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Exploring Self-Regulated Learning (SRL) and Listening Strategy Instruction in A Chinese L2 Classroom

Yue Li
University of San Francisco, yueli666@yahoo.com

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The University of San Francisco

EXPLORING SELF-REGULATED LEARNING (SRL) AND LISTENING STRATEGY INSTRUCTION IN A CHINESE L2 CLASSROOM

A Dissertation Presented
to
The Faculty of the School of Education
International and Multicultural Education Department
Second Language Acquisition Emphasis

In Partial Fulfillment
of the Requirements for the Degree
Doctor of Education

By
Yue Li
San Francisco
April 2017

THE UNIVERSITY OF SAN FRANCISCO
Dissertation Abstract

Exploring Self-Regulated Learning (SRL) and Listening Strategy Instruction in A Chinese L2 Classroom

This interpretive case study explored the effectiveness of listening strategy instruction that promoted self-regulated learning and gained insights into students' and instructors' perceptions of strategy-integrated listening instruction among second semester learners of Chinese as a second language at a military college in Northern California. Most of previous studies investigated listening strategy use and the relationship between listening strategy use and listening achievement. Few studies investigated the effectiveness of listening strategy instruction. Thus, this study addressed the gaps in research by examining the effectiveness of integrating listening strategies into regular curriculum and explored students' and instructors' perceptions of listening strategy instruction among learners of Chinese as a second language.

An interpretive case study research design was employed to achieve the goal of this study. The participants included one instructor and six students who studied at an intensive Chinese basic course. Three sources of data were collected from 25 classroom observations, a focus group session with the student participants , and a face-to-face interview with the instructor. All data were transcribed, coded, and analyzed to answer the research questions.

The findings of this study showed that some of cognitive, metacognitive, and motivational strategies were identified as effective in promoting self-regulated learning among learners of Chinese as a second language. The findings also supported that

listening strategy instruction helped learners raise awareness of strategy use, increase self-confidence, improve listening abilities, and foster learner autonomy and self-regulation. The findings further indicated that implementing strategy-integrated listening instruction could improve teaching quality, but might face possible challenges from teachers. Finally, the findings suggested that teacher training on integrating listening strategies into regular curriculum should be provided.

This study has implications for language teachers, foreign language learners, and language course developers, who are involved in the field of foreign language teaching and learning. More research on self-regulated learning and listening strategy instruction among learners of Chinese as a second/foreign language would further expand the understanding of listening strategy instruction in the field and better assist language learners to succeed in their learning.

This dissertation, written under the direction of the candidate's dissertation committee and approved by the members of the committee, has been presented to and accepted by the Faculty of the School of Education in partial fulfillment of the requirements for the degree of Doctor of Education. The content and research methodologies presented in this work represent the work of the candidate alone.

Yue Li	April 25, 2017
Candidate	Date

Dissertation Committee

Dr. Brad Washington	April 25, 2017
Chairperson	
Dr. Sedique Popal	April 25, 2017
Dr. Matthew Mitchell	April 25, 2017

DEDICATION

This dissertation is dedicated to my loving parents Pangen Li and Jufang Zuo, to my dear husband Fang Qi, and my handsome son Sheng Qi.

ACKNOWLEDGEMENT

My dream of pursuing a doctoral degree would never come true without the guidance and support from my dissertation committee, my friends, and my family. A thousand words cannot express my gratitude for these great individuals who assisted me through this dissertation journey.

I would like to express my deepest appreciation to my committee chair Dr. Brad Washington, for his excellent guidance, caring, patience, and continually conveying confidence in my study. Without his professional guidance and persistent assistance, this dissertation would not have been possible.

I am indebted to my committee members, Dr. Sedique Popal and Dr. Matthew Mitchell, who patiently read and corrected my writing, and provided insightful guidance and valuable feedback for me to shape this dissertation to satisfaction. Without their meticulous expertise, profound knowledge, and priceless suggestions, this dissertation would not be completed.

I am also grateful to have Dr. Susan Katz as my adviser at the start of my dissertation journey, who provided clear direction and useful feedback for my dissertation proposal, which inspired me to move forward to the completion of this dissertation journey. Thank you, Dr. Katz.

I would also like to extend my thanks to my colleagues and friends Marilyn Chakwin and Yan Wang, and my classmate Yu-Han Lin, who were willing to share my enjoyment and hardship during my doctoral studies and provided me with valuable support and encouragement.

My acknowledgement further goes to my research participants who were willing to participate in this study and share their learning experience. Without their generosity of contributing time and sharing, this dissertation would not happen.

My final special thanks go to my family: my loving parents, my beloved husband, my precious son, my elder sister, and my younger brother. Their unconditional love, tireless patience, and endless encouragement accompanied me throughout this dissertation journey and made my life filled with joy, strength, and hope.

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CHAPTER I

THE RESEARCH PROBLEM

Statement of the Problem

Listening strategy instruction does not receive much attention in second language teaching and research, and learners are seldom taught how to approach listening or how to manage their listening when attending to aural texts (Field, 1998; Goh, 2008; Mareschal, 2007). Although they are exposed to more listening activities in classrooms and work on improving their listening, learners are still left to develop their listening abilities on their own with little direct support from the teacher and many of them do not really know where to start other than to "practice harder" on their own (Vandergrift & Goh, 2012). Particularly, in a Chinese as a second language field, listening strategy instruction is not emphasized and research on listening strategy instruction in a Chinese as a second language classroom appears to be limited (Jiang & Cohen, 2012).

Listening activities in many language classrooms tend to focus on the outcome of listening and many of the listening activities do little more than test how well the learners listen (Goh, 2008). As Mendelsohn (2006) points out, teachers still would rather test listening than teach it, without allocating adequate consideration to the processes which are involved. Listening instruction has become the practice of answering listening comprehension questions followed by the provision of the correct answers and finishing with an explanation of the meaning of the transcripts. This form of repeated drill-based practice may inhibit students from being active listeners, reducing their interest and motivation to learn how to listen in foreign language context. As a result, listening comprehension has been regarded as one of the most difficult skills for most students to learn (Chen, 2013).

Because learners are often put in situations where they have to show how much they have understood or what they have not understood, they feel anxious about listening. Additionally, learners' stress and anxiety level increases even further when they have to understand the aural texts and have to respond in an appropriate way at the same time (Vandergrift & Goh, 2012). In addition to anxiety, the real challenge for listeners is that they do not know how to listen when they encounter listening input. For example, learners often miss the first part of an aural text once the audio or video begins because they are seldom taught how to listen (Goh, 2000).

Another issue in listening instruction is the lack of guidance on how learners can self-direct and evaluate their efforts to improve their listening. Many learners desire to improve their listening by actively participating in class activities and doing homework in the hope that these will help them become "good" listeners. However, classroom activities and homework merely require learners to demonstrate the outcome of their listening. Thus, these efforts are not sufficiently monitored or supported. As a result, learners may not know how to take advantage of these opportunities to improve their listening proficiency.

In light of the problems that learners have encountered, listening strategies could help language learners cope with their own learning process and enhance their proficiency levels (Liu, 2008; Latifi, Tavakoli, & Dabaghi, 2014; Rahimi & Katal, 2012). In the past few decades, strategy instruction for listening has been increasingly emphasized by listening experts (Goh, 2000, Mareschal, 2007; Vandergrift, 2004). The research focus has gradually shifted from investigating patterns and strategies used by successful learners versus less-successful learners to effective strategy-based and

process-oriented approach to teaching listening skills in order to guide the students to develop their listening strategies and learn how to listen actively (Richards, 2005). Thus, self-regulated learning has attracted formidable attention in the field of language teaching and its significance has been recognized (Pintrich, 2000; Zimmerman, 2002).

Self-regulated learning is an active, constructive process whereby learners set goals for their learning, and then monitor, regulate and control their cognition, motivation and behavior, guided and constrained by their goals and contextual features of the environment (Pintrich, 2000). Self-regulated learners systematically use metacognitive, motivational, and behavioral strategies and proactively participate in their own learning process (Zimmerman, 1986, 2008). This concept not only looks into cognitive aspects of learning, but also considers the social-affective dimensions of language learning such as motivation and self-efficacy (Oxford, 2011). Therefore, the present study used self-regulated learning as the theoretical framework to demonstrate effective learning strategies in listening instruction among the learners of Chinese as a second language.

Past research showed that self-regulated learning is crucial for students' academic achievement (Latifi, Tavakoli, & Dabaghi, 2014; Maftoon & Tasnimi, 2014; Zimmerman, 1990; Zimmerman & Schunk, 2001). However, few studies investigated the effectiveness of integrating self-regulated learning strategies into listening instruction among second semester learners of Chinese as a second language at college level and examined students' and instructors' perceptions of listening strategy instructions. Thus, this study aimed to fill the gap in the literature by employing an interpretive case study research design to identify effective instructional strategies and activities in listening instruction through the lens of self-regulated learning concepts and gain insights into students and

instructors' perceptions of the strategy-integrated listening instruction in order to better assist language learners to enhance their listening skills in Chinese as a second language.

Background and Need for the Study

Foreign language demand

Due to China's tremendous economic growth and emergence as a social and political leader in the region, the U.S. government, business leaders, educators and foreign language experts have recognized the urgency of equipping American students with the abilities to demonstrate functional foreign language proficiency for global competiveness and communications (Hsin, Wang & Huang, 2014). According to the 2002 Digest of Education Statistics report, less than 8% of United States undergraduates took foreign language courses, and only 44% of American high school students were enrolled in foreign language classes. Of those students, less than 1% of American high school students combined studied Arabic, Chinese, Farsi, Japanese, Korean, Russian or Urdu (Department of Education, 2006).

In 2010, only 18% of Americans reported speaking a language other than English, whereas 53% of Europeans could converse in a second language (Skorton & Altschuler, 2012). In China, more than 200 million children were studying English, whereas in the U.S., only about 24,000 of approximately 54 million elementary and secondary school children were studying Chinese (Department of Education, 2006). As former U.S. Secretary of Education Arne Duncan (2010) declared, "Americans need to read, speak and understand other languages in order to prosper economically and improve relations with other countries."

Acknowledging the nation's foreign language deficit (Skorton & Altschuler, 2012) and world languages as a key component of global competency, the Council on Foreign Relations states, "the lack of language skills and civic and global awareness among American citizens increasingly jeopardizes their ability to interact with local and global peers or participate meaningfully in business, diplomatic and military situations" (Kehl, Pike, Schneider, & Vander Ark, 2013). Although the U.S. is regarded as an economic, military and cultural superpower, lacking of foreign language proficiency would make Americans become narrowly confined within their own borders without understanding the rest of the world around them which is essential to their continued leadership role in the world community (Committee for Economic Development, 2006).

To address the paucity of Americans fluent in foreign languages and meet the demand for foreign language to make the nation globally competitive, the Department of Education and its partners have collaborated to focus resources toward educating students, teachers and government workers in critical need foreign languages, such as Arabic, Chinese, Japanese, and Korean, and increased budget to $57 million for this initiative in 2007 (Department of Education, 2006). The Department of Education proposed $24 million to create incentives to teach and study critical need languages in K-12 by refocusing the Foreign Language Assistance Program (FLAP) grants (Department of Education, 2006). With all these efforts, the foreign language course enrollment of Kindergarten to 12th grade (K-12) students in the year 2007-2008 reached 8.9 million individuals, about 18.5% of all students (Skorton & Altschuler, 2012).

In order to advance national security and global competitiveness, the Department of Defense launched the "Defense Language Transformation Roadmap" in 2005 to gauge

the defense abilities to meet the need for language skills and international knowledge in confronting current and future national security challenges. The initiative called for significantly improving the Department's capabilities in regional area expertise and in critical languages, recognizing that national security challenges in the Middle East, Asia, and elsewhere would likely continue. Language training for military linguists was conducted under the auspices of the Defense Foreign Language Program. The Secretary of the Army was the executive agent for the program that assigned the responsibility for language training for military linguists to the Defense Language Institute (National Security and International Affairs Division, 1994).

As a critical need language, Chinese language has seen dramatic increase of its course enrollment in the past decades. In 1990, student enrollment in U.S. public high school Chinese Mandarin courses was only 6,738. In 2004, the College Board conducted a national survey, and 2,400 schools expressed interest in offering the Chinese Advanced Placement Course and Examination. In 2006, Advanced Placement Course and Examination in Chinese Language and Culture began to be offered nationally to high schools by the College Board (Hsin, Wang & Huang, 2014). As of 2013, Chinese has become the second most common language spoken by English language learners in the United States (English Language Learner Information Center, 2015). With China's extraordinary economic growth and active diplomacy in East Asia, Chinese power and influence will continue in the future (Ikenberry, 2008) and the demand for Chinese language proficiency will definitely not cease.

Listening difficulties and individual differences

Chinese as a Category IV language is challenging for English-speaking learners. The Department of State divides foreign languages into four categories, each representing the difficulty a native English speaker faces when learning the foreign language. Category I languages, such as Spanish and French, are considered the easiest languages to learn, whereas Category IV languages, such as Arabic, Chinese, Japanese and Korean, are the hardest to learn (National Security and International Affairs Division, 1994). Chinese, different from Indo-European languages, does require special consideration in teaching (Hsin, Wang & Huang, 2014).

According to Goh (2000), all language learners face difficulties when listening to the target language. Many second and foreign language students perceive listening comprehension more challenging than reading comprehension (Graham, 2006) as there is less opportunity to go back over previous input in real time (Rahimiral, 2014). Thus, listening comprehension is a complex ongoing process which involves the interaction of various factors (Chen, 2013). Goh (2000) states that listening difficulties may be influenced by speech rate, lexis, phonological features, and background knowledge, and may also include issues from text structure and syntax to personal factors such as insufficient exposure to the target language as well as a lack of interest and motivation. Acknowledging these factors, Brown (1995) argues that listening difficulties are also related to the levels of cognitive demands made by the content of the texts.

In the field of Chinese as a second language, English-speaking learners of Chinese face more challenges in listening comprehension. As a nonalphabetic system, Chinese is fundamentally different from alphabetic languages in its phonology,

orthography, and morphology (Shen & Xu, 2015). Particularly, in Mandarin Chinese, a word can have different meanings depending on tonal contrasts signaled by modulations in pitch during articulation (Malins & Joanisse, 2010). The Mandarin Chinese tone system has five tonal values: high-level (Tone 1), rising (Tone 2), low-falling-rising (Tone 3), high-falling (Tone 4), and mid-flat (neutral, Tone 5). A change in tone alters the meaning of the syllable. For example, the syllable *ma* can have four different meanings according to its tones represented as the following: *mā* (mother), *má* (hemp), *mǎ* (horse), and *mà* (scold). Because of the complexity of the tonal system of Chinese, many English-speaking learners' listening difficulties are caused by their inability to discriminate the tones.

For adult learners, listening is considered most difficult compared to other language skills (Vandergrift & Goh, 2012). The unique phonetic system and complicated Chinese characters have adult learners of Chinese frequently encounter difficulties in class. Some researchers have sought to individual differences in second language learning in order to identify attributes to successful language learning (Dörnyei, 2005; Dörnyei & Skehan, 2003; Ehrman, 1996; Ehrman & Leaver, 2003; Ricahrds, 2005, Skehan, 1991). Adult learners over the age of 18 have passed the "critical point" for language acquisition. A classic notion is that the critical point for second language acquisition occurs around puberty, beyond which people seem to be relatively incapable of acquiring a second language (Brown, 2007).

