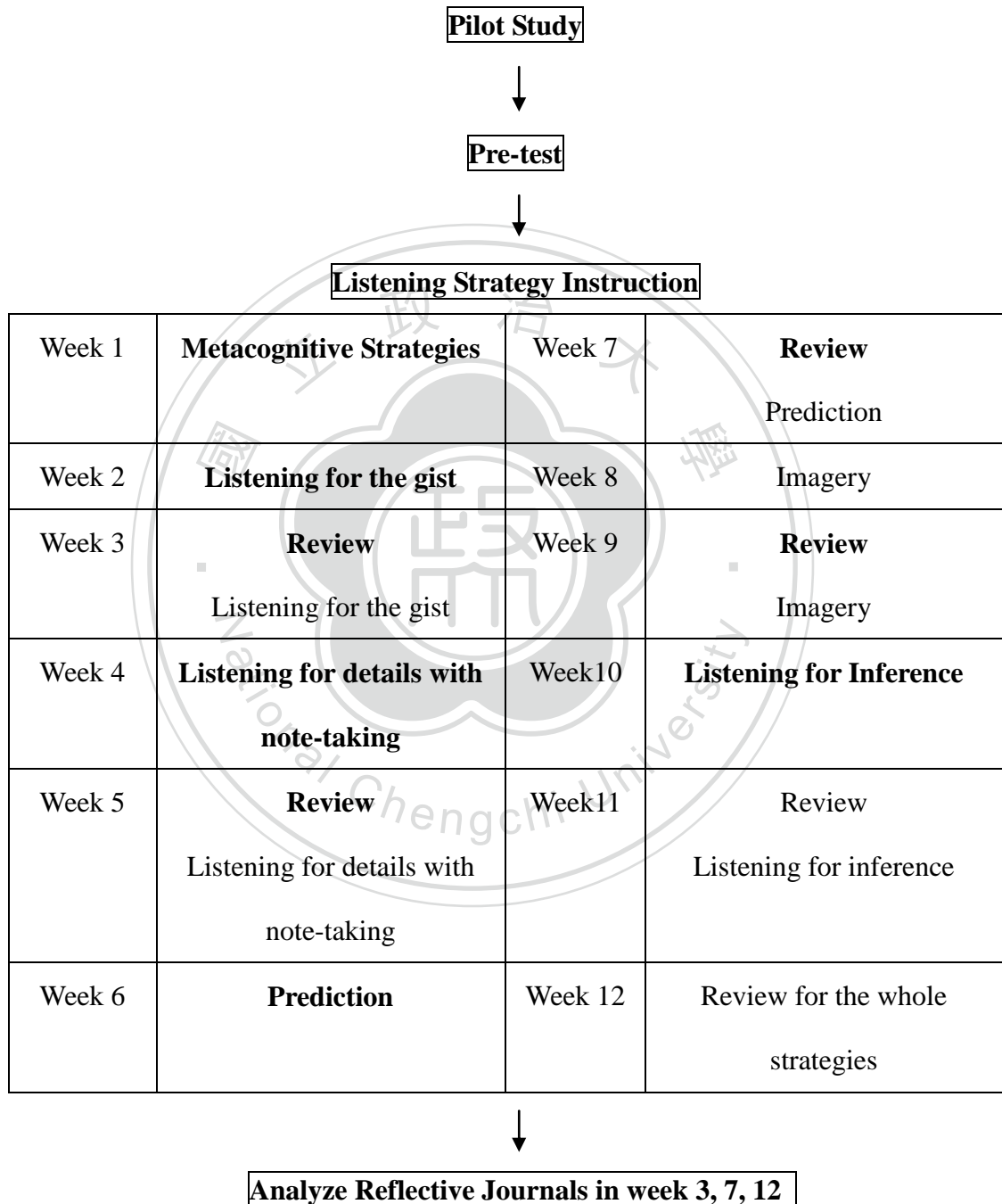
Social and affective strategies consist of cooperation, questioning for clarification, and confidence building. The three strategies were taught implicitly: that is, the researcher had students work in groups and encouraged them to discuss problems with classmates during the instruction.



Procedure

The project includes a pilot study and a main study. Figure 3.4-1 shows the procedure of this study.

Figure 3.1



Pilot Study

Prior to the main study, a pilot study was conducted to ensure that teaching materials, the teaching plan, and the reflective journal were appropriate and feasible. The pilot study was conducted for two weeks and the participants of the pilot study were the other 7th grade students that the researcher taught. We found that the description of the two open questions were too vague for the students to understand. Therefore, the description of the two open questions was revised. Besides, students had problem in understanding some statements in the check list; therefore, a explanation in advance was needed.

Main Study

Before the study, the participants took listening section of the General English Proficiency Test Elementary Level. Those whose scores were over 80 were grouped into the high proficiency group (HP); those whose scores were between 60-79 were considered as middle proficiency group (MP), and those who scored under 59 or below were in the low proficiency group (LP).

Metacognitive strategies can be applied in every listening task; therefore, it was embedded in every session. That is, students were trained to familiarize with pre-listening planning and post-listening evaluation once they were taught the metacognitive strategies from the first teaching session. Different cognitive strategies were the main teaching objectives in each strategy teaching session.

Social and affective strategies were taught implicitly in each session. The researcher encouraged students to ask classmates or had students work in pairs to discuss their listening difficulties. Students were also welcomed to ask the researcher questions during the class.

Furthermore, each strategy-teaching session was followed by a strategy-review session in order to help students review and deepen the strategies they learned.

Besides, reflective journals were given in every strategy-review session to help students reflect on what they had learned.

The strategy instruction procedure was adapted from Chamot (2005) and Chen (2009), and it was summarized as follows. First, the strategic-awareness raising phase: the teacher identified students' present listening strategies through activities. Second, the demonstration phase: the teacher modeled the new strategy and made the instruction explicit. Third, practice phase: the students practiced the new strategies with similar task and worked as teams to discuss strategy use and listening difficulties. Fourth, evaluation phase: students self-evaluated the effectiveness of the focused strategies. Last, expansion phase: students transferred strategies to new task, combined strategies into clusters, and developed repertoire of preferred strategies.

The first to the third phase were included in every teaching session but the last two phases only happened in the review session and the last session. For one thing, students did not have enough time to practice a new repertoire of task and make reflection in every strategy teaching session. For another, in the review session and the last session, the researcher provided a mix-typed listening task for students in order to understand whether or not students could use the strategies flexibly in a new task.

Data Analysis

To answer the research questions, reflective journals in week 3, 7, 12 –RJ1, RJ2, and RJ3—were analyzed. There were two ways of analysis in this study. One was quantitative analysis and the other was qualitative analysis. For the quantitative analysis, the reflective journals were coded by the researcher and the other English teacher. The coding scheme is adapted from Vandergrift (1997) and Chen (2009) and was shown in Appendix C. Before the coding, the researcher and the other English

teacher coded several copies and had discussion over the different coding first. After an agreement was reached, coding of all the reflective journals was conducted. The quantitative data were analyzed by SPSS version 11.5 for the descriptive statistics, and the inter-rater reliability was 1. Besides, to get a picture of students' reported strategy utilization and development, not only the most and the least reported use of strategies were counted but also the comparison between RJ1 and RJ3 was counted.

For qualitative analysis, the entries in the journals were all transcribed verbatim and categorized into several themes in order to find the development of students' reported strategy use under the instruction.



Chapter Four

Results

In this chapter, the results of the study are presented, and the answers to the research questions are addressed. Development in strategy use reported in the reflection journals in week3 (RJ1), week7 (RJ2), and week12 (RJ3) are examined quantitatively as a whole to answer the study's research question one, namely, how students adjust their listening strategies after listening strategy instruction (LSI)? Next, metacognitive, cognitive, and social and affective strategies are further discussed respectively both quantitatively and qualitatively to answer the research question two, that is, what is the development of students' metacognitive, cognitive, and social and affective strategies in listening after students received LSI?

Students' Strategy Use

Table 4.1 shows the frequency and mean in metacognitive, cognitive, and social and affective strategy use reported from the students of the three proficiency groups in RJ1, RJ2, and RJ3. We found that the low proficiency group used strategies the least metacognitive, cognitive, and social cognitive strategies except for the metacognitive strategies in RJ3 in which HP group used the metacognitive strategies the least among the three groups.

Besides, comparing the means of the three strategies, we also found that metacognitive strategies were the most used strategies in which the average mean is up to 13.89 while social and affective strategies were the least one in which the average mean is 2.11, only one sixth of the use of metacognitive strategies.

With respect to the development of the use of the three strategies, Table 4.1 presents that the mean of the reported use of metacognitive strategies dropped by 8%

from 14.25 to 13.08 in the final stage of LSI; the reported use of cognitive strategies increased by 5% from 8.47 to 8.91 as the LSI proceeded while the reported use of social and affective strategies went down by 9% from 2.33 to 2.11.

Regarding the development of the use of the strategies by the three groups, the result can be indicated as follows:

In HP group, students decreased their reported use obviously in metacognitive strategies by 18% from 14.54 to 12.18 and in social and affective strategies by 11% from 2.45 to 2.18 whereas there is no obvious change in the reported use of cognitive strategies, from 8.81 to 8.72, only by 1%. In MP group, the reported use of metacognitive strategies decreased by 5% from 14.57 to 13.86, and cognitive strategies increased obviously by 30% from 8.43 to 11 whereas the reported use of social and affective strategies went down by 17% from 2.57 to 2.14 respectively. In LP group, comparing with HP and MP groups, the reported use of the three strategies stabilized in the three journals. The difference of the mean of the three strategies in RJ1 and RJ3 were all less than 1 and the changes of the percentage were all less than 5%.

To sum up, to answer the research question 1, the result can be concluded as follows: first, when comparing the mean of the reported use of the three strategies, we found that metacognitive strategies were the most used strategies while social and affective strategies were the least one, and reports in the use of the three strategies by LP group were the least except for the metacognitive strategies in RJ3 in which HP group used the metacognitive strategies the least among the three groups.

Next, when comparing RJ1 and RJ3 in the three strategies, we found that students' reports in metacognitive strategies use declined; in cognitive strategies increased, and in social and affective strategies declined as LSI proceeded.

Moreover, when analyzing the difference in the reported use of the strategies by

different proficiency levels, students in HP group decreased their reported use obviously in metacognitive strategies and social and affective strategies whereas the reported use of cognitive strategies stabilized. In MP group, compared to HP group, the reported use of metacognitive strategies also declined but the decreased is minor whereas their reported use in cognitive strategies increased obviously, and the reported use in social and affective strategies also decreased obviously. In LP group, the change of the reported use of the three strategies is small; in other words, students in LP group stabilized their utilization of the three strategies.



Table 4.1: The frequency and mean of metacognitive strategies, cognitive strategies and social and affective strategies use reported from students of the three groups in RJ1, RJ2, and RJ3

Metacognitive strategies	High (N= 11)		Middle (N=7)		Low (N=18)		Total frequency	Mean
	Frequency	Mean	Frequency	Mean	Frequency	Mean		
RJ1	160	14.54	102	14.57	251	13.94	513	14.25
RJ2	164	14.9	107	15.29	245	13.61	516	14.3
RJ3	133	12.18	97	13.86	241	13.38	471	13.08
Total use	457	13.84	306	14.57	737	13.64	1500	13.89

Cognitive Strategies	High (N= 11)		Middle (N=7)		Low (N=18)		Total frequency	Mean
	Frequency	Mean	Frequency	Mean	Frequency	Mean		
RJ1	97	8.81	59	8.43	148	8.22	305	8.47
RJ2	99	9.18	66	9.43	142	7.89	309	8.52
RJ3	96	9	80	11.43	155	8.2	334	8.91
Total use	298	9.03	205	9.76	445	8.24	948	8.63

Social & Affective strategies	High (N= 11)		Middle (N=7)		Low (N=18)		Total frequency	Mean
	Frequency	Mean	Frequency	Mean	Frequency	Mean		
RJ1	27	2.45	18	2.57	39	2.17	84	2.33
RJ2	20	1.82	16	2.29	32	1.78	68	1.89
RJ3	24	2.18	15	2.14	37	2.06	76	2.11
Total use	71	2.15	49	2.33	108	2	228	2.11

Metacognitive Strategies Use in Listening

Metacognitive Strategies Use in Listening--Quantitative Analysis

When the mean of the three metacognitive sub-strategies, planning, monitoring, and evaluation, were further examined, some variations in students' reported use of the sub-strategies were demonstrated, see Figure 4.1. Planning was the most frequently reported used among the three sub-strategies while evaluation was the least frequently reported used during LSI.

