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TEACHING AND LEARNING METHODS: THEORIES AND TRENDS IN L2.

TESINA PARA OPTAR AL GRADO DE LICENCIADO EN LENGUA Y LITERATURA INGLESAS

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Con todo mi amor para Juan Pablo y Valentín por su cariño y comprensión.
Mis sinceros agradecimientos a la familia Garuti Setti por su inmenso apoyo durante estos años.
A mi familia en general.
A Jo, donde esté.

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Con todo cariño a mi familia y seres queridos que estuvieron siempre ahí.

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INTRODUCTION

After many years of hard study and careful research, we can state that focusing on the teaching area is not the key to achieve a good proficiency when learning a foreign language.

This idea is based on the fact that, even though there have been many attempts to develop a good method for teaching languages through many decades, none of them has proved to be accepted by the whole language teaching community.

Since our work was originally planned to encompass teaching and learning, from our point of view the process of learning is undoubtedly the most important thing. Consequently it must be studied in depth.

In chapter one, we give a brief glance to the historical aspects of teaching methods, but as the gist of our work is the process of learning we have concentrated on it, and more specifically, on listening strategies which we think unlike other types of strategies are the ones that need to be carefully studied. These strategies seem to have been relegated to a role of second importance until more recent times.

As a background to our study we present a comparison among pieces of research about the Good Language Learner in order to identify the strategies developed by some researchers. After that, some studies on learning strategies are summarized giving as a conclusion our own definition of strategy.

Finally, we present our own piece of research where we have identified types of listening strategies used by young adult female learners of English as a foreign language in the University of Chile. We based this research on the Canadian Professor Larry

Vandergrift's Listening strategy taxonomy in order to examine the differences between more skilled and less skilled learners in the auditory field.

Between 1996 and 1997 Vandergrift attempted to identify Metacognitive and Cognitive listening strategies used by Canadian high school learners of French as L2.

The results were very interesting: all more skilled listeners used their strategies in more effective combinations, and more skilled female listeners tended to use more Metacognitive strategies than males.

Vandergrift, aware of the limiting conditions of his work due to the age of the participants, called for further investigation in this area, especially with adult students.

Following Vandergrift's suggestion we decided to do our study with female participants during November and December, 2004. We recorded their oral production by the time they were finishing their first year of studying. As we needed our subjects to report their understandings of an oral text following a think-aloud methodology, they were trained to do a mock trial using a rehearsal text; later on the real text was presented to them.

Quantitative and qualitative analysis of our study are presented, and finally our conclusions in which some interesting points are discussed.

1. BACKGROUND TO THE STUDY

1.1. TEACHING METHODS

Through the years, many attempts and interpretations of the best way to teach a foreign or second language have been made. Many theories have been developed and new trends seem to come and go, gaining and losing popularity among teachers and students.

Teaching methods can be thought of as theoretical findings put into practice. Since theories constitute a kind of a cyclic being, teaching methods are said to have a cyclic pattern too. Nearly every quarter of a century a new trend to teach foreign languages appeared and each one of them proved to be the opposite of the preceding ones. However, they would maintain the positive points of the earlier ones.

The Audio lingual Method of the late 40s and 50s is one of the best examples of the cyclical nature of methodology: a complete break from the earlier Grammar-Translation and the Direct Methods. Many other methods came later on, each one of them resulting in a reaction against the previous ones.

1.1.2. Chronology of Teaching Methods.

1.1.2.1. The Grammar Translation Method:

This method can be considered a problem-solving activity. It appeared because of the necessity to teach Latin and Greek, languages that were seen as the prestigious foreign languages of the time. Learning was viewed as an intellectual activity, which included learning of rules through memorization and translation.

This method is characterized by the fact that it maintains the relationship between L1 and L2. The mother tongue of the learner is kept as a system of reference, because as its name indicates this is a method based on translation. This procedure was done in both ways, from the mother tongue into the foreign language, and from the foreign language into the mother tongue.

Language is here viewed as a system of rules, grammatical rules, which have to be learnt by heart by the learners. This method also involves memorization of vocabulary, and of paradigms of declensions and conjugations. The oral/aural communication was not taught, because learning a foreign language was seen as an attempt to gain proficiency in reading it.

Concerning the language classroom, lessons were presented in the mother tongue. The vocabulary was taught by means of lists of words and isolated words (decontextualized) to be memorized. Grammar rules were explained deeply and extensively because it was considered the means which gives the necessary rules to put words together. Texts were treated in decontextualized situations by means of grammatical analysis and exercises of sentence translation.

1.1.2.2. The Direct Method.

The basic assertion of this method is that second language learning should be developed more like the learning of the first language. This means that second language learning should be realized through active oral interaction and spontaneous use of the new language. No translation between languages or analysis of grammatical rules is allowed.

The avoidance of translation involves avoidance of the L1 within the classroom. Therefore the L2 should be used as a means of instruction, putting great emphasis on the spoken everyday language. The skills of the language should be taught and developed in the following way: First oral comprehension and speaking, later on reading and writing.

Vocabulary is taught and explained by means of synonyms and antonyms, and realia, visual aids, like pictures and objects, were strongly used in this method. One way of encouraging learners to use their L2 was through question and answer techniques. Phonetics and grammar are also emphasized since they support the teaching of L2.

1.1.2.3. The Audio lingual Method.

This method was designed in the United States in the first half of this century, but it was used during the mid 50s up to the mid 60s.

For its supporters, language is speech, therefore the written form of the language is considered secondary. Language is seen as a system of forms which must be combined to create sentences in a regular way. However language is also seen as essential for communicative purposes. Regarding learning theories, this method is connected with behaviourism, term developed by B. F. Skinner in 1957.

This method is characterized by having a rigid separation of the four language skills. Developing proficiency in the Audio-listening and speaking skills was considered essential. Reading and writing came later. Dialogues were used as a way of presenting the new language, plus drills of Stimulus, Response and Reinforcement based on

Skinner's theories. Language laboratories were a powerful and useful aid to develop the automatization of the use of the L2 in the students´ minds.

1.1.2.4. Humanistic Approaches.

The main purpose of Humanistic approaches is to provide learners an environment that facilitates a high levelled achievement in the L2. According to this approach, personal and cognitive growth plays an important role in education.

It is suggested that significant learning should be discovered by the learner himself, taking into account his feelings towards the learning process.

There are three main examples of this approach: The Community Language learning, Suggestopedia, and The Silent Way. These methods are thought to be the first ones to put emphasis on the learner and on the learning process. We will only refer to the two latter.

1.1.2.5. Suggestopedia.

This is one of the innovative methods that appeared during the 1970s. This method was derived from the ideas of the Bulgarian psychologist Georgi Lozanov. He suggested that the brain is able to process huge amounts of information and materials provided that it is given the right conditions to do so.

According to him, some of these conditions are relaxation, and an over control of the learning process from the part of the teacher. Through relaxation learners are able to

remove psychological barriers that prevent them from learning. There is no correction over the learners' production in the L2.

The main principle of this method is that a learner is a whole person with a cognitive and an affective domain.

1.1.2.6. The Silent Way.

This method was developed by Caleb Gattegno, who supports the idea that the teacher should provide only a minimal amount of input to the learner, since the student is the responsible person of the learning process.

This is a problem-solving approach to learning that includes the material to be learned. The learning process is made easier if the learner creates new language and discovers from it; this process represents a clear criticism to repeating and remembering what the learner is supposed to learn. Real objects are thought as essential to facilitate learning.

Teachers provide little stimuli or short phrases or sentences once or twice and then, the learners must improve the understanding process and pronunciation among themselves. The teacher is supposed to give minimal corrective feedback to the students.

1.1.2.7. Total Physical Response.

This method was developed by James Asher in 1977 and mainly utilizes the imperative atmosphere. By means of commands learners are encouraged to work

efficiently in the L2 classroom; as intended replies, non verbal responses are necessary. Exposure to the L2 input comes first. Later on it is the learner who starts giving commands.

There is an emphasis on listening comprehension followed by oral production. Also, there is an emphasis on creating a stress-free environment for the learner.

1.1.2.8. The Natural Approach.

This is Stephen Krashen's theory of second language acquisition. He stated a difference between the concepts of Learning and Acquisition. For him and his followers, learning is a conscious process developed through formal instruction and acquisition, the process through which individuals pick up the language because they live in certain environments in which the language is used. This is a spontaneous process derived from a natural situation, hence its name.

According to Krashen learners learn an L2 through three stages:

1. - The preproduction stage. Here the listening comprehension skill is developed. This is regarded as the "silent period" where learners experiment a delay of oral production.

2. - The early production stage, which is usually characterized by learners´ mistakes, since they are still struggling with the L2. In this stage the teacher should focus on meaning rather than on form, avoiding corrections.

3. - In the extending production stage, learners´ production of L2 is expanded to longer stretches of discourse. In this stage learners get involved in more complex activities, as the main goal is to achieve fluency. Hence, teachers should make little corrections.

1.1.2.9. Communicative Language Teaching or The Communicative Approach.

Over the past few decades the terms ´´methodology`` and ´´teaching methods`` have been rejected by teachers and specialists in the field. Therefore this last concept is not regarded as a method but as an approach to language learning.

This approach pays little attention to the explicit presentation and discussion of grammatical rules, and the use of authentic language is emphasized to achieve fluency. Spontaneous use of L2 is encouraged in language classrooms. Here, all the components of communicative competence are seen as goals. Meaning is the right way to teach form. It is also the most important aspect of L2 in the classroom. L2 usage should come up spontaneously in communicative contexts and in unrehearsed forms.

