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교육학석사학위논문

Effects of Strategy Instruction on Korean Middle School Students' EFL Listening: Focusing on Learner Proficiency and Listening Text Types

듣기 책략 교수가 한국 중학교 영어학습자들의 외국어 듣기 능력에 미치는 영향:
학습자 수준과 듣기 지문 종류를 중심으로

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Effects of Strategy Instruction on Korean Middle School Students' EFL Listening: Focusing on Learner Proficiency and Listening Text Types

by

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Listening Text Types

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ABSTRACT

The present study investigates the effects of listening strategy instruction with regard to learner proficiency and types of listening texts. The purpose of this study is to expand our understanding of listening strategy instruction to facilitate more effective foreign language listening in Korean EFL classrooms. This paper proposes three main research questions regarding the following issues: (a) the impact of metacognitive and cognitive listening strategy instruction on Korean EFL learners' listening comprehension; (b) the differences in the effects of listening strategy instruction between more proficient and less proficient learners; and (c) the differences in the effects of listening strategy instruction when learners encounter monologue and dialogue texts.

The experiment for this study was conducted at Y Middle School in Seoul, South Korea, during the fall semester in 2012. Four classes from the 9th grade, a total of 180 students, participated in this research and were randomly divided into two different groups, serving as the control group and the experimental group, each with 90 students. Both groups covered the same course materials, followed the same syllabus, and were instructed by the same teacher. The only difference between the two groups was the type

of listening instruction.

Major findings of the data suggest that listening strategy instruction has a statistically significant impact on Korean EFL students' listening skills. In addition, a general tendency shows that more proficient learners were able to use more metacognitive and cognitive strategies while listening to foreign language texts in English. Finally, the effect of strategy instruction is slightly higher when students listen to monologues rather than dialogues, potentially due to the fact that monologue texts are found to be more challenging for EFL learners to comprehend.

The results not only provide support to previous studies but also illustrate significant evidence that strategy instruction for language learners can help develop their listening skills. This study is particularly meaningful in that it filled the gap in the academia of L2 listening by providing data in an EFL context in Korea and considering learner proficiency and listening text types as potential variables that may also play a role in successful strategy instruction.

Key words: Listening strategy instruction, Korean EFL learners, listening comprehension, metacognitive strategies, cognitive strategies

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CHAPTER 1

INTRODUCTION

This study aims to investigate the effects of listening strategy instruction and its relations with learner proficiency and types of listening texts. This chapter introduces the purpose and rationale of the study and presents main research questions. The first chapter is organized as follows: Section 1.1 presents the purpose and rationale of the study to provide brief introduction on why this study is needed. Based on the first section, Section 2.2 develops and proposes main research questions of the study. Lastly, Section 3.3 outlines the organization of the thesis.

1.1 The Purpose of the Study

Although listening has been considered simply a passive activity in the past, researchers nowadays have begun to acknowledge listening as an active, intricate process in which listeners coordinate sounds, vocabulary, grammatical structures, and background knowledge that requires a great deal of mental activity (Clark & Clark 1977; Mendelsohn 1995; Richards 1983; Vandergrift, 1999). Particularly, since

listening is part of the process of communication, it makes listeners play an active role by choosing and interpreting information in order to understand what the speaker intends to convey.

In recent years, much attention in the academic field of second/foreign language learning has been devoted to the issue of developing listening abilities (Buck, 1991; Shang, 2008). Krashen (1981) emphasized the role of listening in facilitating second language acquisition by arguing that second language learning can be successful in all domains if learners receive comprehensible input, for example, through listening activities. In the same context, Gary (1975) suggested that especially in the early stages of second language teaching, focusing on listening comprehension offers a range of advantages including cognitive and affective aspects. According to Gary, emphasizing listening in the early stages of learning is cognitively efficient, considering the natural means of language acquisition in which infants are initially exposed to language input before they start speaking. He also emphasized the fact that language learners will make greater use of the listening comprehension skills in real life than other skills such as speaking, reading, or writing. Other researchers also claimed that listening comprehension contributes to the development of other

domains in language learning, such as improving fluency in speaking (Asher 1977; Dunkel 1991). Thus, listening comprehension in second/foreign language learning has been considered to be the most important aspect of successful language acquisition (Byrnes 1984; Dunkel 1991; Joiner 1991), urging teachers and researchers to find a meaningful solution to help learners effectively improve their listening comprehension skills (Thompson & Rubin, 1996).

Contrary to what was suggested by researchers in the 1960s, teaching grammar and vocabulary has proven to be an insufficient method of building and reinforcing listening comprehension skills. These days, listening education focuses more on a contextual framework, developing various pre-listening tasks and post-listening activities in which learners are exposed to extensive listening while inferring new vocabulary in meaningful contexts or completing different types of tasks (Field, 1998). In addition, it is important to note that recent research trends emphasize the process of learner-centered teaching curriculum rather than a teacher-centered approach (Dreyer & Oxford, 1996). For this reason, learners have become the focus of language education, thereby emphasizing the role of learner strategies in language learning (Ahn, 1999). In the same context, Rubin and Thompson (1994) claimed that

learners must be aware of the benefits of strategies in order to be a more successful learner and take charge of one's own learning process.

As most researchers currently advocate a learner-centered approach, the importance of strategy instruction in language teaching has been reinforced by many studies, particularly in the area of second/foreign language listening. For example, Mendelsohn (1995) suggested that it is an urgent issue for language teachers and researchers to apply listening strategy instruction in language classrooms to facilitate listening comprehension of ESL/EFL learners. He focused on the fact that providing effective strategy training to learners can enhance learners' general fluency and the level of listening comprehension.

Therefore, it is critical to investigate how to help students deploy effective listening comprehension strategies while receiving the second/foreign language input. For this reason, the purpose of this study is to broaden our understanding of listening strategy instruction to facilitate the process of foreign language listening in Korean EFL classrooms. This paper will attempt to explore three main issues that are relevant to listening strategy instruction in L2 learning: (a) the impact of metacognitive and cognitive listening strategy instruction on learners' listening comprehension; (b) the differences in the effects of listening

strategy instruction between more proficient and less proficient learners; and (c) the differences in the effects of listening strategy instruction between monologue and dialogue texts.

1.2 Research Questions

The present study seeks to examine the effects of listening strategy instruction in a Korean EFL classroom setting in terms of learner proficiency and listening text types. By doing so, it can shed light on the field of listening education in the context of the Korean educational system, focusing on the significance of listening strategy instruction. To explore this issue, this study addresses the following research questions:

- (1) Does listening strategy instruction including both metacognitive and cognitive strategies have an effect on listening comprehension of Korean EFL students?
- (2) What are the differences in the effects of listening strategy instruction between more proficient and less proficient learners?
- (3) Are there differences in the effects of listening strategy instruction between two different types of texts (monologue vs. dialogue)?

1.3 Organization of the Thesis

The present thesis comprises of five chapters. Chapter 1 introduces the purpose of the study and proposes three main research questions. Chapter 2 reviews prior studies in order to thoroughly understand the current issue in L2 strategy instruction and identify the gap in the research area. Chapter 3 illustrates the methodology employed in this study, while Chapter 4 analyzes data and provides discussion for each research question. Finally, Chapter 5 summarizes major findings of the study and draws a conclusion with pedagogical implications and suggestions for future research.

CHAPTER 2

LITERATURE REVIEW

This chapter covers prior studies and relevant theories regarding the research questions above. First, Section 2.1 introduces two different types of learning strategies that serve as main concepts throughout this paper: metacognitive strategies and cognitive strategies. Section 2.2 reviews previous research that investigates the effects of listening strategy instruction on L2 listening. Further, Section 2.3 provides a review of empirical studies that explore the relationship between learner proficiency and listening strategy instruction in second/foreign language learning. Lastly, Section 2.4 briefly explains two possible types of listening texts—monologues and dialogues.

2.1 Learning Strategies: Metacognitive vs. Cognitive

O'Malley and Chamot (1990) suggested that there are two types of learning strategies: *metacognitive strategies* and *cognitive strategies*. Metacognitive strategies play a significant role among other learning skills in that they supervise and control the entire processes of language learning.

Learners manage their own learning process by using metacognitive strategies, such as planning, monitoring, evaluating, and modifying. Successful language learners are said to be capable of using such metacognitive strategies efficiently in their language learning processes (Murphy, 1985; O'Malley, Chamot & Kupper, 1989). However, the potential of these metacognitive strategies is reduced without proper assistance of cognitive strategies (Vandergrift, 1999). Cognitive strategies apply specific skills to learning activities and manipulate materials to improve understanding of given texts. These strategies are used by learners in order to facilitate the acquisition of certain knowledge or techniques, and to help solve specific problems that the learners face during the language learning process (Derry & Murphy 1986; Rubin 1987). Cognitive strategies that have been frequently used in prior research include elaborating, inferring, predicting, and visualization (Vandergrift, 1997b).

Lastly, besides metacognitive and cognitive strategies, there are also socio-affective strategies belonging to a third category. Socio-affective strategies are used when language learners collaborate with classmates, ask the teacher for clarification, or apply explicit strategies to reduce the level of anxiety (Vandergrift, 1999). However, in Korean classroom settings, these socio-affective strategies are rarely used since teachers are usually the only

ones that speak in the classroom, and most Korean students are not used to initiating classroom discussions or asking questions to a teacher during class. Thus, in this paper, socio-affective strategies will not be discussed further and the focus will be on metacognitive and cognitive strategies.

In the research field of cognitive theory, there have been a number of studies regarding these metacognitive and cognitive learning strategies. For instance, Brown and Palincsa (1982) claimed that learners can actually learn more when they use both cognitive and metacognitive strategies simultaneously by developing the strategic knowledge in order to apply it from task to task in other learning materials. In this context, Derry and Murphy (1986) provided ample evidence that strategy instruction can improve learning abilities not only in the area of language learning but also in other educational settings.

Based on the types of learning strategies above, Thompson and Rubin (1996) examined the effects of metacognitive and cognitive strategy instruction on listening comprehension of Russian learners in a university in the United States. For the experimental group, the researchers instructed the students on various listening strategies reported to be used by successful learners, while providing no strategy instruction to the control group. The relationship between the types of texts and the strategy used was also

considered. The results of this study demonstrated that the experimental group scored significantly higher on the video test than the control group, which confirms the hypothesis that systematic strategy instruction using metacognitive and cognitive strategies will improve listening comprehension.

In addition, much prior research on second/foreign language learning has investigated whether there is a difference in strategy use between more skilled and less skilled learners, particularly in their use of metacognitive strategies such as self-management (Abraham & Vann 1987; Vann & Abraham 1990; Chamot & O' Malley, 1994; Laviosa 1991a). For example, Vandergrift (2003) confirmed that more proficient learners used metacognitive strategies—such as selective attention and comprehension monitoring—in a more systematic yet flexible way than less proficient learners, thereby *orchestrating* both top-down and bottom-up approaches. In other words, more skilled learners were capable of using both metacognitive and cognitive strategies in effective combinations. This proves that skilled listeners are able to select appropriate strategies needed for the given tasks and evaluate their efficiency by employing metacognitive strategies.

