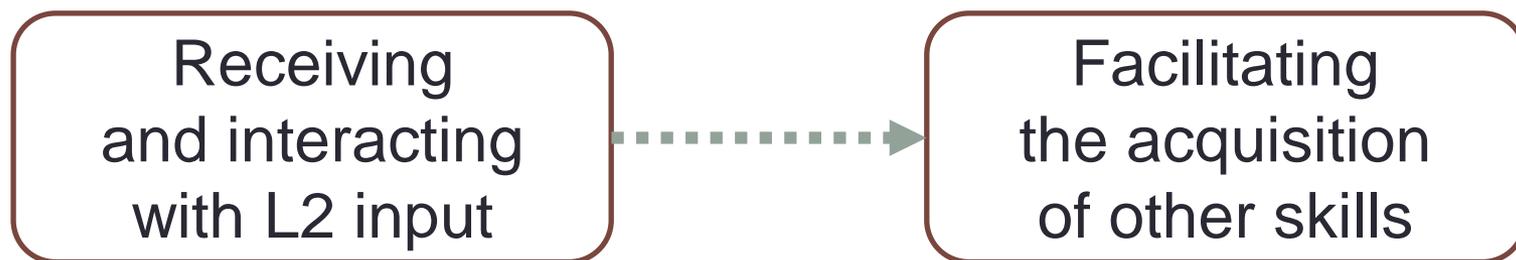


A self-regulated learning approach to out-of-class listening practice

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Background: Importance of listening

- In L2 learning and communication



(Vandergrift & Goh, 2012)

Background: L2 listening research

- The least research attention (Vandergrift & Goh, 2012; Zeng & Goh, 2018)
- Limited instruction time for listening (Zeng & Goh, 2018)
- Less structured support on how to listen (Vandergrift & Goh, 2012)
- Little strategy instruction research (Polansky, 2011)

More pedagogical guidance on L2 listening

L2 listening instruction approach

1. “Listening to repeat approach” (audio-lingual methods)
2. “Question-answer comprehension approach”
3. “Real-life listening in real time” approach (CLT)
4. Strategy-based approach (SBI)

Vandergrift (2004, p. 3)

SBI: Metacognitive approach

- Grounded on L2 listening strategy research
→ The importance of **metacognitive strategies**

- Classroom-based approach
- Raise awareness of L2 listening processes
- Use metacognitive (& cognitive) strategies
- Use strategies in 3 stages (pre-/during-/post-listening)

Metacognitive
awareness

Self-efficacy

Listening
performance

Intervention Group vs. Control Group

(Graham & Macaro, 2009; Tanewong, 2018; Vandergrift & Tafaghodtari, 2010)

SBI: Self-regulated learning approach

- Extension of classroom pedagogy → Out-of-class listening (Zeng & Goh, 2018)

- Winne & Hadwin's (1998) metacognitive SR model
- Metacognitive SR activities
- List of listening strategies
- Feedback from teachers

Metacognitive
awareness

Self-efficacy?

Listening
performance

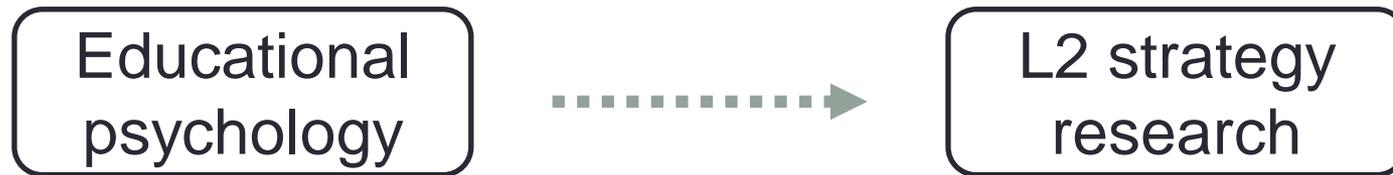
2 skilled-listeners vs. 2 less skilled-listeners

More studies (experimental design) are called for.

