A Study of English Listening Strategies Applied by

Technological University Students

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Abstract

Listening ability is one of the important skills in foreign language learning. Among four language skills, researches show that listening skill is employed most frequently. Therefore, strategies for listening and the ability to use them effectively are particularly significant in language learning. This study intended to investigate the listening strategies employed by university students in Taiwan. There were 239 technological university students attended this study. The questionnaire consists of 30 questions including the metacognitive strategies, cognitive strategies, social and affective strategies. The findings indicated that most students were still unable to apply the strategies properly in EFL listening and needed guidance from instructors. The results of this study provide references for both educators and learners to evaluate their teaching and learning listening experiences in the classroom as well as the application in daily communication.

Key words: listening strategies, metacognitive strategies, cognitive strategies, social and affective strategies.
科技大學學生之聽力策略應用研究

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摘 要

聽力是第二語言學習中重要的一環。研究發現大部分人在日常生活與語言學習中，花最多
的時間在聽力上。然而，如何正確地使用聽力策略對於第二語言的學習相當重要。此研究的目的，
主要是在探討台灣的科技大學學生所使用的聽力策略。參加本研究者為 239 位南台灣某科技大學
的學生。問卷共有 30 題，包括後認知策略、認知策略、社會和情感策略，及在認知、語法分析、
使用的三個聽力階段所可能遭遇的問題。研究顯示大部分的學生了解英文聽力的重要性，但缺乏
自信及使用聽力策略的能力，渴望老師能指導聽力策略的技巧。整體來說，除了正確的使用語言
學習策略，學習者更應該學習如何更有自信地面對實境的聽力情境。

關鍵字：聽力策略，後認知策略，認知策略，社會和情感策略.
I. Introduction

Listening is an important part of foreign language learning process, and it has also been defined as an active process during which listeners construct meaning from oral input (Bentley & Bacon, 1996). Listening skill developed faster than the other three skills and could affect reading and writing abilities in learning a new language (Scarcella & Oxford, 1992; Vandergrift, 1997). According to Feyten (1991), in daily communication, people allot 45% of time in listening, 30% on speaking, 16% on reading, and only 9% on writing. The listening skill was not only a rule of language but also acquisition second language skill (Vandergrift, 1997). Listening comprehension means the process of understanding speech in a second or foreign language. It was the perception of information and stimuli received through the ears (Richards, Platt, & Platt, 1992). For foreign language learners, it may easily cause confusion and misunderstanding if they cannot comprehend what people intend to express. In Lu’s (2008) study, the result illustrated that 93.8% of the students considered the listening skill was more important than the other three skills.

In Taiwan, as the exam-oriented ways of teaching in high school and no listening part is included in college entrance examination, English learning generally emphasizes more on the reading and writing skills than listening and speaking skills before colleges. Comparatively, there are less official teaching materials and courses available for high school students. When they are required of the listening skills in college, most of them find their training of listening skills is far from enough and their listening comprehension ability is far behind.

Actually, there are a variety of factors that affect listening comprehension. According to Yan (2006), experts classified them into linguistic factors and non-linguistic ones. For Linguistic factors, they include pronunciation, vocabulary, pattern drills, while the psychological, physiological, cultural factors are the non-linguistic ones. For example, for pronunciation, many people who come from different countries speak English as their second language, and they have particular English accent influenced by their mother tongue which is hard for people to imitate. Strategies were the thoughts and behaviors that learners used to help them comprehend, learn, or retain information (O’Mally & Chamot, 1990). Researchers showed that strategies and the ability to use them effectively were particularly important in foreign language listening. Yen (1987) did a research on the listening-comprehension ability of English majors in Taiwan, and it implied that proficient listeners were good at monitoring their listening process, more aware of the strategies and used them flexibly and effectively while listening.

This study aimed to investigate the listening strategies that the technological university students applied in their listening comprehension tests. The listening strategies in the questionnaire consist of the following categories: metacognitive strategies, cognitive strategies, social/affective strategies. The results of this study will be the important references for both educators and learners to evaluate their teaching and learning listening experiences in the classroom as well as the application in daily communication.
II. Literature Review

Listening is the most fundamental language skill and plays an important role in our daily communication. Howatt and Dakin (1974) defined listening as the ability to identify and understand what others are saying, and involved understanding a speaker's accent or pronunciation, his grammar and his vocabulary, and grasping his meaning. A survey conducted in the US suggested that an average person spent about 30% of time in speaking, while 42% of time in listening (Cooper, 1988). It is the medium through which people gain a large portion of their education, information, and understanding of the world and of human affairs, their ideas, sense of values, and their appreciation.