The results of these prior studies present strong pedagogical implications that acquiring metacognitive knowledge about strategic processing is critical

in successful language learning. Thus, listening strategy instruction can be a useful solution to help learners develop linguistic awareness in listening and eventually improve their second/foreign language listening proficiency.

2.2 Effects of Listening Strategy Instruction in ESL/EFL

As discussed above, listening and learning strategy instruction has recently begun to be considered a key factor in successful language learning. Many prior studies have stressed that successful language learners demonstrate a flexible use of both metacognitive and cognitive strategies, thereby emphasizing the importance of strategy instruction in listening (DeFillipis, 1980; Laviosa, 1991a and 1991b; Murphy 1985; Oxford & Crookall, 1989; Rost& Ross 1991; Vandergrift 1992). Likewise, Rost (1990) argued that it is critical for teachers to encourage learners to apply strategies that they use in L1 in L2 listening as well. Research has also confirmed that listening strategy instruction is in fact effective in improving L2 listening skills (Chamot, 1995; Mendelsohn, 1994).

For example, O'Malley (1987) suggests that learners' proficiency will be enhanced if teachers provide beginning learners with explicit instruction and training for strategy use demonstrated by successful language learners.

Similarly, O'Malley, Chamot and Kupper (1989) claim that because strategy training is necessary for successful language learning, teachers must pay more attention to strategy instruction in order to motivate students to make use of strategies learned during the process of second/foreign language acquisition. Additionally, in a three-year study of learning strategies in foreign language instruction, Chamot and Kupper (1989) investigated the use of learning strategies by foreign language students and teachers, and suggested specific classroom applications for learning strategy instruction. Their research project a) identified learning strategies that are frequently used by learners studying foreign languages, b) illustrated differences in the strategy use of effective and ineffective language learners, and c) analyzed changes in strategy use over time. It also discussed classroom applications to offer guidelines for developing students' metacognition and motivation for strategy use to make them better learners. They argued that language learning strategies and techniques could help students become more efficient and autonomous language learners.

Although research on second/foreign language learning strategies has been expanded as above, the research field of listening comprehension is rather limited and the number of studies investigating listening strategies remains insufficient (Rubin, 1994). However, current research trends prove

that listening strategies do play a significant role in effective learning of second/foreign language listening. In particular, metacognitive strategies have been confirmed as having great potential to facilitate success in language learning (Vandergrift, 2003). For instance, Rubin (1988) investigated the effects of listening strategy instruction with high school students learning Spanish. Three experimental groups that received systematic strategy instruction achieved significantly higher scores than two control groups that received no strategy instruction. Although this study has its limitations in that it failed to confirm all the other hypotheses set for the experiment, it verified that listening strategies such as ‘storyline strategy’ had an immense effect on the results of the experimental groups compared to the control groups.

O'Malley and Chamot (1990) conducted a similar experiment with high school ESL students at an intermediate level. The researchers provided instruction of metacognitive, cognitive, and socio-affective strategies for academic listening. The findings of this study indicated that the post-test scores of the treatment group that learned cognitive and socio-affective strategies surpassed those of the control group that received no strategy instruction at all. Also, the treatment group that learned metacognitive strategies outperformed the control group as well as the other treatment

group that only received cognitive strategy instruction. This demonstrates that effective second/foreign language learners are aware of not only the language learning strategies that they use, but also how and why they use those strategies at a metacognitive level. Thus, teachers must take a step further from merely providing comprehensible input—as Krashen (1981) suggested—and apply learning strategy instruction when teaching second/foreign language listening.

In the study conducted by Thompson and Rubin (1996) presented in the previous section, the researchers confirmed the effects of strategy instruction on learners' performance of listening comprehension. It is important to note that students from the experimental group who received strategy instruction not only improved their listening comprehension skills, but also developed confidence in their listening to authentic Russian. Although this study has limitations in terms of the size of the sample, the difficulty of Russian, and the short time period of training, it provides a meaningful insight in that it was the first longitudinal study based on classroom experience that proved the benefits of strategy instruction in facilitating the learning process of listening in second/foreign languages.

Similarly, Vandergrift (1999) emphasized the vital role of listening comprehension in language learning and examined how listeners can

employ strategies to enhance their learning process based on a review of existing literature. Particularly, this paper argued that metacognitive strategies are crucial to succeeding in language learning and that the application of listening strategies can enable students to access authentic texts in the initial stage of language learning. Therefore, the researcher focused on developing metacognitive awareness to apply listening strategies in actual classroom settings by providing a pedagogical framework to integrate explicit strategy instruction into L2 listening classes.

According to Field (1999), the purpose of listening lessons must be teaching skills rather than simply providing practice in listening. He held a strategic view of listening and argued that activities used in classes need to reflect the true nature of real-life L2 listening in which the ability to infer from context is more crucial than mere understanding. In this article, Field criticizes current ESL/EFL curriculum where the main goal of listening lessons does not adequately emphasize the process of listening. He adds that traditional listening comprehension lessons are not helpful in addressing learners' shortcomings and difficulties in order to improve effective listening strategies. Therefore, from a diagnostic and procedural perspective, listening strategies must be incorporated into the pattern of listening lessons to equip learners with skills that native speakers/listeners possess and

familiarize them with features of natural conversations.

All of the prior research cited above confirms the hypothesis that listening strategy instruction can be effective to improve students' performance on listening tasks. Additionally, some studies examined ways to effectively promote listening strategy instruction and highlighted some caveats in the application of strategies in listening. According to researchers such as Rubin (1994), efficient strategy use is determined by a range of aspects including learner proficiency, task types, and background knowledge. Therefore, before organizing the curriculum of metacognitive and cognitive strategy instruction, teachers must consider every possible factor that might affect the strategy training procedure. In addition, Vandergrift (1999) notes that teachers should provide learners with abundant listening practice without any evaluation in order to lower anxiety in L2 listening. Some research that failed to take such various aspects into consideration failed to verify that the effects of listening strategy instruction had been significant (O'Malley, 1987; Rubin, Quinn, & Enos, 1988; Schwartz, 1992).

For instance, O'Malley (1987) taught both metacognitive and cognitive strategies to one treatment group and only cognitive strategies to another treatment group, while providing no explicit strategy instruction to the control group. The results demonstrated that while the two treatment groups

outperformed the control group on daily tests, but the improvement was not significant on the post-test. The researcher pointed out that such an unexpected result on the post-test is because the length of time for strategy training was insufficient and the video material used in the post-test was too difficult for participants. He suggested that if learners had had opportunities to manage their own learning process and choose strategies they needed, they may have improved more significantly after the strategy instruction. Thus, the level of learners' proficiency and their background knowledge should be thoroughly considered before strategy instruction.

Rubin, Quinn, and Enos (1988) conducted a similar experiment with high school students taking a second-year Spanish course. Three experimental groups were taught three cognitive strategies in three different conditions—blind, informed, and self-control, and were later compared with the control group. The result was rather unexpected and the experimental groups did not outperform the control group on three out of four days. The researchers presumed that the unsatisfactory result was due to the fact that the videos were not difficult enough to require strategy use on those three days. This illustrates that teachers' commitment to a strategic approach and their development of professional knowledge in learning strategies are two important components of facilitating students' success in language learning.

As can be seen, the review of research on listening strategies in L2 learning offers ample evidence that teachers' expertise with strategies and their ability to convey such strategic knowledge is one of the most essential variables. Thompson and Rubin (1996) point out that these implications are supported by other studies such as Chamot et al. (1993) and O'Malley (1987). They claim that strategy instruction needs to be gradually employed over an extensive period of time in order to facilitate effective learning. This implies the importance of a proper teacher training process for strategy instruction to achieve its aim to help learners, thereby requiring teachers to possess professional strategic knowledge in advance. For this reason, Chamot and Kupper (1989) suggest that when conducting research on strategy instruction, teachers—rather than researchers themselves—should be the ones who directly convey learning strategies to learners. Furthermore, other studies suggest that even if students learn individual strategies, they might have some difficulty applying the strategies to new tasks. Therefore, listening strategy instruction must be integrated into the regular language teaching curriculum, rather than taught in separate isolation within a short period of time (Campione & Armbruster, 1985; Chamot & O'Malley, 1994; Field, 1999; Wenden, 1987).

Thus, it is more than necessary to consider all different types of variables

existing in learning environments in order to employ strategy instruction most effectively for the development of L2 listening. With this as a guide, the first research question of this study aims to explore the effects of listening strategy instruction on Korean 9th grade students' listening comprehension. Because most previous studies have been conducted with learners whose L1 is either English or one of European languages in a second language learning environment, this paper is significant in that it applies the issue of listening strategy instruction to Korean students who learn English as their foreign language within Asian educational circumstances. By meticulously investigating the first research question, this study seeks to confirm the benefits of listening strategies in the context of foreign language learning and enhance the effectiveness of listening strategy instruction incorporated in L2 classes in South Korea. In so doing, Korean EFL students can begin to develop their communicative skills through intensive listening strategy training.

2.3 Effects of Learner Proficiency on Listening Strategy Application

Another issue that has recently attracted research attention in the field of second/foreign language learning is the relationship between learner

proficiency and learning strategy applications (Griffiths, 2003; Swaffar & Bacon, 1993). For example, Chamot et al. (1987) confirmed that L2 learners with higher levels of proficiency employed more strategies than beginning learners with lower proficiency. In addition, Oxford (1993) supported this claim by confirming that there is significant difference in learning strategy applications among students with different proficiency levels. Griffiths (2003) also demonstrated a significant relationship between language learning strategies and learner proficiency and stressed the need to find ways to make language learning strategies available for students.

Other studies have expanded this topic into the research field of second/foreign language listening (Murphy, 1985; O'Malley et al., 1989). DeFillipis (1980) suggested that skillful listeners often use inferences from context and other background knowledge to facilitate listening comprehension, while unskillful listeners mainly employ keywords and L1 translations without the ability to make inferences from context. Likewise, the findings of O'Malley, Chamot, and Kupper (1989)'s study revealed that effective EFL listeners use both top-down and bottom-up strategies for meaning negotiation within context, while ineffective listeners simply rely on translation of individual word meanings.

Vandergrift (1996, 1998) continued research on listening strategy applications of second language learners. He concentrated on the relationship between listening strategy use and learner proficiency by applying various systematic methodologies such as structured interviews and think-aloud protocols. Throughout his ongoing studies, he analyzed listening strategies used by learners and outlined a taxonomy of strategies that are specific to the area of listening comprehension (Vandergrift, 1997) based on the strategy classification of general learning strategies suggested by O'Mally and Chamot (1990). The researcher also highlighted the fact that more skilled listeners tend to use metacognitive strategies in a more systematic, flexible way than less skilled listeners.

