Revisiting language learner strategies and developing a listening comprehension strategies (LCS) questionnaire for learning English as a global lingua franca (EGLF)

October 15, 2019, SSU3 (Osaka, Japan)

Natsumi Wakamoto (nwakamot@dwc.doshisha.ac.jp）

Heath Rose (heath.rose@education.ox.ac.uk)

Outline

🔵**Study I** : Designing a new strategy/self-regulated learning questionnaire
(Exploratory & Confirmatory factor analysis)

🔵**Study II:** Examining the relationship between strategy/self-regulated learning
and listening proficiency

Objectives of this study

● 1:

To design a listening comprehension strategy questionnaire by incorporating self-regulated learning into learner strategies to revisit the rationale of researching learner strategies.

● 2:

To explore strategies that would contribute to improve college students' listening comprehension ability.

Background of this study (a rationale)

- **"Don't throw the baby out with the bathwater"** (Rose et al, 2018).

  - Self-Regulation has value but is not the only solution.

  - Learners also need useful information on how to study English (Ellis & Sinclair 1989).

- Learners need new strategies to learn English as a global lingua franca

  (EGLF; Galloway & Rose, 2015).

- Focusing on the specific language skill (listening)

  - Real-LIFE listening PRACTICE strategies (regulated behaviors)

  - Real-TIME listening USE strategies (mental actions)

Theoretical framework

Self-Regulated Learning ⟷ **Listening comprehension strategies**

Real-Life Listening PRACTICE strategies

Real-Time listening USE strategies

Listening strategies for learning English as a Global Lingua Franca (EGLF)
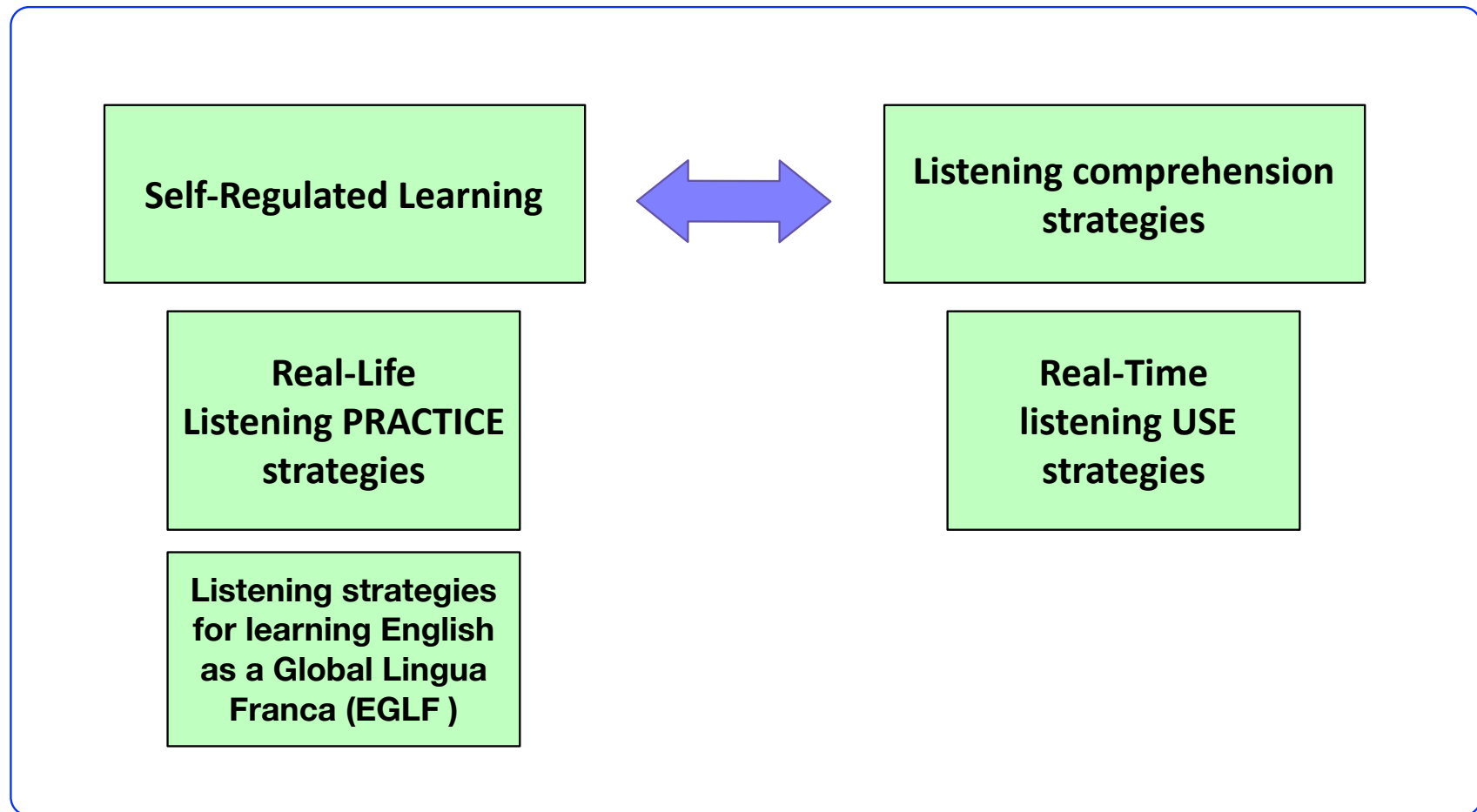
Designing-a Questionnaire

