Listening Strategy Instruction
Aiming for Higher Level
Disclaimer

- This presentation is authorized by the Defense Language Institute Foreign Language Center and the Department of Defense. Contents of this presentation are not necessarily the official views of, or endorsed by, the U.S. Government, or the Department of the Army.

- All material displayed within this presentation is for educational purposes only.

- All third party information featured in the presentation slides remain the intellectual property of their respective originators. All use of information is done under the fair use copyright principal, and the author(s) of this presentation do not assert any claim of copyright for any quotation, statistic, fact, figure, data or any other content that has been sourced from the public domain.

- The content of this presentation is the sole responsibility of Jean S. Ryu.
Researchers

- Dr. Marina Cobb
  Professor, Dean, Asian School II
- Dr. Jean S. Ryu
  Professor, Assistant Dean, Asian School II
- Ms. Yerie Han
  Assistant Professor, Student Learning Specialist
  Asian School II
Intro & Literature Review

Dr. Marina Cobb
Professor, Dean, Asian School II
Presentation Forecast

• What makes listening difficult /Rationale for strategy instruction

• Three interdependent phases of the listening process

• Some implications and recommendations
Listening as a skill

• Listening is the least understood language skill

• It presents a unique set of challenges (what are they, in 2 words or less?)

• Not merely a matter of accumulating knowledge of language elements

• Not a linear process based on explicit knowledge (but what is it then?)

Becoming a good listener is, in essence, a matter of building a huge network of brain cells capable of computing probabilities... a matter of constructing a neural network.” (Hulstijn, 2003)
Need for Strategy Training

• Better listeners approach listening in a more intentional way monitoring their hypothesis-building process.

• Less proficient listeners are conspicuously lacking in meta-cognitive tactics (do not plan, direct, or self-evaluate their listening processes).

• Research shows that strategies may not automatically transfer from L1 to L2.

• Every complex process benefits from stepping outside of it to take a look at what exactly is happening/how it’s done.
Three Phases in Listening

– The **PERCEPTION PHASE**, where listeners hear sounds as either familiar or unfamiliar, identify them

– The **PARSING PHASE**, where listeners create a mental representation of the meaning of what they hear, matched parsed items to those stored in memory

– The **UTILIZATION PHASE**, where listeners complete their understanding by comparing what they have heard to what they know about the world, the topic, and the situation in which the listening takes place

Phases **NOT isolated, linear steps** – they consist of various sub-processes that are interdependent, overlap and interact across phases
Phase 1 - Perception

- Also referred to as *pre-comprehension* or *pre-lexical* phase
- Listener matches incoming speech sounds against pre-established mental categories of sounds in the brain
- These processes are highly efficient and implicit in L1
- Brain serves as “normalizing device” to enable comprehension of unfamiliar pronunciations, accents, or dialects, and to enhance comprehension under adversely noisy conditions
Phase 2 - Parsing

- Also referred to as *comprehension* or *lexical* phase
- Interaction of bottom-up and top-down processing is evident
- Bottom-up processing – identifying word boundary, morphemes, discourse-based and frequency cues (based on collocations, etc.)
- Top-down processing – word integration (hypothesizing word meaning in context of utterance)
- Less proficient learners rely on *semantic* cues, underuse *syntactic* cues
- Role of *working memory*: Need to hold input in phonological loop long enough to parse, including being able to go back and correct parsing
Phase 3 – Utilization (cont’d)

- Also referred to as *post-comprehension* or *post-lexical* phase
- Listeners go beyond word and sentence meanings to understand the larger meaning of utterances when taken together as an entire spoken text
- Comprehension is a **problem-solving activity**, product of search for a **plausible interpretation scenario**, use of reasoning to reconcile input with world knowledge
- Skill called **questioning elaboration** distinguishes more skilled listeners:
  Involves a combination of questions posed by the learner internally as well as world knowledge to brainstorm logical possibilities, then choose one conceptual framework for retention
Are Key Listening Skills Trainable?

- Discrete sub-processes may speed up through focused practice and thus improve overall processing speed
- **BUT** what defines automaticity is qualitative change, the "restructuring of underlying processes," not simply the acceleration of performance

---

The most direct path to developing automaticity of implicit processes is **meaningful, task-based** listening practice (vs. non-task)

---

In conjunction with “carefully orchestrated” training in metacognitive strategies, i.e., is consistent, guided and repetitive application of a range of strategies over time and during extensive listening to authentic texts (Vandergrift, 2004)
Purpose of the Study

• To build a paradigm to help students be more autonomous language learners providing effective listing strategy instruction at the Korean Basic Program (UAB).