Figure 4.1: The mean of metacognitive sub-strategies use reported from students of the three groups in RJ1, RJ2, and RJ3.

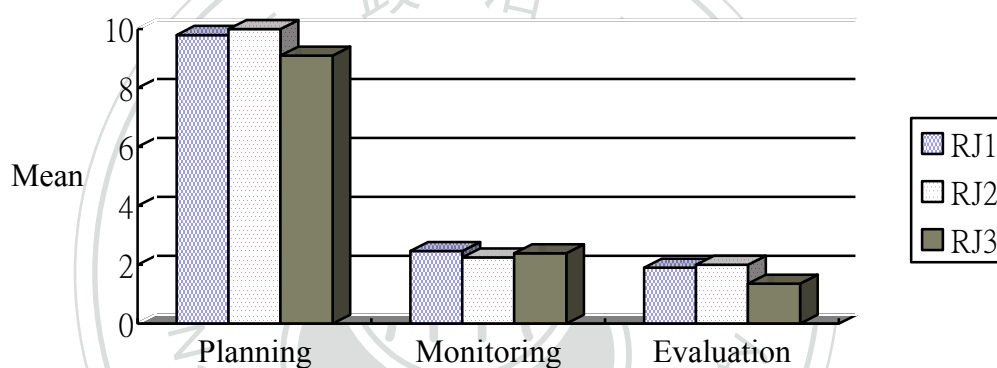


Table 4.2 shows the mean and the frequency of the metacognitive strategies use in the three stages of LSI. We found that the groups which used planning, monitoring, or evaluation the most frequently or the least frequently in every stage are diverse. In other words, there is no obvious consistency between proficiency levels and the reported use of metacognitive strategies.

Besides, we also found that the reported use of all the metacognitive strategies all declined with the mean dropped by 7% from 9.8 to 9.11 in planning, by 3% from 2.47 to 2.39 in monitoring, and by 30% from 1.94 to 1.36 in evaluation when we compared RJ1 and RJ3.

Table 4.2: Metacognitive strategy reported use from students of the three groups in RJ1, RJ2, and RJ3. (F=Frequency; M=Mean)

(Planning) RJ1				(Planning) RJ2				(Planning) RJ3			
Total (N=36)	HP (N=11)	MP (N=7)	LP (N=18)	Total (N=36)	HP (N=11)	MP (N=7)	LP (N=18)	Total (N=36)	HP (N=11)	MP (N=7)	LP (N=18)
F: 354	F: 117	F: 73	F: 164	F: 350	F: 111	F: 60	F: 179	F: 328	F: 90	F: 68	F: 170
M: 9.8	M: 10.63	M: 10.42	M: 9.11	M: 9.72	M: 10.09	M: 8.57	M: 9.94	M: 9.11	M: 8.18	M: 9.71	M: 9.44
(Monitoring) RJ1				(Monitoring) RJ2				(Monitoring) RJ3			
Total (N=36)	HP (N=11)	MP (N=7)	LP (N=18)	Total (N=36)	HP (N=11)	MP (N=7)	LP (N=18)	Total (N=36)	HP (N=11)	MP (N=7)	LP (N=18)
F: 89	F: 26	F: 17	F: 46	F: 81	F: 28	F: 20	F: 33	F: 86	F: 28	F: 16	F: 42
M: 2.47	M: 2.36	M: 2.43	M: 2.56	M: 2.25	M: 2.56	M: 2.86	M: 1.83	M: 2.39	M: 2.56	M: 2.29	M: 2.33
(Evaluation) RJ1				(Evaluation) RJ2				(Evaluation) RJ3			
Total (N=36)	HP (N=11)	MP (N=7)	LP (N=18)	Total (N=36)	HP (N=11)	MP (N=7)	LP (N=18)	Total (N=36)	HP (N=11)	MP (N=7)	LP (N=18)
F: 70	F: 17	F: 12	F: 41	F: 75	F: 25	F: 17	F: 33	F: 49	F: 15	F: 11	F: 23
M: 1.94	M: 1.54	M: 1.71	M: 2.28	M: 2.08	M: 2.27	M: 2.43	M: 1.83	M: 1.36	M: 1.36	M: 1.57	M: 1.28

Sub-strategies of Planning

Table 4.3 shows the mean of the sub-strategies of planning—advance organization, directed attention, selective attention, self-management— and presents that directive attention was the most frequently reported used with the average mean to 3.34 whereas self-management was the least frequently reported used with the average mean to 0.89 during LSI.

Table 4.3: The mean of the reported use of the sub-strategies in planning reported by students from RJ1, RJ2, and RJ3.

	RJ1	RJ2	RJ3	Average
Advance Organization	2.7	2.4	2.11	2.4
Directive attention	3.4	3.31	3.31	3.34
Selective Attention	2.83	3.36	2.8	2.99
Self-management	0.89	0.89	0.89	0.89

When comparing RJ1 and RJ3 reported from the three groups in the reported use of the sub-strategies in planning as shown in Table 4.4 and Table 4.5, we found changes in the reported use of sub-strategies in planning by the three groups. Regarding the reported use of advance organization, students of the three groups all decreased the reported use of this strategy, and it was decreased 48% by HP group with the mean from 3.09 to 2.09, 18% by MP group with the mean from 2.28 to 1.86, and 12% by LP group with the mean from 2.56 to 2.22. Besides, advance organization was the only sub-strategy in planning which was decreased by all the three groups.

In terms of directive attention, the mean of the reported use went down in HP group and MP group but went up in LP group. The mean in HP group decreased by 13% with the mean from 3.36 to 2.91, and the mean decreased by 22% in MP group with the mean from 3.85 to 3 whereas the mean increased by 10% in LP group with the mean from 3.33 to 3.72.

As for selective attention, the mean of the use in HP group dropped by 32% from 3.45 to 2.36 but increased in MP group and LP group. The mean in MP group went up by 25% with the mean from 2.85 to 3.57 and the mean in LP group also went up by

10% with the mean from 2.44 to 2.72.

In the reported use of self-management, HP group and LP group both increased their reported use but MP group decreased it. The mean of the use in HP group went up by 14% with the mean from 0.72 to 0.82 and in MP group, the mean decreased by 10% from 1.43 to 1.28, and in LP group, the mean increased by 3% with the mean from 0.77 to 0.79.

To sum up, as Table 4.5 indicated, HP group obviously decreased their reported use of the sub-strategies in planning except for self-management which was increased 14% instead. MP group also decreased their reported use in sub-strategies in planning except for selective attention which was increased 25% instead. LP group increased all the sub-strategies in planning except for advance organization. However, the changes in LP group were the least among the three groups.

Table 4.4: The mean of the use of the sub-strategies in planning reported by students of different proficiency levels from RJ1, RJ2, and RJ3.

Strategies	Proficiency level	RJ1	RJ2	RJ3	Average
Advance Organization	HP (N=11)	3.09	2.55	2.09	2.58
	MP (N=7)	2.28	2.71	1.86	2.28
	LP (N=18)	2.56	2.27	2.22	2.35
Directive attention	HP (N=11)	3.36	2.81	2.91	3.03
	MP (N=7)	3.85	3.42	3	3.42
	LP (N=18)	3.33	3.56	3.72	3.54
Selective Attention	HP (N=11)	3.45	3.72	2.36	3.18
	MP (N=7)	2.85	3.14	3.57	3.19
	LP (N=18)	2.44	3.22	2.72	2.79
Self-management	HP (N=11)	0.72	1	0.82	0.85
	MP (N=7)	1.43	0.71	1.28	1.14
	LP (N=18)	0.77	0.89	0.79	0.82

Table 4.5: The percentage of the reported use of the sub-strategies in planning from students of different proficiency levels when RJ1 and RJ3 are compared.

(+ increase/ - decrease)

	HP	MP	LP
Advance Organization	— (48%)	— (18%)	— (13%)
Directive attention	— (35%)	— (22%)	++ (10%)
Selective Attention	— (32%)	++ (25%)	++ (10%)
Self-management	++ (14%)	— (10%)	++ (3%)

Sub-strategies of Monitoring

Table 4.6 shows the mean of the sub-strategies in monitoring and illustrates that double-check monitoring was the most frequently used strategy with the average mean to 1.2 whereas auditory monitoring was the least frequently used strategy with the average mean to 0.48, only about one third of double-check monitoring.

When comparing RJ1 and RJ3 reported from the three groups in the use of the sub-strategies in monitoring as shown in Table 4.7 and Table 4.8, we found changes in the reported use of sub- strategies in monitoring strategies by the three groups

Table 4.6: The mean of the reported use of the sub-strategies in monitoring reported by students of the three groups from RJ1, RJ2, and RJ3.

	RJ1	RJ2	RJ3	Average
Comprehension monitoring	0.75	0.61	0.69	0.68
Auditory monitoring	0.47	0.47	0.5	0.48
Double-check monitoring	1.25	1.16	1.19	1.2

With respect to comprehension monitoring, HP students decreased their use by 22% with the mean from 0.82 to 0.64 whereas MP students and LP students both remained their use in comprehension monitoring. As for auditory monitoring, HP students increased their use by 25% with the mean from 0.36 to 0.45 whereas MP students and LP students both remained their use in auditory monitoring. In terms of double-check monitoring, HP students increased their use by 23% with the mean from 1.18 to 1.45 while both MP students and LP students decreased their use by 13% and 17% respectively with the mean from 1.14 to 1 and 1.33 to 1.11.

To sum up, as Table 4.8 indicated, we found that the reported use of the sub-strategies in monitoring in MP group and LP group remained comparatively stable among the three groups with the changes all less than 18%. However, in HP group, the change is more obvious with the changes all more than 20%. Besides, HP group is the only group that increased the reported use in double-check monitoring and auditory monitoring and decreased the reported use in comprehension monitoring.

Table 4.7: The mean of the reported use of the sub-strategies in monitoring reported by students of different proficiency levels from RJ1, RJ2, and RJ3.

Strategies	Proficiency level	RJ1	RJ2	RJ3	Average
Comprehension monitoring	HP	0.82	0.72	0.64	0.73
	MP	0.71	0.71	0.71	0.71
	LP	0.72	0.5	0.72	0.65
Auditory monitoring	HP	0.36	0.45	0.45	0.42
	MP	0.57	0.57	0.57	0.57
	LP	0.5	0.44	0.5	0.48
Double-check monitoring	HP	1.18	1.36	1.45	1.33
	MP	1.14	1.57	1	1.24
	LP	1.33	0.89	1.11	1.11

Table 4.8: The percentage of the reported use of the sub-strategies in monitoring from students of different proficiency levels when RJ1 and RJ3 are compared.