1.2. THE GOOD LANGUAGE LEARNER

A great deal of research has come up in the past three decades about successful language learners and the strategies they use. We could state that this issue was brought to light with the publication of Joan Rubin's article `` What the Good Language Learner can teach us´´ in 1975. Later on many researchers agreed that not only motivation and language aptitude were the cause of success in L2 students, but some individualized learning techniques which they called `` learning strategies´´.

As a matter of fact, Rubin concentrated on the cognitive processes that young adult learners used. Those processes led her to propose in 1981 the learning strategies that we are summarizing below:

1. Clarification / Verification of Meaning: That is to say, in order to check understanding, the good language learner asks for examples of how to use a word or expression, he looks words up in the dictionary and puts these examples in sentences.

2. Self-Monitoring: He corrects his own errors or other's pronunciation, vocabulary, spelling, grammar or style.

3. Memorization through association: He takes notes of new items and finds associations.

4. Guessing and Inductive Inferencing: He guesses the meanings of words from other items within the sentence or phrase from the syntactic structure or the context of discourse.

5. Deductive Reasoning: He looks for and uses general rules, which could be inferred by analogy.

6. Practice: He talks to himself in the target language and experiments with new sounds in isolation and in context.

By analyzing these strategies we are able to distinguish between strategies that emphasize immediate learning such as Clarification / Verification, Guessing / Inductive Inferencing and Deductive Reasoning, and those which emphasize out-of-class activities such as Monitoring, Memorization and Practice.

In an attempt to establish similarities among the different studies about the good language learner (see Appendix # 3, Table 1), Ellis (1994) found five major aspects of successful language learning: (1) a concern for language form, (2) a concern for communication (functional practice), (3) an active task approach, (4) an awareness of the learning process, and (5) a capacity to use strategies flexibly in accordance with task requirements.

1. Rubin (1975) as well as Naiman et al. (1978) found that good language learners see language as a system making comparisons between the first and the target language, analysing the target language and using reference books. They also try to learn from their errors by asking for corrections when they think it is necessary. As Ellis states, there is convincing evidence from these studies to show that paying attention to the form of the language contributes to success.

2. According to Naiman et al. (1978) when good language learners are exposed to data in the target language they search for meaning and try to find the opportunity to use natural language. The same happens with the first studies made by Rubin (1975) and Reiss (1983). Therefore, it seems that attending to meaning and form is crucial to succeed in language learning.

3. Good language learners show active involvement in language learning. They try to manage their own learning identifying and tracking goals and also introducing new topics into conversation. Ellis points out that being ´´active`` not necessarily implies taking part in language production because some successful language learners are ´´silent speakers``, that is to say, they practise and rehearse silently while listening to others.

    Thus, listening is considered as important as oral participation in classroom language learning.

4. This characteristic - awareness of the learning process – has to do with ´´metalinguistic strategies`` in which successful learners are able to talk efficiently about the the way they learn an L2, mainly because they are aware of their own learning process. As Reiss (1983) states, a successful language learner would explain how he deals with learning a new task; in this case the learning of a verb tense is explained in the following way :

    ´´Try to practise the new tense while speaking, look for similar

    endings to those already known``

    Whereas a less successful learner would explain it as follows:

    ``*Keep going over it, study it until I understand*``

Source: Ellis, 2001.

It is clear then that successful learners are aware of themselves in relation to the learning process that is why, according to Ellis, they succeed in learning a foreign language.

5. The last characteristic – flexible and appropriate use of learning strategies - is supported by Chamot et al. (1988). They claim that ´´effective`` learners use a greater range of strategies and have the ability to choose strategies that are appropriate for a particular task. For instance, ´´effective language learners`` use their general knowledge as well as the target language knowledge in a given task, while ´´ineffective language learners`` attend separate linguistic components.

It is important to highlight that these five ´´good strategies`` reflect the formal learning setting, i.e., classroom activities and not normal interaction outside the classroom. It is also interesting to observe that the main method used to collect data was learners´ verbal reports.

Good language learner studies have proved to be very useful in identifying strategies in language learning strategy research.

1.3. LEARNING STRATEGIES

The concept of strategy is difficult to define and to tie down because of the great deal of research which has come up in the past two decades concerning the topic of learning. However, an attempt will be made to arrive at a definition of strategy.

Tarone (1980) made a distinction between Production, Communication, and Learning strategies. The author considers Production and Communication strategies as ´´strategies of language use``. An attempt to use our linguistic system clearly and efficiently with a minimum effort is considered as a Production strategy. On the other hand, Communication strategies consist of attempts to deal with problems of communication that have arisen in interaction. Finally, in order to develop a linguistic and sociolinguistic competence in the target language the term language learning strategy is used.

Although these distinctions are important, Tarone states that they are difficult to apply as they rest on learners´ intentions which are not clearly established.

According to Ellis (1994) there is a set of problems regarding learning strategies that need to be considered before trying to make up a definition.

1. Because of the fuzzy descriptions of the term ´´strategy`` some authors consider it as essentially behavioural (therefore, observable) such as Oxford (1989) : ´´Language learning strategies are *behaviours or actions* which learners use to make language learning more successful, self-directed and enjoyable``. Others consider it as behavioural and mental, such as Weinstein and Mayer (1986) ´´Learning strategies are the *behaviours and thoughts* that the learner engages in during learning that are intended to influence the learner's encoding process``.

2. There is no precise nature of the behaviours that are counted as learning strategies. Stern (1983) distinguishes between ´´strategies`` and ´´techniques``. The former being defined as general and more or less deliberate approaches to learning (an active task approach is an example of this) while the latter is defined as particular

areas of language teaching (such as grammar and vocabulary) which are constituted by observable forms of language learning behaviour.

The problem that comes up is that other researchers have used the term ´´strategy`` to refer to Stern's ´´strategy`` and ´´technique``.

3. It seems that the majority of researchers avoid referring to strategies as conscious or as subconscious. Chamot (1987) refers to strategies as ´´deliberate actions`` therefore, conscious.  According to Seliger (1984), however, strategies are basic abstracts of processing categories by which information is perceived into cognitive structures as part of a conceptual network, thus, subconscious. In contrast, he uses the term ´´tactics``, which are variable and idiosyncratic learning activities used by learners to organize a learning situation.

   It seems that Selinger´s ´´strategy`` is more related to a cognitive theory whereas Stern's ´´tactics`` are really what other authors call ´´strategies``.

4. The fourth problem is that researchers have different opinions about what motivates the use of learning strategies. It seems that the generalized opinion is that they are used to ´´learn`` something. Oxford (1989), however, suggests that their use could have an affective purpose, such as to increase enjoyment.

Maybe one of the most important pieces of research on strategies is the one conducted by Michael O'Malley and Ana Chamot (O'Malley et al. 1985). They investigated the strategies of successful high school learners of English as a second language (ESL) in the United States and concluded that strategic processing appears to

be a generic activity common to all areas of learning. Based on Cognitive Psychology they proposed a framework of Metacognitive, Cognitive and Socioaffective strategies to classify second language learning (see Appendix # 1, Table 2).

Metacognitive strategies are more general strategies that function as a higher order strategy system being more organizational in influence. Metacognitive strategies make use of knowledge about cognitive processes and constitute an attempt to regulate language learning by planning, supervising, controlling and evaluating. They have an executive function.

Cognitive strategies refer to steps or operations used in problem-solving that require direct analysis, transformation or synthesis of learning materials. They are related to specific learning tasks such as repetition, grouping, note taking and auditory representation, consequently the learning material is manipulated directly. According to Ellis they appear to be directly linked to the performance of a particular learning task.

Socioaffective strategies are the ones that regulate emotions, attitudes, motivation and interaction with others. Such strategies are usually used to improve communication with native speakers or with other learners.

Researchers have made considerable progress in classifying learning strategies, but problems still remain. Ellis states that the categories that have been established are ´´high-inference`` in nature, that is to say, the researcher often requires interpreting to identify a given strategy, and it seems that some strategies are easier to classify than others.

In an attempt to define learning strategies and after looking at a great deal of research on the subject, Ellis (1994) listed strategies` main characteristics:

1. Strategies refer to both general approaches and specific actions or techniques used to learn an L2.

2. Strategies are problem-oriented, i.e., the learner deploys a strategy to overcome some particular learning problem.

3. Learners are generally aware of the strategy they use and can identify what they consist of if they are asked to pay attention to what they are doing/thinking.

4. Strategies involve linguistic behaviour (such as requesting the name of an object) and non-linguistic behaviour (such as pointing to an object with the intention to be told its name).

5. Linguistic strategies can be performed in the L1 and in the L2.

6. Some strategies are behavioral while others are mental. Thus, some strategies are directly observable, while others are not.

7. In general, strategies contribute indirectly to learning by providing learners with data about the L2 which they can then process. However, some strategies may also contribute directly (for example, memorization strategies directed at specific lexical items or grammatical rules).

8. Strategy use varies considerably as a result of both the kind of task the learner is engaged in and individual learner preferences.

Source: Ellis, 1994.

Based on our own experience and after studying and analyzing these characteristics we propose that strategies are problem-oriented thoughts and actions which learners consciously use and which are able to identify by thinking-aloud.

2. THE STUDY

2.1. Theoretical framework.

2.1.1. Listening Strategies.

Listening constitutes a very important part of the second language learning process. It is an active process in which the listener both automatically and controllably constructs meaning from oral input.