In Vandergrift (2003)'s sub-study of a two-year longitudinal investigation, he provided corroborating evidence with more systematic results that significant differences were found in the use of listening strategies between learners with differing proficiency. He claimed that more skilled learners use more metacognitive strategies demonstrating a flexible use of both top-down and bottom-up approaches, which supports previous studies such as Anderson (2002) and Murphy (1985). He also pointed out that less skilled listeners rely heavily on bottom-up processing strategies such as translation.

Based on these findings, he suggested a pedagogic program that applies strategy instruction for developing L2 listening skills.

However, the existing research field lacks a comprehensive demonstration of the variation in the effects of listening strategy instruction and its relations with learner proficiency in Korean EFL circumstances. Most previous studies only focus on the pattern of listening strategy use by Korean learners. Therefore, the present study attempts to fill the current gap in this research area by addressing the second research question, in order to examine the effects of listening strategy instruction in terms of learner proficiency among Korean EFL students. This can also contribute to developing a practical pedagogical framework which will eventually enable foreign language learners to manage successful and efficient learning processes.

2.4 Types of Listening Texts: Monologue vs. Dialogue

As part of a communication theory, Kofman and Ratliff (1996) broadly classified bilateral information exchanges into two types: monologues versus dialogues. They suggested that a dialogue is a more dominant and ubiquitous mode of communication in real life interactions than a

monologue. However, there is almost no research investigating the relationship between the effects of listening strategy instruction and these two types of listening texts. The research base regarding the differences between monologues and dialogues in listening is also extremely limited.

One of the rare examples in the research area of strategy instruction that took the types of listening materials into consideration can be found in the study by Thompson and Rubin (1996). The result of their pilot tests demonstrated that video materials which contain interactional and conversational features of language are easier to understand than monologues, such as excerpts of news reports, with little or no interaction. In other words, dialogues were easier for students to comprehend than monologues. However, this distinction was only an insignificant part of the research compared to other chief variables that affected the result of the main experiment. There is no research that directly examined the relationship between listening strategy instruction and the types of listening texts. For this reason, this paper intends to fill the gap in the research area of listening strategy by raising the third research question, and discover if there are any significant differences in the effects of listening strategy instruction between two types (monologues and dialogues) of listening texts.

CHAPTER 3

METHODOLOGY

This chapter presents the methodology adopted for the present study. Section 3.1 explains information regarding the participants and setting of the study. Section 3.2 describes characteristics of the materials including the pre- and post-tests, strategy instruction methods, and a survey which was carried out during the post-test. Section 3.3 outlines the data collection procedure including the timeline of each test and a survey conducted for this study. Lastly, Section 3.4 briefly demonstrates the statistical methods of data analysis applied for the current study.

3.1 Participants and Setting

The experiment for this study was conducted at Y Middle School located in Seoul, South Korea. Four classes from the 9th grade, a total of 180 students, participated in this research and were randomly divided into two groups consisting of 90 students each. In order to confirm that there was no significant difference between the four classes before the experiment, one-way ANOVA was used to compare means of each class's listening

comprehension test.

Table 3.1
Participants

	Sum of Square	Degree of Freedom	Mean Square	F	p-value
Between-Groups	56.605	3	18.868	1.247	.294
Within-Groups	2678.091	177	15.130		
Total	2734.696	180			

As can be seen in Table 3.1, the result of the one-way ANOVA confirmed that there is no significant difference between the four classes ($p=.294$). Thus, the researcher randomly assigned the four classes into two groups so as to divide the experimental group and the control group.

3.2 Materials

The present study employed relevant measures and materials in order to investigate the effects of listening strategy instruction and its relations to learner proficiency and listening types. Section 3.2.1 presents the characteristics of the pre-test and the post-test. Section 3.2.2 elaborates upon

the listening materials and strategy instruction applied for the current study.

Lastly, Section 3.2.3 explains the purpose of developing an in-depth strategy use survey in order to examine the second and third research questions regarding the difference in the effects of strategy instruction based on learner proficiency and listening text types.

3.2.1 Pre-test and Post-test

First, as a measure of learners' level of listening comprehension proficiency, nationwide middle school listening tests were adopted for both the pre-test as in Appendix A and the post-test as in Appendix C. The nationwide listening tests are held twice throughout an academic year in Korean middle schools. Both listening tests each include a total of 20 questions including 17 dialogue texts and 3 monologue texts. The scripts of each test are provided in Appendix B and D. Also, the pre-test and the post-test consist only of multiple choice questions with five possible answers from which to choose.

For the pre-test, the first nationwide listening test was held on June 12, 2012 and the test results of the four classes were collected. The post-test was conducted on December 14, 2012. In order to verify that there was no

difference between levels of both tests, a paired-samples t-test was conducted with the test scores of an intact class (N=39) that did not participate in this study. The result showed that there was no significant difference in levels of the pre-test and the post-test as shown in Table 2. ($p=.072, >0.05$)

Table 3.2
Paired-Samples t-test of Pre-test and Post-test

	Mean	SD	SD of Mean	95% Confidence Interval for Mean		t	df	Sig.
				Lower Bound	Upper Bound			
Pretest								
Posttest	-.51282	1.73010	.27704	-1.0736	.0480	-1.851	38	.072

3.2.2 Strategy Instruction

In addition, listening materials were selected from a 9th grade textbook assigned by the school. The textbook included both monologues and dialogues that were suitable for 9th grade students' level. The level of difficulty of these listening materials was adequately challenging to encourage students to use strategies, yet not too difficult to dishearten

learners.

Based on the listening material, the experimental group was provided with strategy instruction by the researcher for ten to fifteen minutes, while the control group focused on improving basic listening comprehension for regular midterm and final tests. The researcher applied ten strategies from Vandergrift's (2003) taxonomy of metacognitive and cognitive listening comprehension strategies as can be seen in Table 3.3. The remaining strategies in Vandergrift's taxonomy were excluded because it was impracticable for Korean students to apply them in a listening test setting. The experimental group practiced using each strategy while listening to one or two listening activities. In other words, when the students performed listening comprehension activities on the textbook, the researcher chose strategies applicable for each activity and provided explicit instruction on how to use them to help the process of EFL listening. As described below, the students in the experimental group were taught a total of four metacognitive strategies and six cognitive strategies.

Table 3.3
Strategies Instructed (adopted from Vandergrift, 2003, pp. 494-496)

Item	Strategy Type	Strategy	Examples
1		Planning	Advanced organization Directed attention Selective attention Self-management
2	Metacognitive Strategies	Monitoring	Comprehension monitoring Double-check monitoring
3		Evaluation	-
4		Problem Identification	-
5		Inference	Linguistic inferencing Voice inferencing Extralinguistic inferencing Between-parts inferencing
6	Cognitive Strategies	Elaboration	Personal elaboration World elaboration Academic elaboration Questioning elaboration Creative elaboration
7		Imagery	-
8		Summarization	-
9		Translation	-
10		Transfer	-

Metacognitive strategies include planning, monitoring, evaluation, and problem identification. First, the planning strategy is used when students plan in advance and “develop an awareness of what needs to be done to accomplish a listening task” (Vandergrift, 2003, p. 494). As in Table 3.3, advance organization, directed attention, selective attention, and self-management strategies belong to the planning strategy category. For instance, the students were taught how to use the planning strategy when they were asked to comprehend specific information from the text as follows:

W: Home schooling will be more popular in the future.

M: Why?

W: Because people want to study what they are interested in. What do you think of home schooling?

M: I don't think so. I think we need to make friends at school.

W: That's a good point.

Q: What is the man's opinion on home schooling?

Second, the monitoring strategy is adopted when students “check, verify, and correct” their listening performance. Comprehension monitoring and double-check monitoring strategies are examples of this strategy. Third, the evaluation strategy is similar to the monitoring strategy, but it measures the *result* or *outcome* of one’s own listening. Lastly, the problem identification strategy “explicitly identifies” the main points that are needed to solve the listening task (Vandergrift, 2003, p. 494).

On the other hand, six out of seven cognitive strategies from Vandergrift's taxonomy were adopted for the current study, including inferencing, elaboration, imagery, summarization, translation, and transfer. First, the inferencing strategy utilizes information *within* the listening texts to guess the meanings of unknown linguistic items. It includes not only linguistic inferencing but voice, extralinguistic, and between-parts inferencing strategies. Second, the elaboration strategy — such as personal, world, academic, questioning, and creative elaboration strategies — exploits prior knowledge from *outside* the given texts to understand unfamiliar information. For example, the researcher encouraged students to apply this strategy when they encountered the following listening activity.

Kevin: I heard there's no water on Mars.

Yujin: I don't think so. Scientists say there's water on Mars.

Kevin: Really? Then do you think people can live there someday?

Yujin: Yes. I think people are going to build cities there in the future.

Q. What does Yujin think about the future on Mars?

Since most participants were not familiar with scientific terminology such as *Mars*, the researcher guided students to utilize their previous knowledge about the planet, relevant with the debate over hints of water. After the explicit strategy instruction, students were more comfortable with comprehending the general idea of the text.

Third, learners use the imagery strategy when they draw mental or actual pictures for visualization, and the summarization strategy when they mentally or physically write summaries of information from the text. Further, the translation strategy is commonly used when students switch ideas given in the text from L2 to L1 or vice versa. Finally, students may use the transfer strategy when they “facilitate listening in L2 using knowledge of L1”, for example with the help of cognates (Vandergrift, 2003, p. 496).

3.2.3 Survey

As shown in Appendix E, an in-depth strategy use survey was developed by the researcher to obtain comprehensive data of each student’s strategy use. The survey sheet included the summary table of strategies taught during the semester for students’ review. The survey was structured as blanks for each question so that students could write down all of the strategies they used while listening to each text during the post-test session. Before the actual tests began, students were asked to fill out their names, student identification numbers, and self-evaluation ratings of their English proficiency as *good, fair, and poor*.

Students were given approximately 1 minute to fill out each blank on the

survey. Before conducting the post-test, students were provided thorough instruction on how to fill out the survey form while marking answers on the listening test sheet at the same time. Since each strategy item on the summary table was numbered, students were encouraged to simply write down corresponding numbers. The data from the survey served as critical evidence to answer the second and third research questions about the effect of strategy instruction based on learner proficiency and listening text types.

3.3 Data Collection Procedures

The main experiment for this study was conducted over the course of one semester from August 16, 2012 to December 16, 2012. The experiment was held once a week in a 45-minute class period as part of regular EFL listening classes. Both groups covered the same course materials, followed the same syllabus, and were instructed by the same teacher. The only difference between the two groups was the type of listening instruction. The experimental group received explicit listening strategy instruction including both metacognitive and cognitive strategies. The lesson plans for the experimental group were on developing listening strategy use among learners. Conversely, the control group received L2 listening lessons without

explicit strategy instruction. Rather, the lesson plans for the control group focused on comprehending the listening materials as a basis for communicative skills.