In addition, adult learners differ in foreign language aptitude, educational background, foreign language learning experience, learning styles, and L2 motivation, which implies that they have different level of prior knowledge and cultural awareness

for target language. According to Field (1999), lack of prior knowledge may result in deficiency in language processing such as knowledge-driven top-down processing in listening comprehension. Furthermore, Vandergrift's (2006) study shows that learners' L1 listening comprehension ability and L2 proficiency contribute significantly to their L2 listening comprehension ability. Thus, students' previous education and knowledge base plays a considerably role for their success in second language learning.

Most importantly, adult learners may have different levels of motivation for learning their target language. If they are not intrinsically motivated to learn a particular target language, their learning difficulties will eventually loom and they will struggle to master that language. According to Dörnyei and Skehan (2003), foreign language aptitude and motivation have generated the most consistent predictors of second language learning success. In this respect, motivation is a big factor related to learning difficulties for language learners.

Given the aforementioned complexity of Chinese language and learners' individual differences, students learning Chinese as a second language need guidance that leads to successful language learning. Particularly, students who do not have any foreign language learning experience and have never received learning strategy training need to be taught how to learn a foreign language. Therefore, language instructors should incorporate learning strategies into their daily instruction to help students overcome their learning difficulties. In this regard, the problem is what and how strategies are used (Graham, Santos, & Vanderplank, 2008). In light of the learning context at the researched school, this study intended to investigate effective learning strategies and activities that could help second language learners enhance their listening abilities.

Need for the study

The findings of previous studies on learning strategy demonstrated that teaching students listening strategies could help them foster awareness of strategy use and enable them to employ appropriate strategies to solve listening problems. These endeavors exerted significant impact on students' strategy use and greatly enhanced their listening performance. However, these studies mainly investigated the listening strategies used by proficient learners versus less proficient learners, and the relationship between listening strategy use and listening achievement. Although an increasing number of studies have been exploring the effects of strategy instruction for listening (Chen, 2013; Graham, 2006; Graham & Macaro, 2008; Rahimirad, 2014; Rahimirad & Shams, 2014; Siegel, 2013; Vandergrift & Tafaghodtari, 2010), only a small number of studies have focused on students' perceptions of learning strategy instruction (Chen, 2013; Siegel, 2013).

In addition, past research investigated the listening strategies mainly for the students of English as a second/foreign language. Only a limited number of listening strategy research was related to learning Chinese as a second language (Jiang & Cohen, 2012). These studies merely examined listening strategy use and the relationship between strategy use and academic achievement in Chinese as a second language (Bai, 2007; Di, 2007; Zhang, 2007; Zhou, 2004). Few studies explored whether strategy instruction could influence beginning- and intermediate-level Chinese L2 learners' listening strategy use (Yuan, 2005).

Moreover, as the number of students learning Chinese has been steadily growing around the globe, listening problems have been continuously emerging among learners of Chinese. Thus, investigating listening strategy instruction in Chinese as a second

language is practical and indispensable. With these perspectives in line, this study was needed in the hope for helping learners of Chinese as a second language enhance their listening abilities and become self-regulated learners.

Purpose Statement

The purpose of this study was to identify effective listening instructional strategies and activities that promoted self-regulated learning among adult learners of Chinese and to explore students' and instructors' perceptions of the effectiveness of strategy-integrated listening instruction. First, this study provided interventional listening instruction integrated with self-regulated learning strategies among learners of Chinese as a second language. Then it identified the effective strategies and activities that promoted self-regulated learning among adult learners of Chinese to assist their listening comprehension. Finally, it gained insights into the perceptions from both the adult learners of Chinese and the Chinese instructor on the strategy-integrated listening instruction, and the challenges for students and teachers to implement this strategy-integrated instruction in listening comprehension class.

Research Questions

To address the aforementioned issues, this study posed the following three research questions:

1. What are the effective instructional strategies and activities that promote self-regulated learning in strategy-integrated listening instruction in Chinese as a second language?
2. What are the students' perceptions of the strategy-integrated listening instruction in a Chinese as a second language classroom?

3. What are the instructor's perceptions of the strategy-integrated listening instruction in a Chinese as a second language classroom?

Theoretical Frameworks/Conceptual Rationale

This study employed social cognitive theory (Bandura, 1986) and Zimmerman's (2000) three-phase cyclical model of self-regulated learning as the theoretical framework. Social cognitive theory was chosen for this study because it emphasized social influence on learners' development of self-regulation such as the efforts of teacher modeling and instruction on students' strategy use (Schunk, 1989; Zimmerman, 1989). Social cognitive theory views human functioning as a series of reciprocal interactions between behavioral, environmental, and personal variables (Schunk & Zimmerman, 1997), which provides the theoretical foundation for Zimmerman's self-regulated learning model. Zimmerman's model of self-regulated learning includes three cyclical processes: forethought phase, performance phase and self-reflection phase, which depict the interactions of cognitive, metacognitive, and motivational processes during efforts to learn (Zimmerman, 2013). Thus, social cognitive theory could provide an appropriate framework to guide this study to examine the effective instructional strategies and activities promoting self-regulated learning in listening instruction of Chinese as a second language.

In this study, the strategy-integrated listening instructions followed the three phases in Zimmerman's model of self-regulated learning and involved listening strategies and activities in a Chinese L2 classroom. The listening instruction sequence included pre-listening, during-listening, and post-listening phases, which corresponded with Zimmerman's (2000) forethought, performance, and self-reflection phases. The procedures of designing the strategy-integrated listening instruction within this

framework were detailed in the research design section in Chapter III.

Social cognitive theory of self-regulation

Social cognitive theory postulates that self-regulated learning involves reciprocal causation among personal, environmental, and behavioral influence processes as depicted in Figure 1. According to social cognitive theorists, self-regulated learning is not determined merely by personal processes and these processes are influenced by environmental and behavioral events in a reciprocal way (Zimmerman, 1989). For example, students' performance in class is not only determined by their personal perceptions of efficacy, but also affected by environmental stimuli such as encouragement from teachers and by enactive outcomes such as obtaining a correct answer to previous problems.

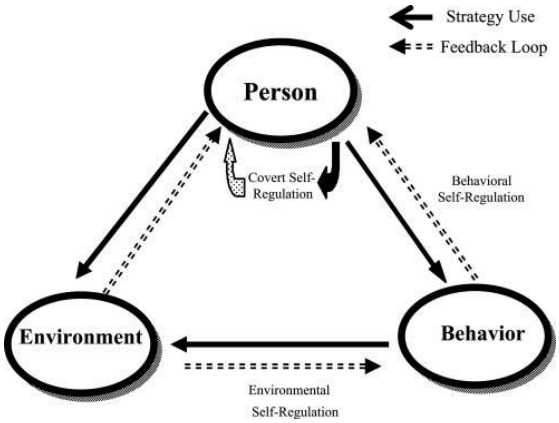

Figure 1. A triadic analysis of self-regulated functioning. (taken from Zimmerman, 2013, p. 137)

Behavioral forms of self-regulation refer to self-observing one's performance and adapting it strategically such as observation learning, which can occur through modeling (Schunk & Zimmerman, 1997). Environmental form of self-regulation involves monitoring the effects of varying environmental conditions and controlling those conditions strategically such as with teachers' scaffolding and encouragement. Personal

form of self-regulation refers to observing and adapting specific feelings and thoughts such as overcoming anxiety. Bandura (1986) cautions that the reciprocity among the three forms of self-regulation does not function in an absolute state but rather varies in degree, depending on the social and physical context. This approach of learning also depends on a variety of personal influences that can change with teaching or development such as one's level of knowledge and metacognitive skills (Zimmerman, 1989).

Zimmerman's model of self-regulated learning

Zimmerman (2000) postulated a cyclical model of self-regulated learning based on social cognitive theory. According to this model, a student's learning processes and accompanying motivational beliefs fall into three self-regulatory phases: forethought, performance, and self-reflection (see Figure 2). Forethought phase processes are used in preparation for efforts to learn to enhance learning. Performance phase processes are employed during efforts to learn for facilitating self-control and self-monitoring of one's performance. Self-reflection phase processes occur after efforts to learn for optimizing one's reaction to his or her outcomes. These reflections, in turn, influence forethought processes and beliefs regarding subsequent efforts to learn, thereby completing a self-regulatory cycle.

According to Zimmerman (2013), the cyclical properties of this model are designed to explain the results of repeated efforts to learn, such as when learning a new language. Proactive learners employ high-quality forethought and performance phase processes, whereas reactive learners rely on post-performance self-reflection to learn, such as by discovery learning. "Although all learners attempt to self-regulate their learning processes in some manner to attain favorable outcomes, proactive self-regulators

are expected to display a superior cyclical pattern of processes than reactive self-regulators" (p. 143).

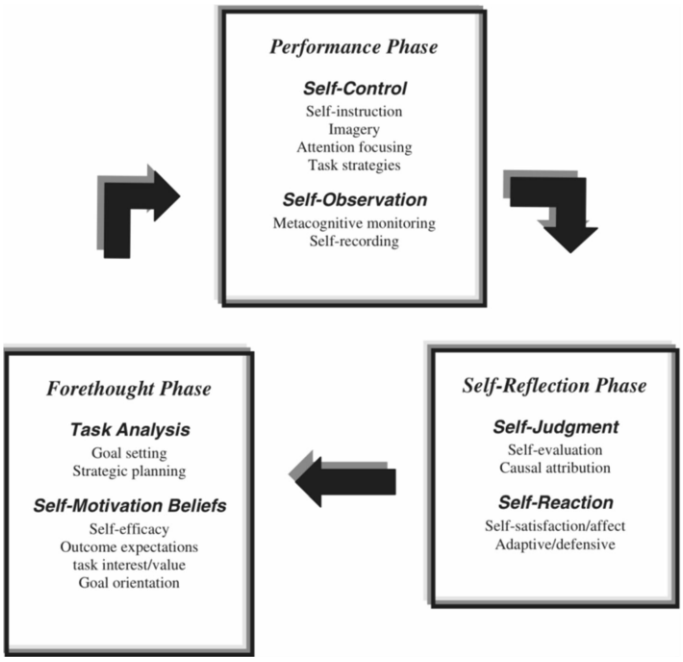

Figure 2. The Zimmerman's three-phase cyclical model of self-regulated learning (taken from Zimmerman, 2002, p. 67).

Forethought phase includes task analysis processes and self-motivation beliefs. Task analysis refers to a learner's efforts to break learning into key components. Proactive learners can set specific, proximal, and challenging goals for themselves. Effective task analysis also enables proactive students to plan more effective strategies to aid cognition, control affect, and direct motoric execution. By contrast, reactive learners set vague, distal, or unchallenging goals for themselves, and preclude themselves from planning a detailed strategy which compels them to rely on vague methods of learning. Moreover, proactive learners are motivated by higher self-efficacy beliefs, outcome expectancies, mastery learning goals, and/or task interest/valuing whereas reactive learners display inferior forms of motivation and are less self-motivated to analyze tasks, select goals, or plan strategically.

Performance phase involves self-control and self-observation. Self-control refers to the use of specific techniques to direct learning such as self-instruction, imagery, attention focusing, task strategies, environmental structuring, and help seeking. Proactive learners systematically employ self-observation to guide their efforts to learn such as metacognitive monitoring and self-recording whereas reactive learners find it difficult to self-observe a particular process because they lack specific forethought phase goals or plans to focus their attention.

Self-reflection phase details self-judgments and self-reactions. Self-judgments include self-evaluations of causality regarding one's outcomes. Proactive learners tend to self-evaluate based on their mastery of the goals set in the forethought phase whereas reactive learners lack specific forethought goals and often fail to self-evaluate. Self-reaction involves self-satisfaction and adaptive inferences. Self-satisfaction reaction refers to perceptions of satisfaction or dissatisfaction regarding one's performance. Adaptive or defensive inferences refer to conclusions about whether one needs to alter his or her approach during subsequent efforts to learn. Proactive learners make adaptive inferences for errors by modifying strategies whereas reactive learners resort to defensive inferences to protect themselves from future dissatisfaction such as helplessness, and cognitive disengagement.

Delimitations and Limitations

The delimitations of this study were related to the selection of the research site and participants of the study. First, a military college located in northern California was chosen as the research site due to sampling convenience. Second, the scope of the study was restricted to include only six American adult learners of Chinese enrolled in a 64-

week intensive Chinese basic course and one Chinese instructor who provided listening instructions to the student participants. Additionally, this study only selected the student participants who were at second semester of Chinese basic course in order to determine the effectiveness of instructional strategies and activities that promoted self-regulated learning in Chinese L2 listening comprehension class.

The limitations of this study were pertinent to the generalizability of the findings due to the complexity of the military school in which the student participants differed in age, gender, educational background, language aptitude, and motivation levels. First, the participants varied in age from 19 to 30. Older learners might be more self-regulated than younger ones in the learning process. Second, the participants included three male students and three females. Male students might employ different learning strategies and hold different beliefs towards language learning from female students. Third, the participants' varied educational background might lead to different perceptions of listening strategy instruction in terms of students' previous learning experiences. Lastly, the participants' aptitude and motivation could also allow the participants to perceive the listening strategy instruction differently. Thus, with the aforementioned limitations, the findings of the study might not be generalizable to other Chinese language programs in different context.

Significance of the Study

This study added to the growing body of research investigating the effectiveness of integrated strategy instruction in listening comprehension of Chinese as a second language. The significance of this study is threefold. First, most of past research focused on the listening strategy use by learners and the relationship between strategy use and

academic achievement among the ESL learners. Few studies investigated the effectiveness of listening instruction and identified effective listening strategies, especially in the context of learning Chinese as a second/foreign language. Thus, this study addressed the gap which attached significance to the study by identifying effective listening strategies and activities that promoted self-regulated learning among adult learners of Chinese.

Second, previous studies have shifted the focus on metacognitive approach to enhancing learners' listening abilities. However, few studies have explored the effectiveness of listening strategy instruction promoting self-regulated learning concepts. The present study not only took into account metacognitive strategies, but also integrated motivational strategies in listening instruction in Chinese L2 classroom aiming at boosting learners' confidence and self-efficacy in their learning process.

Third, this study explored both students' and instructors' perceptions of listening strategy instruction promoting self-regulated learning. In this regard, this study went beyond previous studies that rarely gained insights into the effectiveness of listening strategy instruction from students and instructors. Thus, the findings of this study could be of great significance for both foreign language learners and instructors.

Definitions of Terms

Aptitude – Carroll (1981) defines *aptitude* as a notion that "in approaching a particular learning task or program, the individual may be thought of as possessing some current state of capability of learning this task – if the individual is motivated and has the opportunity of doing so" (p. 84). According to Krashen (1981), there are three major components in modern aptitude tests: phonetic coding ability, grammatical sensitivity,

and inductive ability.

Category IV language – classified by Department of Defense based on the difficulty of the language, which includes Modern Standard Arabic, Iraqi Arabic, Chinese, Japanese, Korean, Levantine Arabic and Pashto (Defense Language Institute Foreign Language Center General Catalog, 17 August 2011).