2.1 The Process of Listening

Studies indicated that listening comprehension consisted of several procedures. First, listeners had to distinguish the sound, stress, intonation and pitch of the language. After they could be aware of the entire information that the speakers said, listeners had to hold the information in their memory until it could be understood. Then, they had to unscramble the information from what they heard and that was the output or the utilization process (Brown, 1995; Chastain, 1975). Clark & Clark (1977) concluded that there were three parts in the process of listening comprehension: the perceptual, parsing, and utilization. For the perceptual, listeners received the sounds by a speaker and formed an image in their short-term memory, and learners transferred quickly to the information in echoic memory to short-term memory to process the sounds for meaning. The parsing process reorganized the messages into a meaningful word that could be stored in short-term memory. Listeners utilized long-term memory to link the incoming message to their original knowledge. When the new information could link with existing knowledge, comprehension occurred.

2.2 Strategies for Listening Comprehension

For learners, one of the methods learners can become actively involved in controlling their own learning is by using strategies. Vandergrift (1999) showed “Strategy development is important for listening training because strategies are conscious means by which learners can guide and evaluate their own comprehension and responses.” In O'Malley, Chamot, Stewner-Manzanares, Kupper, and Russo’s (1985) study, high school ESL students were randomly assigned to receive learning strategy training on vocabulary, listening, and speaking tasks and the result indicated strategy training can be effective for integrative language tasks. Nakata (1999) studied the influence of listening strategy training on Japanese EFL learners’ listening competence, and it showed that the effect of listening strategy training was more discernible on perception than on comprehension, especially for those students who received low scores on the G-TELP.

Among all the strategies for listening, O’Malley and Chamot (1990) claimed three main types of strategies: metacognitive, cognitive and social strategies. The metacognitive strategy was a kind of
self-regulated learning. It included the attempt to plan, check, monitor, select, revise, and evaluate, etc. For example, for metacognitive planning strategies, learners would clarify the objectives of an anticipated listening task, and attend to specific aspects of language input or situational details that assisted in understanding the task (Vandergrift, 1999). Generally, it can be discussed through pre-listening planning strategies, while-listening monitoring strategies, and post-listening evaluation strategies.

The cognitive strategies are related to comprehending and storing input in working memory or long-term memory for later retrieval. They are investigated from the aspects of bottom-up strategies, top-down strategies. For bottom-up processing, it refers to using the incoming input as the basis for understanding the message. Comprehension begins with the received data that is analyzed as successive levels of organization-sounds, words, as a process of decoding. For bottom up strategies, Henner-Stanchina (1987) engaged in a similar study and pointed out that effective listeners were good at using their previous knowledge and experience to raise hypotheses about a text, integrating new information into their ongoing interpretations, making influences to bridge gaps, assessing their interpretations, and modifying their hypotheses, if necessary. On the other hand, top-down processing went from meaning to language (Richards, 2008). Learners can try to predict what will utter by the signal. However, Chiu (2006) claimed that listening comprehension was neither only top-down nor bottom-up processing. Simultaneously, Lu (2008) summed up that the scholars believed the listeners not only utilized bottom-up but also top-down processing models. In sum, Thompson & Rubin (1996) indicated the effects of metacognitive and cognitive strategy instruction on the listening comprehension performance of American university students learning Russian. They found that the subjects who received strategy instruction in listening to video-recorded texts improved significantly over those who had received no instruction.

For social/affective strategies, Vandergrift (2003) defined the strategies as the techniques listeners used to collaborate with others, to verify understanding or to lower anxiety. Habte-Gabr (2006) stated that socio-affective strategies were those which were non academic in nature and involve stimulating learning through establishing a level of empathy between the instructor and student. They included considering factors such as emotions and attitudes (Oxford, 1990). It was essential for listeners to know how to reduce the anxiety, feel confident in doing listening tasks, and promote personal motivation in improving listening competence (Vandergrift, 1997). According to O’Malley & Chamot (2001), among the four strategies of management strategies, social strategies, cognitive strategies, affective strategies in listening comprehension, both social and affective strategies influenced the learning situation immediately.