(+ increase/ - decrease)

	HP	MP	LP
Comprehension monitoring	— (22%)	The same	The same
Auditory monitoring	+ (25%)	The same	The same
Double-check monitoring	+ (23%)	— (13%)	— (17%)

Sub-strategies of Evaluation

Table 4.9 shows the mean of the sub-strategies in evaluation and illustrates that problem identification was the most frequently used strategy with the average mean to 0.83 whereas strategy evaluation was the least frequently used strategy with the average mean to 0.32, about one half of problem identification.

Table 4.9: The mean of the reported use of the sub-strategies in evaluation reported by students from RJ1, RJ2, and RJ3.

	RJ1	RJ2	RJ3	Average
Performance evaluation	0.67	0.72	0.53	0.64
Strategy evaluation	0.47	0.39	0.11	0.32
Problem identification	0.81	0.94	0.72	0.83

When comparing RJ1 and RJ3 reported from the three groups in the use of the sub-strategies in monitoring as shown in Table 4.10 and Table 4.11, we found changes in the reported use of sub- strategies in evaluation strategies by the three groups.

Concerning about performance evaluation, HP students and MP students both decreased their reported use by 21% and by 49% with the mean from 0.81 to 0.64 and from 0.85 to 0.43 respectively whereas LP students increased their reported use by 12% with the mean from 0.5 to 0.56. As for strategy evaluation, HP students and MP students increased their reported use by 18% and 14% with the mean from 0 to 0.18 and from 0 to 0.14 whereas LP students decreased their reported use by 94 % with the mean from 0.94 to 0.06. In terms of problem identification, HP students and LP students decreased their reported use by 24% and by 19% with the mean from 0.72 to 0.55 and from 0.83 to 0.67 while MP students increased their reported use by 33% with the mean from 0.86 to 1.14.

To sum up, as Table 4.10 and Table 4.11 indicated, we found that the decrease in the reported use of evaluation sub-strategies in the three groups is more than the increase and we also found that LP group is the group that decreased the reported use of these strategies the most and MP group is the least. In HP group, the sum of the decrease is 45% and the sum of the increase is 18%; in MP, the sum of the decrease is

49% and the sum of the increase is 47%, and in LP, the sum of the decrease is 103% and the sum of the increase is 12%.

Table 4.10: The mean of the reported use of the sub-strategies in evaluation reported by students of different proficiency levels from RJ1, RJ2, and RJ3.

Strategies	Proficiency level	RJ1	RJ2	RJ3	Average
Performance evaluation	HP	0.81	0.81	0.64	0.75
	MP	0.85	0.71	0.43	0.66
	LP	0.5	0.67	0.56	0.58
Strategy evaluation	HP	0	0.45	0.18	0.21
	MP	0	0.67	0.14	0.27
	LP	0.94	0.28	0.06	0.43
Problem identification	HP	0.72	1	0.55	0.76
	MP	0.86	1.14	1.14	1.05
	LP	0.83	0.83	0.67	0.78

Table 4.11: The percentage of the reported use of the sub-strategies in evaluation from students of different proficiency levels when RJ1 and RJ3 are compared.
(+ increase/ - decrease)

	HP	MP	LP
Performance evaluation	— (21%)	— (49%)	+
Strategy evaluation	+	+	— (94%)
Problem identification	— (24%)	+	— (19%)

Metacognitive Strategies Use in Listening—Qualitative Analysis

Although changes in the quantity of students' metacognitive strategies are diverse, and there is no linear relation between students' proficiency levels and their reported use of metacognitive strategies, some changes in the quality of students' metacognitive strategies over time were identified. First, students changed their roles from passive reception to active thinking. At the beginning of the LSI, students had no flexibility when using metacognitive strategies. They just used what the teacher had taught them in every situation, but as the LSI proceeded and more chances to practice were offered, students started to reflect upon "what strategy is more suitable for me" especially those in HP group and MP group.

The following responses were given as examples:

After practicing many times, I got better ideas about what strategies are suitable for me and gradually became familiarized with how to use the strategies. Although I have improved, I need to keep practicing to get better. (S25 HP RJ3)

Among all the strategies the teacher taught, I think imagery is the most useful strategy to me. Because I can image as soon as I listened to the conversation and this is what I'm good at. (S5 MP RJ3)

In this review session, I used the strategy that had been taught by the teacher and was also suitable for me. The result was not bad. I only got two questions wrong. But there is some room for improvement especially in the map. (S21 LP RJ3)

Second, 7th graders' metacognitive ability is so mature that they could write concrete reasons for why or why not they had to use the strategy in all the reflective journals, which could help them to utilize strategies that were suitable for them.

Examples of their excerpts are as follows:

Translating what I listened to Chinese was not useful this time because it took me a lot of time. Besides, fixing on a word wasted my time.
(S30 LP RJ1)

If I write the possible questions (before the test), I can think in this way in advance and revise (my prediction) when listening to the question the first time. I can correct my answer when listening to the question the second time. (S5 MP RJ2)

When coming across unknown words, I "can not" stop to think about the word or keep repeating that word in mind. I could not listen to the rest of the conversation or became absent-minded before because of stopping to think about the word. (S16 HP RJ2)

Last, at the beginning of the SI, students had very limited knowledge of metacognitive strategies, but as the SI proceeded, students were better able to apply a wider range of strategies. Take selective attention for example, many students simply wrote down "listen for keywords" in their response initially; however, they gradually wrote down their own ways of how to listen to keywords as the strategy training proceeded. The examples are as follows:

I could predict the question according to the types of the question choices so that I could differentiate where I should pay attention. (S21 LP RJ2)

I circle the key picture or keywords in the question choices. (S35 MP RJ2)

I wrote down the keywords that were not appeared in the choice of the questions. Because some keywords that were shown in the CD were not included in the choice of the questions. And these keywords may affect my accuracy. (S4 HP RJ2)

Cognitive Strategies Use in Listening

Cognitive Strategies Use in Listening—Quantitative Analysis

Table 4.12 shows the mean of the use of cognitive sub-strategies in RJ1, RJ2, and RJ3 from the three groups. The cognitive strategies are classified as cognitive top-down strategies, cognitive bottom-up strategies, and cognitive others according to listening process.

In Table 4.12, we found that in the three stages of LSI, the reported use of top-down strategies outnumbered the reported use of the other two with the total average mean to 1.51 and the reported use of bottom-up strategies were the least used with the total average mean to 0.23, only about one seventh of the reported use of top-down strategies.

Table 4.12: The mean of the cognitive sub-strategies use reported from students of the three proficiency levels in RJ1, RJ2, and RJ3

Cognitive Top-down Strategies				Cognitive Bottom-up Strategies				Cognitive Others			
	RJ1	RJ2	RJ3		RJ1	RJ2	RJ3		RJ1	RJ2	RJ3
Inference	1.67	1.67	1.78	Translation	0.67	0.02	0.44	Summarization	0.64	0.56	0.69
Elaboration	3	2.92	3.17	Repetition	0	0.39	0.33	Resourcing	0.17	0.06	0.14
Grouping	0.06	0.42	0.28	Understand details	0.36	0.03	0.06	Note-taking	1.08	1.08	1.53
Listen for gist	0.33	0.06	0.22	Fixation	0.33	0.03	0.06	Average	0.63	0.57	0.79
prediction	0.14	0.78	0.22	Average	0.34	0.12	0.22	Total average	0.66		
Average	1.04	1.17	1.13	Total average	0.23						
Total average	1.51										

Table 4.12 also shows the changes of the cognitive strategies reported use in the three stages of LSI. Comparing RJ1 and RJ3, we found that the reported use of top-down strategies and cognitive other strategies increased with the average mean from 1.04 to 1.13 and 0.63 to 0.79, but the reported use of bottom-up strategy decreased with the average mean from 0.34 to 0.22. In other words, students obviously reduced their reported use of bottom-up strategies by 35% and slightly increased the reported use of top-down strategies by 9% and increased their reported use of cognitive others by 25%.

Table 4.13: Cognitive strategies use reported from students of the three proficiency levels in RJ1, RJ2, and RJ3 (F=Frequency; M=Mean)

(Top-down) RJ1				(Top-down) RJ2				(Top-down) RJ3			
Total (N=36)	HP (N=11)	MP (N=7)	LP (N=18)	Total (N=36)	HP (N=11)	MP (N=7)	LP (N=18)	Total (N=36)	HP (N=11)	MP (N=7)	LP (N=18)
F: 187	F: 62	F: 31	F: 94	F: 210	F: 71	F: 40	F: 99	F: 204	F: 60	F: 42	F: 102
M: 5.19	M: 5.64	M: 4.43	M: 5.22	M: 5.83	M: 6.45	M: 5.71	M: 5.5	M: 5.67	M: 5.45	M: 6	M: 5.67
(Bottom-up) RJ1				(Bottom-up) RJ2				(Bottom-up) RJ3			
Total (N=36)	HP (N=11)	MP (N=7)	LP (N=18)	Total (N=36)	HP (N=11)	MP (N=7)	LP (N=18)	Total (N=36)	HP (N=11)	MP (N=7)	LP (N=18)
F: 49	F: 15	F: 9	F: 25	F: 36	F: 12	F: 12	F: 12	F: 32	F: 7	F: 11	F: 14
M: 1.36	M: 1.36	M: 1.29	M: 1.39	M: 1	M: 1.09	M: 1.71	M: 0.67	M: 0.89	M: 0.64	M: 1.57	M: 0.78
(Cognitive others) RJ1				(Cognitive others) RJ2				(Cognitive others) RJ3			
Total (N=36)	HP (N=11)	MP (N=7)	LP (N=18)	Total (N=36)	HP (N=11)	MP (N=7)	LP (N=18)	Total (N=36)	HP (N=11)	MP (N=7)	LP (N=18)
F: 68	F: 20	F: 19	F: 29	F: 61	F: 16	F: 14	F: 31	F: 85	F: 29	F: 24	F: 32
M: 1.89	M: 1.81	M: 2.71	M: 1.61	M: 1.69	M: 1.45	M: 2	M: 1.72	M: 2.36	M: 2.64	M: 3.43	M: 1.78

Table 4.13 indicates the mean and the frequency of the reported use of cognitive strategies from students of three proficiency levels, and we can find the changes in the three groups when students used cognitive strategies. The following is the analysis of the changes in the three groups when we compared RJ1 and RJ3.

In HP group, the results showed that students used top-down strategies the most often among the three groups in RJ1 and RJ2 with the mean to 5.64 and 6.45 respectively, but cut down their reported use by 3% and become the group using top-down strategies the least with the mean to 5.45. However, the difference when comparing RJ1 And RJ3 is little. In terms of bottom-up strategies, HP students reduced their reported use by 50% and became the group using bottom-up strategies the least in RJ3. In cognitive others, students in HP group increased their reported use of cognitive other strategies by about 46% with the mean from 1.81 to 2.64.

In MP group, the results showed that students used top-down strategies the least at first in RJ1 with the mean to 4.43 but gradually increased their reported use in RJ2 with the mean to 5.71 and finally became the group using the top-down strategies the most in RJ3 with the mean to 6, and their increase of the top-down strategies grew by 35%. As for bottom-up strategies, MP students used the bottom-up strategies the least in RJ1 with the mean to 1.29, but became the group using the strategies the most in RJ2 and RJ3 with the mean to 1.71 and 1.57 respectively. Unlike students in the other groups who reduced their reported use of bottom-up strategies, students in MP group increased their reported use of bottom-up strategies by 22% with the mean from 1.29 to 1.57. With regard to cognitive others, MP group increased their reported use of cognitive others by 27% with the mean from 2.71 to 3.43, and became the group using cognitive others the most in the three stages.

In LP group, the results showed that students slightly increased their reported use of top-down strategies by 8% with the mean from 5.22 to 5.67 during SI. As for bottom-up strategies, LP students reduced their reported use by 44% with the mean from 1.39 to 0.78. In cognitive others, LP students slightly increased their reported use of cognitive others by about 10% with the mean from 1.61 to 1.78.