Defense Language Aptitude Battery (DLAB) – a test used by the United States Department of Defense to test an individual's potential for learning a foreign language and thus determining who may pursue training as a military linguist (Defense Language Institute Foreign Language Center General Catalog , 17 August 2011).

Defense Language Proficiency Test (DLPT) – a battery of foreign language tests produced by the Defense Language Institute and used by the United States Department of Defense (DoD) to assess the general language proficiency of native English speakers in a specific foreign language, in the skills of reading and listening.

Intensive Language Program – a program where the language is acquired with time concentration in which instructional time is significantly extended every day and is condensed over a period of time (Xu, Padilla and Silva, 2014).

L1 – one's first language or first language teaching and learning.

L2 – one's second language or foreign language teaching and learning.

Language Learning Strategies – specific actions taken by the learner to make learning easier, faster, more enjoyable, more self-directed, more effective, and more transferable to new situations (Oxford, 1990).

Learning Strategies – techniques which students use to comprehend, store, and remember new information and skills (Chamot & Küpper, 1989).

Metacognition – listener awareness of the cognitive process involved in comprehension and the capacity to monitor, regulate, and direct the process (Goh, 2008).

Motivation – the dynamically changing cumulative arousal in a person that initiates, directs, coordinates, amplifies, terminates, and evaluates the cognitive and motor process whereby initial wishes and desires are selected, prioritized, operationalized and (successfully or unsuccessfully) acted out **(**Dörnyei & Ottó**,** 1998)**.**

Scaffolding – support in performing a task provided by teachers or more proficient peers (Vandergrift & Goh, 2012).

Self-Efficacy – perceptions about one's capabilities to organize and implement actions necessary to attain designated performance of skill for specific tasks (Bandura, 1986).

Self-Regulation – an active, constructive process whereby learners set goals for their learning and then attempt to monitor, regulate, and control their cognition, motivation, and behavior, guided and constrained by their goals and the contextual features in the environment (Pintrich, 2000).

Self-Regulated Learning Strategies – actions and processes directed at acquisition of information or skills that involve agency, purpose, and instrumentality perceptions by learners (Zimmerman, 1989, 1990).

Social Cognition – social influence on learners' development of self-regulation such as the effects of teacher modeling and instruction on learners' goal setting and self-monitoring (Schunk, 1989; Zimmerman, 1989).

CHAPTER II

REVIEW OF THE LITERATURE

Introduction

A recent trend has shifted the focus of listening development from listening outcome to listening process. Special attention has been paid to strategies that have proven effective for language learners in their efforts to master the language (Jiang & Cohen, 2012). However, knowledge about listening comprehension strategies is still cursory because most language learning strategy researchers have placed emphasis on reading, writing, and speaking (Vandergrift, 1996; Vandergrift & Goh, 2012; White 2008).

Previous studies have explored various learning strategies that seek to support and maximize listening comprehension in second language classes (Goh, 2000, 2002, 2008; Goh & Taib, 2006; Graham, 2006; Thompson & Rubin, 1996; Vandergrift, 1996, 1997; Vandergrift & Goh, 2012). However, much research has focused on the listening strategies that students report to use and the differences in strategy use between proficient listeners and less-proficient listeners. Few studies have purposefully examined the effectiveness of the listening strategies during the listening instruction and students' perceptions of the listening strategy instruction (Siegel, 2013). Thus, this study intended to identify effective instructional strategies and activities in listening for promoting self-regulated learning among the adult learners of Chinese as a second language, and to investigate the instructors' and the students' perceptions of the identified instructional strategies with regard to their effectiveness in engaging students in self-regulated learning.

This chapter focused the body of literature on self-regulated learning and strategy

instruction in second language listening and consisted of five sections. The first section addressed listening processes which included bottom-up processing and top-down processing. The second section introduced self-regulated learning concepts and listening strategies focusing on cognitive, metacognitive and social-affective strategies. The third section reviewed the identification of listening strategies. The fourth section illustrated a variety of listening strategy instructions focusing on cognitive, metacognitive and motivational strategy instructions. The fifth section discussed students' and instructors' perceptions of listening strategy instructions.

Listening Process

Vandergrift (2010) states that listening comprehension involves two fundamental cognitive processes: bottom-up and top-down processes. Learners use bottom-up processes when they construct meaning from the incoming sound stream by gradually combining increasingly larger units of meaning from the phoneme-level up to discourse-level features to build comprehension of an utterance or a text. Learners use top-down processes when they use context, prior knowledge and listener expectations to build a conceptual framework in which to grasp the individual units of meaning retained from bottom-up processing to eventually arrive at a reasonable interpretation of the message. In other words, bottom-up processing is data-driven, working from small unit to large chunk of text whereas top-down processing is schemata-driven, working from overall message and text structure (Field, 1999; Moskovsky, Jiang, Libert, & Fagan, 2015). Although these two processes occur simultaneously, the degree to which learners use one of the processes more than the other will depend on the task or purpose for listening.

Vandergrift (2010) further points out that, in addition to these two cognitive

processes, listening comprehension is also constrained by affective factors such as anxiety which further limits how much information short-term memory can process at one time. Other factors such as background knowledge of the topic of the text, proficiency level in the target language, age, metacognitive knowledge about listening, strategy use, native language listening ability, working memory capacity, sound discrimination ability, and listening task also affect listening comprehension.

Bottom-up processing

According to Vandergrift (2011), the bottom-up dimension of listening involves decoding of linguistic inputs such as lexical segmentation and word recognition skills. Field (1999) portrays the features of bottom-up processing as the assembly processes from phonemes into syllables, syllables into words, words into clauses, and clauses into sentences. For bottom-up level processing, listeners use lower-level, linguistic information from the text, such as word recognition and sentence parsing, which provides raw data to build meaning (Yeldham & Gruba, 2014). Additionally, listeners use linguistic knowledge to emphasize grammatical or syntactic structures in order to interpret the meaning of individual words and then synthesize chunks of words. Thus, lexical segmentation and word recognition are important aspects of bottom-up processing.

Goh (2008) also states that learners' comprehension is often affected by poor lexical segmentation and word recognition skills. Some scholars have called for a greater emphasis to be given to bottom-up processing approach to teaching listening (Field, 2003; Hulstijin, 2003). Hulstijin points out that the more learners are able to process the text without effort at the lower levels of word recognition and lexical parsing, the more attention capacity is available for the processing of the information at the higher levels of

meaning and content. Some researchers even surmise that bottom-up processing is more important than top-down processing in listening performance (Moskovsky, Jiang, Libert, & Fagan, 2015; Tsui & Fullilove, 1998). A study by Sağlam (2014) assessing 73 learners of English as a Foreign Language (EFL) at three proficiency levels shows that vocabulary knowledge is the strongest predictor of listening comprehension. The study suggests that lexical development with lower level students should be emphasized and explicit vocabulary teaching must be integrated into existing curriculum.

While bottom-up processing approach is clearly needed and students should be aware of the role that vocabulary plays in listening comprehension, the concern is raised that learning may become decontextualized and listening instruction may involve more drill practices such as sound discrimination (Goh, 2008). Goh suggests employing top-down processing such as post-listening perception activity in metacognitive instruction to revisit the text focusing on the features of words in context.

Top-down processing

Vandergrift (2011) defines top-down processing as the application of the listener knowledge resources to the decoding process. Listeners apply prior knowledge as well as metacognitive knowledge about the listening process to the comprehension. Top-down processing enables listeners to draw conclusions based on contextual cues such as familiar topics, predictable content, and/or cultural background. Top-down processing consists of specific knowledge of content concerning real-life situations, procedures, and participants. Using real-life tasks and giving listeners an idea of the type of information to expect and what to do with it in advance may improve their listening comprehension. Additionally, listeners' comprehension can improve by using old information and

associations between interrelated segments of a new text. Thus, background knowledge and familiar topics are dominant features of top-down processing.

Although these two processes occur simultaneously, the issue of whether there is more bottom-up or top-down processing to comprehend input among listeners of different proficient levels has aroused different views (O'Malley et al., 1989; Tsui & Fullilove, 1998). Vandergrift (2007) suggests that integration of and the balance between both bottom-up and top-down strategies result in successful listening comprehension. The degree to which learners use one of the processes more than the other will depend on the text, task, speaker, listener and input processing factors (Chen, 2013).

The above review illustrates the complexity of top-down and bottom-up processing in listening comprehension processes. Although previous studies have focused on bottom-up and top-down processing strategies in different languages and listening texts, little research has specifically tapped bottom-up and top-down processing listening strategies used by intermediate-proficiency level Chinese as a Foreign Language listeners. This study took into account the cognitive processes of top-down and bottom-up processing as looking into the listening strategies and activities that promoted self-regulated learning through effective strategy-integrated listening instruction.

Self-Regulated Learning and Listening Strategies

Research on language learning strategy has shifted focus on self-regulated learning by which learners plan, monitor, and regulate their own learning (Zimmerman, 2008). However, learners are rarely given choices to practice self-regulation in academic settings (Zimmerman, 2002). Thus, investigating language learning strategies that help learners control and direct their learning processes themselves is needed (Goh, 2008;

Maftoon & Tasnimi, 2014). Researchers have suggested that further research in language study can be enriched through self-regulated learning (Dörnyei, 2005; Ping, 2012).

According to Zimmerman (1990), self-regulated learners are distinguished by their systematic use of metacognitive, motivational and behavioral strategies. Previous research showed the strong relationship between self-regulated learning strategies and academic performance (Zimmerman, 1989, 1990, 2002; Inan, 2013). A study by Lin and Gan (2014) indicated that listeners' metacognitive awareness was closely linked to their self-regulated learning. Another study by Serri, Boroujeni and Hesabi (2012) suggested that there was a significant relationship between motivation level and listening strategies. However, more research was needed to investigate the impacts of self-regulated learning on listening in second language teaching and learning.

Self-regulated learning

Self-regulated learning approach emerged in the mid-1980s questing how students can control their own learning processes. According to Zimmerman (2002), self-regulation is not a mental ability or an academic performance skill; rather it is the self-directive process through which learners transform their mental abilities into academic skills. Thus, self-regulated learning is an active, constructive process whereby learners set goals for the learning and then attempt to monitor, regulate, and control their cognition, motivation, and behavior in the service of those goals (Winne, 2001; Winne & Hadwin, 1998; Zimmerman & Schunk, 2001). This study employed Zimmerman's model of self-regulated learning (Zimmerman, 2002) as the theoretical framework as explained in Chapter 1 to examine the effective listening strategies and activities in Chinese as a second language classroom.

Based on social cognitive theory (Bandura, 1986), self-regulated learning not only details personal processes, but also involves environmental and behavioral impacts in reciprocal ways. Zimmerman (2000) delineates these reciprocal relationships with three cyclical self-regulatory processes: forethought phase, performance phase, and self-reflection phase. Zimmerman's model expands Bandura's perspective to better encompass individuals' actions before and after task engagement and reflects the dynamic interplay of personal, behavioral, and social/environmental factors (Schunk & Mullen, 2013).

The forethought phase refers to processes and beliefs that occur before actual performance and include self-regulatory activities that set the stage for action, such as identifying goals, deciding which strategies to use, establishing favorable social/environmental conditions, and feeling self-efficious for learning. The performance phase refers to processes that occur during behavioral implementation, which include task engagement activities that affect attention and action. Learners implement task strategies and monitor their performance outcomes. The self-reflection phase refers to processes that occur after each learning effort, which involve self-evaluating and self-reaction. Learners may persist if they believe their strategies are working, but modify their strategies or seek assistance if they deem learning progress in adequate. Thus, self-reflection return learners to the forethought phase to form a loop in the cycle and the components in each phase interact each other and have effects on self-regulated learning (Zimmerman, 2002, 2013).

Although the concept of self-regulated learning is more focused on the process than the product of learning, it is not confined to learners' management of their own

learning process. Instead, learning happens when learners are connected to social forms such as modeling, scaffolding, guidance, and feedback from peers, coaches, and teachers (Zimmerman & Schunk, 2001). Social cognitive theorists believe that environmental factors such as the nature of the task and setting are also influential on students' perceptions of self-efficacy achievement and motivation (Bandura, 1986).

Lau (2011) found that all students significantly improved their intrinsic motivation, increased their use of self-regulated strategies and comprehension strategies, and obtained better reading performance after using self-regulated learning strategies. Inan (2013) further investigated the relationship between self-regulated learning strategies of the students in an English Language Teaching Program in a university setting and their academic performance. The study revealed that the successful learners had very high interest about the field and high intrinsic motivation level. On the other hand, low achievers had poor interest level about the filed, frequently gave up in difficult situations or failure, and had poor time management.

Unlike social cognitive perspective, the situational perspective of self-regulated learning asserts that learning takes place in constantly changing contexts and should go beyond the static individual level (Järvenoja, Järvelä & Malmberg, 2015). This situational self-regulated learning is aligned with constructivist perspective that learning is situated in social and historical contexts that shape the content and processes of thinking (Paris, Byrnes & Paris, 2001). Rose (2012) calls for exploring new models of strategic learning that incorporate both self-regulation and strategy use applied to various language learning tasks.

Listening strategies

Listening strategies are broadly categorized as cognitive, metacognitive, and social-affective strategies based on their functions and the type of mental, social, and affective processes involved (Goh, 1998; O'Malley, Chamot & Küpper, 1989; Vandergrift, 1997). Previous studies on listening strategies have shown that effective second and foreign language learners use a variety of appropriate metacognitive, cognitive, and social-affective strategies for both receptive and productive tasks, while less-effective students not only use strategies less frequently, but have a small repertoire of strategies and often do not choose appropriate strategies for the task (Chamot & Küpper, 1989, Goh, 2000; Vandergrift, 1997, 2006). O'Malley and Chamot (1990) also find metacognitive, cognitive, and social-affective strategies very useful for integrating strategies into instruction.

Although consensus is reached that metacognitive, cognitive, and social-affective strategies assist learners in enhancing their listening comprehension, the classification of the strategies has prompted criticism from Dörnyei (2005) that these strategies are related to language use rather than learning. Additionally, Dörnyei (2005) claims that the social-affective strategies are not related to the cognitive theories. Instead, Dörnyei proposes a new strategic learning model based on the concepts of self-regulation in the framework of motivational control strategies (Dörnyei, 2001). The Dörnyei model includes five strategies: commitment control, metacognitive control, satiation control, emotion control, and environmental control strategies. This approach targets the core learner difference that distinguishes self-regulated learners from their peers who do not engage in strategic learning. Rose (2012) argues that Dörnyei's reconceptualization is like throwing the baby

out with the bathwater, in that it throws out a problematic taxonomy and replaces it with another problematic one.

Listening strategy research on Chinese as a second language appears to be limited (Jiang & Cohen, 2012). Previous studies included listening strategy use by learners (Bai, 2007; Di, 2007; Zhang, 2007) and the relationship between listening strategy use and listening achievement (Zhang, 2007; Zhou, 2004). However, few studies explored whether strategy instruction could influence beginning- and intermediate-level Chinese L2 learners' listening strategy use (Yuan, 2005). Nevertheless, the past studies investigated the metacognitive, cognitive, and social-affective strategy use in Chinese L2 listening. In support of these insights, the subsequent sections discussed the cognitive, metacognitive and social-affective strategies that facilitated self-regulated and effective learning in listening comprehension.