🔵 **Construct:**
  A: Real-Life Listening PRACTICE strategies (+ Listening strategies for learning English as a Global Lingua Franca, EGLF) (SRCvoc scale, Tseng, Dörnyei, & Schmitt, 2006)
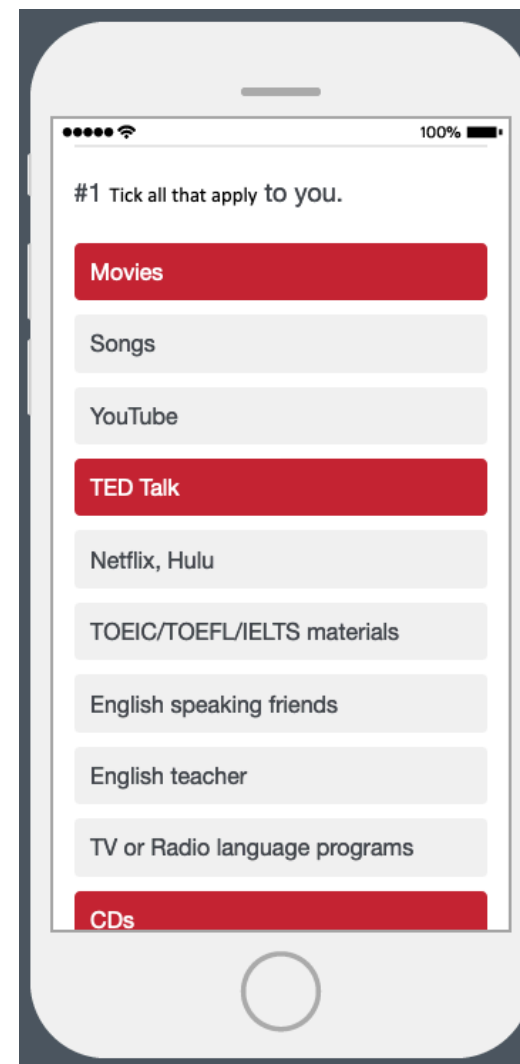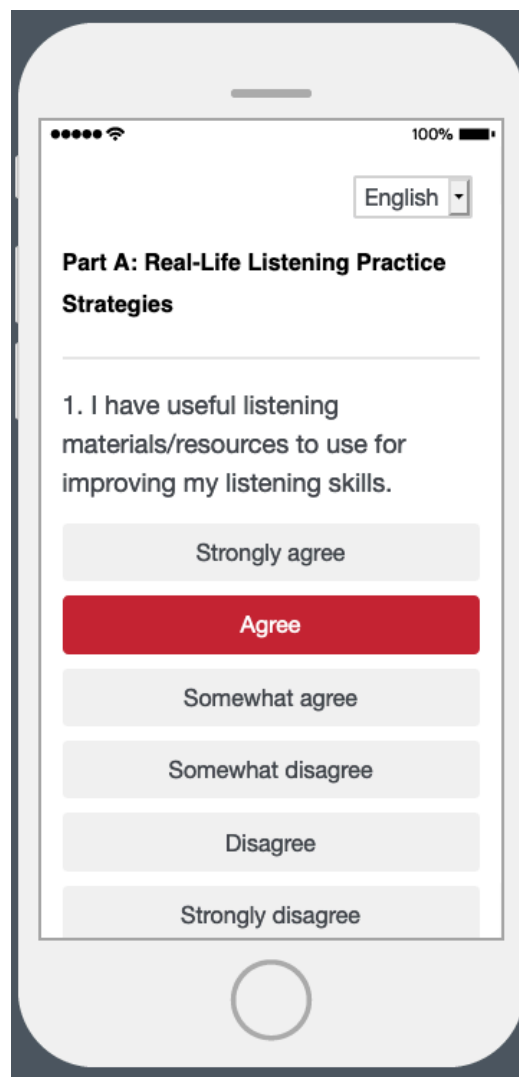
  B: Real-Time listening USE strategies (based on MALQ, Metacognitive Awareness of Listening Questionnaire [21 items], Vandergrift & Goh, 2012)