To sum up, as table 4.14 indicated, HP group slightly decreased their reported use of top-down strategies and dramatically reduced their reported use of bottom-up strategies by 50%, but obviously increased their reported use of cognitive others by 46%. MP group increased their reported use of all the cognitive strategies but the changes are minor than those in HP group with the percentage to 35%, 22%, and 27% respectively. LP group slightly increased their reported use of top-down strategies and cognitive others by 8% and 10% but obviously decreased their reported use of bottom-up strategies by 44%. Moreover, based on table 4.3.1-3, we found that cognitive other strategies were the only strategies that increased in the three groups.

Table 4.14: The percentage of the reported use of cognitive sub-strategies from students of different proficiency levels when RJ1 and RJ3 are compared.
(+ increase/ - decrease)

	HP	MP	LP
Top-down strategies	— (3%)	+	+
Bottom-up strategies	— (50%)	+	— (44%)
Cognitive others	+	+	+
	(46%)	(27%)	(10%)

Sub-strategies of Top-down Strategies

Table 4.15 shows the mean of the sub-strategies in top-down strategy— inference, elaboration, grouping, listening for the gist, and prediction— and presents that elaboration was the most frequently used with the average mean to 3.03 whereas listen for the gist was the least frequently used with the average mean to 0.20 during LSI.

Table4.15: The mean of cognitive top-down strategies use reported from students of different proficiency levels in RJ1, RJ2, and RJ3.

Cognitive Top-down Strategies				
	RJ1	RJ2	RJ3	Average
Inference	1.67	1.67	1.78	1.71
Elaboration	3	2.92	3.17	3.03
Grouping	0.06	0.42	0.28	0.25
Listening for the gist	0.33	0.06	0.22	0.20
prediction	0.14	0.78	0.22	0.38

Table 4.15 also shows the changes of the cognitive top-down strategies reported use in the three stages of LSI. We found that students of the three groups increased the reported use of all the cognitive top-down strategies except for the reported use of listening for the gist which was reduced by 33% with the mean from 0.33 to 0.22. Among top-down strategies, grouping increased the most whereas elaboration increased the least. The reported use of grouping in RJ3 is about 5 times more than that in RJ1 whereas the reported use in elaboration only grew by 6% in RJ3.

Table 4.16 indicates the changes in the three groups when students used cognitive top-down strategies.

Table 4.16: The mean of the use of cognitive top-down strategies reported by students of different proficiency levels in RJ1, RJ2, and RJ3.

Strategies	Proficiency level	RJ1	RJ2	RJ3	Average
Inference	HP (N=11)	2	2.18	1.81	1.99
	MP (N=7)	1.29	1.86	1.71	1.62
	LP (N=18)	1.61	1.28	1.78	1.74
Elaboration	HP (N=11)	3	3.27	3.09	3.12
	MP (N=7)	2.86	2.57	3.71	3.05
	LP (N=18)	3.06	2.83	3	2.96
Grouping	HP (N=11)	0.09	0.27	0.18	0.18
	MP (N=7)	0	0.43	0.29	0.24
	LP (N=18)	0.06	0.5	0.86	0.47
Listen for gist	HP (N=11)	0.27	0.09	0.18	0.18
	MP (N=7)	0.29	0	0.14	0.14
	LP (N=18)	0.39	0.06	0.28	0.24
Prediction	HP (N=11)	0.27	0.64	0.18	0.36
	MP (N=7)	0	0.85	0.14	0.33
	LP (N=18)	0.11	0.83	0.28	0.41

In HP group, the results showed that students used inference the most often in the three stages among the three groups with the mean to 2, 2.18, 1.81 respectively. In terms of the other strategies in cognitive top-down strategies in the three stages, HP group is not always the group which used the strategies the most often. With regard to the changes in the reported use of cognitive top-down strategies when RJ1 and RJ3 are compared, we found that HP students increased the reported use of grouping the most by 100% with the mean from 0.09 to 0.18 and decreased listening for the gist and prediction the most by 33% with the means both from 0.27 to 0.18 as we can see in Table 4.16 and Table 4.17

In MP group, Table 4.16 presents that the mean of the reported use in cognitive top-down sub-strategies fluctuated and it is not easy to find the rules in the use of strategies use in MP. However, in Table 4.17, we found that MP group increased the

reported use of all cognitive top-down strategies except for the reported use of listening for the gist which was reduced by 52 % with the mean from 0.29 to 0.14 and inference was the strategy that increased the most by 33% with the mean from 1.29 to 1.71.

In LP group, the results present that LP group is not always the group which used the strategies the least and the means of the strategies use are also fluctuated in RJ1, RJ2, and RJ3. As for the changes in the strategies use in Table 4.17, we found that prediction was the most increased strategy in LP group by 15% with the mean from 0.11 to 0.28 whereas listening for the gist was the strategy which was reduced the most by 28% with the mean from 0.39 to 0.28.

Table 4.17: The percentage of the use of the sub-strategies in top-down strategies from students of different proficiency levels when RJ1 and RJ3 are compared.
(+ increase/ - decrease)

	HP	MP	LP
Inference	— (9.5%)	+	+
Elaboration	+	+	— (2%)
Grouping	+	+	+
Listening for gist	— (33%)	— (52%)	— (28%)
Prediction	— (33%)	+	+

To sum up, the means of the strategy use all fluctuated during LSI and there is no consistency found between the use of strategy use and proficiency levels. Besides, as Table 4.17 indicated, when RJ1 and RJ3 are compared, grouping was the only strategy that increased in the three groups whereas listening for the gist was the only strategy that was reduced in the three groups. With respect to the changes in strategy use in the three groups, we found that HP group was the group which reduced the reported use of cognitive top-down sub-strategies the most whereas MP group reduced the least. In HP group, there are three sub-strategies decreased including inference by 9.5%, listen for gist by 22% and prediction by 33%. However, in MP group, there was only one strategy decreased, that is listening for the gist by 52%.

Sub-strategies of Bottom-up Strategies

Table 4.18 shows the mean of the sub-strategies of bottom-up strategies—translation, repetition, understand details and fixation—and presents that translation was the most frequently used with the average mean to 0.56 whereas fixation was the least frequently used with the average mean to 0.14 during LSI.

Table 4.18 also indicates the changes of the cognitive bottom-up strategies use in the three stages of LSI. We found that students of the three groups decreased the reported use of all the cognitive bottom-up strategies except for the use of repetition which was increased 33% with the mean from 0 to 0.33. Among cognitive bottom-up strategies, fixation decreased the most by 83% whereas translation decreased the least by 34% when RJ1 and RJ3 are compared.

Table 4.18: The mean of the cognitive bottom-up strategies use reported from students of different proficiency levels in RJ1, RJ2, and RJ3.

Cognitive Bottom-up Strategies				
	RJ1	RJ2	RJ3	Average
Translation	0.67	0.56	0.44	0.56
Repetition	0	0.39	0.33	0.24
Understand details	0.36	0.03	0.06	0.15
Fixation	0.33	0.03	0.06	0.14

Table 4.19 presents the changes in the three groups when students used cognitive bottom-up strategies. We found that groups which used cognitive bottom-up strategies the most and the least are different in RJ1, RJ2, and RJ3.

In HP group, the average mean of every bottom-up strategy in Table 4.19 indicates that comparing to MP and LP, HP group used translation and understanding details the least with the average mean to 0.45 and 0.04 respectively and used fixation the most with the average mean to 0.18. Besides, Table 4.20 presents that the reported use of bottom-up strategies decreased except for the use of repetition which was increased by 27% when we compared RJ1 and RJ3. As for the reported use of the other bottom-up strategies, students cut down the reported use of translation by 20%, understanding details by 100%, and fixation by 100%.

In MP group, the results in Table 4.19 shows that MP group used translation and repetition the most with the average mean to 0.90 and 0.38 respectively whereas fixation was the least used comparing with the other two groups with the average mean to 0.14. Table 4.20 presents that MP group increased the reported use of translation and repetition by 21% and 57% respectively; remained the reported use of understand details and decreased the reported use of fixation by 100%.

In LP group, table 4.19 indicates that compared to HP and MP groups, repetition was the least used with the average mean to 0.19 and understanding details was the most used with the average mean to 0.17. Besides, Table 4.20 shows LP group decreased their reported use in translation and understanding details by 58% and 85 % respectively; increased their reported use in repetition by 28%, and remained their reported use in fixation.

Table 4.19: The mean of the use of cognitive bottom-up strategies reported by students of different proficiency levels in RJ1, RJ2, and RJ3.

Strategies	Proficiency level	RJ1	RJ2	RJ3	Average
Translation	HP (N=11)	0.45	0.55	0.36	0.45
	MP (N=7)	0.71	1.14	0.86	0.90
	LP (N=18)	0.78	0.33	0.33	0.48
Repetition	HP (N=11)	0	0.45	0.27	0.24
	MP (N=7)	0	0.57	0.57	0.38
	LP (N=18)	0	0.28	0.28	0.19
Understand details	HP (N=11)	0.45	0	0	0.04
	MP (N=7)	0.14	0	0.14	0.09
	LP (N=18)	0.39	0.06	0.06	0.17
Fixation	HP (N=11)	0.45	0.09	0	0.18
	MP (N=7)	0.43	0	0	0.14
	LP (N=18)	0.22	0	0.22	0.15

Table 4.20: The percentage of the reported use of the sub-strategies in bottom-up strategies from students of the three groups when RJ1 and RJ3 are compared.
(+ increase/ - decrease)

	HP	MP	LP
Translation	— (20%)	+	— (58%)
Repetition	+	+	+
Understand details	— (100%)	The Same	— (85%)
Fixation	— (100%)	— (100%)	The same

To sum up, the means of the bottom-up strategy use also fluctuated during LSI and there is also no consistency found between the reported use of strategy and proficiency levels. Besides, as table 4.20 indicated, when RJ1 and RJ3 are compared, students decreased most of the bottom-up strategies, which indicated that students were trying to rely less on decoding process, that is, bottom-up, to decode the input word-by-word. Among the strategies, understanding details and fixation were the strategies that were decreased the most by the three groups. In terms of the changes in strategy use in the three groups, we found that MP group was the only group that increased the reported use of translation.

Sub-strategies of Cognitive Other Strategies

Table 4.21 shows the mean of cognitive other strategies—summarization, resourcing, and note-taking — and presents that note-taking was the most frequently used with the average mean to 1.23 whereas resourcing was the least frequently used

with the average mean to 0.12 during LSI.

Table 4.21 also indicates the changes of the cognitive other strategies reported use in the three stages of LSI. We found that students of the three groups increased the reported use of summarization and note-taking by 7.8% and 41.7% with the mean from 0.64 to 0.69 and 1.08 to 1.53 respective but slightly decreased their reported use of resourcing by 17.6 % with the mean from 0.17 to 0.14 when RJ1 and RJ3 are compared. The result shows that students were trying to resort to a more integrated strategy like note-taking and summarization which needed a combination of top-down and bottom-up strategies as well as listening and writing ability to deal with the listening texts more effectively.

Table 4.21: The mean of the cognitive other strategies use reported from students of different proficiency levels in RJ1, RJ2, and RJ3.

Cognitive Other Strategies				
	RJ1	RJ2	RJ3	Average
Summarization	0.64	0.56	0.69	0.59
Resourcing	0.17	0.06	0.14	0.12
Note-taking	1.08	1.08	1.53	1.23

Table 4.22 presents the changes in the three groups when students used cognitive other strategies. We found that groups which used cognitive other strategies the most and the least are also different in RJ1, RJ2, and RJ3.