Cognitive listening strategies

According to Goh and Hu (2014), cognitive listening strategies are used to manipulate listening input directly in order to arrive at meanings of words and interpretations of a message. O'Malley and Chamot (1990) perceive cognitive strategies as strategies that "reflect mental manipulation of tasks", such as practicing and analyzing, which enable leaners to understand and produce new language by many different ways. Goh (2000) suggests a number of cognitive listening strategies such as inferring unfamiliar words using contexts, predicting general contents before listening using contexts and prior knowledge, using prior knowledge to elaborate, taking notes, relating limited interpretation to a wider social/linguistic context, relating one part of a text to another,

visualizing things being described, and reconstructing meaning using words heard.

Zhang (2007) investigated the relationship between listening strategy use and listening achievement among 69 Japanese learners of Chinese from four Chinese universities. The findings revealed that the learners used more cognitive strategies than social-affective and metacognitive strategies. However, high achievers on the listening test reported using more metacognitive strategies such as monitoring, evaluation, prediction, and questioning strategies, whereas low achievers reported using more strategies for dealing with new vocabulary.

Metacognitive listening strategies

Metacognition refers to thinking about, and planning and control of, one's own thinking (Girash, 2014). Metacognitive listening strategies are the actions that leaners use consciously during listening wherein learners are involved in planning, monitoring, and evaluating their own learning (Goh, 2000). Anderson (2008) divides metacognition into five intersecting components: preparing and planning for learning, selecting and using strategies, monitoring learning, orchestrating strategies, and evaluating learning.

Goh (2000) provides a number of metacognitive listening strategies such as setting a goal for listening, monitoring comprehension by using contexts and prior knowledge, evaluating comprehension by using contexts, prior knowledge and external resources, assessing the problems, and predicting the subsequent parts. Similarly, Vandergrift and Goh (2012) suggest some of metacognitive activities used in classrooms like planning for language tasks, directing attention and focus, monitoring and adjusting strategy use, applying background knowledge, and setting expectations.

Self-regulated learners are usually metacognitive in assessing their learning

strategies. Vandergrift (2010) states that skilled learners are able to use their metacognitive knowledge to initiate appropriate cognitive strategies, contextual cues and other relevant information available to them to inference on what was not understood. On the other hand, students who do not employ metacognitive strategies essentially have no direction or opportunity to plan their learning, monitor their progress, or review their accomplishments and future learning directions (O'Malley & Chamot, 1990). Furthermore, Zimmerman (2002) claims that students' deficiencies in learning are attributed to a lack of metacognitive awareness of personal limitations and an inability to compensate. Thus, the increased metacognitive awareness about their learning processes could cause learners to take more active part in overcoming some of their listening difficulties (Goh, 2000).

Social-affective listening strategies

Griffiths (2008) defines socio-affective strategies as activities in which learners interact with other people in order to help their comprehension and encourage themselves to continue listening. Social-affective strategies in listening comprehension include asking for clarification and repetition, paraphrasing what speakers say to check understanding, motivating oneself to listen, learning to relax to lower anxiety before and during listening, and providing oneself with opportunities for listening (Goh, 2000).

Zhou (2004) examined the relationship between Chinese L2 learners' general listening strategy use and listening achievement and found that the learners reported using social-affective strategies most frequently, followed by metacognitive and cognitive strategies. However, Serri, Boroujeni and Hesabi's (2012) study indicated that learners seldom used social-affective strategies in listening. Nonetheless, the study

revealed that learners might be shy or fear to ask their questions from their classmates or teachers due to learners' individual differences, thereby affecting their motivation level.

According to Zimmerman (1989, 2008), motivation is an essential variable in self-regulated learning. Cheng and Dörnyei (2007) also assert that motivation is one of the key factors of determining the success in second/foreign language learning and the strategy use. Students only employ learning strategies if they are motivated to do so (Da Silva Marini & Boruchovitch, 2014). According to Deci and Ryan (2008, 2012), intrinsically motivated students become involved and remain in the task for their own pleasure, the challenge, the curiosity, and the interest that the activity awakens in them, while extrinsically motivated students fulfill the tasks to obtain external rewards and/or to demonstrate their competences and capacities to other people. Typically, motivation for students to learn second languages is influenced by both intrinsic motivation and extrinsic motivation (Kuo, 2010).

Furthermore, learning strategies are particularly linked to students' self-efficacy leading to expectations of successful learning (Zimmerman & Pons, 1986). According to social cognitive theory (Bandura, 1986), self-efficacy and self-regulation are key processes that affect students' learning and achievement (Schunk & Zimmerman, 2007). Students with high self-efficacy demonstrate better quality learning strategies and more self-monitoring of their learning outcome than students with low self-efficacy (Zimmerman, 1989). Self-efficacious learners feel confident about solving a problem because they have developed an approach to problem solving that has worked in the past and they attribute their success mainly to their own efforts and strategies. Students with low self-efficacy, on the other hand, believe themselves to have inherent low ability and

choose less demanding tasks on which they will make few errors to avoid revealing their inabilities (Bandura, 1992).

Given the complexity of listening strategies, instructors need to identify what strategies learners are currently using and whether these strategies are effective for their listening comprehension. Understanding the students' strategy use allows instructors to provide appropriate instructions and activities for students to improve their learning.

Identification of Listening Strategies

Although learning strategies are for the most part unobservable, some strategies may be associated with an observable behavior (Chamot, 2004). For example, an observable behavior can be note-taking in class for remembering the information. For an accurate assessment of the extent of the learners' functioning, the best approach is to draw on their own accounts (Tseng et al., 2006). In language learning context, self-report is considered as the best approach to identify language learning strategies (Chamot, 2004). Self-report can be used to investigate language learners' mental processing and learning strategies through interviews, focus groups, diaries and journals, and think-aloud protocols. Although these methods have their own limitations, for example, the information may be inaccurate if the learner does not report truthfully, Chamot (2004) supports that they at least can provide important insights into unobservable mental learning strategies. He suggests that triangulation by using two or three different types of self-reports provide in-depth analyses of individual learners' on-line processing as well as help establish validity and reliability in any research study.

Classroom observations

Observations capture ongoing rather than recalled actions. Close observation of students' reactions can tell observers whether students consider a specific learning environment as optimal or suboptimal (Boekaerts, 1999). Although listening is a covert process, observation of interactive situations can provide some insights into listener behavior in bi-directional listening (Vandergrift, 2010). For example, cooperating with peers, asking for clarification or verification, and overcoming limitations in speaking through gestures or mime can yield information on how learners go about learning languages (Oxford, 1990). Observers decide the processes they intend to observe and whether they will focus on individual students or on interactions between students.

Pineda (2010) conducted an inductive, ethnographic study with a series of lesson observations to explore the language learning strategies used by the students of different languages at a language program at the university level. Pineda concluded that lesson observations allowed the researcher to witness compensation, affective, and social strategies in action and it was also a tremendous chance to record the effectiveness of the strategies students used when preparing a language task.

Individual interviews and focus groups

Observations are often complemented by interviews (Perry, 2002; Zimmerman & Martinez-Pons, 1988). The main aim of interviews is to gather descriptive data in the subjects' own words so that the researcher can develop insights on how the subjects interpret their experience (Bogdan & Biklen, 2003). Interviews have different forms. Unstructured interviews invite students to tell their stories and data are frequently presented as narratives. Structured interviews prevent students from jumping from one

thought to the other by asking critical questions that build on one another. Semi-structured interviews allow researchers to select from the interview sheet those questions that act as context-sensitive prompts, encouraging students to reflect on their strategy use, thoughts, and feelings as well as on their awareness of specific features of the classroom context.

Bidabadi and Yamat (2014) conducted a semi-structure interview with 12 Iranian freshmen university students from which six of them were identified for the think-aloud protocol to elicit the strategies they used in extensive listening. The analyses of the interview and think-aloud data generated six major themes: concentration and attention which describe metacognitive strategies; visualization, note-taking, and inferencing by guessing and using cues and background noise which describe cognitive strategies; communicating and skipping which describe additional strategies. The implication of the study was that these strategies used in extensive listening by English as a foreign language learners needed to be taught and learners also needed to listen more to improve their listening skills by using top-down strategies.

A stimulated recall interview is more likely to accurately reveal students' actual learning strategies during a task because the student is videotaped while performing the task and the interviewer then plays back the videotape, pausing as necessary, and asks the student to describe his or her thoughts at that specific moment during the learning task. Blanco and Guisado (2012) employed one-to-one stimulated recalls to investigate the listening process in a group of Spanish beginners in a UK higher education context. The findings revealed a great number of strategies, self-management processes and other factors influencing the students' listening process. The findings also provided insights

into the enjoyment and frustration experienced by students when working on listening tasks.

Focus group is an interview style designed for a small group. A typical focus group session consists of a small number of participants under the guidance of a facilitator, usually called the moderator (Berg, 2004). Data are generated by interactions between group participants (Finch & Lewis, 2003). Participants present their own views and experience, but they also hear from other people. Thus, the interactions among and between group members stimulate discussions in which one group member reacts to comments made by another. This group dynamism is truly synergistic (Stewart & Shamdasi, 1990) in the sense that the group works collectively to generate data and insights (Finch & Lewis, 2003).

Weinberg, Knoerr and Vandergrift (2011) conducted a study on creating podcasts to support Anglophone French Immersion (FI) students in academic listening. The researchers developed a series of seven English language podcasts grounded in metacognitive and L2 listening theory to provide FI students with strategies to enhance L2 listening ability and note-taking skills for academic lectures in French. Student feedback was solicited through weekly questionnaires and a focus group discussion. At the end of the study, a group of ten students participated in a focus group discussion. These students first completed individual questionnaires, reporting on their enjoyment of the podcasts and any changes to their listening strategies and note-taking techniques after viewing. Then, as a group, the students discussed their individual responses to arrive at a consensus response to each question. The group discussion was recorded, transcribed, and analyzed for themes that represented overall student perceptions of the podcasts with

regard to enjoyment and usefulness. The focus group discussion showed a somewhat higher degree of satisfaction both in terms of enjoyment and usefulness.

Reflective diaries and journals

Diaries and journals are also used to identify language learners' strategy use. Learners write personal observations about their own learning experiences and the ways in which they have solved or attempted to solve language problems (Chen, 2013). Chamot (2004) suggests that teachers ask students to keep a diary or journal about their use of strategies in the language class when strategy instruction is underway and that students show evidence they understand and are using some of the strategies independently. Rubin (2003) supports that using diaries can help students develop metacognitive awareness of their own learning processes and strategies. Vandergrift and Goh (2012) indicate that keeping a listening diary can help language learners attend to what they implicitly know about their own listening abilities, behaviors, problems, and strengths. They also suggest that instructors should provide some structures or prompts on what or when to write to help learners get started.

Moreover, Oxford and Ehrman (1995) proposes to use a reflective journal as a method of training language students in developing good language learning strategies. In a study by Chen (2013) investigating 31 Taiwanese EFL learners' listening problems, the participants were required to keep reflective journals about their EFL listening learning activities over the fourteen-week listening strategy intervention period. Students were asked to reflect on and evaluate how they had tried to comprehend the input and what listening problems they encountered during listening right after completing their listening

tasks. These journal entries were analyzed qualitatively to understand the problems and the nature of strategy use reported by the students.

Think-aloud protocols

Think-aloud is another tool of identifying learning strategies used in individual interview where the learner is given a learning task and asked to describe his or her thinking process. The interviewer may use open-ended questions to reveal "on-line processing rather than metacognitive aspects of planning or evaluating" (Chamot, 2004, p. 16). Think-aloud protocols can be useful for tapping where and how listeners experience difficulties during listening (Goh, 2000) and the development of strategy use over time (Graham et al., 2008).

Ghoneim (2013) used the think-aloud technique to investigate listening comprehension strategies used by college students in EFL classes. The study focused on the listening problems, the mental processes, and the strategy use in different phases of comprehension. It also aimed to find out whether there were any differences between advanced and intermediate students in their use of the listening strategies. With think-aloud technique, students were asked to mention any problem they faced during a listening comprehension activity and to indicate what they were thinking to solve the problem. The findings showed that advanced and intermediate participants encountered the same problems with different percentages, and activated three groups of processes: comprehension-gathering processes, linguistic processes, and connecting processes. The advanced group students used top-down strategies more than the intermediate ones.

The above overview of assessing learning strategies illustrated a variety of ways to identify students' strategy use in their learning process. Nevertheless, a combination of

instruments is preferable over a single instrument for assessing the effects of learning strategy instructions. If the results from different methods of assessment appear similar, then the triangulation can prove to achieve major aspects of reliability and validity (Boekaerts & Corno, 2005). After the identification of listening strategies, the following section reviewed listening strategy instructions that aimed at promoting self-regulated learning in second language learning, especially highlighting metacognitive listening instruction.

Listening Strategy Instruction

Listening strategy studies have shifted focus on effective strategies and process-oriented approaches to teaching listening skills to guide the students "learn to listen" so that they can better "listen to learn" (Vandergrift, 2004). Previous listening strategy studies have investigated the strategies used by proficient versus less-proficient learners. Although strategy instruction has not received enough attention, an increasing number of studies have been exploring the effects of strategy instruction for listening (Chen, 2013; Goh, 2000, 2002; Graham, 2006; Graham & Macaro, 2008; Rahimirad, 2014; Rahimirad & Shams, 2014; Siegel, 2013; Vandergrift & Tafaghodtari, 2010).

Three types of learning strategies have been applied in listening instruction: cognitive strategies, metacognitive strategies, and social-affective strategies (Vandergrift, 1997). Cognitive strategy instruction involves inferencing, predicting, elaborating, visualization, summarizing, and note-taking. Metacognitive strategy instruction involves pre-listening planning, while-listening monitoring, directed attention and selective attention, and post-listening evaluation. Social-affective strategy instruction involves

interacting with peers, management of affection to facilitate learning, collaborating with classmates, and controlling stress.

Metacognitive listening instruction

Metacognitive skill intervention and instruction have been found to be especially effective for improving academic performance of low-performing students (Girash, 2014). Teaching effective metacognitive strategies may considerably facilitate and accelerate listening performance and develop self-regulated learning (Rahimirad & Shams, 2014). Providing students with appropriate metacognitive instruction can potentially heighten learner's awareness of their learning processes and products as well as develop learners' ability to use appropriate strategies for further effective learning (Goh, 2008). Previous studies showed that metacognitive instruction could significantly improve listening performance (Coşkun, 2010; Rahimirad & Shams, 2014; Vandergrift, 2007; Vandergrift and Tafaghodtari, 2010; Zeng, 2007) and students at different age could benefit from such metacognitive instruction (Goh & Taib, 2006; Vandergrift, 2002).

Goh and Taib (2006) conducted a study of metacognitive instruction for second language listeners to explore the usefulness of process-based activities for teaching listening to younger students. Ten primary school students participated in eight specially-designed listening lessons that included traditional listening exercises, individual post-listening reflections on their listening experience, and teacher-facilitated discussions that focused on specific aspects of metacognitive knowledge about listening. During the eight lessons, the learners demonstrated some knowledge about factors that influenced their listening and strategy use. After the eight lessons, all the students reported a deeper understanding of the nature and the demands of listening, increased confidence in

completing listening tasks, and better strategic knowledge for coping with comprehension difficulties. The findings indicated that the weaker learners benefited the most from such a process-based approach to listening instruction.