Effective SR processes of L2 listeners



The concept of self-regulation (SR)



- **SR** refers to “**processes** that learners use to activate and maintain **cognitions, emotions, and behaviors** to attain personal **goals**” (Zimmerman & Kitsantas, 2014, p. 145).
- Integration of L2 learning strategies into SR theory
 - SR L2 learning strategies (Oxford, 2011, p.48)
 - L2 learning strategies in the S²R model (Oxford, 2017, p.48)
 - Writing strategies for SRL (Teng & Zhang, 2016)
 - SR strategies (Seker, 2016)



Effective SR listening processes (Yabukoshi, 2018)

- Japanese college students' SR processes outside the class
- Zimmerman's (2011) social cognitive model
- 3 cyclical phases (forethought, performance, self-reflection)

Metacognitive SR listening processes

- **Time management**
- **Setting** specific and challenging learning **goals**
- **Analyzing task** difficulties
- **Planning strategies** appropriate for the tasks, to achieve goals
- **Attending** to linguistic and non-linguistic elements and practicing in various ways
- **Monitoring** listening comprehension
- **Evaluating** strategy use and identifying problems

The present study

Based on Yabukoshi (2018) that was framed by the Zimmerman's three cyclical processes of SR, the present study proposed and examined the effects of an SRL approach to out-of-class listening practice of Japanese EFL students.

Research questions

1. Will an SRL approach improve students' listening performance?
2. Will the SRL approach develop students' metacognitive self-regulatory strategy use?

Participants & setting

45 Japanese college students	
Year	The second year
Major	Business
Level	Intermediate (TOEIC L & R: M = 555)
Course	A compulsory English reading & writing
Requirement	Taking the TOEIC L & R

Research design

A quasi-experimental study

- Two intact classes

Intervention Group (IG)

$n = 22$

Comparison Group (CG)

$n = 23$

Out-of-class listening practice

Duration	7 weeks
Weekly Tasks	TOEIC Listening practice questions
Textbook	TOEIC preparation coursebook, including listening strategies for TOEIC L

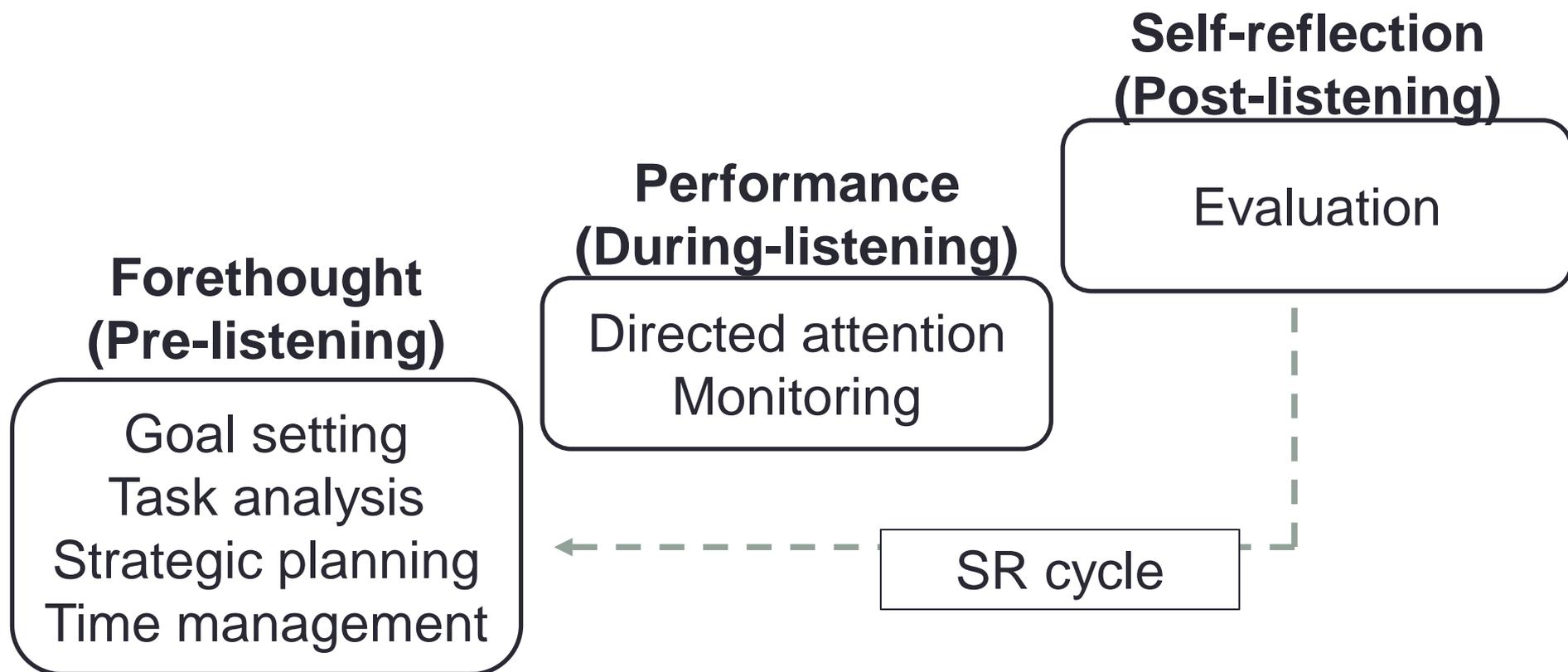
IG ($n = 22$)