III. Method

3.1 Subjects
A total of 239 (N=239) students from a technological university in southern Taiwan participated
in this study. The subjects were composed of 204 freshmen (n=204, 81.6%), sophomores (n = 35, 14.6%), juniors (n = 6, 2.5%) and seniors (n = 3, 1.3%) with the age ranging from nineteen to twenty one years old. They were chosen randomly from four colleges, including the College of Humanities and Social Science, College of Business, College of Engineering, College of Commerce and Management at CSU. Of the subjects 110 are males (n = 110, 46%) and 129 are females (n = 129, 54%).

3.2 Instrumentation

The English listening comprehension was measured by a test and the pattern of test was adapted from the basic level of the GEPT (General English Proficiency Test). It consists of three parts. The first part focuses on the understanding of pictures and followed by part of comprehension of question & response while the last part evaluates the comprehension on general conversations between speakers in short conversations. There are totally thirty questions in the listening comprehension. Those questions were designed to examine students’ English ability which includes vocabularies, idioms, grammar and usages. The testing time is about half an hour.

The questionnaire consists of two parts, the participants’ personal information and 30 questions about the strategies that participants applied in their listening comprehension tests. In the first part of personal information, subjects were supposed to fill out the gender, age and major. In the second part, 30 questions were designed to include metacognitive strategies, Cognitive strategies, social / affective strategies and three phrases of listening comprehension. The questionnaires were adapted from Cheng (2002), and some adjustment was made according to the specific needs. The questions in 239 valid samples were scored on a five-point with ‘strongly agree’, ‘agree’, ‘no opinion’, ‘disagree’, and ‘strongly disagree’ accordingly.

IV. Findings and Discussion

In this study, different strategies used generally by technology university students were investigated, and the strategies were divided into three parts. Statements 1 to 10 were explored for Metacognitive strategies, which consisted pre-listening planning strategies, while-listening monitoring strategies, and post-listening evaluation strategies. Statements 11 to 24 were designed to evaluate students’ cognitive strategies (cognitive formal practicing strategies, bottom-up strategies and top-down strategies). For social affective strategies, there were social strategies and affective strategies (Statements 25 to 30).
4.1 **Metacognitive Strategies**

4.1.1 **Pre-listening Planning Strategies**

**Table 1**

<table>
<thead>
<tr>
<th>Pre-listening Planning Strategies (Metacognitive Strategies)</th>
<th>Mean</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. I clarify the objectives of an anticipated listening task and/or propose strategies for handing it.</td>
<td>3.23</td>
<td>0.91</td>
</tr>
<tr>
<td>2. Before listening, I prepare my mind to concentrate.</td>
<td>3.87</td>
<td>0.71</td>
</tr>
<tr>
<td>3. Before listening, I request myself to make progress.</td>
<td>3.71</td>
<td>0.79</td>
</tr>
</tbody>
</table>

Well-prepared pre-listening strategies can help build up confidence and facilitate listening comprehension. Chang (2008) stated that previewing the questions before the text was helpful to the learner’s comprehension. From statement 1 to 3, we could conclude that most students could prepare their mind to concentrate (M=3.87) and requested themselves to make progress (M=3.71) rather than clarify the objectives and propose strategies (M=3.23). However, for learners, their lack of knowledge of grammar and vocabulary would definitely affect their listening comprehension, and thus reduced their confidence (Yan, 2006). Wang (2005) suggested teachers list the new vocabulary on the board and offered the pictures to help the students predict the listing questions. Nevertheless, Chang and Read (2006) considered that pre-teaching vocabulary before listening might negatively influenced the student’s strategy using because the students might focus on clues and not pay attention to understand the whole content.

4.1.2 **While-listening Monitoring Strategies**

**Table 2**

<table>
<thead>
<tr>
<th>While-listening Monitoring Strategies (Metacognitive Strategies)</th>
<th>Mean</th>
<th>SD</th>
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<tbody>
<tr>
<td>4. While listening, I don’t understand if I am unfamiliar with speakers’ accents.</td>
<td>4.03</td>
<td>0.81</td>
</tr>
<tr>
<td>5. While listening, I will check what part of content I don’t understand.</td>
<td>3.47</td>
<td>0.86</td>
</tr>
<tr>
<td>6. While listening, I will double check again for my answer.</td>
<td>3.12</td>
<td>0.89</td>
</tr>
<tr>
<td>7. I am aware of my inattention and correct it while doing listening test.</td>
<td>3.72</td>
<td>0.74</td>
</tr>
</tbody>
</table>