Using a *think-aloud methodology* in which learners introspect on the strategies they employ while performing a particular task, O'Malley and his colleagues (1989) examined learners´ strategy development over a period of time. The researchers unexpectedly discovered distinct Metacognitive strategies related to *listening*, such as *advance organization, selective attention, monitoring, problem identification*, and *self-evaluation*. They concluded that more skilled learners were more determined in their approaches to the task and used a unique combination of strategies. The more skilled learners monitored their comprehension for overall meaning rather than for form. They used prior knowledge while listening, predicted possibilities and focused on important upcoming content.

O'Malley et al. (1989) based on J. R. Anderson's Cognitive Psychology (1985), tried to look for evidence of the three interrelated cognitive processes identified in first language listening : (1) *The cognitive stage*, in which learners are involved in conscious activity resulting in declarative knowledge; (2) *The associative stage*, where connections among the various elements or components of the skill are strengthened by the learner

enabling him to construct more efficient production sets; and (3) *The automatic stage*, where execution becomes more or less autonomous and subconscious.

Bearing these three interrelated cognitive processes in mind they made an attempt to identify the strategies used by ESL learners while listening to oral texts. O'Malley et al. concluded that during the first phase more skilled learners were able to maintain the attention using strategies such as *selective* and *directed attention* while less skilled learners felt constantly distracted when they encountered anything unknown. In the second phase, more skilled learners used *grouping* and i*nferencing strategies* to process larger chunks while the other group segmented what they heard word-by-word. Finally, in the third phase more skilled learners approached the task globally, inferring meaning from context. Their less skilled counterparts made fewer connections between the new information and their own knowledge.

The view that O'Malley et al. seem to hold is that strategies occur in all three stages of development. They take the form of *production sets* e.g. ´´If ...then`` statements. The example given is the following:

> *If* the goal is to comprehend an oral or written text, and I am unable to identify a word's meaning, *then* I will try to infer the meaning from context.

Source: O'Malley et al. (1989) in Ellis (2001)

At first, such sets can be found only in declarative form, i.e. they are conscious and accessed through controlled processing but progressively they are proceduralized until the learner reaches a point in which he is no longer conscious of employing them. Unfortunately, strategies can only be effectively studied in the declarative stage of learning

when learners are able to verbalize them, therefore O'Malley et al. defined strategies as ´´production sets that exist as a declarative knowledge and are used to solve a learning problem``.

2.1.2. Larry Vandergrift's Listening Strategies Taxonomy.

According to the Canadian Linguist Larry Vandergrift (1997) listening comprehension deserves greater research attention and it is necessary to investigate the relationship between proficiency and learning strategies in the skill areas but particularly in listening. That is why, building on the O'Malley and Chamot strategy taxonomy and after investigating the relationship between listening strategy use and oral language proficiency, in addition to success in listening, with novice-level and intermediate-level high school learners of French, Vandergrift (1996) created a taxonomy which is exclusive for listening strategies (see Appendix # 2, Table 3).   His study sought to identify the listening strategies the students used. Then he compared the strategies used by the more skilled and less skilled learners.

The results of this investigation revealed that the number of total strategies and metacognitive strategies increased by course level and that females tended to report more metacognitive strategies than males. He also noticed that the constraints on processing at the novice level were so great that metacognitive strategies such as monitoring almost did not exist. On the other hand, intermediate-level listeners were able to process larger chunks of information and used over twice as many metacognitive strategies as the novice-level listeners.

In a second study, Vandergrift (1997) focuses on what were the differences in listening strategy use reported by more skilled and less skilled listeners. The participants of this study were a group of junior high school students of French as a second language in Canada. They were classified as either a more skilled or a less skilled listener according to scores obtained in listening comprehension tests. During the investigation students listened to a recorded text in French and then they were asked to report what they had understood in English (their native language). Think-aloud methodology was used, and questions such as ´´What are you thinking now? ``, ´´How did you figure that out? ``, ´´What is going on in the back of your mind? ``, and ´´Can you be more specific? `` were formulated if the student was unsure of what to say. Vandergrift also says that they were very careful with not suggesting strategies to the students.

The results were of great interest: More skilled listeners used Metacognitive strategies more frequently than less skilled listeners. Besides, more skilled listeners also used some Cognitive strategies that their less skilled counterparts did not used and vice versa.

Despite these results, Vandergrift called for further investigation on this area, particularly with older listeners because, according to him, his study was limited due to the students´ age, all of them adolescent language learners.

2.2. Research questions

The present study was designed to address the following research questions:

a) Are Metacognitive Strategies used more frequently by more skilled listeners?

b) Could we hypothesize that more skilled listeners use Cognitive Strategies in more effective combinations than their less skilled counterparts?

2.3. Methodology

2.3.1. Participants

Participants in this study were four first year female students (18-20 years old) of the course of Lengua Inglesa I from the academic program of Licenciatura en Lengua y Literatura Inglesas, Universidad de Chile. Students with prior knowledge of English were excluded from this study, as well as those students who had previously failed the course. Each student was classified according to the marks obtained during the English Language course, without knowing it, as either more skilled or less skilled listener. Thus subjects 1 and 2 were classified as more skilled listeners whereas subjects 3 and 4 were classified as less skilled listeners. It is important to highlight that all subjects volunteered for this research and that they did not know what they were going to be asked for.

2.3.2. Data Collection

In this study the O'Malley et al's think-aloud procedure (1989) was used. This procedure was lately adapted by Larry Vandergrift in 1997 to fit with listening data. This data was recorded at the end of the second semester, 2004. The think-aloud procedure consists of recording every thought that comes up during the comprehending process. Together with this procedure, questions encouraging the subjects to report their thoughts were used every time they stopped reporting or were unsure about what to say, such as: ´´¿En qué estás pensando ahora?, ¿podrías ser más específica?, ¿algo más?, ¿alguna otra

cosa?, ¿Cualquier cosa que esté pasando por tu cabeza ahora?. Subjects faced the text having no idea of what it was going to be about. However, they were previously trained (see Appendix # 2) to prepare them for the real task.

The recorded data was transcribed exactly as it was produced, and lately analyzed by using Vandergrift's taxonomy of listening comprehension strategies (see Appendix # 1, Table 3); this taxonomy was used in an earlier work by O'Malley and Chamot (1990).

2.3.3. Instruments

The two listening texts were taken from the text book *True to Life* (Cambridge, 1995) (see Appendixes # 2 and # 3). The text used for the rehearsal consisted of a dialogue about animals. The text used for the final study was a dialogue about regrets. Both texts were presented as normal speech and natural discourse boundaries were the points chosen at which the tape was stopped.

2.3.4. Procedure

Due to the needs of the present study, the subjects were tested in two sessions. The first session was meant to be just a rehearsal for the subjects in order to train them to report the needed information. During this session they were presented a recorded dialogue in English consisting of four parts, with a total timing of two minutes. The subjects were asked to listen attentively to each part of the text, and then to report their understanding in Spanish. This report was recorded on a cassette tape.

If the subjects were unsure of their responses, questions such as ´´¿En qué estás pensando?, ¿Qué está pasando ahora por tu mente?, ¿Podrías ser más específica?`` were formulated.

The second session was scheduled according to the subjects' availability. The procedure was about the same as in the rehearsal session; the only difference was that the total timing of the recording was longer: about 3 minutes (see Appendix # 3).

3. RESULTS

3.1. Quantitative Results

Every subject reported their thought processes immediately after listening to the dialogues in English, which was recorded.

Table 1 and Table 2 present the amount and types of strategies used by more and less skilled listeners according to strategy categories (Metacognitive and Cognitive).

Metacognitive strategies appeared to be widely used by both more and less skilled listeners (87.5%) followed closely by Cognitive strategies (51.14%).

All Metacognitive strategies were used by more skilled listeners with the exception of the *advance organization* strategy. Less skilled listeners used *selective attention, directive attention, self-management, double-check monitoring, evaluation* and *problem identification.*

As far as Cognitive strategies is concerned, more skilled listeners used *linguistic inferencing, personal elaboration, academic elaboration, questioning elaboration, creative elaboration, imagery, translation* and *transfer*. On the other hand, less skilled listeners used *academic elaboration, questioning elaboration, creative elaboration* and *translation.*