• To find how students are using language learning strategies depending on selected variables, a survey will be conducted to provide a foundation of this research.
Phases

- 1st Phase: Investigating how students are using language learning strategies, a survey will be conducted.
- 2nd Phase: Implementing Listening Strategy Instruction (LSI)
- 3rd Phase: Evaluating effectiveness of LSI, qualitative data will be collected.
Survey

Dr. Jean S. Ryu
Professor, Assistant Dean, Asian School II
Research Questions

1. Which Language Learning Strategies do students use?

2. To what extent language learning strategies differ by learner variables (Semester, GPA, and Learning style, age, and gender)?

3. To what extent listening strategy use differ by selective learner variables?
Participants

158 students (11 classes)

- **Gender**: M (116, 73%), F (42, 27%)
- **Age**: 22.8 yrs old
- **Semester**: 1\(^{st}\) (41%), 2\(^{nd}\) (34%), 3\(^{rd}\) (26%)
- **Race**: White (79%), Asian (8%), Black (4%), Hispanic (4%), Korean (1%), Other (3%)
- **Education**: High School (59%), Junior (4%) & College (28%), Graduate (3%), Others (6%)
- **L1**: English (96%), **L2**: (20%)
- **Chose to learn Korean**: (77%);
  1\(^{st}\) (41%), 2\(^{nd}\) (21%), 3rd (12%)
- **Previous Korean study experience**: (6%) - limited

DEFENSE LANGUAGE INSTITUTE FOREIGN LANGUAGE CENTER
Learning Styles (N=158)

- Visual: 60%
- Auditory: 15%
- Tactile: 18%
- Kinesthetic: 6%
- Multiple: 1%
- Others: 15%
   80 items for Foreign Language Learners

2. Language Strategy Use Survey (LSUS) by Andrew D. Cohen & Rebecca L. Oxford (1990), Based on SILL (Oxford, 1989). Listening Strategy Use (18 items) were analyzed for this study

3. Barsch Learning Style Inventory (32 items)
   4 styles: Visual, Auditory, Tactile, Kinesthetic
Data Analysis

1. Descriptive statistics: means, standard deviations, frequencies, and percentages
2. Cronbach’s Alpha for reliability analysis for Listening Strategy Use
3. Person product-moment correlation coefficient
4. ANOVAs for selected learner variables (gender, Semesters, personal preference styles & GPAs).
6 Strategy Groups (SILL)
Language Strategy (SILL) by LC GPA Hi-Lo Groups

- **Metacognitive**
  \[ F(107,1)=11.47, p=.001 \]

- **Compensatory**
  \[ F(107,1)=12.16, p=.001 \]

- **Affective**
  \[ F(107,1)=8.96, p=.003 \]

- **Social**
  \[ F(107,1)=9.01, p=.003 \]
• **Cognitive**

\[ F(155,2) = 3.78, \ p = 0.25 \]

Students in 1\textsuperscript{st} semester use more cognitive strategy than 2\textsuperscript{nd} & 3\textsuperscript{rd} semester students.

• **Compensatory**

\[ F(155,2) = 4.68, \ p = 0.011 \]

2\textsuperscript{nd} semester students use more compensatory strategy than 1\textsuperscript{st} and 3\textsuperscript{rd}.
Language Strategy (SILL) by Auditory Hi-Lo

Cognitive
F(84,1)=4.30, p=.041

Metacognitive
F(84,1)=6.36, p=.014

Compensatory
F(84,1)=7.43, p=.008

Affective
F(84,1)=5.48, p=.022

Social
F(84,1)=7.41, p=.008
Social Strategy

- $F(92,1)=5.18$
- $P=0.25$

Older students use more social strategy than Younger students.
Listening Strategy Use (18 items)
Top 4 listening strategies

#10. I listen for the **important words** (m=4.50).
#5. If I hear people speaking the language, I listen (m=4.41).
#13. I ask the person to repeat (m=4.29).
#12. I listen for words that are repeated (m=4.18).
What I do to listen more:

1. I listen to the radio in the language (2.27).
2. I watch TV shows in the language (3.44).
3. I go to the movies what use the language (2.56).
4. I listen to the language if I am in a, or go see movies (3.10).
5. If I hear people speaking the language, I listen (4.41)
What I do to understand sounds:

