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

Tomoko Yabukoshi (Nihon University, Japan)
Background: Importance of listening

- In L2 learning and communication

Receiving and interacting with L2 input → Facilitating the acquisition of other skills

(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)

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

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
  - 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

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<table>
<thead>
<tr>
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<tbody>
<tr>
<td><strong>45 Japanese college students</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Year</strong></td>
<td>The second year</td>
</tr>
<tr>
<td><strong>Major</strong></td>
<td>Business</td>
</tr>
<tr>
<td><strong>Level</strong></td>
<td>Intermediate (TOEIC L &amp; R: M = 555)</td>
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<tr>
<td><strong>Course</strong></td>
<td>A compulsory English reading &amp; writing</td>
</tr>
<tr>
<td><strong>Requirement</strong></td>
<td>Taking the TOEIC L &amp; R</td>
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Research design

A quasi-experimental study

- Two intact classes

<table>
<thead>
<tr>
<th>Intervention Group (IG)</th>
<th>n = 22</th>
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<tbody>
<tr>
<td>Comparison Group (CG)</td>
<td>n = 23</td>
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Out-of-class listening practice

<table>
<thead>
<tr>
<th>Duration</th>
<th>7 weeks</th>
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<tbody>
<tr>
<td>Weekly Tasks</td>
<td>TOEIC Listening practice questions</td>
</tr>
<tr>
<td>Textbook</td>
<td>TOEIC preparation coursebook, including listening strategies for TOEIC L</td>
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</tbody>
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IG \((n = 22)\)

- Metacognitive SR strategies
- Listening tasks

CG \((n = 23)\)

- Listening tasks
Instructed metacognitive SR strategies

Forethought (Pre-listening)
- Goal setting
- Task analysis
- Strategic planning
- Time management

Performance (During-listening)
- Directed attention
- Monitoring

Self-reflection (Post-listening)
- Evaluation

SR cycle

(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

<table>
<thead>
<tr>
<th></th>
<th>Listening</th>
<th>SRL</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>A) Official TOEIC L test</td>
<td>Original SRL questionnaire</td>
<td></td>
</tr>
<tr>
<td></td>
<td>B) TOEIC L practice test</td>
<td>14 items on a 6-point scale</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>- Forethought ($\alpha = .78$)</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>- Performance ($\alpha = .67$)</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>- Self-reflection ($\alpha = .79$)</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>[1. Pretest</td>
<td></td>
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<td></td>
<td></td>
<td>2. Posttest</td>
<td></td>
</tr>
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<td></td>
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<td>3. Delayed-posttest</td>
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Results

Table 1. Descriptive statistics.

<table>
<thead>
<tr>
<th>Variables</th>
<th>Group</th>
<th>N</th>
<th>M</th>
<th>SD</th>
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</thead>
<tbody>
<tr>
<td>Official TOEIC L pretest (Max. 495)</td>
<td>IG</td>
<td>22</td>
<td>276.82</td>
<td>45.66</td>
</tr>
<tr>
<td></td>
<td>CG</td>
<td>23</td>
<td>281.09</td>
<td>41.97</td>
</tr>
<tr>
<td>TOEIC L practice pretest (Max. 30)</td>
<td>IG</td>
<td>22</td>
<td>18.64</td>
<td>3.89</td>
</tr>
<tr>
<td></td>
<td>CG</td>
<td>23</td>
<td>16.96</td>
<td>3.23</td>
</tr>
<tr>
<td>SR strategy use (Time 1) (6-point)</td>
<td>IG</td>
<td>22</td>
<td>4.21</td>
<td>.63</td>
</tr>
<tr>
<td></td>
<td>CG</td>
<td>23</td>
<td>3.85</td>
<td>.67</td>
</tr>
</tbody>
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Independent-sample $t$-tests: \textit{n.s.}
**RQ1. Listening performance**

**Official TOEIC L (Max. 495)**

- **IG**
  - Pretest: 276.82
  - Posttest: 311.82

- **CG**
  - Pretest: 281.09
  - Posttest: 301.74

**TOEIC L Practice (Max. 30)**

- **IG**
  - Pretest: 18.64
  - Posttest: 20.64

- **CG**
  - Pretest: 16.96
  - Posttest: 19.48

**Paired t-test**

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

**ANCOVA**

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

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

**IG did not outperform CG on the listening posttests**
RQ2. SRL

Overall SRL

Performance phase

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*
References


References