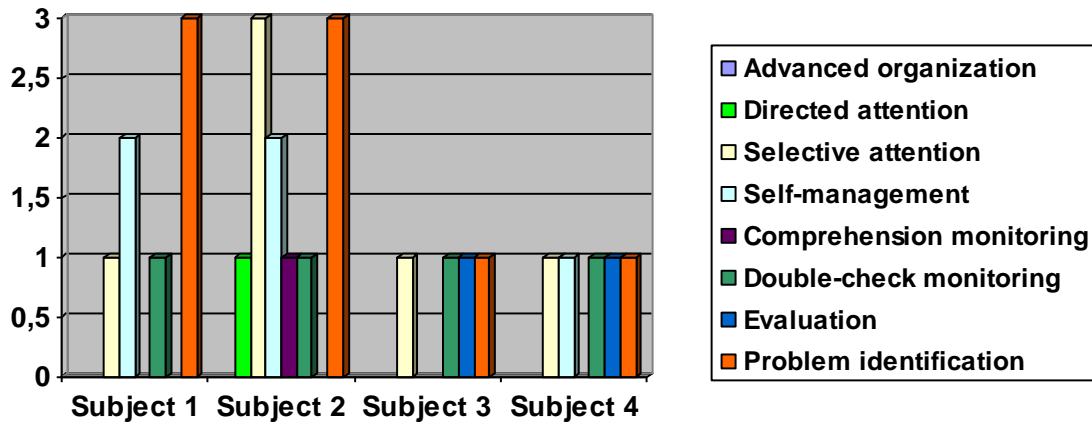Table 1. Metacognitive Strategies used by more skilled (subjects 1 &2) and less skilled learners (subjects 3 &4).
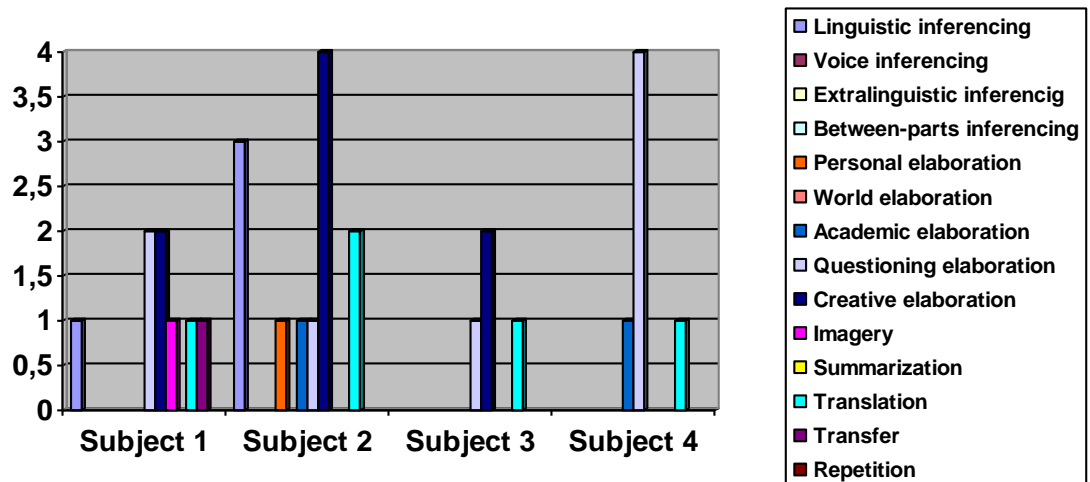

Table 2. Cognitive Strategies used by more skilled (subjects 1 &2) and less skilled learners (subjects 3 &4).

When analyzing strategy use some interesting points came out:

- More skilled listeners used more usually metacognitive strategies than their less skilled counterparts.

- In the first listening, more skilled listeners appeared to use *problem identification* and *self-management strategies* more frequently than less skilled listeners.

- Both groups engaged in *translation* to some degree.

- There was use of *evaluation* strategies by both groups.

- Both groups used *double-checking monitoring* during the second listening and here is where Metacognitive strategies were widely used almost equally by both groups.

3.2. Qualitative Results

The purpose of a qualitative analysis is to perform a close examination of the way strategies are used and the combinations of them that listeners may utilize to build meaning. Transcriptions of the listeners´ think-aloud reports are presented below where we can observe the different approaches between subjects 1 & 2 (more skilled listeners) and subjects 3 & 4 (less skilled listeners) used.

They listened to a dialogue in which an interviewer asks Chris and Kate about their regrets and about the happiest moments in their lives.

1. *Interviewer: Chris, what is the biggest regret you've had in your life?*

Chris: Uhm, I guess not studying hard enough at school, not letting sciences properly, not letting languages…I feel I wasted a lot of time there.

Subject 2. More skilled listener.

Subject 2: Ya eh, bueno, lo que entendí fue que él le estaba preguntando...lo que más entendí fue como algo de un fracaso puede ser? O algo que él no pudo hacer o que él quiso hacer y no lo logró y habló como de los estudios, de que podría haber estudiado francés o algún idioma o algo así en la Universidad y que lo desaprovechó.

Although subjects were previously trained, we could recognize that they were a little bit anxious because they did not know the topic of what they were going to listen to. However, Subject 2 is concentrated on the word ´regret` (*selective attention*), which is new for her, and she tries to infer its meaning brainstorming logical possibilities (*questioning elaboration*). Perhaps she is paying attention to Chris's tone of voice (´…algo que él pudo hacer …y no lo logró…`), therefore she comes to the conclusion that ´regret` is related to failing (´…algo de un fracaso puede ser…?`) and connects failing with ´failing in learning languages at the University`.

Subject 4. Less skilled listener

Subject 4:   Eh... bueno entendí de que... bueno, supongo que era un profesor que le estaba haciendo una... una pregunta a Chris... acerca de lo que había visto él en el colegio... creo... acerca de idiomas, y... él dijo que... bueno, no estoy segura... de que no había estudiado... no había visto mucho... y que... se... y que tenía... no, y que tenía que estudiar mucho para entender de los idiomas... lingüística... como eso.

Subject 4 is also brainstorming logical possibilities (*questioning elaboration*), but she wrongly associates the term ´´school`` with the person who is interviewing Chris, consequently she assumes that this person is a teacher. In addition, through *academic elaboration* she links ´languages` with Linguistics. As all of the subjects are students of Linguistics the term is familiar to her thus, she translates it as ´´Lingüística`` a term which is not familiar to all common people.

2. *Interviewer : How about you, Kate?*

Kate : Uhm…I think not keeping my piano lessons at school, you know? Giving up the piano is a big regret. I can't play at all now, that's a pity!

Subject 1. More skilled listener.

Subject 1: No sé, es como, estoy tratando de decodificar palabras, pero es que al no entenderlo creo que es difícil que me acuerde de las otras palabras porque como no entiendo la secuencia completa... creo que saldrían las palabras que pude entender entonces...no, no, creo que no entendí mucho y de hecho no me acuerdo ya de las palabras que escuché.

Interrogadora 2: ¿Cuáles son esas palabras?

Subject 1: Creo que dijo ¿regret? Y dijo ¿pity? Algo así...que me parece que es ´´piedad`` no sé, no estoy segura, bueno no me acuerdo, no sé pero... claro me queda el recuerdo de las palabras que dijo, pero no, no mucho.

This section was the most difficult for the subjects. Perhaps they had the expectation of finding a clue for the word ´regret` which was the cause of their uneasiness with the text. In spite of this, Subject 1 tries to identify words through *selective attention* (´…estoy tratando de decodificar palabras…`) and retains ´regret` and ´pity`, but finally only chooses to comment on her incapability to connect these words with any other part of the conversation she has listened to.

Subject 2. More skilled listener.

Subject 2: Le preguntó lo mismo que al anterior, pero no sé bien lo que le pregunta porque hay una palabra que no entiendo que es ¿´´regret``? creo, esa no la entiendo y ella le dijo algo del piano, de tocar piano, creo y...esa palabra son la...la clave que no me hace como concordar las cosas. Pero es la misma pregunta que la anterior.

Interrogadora 2 : Algo más que te acuerdes de lo que dijo la...

Subject 2: Eh...es que relacioné con la misma pregunta anterior que le pregunta lo mismo, pero es la palabra clave que no me hace concordar todo, pero es eso mismo, y hay algo del piano, de tocar piano , pero no sé bien qué cosa, no....

Subject 2 is able to connect both questions (*creative elaboration*). Through *problem identification* she finds the word which is the clue to make sense to the dialogue (´regret`). At the same time she recognizes the word ´piano` but she is unable to connect both words.

Subject 3. Less skilled listener.

Subject 3: Ya, era... esto estaba relacionado a la... a lo anterior, que una persona le estaba preguntando a la otra y qué pasa contigo respecto a eso, respecto a lo que yo no entendí la vez pasada, y ahora de hecho tampoco entendí, no sé... tampoco... tampoco entendí, sé que estaban hablando de lo mismo, de... de estudios... como de algo relacionado con estudios, pero no, no entendí bien el sentido...

Interrogadora: ¿Algo más del texto que hayas entendido?

Subject 3: No, fue solamente eso, fue como que entendí ´´school`` y nada, no.

This Subject engages in individual word analysis, in particular with the word ´school`. However, she is not able to connect it with any other part of the text with the exception of ´…algo relacionado con estudios …`. She only recognizes that both questions are the same but she is unable to distinguish between Kate's answer and Chris's answer.

3. Interviewer: And what's been the happiest moment in your life up to now, Kate?

Kate: Uhm…gosh! That's hard…seeing my little boy who is three and a half in his school concert made me very happy and proud. He sang a little song. He's so lovely!

Subject 2. More skilled listener.

Subject 2: Le preguntó cuál había sido... a la misma per... creo que es la misma persona anterior, Kate creo que se llama, y le preguntó cuál había el momento más feliz de su vida y ella dijo que ver

a su hijo en un concierto creo, en la escuela... que tocó una canción o algo así, y que lo encontró súper adorable, eso es lo que entendí, y con el niño me acordé de mi sobrino que también está en el colegio, y que también me hace recordar momentos lindos que él ha pasado como su graduación y cosas así.

Interrogadora: ¿Algo más del texto que se te venga a la mente?

Subject 2: Eh... no sé si el niño cantó una canción o tocó una canción, eso es lo que no pude concordar, pero lo demás lo entendí.

This subject gets a global idea of the text and recognizes Kate again, but then she acknowledges that she found a problem at the local level. She is unsure of the word that goes in that stretch of the discourse (´…no sé si el niño cantó una canción o tocó…`), and therefore she pays specific attention to it later. Besides through *personal elaboration* she connects what she has previously heard with a personal situation, her nephew, so she is able to create a mental image.

Subject 3. Less skilled listeners.