In order to test the first research question regarding the effect of strategy instruction on Korean middle school students' listening comprehension, the pre-test results were collected on June 12, 2012 before the experiment, and the post-test results were collected on December 14, 2012. In addition to the quantitative data, an in-depth strategy use survey within the experimental group served as qualitative data to support the results by providing detailed information regarding students' usage of each strategy.

With respect to the second research question addressing the difference in the effect of strategy instruction among learners with different proficiency, the survey based on each test question was conducted during the post-test to analyze what types of strategies were used by learners in the experimental group. Based on the data collected from the survey, the difference in the effects of listening strategy instruction between more proficient and less proficient students were identified. Lastly, for the third research question, the same data was analyzed in order to verify the differences in the effects of strategy instruction between monologue and dialogue texts.

Table 3.4
Procedure

	Pre-test	Instruction	Post-test	Survey
Date	June 12, 2012	Aug – Dec, 2012	Dec 14, 2012	Dec 14, 2012
Purpose	<ul style="list-style-type: none"> • to assign the control and experimental group • to verify there is no initial difference between the two groups 	<ul style="list-style-type: none"> • to provide appropriate strategy instruction for the purpose of the study 	<ul style="list-style-type: none"> • to examine the effect of strategy instruction on Korean middle school students' listening comprehension 	<ul style="list-style-type: none"> • to explore students' actual strategy use after the instruction (both quantitative and qualitative data)

3.4 Data Analysis

The data gathered from the experiment was analyzed using SPSS (version 12.0K for Windows). First, an independent samples t-test and a paired-samples t-test were used to confirm the hypothesis that listening strategy instruction could have a statistically significant impact on Korean 9th grade students' listening comprehension. The independent samples t-test was conducted in order to compare the means of pre-test and post-test results between the experimental group and the control group. The paired-samples

t-test was used to compare the means of pre-test and post-test results within the experimental group and the control group.

Likewise, in order to explore the second research question about the effect of strategy instruction on learners with different proficiency, paired-samples t-tests were conducted to test for significant differences between more proficient and less proficient learners. First, a general tendency of each group's use of metacognitive and cognitive strategies was identified by a paired-samples t-test. Further, the researcher also conducted ten different paired-samples t-tests comparing the two different student groups using each strategy. By doing so, the difference between the two groups on their use of each different strategy was analyzed.

Lastly, the differences between the effects of strategy instruction according to the listening types were also tested through paired-samples t-tests as described above in order to investigate the third research question. Once again, the in-depth survey conducted during the post-test session was able to provide more detailed explanations regarding students' use of listening strategies. For both the second and third research questions, the Bonferroni correction was used to prevent Type I error and adjust *p*-values for multiple comparisons (*p*=.005).

CHAPTER 4

RESULTS AND DISCUSSION

This chapter presents the results of the study based on data analysis. It is divided into three sections corresponding to each of the three main research questions as follows. Section 4.1 demonstrates the effects of strategy instruction comparing the control group and the experimental group. Section 4.2 examines how learner proficiency determines the degree of the effects of metacognitive and cognitive strategy instruction by comparing two learner groups. Lastly, Section 4.3 investigates the difference in the effects of strategy instruction between the two different listening text types: monologues and dialogues.

4.1 Effects of Strategy Instruction

In order to examine the effects of strategy instruction in EFL students' listening comprehension, the pre-test and post-test results of the control and experimental group were analyzed. Although there were 90 students in each

group, only 82 students in the control group and 83 students in the experimental group participated in the post-test session, due to unexpected circumstances. Therefore, the pre-test data of the participants who missed the post-test session were excluded from the analysis. The mean scores and standard deviations of the pre-test and post-test of both groups are shown in Table 4.1.

Table 4.1
Descriptive Statistics of Pre-test and Post-test

		Mean	N	Standard Deviation	Standard Error of the Mean
Control Group	Pre-test	14.7805	82	3.57986	.39533
	Post-test	15.5122	82	3.67925	.40631
Experimental Group	Pre-test	14.4699	83	3.81377	.41862
	Post-test	16.1205	83	3.68715	.40472

Although both groups scored higher in the post-test, paired samples t-test results demonstrate differences within the two groups. As in Table 4.2, there was no significant difference between the pre-test and the post-test scores of the control group ($p=.064$), indicating that the control group's improvement in the post-test scores is not statistically significant. It should also be noted that although the control group scored higher on average in the pre-test

($M=14.7805$) than the experimental group ($M=14.4699$), this tendency changed after the experimental group was provided with strategy instruction. In other words, students in the control group who followed a normal curriculum that only focuses on listening comprehension skills without proper strategy instruction were not able to improve their foreign language listening ability, albeit slightly, to a meaningful degree.

Table 4.2
T-Test (Pre vs. Post) Summary of the Control Group

	Mean	SD	SD of Mean	95% Confidence Interval for Mean		t	df	Sig.
				Lower Bound	Upper Bound			
Pretest-								
Posttest	-.73171	3.52784	.38958	-1.50686	.04344	-1.878	81	.064

Table 4.3
T-Test (Pre vs. Post) Summary of the Experimental Group

	Mean	SD	SD of Mean	95% Confidence Interval for Mean		t	df	Sig.
				Lower Bound	Upper Bound			
Pretest-								
Posttest	-1.65060	3.73002	.40942	-2.46507	-.83613	-4.032	82	.000*

On the other hand, the difference between the pre-test and the post-test scores of the experimental group reached significance as shown above in Table 4.3 ($p=.000$). It is consistent with the results of prior research such as O'Malley (1987), Chamot & Kupper (1989), Thompson & Rubin (1996), Vandergrift (1999), and Field (1999). It shows that the application of strategy instruction within the context of regular EFL classrooms plays a significant role in improving students' foreign language listening performance. This result is noteworthy in that it fills the gap in the academic field of L2 studies by providing further evidence of the benefits of strategy instruction to improve second/foreign language listening skills, even in the context of Korean EFL settings where students' L1 is neither English nor any European languages.

4.2 Learner Proficiency and the Effects of Strategy Instruction

During the post-test session, participants in the experimental group were asked to write down all of the strategies that they used as they marked an answer to each question. After dividing students into two groups based on

the proficiency demonstrated on the pre-test, the researcher could then examine each student's pattern of strategy use while listening to English. A total of 50 students whose scores belonged approximately to the top 25% ($M=18.5200$) or the bottom 25% ($M=10.4800$) were respectively classified as more proficient ($N=25$) or less proficient ($N=25$) learners. This analysis also provided supporting evidence for the second research question.

Table 4.4
Descriptive Statistics of More Proficient and Less Proficient Learners

	Mean	N	SD	SD of Mean
More Proficient	27.4000	25	6.56379	1.31276
Less Proficient	11.7600	25	3.92938	.78588

As in Table 4.4 above, the descriptive statistics demonstrate that more proficient learners used more strategies than less proficient learners. In order to confirm that there is a statistically significant difference between the two groups, an independent samples t-test was conducted as in Table 4.5 ($p=.000$). It provides evidence that although both student groups received the same amount of strategy instruction, more proficient learners were able to apply more strategies while listening to foreign language texts. This result supports a great deal of prior research such as Vandergrift (2003), Chamot et

al. (1987), DeFillipis (1980), and Swaffar & Bacon (1993). It emphasizes the importance of strategy education on foreign language listening particularly for less proficient learners to become more proficient in their language learning process.

Table 4.5
Paired Samples T-Test Summary of More Proficient (MP) and Less Proficient (LP) Learners

	Mean	SD	SD of Mean	95% Confidence Interval for Mean		t	df	Sig.
				Lower Bound	Upper Bound			
MP- LP	15.640	7.49378	1.49876	12.54672	18.73328	10.435	24	.000*

4.2.1 Learner Proficiency and the Frequency and Types of Strategies Used

Furthermore, additional statistical analyses presented below demonstrate another interesting point regarding the two different types of strategies: metacognitive strategies and cognitive strategies. Since the comparison above was insufficient to investigate the details regarding the difference

between the two groups using each strategy, the frequency of each strategy used by students was recorded and analyzed through paired-samples t-tests. Such analysis—that is, tracking mean numbers of strategies used according to students' survey report—was proved significantly useful in previous research such as Vandergrift (2003) and therefore was adopted for the current study to compare strategy use by learners with different proficiency.

First, the results comparing two groups of learners using metacognitive strategies were surprisingly meaningful as demonstrated in Table 4.6. Students with higher proficiency undoubtedly used more metacognitive strategies including planning ($M=4.36$), monitoring ($M=2.16$), evaluation ($M=1.48$), and problem identification ($M=2.52$). On the other hand, students with lower proficiency used much fewer metacognitive strategies, using less than one metacognitive strategy on average ($M=0.57$). After the Bonferroni adjustment, the differences between the two learner groups using metacognitive strategies reached significance ($p \leq .005$), except for the problem identification strategy ($p=.010$). It corroborates that learners with higher proficiency are significantly more capable of adopting metacognitive strategies during foreign language listening. This result sustains the view of prior research such as Vann & Abraham (1990) and Chamot & O' Malley (1994).

Table 4.6
Frequency of strategies reported by more proficient and less proficient groups and t-test summary results (Metacognitive)

Strategy Type	Strategy	Less Proficient ^{a)}	More Proficient ^{b)}	p-value ^{c)}
Metacognitive Strategies	Planning	.8000	4.3600	.000*
	Monitoring	.4400	2.1600	.001*
	Evaluation	.2800	1.4800	.002*
	Problem Identification	.7600	2.5200	.010
Total		.5700	2.6300	

a) mean number of strategies used by less proficient learners

b) mean number of strategies used by more proficient learners

c) p-value from the paired-samples t-test of the pair of the less and more proficient groups

On the other hand, the results in Table 4.7 comparing two groups of learners using cognitive strategies were less consistent. Students with higher proficiency still used more cognitive strategies compared to less proficient students, such as inference (2.68:1.96), elaboration (1.24:0.68), imagery (3.16:1.18), summarization (3.04:0.72), translation (5.60:3.80), and transfer (1.16:0.48). It is also worth noting that the translation strategy was the most frequently used strategy for both groups. It appears that while engaging in conversation activities in English, Korean students tend to mentally translate foreign language input into their native language.

After the Bonferroni correction, the difference in the effect of strategy instruction between the two groups reached significance for only two of the cognitive strategies including summarization and transfer ($p \leq .005$). However, in the other four cognitive strategies — inference, elaboration, imagery, and translation — the difference between learners with different proficiency was not statistically significant. With regard to cognitive strategies, learner proficiency was not a major factor in determining the degree of the effect of strategy instruction.