In HP group, the reported use of all of the cognitive other strategies

—summarization, resourcing , and note-taking— ranks the second with the average means to 0.58, 0.12, 1.27 respectively according to Table 4.22. Besides, Table 4.23 presents that students remained the reported use of summarization, but increased the reported use of resourcing by 200% and note-taking by 59%.

In MP group, Table 4.22 shows that students used all of the cognitive other strategies the most with the average means to 0.86, 0.19, 1.67 respectively. Besides, Table 4.23 indicates that MP students remained the reported use of summarization, decreased the reported use of resourcing by 52%, and increased the reported use of note-taking by 60%.

In LP group, Table 4.22 presents that students used all of the cognitive other strategies the least with the average means to 0.57, 0.09, and 1.04 respectively. In Table 4.23, we found that LP group decreased the reported use of summarization by 44% and the reported use of resourcing by 65%, but increased the reported use of note-taking by 18%.

In summary, the means of the cognitive other strategies also fluctuated during LSI, and proficiency levels are also not in accordance with the frequency of the reported use of cognitive other strategies. Moreover, Table 4.23 shows that when RJ1 and RJ3 are compared, note-taking was the only strategy that was increased by the three groups with the increase to 59%, 60%, and 18% respectively. As for the changes in strategy use in the three groups, we found that HP group was the only group that increased the reported use of resourcing and LP group was the only group that decreased the reported use of summarization.

Table 4.22: The mean of the use of cognitive other strategies reported by students of different proficiency levels from RJ1, RJ2, and RJ3.

Strategies	Proficiency level	RJ1	RJ2	RJ3	Average
Summarization	HP (N=11)	0.64	0.45	0.64	0.58
	MP (N=7)	1	0.57	1	0.86
	LP (N=18)	0.5	0.61	0.61	0.57
Resourcing	HP (N=11)	0.09	0	0.27	0.12
	MP (N=7)	0.29	0.14	0.14	0.19
	LP (N=18)	0.17	0.06	0.06	0.09
Note-taking	HP (N=11)	1.09	1	1.73	1.27
	MP (N=7)	1.43	1.28	2.29	1.67
	LP (N=18)	0.94	1.06	1.11	1.04

Table 4.23: The percentage of the use of cognitive other strategies from students of different proficiency levels when comparing RJ1 and RJ3. (+ increase/ - decrease)

	HP	MP	LP
Summarization	The same	The same	— (44%)
Resourcing	+	—	— (65%)
Note-taking	+	+	+
	(59%)	(60%)	(18%)

Cognitive Strategies Use in Listening—Qualitative Analysis

Besides the quantitative changes of cognitive strategies use, development within individual learners in cognitive strategies use is also identified from students' reflective journals. One HP learner (S16) can be one of the examples of students' raising their strategic awareness as the LSI progressed. The following is what she stated in her first reflective journal:

I repeated words again and again in my mind when I encountered words which I knew but I forgot.
(S16 HP RJ1)

This student was stuck in “fixation” which inhibited her to move on when she listened. However, with more and more practice and discussions in class over time, she found her habitual strategy use wrong and reported in her second reflective journal that:

We “**cannot**” stop to think or repeat the word in mind again and again when encountering words that we don't understand. I used to stop to think about the meaning of the words and repeated the pronunciation of them so that I could not concentrate on the following listening text.
(S16 HP RJ2)

Another example, one LP listener (S13), can show that some students started to find the strength and weakness of strategies they learned. The following is what she stated in her first reflective journal:

Writing down the possible questions (in advance) can help you write down the key points that are in accordance with the questions. In this way, I won't miss the points when listening. (S13 LP RJ2)

This student used a newly learned strategy—prediction and thought it useful for her at the very beginning. However, with more and more practice, she found the limitation of this strategy and reported in her final reflective journal that:

Predicting questions is useless. Because sometimes there is not any enough time to predict the questions beforehand in tests. Besides, answers needed to be revised if you had your prediction wrong. (S13 LP RJ3)

Still another examples cited as the followings can indicate that some students resorted to a higher-level or more sophisticated strategy use, which happened in the three groups.

Before I learned these strategies, I would guess if I could not understand the CD with a high speaking rate. But now I will take notes to think about the answers if I encounter the CD with a high speaking rate again. (S36 LP RJ3)

I organized the important information I heard. I remembered there was a question mentioning about “hotel” ”subway”, and I used this method and it was quite effective. For me, this method is best for questions with pictures. (S34 MP RJ3)

I wrote important vocabulary down with pencils because it was easier to find the answers. Besides, I didn’t need to remember so many things in my mind when listening. I just combined what I heard and what I had written down when answering questions. (S16 HP RJ3)

Moreover, we also found that it appeared that learners started to realize the weakness of simply using bottom-up strategies. Two examples are as follows:

Example 1:

Translating what I heard into Chinese is helpful because this can make you (me) know the gist of the article, but some people may give up (this strategy) right away for not understanding some words. So, this strategy can't be picked up soon. It should be practiced. (S12 HP RJ2)

Translating what I heard into Chinese is not helpful because when you translate what you heard, you may not hear some key points, which results in failing to finish the following questions and this would be a pity. So I think this strategy is not helpful. (S12 HP RJ3)

Example 2:

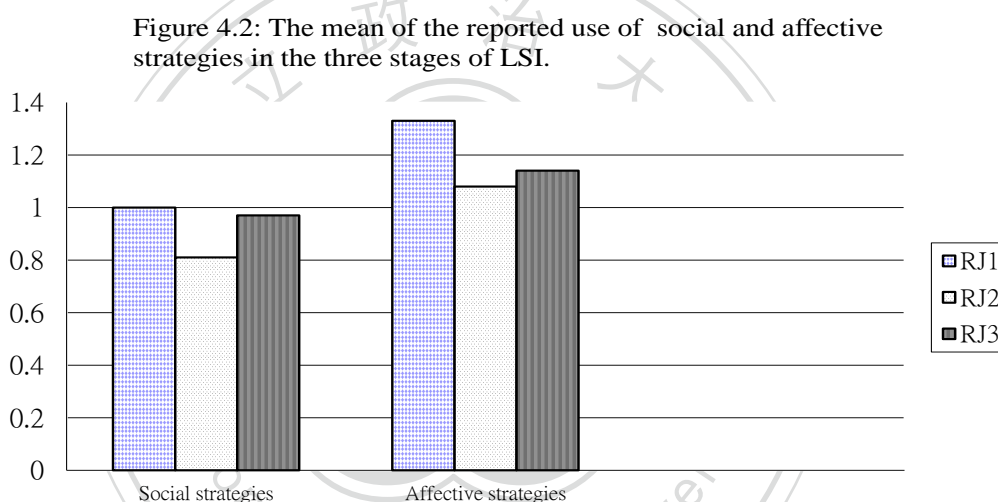
Sometimes I translate what I heard into Chinese. (S7 LP RJ1)

Translating what I heard into Chinese is not helpful because I need some time to translate English into Chinese, which results in my failing to listen to the following conversation. (S7 LP RJ3)

Social and Affective Strategies Use in Listening

Social and Affective Strategies Use in Listening—Quantitative Analysis

Figure 4.2 illustrates the mean of the reported use of social and affective strategies in the three stages of LSI, showing the changes of the reported use of social and affective strategies. We found that the reported use of affective strategies is slightly more than the reported use of social strategies in the three journals. Comparing the reported use of social and affective strategies in journal 1 and journal3, we also found that the reported use of the both strategies decreased especially in affective strategies



When examining the reported use of the strategies in each proficiency level, regarding social strategies, it was noted that they received the lowest use by LP group with the means to 0.78, 0.61 and 0.78 in RJ1, RJ2, and RJ3, and the highest use by MP group in RJ1 and RJ2 with the means to 1.71 and 1.14 as shown in Table 4.24.

With respect to the reported use of affective strategies as shown in table 4.25, we found that LP group used them the most in RJ2 and RJ3 with the mean to 1.17 and 1.28 respectively while HP group used them the least in RJ2 and RJ3 with the mean to 0.91 and 0.91 respectively.

Table 4.24: The mean of social strategies use reported from students of the three groups in RJ1, RJ2, and RJ3.

	High (N= 11)		Middle (N=7)		Low (N=18)		Total frequency	Mean
	Frequency	Mean	Frequency	Mean	Frequency	Mean		
RJ1	10	0.91	12	1.71	14	0.78	36	1
RJ2	10	0.91	8	1.14	11	0.61	29	0.81
RJ3	14	1.27	7	1	14	0.78	35	0.97

Table 4.25: The mean of affective strategies use reported from students of the three groups in RJ1, RJ2, and RJ3.

	High (N= 11)		Middle (N=7)		Low (N=18)		Total frequency	Mean
	Frequency	Mean	Frequency	Mean	Frequency	Mean		
RJ1	17	1.55	6	0.86	25	1.39	48	1.33
RJ2	10	0.91	8	1.14	21	1.17	39	1.08
RJ3	10	0.91	8	1.14	23	1.28	41	1.14

Table 4.26 and Table 4.27 present the further examination into the social and affective sub-strategies in the three groups, showing that questioning for clarification was the least used with the average mean to 0.15 and cooperation was the most used with the average mean to 0.94. Besides, groups which used the most and the least social and affective strategies in RJ1, RJ2, and RJ3 are different except that LP group used cooperation the least in the three journals.

Table 4.26: The mean of social sub- strategies use reported from students of the three groups in RJ1, RJ2, and RJ3

	RJ1			RJ2			RJ3			Average
	HP Mean	MP Mean	LP Mean	HP Mean	MP Mean	LP Mean	HP Mean	MP Mean	LP Mean	
Social: Questioning for clarification	0	0.29	0	0	0	0.11	0	0.14	0.06	0.15
Social: Cooperation	0.91	1.43	0.78	0.91	1.14	0.5	1.27	0.86	0.72	0.94

Table 4.27: The mean of affective sub- strategies use reported from students of the three groups in RJ1, RJ2, and RJ3

	RJ1			RJ2			RJ3			Average
	HP Mean	MP Mean	LP Mean	HP Mean	MP Mean	LP Mean	HP Mean	MP Mean	LP Mean	
Affective: Lowering anxiety	0.73	0.57	0.72	0.36	0.71	0.61	0.27	0.71	0.72	0.6
Affective: Self-encour agement	0.82	0.29	0.67	0.55	0.43	0.56	0.64	0.43	0.56	0.55

When comparing RJ1 and RJ3 in the three groups as shown in table 4.28, we also found the changes in the three groups. In HP, students remained the use of questioning for clarification and increased the reported use of cooperation by 40% whereas decreased the reported use of both affective sub-strategies— lowering anxiety and self-encouragement— by 63% and 22% respectively. In MP, both of the social sub-strategies—questioning for clarification and cooperation—were decreased by 51% and 40% respectively whereas both of the reported use of affective sub-strategies were increased by 25% and 48% respectively. In LP group, students increased the reported use of questioning for clarification by 6% and decreased the reported use of

cooperation by 8% while they remained the reported use of lowering anxiety and decreased the reported use of self-encouragement by 16%.

To sum up, HP students increased the reported use of social strategies as a whole and decreased affective strategies while MP students decreased the reported use of social strategies and increased affective strategies whereas the changes of the reported use of social strategies and affective strategies in LP were comparatively minor compared to HP group and MP group.