🔵 **Participants:**
Open-ended questionnaire: N=34: English major (Applied Linguistics) Japanese college students (senior students: n=17) and its graduates (n=17) : May 12-20, 2018; Google Forms

🔵 **The LCS (Listening Comprehension Strategies) Questionnaire**
  •LCS-J1 (53 items: A=14, B=39+back ground questions)
  •LCS-J2 (52 items: A=14, B=38+back ground questions)

Screen 1

English ▾

LCS-J 0.5b includes an English and Japanese version. This time, please choose Japanese from the pull-down menu above.
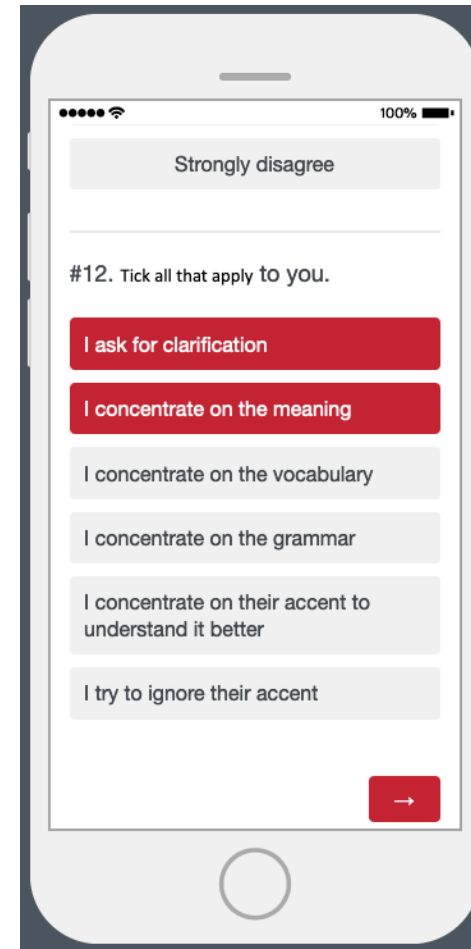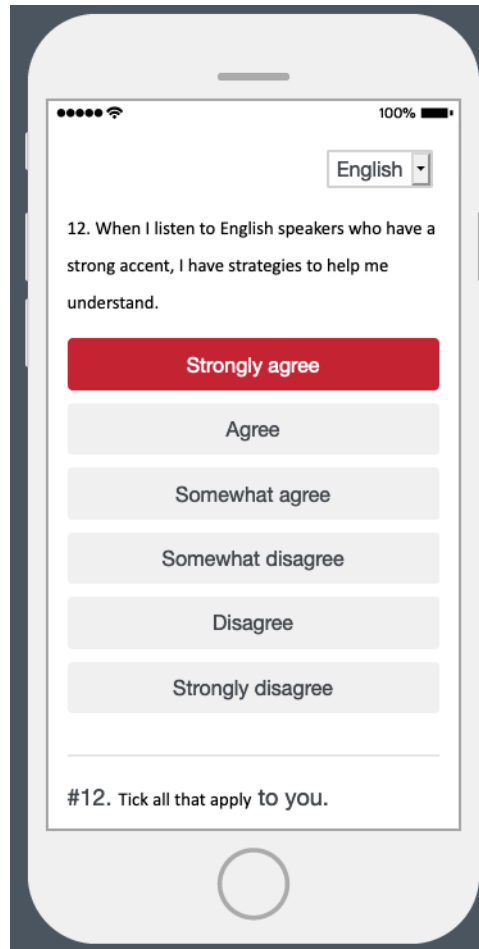
Thank you!

13 November 2018

→

Powered by Qualtrics

Screen 2

English ▾

Part A: Real-Life Listening Practice Strategies

1. I have useful listening materials/resources to use for improving my listening skills.

Strongly agree

Agree

Somewhat agree

Somewhat disagree

Disagree

Strongly disagree

Screen 3

#1 Tick all that apply to you.

Movies

Songs

YouTube

TED Talk

Netflix, Hulu

TOEIC/TOEFL/IELTS materials

English speaking friends

English teacher

TV or Radio language programs

CDs

Phone 1:

English ▾

3. I have useful practice methods for improving my listening skills.

Strongly agree

Agree

Somewhat agree

Somewhat disagree

Disagree

Strongly disagree

#3 Tick all that apply to you.

movies/drams with English sub-titles

Phone 2:

English ▾

12. When I listen to English speakers who have a strong accent, I have strategies to help me understand.

Strongly agree

Agree

Somewhat agree

Somewhat disagree

Disagree

Strongly disagree

#12. Tick all that apply to you.

Phone 3:

Strongly disagree

#12. Tick all that apply to you.