Vandergrift and Tafaghodtari (2010) investigated the effects of a metacognitive, process-based approach on the listening performance of 106 students of French. The experimental group received metacognitive instruction through the processes of prediction, planning, monitoring, evaluating, and problem solving as they listened to a variety of texts, whereas the control group listened to the same texts without metacognitive instructions. The results showed that the experimental group significantly outperformed the control group in the listening comprehension post-test, and the less-skilled listeners in the experimental group made greater gains than the more-skilled listeners in the experimental group. The study indicated increasing the awareness of cognitive and metacognitive listening strategies was crucial for students' learning.

Language learners need to be guided and supported in their efforts to achieve success (Goh, 2008). While some learners become very successful listeners, others are less successful. Vandergrift and Goh (2012) argue that learners who could become good listeners are not able to achieve their goals because their teachers did not provide scaffolding and feedback during learning. Graham and Macaro's (2008) study measured the effects of strategy instruction on both listening performance and self-efficacy of 68 lower-intermediate learners of French in England to compare the effects of high- and low-scaffolded interventions. The results showed that the strategy instruction with high scaffolded intervention improved listening proficiency and learners' confidence about

listening. Thus, teacher modelling and scaffolded listening practice in metacognitive processes are clearly valuable for helping learners learn how to listen (Goh, 2008).

Explicit and strategy-integrated instruction

Explicit learning strategy instruction basically involves the development of students' awareness of strategy use, teacher modeling of strategic thinking, student practice with new strategies, student self-evaluation of the strategies used, and practice in transferring strategies to new tasks (Chamot et al., 1999; Grenfell & Harris, 1999; Harris, 2003; Oxford, 1990). Some researchers reach consensus on the importance of explicit strategy instruction in second language contexts (Anderson, 2005; Chamot et al., 1999; Cohen, 1998; Nunan, 1997; O'Malley & Chamot, 1990; Oxford & Leaver, 1996; Shen, 2003). Although students can be trained to use learning strategies and the teacher should explicitly inform students about the value and applications of the strategies (Thompson & Rubin 1996; Macaro et al., 2007), some researchers propose that language learning strategy training should be integrated into regular language course, embedded within listening tasks, and taught through existing curriculum and materials (Chamot, 2004; Goh, 2008; Siegel, 2013). Oxford (1990) stresses that strategy training succeeds best when it is woven into regular class activities on a normal basis.

Yeldham and Gruba (2016) recently examined the idiosyncratic development of second language learners in a listening strategies course. Four Taiwanese EFL learners participated in a course combining direct instruction of strategies with their practice embedded in the class listening texts. Their progress of learning was examined longitudinally through a variety of quantitative and qualitative techniques. The results showed that all learners developed a greater balance in their use of top-down and bottom-

up strategies by selectively integrating suitable strategies from the course into their listening repertoires. The results also showed that the learners developed in a number of person-related and task-related areas, including their confidence, motivation and feeling of control over the listening process.

Vandergrift and Goh (2012) suggested a sequence of listening instruction integrated with metacognitive processing strategies, which included five pedagogical stages of instruction for listening activities:

1. Pre-listening – Planning/predicting stage (Planning)
2. First listen – First verification stage
    a. Learners verify their initial hypotheses, correct as required, and note additional information understood (Monitoring and evaluation).
    b. Learners compare what they have understood/written with a partner, modify as required, establish what still needs resolution, and decide on the important details that still require special attention (Monitoring, evaluation, and planning).
3. Second listen – Second verification stage
    a. Learners verify points of earlier disagreement, make corrections, and write down additional details understood (Monitoring, evaluation, and problem-solving).
    b. Class discussion in which all class numbers contribute to the reconstruction of the text's main points and most pertinent details, interspersed with reflections on how learners arrived at the meaning of certain words or parts of the text.
4. Third listen-Final verification stage (Monitoring and problem-solving)

    Learners listen specifically for the information revealed in the class discussion which they were not able to make out earlier. This listen may also be accompanied by the

transcript of all or part of the text.

5. Reflection and goal-setting stage (Evaluation and planning)

   Based on the earlier discussion of strategies used to compensate for what was not understood, learners write goals for the next listening activity.

The strategy instruction can contribute to the development of learner abilities and autonomy of language learning (Chamot, 2004). Language classrooms not only focus on teaching language content, but also on developing learning processes (Nunan, 1996). Chamot (2004) suggests that instructors should certainly provide explicit instruction and integrate the instruction into their regular course and that all teachers in all subject areas teach learning strategies so that students would be more likely to transfer strategies learned in one class to another. Thus, this study employed explicit and integrated strategy instruction approach to identify effective instructional strategies and activities to enhance second semester students' listening abilities in Chinese as a second language.

Perceptions of Strategy Instruction

Previous research has investigated the listening difficulties, the strategies that learners use for listening (Goh, 2002; Goh and Taib, 2006; Graham and Macaro, 2008), and the differences between more-skilled listeners and less-skilled listeners (Vandergrift, 2003). Few studies have evaluated the effectiveness of strategy instruction in listening and the perceptions of the strategy instruction in listening. Thus, the perceptions of listening instruction are needed to help educators better understand how to guide learners in developing their listening skills (Siegel, 2013).

Students' perceptions of strategy Instruction

Learning is a complex process in which students' perceptions of themselves, teachers, peers, and learning strategies are influential during learning (Pintrich, Cross, Kozma, & McKeachie, 1986). There are two types of student perceptions: outcome expectations and perceived self-efficacy. Outcome expectations are beliefs about anticipated outcomes of actions. Students select actions that they believe will be successful and attend to models who they think will teach them valued skills. Outcome expectation sustains behaviors over long periods when people believe their actions will eventually produce desired outcomes (Bandura, 1986). Perceived self-efficacy refers to judgements of one's capabilities to organize and implement actions necessary to attain designated performance levels.

Learner beliefs regarding the learning strategy instruction can offer some indication as to whether the strategies are practical and effective (Siegel, 2013). After providing self-regulatory strategy instruction, Lau (2011) conducted interviews with students and found that students had a very positive attitude towards self-regulatory instruction. The students agreed that the strategies they learned were useful for enhancing their reading abilities and the strategies facilitated their reading in different contexts. They further expressed that they liked authentic and audio-visual materials, discussing topics related to their daily life, being involved in open and creative tasks, collaborating with peers, and participating in self- and peer evaluation. The study also found that although the observed classes were teacher-centered, students generally felt satisfied with the autonomy and choices provided by their teachers such as free discussion in groups. Some low achievers even mentioned that teachers should not give too much autonomy to

students because their classmates lacked self-control. Most of the students regarded teacher control in the classroom as very natural and preferred increasing involvement rather than autonomy or choices in class.

Another study conducted by Lau (2012) investigated the relation between teachers' instructional practices and students' self-regulated learning (SRL) in Hong Kong Chinese language classes using quantitative and qualitative methods. Participants were 1121 tenth grade students from six secondary schools in Hong Kong. A Chinese reading comprehension test was used to assess the students' reading performance and a self-reported questionnaire measured their perceptions of reading instruction, strategy use and reading motivation. Classroom observations and in-depth interviews were conducted in one class at each school to explore what and how instructional practices supported or impeded SRL in real contexts. The findings of this study generally supported the positive relation between SRL-based instruction and Chinese students' SRL. Among the four instructional variables, instrumental support from teachers showed the strongest relation with students' strategy use, motivation and reading comprehension. The degree of autonomy was low in Chinese language classes and was associated with students' negative reading behaviors.

Siegel (2013) conducted a study with intermediate level learners of English in a Japanese university to investigate second language learners' perceptions of listening strategy instruction. The findings showed that the learners had positive perceptions of the listening strategy instruction. Many students reported that their listening abilities improved and some aspects of the listening strategy instruction were identified as useful strategies. The students also recognized that they were cognitively developed from the

listening strategy instruction and to have transferability beyond the second language classroom. Nonetheless, the findings also revealed that most students reported that their confidence when listening to English remained fragile. This result seems inconsistent with the findings from Yashima's (2002) study of Japanese EFL learners' willingness to communicate, indicating that motivated leaners tend to perceive that their competence is higher than less-motivated learners and studying gives learners more confidence in communication.

Instructors' perceptions of strategy instruction

Techers' beliefs can influence teachers' classroom practice including their methods of delivering instruction (Kagan, 1992; Pajares, 1992). A study by Lau (2011) showed that teachers generally had a positive attitude towards self-regulatory instruction and believed that self-regulated learning was one of the important goals for students' learning. After participating in the study, teachers found that they made changes to their teaching materials and instructional activities by using more authentic reading and audio-visual materials, designing more open tasks, and increasing group activities. They all agreed that by increasing interesting materials and activities, the study was effective in enhancing students' motivation. They also pointed out that including reading strategies as an objective for classroom practice was useful to enhance students' ability to comprehend the specific type of text in each module.

However, the implementation of new instructional designs hinges on teachers' personal beliefs and teaching ability. Teachers' perception provides a framework for their judgment about enacted or proposed practices, determining how teachers comprehend experiences and make instructional decisions (Butler & Cartier, 2004). Lau (2011)

observed the difficulties of fully incorporating the principles of self-regulated learning into Chinese language class because the traditional beliefs seemed to be deeply rooted in both teachers' and students' minds. Although the teachers provided authentic and interesting instructional materials and sufficient instrumental support to facilitate students' learning, their evaluation approach was mainly teacher-centered. All teachers adopted a traditional initiate-respond-evaluate approach of questioning, while student-led activities and evaluation were seldom introduced in the lessons.

As Vandergrift and Goh (2012) address, although learners are exposed to more listening activities in classroom, they are still left to develop their listening abilities on their own with little direct support from the teachers. One possible reason for this is that many teachers are themselves unsure of how to teach listening in a particular manner. Thus, they suggest that every language teacher need to have a clear understanding of the processes involved in listening and in particular, how strategies can be used to manage comprehension efforts.

Summary

This chapter reviewed theories and studies related to listening processes, self-regulated learning concepts, listening strategies, identification of listening strategies, listening strategy instruction, and perceptions of strategy instruction. The literature on listening strategies showed that language learning was an active process where learners adopted a variety of strategies to self-regulate their learning process and achieve their learning goals. These strategies included bottom-up and top-down processing, cognitive and metacognitive strategies, and social-affective strategies. It also discussed the ways to identify listening strategies by using classroom observations, individual interviews and

focus groups, think-aloud protocols, and reflective diaries and journals. It further highlighted the importance of incorporating learning strategies in listening instructions. It finally discussed instructors' and students' perceptions of strategy instruction.

To better identify the effective listening instructions for L2 learners and look into the perceptions of listening strategy instruction from both instructors and students, this study extended beyond the scope of previous listening strategy instruction studies by exploring effectiveness of integrated listening strategy instruction with process-based approach to help second semester adult learners of Chinese to enhance their listening abilities within self-regulated learning framework.

The next chapter presented the research design and its justification. It introduced the description of participants and research setting, followed by the introduction of instruments. Detailed descriptions of the data collection procedures and the data analyses were provided at the end.

CHAPTER III

METHODOLOGY

Introduction

This chapter restated the purpose of this study and described the research design, participants, instrumentation, data collection, and data analyses. This study employed an interpretive case study method (Davis, 1995; Keutel & Werner, 2011) to identify the effective strategies and activities in listening instruction in Chinese as a second language and the perceptions of the listening strategy instruction. According to Davis (1995), an interpretive qualitative study utilizes interviews, observations, and other forms of data collection within the time frame necessary for gaining an understanding of the actors' meanings for social actions from an emic perspective. Thus, an interpretive case study was well-suited for the purposes of this study, and could provide a methodological foundation for data collection, analysis, and reporting.

To achieve this goal, this study collected data through classroom observations, a face-to-face, semi-structured interview with a Chinese instructor, and a focus group session with six student participants who learned Chinese as a second language. These three sources of data addressed the research questions posed in this study.

Restatement of Purpose of the Study

The purpose of this interpretive case study was to identify effective listening instructional strategies and activities that promoted self-regulated learning among adult learners of Chinese as a second language and to explore students' and instructors' perceptions of the effectiveness of strategy-integrated listening instruction. Qualitative data was collected and analyzed from the field notes of classroom observations, the

interview with the teacher, and the focus group discussion with the students to fulfill the goals of this study. Based on the findings of the data, the researcher gained insights into the effective listening strategies and activities that promoted self-regulated learning for the adult learners of Chinese as a second language and all the findings would benefit both learners and instructors who were engaged in second/foreign language teaching and learning.

Research Questions

This study investigated the following research questions:

1. What are the effective instructional strategies and activities that promote self-regulated learning in strategy-integrated listening instruction in Chinese as a second language?
2. What are the students' perceptions of the strategy-integrated listening instruction in a Chinese as a second language classroom?
3. What are the instructor's perceptions of the strategy-integrated listening instruction in a Chinese as a second language classroom?

Research Design

This study employed an interpretive case study research design to achieve the goal of the research. Case studies are a strategy of inquiry in which the researcher explores in-depth a program, event, activity, process, one or more individuals (Stake, 1995). The interpretive case study focuses on the construction or co-construction of meaning within a particular social setting such as classroom (Davis, 1995).The interpretive researchers attempt to understand the phenomena by accessing the meanings that participants assign to them, and the data they gathered are their own constructions of

other people's constructions of their perceptions of the world (Keutel & Werner, 2011).

According to Davis (1995), theory and method are inseparable in conducting and reporting interpretive qualitative research. The particular methods used during the various stages of the research process are both instrumental and goal-driven. Methods are instrumental in that they are designed to obtain data from an emic perspective while ensuring credibility and dependability. Methods of data collection, analysis, and especially interpretation are also utilized with the goal of generating theory.

One essential procedure for an interpretive case study is to triangulate the multiple sources and methods of investigation to ensure research credibility and generalizability (Davis, 1995). The multiple sources of data typically include observations, interviews, and the collection of documents. In addition, the descriptions of the interpretive qualitative research must provide richness of details to make the findings credible and establish the generalizability of the findings within the study. Thus, an interpretive case study allowed the researcher to investigate the effective listening strategy instruction and explore learners' and the instructor's perceptions of the listening strategy instruction. In this respect, an interpretive case study was appropriately employed to achieve the goals of the study.

This study involved three data sources. The first source of data was the field notes of classroom observations. The researcher visited the classroom to observe the instructor participant's listening instruction. The classroom observation took place in one 50-minute class per day, five days a week. The researcher conducted 25 classroom observations in five weeks. The instructor was a native Chinese speaker. The student participants were all English speakers who learned Chinese as a second language. The purpose of the

classroom observations was to examine how the Chinese instructor integrated self-regulated learning strategies in listening instruction among the adult learners of Chinese to assist them in listening comprehension. The classroom observations allowed the researcher to identify the effective listening strategies and activities that promoted self-regulated learning in a Chinese L2 classroom. Thus, the researcher used the classroom observation findings to answer the first research question.

The second source of data was the focus group session with the student participants. After the completion of the listening strategy instructions, the researcher immediately facilitated a focus group session with the six student participants aiming to learn about their opinions about the listening strategies and activities as well as their perceptions of the effectiveness of the listening strategy instruction. The findings from the focus group discussions allowed the researcher to answer the second research question which entailed students' perceptions of the listening strategy instructions in this study.