Table 4.28: The percentage of the use of social and affective strategies from students of different proficiency levels when comparing RJ1 and RJ3. (+ increase/ - decrease)

	HP	MP	LP
Social— Questioning for clarification	The same	— (51%)	++ (6%)
Social— Cooperation	++ (40%)	— (40%)	— (8%)
Affective— Lowering anxiety	— (63%)	++ (25%)	The same
Affective— Self-encoura gement	— (22%)	++ (48%)	— (16%)

Social and Affective Strategies Use in Listening—Qualitative Analysis

Few students mentioned social and affective strategies in their reflective journals; therefore, information about the use of social and affective strategies from students' reflection journals was not enough to be analyzed. Possible reasons may be as follows. First, most students ignored social and affective strategies and did not report them in consequence. Because social and affective strategies cannot be used independently

(Arnold, 1999) and they must be integrated with the other two strategies (metacognitive strategies or cognitive strategies) when students were using them, it was easy for students to ignore them (Oxford, 1990). Next, students could not realize how to benefit from social and affective strategies because these strategies were not included in the instruction because of the time constraint. Therefore, information about the use of social and affective strategies was shallow. Just few students reflected that the strategy of discussion with peers about the answer of the listening questions was useless for them because everyone's answer was different.





Chapter Five

Discussion

This study aims to explore the development of junior high students' listening strategy ,including metacognitive, cognitive, and social and affective strategies, after they received listening strategy instruction. In this chapter, the discussion of the results will be presented to answer these research questions. Each question will be answered from two perspectives—the most and the least used listening strategies during listening strategy instruction (LSI) and the changes in the use of the strategies by different proficiency groups.

Q1: How do students adjust their listening strategies as a whole after listening strategy instruction (LSI)?

In the present study, social and affected strategies were the least mentioned strategies, which is in accordance with the finding from Chen (2009), Wharton (2000), and Vandergrift (2007). However, metacognitive strategies were the most used during LSI, and the result is different from Chen (2009). The reasons might be as follows: First, in the present study, the data was collected from both a check list and open questions. In the check list, the descriptions of metacognitive strategies were 20 items and cognitive strategies were 15 items. However, in Chen's study, the data was all collected from open questions. Therefore, the counting of the frequency may be affected. Besides, from students' reflective journals, we found that due to the ephemeral nature of listening, whether having enough time to employ strategies is a critical reason when students use listening strategies. Students have comparatively more time to use metacognitive strategies such as planning because they can employ these strategies before the listening. However, compared to metacognitive strategies,

most of the cognitive strategies needed to be used during the listening and some top-down strategies involved indirect and complex processing, which may need time to operate. Therefore students' willingness of using cognitive strategies might be reduced because they were afraid of missing the following listening passage if they used these cognitive strategies during the listening. Some excerpts from students' reflective journals can be examples to explain:

(The strategy of)Translating English into Chinese is not useful because it wasted time (S30 LP RJ2)

(The strategy of)Using grammatical clues to decide what kind of a word it is useless for me because I don't have enough time. (S10 MP RJ3)

(The strategy of)Visualization is useless for me because I don't have enough time at all, so I need to be quicker. (S29 LP RJ3)

With regard to the changes in the use of the strategies by different proficiency groups, we found that as LSI proceeded, the reported use of metacognitive strategies and social and affective strategies reduced whereas the reported use of cognitive strategies increased.

This finding might result from the change of students' comfort zone. Oxford (2003) noted that students have their preference over some strategies and by offering them a wide range of classroom activities, they can develop beyond their comfort zone and enlarge their strategy use. As LSI proceeded, students were exposed to more and more different types of listening activities so that their comfort zone were enlarged, which in consequence more and more challenging cognitive strategies during listening such as note-taking and grouping were used and metacognitive strategies and social and

affective strategies were reduced.

Among the changes of the strategies use by the three groups, HP students decreased their strategies use the most obviously, and LP students decreased their use the least. Besides, we found that HP group was not always the group which used the strategies the most; sometimes LP group was the group which used the strategies the most; in other words, the frequency of the strategies use during LSI were not in accordance with their proficiency levels. The result is similar to Chang (2009) and Goh (2002). Chang (2009) indicated that what makes the difference between HP students and LP students lies not in what strategies they use but in how they use strategies. The same strategy may be used by different groups in different way at different time in the same listening activity. Goh (2002) also reported similar findings in which skilled learners have more flexibility in their strategies use; therefore successful L2 listening involves more in a question of how strategies were used rather than how many strategies were used.

Q2: How do students adjust their metacognitive sub-strategies in listening after listening strategy instruction?

In metacognitive strategies, planning was the most used strategy whereas evaluation was the least used. Among the sub-strategies in metacognitive strategies, directive attention was the most used while strategy evaluation was the least used. The reason may be that planning was easier than evaluation to perform. Evaluation involves more complex process and students need not only to check the answers right or wrong but also reflect their own strategies use and sometimes it is difficult to be aware of their own strategies use after the listening activity. This finding was similar to Vandergrift (1996) and Chan (2005). In Vandergrift's (1996) study, planning was about two-thirds of the reported metacognitive strategies use whereas evaluation was

minimal. However, the result is a little different from Lee (2007). In Lee's study, selective attention rather than directive attention ranked first and pre-listening relaxation was the least. This may result from the difference of students' proficiency levels and strategies classification. Participants in Lee's study were either non-English major students from higher-intermediate level of Freshman English or graduate school students from English department. They have better command of English than participants in this study. Selective attention involves directing your attention to the key points while listening whereas directive attention involves concentrating yourself while listening. For participants in this study, finding key points while listening may not be as easy as concentrating themselves while listening. In Chen (2009), directive attention was the most used strategy in metacognitive strategies and the English proficiency of the participants also ranges from high-beginning to low intermediate level just like participants in this study.

As for the difference in strategies classification, in this study "pre-listening relaxation" was classified in social and affective strategies according to Vandergrift (1997); however, in Lee's study, it was classified in metacognitive strategies. If we rearrange the classification, the result in this study is similar to Lee's study.

With regarding to the changes in metacognitive strategies use, we found that HP group decreased the reported use of all the sub-strategies in metacognitive strategies except for self-management, double-check monitoring, auditory monitoring, and strategy evaluation in the final reflective journal so that HP group became the group which used metacognitive strategies the least.

This result is contrary to the finding in Vandergrift's study (2003) in which he found skilled listeners used about twice as many metacognitive strategies as their less-skilled counterparts. The reason for the difference might be that students in HP group had less listening comprehension problems and listening comprehension

became an automatic process and an unconscious mental operation (Lee, 2007). One HP student's reflective journal can also support this position:

All the strategies did little good to me because when listening to the text, I'm unaware of what strategies I was using. I just did it naturally. (S23 HP RJ2)

Therefore, some easy metacognitive strategies might not be fully reported by HP group whereas some metacognitive strategies involving complex process like self-management, double-check monitoring, auditory monitoring, and strategy evaluation were reported increasingly in RJ3 by HP students.

In the qualitative analysis of metacognitive strategies, we found that students changed their roles from passive to active and became better able to apply a wide range of strategies, which is similar to the findings in Vandergrift (2008) and Chen (2009). Chen (2009) indicated that through reflection on one's own strategies use, students of different proficiency levels not only gained better control over their listening process but also deepened their metacognitive strategies use which resulted in using strategies in a more systematic way. Besides, we also found that 7th graders can be trained to use metacognitive strategies effectively. This finding is similar to the result in Goh and Taib (2006).

Q3: How do students adjust their cognitive sub-strategies in listening after listening strategy instruction?

In cognitive strategies, top-down cognitive strategies were the most used strategy whereas bottom-up cognitive strategies were the least used. This result may arise from task difficulty. According to Chamot (2004), strategies utilized by learners will partially depend on the listening tasks. Wolf (1987) indicated that students used more

top-down processing strategies for more difficult texts. The texts given to the students in this study were about daily life conversations or broadcasts, which involved some unknown vocabulary. Therefore, it was not easy for students to use bottom-up strategies to fully understand the listening texts; they can only use top-down strategies to compensate what they could not understand. Therefore, the use of top-down cognitive strategies outnumbered the other two ones during the whole LSI.

When concerning about the changes in the reported use of cognitive strategies, we found that top-down cognitive strategies did not increase the most. HP students even decreased their reported use in top-down cognitive strategies including inference, listening for the gist, and prediction; instead, they increased their reported use in cognitive other strategies especially in note-taking and resourcing. Interestingly, the two strategies were not included in LSI just like Yeldham (2009) noted in his study that learners seemed to develop strategies that had not been emphasized in the instruction they received (cited from Graham et al., 2011). The reason may be that more advanced listeners use more holistic and varying strategies than less advanced ones to cope with listening difficulties (Goh, 2002b); thus, generating their personal strategies came into existence naturally.

One more interesting finding is that translation is used to be considered as a “poor listener” listening comprehension strategy; however, in this study, MP students increased the use of bottom-up cognitive strategies especially in translation which was reduced dramatically in HP group and LP group. This finding echoes the notions in Anderson’s (2005) and Chang’s (2009) studies which indicated that there are no good or bad strategies; there is good or bad use of strategies. In other words, whether the strategy is useful lies in “how” it is used. MP students may make translation individualized and make it useful in their listening.

Moreover, in the analysis of the frequency of the use in cognitive strategies, we

also found there is no consistency between strategy use and proficiency levels; in other words, LP students used strategies related to “good” listeners whereas both HP and MP students sometimes used strategies related to “poor” listeners. The result indicated that strategy use is very complex and highly individualized (Graham et al. 2008). It may not be possible to expect “poor” listeners to improve only through teaching them strategies involving “good” listeners.

In students’ reflection journals, we found that students of the three proficiency levels reflected whether the strategy was suitable for them and tried to choose strategies that were suitable for them. Moreover, according to what students reported, we also found that students started to find strength and weakness of the strategies and even resorted to a higher level strategy use like grouping and note-taking. In other words, reflection journals helped them raise strategic awareness and moderate their own strategy use at the same time.

Q4: How do students adjust their social and affective sub-strategies in listening after listening strategy instruction?

In social and affective strategies, the reported use of affective strategies exceeded the reported use of social strategies as a whole, and the reported use of both social and affective strategies decreased as LSI proceeded especially in affective strategies.

According to Oxford (1990), social strategies concerning about strategies involving interacting with others while affective strategies relating to strategies dealing with one’s own feelings. In other words, students need time to use social strategies; however, it was difficult for them to use social strategies in class especially questioning for clarification because of time constraint in class. In consequence, the reported use of social strategies was less than the reported use of affective strategies.

Regarding to the reported use of social and affective strategies among the three groups, we found that HP group utilized the use of affective strategies the least while

LP group utilized these strategies the most. This may result from learners' confidence. Khaldieh (2000) argued that high levels of language proficiency relates to less anxiety and more confidence, indicating that HP students have more confidence and less anxiety when doing the listening questions whereas LP students have less confidence and more anxiety compared with HP students. Therefore, it was natural for LP students to use more affective strategies to ease their anxiety. Besides, we also found that HP students decreased their reported use of affective strategies obviously as LSI proceeded, indicating that as HP students got more and more used to the listening tests, they became less and less nervous because of their better control of their listening.

Concern about social strategies, however, LP students used the least whereas MP students used the most. This may root in learners' motivation. Serri, Boroujeni, and Hesabi (2012) noted that motivation influences the choice of strategies. LP students, generally speaking, have less motivation than higher proficiency students; therefore, they may feel troublesome to leave their seats to discuss with their classmates about the answers or asking teachers about the listening task. Consequently, their reported use of social strategies was the least.

Interestingly, the group using social strategies the most is MP group rather than HP group. The reason may concern about different experience in using social strategies. Almost half of the students (up to five students) in HP group reported that discussion what was not understood in the listening with peers is useless for them. Sample excerpts were as follows:

Because everyone's answers were different, they insisted on their own answers but did not know the correct answers. I think looking for the answers in the textbooks or past text sheets is a better way. (S2 HP RJ1)

Checking answers with peers is useless because not everyone remembered the listening questions. Only some people got a general picture of the questions, but their answers were not surely correct. (S12 HP RJ1)

Discussing answers with peers is useless because you could not discuss answers with peers in the sectional exams.
(S25 HP RJ1)

It seems that HP students were more eager to look for the correct answers for getting higher grades in the sectional exams, so whether the strategies were useful or not lies in the strategies that could help them get the correct answers. When discussing with peers, HP students were usually the people understanding the listening content the most, and it was not easy to look for correct answers from MP students or LP students, so they tended to feel they benefited from the social strategies less than their peers; consequently, HP students used social strategies the least.