I ask for clarification

I concentrate on the meaning

I concentrate on the vocabulary

I concentrate on the grammar

I concentrate on their accent to understand it better

I try to ignore their accent

→

Real-Life Listening PRACTICE strategies (Part A)

- I have useful listening **materials/resources** to use for improving my listening skills.
- I have useful **tools (devices/facilities)** to use for improving my listening skills.
- I have useful **practice methods** for improving my listening skills.
- I have good **places** for practicing my listening skills.
- I have a good **time of the day or week** for practicing my listening skills.
- I have good **partners** for practicing my listening skills.
- I have **one-to-one listening opportunities**.
- I think about **how I can improve** my listening skills.
- I do listening **practice with other skills** practice.
- After listening, I **think back** to how I listened, and about what I might do differently next time.
- After listening, I **check the meaning** of the words or phrases that I have not understood for the next listening.

- When I engage in listening practice, I listen to **different accents** of English.
- When I listen to people (e.g., classmates) who have **low proficiency** in English, I have strategies to help me understand.
- When I listen to English speakers who have **a strong accent,** I have strategies to help me understand.

Study-**I:** **D**ata set

🔵 **Exploratory Factor Analysis (EFA):**
- LCS-J2 (52 items: A=14, B=38+background questions)
- 120 English major Japanese college students (freshmen); age rage 18-22; all females; November 14, 2018
- Qualtrics: Inside or outside the class (using smartphones)
- SPSS (Version 25.0)

🔵 **Confirmatory Factor Analysis (CFA):**
- LCS-J3 (50 items: A=14, B=36+background questions)
- N=255: 135 English major Japanese college students (sophomores); age rage 18-22; all females; January 7-11, 2019+120 English major Japanese college students (November 14, 2018)
- Qualtrics: Inside or outside the class (using smartphones)
- Amos (Version 25.0)

Study-**II: D**ata set

🔵 **Multiple Regression Analysis:**
  •LCS-J4 (19 items: A=8, B=11+background questions)
  •135 English major Japanese college students (sophomores); age rage 18-22; all females; January 7-11, 2019
  •Listening ability: TOEIC (L&R)
    •TOEIC-1: April 19, 2017
    •TOEIC-2: November 15 , 2017
    •TOEIC-3: November 14, 2018

  •SPSS (Version 25.0)

Item	1	2	3	4	5	6	7
31. As I listen, I ask myself if my interpretation is right.	0.77						
37. When I have some words I don't understand, I try to think of the spelling of them.	0.74						
34. I focus harder on the text when I have trouble understanding.	0.74						
30. As I listen, I periodically ask myself if I am satisfied with my level of comprehension.	0.66						
43. I control my emotions when listening to English.	0.54		0.41				
32. As I listen, I quickly adjust my interpretation if I realize that it is not correct.	0.54						
38. When I have difficulties understanding what is spoken, I pay attention to the words themselves so that I can recognize them from speech.	0.49						
33. As I listen, I compare what I understand with what I know about the topic.	0.47						
48. I analyze what I have heard grammatically.	0.40						
47. I translate keywords as I listen.							
3. I have useful practice methods for improving my listening skills.		0.96					
1. I have useful listening materials/resources to use for improving my listening skills.		0.87					
2. I have useful tools (devices/facilities) to use for improving my listening skills.		0.77					
5. I have a good time of the day or week for practicing my listening skills.		0.71					
4. I have good places for practicing my listening skills.		0.65					
6. I have good partners for practicing my listening skills.		0.45				0.44	
9. I do listening practice with other skills practice.		0.45					
12. When I listen to English speakers who have a strong accent, I have strategies to help me understand.		0.45					
7. I have one-to-one listening opportunities.		0.38				0.31	
11. When I listen to people (e.g., classmates) who have low proficiency in English, I have strategies to help me understand.		0.38					
29. With the keywords I understand, I predict what the speaker is going to say next.			0.70				
26. I try to get a big picture of what the speaker says.			0.70				
39. I make a story based on what I have heard.			0.58				
36. I use the words I understand to guess the meaning of the words I don't understand.			0.58				
28. I try to visualize the situation of what the speaker says.			0.55				
25. I use the general idea of the text to help me guess the meaning of the words that I don't understand.			0.49		0.36		
35. When I guess the meaning of a word, I think back to everything else that I have heard, to see if my guess makes sense.	0.388		0.48				
24. I use my experience and knowledge to help me understand.			0.38		0.33		
17. Before listening, I decide what I am going to pay attention with clues of any information I can get (titles, keywords, pictures/illustrations, context, facial expressions).			0.38				
42. I encourage myself when I have something I do not understand.				0.62			
41. I get rid of what I have not understood from my mind.				0.59			
40. I try not to feel nervous when I listen to English.				0.51			
44. I don't worry if I don't understand by thinking that it is just a foreign language for me after all.				0.46			
46. I pay attention to what I understand rather than what I don't understand.				0.43			
22. When I have difficulty understanding what I hear, I give up and stop listening.	-0.38			0.42	0.417		
51. I try to understand English without translating into my first language at all.				0.41			
20. When my mind wanders, I recover my concentration right away.				0.37	0.34		
10. When I engage in listening practice, I listen to different accents of English.							
52. I take memos while listening to English, if the circumstances allow.							
23. When I have difficulty understanding what I hear, I repeat in my mind what I have heard.					0.64		
21. I try to get back on track when I lose concentration.					0.62		
19. I concentrate on listening by paying attention to the speaker her/himself or the presentation slides (if any).					0.53		
27. I try to find the keywords by focusing the words that are emphasized.			0.43		0.47		
45. I don't give up listening in the middle of listening even when I don't understand what is said.					0.47	0.33	
8. I think about how I can improve my listening skills.					0.43		
50. When I don't understand what has been told to me, I verify the meaning by saying "What do you mean?" if the circumstances allow.						0.64	
49. When I don't understand what has been told to me, I ask to repeat, if the circumstances allow.						0.51	
14. After listening, I check the meaning of the words or phrases that I have not understood for the next listening.						0.36	
15. Before I start to listen, I have a plan in my head for how I am going to listen.							0.76
16. Before listening, I think of similar texts that I may have listened to.							0.75
13. After listening, I think back to how I listened, and about what I might do differently next time.							0.38
18. I have a goal in mind as I listen.	0.33						0.37