6. I find sounds in the language that are like sounds in English (2.72).
7. I try to remember unfamiliar sounds I hear (3.60).
8. I ask the person to repeat the new sound (3.86).
9. I listen to the rise and fall of sounds (the music of the language) (3.39).
What I do to understand what I hear:

10. I listen for the important words (4.50).
11. listen for what seems interesting (3.62).
12. I listen for words that are repeated (4.18).
13. I ask the person to repeat (4.29).
14. I ask the person to slow down (3.09).
15. I ask a question (3.85).
16. I guess the meaning from the person’s tone (angry or happy) (3.69).
17. I guess the meaning from how the person moves or stands (3.25).
18. I guess the meaning from what I heard before (3.92).
High LC GPA group uses more Listening Strategies than Low LC GPA Group.

\[ F(106,1) = 5.26, \quad p = .02 \]

Statistically Significant!

Hi LC Group: A and A- (n=69)
Lo LC Group: Lower than B (n=40)
Listening Strategy Use by Semester

1st Sem > 3rd Sem > 2nd Sem

\[ F(154,2) = 3.09, \quad p = .05 \]

Statistically Significant!

1st : \( m = 3.65 \) (n=64)
2nd : \( m = 3.41 \) (n=53)
3rd : \( m = 3.54 \) (n=40)
Female students tend use more Listening Strategies than Male students.

\[ F(155,1) = 6.29, \ p = .013 \]

Statistically Significant!

Female students: n=46
Male students: n=116
Listening Strategy Use by Auditory Hi vs. Lo Groups

Hi-Auditory Group tends to use more Listening Strategies than Lo-Auditory Group.

$$F(84,1) = 12.64, \ p = .001$$

Statistically Significant!

Barsch Learning Style Inventory
Hi-Auditory: higher than 25 (n=46)
Lo-Auditory: lower than 17
Discussions

1. How to help our visual students to listen better.
2. Listening Strategy Instruction: interwoven to Regular & Everyday L2 (FL) teaching
3. How to help teachers conduct effective strategy instructions
Implementation

Ms. Yerie Han
Student Learning Specialist, Asian School II
Instructional Modeling

- Keys to higher level
- Plan, Monitor, and Evaluate the process on Graphic Organizer
- Preview/review of strategies to use: Cognitive Strategies, Metacognitive Strategies, and Socio-affective Strategies
- Understanding Language Proficiency of passages
- Group presentation
Keys to higher level

- Student autonomy
- Solving a particular listening problem
- Modelling
- Evaluating how effective strategies are
- Raising students’ awareness of strategy options
- Encouraging experimentation
- Empowering self-evaluation
Critical Thinking Chart

KWL Chart
Before you begin your research, list details in the first two columns. Fill in the last column after completing your research.

<table>
<thead>
<tr>
<th>Topic</th>
<th>What I Know</th>
<th>What I Want to Know</th>
<th>What I Learned</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Name ____________________________ Date ____________________
Cognitive Strategies

• Activities which learners use to remember and develop language and to facilitate comprehension
  – Predicting what a piece of listening will be about, or what language /information will come next
  – Drawing inferences when information is not stated or has been missed
  – Guessing meaning of unknown words
  – Using intonation and pausing to segment words and phrases
Cognitive Strategies

– Other micro-strategies to do with processing language – identifying stressed words, listening for markers, listening for structures etc.
– Using **schematic** and **contextual** information (top-down) together with linguistic information (bottom-up) to arrive at meaning
– **Visualizing** the situation they are hearing about
– **Piecing** together meaning from words that have been heard
Metacognitive Strategies

- To Organize, Monitor and Evaluate how well they are understanding
  - Focusing attention, concentrating and clearing the mind before listening
  - Applying an advance organizer before listening (I think the topic is going to be..., I know what I must pay attention to while I listen...)
  - Going in with a plan (I’m going to listen for... words I know/key words/cognates...)
Metacognitive Strategies

- Getting used to speed and finding ways of coping with it
- Being aware when they are losing attention and refocusing concentration
- Deciding what the main purpose of listening is
- Checking how well they have understood
- Taking notes
- Paying attention to the main points
- Identifying listening problems and planning how to improve them
The Metacognitive Cycle: 
Phrase 1

• The pre-listening stage: provides learners with the topic and genre of the passage. Predict the type of information and language.