The third source of data was the interview with the instructor. Upon completion of all the classroom observations, the researcher conducted a face-to-face, open-ended, semi-structured interview with the instructor to explore in-depth the instructor's perceptions of listening strategy instruction and to learn about the feasibility of implementing strategy-integrated listening instruction into the existing curriculum of Chinese basic course. The findings from the interview with the instructor allowed the researcher to answer the third research question that elicited the instructor's perceptions of the listening strategy instruction in Chinese as a second language.

The aforementioned three data sources accounted for the multiple sources and

multiple methods required by an interpretive case study. All the data sources were analyzed to ensure the validity and establish generalizability for this study. The goal of the research was to use the collected data to address the research questions in this study.

Research Setting

This study took place in an intensive Chinese language program at a military language institute in northern California. The institute provided foreign language instruction in more than two dozen languages to approximately 3,500 military students throughout the year. The Chinese program provided 64-week basic course taught by Chinese native speakers. Most of the teachers held master's degrees and some teachers obtained doctoral degrees. Students were military service members with age of 18 or older. The selection of students for learning foreign languages was based on the students' scores on the Defense Language Aptitude Battery (DLAB), an aptitude test to measure learners' potential abilities for learning a foreign language. Prior to taking this course, most of the students had no Chinese learning experience. Some of them might have foreign language learning experience in other languages.

The Chinese basic course encompassed three semesters' curriculum. Each semester consisted of about 22 weeks' instructions including listening, reading, speaking, writing, and grammar throughout the course. The completion of the basic course required 64 weeks. Students received language trainings by teaching teams, six hours per day from Monday to Friday. Each team consisted of 4 to 6 instructors responsible for 2 or 3 sections of students. Each section had 6 students. To meet the graduation requirement, students must achieve proficiency level 2 at Interagency Language Roundtable (ILR) scale in the Defense Language Proficient Test (DLPT), which included listening and

reading tests, and proficiency level 1+ in speaking test, the Oral Proficiency Interview (OPI). Since these tests were designed as proficient tests, students were encouraged to learn beyond the textbooks and get more exposures to authentic materials in target language.

The listening materials used in class at second semester of Chinese basic course included listening textbooks, and supplementary authentic audio and video clips. In this study, all the materials used for listening strategy trainings were authentic listening materials selected from GLOSS (Global Language Online Support System), a language learning resource developed by Defense Language Institute Foreign Language Center (DLIFLC) and tailored for building listening and reading proficiency. The listening materials used in this study included a variety of genres and topic areas that were delivered at the normal speed.

Participants

This study employed purposeful sampling to select the participants to include six students who studied Chinese as a second language and one Chinese instructor. The six students were proficient learners selected from their three-section class to participate in this study. The students were at second semester in Chinese basic course at the time of data collection. The reason for selecting proficient learners at second semester was that they had more experience in listening comprehension and might have better judgment for the effectiveness of listening strategies in the instruction. Among the participants, there were three male students and three females. Their ages ranged between 19 and 30. All the six participants were English speakers with no previous Chinese learning experience. Two of them had bachelor’s degrees and the other four received some college education.

Selecting this distinctive group enabled the researcher to identify the effectiveness of the listening instructional strategies and to explore the students' insights into the listening strategy instruction.

The researcher selected one Chinese instructor to provide listening strategy instruction in this study. The instructor was a Chinese native speaker in his mid-thirties. He earned his master's degree in translation and interpretation from a prestigious U.S. college. The reason for selecting this instructor was that the researcher and the instructor worked in the same department at the research school and he was willing to experiment new teaching approaches. At the time of data collection, this instructor taught Chinese at the research school for seven years and served as team leader. He was responsible for scheduling classes for the team. In his team, another five instructors worked with him teaching all the language courses including listening, reading, and speaking. For the purpose of data collection, the instructor specifically scheduled listening classes for himself working with the six student participants during this study.

Instrumentation

There were three instruments employed in this study. The first instrument was classroom observations which intended to examine the listening strategy instruction and identify the effective listening strategies and activities that promoted self-regulated learning among adult learners of Chinese as a second language. Observation entails the systematic noting and recording of events, behaviors, and artifacts in the social setting chosen for study (Marshall & Rossman, 1995). Through observation, researchers learn about behaviors and the meanings attached to those behaviors. According to Winne and Perry (2000), observation allows the connections between learner's behaviors to task

conditions wherein classroom tasks may influence learners' use of learning strategies. In this study, classroom observations allowed the researcher to collect first-hand information about how the instructor conducted listening strategy instruction and whether the strategies and activities used were effective in promoting self-regulated learning among the students. The researcher tape-recorded and took notes of the classroom performance during the observation for verbatim transcription and coding.

Prior to the classroom observations, the researcher developed a rubric of observation criteria based on the theoretical framework and the standards for self-regulated learning. The rubric consisted of the criteria for identifying the effectiveness of the instructional strategies and activities that promoted self-regulated learning. Each criterion was assigned a code for interrater reliability analyses. The rubric allowed the researcher to identify individual strategy and activity that supported self-regulated learning during data analyses.

The second instrument was face-to-face interview. In-depth interviewing is a data collection method relied on quite extensively by qualitative researchers (Marshall & Rossman, 1995). The purpose of qualitative interviewing is to hear and understand what the interviewees think and to give them public voice (Rubin & Rubin, 1995). In this study, the researcher conducted a face-to-face, semi-structured interview with the instructor after all the classroom observations were completed. The interview allowed the researcher to collect in-depth data about the instructor's perceptions of the listening strategy instructions. The interview was tape-recorded and transcribed for data coding and analyses.

The third instrument was focus group interview. The researcher facilitated a focus group interview with the students right after all the listening strategy instructions were completed. A focus group interview is an interview with a small group of people on a specific topic. Focus groups are typically six to eight people who participate in the interview for one to two hours. Focus group interviews allow the researcher the flexibility to explore unanticipated issues as they arise in the discussion (Marshall & Rossman, 1995). It is a highly efficient qualitative data collection technique. In one hour, the facilitator can gather information from a small group of people instead of only one person. Thus, the sample size can be increased significantly using qualitative methods through focus group interviewing (Patton, 1990). In this study, through focus group discussions, the researcher intended to explore students' perceptions on the effectiveness of the listening strategy instruction. The discussions were tape-recorded for verbatim transcription and coding.

Protection of Human Subjects

Prior to collecting data, the researcher submitted an application for approval to conduct this study to the Institutional Review Board for the Protection of Human Subjects (IRBPHS) in both the research site and the University of San Francisco. After receiving the approvals from the Institutional Review Board in the research site and the University of San Francisco, the researcher provided consent forms to all the participants. The participants signed and agreed to participate in this study. Their participation was established on voluntary basis. The researcher kept all the data and records confidential. All the participants' real identities were coded as pseudonyms and their real names would not be revealed in this study or for future publications.

Data Collection

This study was conducted in five weeks to collect three different sources of data which included 25 classroom observations, face-to-face interview with the instructor, and focus group discussions with the students. The procedure of data collection were displayed in Table 1.

Table 1

Data Collection Schedule

Time Frame	With Student	With Instructor
Before the study	• The researcher selected student participants and gave consent forms to them. • The researcher collected the consent forms from the students.	• The researcher selected instructor participant and gave consent form to the instructor. • The researcher collected the consent form from the instructor.
Week 1: Pre-intervention	• The researcher observed the instructor's listening class five times before training the instructor on listening strategies. • The researcher tape-recorded and took notes of the class interactions and activities.	• The instructor taught his listening class as usual without receiving listening strategy trainings on self-regulated learning from the researcher.
Week 2: During-intervention (Forethought Phase)	• The researcher observed the instructor's listening strategy instruction for forethought phase five times after providing trainings for the instructor on listening strategies. • The researcher tape-recorded and took notes of the class interactions and activities.	• Before intervention started, the researcher trained the instructor on self-regulated learning concepts and listening strategies. • The researcher discussed with the instructor the lesson plans, listening materials, and class activities. • The instructor integrated listening strategies for forethought phase into his listening instruction.

Week 3: During-intervention (Performance Phase)	• The researcher observed the instructor's listening strategy instruction for performance phase five times. • The researcher tape-recorded and took notes of the class interactions and activities.	• The instructor integrated listening strategies for performance phase into his listening instruction.
Week 4: During-intervention (Self-Reflection Phase)	• The researcher observed the instructor's listening strategy instruction for self-reflection phase five times. • The researcher tape-recorded and took notes of the class interactions and activities.	• The instructor integrated listening strategies for self-reflection phase into his listening instruction.
Week 5: During-intervention (All Three Phases)	• The researcher observed the instructor's listening strategy instruction for all three phases five times. • The researcher tape-recorded and took notes of the class interactions and activities.	• The instructor integrated the listening strategies for all three phases.
Post-Intervention	• Upon the completion of listening strategy instructions, the researcher facilitated focus group discussions with the students to obtain their perceptions of the listening strategy instruction. • The focus group session took place in the students' classroom and took about 50 minutes. • The researcher tape-recorded the discussions.	• After all the instructions were completed, the researcher conducted a face-to-face, opened-ended, semi-structured interview with the instructor to obtain his perceptions of the listening strategy instruction. • The interview took place in the instructor's office and took about 50 minutes. • The researcher tape-recorded and took notes of the interview.

The procedures of data collection involved the following six steps:

Step 1: Pre-intervention classroom observations. In week 1, the researcher visited the student participants' classroom to observe the instructor's listening class for one

period per day. Each period of class was 50 minutes. The researcher observed five periods of listening class in total. During the pre-intervention period, the instructor was not informed of any listening strategies and self-regulated learning concepts by the researcher. He taught the listening class as he usually did. The listening materials he used were from listening textbook, main textbook, GLOSS, and supplementary materials (Appendix D). The purpose of conducting pre-intervention classroom observation was to examine how the instructor facilitated listening instruction before the intervention so that the researcher could identify the discrepancy of his instructions before and after the intervention. The researcher tape-recorded and took notes of the listening instructions.

Step 2: One-on-one training for the instructor. Before the interventional listening instruction started, the researcher provided one-on-one training for the instructor on listening strategies and self-regulated learning concepts. The researcher prepared a list of listening strategies and listening instruction sequence for the instructor, which were adapted from Vandergrift's (1997) listening strategy taxonomy and Oxford's (1990) learning strategies (Appendix E). The researcher explained each strategy to the instructor and demonstrated how cognitive, metacognitive and social-affective strategies were incorporated into listening instruction sequence. The training happened in the instructor's office and took about two hours. At the end of the training, the instructor agreed to study the list of listening strategies and made preparation for the upcoming interventional listening strategy instruction.

Step 3: Preparation for interventional instruction. After the listening strategy training for the instructor, the researcher and the instructor met again to discuss lesson plans, listening instructional materials, and class activities. The researcher and the

instructor reached consensus to use authentic materials selected from GLOSS (Global Language Online Support System) for the interventional listening strategy instruction (Appendix D). Teaching authentic materials during intervention would help students better understand how to effectively employ listening strategies to deal with challenging listening problems.

Before observing the interventional instruction, the researcher developed a rubric of criteria based on the theoretical framework and standards for self-regulated learning (Appendix F). The rubric of criteria was adapted from the rubric in Shen and Xu's (2015) study for identifying effective strategies, methods and activities for promoting active learning. The researcher identified the criteria based on the self-regulated learning concepts and categorized the criteria into three phases based on Zimmerman's (2002) model of self-regulatory processes: forethought, performance, and self-reflection phases. These three phases were consistent with the pre-listening, during listening, and post-listening processes proposed by Vandergrift and Goh (2012). In the rubric, each phase consisted of the criteria for identifying the effectiveness of the instructional strategies and activities. Each criterion was assigned a code for interrater reliability analysis. The rubric allowed the researcher to identify individual strategy and activity that supported self-regulated learning during data analyses.

Step 4: During-intervention classroom observations. In Week 2, the instructor introduced listening strategies for forethought phase in his listening instruction. Students were specifically taught how to employ listening strategies to make planning for upcoming listening by brainstorming vocabulary and predicting content. The researcher observed the instructor's listening class for one period per day, five periods in total. The

researcher tape-recorded and took notes of the listening instructions. During the first classroom observation in Week 2, the researcher noted that the instructor did not provide adequate listening strategies at the forethought phase. He seemed not to fully understand how to integrate strategies into the curriculum. After class, the researcher immediately talked to the instructor and provided further guidance on how to facilitate following listening strategy instructions. The instructor took suggestions and made improvements in his following instructions.

In Week 3, the instructor integrated listening strategies for performance phase in his listening instruction. At this phase, students were particularly trained on using listening strategies to monitor their learning process, assess their performance, and adjust their strategies during listening. In Week 4, the instructor focused on integrating self-reflection strategies into his listening instruction. In each class, at the end of the instruction, he saved ten minutes to ask the students to reflect on their learning process by evaluating the strategies they used and making planning for future listening tasks. In Week 5, the instructor incorporated cognitive, metacognitive and motivational listening strategies throughout all three phases in an attempt to help the students review what they learned in the previous three weeks. The researcher conducted five class observations in Week 3, Week 4 and Week 5 respectively. All the observed instructions were recorded and taken notes of.

Step 5: Post-intervention focus group session with the students. Upon completion of all the listening instructions, the researcher facilitated a focus group session with the six student participants to gain more insights into the students' opinions of the listening strategies and activities and their perceptions of listening strategy instruction. A focus

group discussion protocol was prepared before the session started (Appendix G). The focus group session was facilitated in English because the participants were all English native speakers. The discussions happened in the participants' classroom and took about 50 minutes. The researcher tape-recorded the discussions.

Step 6: Post-intervention interview with the instructor. After all the listening strategy instructions were completed, the researcher conducted a face-to-face, open-ended, semi-structured interview with the instructor to gain insights into the instructor's perceptions of listening strategy instruction. An interview protocol was prepared before the interview (Appendix G). The interview was conducted in Mandarin Chinese to avoid discrepancy in communication because both the researcher and the instructor were Chinese native speakers. The interview took place in the instructor's office and took about 50 minutes. The researcher tape-recorded and took notes of the interview for data analyses.

During the interviewing, the researcher understood that even when the interview guiding questions were employed, qualitative interviews offered the interviewer considerable latitude to pursue a range of topics and offer the subjects a chance to shape the content of the interview (Bogdan & Biklen, 2003). Thus, in the interview with the instructor and the focus group discussions with the students, the researcher did not control the contents too rigidly so that the interviewees could express freely in their own words.

Data Analysis

Data analysis is the process of bringing order, structure, and meaning to the mass of collected data (Marshall & Rossman, 1995). Qualitative data analysis is a search for

general statements about relationships among categories of data. After collecting all the data, the researcher thematically analyzed the data retrieved from the aforementioned classroom observations, the interview with the instructor, and the focus group discussions with the students. In order to keep the confidentiality of students' participation, the researcher assigned a pseudonym for each participant so that the students' real identities were not revealed in this study. The data analyses in this study involved the following procedures:

1. Analyzed the observation field notes. The researcher first listened to the classroom observation recordings, and then transcribed them in Chinese characters. The reason for transcribing the recordings in Chinese character was that all the listening instructions were conducted in Mandarin Chinese. In the researched school, both teachers and students were required to interact in target language in class for enhancing students' language abilities. The observation transcriptions were typed out in Microsoft Word for coding purpose. Coding is the process of grouping qualitative data into categories that bring together the similar ideas, concepts, or themes that have been discovered, or steps, or stages in a process (Rubin & Rubin, 1995). During coding process, the researcher read the observation transcriptions in Mandarin Chinese, but translated selected data into English and then organized them into categories. After sorting all the data, the researcher found that the relevant themes emerged from the classroom observation transcriptions.