Extraction Method: Principal Axis Factoring.
Rotation Method: Promax with Kaiser Normalization.
a Rotation converged in 9 iterations.
Total Variance Explained: 46.5%

F1: Metacognitive listening strategies

F2: Listening practice strategies

F3: Cognitive listening strategies

F4: Affective listening strategies

F5: Contingency listening strategies

F6: Social listening strategies

F7: Before/After listening strategies

	1	2	3
22. When I have difficulty understanding what I hear, I give up and stop listening.	0.98	-0.40	
40. I try not to feel nervous when I listen to English.	0.62		
20. When my mind wanders, I recover my concentration right away.	0.62		
17. Before listening, I decide what I am going to pay attention with clues of any information I can get (titles, keywords, pictures/illustrations, context, facial expres	0.60		
46. I pay attention to what I understand rather than what I don't understand.	0.59		
25. I use the general idea of the text to help me guess the meaning of the words that I don't understand.	0.57		
45. I don't give up listening in the middle of listening even when I don't understand what is said.	0.56		
29. With the keywords I understand, I predict what the speaker is going to say next.	0.52	0.33	
41. I get rid of what I have not understood from my mind.	0.52		
21. I try to get back on track when I lose concentration.	0.51		
27. I try to find the keywords by focusing the words that are emphasized.	0.49		
39. I make a story based on what I have heard.	0.46	0.36	
26. I try to get a big picture of what the speaker says.	0.45		
23. When I have difficulty understanding what I hear, I repeat in my mind what I have heard.	0.45		
50. When I don't understand what has been told to me, I verify the meaning by saying "What do you mean?" if the circumstances allow.	0.44		
36. I use the words I understand to guess the meaning of the words I don't understand.	0.43		
42. I encourage myself when I have something I do not understand.	0.39		
51. I try to understand English without translating into my first language at all.	0.39		
24. I use my experience and knowledge to help me understand.	0.37		
49. When I don't understand what has been told to me, I ask to repeat, if the circumstances allow.	0.36		
31. As I listen, I ask myself if my interpretation is right.		0.79	
30. As I listen, I periodically ask myself if I am satisfied with my level of comprehension.		0.77	
34. I focus harder on the text when I have trouble understanding.		0.70	
37. When I have some words I don't understand, I try to think of the spelling of them.		0.69	
18. I have a goal in mind as I listen.		0.64	
43. I control my emotions when listening to English.		0.62	
35. When I guess the meaning of a word, I think back to everything else that I have heard, to see if my guess makes sense.		0.56	
16. Before listening, I think of similar texts that I may have listened to.		0.53	
48. I analyze what I have heard grammatically.		0.50	
38. When I have difficulties understanding what is spoken, I pay attention to the words themselves so that I can recognize them from speech.		0.49	
33. As I listen, I compare what I understand with what I know about the topic.		0.48	
28. I try to visualize the situation of what the speaker says.	0.32	0.46	
32. As I listen, I quickly adjust my interpretation if I realize that it is not correct.		0.44	
8. I think about how I can improve my listening skills.		0.35	0.28
3. I have useful practice methods for improving my listening skills.			0.82
1. I have useful listening materials/resources to use for improving my listening skills.			0.79
2. I have useful tools (devices/facilities) to use for improving my listening skills.			0.73
5. I have a good time of the day or week for practicing my listening skills.			0.71
9. I do listening practice with other skills practice.			0.66
4. I have good places for practicing my listening skills.			0.64
6. I have good partners for practicing my listening skills.			0.62
7. I have one-to-one listening opportunities.			0.50
12. When I listen to English speakers who have a strong accent, I have strategies to help me understand.			0.50
11. When I listen to people (e.g., classmates) who have low proficiency in English, I have strategies to help me understand.			0.37
10. When I engage in listening practice, I listen to different accents of English.			0.30
13. After listening, I think back to how I listened, and about what I might do differently next time.	0.125	0.267	0.188
14. After listening, I check the meaning of the words or phrases that I have not understood for the next listening.	0.132	0.103	0.294
15. Before I start to listen, I have a plan in my head for how I am going to listen.	0.229	0.201	-0.201
19. I concentrate on listening by paying attention to the speaker her/himself or the presentation slides (if any).	0.194	0.002	0.175
44. I don't worry if I don't understand by thinking that it is just a foreign language for me after all.	0.297	0.044	-0.223
47. I translate keywords as I listen.	0.231	0.282	0.017
52. I take memos while listening to English, if the circumstances allow.	0.226	0.206	0.012