Table 4.7
Frequency of strategies reported by more proficient and less proficient groups and t-test summary results (Cognitive)

Strategy Type	Strategy	Less Proficient ^{a)}	More Proficient ^{b)}	p-value ^{c)}
Cognitive Strategies	Inference	1.9600	2.6800	.353
	Elaboration	.6800	1.2400	.148
	Imagery	1.1840	3.1600	.078
	Summarization	.7200	3.0400	.000*
	Translation	3.8000	5.6000	.023
	Transfer	.4800	1.1600	.002*

a) mean number of strategies used by less proficient learners

b) mean number of strategies used by more proficient learners

c) p-value from the paired-samples t-test of the pair of less and more proficient groups

4.3 Listening Text Types and the Effects of Strategy Instruction

The third research question was whether the effect of strategy instruction differs according to listening text types. Both pre-test and post-test materials included mainly two different types of listening texts: monologue and dialogue. Since there were only three monologue texts in the post-test, the researcher randomly selected three dialogue texts out of the remaining seventeen texts to compare the effects of strategy instruction while students listened to either monologue or dialogue texts.

First, the results in Table 4.8 demonstrated that students used more strategies while listening to monologue texts ($M=6.000$) than dialogue texts ($M=3.9250$). The paired samples t-test in Table 4.9 further verifies that there is a significant difference between students' tendency to use strategies while listening to two different types of listening texts ($p=.000$). It implies that students apply more strategies while listening to monologue texts, possibly because it is more difficult for foreign language learners to understand monologues than dialogues.

Table 4.8
Descriptive Statistics of Monologues and Dialogues

	Mean	N	SD	SD of Mean
Monologue	6.0000	40	2.32048	.36690
Dialogue	3.9250	40	1.34712	.21300

Table 4.9
Paired Samples T-Test Summary of Strategy Use
(Monologue vs. Dialogue)

	Mean	SD	SD of Mean	95% Confidence Interval for Mean		t	df	Sig.
				Lower	Upper			
				Bound	Bound			
Monologue- Dialogue	2.07500	1.88635	.29826	1.47171	2.67829	6.957	39	.000*

4.3.1 Listening Text Types and the Frequency and Types of Strategies Used by Students

In order to undertake a close investigation into the difference of students' strategy use while listening to monologues and dialogues, the same analysis as in Section 4.2.1 was conducted. As in the previous section, the results are divided into two different types of strategies — metacognitive and cognitive

— to analyze each strategy and identify patterns, if any, of students' strategy use while listening to two different types of listening texts. Since there is no prior research that examined this particular issue, the result of the current study is particularly meaningful.

The result presented in Table 4.10 shows the difference in the effects of metacognitive strategy instruction when learners encounter monologue texts and dialogue texts during foreign language listening activities. First, it should be noted that the frequency of strategies used by students listening to monologue texts were higher than that of dialogue texts in all cases. Considering that students rely on strategies in order to overcome difficulties during foreign language listening and sometimes to fill the gaps that are not easy to comprehend, this result could suggest that monologue listening texts might be more challenging for EFL learners to understand than dialogue texts. As previous research indicates, this may result from the fact that dialogues are more "dominant and certainly ubiquitous mode of communication" (Kofman & Ratliff, 1996, p.431) and contain more interactional and conversational features of language which makes them easier to understand than monologues with "little or no interaction" (Thompson & Rubin, 1996, p.335). The differences in metacognitive strategy use, which directly indicate the effect of strategy instruction,

reached significance with the exception of the problem identification strategy. In other words, the planning, monitoring, and evaluation strategy were used significantly more while students listened to monologue texts ($p < .05$). However, after the Bonferroni correction, only the planning strategy demonstrated significant difference ($p=.000$).

Table 4.10
Frequency of strategies used by students listening to monologue or dialogue texts and t-test summary results (Metacognitive)

Strategy Type	Strategy	Monologue ^{a)}	Dialogue ^{b)}	p-value ^{c)}
Metacognitive Strategies	Planning	1.1000	.4250	.000*
	Monitoring	.6250	.2750	.011
	Evaluation	.4000	.1000	.032
	Problem Identification	.3750	.2750	.378

a) mean number of strategies used by students while listening to monologue texts

b) mean number of strategies used by students while listening to dialogue texts

c) p-value from the paired-samples t-test of the pair of less and more proficient group

In contrast, Table 4.11 shows the differences in the effects of cognitive strategy instruction between monologues and dialogues in a foreign language setting. Without exception, the mean numbers of strategies used by students while listening to monologues were higher than those listening to

dialogues. This confirms that monologue texts require EFL students to apply more strategies in order to comprehend the context since it lacks communicational or interactional signals, unlike dialogue texts. However, there was no statistical difference in the effect of cognitive strategy instruction between two different types of listening texts. Therefore, the results in Table 4.11 demonstrate that students tend to use more strategies while listening to monologues but the difference does not necessarily translate into statistical difference when it comes to cognitive strategy instruction.

Table 4.11
Frequency of strategies used by students listening to monologue or dialogue texts and t-test summary results (Cognitive)

Strategy Type	Strategy	Monologue ^{a)}	Dialogue ^{b)}	p-value ^{c)}
Cognitive Strategies	Inference	.9250	.8500	.538
	Elaboration	.3250	.2500	.498
	Imagery	.5500	.4750	.584
	Summarization	.4500	.2250	.071
	Translation	.9000	.6750	.284
	Transfer	.3500	.1000	.031

a) mean number of strategies used by students while listening to monologue texts

b) mean number of strategies used by students while listening to dialogue texts

c) p-value from the paired-samples t-test of the pair of less and more proficient groups

In sum, students tend to apply more strategies while listening to monologue texts that are less interactional and participatory than dialogue texts, and this difference reached significance mainly in the use of metacognitive strategies such as the planning strategy. Yet it is still significantly worth emphasizing that this study was the first research to carefully examine and identify the difference in foreign language listening text types — monologues and dialogues — and its relation to the effects of strategy instruction. Thus, further research must evaluate such differences and provide additional evidence regarding this issue.

CHAPTER 5

CONCLUSION

This chapter draws conclusions based on the results and discussion presented in the previous chapter. Section 5.1 briefly summarizes major findings of the study, while Section 5.2 discusses pedagogical implications drawn from the study. Finally, Section 5.3 indicates limitations of this study and provides some suggestions for future research.

5.1 Summary of Major Findings

This thesis reported the effects of metacognitive and cognitive strategy instruction on Korean middle school students' listening performance and its relation to learner proficiency and listening text types. Regarding the first research question, listening strategy instruction had a statistically significant effect on Korean EFL students' listening skills.

Second, as supported by the review of literature, this study analyzed the differences in the effects of listening strategy instruction in terms of learner proficiency. More proficient learners demonstrated development in their strategy use more saliently than less proficient learners after strategy

instruction, using more metacognitive and cognitive strategies and effectively combining both top-down and bottom-up approaches while listening to EFL texts. The difference in the effects of strategy instruction between the two learner groups reached significance primarily in the metacognitive rather than the cognitive domain.

Lastly, with regard to the third research question, the difference in the effects of listening strategy instruction between the two types of listening texts reached significance. On average, students tend to apply more strategies while listening to monologues than dialogues, and this difference is statistically significant primarily among metacognitive strategies. In other words, the effect of strategy instruction was significant mainly in the metacognitive domain, when EFL listeners encountered monologue texts.

5.2 Pedagogical Implications

This study reported an exploration of listening strategy applications of ninth grade students learning English in South Korea. The main goal of this paper was to examine the three main issues that are relevant to listening strategy instruction and its effects in foreign language learning: (a) the impact of the instruction of metacognitive and cognitive strategies on

learners' listening comprehension; (b) the differences in the effects of listening strategy instruction between more proficient and less proficient learners; and (c) the differences in the effects of listening strategy instruction when students listen to monologue and dialogue texts.

The findings of the experiment conducted for this study first suggest that listening strategy instruction does have a significant impact on Korean EFL learners' listening comprehension. Therefore, teachers should make sure to integrate explicit listening strategy instruction in EFL classes in order to help learners acquire effective foreign language listening skills, particularly in EFL classrooms in Korea. Further, official curriculums and textbooks ought to consider how to incorporate strategy education in language learning activities.

Second, as claimed by prior research (Anderson 2002; Vandergrift, 2003), this study corroborates the view that more proficient learners tend to use more metacognitive strategies and efficiently combine both top-down and bottom-up approaches while listening in a foreign language. This implies that less proficient learners can make more progress and experience as much success in foreign language listening as more proficient learners, should they be provided with proper strategy training. Thus, teachers could encourage less proficient students to practice using both metacognitive and

cognitive strategies as well as other listening skills, so that they can reach a similar level to that of more proficient learners in terms of their strategy use, which will ultimately help to improve their listening performance. Moreover, it should be noted that strategy instruction is applicable not only to listening skills but also to speaking, reading, and writing skills in foreign language learning.

Lastly, this study is meaningful in that it was the first research that considered the types of listening materials as a potential variable that might affect listening strategy instruction. Students used strategies more diversely while listening to monologues than dialogues. The difference was statistically significant mainly in students' use of metacognitive strategies such as the planning strategy. This finding is highly significant since it reveals that students seem to find monologues more challenging than dialogues and employ various strategies while listening to texts in monologues. This tendency might result from the fact that monologues are less conversational, as previous research suggests (cf. Kofman & Ratliff, 1996). Therefore, EFL teachers should encourage students to adopt appropriate strategies when they are exposed to different types of texts that are particularly challenging relative to their current proficiency.

5.3 Limitations and Suggestions for Future Research

The findings of this study are limited to some extent because of the proficiency level of the participants. Since all the participant groups were selected among ninth grade students, their general proficiency was rather low and should be considered a beginning level. Moreover, it is interesting to note that the translation strategy appeared to be the most frequently used one among students. This result brings up another research question regarding whether the translation strategy is helpful for beginners to comprehend foreign language texts or prohibits language learners from constructing ideas in the target language. It is possible that learners with native-like proficiency do not rely on the translation strategy and process information in the foreign language instead. Therefore, further research is needed to verify the effects of listening strategy instruction on learners in the intermediate or more advanced, native-like levels and patterns in their use of such strategies.

Also, it is worth noting that this study was the first to investigate the difference in foreign language listening text types — monologues and dialogues — and its relation to the effect of strategy instruction. Yet, it is still limited in that the results of this study cannot be generalized to be

applied in other circumstances, particularly in second language learning environments where students receive much larger amounts of input. Contrary to Korean EFL settings, the difference between the L2 listening text types may not have as much of an impact in ESL situations. Thus, further research must evaluate such differences between monologue and dialogue texts in second language learning and provide additional evidence regarding this issue.

Finally, future research must examine how to incorporate listening strategy instruction into regular L2 curriculum so that learners can gradually acquire or develop their strategic knowledge. By doing so, researchers can devise a pedagogical framework that can develop learners' listening skills while teaching them how to use various strategies properly. If further studies concentrate more on this issue, they may eventually lead EFL learners to more successful language learning.

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APPENDICES

APPENDIX A. Pre-test

APPENDIX B. Script of the pre-test

APPENDIX C. Post-test

APPENDIX D. Script of the post-test

APPENDIX E. Strategy Use Survey

APPENDIX A.

Pre-test

* 본 평가문항의 저작권은 전국 15 개 시, 도교육청에 있습니다.