Metacognitive SR strategies
Listening tasks

CG ($n = 23$)

Listening tasks

Instructed metacognitive SR strategies



(Yabukoshi, 2018)

Strategy instruction: 4-phase sequence

Adapted from Chen (2013)

Phase 1: Awareness-raising

SRL questionnaire

Phase 2: Demonstration

Task sheets with the prompts of the focused strategies

Phase 3: Practice

Listening practice using the prompts

Phase 4: Evaluation

Effectiveness of the focused strategies using the prompts

Measures

Listening	A) Official TOEIC L test B) TOEIC L practice test	1. Pretest 2. Posttest
SRL	Original SRL questionnaire 14 items on a 6-point scale -Forethought ($\alpha = .78$) -Performance ($\alpha = .67$) -Self-reflection ($\alpha = .79$)	1. Pretest 2. Posttest 3. Delayed- posttest

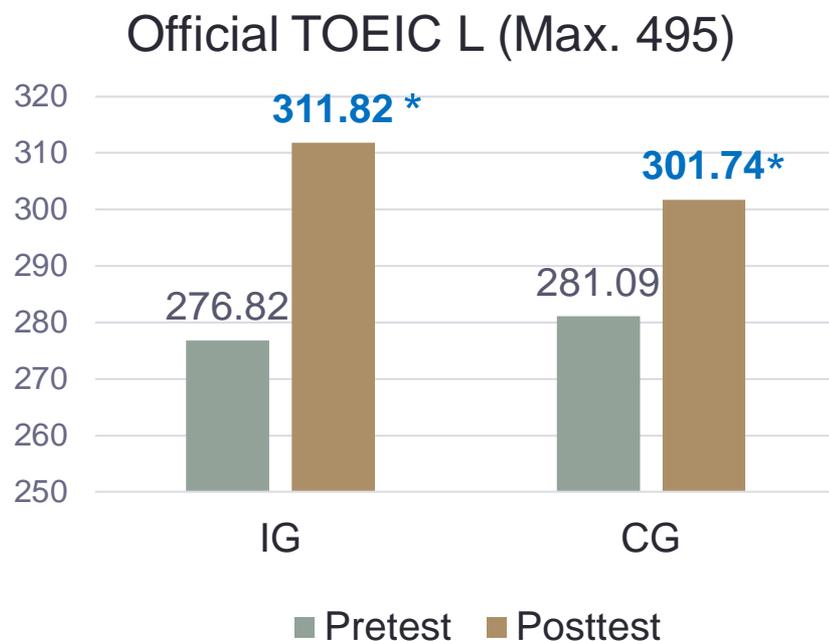
Results

Table 1. Descriptive statistics.