F1: Cognitive listening strategies

F2: Metacognitive listening stategies

F3: Listening practice strategies

Extraction Method: Unweighted Least Squares.

Rotation Method: Promax with Kaiser Normalization.

a Rotation converged in 6 iterations.

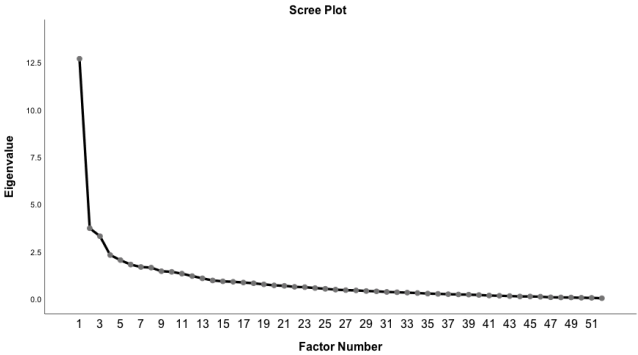Total Variance Explained: 34.6%

Scree Plot

Reliabilities (Cronbach's α)

	N of Items	Cronbach's Alpha
Factor 1	20	0.90
Factor 2	14	0.88
Factor 3	11	0.86

Results-CFA: 3 Factor Model

F1: Cognitive listening strategies

F2: Metacognitive listening strategies
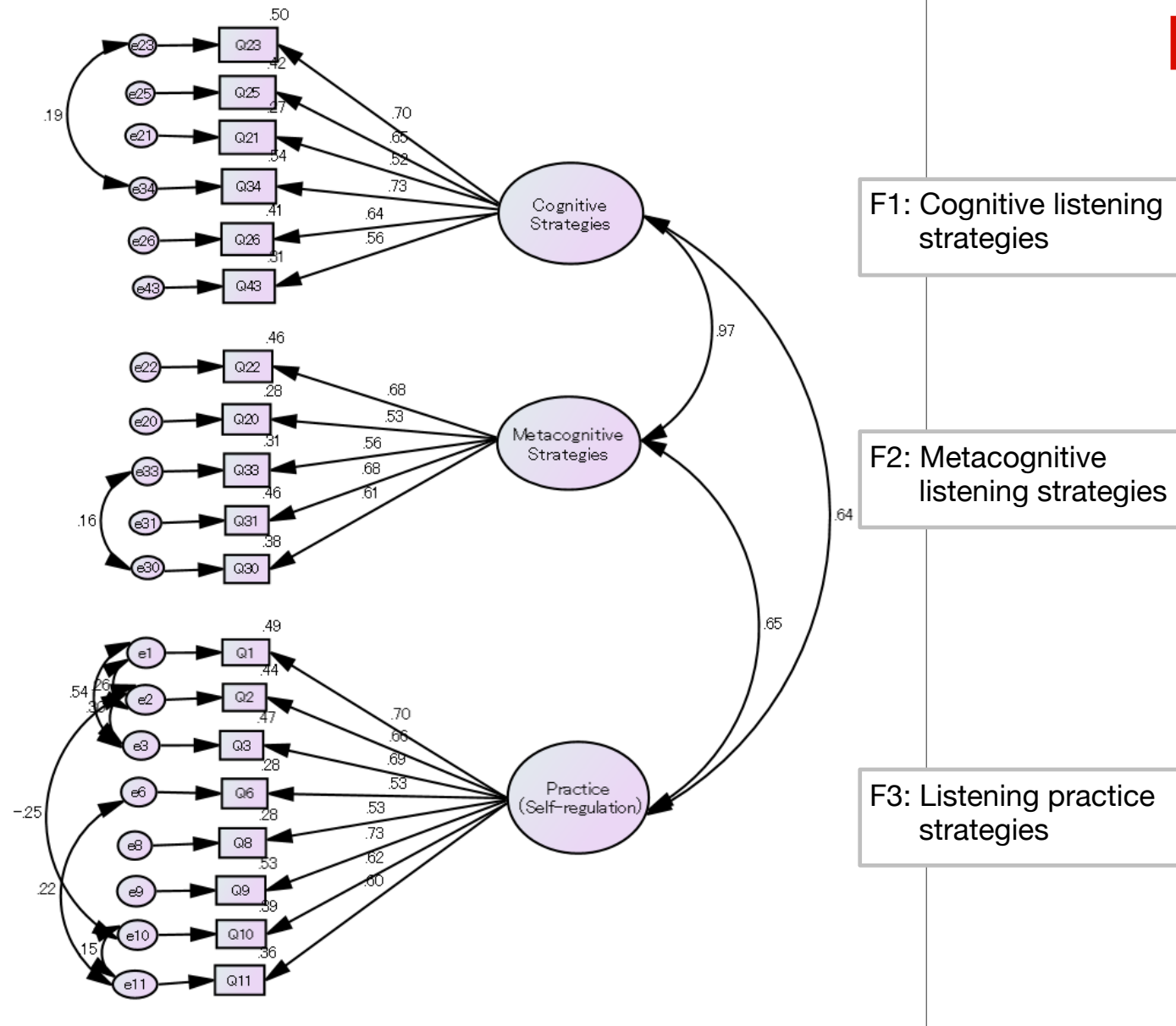
F3: Listening practice strategies