While listening, most students were aware that they did not concentrate on listening, and correct it immediately (M=3.72). However, the speakers’ accent, stress and speed would influence their mind. In the statement 4, most of the listeners confused about what they heard because of speakers’ accents (M=4.03). The results corresponded with Yan’s (2006) study, reporting that there were 66.25% of learners influenced by speakers’ accent. The unfamiliar accents might hinder listeners from understanding the contents. In Taiwan, majority of the listening materials are recorded in American accents; however, as English is an international language used by variety of nations around the world
now, different accents of materials should be introduced in accessing listening exercises in the classroom.

Comparatively, students showed low interests if they were willing to check the parts they didn’t understand (M=3.47) and did not often check again their answers when they finished the test (M=3.12) either. As different types of materials can cause different barriers for variety of listeners, Yan (2006) stated that 87.5% of students thought news was the most difficult listening materials while 85% of students suppose short conversation was somewhat easier. In this statement, students were not used to look over their answers again. Some possible explanation might result from their losing patience, out of time etc. Yet, Bacon (1992) suggested that teachers should provide “a variety of text, tasks, strategies, and overt practices in order to help listeners develop that unique compound that is most effective for them as individuals.”

4.1.3 Post-listening Evaluation Strategies

<table>
<thead>
<tr>
<th>Post-listening Evaluation Strategies (Metacognitive Strategies)</th>
<th>Mean</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>8. After listening, I reflect on my problems, such as the key words that I don’t understand.</td>
<td>3.52</td>
<td>0.94</td>
</tr>
<tr>
<td>9. After listening, I evaluate how much I could understand.</td>
<td>3.62</td>
<td>0.77</td>
</tr>
<tr>
<td>10. I will write down the words I don’t know after the listening tests and look up the dictionary.</td>
<td>2.98</td>
<td>0.95</td>
</tr>
</tbody>
</table>

From statements 8 to 10, results demonstrated that most students found out the problems by checking the key words (M=3.52) and contents (M=3.62) they didn’t understand. However, for the further study of looking up the words in the dictionary, we found that students showed their conservative attitude in it (M=2.98).

For, post-listening evaluation strategies, having a large lexicon could help EFL learners improve their listening comprehension (Yang, 2002). Most of the listeners had problems of poor vocabulary. When they heard some words they could not figure out, they would feel confused. How to expand the vocabulary was an important issue in language learning (Chu, 2004). In Lin’s (2000) research, it indicated that most subjects looked up the unknown vocabulary in the dictionary. Yet, in this study, almost half of the subjects did not look up the unknown vocabulary in the dictionary. Actually, many Taiwanese students are used to the ways of acquiring information from teachers instead of self-searching. It is essential for instructors to stimulate students’ learning autonomy in problem-solving while designing instruction.
4.2  Cognitive Strategies

4.2.1 Cognitive Formal Practicing Strategies

Table 4

<table>
<thead>
<tr>
<th>Cognitive Formal Practicing Strategies (Cognitive Strategies)</th>
<th>M</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>11 I will practice English listening actively in daily lives, such as listening to English Radio, English songs, talking to foreigners.</td>
<td>3.43</td>
<td>1.01</td>
</tr>
<tr>
<td>12 While listening, I try to translate words or sentences into Chinese.</td>
<td>3.79</td>
<td>0.85</td>
</tr>
<tr>
<td>13 While listening, I can apply the new vocabulary, phrases, or grammar I have learned to understand the content.</td>
<td>3.91</td>
<td>0.70</td>
</tr>
</tbody>
</table>

In this category of evaluating learners’ cognitive translation, most learners can utilize the new words, phrases, or grammar to comprehend the content in the article (M=3.91) and they like to translate words or sentences into Chinese in order to understand (M=3.79). However, while asking students if they will practice actively in daily lives, not so many persons show their strong motivation in learning listening comprehension (M=3.43).

In Hsu’s (2005) study, subjects frequently practiced English by watching films or TV programs, listening to English songs, radio programs, and English lectures and interesting topics and some popular songs could attract students’ learning motivation. Yet, Lin (2000) found most of the subjects in his research did not receive proper training in English listening comprehension. The data indicated that 86.4% of them accessed their listening ability by their teachers’ pronunciation of vocabulary, and phrases or oral reading of sentences and passages, and only 28.7% of the students practiced listening through audiotapes. In this study, the result illustrated that most students only studied in the English classroom, and were lack of passion to utilize any facilities around them to improve their listening comprehension.