However, we found that HP students increased their reported use of social strategies as LSI proceeded. In order to shed light on this change, we turned to analyze their reflection journal and found that HP students expanded their reported use of cooperation from only finding out the answers to asking peers how to listen better in RJ3. Their negative feelings about social strategies were only reported in RJ1 and RJ2. The ability to advance the use of strategies indicated that HP students are those who are able to deepen and broaden the horizons of their strategies use, and the result is similar to Chen's (2009) study. One HP student's change can be an example. At first, this HP student defined the strategy of cooperation shallowly:

I think discussing with peers about what I don't understand in the listening is useless because isn't discussing with peers about discussing the meaning of vocabulary? But script will be handed out to us latter, so I think there's no need to discuss with peers.(S16 HP RJ2)

However, in RJ3, this student broadened the use of cooperation:

I discuss with peers about how to listen better and how to get the correct answer more easily. (S16 HP RJ3)

With regard to changes of the reported use of social and affective strategies as a whole, we found that there is a decrease in the reported use of both social and affective strategies especially in affective strategies and the reason may be that for the lack of explicit affective strategies teaching, students felt affective strategies useless for them as one MP student reported in his RJ2:

Encouraging yourself is useless. If you do not understand the listening text, keeping encouraging yourself wasted your time. It may make your listening interrupted. (S22 MP RJ2)

However, when further investigating in each group, we found that compared with the other groups, LP group stabilized their reported use of social and affective strategies. The reason may be that LP students were less good at adjusting and orchestrating strategies (Vandergrift, 2003) especially for the lack of explicit strategy teaching. Therefore, they may insist in their strategy use as Graham (2008) noted in his study that there is high degree of stability of the strategy use over time without explicit strategy teaching.

Chapter Six

Conclusion

This section consists of three parts. The first part summarizes the major findings in the present study. Next, the pedagogical implication according to the major findings is suggested. The last part offers the limitation of the present study and suggestions for future research.

Summary of the Major Findings

This study aims to explore the development of junior high students' listening strategy including metacognitive, cognitive, and social and affective strategies after they received listening strategy instruction. The summary is divided into quantitative findings and qualitative findings.

Quantitative Findings

First, metacognitive strategies were the most reported used whereas social and affective strategies were the least. With regarding to the changes of the strategies, the reported use of metacognitive strategies and social and affective strategies reduced , whereas the reported use of cognitive strategies increased. Concern about the reported strategies use by the three groups, HP students decreased their reported strategies use the most obviously, while LP students decreased their use the least.

Second, in metacognitive strategies, planning (directive attention) was the most used while evaluation (strategy evaluation) was the least. Regarding to the changes of the strategy use, HP group decreased the use of all the sub-strategies in metacognitive strategies except for self-management, double-check monitoring, auditory monitoring, and strategy evaluation and became the group using metacognitive strategies the least.

Third, in cognitive strategies, top-down cognitive strategies were the most used strategy whereas bottom-up cognitive strategies were the least used. With respect to the changes in the strategy use, HP students decreased their use in top-down cognitive strategies including inference, listening for the gist, and prediction, and increased their reported use in cognitive other strategies especially in note-taking and resourcing. MP students increased the reported use of bottom-up cognitive strategies especially in translation which was reduced dramatically in HP group and LP group.

Fourth, in social and affective strategies, the reported use of affective strategies exceeded the reported use of social strategies as a whole. With respect to the strategy use in each group, MP group utilized social strategies the most while LP group utilized them the least; LP group utilized affective strategies the most whereas HP group utilized them the least. Regarding to the changes in strategy use, the reported use of both social and affective strategies decreased especially in the use of affective strategies by HP group. Compared to the other two groups, LP group stabilized their use of social and affective strategies.

Next, students can develop strategies that had not been emphasized in the instruction they received such as note-taking and grouping in cognitive strategy.

Last, proficiency levels did not correspond to the frequency of strategies use. In other words, HP group does not always be the group using so-called “good” strategies the most.

Qualitative Findings

First, students changed their roles from passive to active and became better able to apply a wide range of strategies. HP group can even elaborate and broaden their strategy use such as the use of cooperation.

Second, 7th graders are can be trained to reflect on their own strategies use.

Third, through reflection on strategy use, students can raise strategic awareness and moderate their own strategy use at the same time which in consequence helps them to choose strategies that are best suitable for them.

Last, strategy use is highly individualized and complex. The same strategy may be used by different people at different time. Strategy instruction should lay emphasis on not only teaching students strategies but also asking them to reflect on their own strategies use.

Pedagogical Implications

Some pedagogical implications can be derived from the major findings.

First, listening strategy-teaching and students' doing reflective journals are needed at the same time to enhance students' listening ability. From the present study, we found that students benefit a lot from writing reflection journals. For one thing, they can review what they learnt today; for another, they can find strategies best for them through keeping reflecting. As Vandergrift (2008) indicated strategy instruction should shift his emphasis from product to process. Even 7th graders can be asked to write reflection journals well.

Next, strategy instruction should also teach social and affective strategies explicitly. Social and affective strategies have been ignored for a long time. Through explicit teaching, social and affective strategies will exert their influence more.

Last, forcing students to use some specific strategies at specific time should be avoided because strategy use is highly individualized. All that teachers should do is to

provide students with a lot of practice and encourage students to choose strategies that were best worked for them through reflecting on their own strategies use. Even so-called “bad” strategies can be used differently for high proficiency learners.

Limitations of the Present Study and Suggestions for Future Research

Although the present study has quantitative and qualitative analysis, the participants here are only 36. The participants are not able to represent all the EFL learners in Taiwan. Therefore, it is suggested that future study should increase the participants in order to explore the variety of the development of EFL learners in SI.

Next, the tasks in the listening tests were not the same. For example, in the lessons of listening for the gist and listening for the details with note-taking, multiple choices were used; however, in the lesson of imagery, students were required to draw the pictures according to what they just heard. Therefore, the inconsistency of tasks types might affect the result. Future study is suggested to make the task types the same to reduce the influence of the different task types.

Moreover, the present study lacks qualitative analysis of social and affective strategies because the reflection journals about social and affective strategies are few. Future study is suggested to include explicit social and affective strategies in order to enhance learners’ social and affective strategies awareness so that participants may reflect more about their reported use of social and affective strategies.

Finally, the instrument of the present study includes questionnaire and reflection journals. Future study may increase interview to enhance its reliability.

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Appendix A

想想看

Class: _____ No: _____ Name: _____

1. 在你剛剛完成的聽力活動中，你用了哪些方法讓你自己聽得更懂，請將你用過的方法打勾。

<u>在聽力活動之前</u>	Yes
1. 我事先瀏覽過我即將要做的聽力練習。	
2. 我事先仔細看題目的標題或出現的圖片，並猜想等一下這個聽力活動跟什麼有關。	
3. 我事先想好等一下可能會聽到的字。	
4. 我事先決定好等一下要把注意力放在哪些關鍵字上面。	
5. 我已經準備好讓自己專心下來等一下的聽力活動。	
6. 我鼓勵自己。	
7. 其他： _____ _____	
<u>在聽力活動進行時</u>	
1. 我只聽跟完成題目有關的聽力內容。	
2. 當我聽不懂的時候，我會更專心在聽內容，而不會分神。	
3. 我用關鍵字或相關字試著理解文章。	
4. 我用我對於文章脈絡理解或者是文章架構的理解來了解這篇文章。	
5. 我試著先了解主要大意再聽細節。	
6. 我對於特別的細節如：人事時地物 會特別注意聽。	
7. 我驗證我一開始想的與聽到的是否相符合，並根據我聽到的去	

修正我一開始想的。	
8. 我在我的腦海裡浮現出所聽到的內容影像或者是單字的拼法。	
9. 我試著使用背景聲音, 說話者的語調或其他的線索, 來幫助我猜我聽不懂的字。	
10. 我使用文法線索來判斷這個字的詞性, 例如是動詞、名詞或者是形容詞。	
11. 我聽的時候有搜尋在題目中(包含題目選項)出現的字。	
12. 如果我聽不懂, 我有試著用我已有的知識去猜。	
13. 如果我不了解其中一個部份, 我會仔細去聽下一段的部份來回推。	
14. 我把聽到的聲音記下來, 並且猜想這些聲音可能是甚麼字。	
12. 我有快速的把一些重要的字和概念記下來以了解全文。	
13. 我聽到不懂的單字會快速的跳過以免影響我聽下一句。	
14. 當我聽不懂的時候, 我不會緊張, 仍然繼續專注的聽。	
15. 我在腦中將聽到的重要訊息組織起來。	
16. 我會想了解聽力內容中的每一個字句和每個細節。	
17. 遇到不懂得字我有停下來想或著是在心中一直重複那個字的發音。	
18. 我翻譯我所聽到的英文為中文。	
19. 其他: _____ _____	
<u>聽力活動之後</u>	
1. 我有核對我對聽力內容的理解是否正確。	
2. 我有檢討這次錯的題目並了解錯在哪裡。	

3. 我有找人討論我聽不懂的部份。	
4. 其他： _____ _____	

2. 這次的聽力活動中，你覺得使用哪些策略最有幫助，哪些策略最沒有幫助，為什麼？

2.1 有幫助：_____

原因：_____

2.2 沒幫助：_____

原因：_____



3. 過去這兩周以來，你覺得你的聽力是否有進步(請勾選)，無論是否請說明原因。

是：_____

否：_____

原因：



Appendix B

Listening Strategies Classification Scheme

I .(Based on Chen 2009)

<u>Cognitive Strategies</u>	<u>Metacognitive Strategies</u>
<i>Top-down processing</i>	
1. Listen for gist	1. Planning (Preparing mentally and emotionally for a listening task)
<ul style="list-style-type: none"> * Listen for main idea 	<ul style="list-style-type: none"> * Preview contents * Rehearse sound of potential content words * Clarifying the objectives of an anticipated listening task and/ or proposing strategies for handling it
2. Inferencing (Using information within the text or conversational context to guess the meanings of unfamiliar language items associated with a listening task.)	2. Directed Attention (Monitoring attention and avoiding distractions)
<ul style="list-style-type: none"> * Use contextual clues * Use known words to guess the meaning of unknown words * Use tone of voice to guess * Use visual clues 	<ul style="list-style-type: none"> * Concentrate hard * Continue to listen in spite of difficulty
3. Elaboration (Using prior knowledge from outside the text or conversational context and relating it to knowledge gained from the text or conversation in order to predict outcomes or fill in missing information.)	3. Selective Attention (Decide in advance to listen for specific aspects of input)
<ul style="list-style-type: none"> * Draw on knowledge of the world * Draw on knowledge about the target language 	<ul style="list-style-type: none"> * Listen for familiar content words * Notice how information is structured (e.g. discourse markers) * Pay attention to repetitions. * Notice intonation features (e.g. falling and rising tones)
	4. Monitoring (Checking/ confirming