Subject 3: Ya, a una mujer le preguntan eh... como que cuál ha sido el momento más feliz de su vida... eh... y bueno, ella dic... bueno habla de... de su hijo, de un hijo pequeño que tiene, que tiene tres años... y... y que es como amoroso, eso entendí. Dijo algo más relacionado acerca de él, pero no lo entendí.

Interrogadora: ¿Algo más que se te venga a la mente con el texto?

Subject 3: No, es que me parece raro que le pregunten por un momento, bueno eso es lo que yo entendí, que le pregunten por un momento feliz y ella nombre a su hijo, a lo mejor le preguntaron por una persona... pero eso me parece como extraño.

At this moment, our subject is engaged in evaluating her understanding of the text. At the beginning she was sure of what she had understood although she does not recognize that the woman is the same (Kate), but then when she starts making an evaluation of her whole understanding, she realizes that there is something strange that does not fit with what she was expecting to happen (´…a lo mejor le preguntaron por una persona…`). It is now

when she starts doubting about her understanding, which during the second listening is evaluated deeply.

4. *Interviewer: How about you, Chris?*

Chris: Oh, I don't know! I'm…I just can't think of anything. I'm sort of happy most of the time, I think.

Subject 1. More skilled listener.

Subject 1: Eh, bueno es la misma pregunta para la otra persona y creo haberle entendido que él estaba feliz en todo momento, o sea no, no sabía un momento como feliz de su vida, algo así. Y... no sé, en verdad suena imposible... porque...no sé era como muy banal, no sé, como que...tal vez...mmhh...no sé no recordaba pero es como muy general decir que... que es feliz todo el tiempo, eso.

Since this section is very short, Subject 1 does not have any problem in understanding the dialogue. She recognizes that the question was the same but she adds a personal opinion, she considers that feeling happiness all the time is superficial.

Subject 4. Less skilled listener.

Subject 4: Eh... no sé, le preguntaron a... Chris... no estoy segura, de... de... de... ay!, bueno no importa que no tenga nada que ver... que si se sentía bien ahora... como... a lo mejor como había... como se ha sentido él en el último tiempo, puede ser...y él decía como que... que bien... como eso... y... qué otra cosa más... no... no se me viene nada más a la mente relacionado con eso, no.

Interrogadora: ¿Y qué se te está pasando entonces por la mente?

Subject 4: De... de... es que no sé, como que no comprendí mucho y ahora igual estoy nerviosa, eso puede ser.

Subject 4 understands very little of this section and through *questioning elaboration* tries to connect some ideas that she has in mind. She identifies ´happiness` (´…si sentía bien ahora…`) and ´most of the time` (´…en el ultimo tiempo…`) but is unable to make a storyline about the text.

In this first listening we can conclude that more skilled and less skilled listeners engage mostly in using Cognitive strategies but the former use them in more effective combinations.

5. Second Listening.

Since all the subjects were given the opportunity to listen to the text again, all of them checked, verified, and corrected   their understanding during the second time. Consequently, all of them used *double-checking monitoring* as the main strategy.

Subject 2. More skilled listener.

Subject 2: La primera pregunta creo que... no sé la palabra clave todavía, pero creo que es como cuál ha sido tu peor fracaso, o algo así, o tu... o lo que n... deberías haber hecho y no lo hiciste, y el primera persona habló sobre... sobre el estudio, la escuela, la universidad que él debería haber aprendido lenguaje, o algo así. La preguntó lo mismo al... la segunda persona, que es la segunda audición que escuchamos, y le dice que también como que hay... tuvo hartas fallas y que podría haber hecho más cosas y no las hizo, pero dice que uno de sus mejores como... eh... progreso creo que fue tocar el piano. Después le preguntan a una señora cuál ha sido el momento más feliz de su vida, y ella dice que fue ver... ahí entendí que fue ver cantar a su hijo en un concierto en la escuela, y la tercera... la cuarta persona le preguntan lo mismo, que están relacionadas las dos primeras y las dos seg... las dos últimas y le preguntan lo mismo, y él dice que no sabe qué responder porque él es feliz siempre, en todos los momentos.

Interrogadora: ¿Cuáles son tus sentimientos de la palabra "regret" que tú no entiendes?

Subject 2: Lo que yo siento ahora, es que yo la he escuchado en muchas partes, pero no me he dedicado el tiempo como para buscarlo en el diccionario y saber lo que es, pero como que puedo relacionarla, pero no puedo saber exactamente lo que es, y no me puede como... concordar todas las cosas.

Interrogadora: ¿Por qué tú crees que ahora entendiste lo que hacía el niño en el concierto?

Subject 2: Porque escuché mejor, me dediqué a escuchar mejor y no... antes lo evalué como global todo, y ahora me especifiqué en escuchar cada palabra.

This is a very good example of strategy use. Subject 1 creates a storyline of the text and definitely relates the word ´regret` to ´memories` (´...como que puedo relacionarla, pero no puedo saber exactamente lo que es, y no me puede como... concordar todas las cosas...`) (*linguistic inferencing*) but is unable to understand the second dialogue about the piano lessons (as well as the other participants).

In the third dialogue she realizes that Kate's son sang a song (*selective attention*) and then she explains what she thinks it is the cause of her misunderstandings the first time she heard the text (*self-management*) because she understands the conditions that help her to accomplish the listening task successfully.

Here we can conclude that when listeners are exposed to a listening task for the first time, they commit themselves to evaluate its content in a more holistic way, but when there is a word that is unknown for them, they just get shocked and stop comprehending the contents. However, when they listen to the task for the second time (Double-checking monitoring), they pay attention to those problems that they faced before, paying more attention to them in order to solve their confusions and misunderstandings. A good example of this is Subject 3´s explanation:

Interrogadora: ¿Por qué crees tú que la primera no la entendiste?

Subject 3: Eh... no se a l.... a lo mejor donde la empecé a escuchar y no entendí algo me bloqueé y ya como que no... no... como que no pude seguir entendiendo el resto, pero por no haber podido entender un poquito al principio solamente, yo creo.

Subject 4. Less skilled listener.

Subject 4: Bueno, ahora como que entendí más porque estaba todo hilado y me di cuenta de que todas las personas... o lo que, lo que había pensado yo antes es que eran como distintos diálogos, y

ahora me di cuenta que era una sola persona que les preguntaba a Chris y a Kate creo... y como que la... la p.... la primera pregunta, sí, creo que estaba bien, que estaba bien que estaba relacionado con el... como.. con su... con su vida escolar, como lo que habían aprendido en la escuela...y después cuando le preguntaban de... acerca del momento más feliz de... de su vida... como que Kate hablaba de, bueno ahora lo que entendí fue de que hablaba de su hijo, cuando lo vio en la escuela... que ella decía que se veía... no sé como... tan lindo, amoroso y... y después Chris responde a la   misma pregunta de que... ay.. como que él s... se ha sentido... como que no.. no se puede hacer... como que no ha tenido un momento específico que él recuerde que haya sido el mejor de su vida... como que él siempre ha estado bien.

Interrogadora: ¿Por qué crees tú que ahora entendiste que era su hijo en el diálogo de la señora, que era el hijo el que estaba en el concierto?

Subject 4: Eh... No sé... es que ahora yo creo que entendí de que ella era una señora, porque antes yo había pensado de que ella era una joven, como había escuchado antes a Chris y tiene una voz como más de... de joven... y después ahora yo me percaté y puse más atención y me di cuenta de que ella hablaba de... como de su hijo, no de ella.

Surprisingly Subject 4 understands the text very well and is able to make a storyline. She discovers that Kate was talking about her son and not about herself. She also understands that Chris was sort of happy most of the time. Here we can realize that even though she is a less skilled listener, she is able to identify the specific facts that prevent her from accomplishing a good understanding of the content of the listening task. She is aware of it and lately she tries to specifically solve all those problems and get the correct and complete idea given in the abstract. Through this evaluation it is clear that this subject was performing a local understanding of the text, because when she does not understand one word, her understanding of the whole text fails.

4. CONCLUSIONS

Although both more skilled and less skilled listeners engaged in Cognitive and Metacognitive strategies at a certain degree, the types of strategies they used during the first listening were very different.

In relation to *problem identification* and *self-management* strategies more skilled listeners appeared to use them much more frequently than their less skilled counterparts. They were also able to clearly identify the main point needing resolution for a better understanding (which was evidently the meaning of the word ´regret` in the two first sections). Therefore it is evident that more skilled listeners use more Metacognitive strategies that their less skilled counterparts.

Concerning *translation* both groups of learners made use of this strategy. In the first listening, less skilled listeners appeared to translate the words that remained in their minds, and according to Vandergrift's study this is a Bottom-up[1] approach to listening which results in only superficial engagement with the text and little construction of meaning.

But a very different situation was found in the second listening in which both more skilled and less skilled listeners were able to check, verify and correct their understanding,

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[1] **TOP-DOWN AND BOTTOM-UP PROCESSING**

In comprehending spoken discourse, the language processing occurs on a set of levels. These levels are arranged hierarchically, the lowest level concerns with the phonological level, here the individual identifies the phonemes and syllables of the discourse. Secondly, we find the lexical level where the individual uses the identification of those phonemes and syllables to get-back the lexical entries of the words from your semantic memory. The third level is the syntactic level where the individual organizes the words to form the structure of a phrase for the sentence. The last and highest level concerns with the discourse level, in this level two processes take place: a) the different meanings of the discourse are linked, b) the different sentences are organized into higher-order units. BOTTOM-UP PROCESSING: This processing goes from the lowest level to the highest level. This process operates in such a way that the elements of the higher level do not influence the processing of the lower level elements. TOP-DOWN PROCESSING: The elements at the higher levels may influence the processing of the elements of the lower levels.

and all of them engaged in a Top-down approach of understanding. Thus, during the second listening Metacognitive strategies were used almost equally by both groups.