Variables	Group	N	M	SD
Official TOEIC L pretest (Max. 495)	IG	22	276.82	45.66
	CG	23	281.09	41.97
TOEIC L practice pretest (Max. 30)	IG	22	18.64	3.89
	CG	23	16.96	3.23
SR strategy use (Time 1) (6-point)	IG	22	4.21	.63
	CG	23	3.85	.67

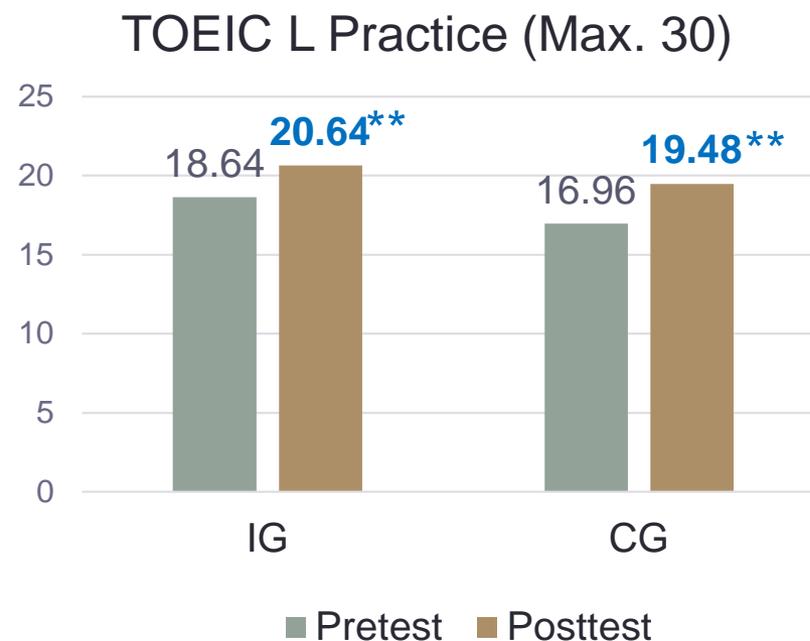
Independent-sample *t*-tests: *n.s.*

RQ1. Listening performance



Paired t -test IG: $t(21) = 2.37, p = .03, r = .46$
 CG: $t(22) = 2.41, p = .03, r = .46$