1. 대화를 듣고, 남자가 사려고 하는 스티커 판을 고르시오.

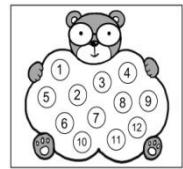
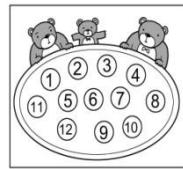
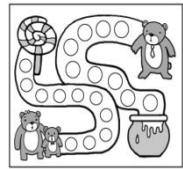
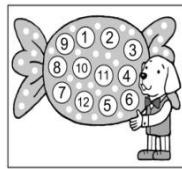
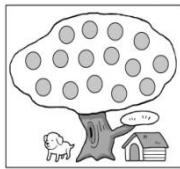
①

②

③

④

⑤



2. 대화를 듣고, 남자가 여자에게 전화한 목적으로 가장 적절한 것을 고르시오.

① 도움 요청

② 파티 초대

③ 예약 취소

④ 부탁 거절

⑤ 안부 인사

3. 다음 그림의 상황에 가장 적절한 대화를 고르시오.



①

②

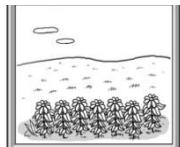
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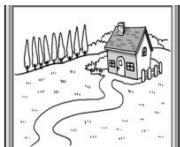
⑤

4. 대화를 듣고, 두 사람이 선택한 그림을 고르시오.

①



②



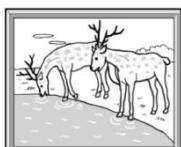
③



④



⑤



5. 대화를 듣고, 남자의 직업으로 가장 적절한 것을 고르시오.

① movie director

② novelist

③ reporter

④ book editor

⑤ actor

6. 대화를 듣고, 남자의 심정으로 가장 적절한 것을 고르시오.

① upset

② bored

③ jealous

④ satisfied

⑤ proud

7. 다음을 듣고, 두 사람의 대화가 어색한 것을 고르시오.

①

②

③

④

⑤

8. 대화를 듣고, 여자가 남자에게 부탁한 일로 가장 적절한 것을 고르시오.

① 여행 계획 세우기

② 식당에서 일하기

③ 발표 준비 도와주기

④ 진료 예약하기

⑤ 병문안 함께 가기

9. 대화를 듣고, 여자의 마지막 말에 담긴 의도로 가장 적절한 것을 고르시오.

① 충고

② 감사

③ 동의

④ 거절

⑤ 걱정

10. 대화를 듣고, 남자가 지불한 금액을 고르시오.

- ① \$3 ② \$5 ③ \$6 ④ \$10 ⑤ \$13

11. 대화를 듣고, 두 사람이 대화하고 있는 장소로 가장 적절한 곳을 고르시오.

- ① hair salon ② flower shop ③ concert hall
④ wedding hall ⑤ clothing store

12. 다음을 듣고, 송별회에 관해 언급되지 않은 것을 고르시오.

- ① 날짜 ② 시간 ③ 장소 ④ 복장 ⑤ 회비

13. 다음 표를 보면서 대화를 듣고, 두 사람이 보기로 한 영화를 고르시오.

Grand Cinema		
Chicken Soup	Happy Family	Troy Horse
09:00	10:20	④ 10:30
① 11:00	② 12:30	⑤ 13:00
	③ 14:40	

14. 다음을 듣고, 무엇에 관한 설명인지 고르시오.

- ① 늬지대 ② 동굴 ③ 오아시스
④ 온천 ⑤ 해수욕장

15. 대화를 듣고, 여자가 할 일로 가장 적절한 것을 고르시오.

- ① 버스에서 내리기 ② 지하철 노선 알아보기
③ 버스기사에게 물어보기 ④ 여행 약속 취소하기
⑤ 도시 지도 검색하기

16. 대화를 듣고, 여자가 과제를 제출할 날짜를 고르시오.

- | | | |
|---------|---------|---------|
| ① May 4 | ② May 5 | ③ May 6 |
| ④ May 7 | ⑤ May 8 | |

17. 다음 상황 설명을 듣고, Sujin이 점원에게 할 말로 가장 적절한 것을 고르시오.

- ① Do Canadians love to travel abroad?
- ② Where is the nearest post office?
- ③ How long do I have to wait?
- ④ When does this store close?
- ⑤ Is it possible to swim in this lake?

18. 대화를 듣고, 남자가 할 일로 가장 적절한 것을 고르시오.

- | | |
|-------------|--------------|
| ① 에어컨 켜기 | ② 수리점에 전화 걸기 |
| ③ 얼음물 가져 오기 | ④ 선풍기 가지러 가기 |
| ⑤ 옆집에 놀러 가기 | |

19. 대화를 듣고, 상황을 가장 잘 표현한 속담을 고르시오.

- ① Like father, like son.
- ② Still waters run deep.
- ③ Honesty is the best policy.
- ④ Blood is thicker than water.
- ⑤ Many hands make light work.

20. 대화를 듣고, 남자의 마지막 말에 대한 여자의 응답으로 가장 적절한 것을 고르시오.

- ① I don't think you have to visit her again.
- ② My grandmother said she's never flown abroad.
- ③ Well, it'll take her a long time to get over the flu.
- ④ She has been in the hospital just for two days.
- ⑤ My grandmother passed away eight years ago.

APPENDIX B.

Script of the pre-test

* 본 평가문항의 저작권은 전국 15 개 시, 도교육청에 있습니다.

1 번 대화를 듣고, 남자가 사려고 하는 스티커 판을 고르시오.

M: Excuse me. I need a sticker board for my little sister.

W: Well, look at these boards with animals. Does she like dogs and bears?

M: Oh, yes. She loves bears.

W: Then how about the boards with three bears? Kids love them.

M: Good idea. Which one is better?

W: The one with numbers on it is very popular.

M: Okay. I'll take it.

2 번 대화를 듣고, 남자가 여자에게 전화한 목적으로 가장 적절한 것을 고르시오.

[Telephone rings.]

W: Hello?

M: Hi. This is Tom. What are you doing on Saturday morning?

W: I don't have any plans. Why?

M: Well, I'm inviting some friends for Saturday afternoon. Could you come early and help me decorate my house?

W: No problem.

3 번 다음 그림의 상황에 가장 적절한 대화를 고르시오.

M: Number One

W: How can I help you?

M: I'd like my shirts cleaned.

M: Number Two

W: Is there something wrong?

M: Hey, look! There's a hair in your soup.

M: Number Three

W: What would you like to order?

M: I'd like a hamburger and a glass of orange juice.

M: Number Four

W: We can give you 15 percent off on this bag.

M: Then, how much do I have to pay for it?

M: Number Five

W: How about this necktie with the striped pattern?

M: It looks good. I'll take it.

4 번 대화를 듣고, 두 사람이 선택한 그림을 고르시오.

M: Honey, which picture would be good for our room?

W: Well, I'm thinking of this picture with flowers.

M: Flowers? They wouldn't go well with the wallpaper.

W: Yeah, you're right.

M: How about this one with running horses?

W: I like horses, but there are too many on it.

M: Then what about that one with two deer near the lake?

W: Oh, it looks calm. Let's get it.

5 번 대화를 듣고, 남자의 직업으로 가장 적절한 것을 고르시오.

W: Today, we have a special guest, John Brown. Hello, John.

M: Hello, everyone.

W: Let me ask you this first. What motivated you to be interested in making movies?

M: Reading books! Actually, when I was sixteen, I read a book about great directors.

W: You mean reading books helped you to decide on your future career?

M: Exactly. I was impressed with the directors' efforts to make good movies.

W: That's why you became one of them.

M: Right.

6 번 대화를 듣고, 남자의 심정으로 가장 적절한 것을 고르시오.

M: Did you pick up my jacket from the laundry, honey?

W: Sure. I put it in the closet in our room.

M: Thanks. [pause] Oh, look at this! The stain is still there!

W: You're right. I can't believe it!

M: It's not the first time! It really drives me crazy.

7 번 다음을 듣고, 두 사람의 대화가 어색한 것을 고르시오.

M: Number One

W: I'm sure that you must be tired.

M: Yes. I really need to get some sleep.

M: Number Two

W: Where do I take bus 402?

M: No. I usually go to work by bus.

M: Number Three

W: Dad, allow me to go to the concert, please.

M: Don't say it again! My answer is "No."

M: Number Four

W: I wonder if I will get a scholarship.

M: Why worry? You're the best student.

M: Number Five

W: How is your science report going?

M: So far so good. Thanks for asking.

8 번 대화를 듣고, 여자가 남자에게 부탁한 일로 가장 적절한 것을 고르시오.

M: Hi, Amy. What's wrong?

W: I can't attend the English speech contest tomorrow.

M: Why not?

W: My sister broke her leg this morning, and I have to replace her at her restaurant.

M: That's too bad.

W: Ah. You said you needed a part-time job, didn't you?

M: Yes.

W: Could you work at the restaurant for me tomorrow afternoon?

M: Of course. I'd love to.

9 번 대화를 듣고, 여자의 마지막 말에 담긴 의도로 가장 적절한 것을 고르시오.

W: It's stopped raining. How about going for a walk?

M: That's a good idea. We need some fresh air.

W: Oh, no. It's raining again.

M: The weather is really uncertain these days.

W: You can say that again. It changes a lot.

10 번 대화를 듣고, 남자가 지불한 금액을 고르시오.

- W: How can I help you?
M: I'd like to buy tickets for two adults and one child.
W: It's \$5 for an adult and \$3 for a child.
M: Okay. The total is \$13, right?
W: Yes. Wait. How old is your child?
M: She's six.
W: We don't charge for children under seven.
M: Great. Here you are.

11 번 대화를 듣고, 두 사람이 대화하고 있는 장소로 가장 적절한 곳을 고르시오.

- M: Honey. Haven't you decided on what to buy yet?
W: I don't know what to choose. So many kinds, so many colors....
M: How about red roses? Janet will like them.
W: But I think Janet likes lilies. How about ten lilies and ten roses, and....
M: Honey, hurry up! Janet's piano recital is at 6 p.m.
W: Okay. Let's get roses.

12 번 다음을 듣고, 송별회에 관해 언급되지 않은 것을 고르시오.

[Answering machine beeps.]

- W: Hi, Mike. This is Sally. We are having a farewell party for Betty on May 5. The party starts at 5 p.m., and should end around 9 p.m. It will be at our favorite restaurant, Pete's Steakhouse. Remember to wear semi-formal clothing. Please let me know by this Friday if you can come. I hope to see you there! Bye.

13 번 다음 표를 보면서 대화를 듣고, 두 사람이 보기로 한 영화를 고르시오.

- W: Tim, what about going to a movie this Saturday?
M: Sounds good, but I'm busy in the morning.
W: We can't see the movie *Chicken Soup* then. We have two movies left.
M: Which one would you prefer?

W: I think *Happy Family* is just for kids.
M: I agree. Then we only have one choice. What do you think?
W: Good. Let's watch it.