Additionally we realized that during this second listening more skilled listeners engaged in using more Metacognitive strategies while less skilled listeners were given the opportunity to use some of them in order to accomplish the task. In the first listening although students were trained they seemed to have had high levels of anxiety. We also observed that Cognitive strategies were mostly used and in most effective combinations by more skilled listeners (as we have already explained it in the qualitative analysis). Whereas, in the second listening they were able to reduce their levels of anxiety, and focused completely on the text using Metacognitive strategies.

We firmly believe that a second listening is always necessary for a complete understanding of the text, but of course, further studies are needed in order to establish relationships between anxiety and Metacognitive strategies.

A notable difference between Vandergrift's study and ours is the presence of *evaluation* strategies. We assume it is due to the language level of our participants (University level) and the fact that they were students of Linguistics in contrast to Vandergrift's participants which were junior high school students. Some examples of *evaluation* strategies are given in the following extract:

Subject 3. Less skilled listener.

Subject 3: Es como la... es como preocupación porque estoy en un mal nivel, o sea no, a lo mejor no tan crítico, pero, pero es ¡cómo no entendí esto!... eh... es eso, como esa preocupación.

Subject 3: No, eso. Y me preocupa que no haya entendido ninguno de los dos.

Subject 4. Less skilled listener.

Subject 4: Porque no tengo conocimientos, puede ser,... bueno aparte de que no debo haber escuchado bien, que no tengo muchos conocimientos acerca de ese tema...

Here we can observe that less skilled listeners are conscious of their limitations mainly because of their training in English language at the University level where they are used to identifying their problems and evaluating their outcomes.

Vandergrift's taxonomy as well as the think-aloud methodology have proved to be useful in identifying Cognitive and Metacognitive strategies

It is important to mention that this study could identify the strategies used by learners but future research should investigate how learners can acquire these strategies and how linguistic competence can be developed with practice.

Finally, we propose that teachers should commit themselves to introduce more Cognitive Strategies to their students, and encourage them to use these strategies to further develop their linguistic competence to improve their language learning process.

We really believe that by concentrating on the learning process, the language teaching community will achieve much better results than those obtained until now.

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APPENDIX # 1

Table 1 : Some studies about the Good Language Learner.

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AUTHOR   **RESULTS**

Rubin 1975   Following strategies discussed:
    1. Preparedness to guess
    2. Attempt to communicate
    3. Attention to form
    4. Practising (e.g. by initiating conversation)
    5. Monitoring own and other people's speech
    6. Attending to meaning (e.g. by attending to context)

Naiman et al. 1978   Following general strategies identified:
    1. Active task approach
    2. Realization of language system
    3. Realization of language as a means of communication and interaction
    4. Management of affective demands
    5. Monitoring second language performance

Rubin 1981   Strategies in these areas identified:
    1. Clarification/verification
    2. Monitoring
    3. Memorization
    4. Guessing/inductive inferencing
    5. Deductive reasoning
    6. Practice (i.e. learner practises on own)

Reiss 1983   Characteristics of successful learners:
    1. They are specific in their learning task
    2. They constantly look for meaning
    3. They seem to know themselves and to know how to internalize the information

Reiss 1985   Strategies identified (in rank order):
    1. Monitoring
    2. Attention to form
    3. Attention to meaning

Table 2:   O'Malley et al. Metacognitive, Cognitive and Socioaffective strategies.

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LEARNING STRATEGY   **DESCRIPTION**

METACOGNITIVE STRATEGIES

1. Advance Organizers   Making a general but comprehensive preview of the
                                         organizing concept or principle in an anticipated learning
                                         activity.

2. Directed Attention   Deciding in advance to attend in general to a learning
                                         task and to ignore irrelevant distractors.

3. Selective Attention   Deciding in advance to attend to specific aspects of
                                         language input or situational details that will cue the
                                         retention of language input.

4. Self-Management   Understanding the conditions that help one learn and
                                         arranging for the presence of those conditions.

5. Functional Planning   Planning for and rehearsing linguistic components
                                         necessary to carry out an upcoming language task.

6. Self-Monitoring   Correcting one's speech for accuracy in pronunciation,
                                         grammar, vocabulary, or for appropriateness related to
                                         the setting or to the people who are present.

7. Delayed Production   Consciously deciding to postpone speaking in order to
                                         learn initially through listening comprehension.

8. Self-Evaluation   Checking the outcomes of one's own language learning
                                         against an internal measure of completeness and
                                         accuracy.

COGNITIVE STRATEGIES

1. Repetition   Imitating a language model, including overt practice and
                                         silent rehearsal.

2. Resourcing   Using target language reference materials.

3. Translation   Using the first language as a base for understanding
                                         and/or producing the second language.

4. Grouping   Reordering or reclassifying, and perhaps labeling, the
                                         materials to be learned based on common attributes.

5. Note Taking	Writing down the main idea, important points, outline, or summary of information presented orally or in writing.
6. Deduction	Consciously applying rules to produce or understand the second language.
7. Recombination	Constructing a meaningful sentence or larger language sequence by combining known elements in a new way.
8. Imagery	Relating new information to visual concepts in memory via familiar, easily retrievable visualizations, phrase, or locations.
9. Auditory Representation	Retention of the sound or a similar sound for a word, phrase, or longer language sequence.
10. Keyword	Remembering a new word in the second language by: (1) Identifying a familiar word in the first language that sounds like or otherwise resembles the new word and (2) Generating easily recalled images of some relationship between the new word and the familiar word.
11. Contextualization	Placing a word or phrase in a meaningful language sequence.
12. Elaboration	Relating new information to other concepts in memory.
13. Transfer	Using previously acquired linguistic and/or conceptual knowledge to facilitate a new language learning task.
14. Inferencing	Using available information to guess meanings of new items, predict outcomes, or fill in missing information.

Table 3: Larry Vandergrift's Listening Strategies.

LISTENING STRATEGY	DESCRIPTION
METACOGNITIVE STRATEGIES	
1. Planning	Developing an awareness of what needs to be done to accomplish a listening task, developing an appropriate action plan and/or appropriate contingency plans to overcome difficulties that may interfere with successful completion of the task.

1a. Advance organization	Clarifying the objectives of an anticipated listening task and/or proposing strategies for handling it.
1b. Directed attention	Deciding in advance to *attend in general* to the listening task and to ignore irrelevant distracters; maintaining attention while listening.
1c. Selective attention	Deciding to attend to specific aspects of language input or situational details that assist in understanding and/or task completion.
1d. Self-management	Understanding the conditions that help one successfully accomplish listening tasks and arranging for the presence of those conditions.
2. Monitoring	Checking, verifying, or correcting one's comprehension or performance in the course of a listening task.
2a. Comprehension monitoring	Checking, verifying, or correcting one's understanding at the local level.
2b. Double-check monitoring	Checking, verifying, or correcting one's understanding across the task or during the second time through the oral text.
3. Evaluation	Checking the outcomes of one's listening comprehension against an internal measure of completeness and accuracy.
4. Problem identification	Explicitly identifying the central point needing resolution in a task or identifying an aspect of the task that hinders its successful completion.

COGNITIVE STRATEGIES

1. Inferencing	Using information within the text or conversational context to guess the meanings of unfamiliar language items associated with a listening task, or to fill in missing information.
1a. Linguistic Inferencing	Using known words in an utterance to guess the meaning of unknown words.
1b. Voice Inferencing	Using tone of voice and/or paralinguistics to guess the meaning of unknown words in an utterance.
1c. Extra linguistic Inferencing	Using background sounds and relationships between speakers in an oral text, material in the response sheet, or concrete situational referents to guess the meaning of unknown words.
1d. Between-parts Inferencing	Using information beyond the local sentential level to guess the meaning.

2. Elaboration	Using prior knowledge from outside the text or conversational context and relating it to knowledge gained from the text or conversation in order to fill in missing information.
2a. Personal elaboration	Referring to prior experience personally.
2b. World elaboration	Using knowledge gained from experience in the world.
2c. Academic elaboration	Using knowledge gained in academic situations.
2d. Questioning elaboration	Using a combination of questions and world knowledge to brainstorm logical possibilities.
2e. Creative elaboration	Making up a storyline or adopting a clever perspective.
3. Imagery	Using mental or actual pictures or visuals to represent information.
4. Summarization	Making a mental or written summary of language and information presented in a listening task.
5. Translation	Rendering ideas from one language in another in a relatively verbatim manner.
6. Transfer	Using knowledge of one language (e.g., cognates) to facilitate listening in another.
7. Repetition	Repeating a chunk of language (a word or phrase) in the course of performing a listening task.

Source: Vandergrift (1997).

APPENDIX # 2

Text used for the rehearsal.

November 26th, 2004

Man: Which animal is the easiest to keep, do you think?

Woman: Easiest to keep? em… probably a cat, because they only need a bit of food each day and they are pretty independent.

Man: Which animal is the most intelligent?

Man 2: Well, some people say that a pig is very intelligent because they have a large brain for an animal, but I've never had one as a pet, so I don't know really.

Man: Which pet has the longest life?

Woman: I think that some parrots live for a long time, especially the larger ones, but I'm not sure why…maybe it's because they eat the right things like fruits and nuts.