Vandergrift & Tafaghodtari, 2010, as cited in Ling & Kettle 2011
• During the first listening:
  – Learners **verify** their initial hypotheses, making notes to correct and add data.
  – Then **compare** what they have comprehended with their peers and make **modifications** to their notes.
  – As a group, learners discuss what **problems** remain and which sections of the passage require further attention.
• During the second listening:
  – Learners **verify** points of disagreement and note extra information.
  – Teacher leads a class discussion to **reconstruct** the main ideas and important details of the passage.
  – Learners **reflect** on their strategy use in comprehending specific words and ideas.
• During the third listening:
  – Learners listen for information elicited in the class discussion that they were not able to understand independently.
  – Additional (optional) bottom-up exercises – After the reconstruction activity, learners may be given notes, leading to greater awareness of phrases and syntactic structures. This activity can help and develop auditory discrimination and word recognition skills.
• The final reflection stage:
  – Learners **set goals** for the next listening activity based on their performance of the task.
Socio-affective Strategies

- Learners interact with other people in order to help their comprehension and encourage themselves to continue listening.
  - Asking for clarification
  - Checking that they have got the right idea
  - Providing themselves with opportunities for listening
Socio-affective Strategies

- Motivating themselves to listen
- Lowering anxiety about listening
- Providing a personal response to the information or ideas presented in the piece of listening
- Empathizing with the speaker and trying to understand the reason for a particular message.
# Language Proficiency

**Directions:** Look at each of the passages and put them in order from easiest to most difficult. Then, think about the specific reasons why each passage is easy or difficult, and fill in the chart below with information for each. Use the questions in the chart for ideas of what to look for.

**Example:**

<table>
<thead>
<tr>
<th>Vocabulary</th>
<th>&quot;Don’t Fear Chinese Economy&quot;</th>
</tr>
</thead>
<tbody>
<tr>
<td>Some common, concrete words, mostly abstract and academic, longer words not known by everyone</td>
<td></td>
</tr>
</tbody>
</table>

## Passage Title

**Vocabulary**
- Are the words simple? Complex?
- Common? Rare? Predictable given the context? Generic (could be used in any context) or specialized (unique to this context)?

**Grammar**
- Is only one tense used? Are there just nouns, or also verbs, adjectives, adverbs, prepositions?
- Are sentences short and simple or long and complicated?

**Organization**
- Does it consist of words, sentences, paragraphs, or extended paragraphs?
- Are there transitions? Can sentences be easily re-ordered?

**Purpose**
- Is it meant to give facts? Inform? Persuade? Is it easy to relate to? Obscure?
- Does it relate to daily life?

**Cultural References**
- How much background info does the reader need? Can anyone understand it? How easy is it to predict what comes next?
• Find out how a learner practices listening
• Follow what the learner’s goal to achieve
• Plan his/her listening plan to achieve the goal
## Performance Checklist for Comprehension Chart

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>During first listening/reading Guess? Reason(s)?</td>
<td>Olympic Bridge</td>
<td>Today 2 pm afternoon</td>
<td>5 people (bar)</td>
<td>5 people in the audience</td>
<td>5 people in the audience 5 people in the audience</td>
</tr>
<tr>
<td>Before second listening/reading Other possibilities?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

V=Verification (check in this column when your guess has been verified)

What I found easy:

What I found difficult:

What I will do the next time:
Group Activities
Group Activity Instructions

• 3 groups
• Each group has an article in different level
• Plan, Monitor, and Evaluate the process of your group activity
• Choose effective strategy to comprehend your article in the handout or come up with your creative strategy
• Use graphic organizer
• Prepare your presentation to share your article with effective strategy
Group Presentations
Level 2
Group Presentations
Level 2+
Group Presentations
Level 3
References

감사합니다.

- Dr. Marina Cobb (marina.cobb@dlficl.edu)
  Professor, Dean, Asian School II
- Dr. Jean S. Ryu (jeansook.ryu@dliflic.edu)
  Professor, Assistant Dean, Asian School II
- Ms. Yerie Han (yerie.han@dliflc.edu)
  Assistant Professor, Student Learning Specialist
  Asian School II
Thank You Very Much!

<Panel Members>

Dr. Marina Cobb, Professor, Dean
Dr. Jean S. Ryu, Professor, Assistant Dean
Ms. Yerie Han, Student Learning Specialist

Asian School II, DLIFLC