Bacon (1992) suggested that learners could use the authentic text to practice their listening skill, and build their confidence in future real conversation with foreigners. Nevertheless, the authentic materials such as the real dialogues in the video, are different from reading textbooks used in the classroom. They usually talk in faster speed, linking sounds, different accents and full of words with different meanings. Chu (2004) stated that students tended to be panic in listening the real materials since authentic materials were faster in speaking speed. After all, instead of giving listening tests, the instructor might consider to create an authentic and friendly listening environment for promoting students’ learning motivation.
4.2.2 Bottom-up Strategies

Table 5

<table>
<thead>
<tr>
<th>Bottom-up Strategies (Cognitive Strategies)</th>
<th>M</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>14 While listening, I will notice the information questions with who, how, when, where and what in the content.</td>
<td>4.00</td>
<td>0.70</td>
</tr>
<tr>
<td>15 While listening, I try to understand each word.</td>
<td>3.99</td>
<td>0.68</td>
</tr>
<tr>
<td>16 While listening, I repeat words or phrases softly or mentally.</td>
<td>3.11</td>
<td>0.97</td>
</tr>
<tr>
<td>17 While listening, I piece things together from the details</td>
<td>4.08</td>
<td>0.62</td>
</tr>
</tbody>
</table>

The bottom-up strategies tend to understand the details such as words or phrases of the content. Among statements 14 to 18, it seems that listeners like to put details together to understand what the sentences mean, especially notice the information of who, how, when, where, and what (M=4.0), piece things together from the details (M=4.08), try to understand each word (M=3.99), judge the meaning based on the speaker’s stress, intonation and pitch (M=3.61). However, the skills of repeating words or phrases softly or mentally are comparatively not used by most students (M=3.11).

Actually, for applying of bottom-up processing, it is necessary to learn how to break the content down into its components and combine together. However, learners need a large vocabulary and good working knowledge of sentence structure to process texts bottom-up. Traditionally, the exercises of dictation, cloze listening, the use of multiple-choice questions after the texts etc. are applied to process the bottom-up strategy. Richards (2008) pointed out that the recognition of key words, transition in a discourse, grammatical relationships between elements in sentences, and use stress, intonation to identify word and sentence functions were the essential elements in processing bottom-up strategy.

4.2.3 Top-down Strategies

Table 6

<table>
<thead>
<tr>
<th>Top-down Strategies (Cognitive Strategies)</th>
<th>Mean</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>19 I listen for main ideas first and then details.</td>
<td>3.73</td>
<td>0.84</td>
</tr>
<tr>
<td>20 I predict or make hypotheses on texts by titles.</td>
<td>3.89</td>
<td>0.74</td>
</tr>
<tr>
<td>21 I can guess the meaning based on the context.</td>
<td>4.03</td>
<td>0.67</td>
</tr>
<tr>
<td>22 I try to think in English instead of Chinese.</td>
<td>2.90</td>
<td>0.89</td>
</tr>
<tr>
<td>23 While listening, I form pictures mentally to help me comprehend texts.</td>
<td>3.52</td>
<td>0.85</td>
</tr>
<tr>
<td>24 I collect the contents of listening to my personal experiences.</td>
<td>3.41</td>
<td>0.87</td>
</tr>
</tbody>
</table>

Top-down skills are also essential strategies in listening comprehension, and they evaluated from statements 19 to statement 24. The results indicated that most students were good at applying guessing the meaning based on the context (M=4.03) but not familiar with trying to think in English
instead of Chinese (M=2.90). Other top-down skills were applied by students in improving their listening comprehension. For example, predicting or making hypotheses on texts by titles (M=3.89), listening for main ideas first and then details (M=3.73) and collecting the contents of listening to my personal experiences (M=3.41). Generally speaking, it is concluded that students still need more guidance in developing top-down strategies.

As top-down processing went from meaning to language, the background knowledge required for top-down processing might be previous knowledge about the topic of discourse, situational or contextual knowledge, or knowledge in the form of “schemata” or “scripts”—plans about the overall structure of events and relationships between them (Richard, 2008). It is quite natural for learners to choose their familiar ways to process the information in terms of “trying to think in English instead of Chinese”. However, some exercises were also suggested by Richard (2008) in developing top-down strategies: use key words to construct the schema of a discourse, infer the setting for the text, role of the participants and their goals, causes or effects, unstated details, and anticipate questions related to the topic or situation.