14 번 다음을 듣고, 무엇에 관한 설명인지 고르시오.

M: This is a place where hot water comes from underground. The water is heated by magma with a temperature of more than 1,000°C. That's why this place is quite often found near a volcanic area. People come and enjoy bathing here because they can relax and become healthy.

15 번 대화를 듣고, 여자가 할 일로 가장 적절한 것을 고르시오.

W: Hey! Look out the window! That might be Namdaemun, right?
M: Really? Then I think we've passed Gyeongbokgung.
W: Wait! Let's see the city tour map.
M: It says Namdaemun is three stops away from Gyeongbokgung.
Well....
W: Let me ask the bus driver where we are now.

16 번 대화를 듣고, 여자가 과제를 제출할 날짜를 고르시오.

[Telephone rings.]

M: Hello?
W: Hello, Professor Brown. This is Susan Baker in your art class.
M: Hello, Susan. What's up?
W: I wonder if I can turn in my drawing assignment late.
M: Why? You know you will get a penalty.
W: I know, but I can't finish it by May 4, the due date.
M: Okay, but I have a seminar on May 7. Just put it in my mailbox.
W: Thanks. I will.

17 번 다음 상황 설명을 듣고, Sujin 이 점원에게 할 말로 가장 적절한 것을 고르시오.

W: Sujin is traveling through Canada by herself. One day, she finds a beautiful lake and wants to show it to her family. She buys a postcard with the lake on it. Now she wants to send it by airmail. She decides to ask the salesclerk where she can mail the postcard. In this situation, what would Sujin say to the salesclerk?

18 번 대화를 듣고, 남자가 할 일로 가장 적절한 것을 고르시오.

W: Mike, it's hot in here. Why don't you turn on the air conditioner?
M: It's not working. I've already called the service center.
W: Don't you have an electric fan?
M: I think I have one in the basement.
W: Please go and get it.
M: Okay. I'll be back in a minute.

19 번 대화를 듣고, 상황을 가장 잘 표현한 속담을 고르시오.

W: Steve, bring some snacks to the book club party.
M: Okay. Are you baking a cake this time, too?
W: No, Amy wants to do it. And Jim will bring some fruit.
M: Who is going to decorate the club room for the party?
W: Lisa and I will do it together.
M: Hmm, the party will be easily ready because we all work together.
W: You're right.

20 번 대화를 듣고, 남자의 마지막 말에 대한 여자의 응답으로 가장 적절한 것을 고르시오.

M: Hey, Sally.
W: Hi, Brian.
M: Oh, you look a little sad. Is anything wrong?
W: Well, my grandmother is in the hospital. She's got the flu.
M: I'm sorry to hear that. I hope she will be fine soon.
W: So do I. But the thing is that she's too old.
M: What do you mean by that?
W: _____

APPENDIX C.

Post-test

* 본 평가문항의 저작권은 전국 16 개 시, 도교육청에 있습니다.

1. 대화를 듣고, 두 사람이 선택할 마네킹 의상을 고르시오.

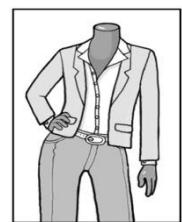
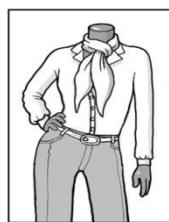
①

②

③

④

⑤



2. 대화를 듣고, 남자가 방문한 목적으로 가장 적절한 것을 고르시오.

① 도서 반납

② 신제품 홍보

③ 휴대폰 수리

④ 자서전 구입

⑤ 제품 교환

3. 다음 그림의 상황에 가장 적절한 대화를 고르시오.



①

②

③

④

⑤

4. 대화를 듣고, 남자가 미술 숙제에 사용할 도구를 고르시오.

①

②

③

④

⑤



5. 대화를 듣고, 남자의 직업으로 가장 적절한 것을 고르시오.

① musician

② salesclerk

③ doctor

④ secretary

⑤ teacher

6. 대화를 듣고, 여자의 심정으로 가장 적절한 것을 고르시오.

① bored

② jealous

③ regretful

④ thankful

⑤ proud

7. 다음을 듣고, 두 사람의 대화가 어색한 것을 고르시오.

①②

③

④

⑤

8. 대화를 듣고, 여자가 남자에게 전화한 이유로 가장 적절한 것을 고르시오.

① 보일러를 살펴봐달라고

② 가스 밸브를 잠가달라고

③ 전기 기술자를 불러달라고

④ 온수기 설치를 도와달라고

⑤ 히터 작동법을 알려달라고

9. 대화를 듣고, 여자의 마지막 말에 담긴 의도로 가장 적절한 것을 고르시오.

① 확인

② 거절

③ 동의

④ 후회

⑤ 감사

10. 대화를 듣고, 남자가 지불해야 할 금액을 고르시오.

- ① \$7 ② \$8 ③ \$9 ④ \$10 ⑤ \$11

11. 대화를 듣고, 두 사람이 대화하고 있는 장소로 가장 적절한 곳을 고르시오.

- ① hotel ② airport ③ theater
④ car rental shop ⑤ train station

12. 다음을 듣고, Happy City Tours에 관해 언급되지 않은 것을 고르시오.

- ① 가이드 이름 ② 관광 요금 ③ 출발 시간
④ 방문 장소 ⑤ 최종 도착지

13. 다음 표를 보면서 대화를 듣고, 내용과 일치하지 않는 것을 고르시오.

2012 DNP Soccer Final Match		
①	Date	3/20/2012
②	Place	Windsor Stadium
③	Teams	Duke Stars vs. State Bears
④	Score	3:2
⑤	MVP	Jim Smith

14. 다음을 듣고, 무엇에 관한 설명인지 고르시오.

- ① 명함 ② 바코드 ③ 예금통장
④ 신용카드 ⑤ 우표

15. 대화를 듣고, 남자가 할 일로 가장 적절한 것을 고르시오.

- | | |
|---------------|--------------|
| ① 여권 분실 신고하기 | ② 공항에 마중 나가기 |
| ③ 여행자 보험 가입하기 | ④ 여행 가방 구입하기 |
| ⑤ 식당으로 다시 가기 | |

16. 대화를 듣고, 두 사람이 소풍 갈 날짜를 고르시오.

- | | | |
|--------------|--------------|--------------|
| ① October 13 | ② October 14 | ③ October 15 |
| ④ October 16 | ⑤ October 17 | |

17. 다음 상황 설명을 듣고, Tom이 Susan에게 할 말로 가장 적절한 것을 고르시오.

- ① Are you interested in babysitting?
- ② How often do you go to see a movie?
- ③ Are you satisfied with your babysitter?
- ④ Why don't you share your doll with her?
- ⑤ Where did you buy such a useful board?

18. 대화를 듣고, 남자가 할 일로 가장 적절한 것을 고르시오.

- | | |
|-----------|-----------|
| ① 설거지하기 | ② 쓰레기 치우기 |
| ③ 옷장 정리하기 | ④ 방 청소하기 |
| ⑤ 식사 준비하기 | |

19. 대화를 듣고, 남자의 충고를 가장 잘 표현한 속담을 고르시오.

- ① Walls have ears.
- ② Bad news travels fast.
- ③ Strike while the iron is hot.
- ④ A bad workman blames his tools.
- ⑤ When in Rome, do as the Romans do.

20. 대화를 듣고, 여자의 마지막 말에 대한 남자의 응답으로 가장 적절한 것을 고르시오.

- ① What are friends for?
- ② Let's choose a different closet.
- ③ I got a refund because of a scratch.
- ④ You shouldn't leave it as a blank.
- ⑤ Oh! I never thought of that.

APPENDIX D.

Script of the post-test

* 본 평가문항의 저작권은 전국 16 개 시, 도교육청에 있습니다.

1번 대화를 듣고, 두 사람이 선택할 마네킹 의상을 고르시오.

- M: We need to change the clothes on the mannequin in the display window.
W: Yeah, you're right. Spring is coming soon.
M: How about a skirt with a flower pattern?
W: I like that. It would be better than pants for the upcoming season.
M: Do you think a jacket will match the skirt?
W: Sure. Any jacket would go well with it.
M: Good. Let's put a scarf on the mannequin, too.
W: That's a good idea.

2번 대화를 듣고, 남자가 방문한 목적으로 가장 적절한 것을 고르시오.

- M: Excuse me. Where can I find a Steve Jobs's autobiography?
W: I think they are in the biography section.
M: I've already checked there, but I couldn't find any.
W: Let me check. *[typing sound]* Sorry. They're sold out.
M: When can I get one?
W: Please come by next week.

3번 다음 그림의 상황에 가장 적절한 대화를 고르시오.

- M: Number One W: Which seat do you prefer, an aisle or a window seat? M: A window seat, please.
M: Number Two W: Are you ready to order? M: Yes. A spaghetti with a chicken salad, please.
M: Number Three W: Is there anything I can help you with? M: No thanks. I'm just looking around.
M: Number Four W: I'd like to send this box to Paris. M: All right. What's inside it?
M: Number Five W: I'd like to get a refund for this watch. M: Could I see your receipt, please?

4번 대화를 듣고, 남자가 미술 숙제에 사용할 도구를 고르시오.

W: Are you going to use a pencil for your drawing assignment?

M: Yes. Why?

W: Wouldn't that be boring?

M: You're right. I think I need more colors. How about watercolors?

W: Jessy, it'll take too long to dry.

M: Well.... What about crayons?

W: Good idea. They come in a wide variety of colors.

M: Okay. I'll use them.

5번 대화를 듣고, 남자의 직업으로 가장 적절한 것을 고르시오.

[Telephone rings.]

W: Hey, honey. What's up?

M: Rebecca, I don't think I can go to the musical tomorrow.

W: Why not?

M: My surgery schedule has been changed. I have to operate at 4 p.m. tomorrow.

W: Oh, my! What should we do?

M: How about Thursday afternoon? We can go after I see my patients.

W: Great! Let me check and see if there are any tickets.

6번 대화를 듣고, 여자의 심정으로 가장 적절한 것을 고르시오.

W: I'm sorry, John.

M: What do you mean, Jenny?

W: I think I was much too upset last night at the party.

M: No, it was my fault. I spilled coffee on your smartphone.

W: I still think I shouldn't have reacted like that yesterday.

M: Anybody would be upset in that situation.

7번 다음을 듣고, 두 사람의 대화가 어색한 것을 고르시오.

M: Number One

W: Where did you get this cake recipe?

M: I got it from the Internet.

M: Number Two

W: Jane is really good at playing the piano.

M: You're right. I wish I could play like her.

M: Number Three

W: Have you met our new math teacher?

M: Thanks for helping me with my math homework.

M: Number Four

W: These brown shoes really look nice on you.

M: Do you think so? I'll take them.

M: Number Five

W: We're having a party tonight. Can you come? M: I'm afraid I can't. I have a test tomorrow.