Man: Which animal is the noisiest?

Man 3: My dog, definitely my dog.

Man: Why is she so noisy?

Man 3: It's a HE not a SHE…em… I don't know, but it barks all the time…perhaps it's because I'm out a lot , I don't know.

Source: True to Life (1995).

APPENDIX # 3

Text used in the study.

December 3rd, 2004

5. *Interviewer: Chris, what is the biggest regret you've had in your life?*

Chris: Uhm, I guess not studying hard enough at school, not letting sciences properly, not letting languages…I feel I wasted a lot of time there.

6. *Interviewer: How about you, Kate?*

Kate: Uhm…I think not keeping my piano lessons at school, you know? Giving up the piano is a big regret. I can't play at all now, that's a pity!

7. *Interviewer: And what's been the happiest moment in your life up to now, Kate?*

Kate: Uhm…gosh! That's hard…seeing my little boy who is three and a half in his school concert made me very happy and proud. he sang a little song. It's so lovely!

8. *Interviewer: How about you, Chris?*

Chris: Oh, I don't know! I'm…I just can't think of anything. I'm sort of happy most of the time, I think.

Source: True to Life (1995)

Subject 1:

1. Subject 1: A ver, creo que...que una persona le preguntaba a la otra pero no entendí bien creo que era como cual ha sido tu más grande... no sé , algo y la otra persona le empezó a explicar como cosas de estudio o algo así? como algo de...de lengua tal vez no sé , supongo que era como algo...como lo que había estudiado en alguna parte o una cosa así. Eso me imagino yo no...no estoy segura.

Interrogadora: ¿Algo más?

Subject 1: No, eso.

2. Subject 1: No, no, no estoy segura... debe ser...a ver...

Interrogadora : ¿En qué estás pensando?

Subject 1: No sé , es como , estoy tratando de decodificar palabras, pero es que al no entenderlo creo que es difícil que me acuerde de las otras palabras porque como no entiendo la secuencia completa... creo que saldrían las palabras que pude entender entonces...no, no, creo que no entendí mucho y de hecho no me acuerdo ya de las palabras que escuché.

Interrogadora: ¿Algo más?

Subject 1: No, eso.

Interrogadora: Algo que se te venga...algún recuerdo, algo?

Subject 1: Mmhh...No sé. No, no. Solamente me quedan las palabras que ella dijo en la memoria pero no...no como para saber que son.

Interrogadora 2: ¿Cuáles son esas palabras?

Subject 1: Creo que dijo ¿regret? Y dijo ¿pity? Algo así...que me parece que es ´´piedad`` no sé, no estoy segura, bueno no me acuerdo, no sé pero... claro me queda el recuerdo de las palabras que dijo, pero no, no mucho.

3. Subject 1: Bueno acá... la misma persona, supongo le pregunta a una mujer cuál ha sido el momento más feliz de su vida y... creo que dice que cuando vio a su... a su hijo en un concierto tal vez? Algo así donde cantó, tocó no estoy segura..una canción. Y eso es como...más o menos.

Interrogadora: Y algo más en lo que estés pensando...

Subject 1 : Mmhh...no nada, en verdad eso mismo, decía que estaba orgullosa...me imaginaba que era como un concierto de...como de música clásica. En verdad cuando lo decía me estaba imaginando eso. Como que él tocaba un instrumento o algo así.

4. Subject 1: Eh, bueno es la misma pregunta para la otra persona y creo haberle entendido que él estaba feliz en todo momento, o sea no, no sabía un momento como feliz de su vida, algo así. Y... no sé, en verdad suena imposible... porque...no sé era como muy banal, no sé, como que...tal vez...mmhh...no sé no recordaba pero es como muy general decir que... que es feliz todo el tiempo, eso.

Interrogadora: ¿Algo más?

Subject 1: No, eso.

5. TEXTO COMPLETO.

Subject 1: Bueno, para los dos primeros ya la idea que entendí fue que les preguntaban sobre recuerdos de...como de la universidad tiene que ser? Y...ellos hablaban como de las cosas que hacían y ahí como que comentaban...contaban un poco, sobre todo el primero. Y la tercera... me parece haber entendido que...que el hijo de...de aquella señora había cantado una canción y...no, eso. Eso principalmente.

Interrogadora: ¿Algo más que hayas entendido?

Subject 1: Mmhh...no como que los...los demás contaban su...les hacían preguntas como de...bueno, los primeros de recuerdos, más que nada eran como momentos así, como que en el fondo la temática era parecida, los hacía como retornar a algún momento de...de sus vidas.

Interrogadora: Hubo una parte que tú no entendiste y ahora sí. ¿Por qué crees tú?

Subject 1: Puede ser porque uno...no sé si es por predisposición, pero como uno tiene que estar atenta de repente se cierra o de repente una palabra hace que uno no pueda avanzar y aunque entienda pedacitos como no entiende el concepto completo creo yo , se empiezan a olvidar las demás, entonces cuesta hacer una conexión.

Interrogadora: ¿Algo más que me quieras contar?

Subject 1: Mmhh...No sé, es que a medida que va avanzando el cassette como que uno va escuchando mejor, siempre mejor porque lo de antes es siempre lo mismo. Así que eso.

Interrogadora: Gracias.

Subject 2:

1. Subject 2: Ya eh, bueno, lo que entendí fue que él le estaba preguntando...lo que más entendí fue como algo de un fracaso puede ser? O algo que él no pudo hacer o que él quiso hacer y no lo logró y habló como de los estudios, de que podría haber estudiado francés o algún idioma o algo así en la Universidad y que lo desaprovechó. Eso fue lo que entendí y...como que me siento... me siento como cansada estoy como con hambre y...estoy como preocupada por lo que viene después y como que estoy presionada todavía, pero un poco más relajada.

Interrogadora: ¿Presionada por qué?

Subject 2 : Con las pruebas que vienen, con los exámenes, el examen oral que me tiene histérica porque no quiero que me vaya mal quiero pasar y...eso.

2. Subject 2 : Le preguntó lo mismo que al anterior, pero no sé bien lo que le pregunta porque hay una palabra que no entiendo que es ¿´´regret``? creo, esa no la entiendo y ella le dijo algo del piano, de tocar piano, creo y...esa palabra son la...la clave que no me hace como concordar las cosas. Pero es la misma pregunta que la anterior y...no sé como que siento que las estoy ayudando a ustedes a realizar su te...y me siento como bien por eso y ojalá que ...no sé como que espero que les vaya bien y no sé.

Interrogadora 2: Algo más que te acuerdes de lo que dijo la...

Subject 2 : Ehh...es que relacioné con la misma pregunta anterior que le pregunta lo mismo, pero es la palabra clave que no me hace concordar todo, pero es eso mismo, y hay algo del piano, de tocar piano , pero no sé bien qué cosa, no....

Interrogadora: Alguna otra cosa que venga a tu mente con el texto?

Subject 2 : Eh.. .Con el texto?, no, ninguna otra cosa, es solamente eso.

3. Subject 2 : le preguntó cuál había sido... a la misma per... creo que es la misma persona anterior, Kate creo que se llama, y le preguntó cuál había el momento más feliz de su vida y ella dijo que ver a su hijo en un concierto creo, en la escuela... que tocó una canción o algo así, y que lo encontró súper adorable, eso es lo que entendí, y con el niño me acordé de mi sobrino que también está en el colegio, y que también me hace recordar momentos lindos que él ha pasado como su graduación y cosas así.

Interrogadora: ¿Algo más del texto que se te venga a la mente?

Subject 2: Ehm... no sé si el niño cantó una canción o tocó una canción, eso es lo que no pude concordar, pero lo demás lo entendí.

4. Subject 2: Le preguntó lo mismo que a la persona anterior y él como que no supo responder, o sea no tenía como idea de su momento más feliz, y dijo que él era feliz siempre, así que no podía decir un momento clave en su vida. Y pienso que... o sea al escuchar el inglés de la grabación me parece que estoy como creciendo en lo que respecta a la audición, podríamos decir, a entender más, y son palabras claves las que me... me... como que me chocan y no puedo seguir, pero lo demás lo entiendo bien y me parece que estoy creciendo en ese sentido.

5. TEXTO COMPLETO

Subject 2: La primera pregunta creo que... no sé la palabra clave todavía, pero creo que es como cuál ha sido tu peor fracaso, o algo así, o tu... o lo que n... deberías haber hecho y no lo hiciste, y el primera persona habló sobre... sobre el estudio, la escuela, la universidad que él debería haber aprendido lenguaje, o algo así. La preguntó lo mismo al... la segunda persona, que es la segunda audición que escuchamos, y él le dice que también como que hay... tuvo hartas fallas y que podría haber hecho más cosas y no las hizo, pero dice que uno de sus mejores como... eh... progreso creo que fue tocar el piano. Después le preguntan a una señora cuál ha sido el momento más feliz de su vida, y ella dice que fue ver... ahí entendí que fue ver cantar a su hijo en un concierto en la escuela, y la tercera... la cuarta persona le preguntan lo mismo, que están relacionadas las dos primeras y las dos seg... las dos últimas y le preguntan lo mismo, y él dice que no sabe qué responder porque él es feliz siempre, en todos los momentos.

Interrogadora: ¿Cuáles son tus sentimientos de la palabra "regret" que tú no entiendes?

 Subject 2 : Lo que yo siento ahora, es que yo la he escuchado en muchas partes, pero no me he dedicado el tiempo como para buscarlo en el diccionario y saber lo que es, pero como que puedo relacionarla, pero no puedo saber exactamente lo que es, y no me puede como... concordar todas las cosas.