GFI .907
CFI .938
RMSEA .057

Reliabilities (Cronbach's α)

	N of Items	Cronbach's Alpha
Factor 1	6	0.81
Factor 2	5	0.75
Factor 3	8	0.85
ALL	19	0.90

		Factor 1	Factor 2	Factor 3
Q34	I use the words I understand to guess the meaning of the words I don't understand.	0.74		
Q23	I use the general idea of the text to help me guess the meaning of the words that I don't understand.	0.70		
Q25	I try to find the keywords by focusing the words that are emphasized.	0.64		
Q26	I try to visualize the situation of what the speaker says.	0.63		
Q43	I don't give up listening in the middle of listening even when I don't understand what is said.	0.57		
Q21	When I have difficulty understanding what I hear, I repeat in my mind what I have heard.	0.51		
Q22	I use my experience and knowledge to help me understand.		0.69	
Q31	As I listen, I compare what I understand with what I know about the topic.		0.67	
Q30	As I listen, I quickly adjust my interpretation if I realize that it is not correct.		0.61	
Q33	When I guess the meaning of a word, I think back to everything else that I have heard, to see if my guess makes sense.		0.56	
Q20	When I have difficulty understanding what I hear, I stop thinking about that and move on.		0.54	
Q9	I do listening practice with other skills practice.			0.73
Q1	I have useful listening materials/resources to use for improving my listening skills.			0.70
Q3	I have useful practice methods for improving my listening skills.			0.69
Q2	I have useful tools (devices/facilities) to use for improving my listening skills.			0.66
Q10	When I listen to people (e.g., classmates) who have low proficiency in English, I have strategies to help me understand.			0.62
Q11	When I listen to English speakers who have a strong accent, I have strategies to help me understand.			0.60
Q8	I think about how I can improve my listening skills.			0.53
Q6	I have good partners for practicing my listening skills.			0.53

Results-**Multiple Regression Analysis**
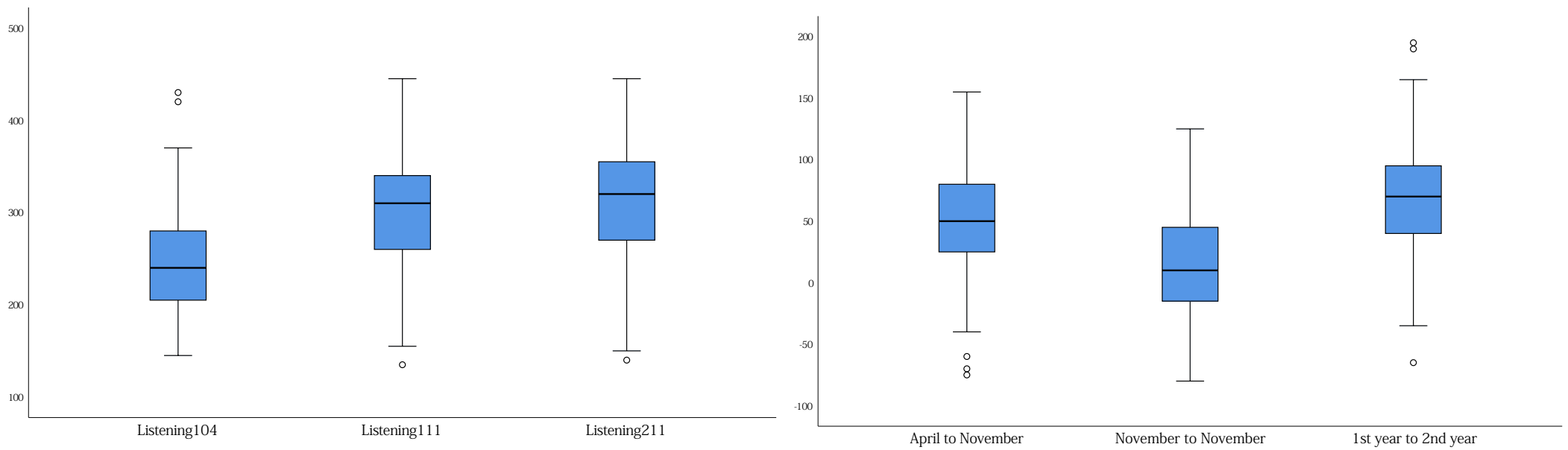
Results-**Multiple Regression Analysis**