2. Analyzed the transcriptions of the focus group discussions with the students. The researcher spent tremendous amount of time transcribing the focus group discussions because the researcher was unable to catch the participants' fast-speed talk. With the students' assistance, the full transcription of the discussions was finally completed. Since

the focus group session was facilitated in English, the recordings were transcribed in English and typed out in Microsoft Word (Appendix H). When the transcription was completed, the researcher let the students review the transcription for accuracy. Then the researcher involved the coding process by analyzing and organizing the data into categories. As expected, the themes emerged from the focus group discussion data.

3. Analyzed the transcriptions of the interview with the instructor. The researcher first transcribed the recordings of the interview with the instructor. Even though the interview was conducted in Mandarin Chinese, the recordings were transcribed in English and were typed out in Microsoft Word for coding purpose and data analyses (Appendix I). Then the researcher sorted the interview data into categories. As a result, expected themes emerged from the interview data.

4. Converged all the data analyses. The researcher converged all the data analyses to compare the findings in order to investigate whether the findings from different data sources could support each other or contradicted each other in terms of answering the research questions.

5. Ensured validity of the data. Three techniques were used to determine the validity of the qualitative results in this study. First technique was triangulation methods (Patton, 2002), which checked out the consistency of findings generated from three data sources collected from observations, interviews, and focus groups. The second technique was member checks (Lewis & Ritchie, 2003; Patton, 1990). After the transcriptions were completed, the participants including the instructor and the students reviewed the transcriptions and checked the accuracy of the data. The third one was peer debriefing (Tashakkori &Teddlie, 1998). One Chinese professor from the researched school was

invited to review the analyses and interpretations. By doing so, validity of the study could be achieved through the triangulation of the data sources, member checks, and peer review to capture and report multiple perspectives rather than seek a singular truth (Patton, 2002). Thus, the findings of this study could be transferable to other language programs in the same setting.

Background of the Researcher

The researcher is originally from China and started to learn English as a foreign language at the middle school. As an English learner, the researcher encountered the same listening problems and difficulties as other foreign language learners. At that time, foreign language learning just received attention in China and the resources for foreign language teaching and learning were in great paucity. Particularly, the teaching methods were static and ineffective. The researcher's teachers mainly adopted traditional audio-lingual method and grammar-translation method in English class. Additionally, listening was not emphasized in the curriculum. Being taught in such monotonous ways, the researcher had difficulties in understanding English through listening during studies. However, the researcher's passion for English language never ceased.

Upon graduation from high school, the researcher was admitted to a university majoring in English language and literature and later pursued a Master's degree in comparative literature. At the college, the researcher continued receiving spoon-feeding instruction in academic studies. After graduating from college, the researcher taught undergraduate English courses at the university where she studied. Not knowing any new teaching methods, the researcher followed traditional ways to teach foreign language, which seemingly would not benefit language learners.

After coming to the United States, the researcher taught English as a second language at a vocational school and the community college in San Francisco. Seeing different approaches to teaching English as a second Language (ESL) class used by American colleagues, the researcher realized that teachers' effective instruction was crucial to students' academic success. Afterwards, the researcher started teaching Chinese as a second language at a college-level language institute. During teaching, the researcher observed that most of students considered listening more challenging to learn than other language skills and found difficult to make progress. In addition, listening strategies were not emphasized in listening instruction. Thus, these problems prompted the researcher to conduct this study in order to tap the effective instructional strategies aiming at helping language learners become effective listeners.

Conducting this study allowed the researcher to gain better understanding of the diversity of student learning dimensions, particularly the listening problems encountered by second language learners and the listening strategy instructions. This rewarding experience enabled the researcher to grow professionally in the field of second language teaching and learning. Pertaining to this study and working experience, the researcher took great interest in second language teaching and learning, self-regulated learning in second language acquisition, and diagnostic assessment for Chinese as a second language.

CHAPTER IV

FINDINGS

Introduction

This chapter reports the results for the three research questions set forth in this descriptive case study. The purpose of this study was to identify effective listening instructional strategies and activities that promoted self-regulated learning among adult learners of Chinese and to explore students' and instructors' perceptions of the effectiveness of strategy-integrated listening instruction. The data was collected primarily through classroom observations, focus group discussions with the students, and interview with the instructor. The classroom observations allowed the researcher to collect the data about the instructor participant's listening strategy instructions so that the researcher could identify the effective listening strategies and activities that promoted self-regulated learning among the adult learners of Chinese. The focus group session enabled the researcher to engage the students in sharing their views on the effectiveness of the strategies and activities and providing their perceptions of the strategy-integrated listening instruction. The interview with the instructor allowed the researcher to elicit the instructor's views on the effectiveness of the strategies and activities and his perceptions of the strategy-integrated listening instruction. All the data were analyzed to provide the responses to the three research questions addressed in this study.

Student Participants' Background Information

This section briefly introduces the student participants' background information related to their previous foreign language learning experience, which the researcher collected at the beginning of the focus group session, so that they could be recognized

when their names were mentioned in the subsequent section of data findings. This study involved six student participants from a military college in Northern California. All six students were native English speakers who studied Chinese as a second language. They were at second semester in an intensive Chinese basic course during data collection. All the participants were assigned a pseudonym for the protection of their identity as well as in accordance with the Institutional Review Board's commitment to the protection of human subjects.

Table 2

Demographic Information of the Six Student Participants

Name	Age	Gender	Education level	Other Language
Don	26	Male	High School	Japanese
Ian	22	Male	High School	Spanish
Marleen	30	Female	College	Hebrew
Shirley	19	Female	High School	Spanish
Woody	28	Male	College	Spanish
Yates	19	Female	High School	Spanish

Don, 26 years old, was from the state of New York. Before he came to the military school to learn Chinese, he learned Spanish for four years at high school and then taught himself Japanese and French for about a year and half. He was not informed of any learning strategies while learning Spanish at high school, but he mentioned during the focus group session that he always tried to draw conclusion of certain learning strategies by himself during self-studying Japanese and French. He noticed the differences between eastern and western languages and felt that his Japanese language learning experience was helpful for his Chinese studies.

Ian, 22 years old, was from Arizona. Before learning Chinese, he learned Spanish at high school for one year, but the school did not teach him any learning strategies. He grew up with his grandmother who spoke Spanish, so he was fluent in Spanish. However, he discovered that Spanish and Chinese were quite different languages and felt that Chinese was more difficult. Nevertheless, he said that he became more interested in Chinese language and hoped to continue Chinese and Spanish studies after graduating from the Chinese basic course.

Marleen, 30 years old, was from North Carolina. She studied Hebrew for four years at high school and majored in Spanish at college. She remembered that her Spanish teacher introduced metacognitive strategies in class, but her Spanish class put emphasis on reading and speaking skills rather than listening skills. She said while she was learning Chinese, she still tried to maintain her Spanish proficiency by reading articles and watch television in Spanish. She planned to take Spanish proficiency tests after graduating from the Chinese basic course in the hope to get more benefits from the military.

Shirley, 19 years old, was from Boston. She joined the military right after graduating from high school. Her only foreign language learning experience was studying Spanish for three years at high school. At that time, she was not taught any learning strategies. She mentioned that she liked Chinese language, and planned to continue Chinese studies after graduating from the Chinese basic course.

Woody, 25 years old, was from Colorado. He graduated from a college with a psychology major. He studied Spanish for a year at high school and at college respectively, but forgot everything. He mentioned that he was not informed of any learning strategies in Spanish class. He said after completing the Chinese basic course, he

wanted to be a military officer, but he would keep learning Chinese.

Yates, 19 years old, was the youngest student among the participants and just graduated from high school. She studied Spanish for two years at high school and did not learn any learning strategies in Spanish class. She said that she was very passionate about Chinese language and culture so as to intend to move to China after graduation. She added that she definitely continued her Chinese studies after completing the Chinese basic course.

The above data collected at the beginning of the focus group session indicated that among the six participants, only two of them had the awareness of learning strategies from their previous foreign language learning experience, and four of them had no knowledge and awareness of learning strategies before they received listening strategy training in this study. In light of the participants' language learning experience, the participants need to be instilled with learning strategies so that they could achieve better learning results. In fact, at the focus group session, the participants expressed that the strategies they learned during the intervention greatly helped them become better listeners.

Identifying Effective Strategies and Activities and Coding Process

The researcher observed a total of 25 periods of listening classes taught by the instructor participant in this study. Each period of class had 50 minutes long. The observed listening classes consisted of the aforementioned six student participants. Among the 25 periods of classes, five periods were observed before the intervention and 20 periods were observed during the intervention for the comparison of the strategy use between pre-intervention and during-intervention.

Prior to the intervention, the researcher observed the instructor participant's listening class one period per day for total five periods. At the pre-intervention period, the instructor was not informed of any learning strategies and self-regulated learning concepts by the researcher, so the instructor conducted his listening classes as he normally did. After the pre-intervention observations ended, the researcher provided trainings on listening strategies and self-regulated learning concepts for the instructor. After receiving the trainings, the instructor started the interventional listening instruction integrated with listening strategies. The researcher observed the instructor's listening strategy instruction one period per day for another 20 periods. After completing all the classroom observations, the researcher facilitated the focus group session with the student participants and conducted a face-to-face interview with the instructor participant in an attempt to gain their insights into the strategy-integrated listening instructions.

Upon completion of data collection, the researcher transcribed the recordings of the classroom observations, the focus group discussions, and the interview. Then the researcher analyzed and coded the data. The coding process was to identify effective strategies and activities of the listening strategy instructions based on the rubric of criteria that the researcher adapted from the rubric in Shen and Xu's (2015) study (Appendix F). This rubric of criteria consisted of the strategies and activities at forethought, performance, and self-reflection phases in Zimmerman's (2002) self-regulatory processes, which were consistent with the pre-listening, during-listening, and post-listening processes proposed by Vandergrift and Goh (2012). The criteria in the rubric enabled the researcher to identify effective strategies and activities in listening strategy instructions which helped students self-regulate their learning processes to enhance their listening

abilities.

Regarding the language use in the listening class and for the data collection, both English and Mandarin Chinese were involved in this study. In the observed listening classes, the instructor taught in Mandarin Chinese and the students interacted with the instructor and peers in Chinese as well. Because the students were at second semester of Chinese basic course during the data collection, the research school required instructors and students to use target language in class for the benefit of their language learning. Thus, the researcher took notes and transcribed the classroom observation recordings in Chinese characters. However, when the observation transcriptions were quoted in this chapter, the researcher translated the Chinese transcriptions into English. Some words remained in Chinese characters in the quotes if necessary, but they were marked with English meanings in the brackets. Additionally, the researcher conducted the interview with the instructor in Mandarin Chinese, but transcribed the interview recordings in English for coding and data analyses. Moreover, the researcher facilitated the focus group session with the student participants in English for the reason that they were all English native speakers. The focus group discussion recordings were transcribed in English for coding and data analyses.

The following sections present the findings from the classroom observations, the focus group discussions with the student participants, and the interview with the instructor participant. The findings of the study illustrate the responses to the three research questions addressed in this study. To answer the research questions, recurring themes emerging from the coding and the data analyses are highlighted with selected quotations from the classroom observation notes, the focus group discussions with the

students, and the interview with the instructor.

Research Question One

What are the effective instructional strategies and activities that promote self-regulated learning in strategy-integrated listening instruction in Chinese as a second language?

In answer to the first research question, three sources of data collected from 25 classroom observations, focus group discussions with the students, and interview with the instructor provided a detailed inventory of strategies and activities. From the data analyses, the strategies and activities illustrated in Table 3 emerged to be effective in promoting self-regulated learning among learners of Chinese as a second language.

Table 3

Identified Effective Instructional Strategies and Activities

Phase	Strategies and Activities	
Forethought (Pre-Listening) Phase	• strategic planning • knowledge activation	
Performance (During-Listening) Phase	Metacognitive Monitoring and Evaluation	• comprehension monitoring • double-check monitoring • problem identification
	Cognitive Strategies	• inferencing • grouping • summarization • deduction/induction • resourcing • top-down strategies • bottom-up strategies
	Social-Affective Strategies	• collaborative learning • peer teaching and modeling • integration of skills • lowering anxiety
Self-Reflection (Post-Listening) Phase	• self-evaluation • self-satisfaction	

Effective pre-listening strategies and activities

This section presents the findings from the three sources of data related to the strategies and activities that the instructor employed at forethought phase, namely the pre-listening phase. The findings revealed that the strategies and activities identified as effective at forethought phase involved strategic planning which included advanced organization, selective attention and self-management, and knowledge activation which included lead-in questions, authentic video clips, pictures, and graphs to engage the students in setting a learning goal, making strategic planning, and relating students' prior knowledge and personal experiences to new materials before listening tasks. Thus, the instructor attempted to stimulate students' learning interest by having the students involved in active learning process.

Strategic planning

Strategic planning refers to that the instruction should make learning goals clear before the listening so that learners can actively gauge their progress toward the goal (Shen and Xu, 2015). During the intervention, the instructor employed metacognitive planning strategies to engage the students in fostering an awareness of what needs to be done to accomplish a task and developing an appropriate action plan to overcome possible difficulties during listening (Vandergrift, 1997). In the planning process, advanced organization, selective attention, and self-management were identified as effective strategies for students to better prepare for the upcoming listening input.

Advanced organization. Before listening, the instructor clarified the objectives of an anticipated listening task and proposed strategies to handle the listening task in each observed listening class. For instance, when introducing a television program in the title

of “The Dreams of Ordinary People”, before listening, the instructor emphasized that the structure and the genre of the aural texts in a television program were different from those in a news report. For better understanding, he asked the students to brainstorm what they would anticipate from this television program before listening. Below were the interactions between the instructor and the students:

Instructor:	You’ll listen to a TV program instead of a news report. What do you think you will hear from it? What preparation do you need to make before listening to a TV program? What are the differences between a TV program and a news report?
Woody:	It probably has a dialogue: one person says something and another person also talks.
Instructor:	Do they talk immediately at the very beginning?
Yates:	It will introduce something.
Instructor:	Yes. If it is a TV program, there should be a host who will introduce the program.
Don:	He’ll probably introduce where he is from.
Instructor:	He will inform you of important things at the very beginning. Usually the first sentence is very important. You have to listen carefully and pay attention to “who”, “what”, and “what the speaker will say next”.

As illustrated above, the instructor intended to explain the unique features of a television program before listening in order for students to understand the organization of the aural text in a different genre and be well-prepared for dealing with possible problems during listening. Woody commented that this strategy was helpful for him, “I can expect this sort of structure and expect this sort of news. For me, it is kind of prepare my mind. Even if it’s not exactly what I am expecting, I know it will still have a pattern where I can track it.”