<ul style="list-style-type: none"> * Use a combination of questions and world knowledge to brainstorm logical possibilities. * Making up a story line, or adopting a clever perspective. <p>4. Prediction(Anticipating the contents of a text)</p> <ul style="list-style-type: none"> * Anticipate general contents(global) * Anticipate details while listening(local) <p>5. Visualiztion (Forming a mental picture of what is heard)</p> <ul style="list-style-type: none"> * Imagine scenes, events, objects etc. being described * Mentally display the shape (spelling) of key words. <p><i>Bottom-up processing</i></p> <p>6. Understanding each word and detail</p> <ul style="list-style-type: none"> * Try to figure out the meanings of most of words or sentences of the input. * Try to understand most of the details of the input <p>7. Translation (Changing words, phases or sentences into L1 before interpretation)</p>	<p>understanding while listening)</p> <ul style="list-style-type: none"> * Confirming that comprehension has taken place * Identify words or ideas not understood * Check current interpretation with the context of the message * Check current interpretation with prior knowledge <p>5. Evaluation (Checking interpretation of accuracy, completeness and acceptability after listening)</p> <ul style="list-style-type: none"> * Check interpretation against external sources * Check interpretation using prior knowledge * Match interpretation with the context of the message <p><u>Social/ Affective Strategies</u></p> <p>1. Cooperation</p> <ul style="list-style-type: none"> * Ask for explanation/ clarification <p>2. Confidence Building (encouraging oneself)</p> <ul style="list-style-type: none"> * Tell oneself to relax * Use positive self-talk <p>3. Questioning for clarification</p>
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<ul style="list-style-type: none"> * Find L1 equivalents for selected key words * Translate a sequence of utterances 	
<p>8. Fixation (Focusing attention on understanding a small part of text)</p> <ul style="list-style-type: none"> * Stop to think about the meaning of words or parts of the input * Memorize/ repeat the sounds of unfamiliar words <p><i>Cognitive</i></p>	
<p>9. Summarization</p> <ul style="list-style-type: none"> * Organise important information in my mind 	
<p>10. Note-taking</p> <ul style="list-style-type: none"> * Write down key words and concepts while listening 	

II. (Based on Vandergrift 1997)

Metacognitive strategies		
<p>1.Planning--Developing an awareness of what needs to be done to accomplish a listening task, developing an appropriate action plan and/or appropriate contingency plans to overcome difficulties that may interfere with successful completion of the task.</p>		
<p>1 a. Advance organization</p>	<p>Clarifying the objectives of an anticipated listening task and/or proposing strategies for handling it.</p>	<p>I read over what we have to do. I try to think of questions the teacher is going to ask.</p>
<p>1 b. Directed attention:</p>	<p>Deciding in advance to attend in general to the listening task and to ignore irrelevant distractors;</p>	<p>I listen really hard. I pick out the words that are familiar so that ... (in combination with inferencing)</p>

	maintaining attention while listening.	
1c. Selective attention	Deciding to attend to specific aspects of language input or situational details that assist in understanding and/or task completion.	I listen for the key words. I establish the speakers in the conversation, their relationship by tone of voice, how they will address each other. This will limit the topics of discussion (in combination with planning, voice inferencing , and elaboration)
Id. Self-management:	Understanding the conditions that help one successfully accomplish listening tasks and arranging for the presence of those conditions.	I try to get in the frame of mind to understand French. I put everything aside and concentrate on what she is saying!
2. Monitoring: Checking, verifying, or correcting one's comprehension or performance in the course of a listening task.		
2a. Comprehension monitoring:	Checking, verifying, or correcting one's understanding at the local level.	I translate and see if it sounds right (in combination with translation). I just try to put everything together, understanding one thing leads to understanding another.
2b. Auditory monitoring:	Using one's "ear" for the language (how something sounds) to make decisions.	I use my knowledge of Portuguese, primarily sound (in combination with transfer). I use the sound of words to relate to other words I know.

2c. Double-check monitoring:	Checking, verifying, or correcting one's understanding across the task or during the second time through the oral text.	I might catch it at the end and then I'd go back. Sunny in the morning, that's not making sense ...(earlier) it sounded like a cold front, something doesn't make sense to me any more.
3. 3. Evaluation: Checking the outcomes of one's listening comprehension against an internal measure of completeness and accuracy		
3a. Performance evaluation	Judging one's overall execution of the task.	How close was I? (at end of a think-aloud report).
3b. Strategy evaluation	Judging one's strategy use.	I don't concentrate too much to the point of translation of individual words because then you just have a whole lot of words and not how they're strung together into some kind of meaning.
4. Problem identification:	Explicitly identifying the central point needing resolution in a task or identifying an aspect of the task that hinders its successful completion.	I'm not sure but "partager" and I'm not really sure what that means. I think that kind of has something to do with that. Music, there is something, ..." des jeux", I don't know what that is.
Cognitive strategies		
1. Inferencing: Using information within the text or conversational context to guess the meanings of unfamiliar language items associated with a listening task, to predict outcomes, or fill in missing information.		
1a. Linguistic inferencing	Using known words in an utterance to guess the meaning of	I use other words in the sentence. [try to think of it in context and

	unknown words.	guess.
1b. Voice and paralinguistic inferencing:	Using tone of voice and/or paralinguistics to guess the meaning of unknown words in an utterance.	I listen to the way the words are said. I guess, using tone of voice as a clue.
1c. Extralinguistic inferencing:	Using background sounds and relationships between speakers in an oral text, material in the response sheet, or concrete situational referents to guess the meaning of unknown words.	I guess on the basis of the kind of information the question asks for. I comprehend what the teacher chooses to write on the board to clarify what she is saying.
1e. Between parts inferencing:	Using information beyond the local sentential level to guess at meaning.	Because in the beginning she said “course,” so maybe it was, maybe it was a race ... maybe it was a horse race ... You pick out things you do know and in the whole situation piece it together so that you do know what it does mean.
2. Elaboration —Using prior knowledge from outside the text or conversational context and relating it to knowledge gained from the text or conversation in order to predict outcomes or fill in missing information.		
2a. personal elaboration	Referring to prior experience personally.	I think there is some big picnic or a family gathering, sounds like fun, I don’t know ... You know ... maybe they

		<p>missed each other,</p> <p>because that happens to me lots</p> <p>we just</p> <p>miss accidentally and then you</p> <p>call</p> <p>up and say, “Well, what</p> <p>happened?”</p>
2b. World elaboration:	Using knowledge gained from experience in the world.	<p>Recognizing the names in sports helps you to know what sport they are talking about.</p> <p>I use the topic to determine the words that I will listen for (in combination with selective attention).</p>
2c. Academic elaboration:	Using knowledge gained in academic situations.	<p>[I know that] from doing telephone conversations in class.</p> <p>I relate the word to a topic we’ve studied.</p> <p>I try to think of all my background in French.</p>
2d. Questioning elaboration:	Using a combination of questions and world knowledge to brainstorm logical possibilities.	<p>Something about sixty-one, restaurant, sixty-one. Maybe it’s the address.</p> <p>Um, he said he started, probably fixing up his apartment, something about his apartment. Probably just moved in, um, because they’re fixing it up.</p>
2e. Creative elaboration:	Making up a story line, or adopting a clever perspective.	<p>Sounded like introducing something,</p> <p>like it says here is something but I can’t figure out what it is, it</p>

		<p>could</p> <p>be like ... one of the athletes, like introducing some person or something.</p> <p>I guess there is a trip to the Carnival</p> <p>in Quebec so maybe it is like something for them to enter a date,</p> <p>to write. or draw ...</p>
2f. Imagery:	Using mental or actual pictures or visuals to represent information; coded as a separate category but viewed as a form of elaboration.	<p>I can picture the words in my mind.</p> <p>I make pictures in my mind for words I know, then I fill in the picture that's missing in the sequence of pictures in my mind.</p>
3. Summarization	Making a mental or written summary of language and information presented in a listening task.	<p>I remember the key points and run them through my head, "what happened here and what happened here" and get everything organized in order to answer the questions.</p>
4. Translation:	Rendering ideas from one language to another in a relatively verbatim manner.	<p>I translate.</p> <p>I'll say what she says in my head, but in English.</p> <p>A little voice inside me is translating.</p> <p>I try to relate the words to English.</p>
5. Transfer:	Using knowledge of one language (e.g., cognates) to facilitate listening in another.	<p>I use my knowledge of other languages: English to understand German and Portuguese (primarily sound) to understand French.</p>
6. Repetition:	Repeating a chunk of language (a word or phrase) in the course of	<p>I sound out the words.</p> <p>I say the word to myself.</p>

	performing a listening task.	
7.Resourcing:	Using available reference sources of information about the target language, including dictionaries, textbooks, and prior work.	I look it up in a dictionary. I look in the back of the book.
8. Grouping	Recalling information based on grouping according to common attributes.	I try to relate the words that sound the same. (in combination with auditory monitoring). I break up words for parts I might recognize.
9. Note-taking:	Writing down key words and concepts in abbreviated verbal, graphic, or numerical form to assist performance of a listening task.	I write down the word. When I write it down, it comes to my mind what it means.
10. Deduction:	Consciously applying learned or self-developed rules to understand the target language.	I use knowledge of the kinds of words such as parts of speech.
11.Substitution:	Selecting alternative approaches, revised plans, or different words or phrases to accomplish a listening task.	I substitute words, translate and see if it sounds right (in combination with translation and comprehension monitoring).
Social-affective Strategies		
1.Questioning for clarification:	Asking for explanation, verification, rephrasing, or examples about the language and/or task; posing questions to the self.	I'll ask the teacher. I'll ask for a repeat. I ask someone who knows the word.
2. Cooperation:	Working together with someone other than an interlocutor to solve a	I ask a friend. I ask the person next to me.

	<p>problem, pool information, check a</p> <p>learning task, model a language activity, or get feedback on oral or</p> <p>written performance.</p>	
3. Lowering anxiety:	<p>Reducing anxiety through the use of</p> <p>mental techniques that make one feel</p> <p>more competent to perform a listening task.</p>	<p>I think of something funny to calm</p> <p>me down.</p> <p>I take deep breaths.</p>
4. Self-encouragement:	<p>Providing personal motivation through positive self-talk and/or</p> <p>arranging rewards for oneself during</p> <p>a listening activity or upon its completion.</p>	<p>I try to get what I can.</p> <p>O.K. ... my hunch was right.</p> <p>I tell myself that everyone else is probably having some kind of problem as well.</p>
5. Taking emotional temperature:	<p>Becoming aware of, and getting in</p> <p>touch with one's emotions while listening, in order to avert</p> <p>negative</p> <p>ones and make the most of</p> <p>positive</p> <p>ones.</p>	<p>I take it home and take it out on my</p> <p>family.</p> <p>O.K. I'm getting mad 'cause I don't</p> <p>understand.</p>

Appendix C

Listening Strategy List (adapted from Chen, (2009); Vandergrift, (1997).)

Category	Strategy	Definition
Metacognitive	1. Planning	Preparing mentally and physically for a listening task before it.
	1.1 Advance organizer	* Previewing content. * Clarifying the objectives of an anticipated listening task and/ or proposing strategies for handling it.
	1.2 Directed Attention	Deciding in advance to attend in general to the listening task and to avoid irrelevant distractors.
	1.3 Selective attention	Decide in advance to listen for specific aspects of input.
	2. Evaluation	Check the outcome of one's listening comprehension including accuracy, completeness and acceptability after listening.
Cognitive	Bottom-up processing	
	1. Listening for details	Understanding each word

	with note-taking	and detail
	2. Words detection	Read the script after listening
	Top-down processing	
	1. Listening for gist	Listening for the main idea first.
	2. Inference	Using information_within the text to guess the meaning of unfamiliar items in listening task including using known words, using tone of voice, using contextual clues, using visual clues.
	3.Elaboration--imagery	Using mental or actual pictures or visuals to represent information.
	4.Prediction	Anticipating the contents of a text) 4.1 Anticipate general contents(global) 4.2 Anticipate details while listening(local)

Social & affective	1. Cooperation	Working together with someone to solve a problem.
	2. Questioning for clarification	Asking the teacher for explanation or clarification.
	3. Confidence Building (Encouraging oneself)	Lowering anxiety and using self encouragement