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	178.663	36.932		4.838	0.000
	Factort1	14.054	12.988	0.147	1.082	0.281
	Factort2	-1.926	11.708	-0.021	-0.164	0.870
	Factort3	22.425	8.315	0.270	2.697	0.008

a. Dependent Variable: Listening211

	Improvement (1)	Improvement (2)	Improvement (3)	Scores in April	Scors in November	Scores in 2nd year
Factort1	ns	ns	-0.031	**0.217**	**0.222**	0.147
Factort2	ns	ns	-0.068	-0.013	-0.049	-0.021
Factort3	ns	ns	**0.317**	0.135	**0.164**	**0.270**

Note: Beta values

Discussions and Conclusions

🔵 **Self-regulated learning for specific skills:**

•Regarding listening comprehension, the framework of real-life listening practice strategies (self-regulation) and real-time listening use strategies seem to be useful.

•There is a possibility that skill-specific self-regulated learning exist.

•Both self-regulation and learner strategies are needed for improving listening skills.

🔵 **Importance of self-regulation for learning listening**

•There was an influence of learner strategies (real-time listening use strategies) and self-regulation (real-life listening practice strategies) on listening comprehension ability.

Limitations

- Participants were all female college students.

- Accumulation of data is necessary.

References (selected):

- Afflerbach, P., Pearson, P. D., & Paris, S. G. (2008). Clarifying Differences Between Reading Skills and Reading Strategies. *The Reading Teacher*, 61(5), pp. 364–373.
- Dörnyei, Z. (2006). Individual differences in second language acquisition. *AILA Review* 19, 42–68.
- Ellis, G., & Sinclair, B. (1989). *Learning to learn English*. Cambridge, UK: Cambridge University Press.
- Galloway, N., & Rose, H. (2015). *Introducing Global Englishes*. Oxton: Routledge.
- Griffiths, C. (2018). *The strategy factor in successful language learning: The tornado effect* (2nd ed.). Bristol: Multilingual Matters.
- Oxford, R. L. (2016). *Teaching and researching language learning strategies: Self-Regulation in context* (2nd ed.). New York: Routledge.
- Ranalli, J. (2012). Alternative Models of Self-regulation and Implications for L2 Strategy Research. *Studies in Self-Access Learning Journal,* 3(4), 357-376.
- Rose, H. (2012). Language learning strategy research: Where do we go from here? *Studies in Self-Access Learning Journal*, 3(2), 137-148.
- Rose, H. (2017). *The Japanese writing system : challenges, strategies and self-regulation for learning Kanji.* Bristol: Multilingual Matters.
- Rose, H., Briggs, J., Boggs, J., Sergio, L., & Ivanova-Slavianskaia, N. (2018). A systematic review of language learner strategy research in the face of self-regulation. *System*, 72(Feb 2018), 151-163.
- Rubin, J. (2005). The expert language learner: a review of good language learner studies and learner strategies. In K. Johnson (Ed.), *Expertise in second language learning and teaching* (pp. xii, 258 p.). Basingstoke: Palgrave Macmillan.
- Tseng, W., Dornyei, Z., & Shumitt, N. (2006). A New approach to assessing strategic learning: the case of self-regulation in vocabulary acquisition. *Applied Linguistics*, 27(1), 78–102.
- Wakamoto, N. (2009). *Extroversion/introversion in foreign language learning: interactions with learner strategy use*. Bern: Peter Lang.
- Vandergrift, L., & Goh, C. C. M. (2012). *Teaching and learning second language listening metacognition in action*. New York: Routledge.

Acknowledgment

Thank you!

nwakamot@dwc.doshisha.ac.jp
heath.rose@education.ox.ac.uk