### 4.3 Social / Affective Strategies

#### 4.3.1 Social Strategies

<table>
<thead>
<tr>
<th>Social Strategies</th>
<th>M</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>If I don’t understand what someone says in English, I ask them to repeat what they said.</td>
<td>3.61</td>
<td>0.85</td>
</tr>
<tr>
<td>After listening, I ask my classmates or teacher questions I don’t understand.</td>
<td>3.04</td>
<td>0.81</td>
</tr>
<tr>
<td>I hope teachers can teach me more skills to improve my listening comprehension.</td>
<td>3.85</td>
<td>0.81</td>
</tr>
</tbody>
</table>

Among social strategies utilized by students, they seemed to rely more on teacher’s instruction in improving their learning outcome (M=3.85), and asked English-speaking persons to repeat what they didn’t understand (M=3.61). Actually, researches proved that after the strategy training, subjects used significantly more affective strategies on lowering one’ anxiety, encouraging oneself, and taking one’s emotional temperature (Nakata, 1999; Teng, 2003). For statement 27, students showed their conservative attitude in actively asking classmates or teachers questions when they didn’t understand (M=3.04). In Teng’s (2003) research, she found that in social strategy, asking questions from others involved more linguistic knowledge, and the subjects who were low-intermediate EFL learners found it was somewhat difficult to use this strategy even after the strategy instruction. Yet, Teng (2003) also indicated that subjects used more social strategies on cooperating and empathizing with others after they received listening strategy training.
### 4.3.2 Affective Strategies

Table 8

<table>
<thead>
<tr>
<th>Affective Strategies</th>
<th>M</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>While listening, I can keep calm and not be nervous.</td>
<td>3.44</td>
<td>0.93</td>
</tr>
<tr>
<td>I am confident in understanding the whole contents.</td>
<td>2.64</td>
<td>1.02</td>
</tr>
<tr>
<td>I encourage myself through positive-self talk.</td>
<td>3.72</td>
<td>0.81</td>
</tr>
</tbody>
</table>

In affective strategies, results showed that most students indicated they would encourage themselves through positive-self talk (M=3.72) and keep calm and not be nervous (M=3.44). Studies displayed that deep breathing, and positive statements had contributed to a great extent in encouraging the subjects to feel relaxed and elevating their self-confidence (Carrier 2003; Duffy, 2002; Hamzah, Shamshiri, & Noordin; 2009). They believed that as learner’s awareness of using strategies grows, they developed more confidence to encounter situations they needed to comprehend a listening task in real life. However, students didn’t feel confident in understanding the whole contents (M=2.74). It revealed that even while students felt they were ready for listening exams, most of them were not sure about if they could do well in the exams. For understanding the contents, scholars implied that topic familiarity and background knowledge could facilitate listening comprehension and result in their improvement (Anderson, 2002; Othman & Vanathas, 2006).

### V. Conclusion

Successful listeners tended to apply self-monitoring, elaboration, and inferring strategies in the processing a listening text (Chamot & Kupper, 1989). Besides making up the list of language learning strategies, learners should focus on their learning such as summary and link the word to the previous knowledge, and pay attention on listening text (Oxford, 1990). This study investigated the listening strategies employed by technological university students, and the findings implied that for the metacognitive strategies, there still left lots of space for students to improve among their application of pre-listening planning, while-listening monitoring, and post-listening evaluating strategies. In addition to making progressing in basic skills such as vocabulary, grammar and sentence structure, it is more essential to promote students’ learning motivation and build up their learning autonomy. In terms of cognitive strategies, bottom-up strategies seems to be applied more often than top-down strategies. For social and affective strategies, most students are eager to learn more listening strategies; however, they seldom ask questions and hesitate to search assistance from their teachers, especially for low-intermediate learners. Hence, further research will explore the relationship between the learning strategies and learning performance. Hopefully, by understanding their using of listening comprehension strategies, the study can shed light on some directions for instructors to construct the effective EFL listening instruction. Consequently, the utilization of strategies appropriately will benefit students not only in participating listening exams but also in dealing with the...
communication in real lives confidently and wisely.
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