ANCOVA $F(1, 42) = .60, p = .44, n.s.$
 $\eta^2 = .01$

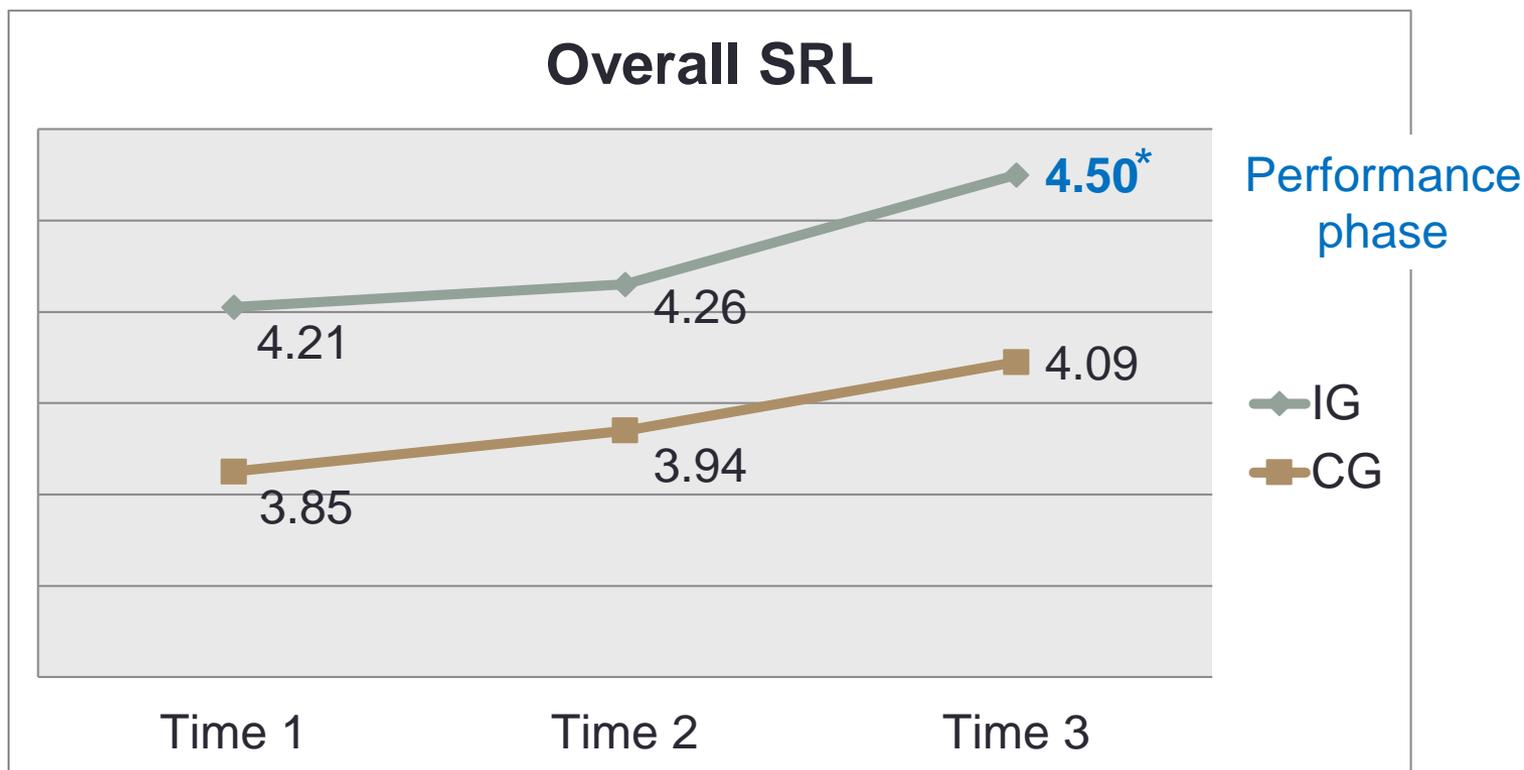


IG: $t(21) = 2.86, p = .009, r = .53$
 CG: $t(22) = 3.17, p = .004, r = .56$

$F(1, 42) = .02, p = .90, n.s.$
 $\eta^2 = .000$

IG did not outperform CG on the listening posttests

RQ2. SRL



ANOVA IG $F(2, 42) = 3.36, p = .04, \eta^2 = .14$ Post-hoc Time 2 < Time 3

CG $F(2, 44) = 1.37, p = .26, \eta^2 = .06$ *n.s.*

Discussion (RQ1): Will an SRL approach improve students' listening performance?

- IG significantly improved their listening test scores. Up↑
- CG also made significant gains in the tests. Up↑
- The advantage of IG over CG: *n.s.*

Interpretation

- The short-term implicit instruction, the self-instructional setting
- The **treatments** that the both groups received

-A large amount of listening input of the TOEIC
-**Strategies** (task-analysis, strategic planning, attention, etc.)

⇒The CG's partial experience of an SRL approach

Discussion (RQ2): Will an SRL approach develop students' strategy use?

- IG: Improvement of strategy use (the performance phase)
- CG: No significant changes *n.s.*

Tanewong (2018): Despite CG's partial experiences of MI, IG's better awareness, the during-listening stage

Zeng & Goh (2018): The effectiveness of an SRL approach for skilled listeners in the independent learning setting



The SRL approach was effective for developing the intermediate EFL listeners' strategy use in the self-instructional setting

Limitations and future research directions

- No advantage of IG over CG in the listening tests
⇒ More investigation in terms of IDs (proficiency, self-efficacy)
- Metacognitive-inclusive SRL approach
⇒ Inclusion of motivational SR strategies
- Not possible to establish a clear causal effect
⇒ Qualitative studies
how students develop strategy use and listening performance

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