Interrogadora: ¿Por qué tú crees que ahora entendiste lo que hacía el niño en el concierto?

Subject 2: Porque escuché mejor, me dediqué a escuchar mejor y no... Antes lo evalué como global todo, y ahora me especifiqué en escuchar cada palabra.

Interrogadora: ¿Algún otro comentario?

Subject 2: No, solamente eso.

Interrogadora: Muchas gracias.

Subject 3:

1. Subject 3: Eh... ya... lo que entendí es que hablaban algo así como... sobre... sobre la escuela, sobre aprender algo, pero no... no entendí bien el sentido, pero sí, algo como de grados de estudio, algo así además, porque no entendí, entendí palabras grado, entendí lo de la escuela, lo de aprender idiomas también, pero en sí no entendí el sentido total de la grabación.

Interrogadora: ¿Algo más?

Subject 3: Sí... eh...no, no.

Interrogadora: ¿En qué estás pensando?

Subject 3: Que me preocupó que no entendí, siempre me pasa lo mismo, que como no entiendo me preocupa. Y tratando de acordarme de si entendí algo más, pero no, no... no...

Interrogadora: Y ¿qué pasa contigo y esa preocupación?

Subject 3: Es como la... es como preocupación porque estoy en un mal nivel, o sea no, a lo mejor no tan crítico, pero, pero es ¡cómo no entendí esto!... eh... es eso, como esa preocupación.

2. Subject 3 : Ya, era.. esto estaba relacionado a la... a lo anterior, que una persona le estaba preguntando a la otra y qué pasa contigo respecto a eso, respecto a lo que yo no entendí la vez pasada, y ahora de hecho tampoco entendí, no sé... tampoco... tampoco entendí, sé que estaban hablando de lo mismo, de... de estudios... como de algo relacionado con estudios, pero no, no entendí bien el sentido...

Interrogadora: ¿Algo más del texto que hayas entendido?

Subject 3: No, fue solamente eso, fue como que entendí ´´school`` y nada, no.

Interrogadora: ¿Algo más que me quieras contar?

Subject 3: No, eso. Y me preocupa que no haya entendido ninguno de los dos.

3. Subject 3: Ya, a una mujer le preguntan eh... como que cuál ha sido el momento más feliz de su vida... eh... y bueno, ella dic... bueno habla de... de su hijo, de un hijo pequeño que tiene, que tiene tres años... y... y que es como amoroso, eso entendí. Dijo algo más relacionado acerca de él, pero no lo entendí.

Interrogadora: ¿Algo más que se te venga a la mente con el texto?

Subject 3: No, es que me parece raro que le pregunten por un momento, bueno eso es lo que yo entendí, que le pregunten por un momento feliz y ella nombre a su hijo, a lo mejor le preguntaron por una persona... pero eso me parece como extraño.

Interrogadora: ¿Cualquier otra cosa?

Subject 3: No, eso no más.

4. Subject 3 : Ya, bueno a un... a otra persona le preguntan acerca de lo mismo... que cuál había sido el momento más feliz de su vida y él dice que realmente no sabe, o sea que tendría que pensarlo bien porque él cree que la mayor parte de su vida ha sido feliz, que no tiene como un momento específico que ha sido más feliz que los otros... y... y este fue como el que entendí más, ahora como que me relajé más, pero tampoco lo entendí en totalidad, pero eso es lo que entendí... que... eso

Interrogadora: ¿Qué pasa contigo ahora?

Subject 3: Ahora me relajé un poco más porque entendí el... el... el último, igual me preocupa haber... no haber entendido los otros, los dos primeros.

5. TEXTO COMPLETO

Subject 3: Ya... no entendí mucho mas. Entendí sí del primero que... eh... no quería aprender como idiomas, que no.. no quería como estudiar ciencias, algo relacionado con ciencias eh... y de lo demás básicamente entendí lo mismo, o sea entendí lo de... cuando les preguntaban por el momento más feliz de su vida, que nombró a su hijo... pero fue básicamente lo mismo... y... no.. y no sé por qué no.. a lo mejor soy yo que estoy cansada... no sé, pero igual me preocupa no haber entendido...

Interrogadora: Ahora entendiste algo más de la primera parte, ¿Por qué crees tú que lo entendiste?

Subject 3 :   Porque creo que ya tenía como una idea de qué se trataba, entonces como que me predispuse a eso y traté como de asociar lo que oía a lo que yo creía que se trataba, entonces por eso yo creo que entendí un poco más.

Interrogadora: ¿Por qué crees tú que la primera no la entendiste?

Subject 3: Eh... no se a l.... a lo mejor donde la empecé a escuchar y no entendí algo me bloqueé y ya como que no... no... como que no pude seguir entendiendo el resto, pero por no haber podido entender un poquito al principio solamente, yo creo.

Interrogadora: ¿Y cómo te sientes ahora?

Subject 3: Sí, un poco más relajada, pero igual... por una parte tensa por no haber entendido, por no los... por no haberlos entendido bien.
Interrogadora: ¿Algo más?

Subject 3: No.

Interrogadora: Gracias.

Subject 4:

1.   Subject 4 : Eh... bueno entendí de que... bueno, supongo que era un profesor que le estaba haciendo una... una pregunta a Chris... acerca de lo que había visto él en el colegio... creo... acerca de idiomas, y... él dijo que... bueno, no estoy segura.. de que no había estudiado... no había visto mucho... y que... se... y que tenía... no, y que tenía que estudiar mucho para entender de los idiomas... lingüística... como eso.

Interrogadora: ¿Algo más que se te venga a la mente?

Subject 4: Relacionado con eso no, o sea que podría de repente ser una pregunta que nos podrían hacer a nosotros en primer año, acerca de por qué entramos a estudiar idiomas... inglés... eso.

2.   Subject 4: Eh... bueno, aquí creo que le estaban preguntando acerca de sus clases de piano y... a una mujer... y... no sé...o sea, supongo que ella como... describía mas o menos lo que estaba... lo que le estaban... lo que estaba aprendiendo... y eso... como contar un poco acerca de lo que se trataban sus clases de piano... eso.

Interrogadora: ¿Y en qué estás pensando en estos momentos?

Subject 4 : Ahora... pero, no tiene relación con esto... no sé si puedo decir... que no entendí mucho... eso, como que no tengo nada más que decir relacionado con el tema.

Interrogadora: ¿Y por qué crees tú que no tienes nada más que decir?

Subject 4: Porque no tengo conocimientos, puede ser,... bueno aparte de que no debo haber escuchado bien, que no tengo muchos conocimientos acerca de ese tema... de las clases de piano.

3. Subject 4 : Bueno... acá le preguntó a una señora acerca de... del momento... de algún momento feliz de su vida... que... que ella recuerde, y... bueno...creo que ella habla de la escuela, pero no entendí bien si era como de ella, o de su hijo, o algo así, como que no tengo muy claro eso... dijo que... como que ahí... bueno, supongo que era como su me... el mejor recuerdo que tenía, de su infancia puede ser...

Interrogadora: ¿Algo más?

Subject 4: No.

Interrogadora: ¿En qué estás pensando ahora?

Subject 4: Eh... que puede ser una posible... un posible tópico en la prueba oral... como el momento más feliz de tu infancia, de tu adolescencia... eso.

Interrogadora: ¿Algo más?

Subject 4: No.

4. Subject 4: Eh... no sé, le preguntaron a... Chris... no estoy segura, de... de... de... ay!, bueno no importa que no tenga nada que ver... que si se sentía bien ahora... como... a lo mejor como había... como se ha sentido él en el último tiempo, puede ser...y él decía como que... que bien... como eso... y... qué otra cosa más... no... no se me viene nada más a la mente relacionado con eso, no.

Interrogadora: ¿Y qué se te está pasando entonces por la mente?

Subject 4: De... de... es que no sé, como que no comprendí mucho y ahora igual estoy nerviosa, eso puede ser.

5. TEXTO COMPLETO

Subject 4: Bueno, ahora como que entendí más porque estaba todo hilado y me di cuenta de que todas las personas... o lo que, lo que había pensado yo antes es que eran como distintos diálogos, y ahora me di cuenta que era una sola persona que les preguntaba a Chris y a Kate creo... y como que la... la p.... la primera pregunta, sí, creo que estaba bien, que estaba bien que estaba relacionado con el... como.. con su... con su vida escolar, como lo que habían aprendido en la escuela...y después cuando le preguntaban de... acerca del momento más feliz de... de su vida... como que Kate hablaba de, bueno ahora lo que entendí fue de que hablaba de su hijo, cuando lo vio en la escuela... que ella decía que se veía... no sé como... tan lindo, amoroso y... y después Chris responde a la misma pregunta de que... ay.. como que él s... se ha sentido... como que no.. no se puede hacer... como que no ha tenido un momento específico que él recuerde que haya sido el mejor de su vida... como que él siempre ha estado bien.

Interrogadora: ¿Por qué crees tú que ahora entendiste que era su hijo en el diálogo de la señora, que era el hijo el que estaba en el concierto?

Subject 4: Eh... No sé... es que ahora yo creo que entendí de que ella era una señora, porque antes yo había pensado de que ella era una joven, como había escuchado antes a Chris y tiene una voz como más de... de joven... y después ahora yo me percaté y puse más atención y me di cuenta de que ella hablaba de... como de su hijo, no de ella.

Interrogadora: ¿Algo más?

Subject 4: No.