8번 대화를 듣고, 여자가 남자에게 전화한 이유로 가장 적절한 것을 고르시오.

[Telephone rings.]

W: Mark?

M: Oh, mom! What's up?

W: I'm sorry to call you so late, but the boiler isn't working.

M: Mom, did you check the valve under the boiler?

W: I don't know what you're talking about. Can you come over and check it?

M: Okay. I'm coming.

9번 대화를 듣고, 여자의 마지막 말에 담긴 의도로 가장 적절한 것을 고르시오.

M: What are you going to do after school?

W: I have to do a part-time job at the bookstore. Why?

M: Mike and I are going to the K-pop concert.

W: That sounds wonderful.

M: Would you join us after finishing your work?

W: I'm afraid not. It would be too late.

10번 대화를 듣고, 남자가 지불해야 할 금액을 고르시오.

W: May I help you?

M: One pack of popcorn and two bottles of orange juice, please.

W: That's \$9. Do you have a movie ticket for today?

M: Yes, I have two. Why?

W: We can give you a one-dollar discount for each ticket.

M: Great. Here are the tickets.

W: Okay. You'll get \$2 off.

11번 대화를 듣고, 두 사람이 대화하고 있는 장소로 가장 적절한 곳을 고르시오.

W: Hello, sir. How can I help you?

M: I made a reservation under the name of Kevin Baker.

W: Let me see. *[typing sound]* Your room number is 705, and here is your key.

M: Thank you. And I have to get up at six in the morning.

W: I see. We'll set up a morning call at 6 a.m. Anything else?

M: I need to rent a car for tomorrow. How can I contact a rental service?

W: Let me get that information for you.

12번 다음을 듣고, Happy City Tours에 관해 언급되지 않은 것을 고르시오.

W: Welcome to Happy City Tours. I'm your guide, Cindy Carpenter. The bus will leave at 9 a.m., and the tour lasts for three hours. You can enjoy the best of London's sights. You will visit the Tower of London, Big Ben, and Westminster Abbey. At the end of the tour, we'll drop you off right here at the Double Tree Hotel. I hope all of you will enjoy the tour!

13번 다음 표를 보면서 대화를 듣고, 내용과 일치하지 않는 것을 고르시오.

W: When is the DNP Soccer final match?

M: It's already over. It was on March 20.

W: Oh, really? At Windsor Stadium again?

M: Yes. The Duke Stars played against the State Bears.

W: Who won the match?

M: The Duke Stars! They won by two points. The score was three to one.

W: Hmm. Who was the best?

M: Jim Smith.

W: I knew he would become the MVP.

14번 다음을 듣고, 무엇에 관한 설명인지 고르시오.

M: This is a kind of label made of black lines on white space. It is used to show information about a product. When you buy milk at the store, for example, the clerk will scan this on the package, and the price will automatically come up. Nowadays, you can see this on almost all products.

15번 대화를 듣고, 남자가 할 일로 가장 적절한 것을 고르시오.

M: Oops! Where's my passport? It's not in my bag!

W: Calm down. Think carefully about where you put it!

M: Well, I put it in my bag before I left my house. Then I took it out here to get the ticket.

W: I remember that you went to a restaurant holding your passport.

M: Oh, my goodness! I have to rush back to the restaurant.

16번 대화를 듣고, 두 사람이 소풍 갈 날짜를 고르시오.

W: Tom, today is your birthday! What do you want to do?

M: Hmm.... I'd like to go on a picnic with you and dad.

W: Not today, honey. Dad is busy this week. Why don't we go on a picnic next Saturday?

M: But that's October 13! Mom, I have a soccer game with my friends on that day.

W: Okay. How about next Sunday?

M: You mean October 14? That sounds great.

W: Congratulations on your 16th birthday, though we are having your party later.

17번 다음 상황 설명을 듣고, Tom이 Susan에게 할 말로 가장 적절한 것을 고르시오.

M: Tom happens to see his friend Susan looking at the bulletin board for a part-time job. Fortunately, Tom knows his aunt is looking for a babysitter for her baby. He also knows that Susan loves children. Tom wants to know if she's willing to babysit. In this situation, what would Tom say to Susan?

18번 대화를 듣고, 남자가 할 일로 가장 적절한 것을 고르시오.

W: Peter! Can you help me with the dishes?

M: I think it's your turn today. I'm going to take out the trash.

W: You wash the dishes, and I'll take out the trash.

M: Why?

W: Because I cut my finger while cooking yesterday.

M: Really? Okay, I'll wash the dishes then. You take out the trash.

19번 대화를 듣고, 남자의 충고를 가장 잘 표현한 속담을 고르시오.

W: Bill, I've been offered a chance to go to France as an exchange student, but I can't decide.

M: Why not? You've always wanted to go abroad.

W: But I'm not sure I can live far away from my family.

M: Susan, an opportunity like this doesn't come every day.

W: Yeah, I know but....

M: If I were you, I would take it. This could be the best chance you'll ever have.

W: Maybe you're right.

20번 대화를 듣고, 여자의 마지막 말에 대한 남자의 응답으로 가장 적절한 것을 고르시오.

W: Morris. Would you help me move this closet?

M: Yes, mom. Do you want to move it to the corner?

W: Wait a second. Let me get a blanket.

M: Why?

W: The floor would be scratched without it.

M: _____

APPENDIX E.

Strategy Use Survey

2012학년도 제2회 전국 16개 시·도교육청 공동 주관 영어듣기능력평가

Q) 각 듣기 문항의 지문을 이해하고 답을 찾아내는 데에 사용한 책략을 아래의 표에서 모두 고른 후 번호로 적어주십시오. (* 복수응답 가능. 책략을 사용하지 않았다면 빈칸으로 남길 것)

▶ 영어듣기능력 향상을 위한 Listening Comprehension Strategies(책략) ◀

①	Planning (계획)	듣기 과제를 해결하기 위해 무엇에 집중해서 들어야 하는지 미리 계획함으로써 어려움 극복하기(ex. 전체적 흐름에 집중 or 구체적 세부사항에 주목 등)
②	Monitoring (점검)	듣기 과제 도중에 자신이 제대로 이해하고 있는지 점검, 확인, 수정하기
③	Evaluation (평가)	듣기 과제가 끝난 후 스스로 자신의 영어듣기 결과를 평가하기
④	Problem Identification (문제 인지)	듣기 문항을 해결하기 위해 필요한 요점을 명시적으로 인지하고 이를 위해 대비하기
⑤	Inference (추론)	듣기 지문에서 제시되는 정보(기준에 알던 단어, 화자의 억양 등 지문과 관련한 정보)를 통해 생소한 단어나 알아듣지 못한 정보를 추론해내기
⑥	Elaboration (정교화)	듣기 지문이 아닌 기존 지식, 상식, 수업 시간에 배운 내용 등을 동원하여 듣기 지문에서 이해하지 못한 정보를 추출하기
⑦	Imagery (형상화)	듣기 과제에서 제시되는 정보를 머릿 속에서 (혹은 직접) 이미지로 그려보기
⑧	Summarization (요약)	듣기 과제에서 제시되는 정보에 대해 머릿 속으로 (혹은 받아 적으며) 요약하기
⑨	Translation (번역)	영어로 들리는 듣기 지문의 내용을 머릿 속에서 (혹은 받아 적으며) 한국어로 번역하여 생각해보기
⑩	Transfer (모국어 전이)	한국어 지식(예: 발음이 비슷한 단어)을 통해 영어 듣기 이해에 도움을 얻기

문항번호	사용한 책략	문항번호	사용한 책략
1		11	
2		12	
3		13	
4		14	
5		15	
6		16	
7		17	
8		18	
9		19	
10		20	

국 문 초 록

본 연구는 듣기 책략 교수가 한국인 중학생 영어학습자들의 외국어 듣기 능력과 책략 사용 양상에 미치는 영향을 알아보고자 하였다. 해당 연구의 목표는 한국 영어수업 시간에 듣기 책략 교수가 어떻게 활용될 수 있는지에 대한 이해를 증진시키기 위함이었다. 본 연구는 크게 (1) 초인지적 책략과 인지적 책략을 포괄하는 듣기 책략 교수가 한국인 영어 학습자들의 듣기 능력에 미치는 영향, (2) 학습자 수준 차에 기인한 듣기 책략 교수 효과의 차이, (3) 독백 지문과 대화 지문의 특성 차에 따른 듣기 책략 교수 효과의 차이 등의 세 가지의 연구 문제를 설정하였다.

본 연구를 위한 실험은 서울시 중구에 위치한 Y 모 중학교에서 2012년 2학기 동안 실시되었다. 중학교 3학년 총 여섯 학급 중 네 학급의 180명의 학생들이 실험 대상으로 선정되었으며, 무작위로 90명씩 두 학급으로 나누어 통제 집단과 실험 집단으로 설정하였다. 두 집단 모두 동일한 교사에게 동일한 교과서와 진도 계획안에 기반한 수업을 받았지만, 실험 집단에게만 Vandergrift (2003)가 제시한 여러 책략들 중 한국의 수업 상황에서 적용할 수 있는 열 가지의 듣기 책략을 선정하여 명시적으로 교수하였다. 대신 통제 집단에게는 책략 교수 대신 영어 듣기 이해력을 기르기 위한 학습 활동을 중점적으로 제시하였다.

실험의 주요 결과는 다음과 같다. 첫째, 한국 중학생 영어학습자들에게 듣기 책략 교수가 미치는 영향은 통계적으로 유의미하였다. 둘째, 수준이 높은 학습

자들은 수준이 낮은 학생들보다 외국어 듣기 활동을 할 때에 초인지적 책략과 인지적 책략을 더 많이 사용하는 것으로 나타났다. 즉, 수준이 높은 학습자들은 책략 교수의 효과를 더 많이 보는 것으로 나타났다. 마지막으로, 듣기 책략 교수의 효과는 학습자들이 대화 지문보다 독백 지문을 들을 때 더 많이 나타났다. 학습자들은 독백 지문을 들을 때 더 많고 다양한 책략을 사용하였는데, 이는 독백 지문이 대화 지문보다 학습자들에게 이해하기 힘들 수도 있다는 가능성을 시사한다.

위와 같은 연구 결과는 기존의 대부분의 연구 결과에 상응하며, 제2언어, 혹은 외국어 학습자들이 책략 교수를 통해 듣기 능력을 향상시킬 수 있음을 다시 한 번 확인하였다. 본 연구는 주로 미국과 유럽 등지에서의 언어 학습 상황을 다룬 기존 연구와는 다르게 한국의 영어 교육 환경에서 외국어로서의 영어 듣기에 관한 연구를 했다는 점에서 의의를 지닌다. 또한 듣기 책략 교수의 효과를 학습자의 수준과 지문의 종류와 연관 지어 의미를 도출해 낸 점도 본 연구의 중요한 의의이다.

주요어: 듣기 책략 교수, 한국인 중학생 영어 학습자, 듣기 능력, 초인지적 책략, 인지적 책략, 책략 교수의 효과

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