Marleen agreed with Woody’s comments on the preparation of mind before listening. She stated that the strategies she learned from the interventional instruction were very useful for her and would apply them in her listening activities. At focus group

session, she admitted, “after we started doing these strategy classes, I started to pay more attention to the orientation questions, both in listening classes and taking tests. I started using those techniques to anticipate what I am going to hear. That’s really helpful.”

Selective attention. Before listening, the instructor emphasized to the students that they should pay attention to specific aspects of language input or situational details that could assist them in understanding during listening. He explained that in Chinese news reports, the first sentence of listening material usually revealed the main idea of the content. The instructor also underscored the importance of attending to key words, grammatical structures, idiomatic expressions, speakers’ tones, and conjunction words that provided contextual clues for listening comprehension. For example, the instructor pointed out that the sentence pattern “不是因为….., 就是….. (not only due to…..,but also…..)” suggested that there were two reasons. The students mentioned that paying attention to specific language features in listening texts before listening could lead them to better comprehension during listening.

Yates believed that looking for key words was very important for her. She stressed that if she could not find key words, all she had to rely on was what she did know. On the other hand, Woody preferred to focus on grammar points before listening. He said:

> I also like another one which is paying attention to small grammar points. That’s another strategy that I use. When you hear things like “可是…(but)” and “要不然 (otherwise)”, there is something important surrounding that… or maybe not important, but just important to that specific sentence.

Woody further stated that paying attention to sentence structures was also effective. He claimed that understanding sentence structures enabled him to comprehend a sentence or a piece of content in listening material that he might not be able to

understand without it. He claimed, “knowing the structure and how it is going to be presented to you, you can kind of compartmentalize and say that this part is important like it is kind of an introduction, so we know that it’s got a lot of information.”

Self-management. In all the observed classes, before listening, the instructor repeatedly reminded the students that they should understand the conditions that helped them successfully complete listening tasks. In other words, the students should learn to self-manage their listening tasks by planning for the incoming listening task including predicting related words, content, genre, and text organization for the listening text. Woody described his brainstorming experience as “getting a brief glimpse of what the thing is about and using that little bit of information you get there, you can put it into the process. Then you can say, I can expect this sort of structure and expect this sort of news.”

In the lesson about traveling, the instructor demonstrated how to self-manage listening materials before listening. He posed a few questions regarding traveling abroad, “When you listen to a news report, which part is more important?” The students immediately responded “the first sentence.”. He then asked, “What else?” The students replied, “who, what, when, where, and how ”. The instructor said, “You’ll listen to a news report about the government policy for traveling. What do you think you will probably hear?” The students responded with the words like “大使馆 (embassy)”, “护照 (visa)”, “交通 (transportation)”, “外国人 (foreigner)”, and “经济 (economy)”. From this demonstration, the students was able to understand what they should focus on when they made planning for listening task. In addition, self-management also helped reduce their anxiety level and increase their self-confidence during listening.

In another lesson talking about unusually high price for vegetable in Taiwan, the instructor demonstrated how to self-manage the listening tasks by explaining the features and the structures of the news report. He explained that the present news report consisted four parts: part one provided main idea; part two was interviewing; part three was analyses; and part four was summary. The instructor further emphasized that news reports provided different types of summaries. Some summaries reflected the reporter's opinion whereas some might provide related news and introduced other details at the end. The students stated that knowing the text organization of news report made them feel much easier to control listening condition and understood what should be focused on during listening.

Knowledge Activation

The findings revealed that knowledge activation was identified as effective activity at the forethought phase. The instructor used this brainstorming technique for pre-listening activity in listening class in attempt to activate students' prior knowledge and personal experiences so that the students could actively make connections and associations with new materials. The classroom observations showed that the instructor employed knowledge activation strategies in all 25 periods of listening class in this study. The brainstorming activities that the instructor used to activate the students' schema included asking lead-in questions related to a new lesson topic, playing a video clip related to the new lesson material for discussion, and using pictures or graphs to brainstorm new vocabulary and content for the new lesson.

Lead-in questions. Before listening, the instructor asked a few questions related to the new lesson topic. For instance, when learning a lesson about Chinese traditional

marriage, before listening, the instructor probed the students about the relationship between mother-in-law and daughter-in-law in the United States:

Instructor:	Are there any conflicts between the mother-in-law and the daughter-in-law in the United States?
Woody:	Not that much. We don't live together.
Instructor:	Marleen, you are married. What is your relationship with your mother-in-law?
Marleen:	I don't want to live with my mother-in-law. It is not free. We all love my husband.
Instructor:	Some of you are not married. But if you are married, are you worried about the relationship?
Shirley:	Don't know it yet (all students laughed).

With the lead-in questions, the instructor provided the students with a context that was related to the new material so that the students could be stimulated to brainstorm the content and the related vocabulary for the new lesson material such as "婆媳关系 (the relationship between mother-in-law and daughter-in-law)", "冲突 (conflict)". In addition, the interaction between the instructor and the students not only provided background information for the new lesson, but also created a relaxing learning environment for the students to reduce their anxiety before listening. Thus, this warm-up activity was considered as effective in helping the students prepare for the incoming aural input.

When listening to another listening material about a conversation at the tea shop, the instructor activated the students' schemata by asking the questions related to their personal life experience. The questions that the instructor posed were helpful for the students to activate their prior knowledge about tea including the benefits related to tea, which assisted the students to better understand the content of the conversation. The instructor had the following interactions with the students:

Instructor:	Today you'll listen to something about tea. Do you know any kinds of tea?

Don:	Black tea, green tea, white tea, flower tea.
Instructor:	Flower tea is not very tasty, and inexpensive. Mountain Tea from A Li Mountain is very expensive. It is a kind of Oolong tea. What are the benefits of drinking tea? (Students discussed the benefits in pairs. The instructor wrote some words on the board.)
Instructor:	Now tell me your discussion results.
Ian:	Lessen the pain of throat.
Marleen:	Green tea is good for the skin. (Instructor said "Cosmetology".)
Shirley:	Drinking tea makes you not feel tired.
Yates:	It helps sleeping. (Instructor wrote "caffeine" on the board.)

After discussing the benefits of tea, the instructor divided the students into two groups and asked them to categorize the words on the board into two groups: one group of words showing the benefits of drinking tea for male and another group showing the benefits for female. This additional warm-up process further stimulated students' prior knowledge and provided more information about the benefits of tea. When students started their listening tasks, they would feel much easier and confident in understanding the content.

Authentic video clips. In all observed listening classed, before listening, the instructor played an authentic video clip related to the new lesson topic which led to group discussion. For instance, in the lesson about the military training, before listening to the main text, the instructor played a video clip showing a group of Chinese soldiers walking in the snow. After watching the video, the instructor asked the students to jot down a few verbs related to the video. The students came up with the words like "训练 (drill)", "射击 (shooting)", "野外求生 (survive in the wildness)", "在外面生活 (live outside)", and "在边境驻扎 (station at the border)". This activity helped learners activate their schemata in military training before listening to new materials.

One thing was noted that when playing the video clip, the instructor minimized the video screen and only allowed the students to listen to the sound so that the students could not be distracted with the images on the screen. The reason of doing so was that some students were concerned that watching a video could not benefit their listening comprehension because they concentrated too much on the images in the video instead of listening to what they were saying. As Marleen pointed out, "It's a distraction. Having all the colors and shapes, I'm not even hearing any words. I'm just like, Oh, what are they doing?" Nevertheless, the classroom observations showed that in the first listening, the instructor deliberately minimized the video screen to let the students only use their ears, but in the second listening, he allowed the students to watch the video so that they could better understand the content through visual aids.

Pictures. The instructor often used pictures to activate students' prior knowledge. In the lesson about the police taking action against problem drivers, before listening, the instructor displayed several pictures on the smart board, which included a bottle of alcohol, and a police officer was testing a driver's DUI (driving under the influence). A rhymed sentence was displayed on the side of the alcohol bottle: "酒醉上道，天国就到 (Drunk on the way, life is taken away)". The instructor asked students to predict the words and the content related to the pictures. The students responded with a scenario and words such as "喝醉酒的司机 (drunk driver)", "酒精 (alcohol)", "酒精检测 (DUI)", "呼吸 (breath)", "检查血液 (blood test)", and "配合 (cooperate)". After this activity, the students achieved better comprehension of the new lesson about the police taking action against problem drivers.

Graphs. The instructor also used graphs to elicit students' prior knowledge. In the lesson about how Chinese people spend their weekends, before listening, the instructor showed a pie graph indicating the percentage of people who participated in different activities on weekends. To activate students' schema, the instructor asked students about their weekend activities including what activities they liked to participate in, how frequently they participated in those activities, which activity group in the graph they were interested in, and what they liked to do at leisure time. The students responded with some sentences and vocabulary related to regular weekend activities, which helped activate their schemata and enhance their understanding of the new lesson.

During the knowledge activation process, students' schema was actively stimulated, which enabled them to make connections between their personal experience, their existing world knowledge and new lesson topic. All the students felt that pre-listening activities were helpful. As Yates stated, "I like the first part, warm-up part, to get our brain ready for what words we need to pick up." The students believed that this schemata activation helped them better prepare for the new listening material. During the focus group session, Marleen commented on this strategy:

> The immediate preparation that we were given to come up with vocabulary that we already knew that was related, I felt, was so vital. You start the listening with knowing. I already know a lot of vocabulary, I already have a background for this. When you're prepared to hear things that they're most likely going to say, you didn't have to discover them the first time. You're already expecting to hear that stuff. It made it easier to grab a hold of the parts that maybe you didn't immediately know.

As illustrated in the above quotation, Marleen felt more at ease during listening if she could brainstorm related words to make association with the words that appeared in the new listening material. Shirley resonated with Marleen and stated:

> When we watched the video before… just a little something about what the video or the listening passage was really helping a lot. Even though it might be harder or easier than what we were about to listen to, it just helped a lot to hear familiar words… to get us thinking about what we could hear in the video or the listening clip.

Ian recalled that a couple of times, the instructor wrote some new words in Chinese characters on the board before listening. These new words were not provided with English equivalence, but some of them came with pictures. The instructor asked the students to guess the meaning of the words by looking at the pictures or the Chinese characters they knew and putting them together to see what they might mean. Ian felt this pre-listening activity was helpful for him because "it is not just to get to know these words, it is like preparation, starting thinking about the words that have to do what we're about to listen to. That helped a lot." In the focus group session, all participants agreed that connecting the meaning of the words to the context assisted them to predict the content, which helped better prepare for upcoming listening input.

Effective during-listening strategies and activities

The data showed that the instructor employed a variety of strategies and activities to engage the students in learning during listening. The strategies and activities identified as effective at this phase involved metacognitive monitoring and evaluation (comprehension monitoring, double-check monitoring, problem identification), cognitive strategies (inferencing, grouping, summarization, deduction/induction, and resourcing, top-down and bottom-up strategies), and social-affective strategies (collaborative learning, peer teaching and modeling, integration of skills, and lowering anxiety). These strategies and activities not only allowed students to track down their own performance processes and outcomes during listening, but also provided opportunities for peer interaction and cooperation, integration of different skills, and developing mental

learning through peer teaching and modeling, in which students created learning and thinking strategies so that they could actively learn how to learn.

Metacognitive monitoring

The data revealed that the performance phase involved first listening and second listening processes. During listening, the instructor encouraged students to monitor their own performance and check the outcomes of their listening comprehension against the accuracy. The strategies in these processes identified as effective were comprehension monitoring, double-check monitoring, and problem identification, which involved checking, verifying, and correcting one's understanding during listening as well as identifying problems, analyzing problems and strategy use, and orchestrating effective strategies to tackle the problems.

Comprehension monitoring. This strategy allowed students to check, verify or correct one's understanding at the local level. For instance, when teaching a news report about reducing salt in the diet, the instructor briefed to the students how to monitor their learning process. For the first listening, he asked the students to write down the main idea, explained how they arrive at the answer, and what contextual clues helped them draw conclusion such as character knowledge, familiar words, sentence structure, or context.

Double-check monitoring. This strategy allowed students to check, verify, or correct their understanding across the task during the second listening. At the second time listening to the news report about reducing salt in the diet, the instructor required the students to pay more attention to the supporting details to check, verify and correct their understanding of the main idea. The instructor asked Marleen how she understood that the government was going to issue a new policy about the salt restriction. Marleen

responded that she heard "盐(salt)" was repeated several times during the second listening and also heard the government's attitude towards the salt issue. Thus, she guessed that the government should take some action about it. Regarding the health problem caused by salt, the instructor asked Yates how she learned that salt was bad for health. Yates replied, "I heard a lot of disease names such as heart disease, so I think it suggests salt is bad for health."

Problem identification. During the first and second listening, the instructor asked the students to write down the problems they encountered when they did not catch main ideas or supporting details. During the comprehension check, the instructor asked them to report the problems that hindered their listening comprehension. Both Marleen and Don responded that fast delivery of listening text exerted big impact on their comprehension. Woody felt that long and complicated sentences could affect his listening comprehension, especially complicated sentence structures. Yates mentioned that she understood the meaning of each sentence, but quickly forgot. As a result, she could not make connections between sentences. Knowing these difficulties, the instructor asked the students, "If the sound file is too fast to catch up, what will you do?" Shirley responded, "listen more, or listen to it little by little." Following her response, the instructor stated, "Understanding the structure of the aural text is very important. The first paragraph usually provides the main idea. The details are in the middle, containing contextual cues for the mean idea. If you miss any details, that is ok. You need to listen to the news every day and get acquainted with fast pace."

The instructor further emphasized the importance of understanding the sentence structure. He showed the script of sound file on the smart board screen, and then pointed

at a long and complex sentence, asking the students to tell which part of the sentence showed the "cause" and which segment indicated the "effect", and how they arrived at the answers. All the students looked at the sentences and searched for the words that indicated "cause" and "effect". Later, Don spoke up his answer explaining that the verbs "引发 (cause)" and "导致 (lead to)", the preposition "由于(due to)", and the conjunction words "因此 (therefore)" and "从而(thus)" provided contextual cues for the cause and effect of taking too much salt.

Yates felt that monitoring and evaluation processes were very beneficial for her. She stated:

> After the brainstorming, we move on to listening once, with nothing other than trying to get the main idea out of the first listening. I think what was very helpful was when we started doing the boxes (filling out the boxes) where it was the main idea and looking to where our problems were. Listening and getting another chance to listen to it again for details and seeing how we assist where our problems were… it was helpful in that way. Then listen again, try to get the details. Throughout this active way of knowing where the problems are, try to consistently work towards fixing it while you're listening to it… because while you're listening… you have to change your thought process.

Guided through the monitoring processes, the students learned that listening was not merely receiving inputs; instead, it was an active process that enabled them to monitor their learning process, identify their problems, analyze their strategy use, and seek effective strategies to cope with listening difficulties.

Cognitive strategies

Inferencing. Inferencing refers to using the information within the text or conversational context to guess the meanings of unfamiliar language items associated with a listening task, to predict outcomes, or to fill in the information (Vandergrift, 1997). The data showed that the instructor frequently integrated inferencing strategy in his

listening instruction such as linguistic inferencing, namely using known words in an utterance to guess the meaning of unknown words, and voice and paralinguistic inferencing, which is using tone of voice and/or paralinguistic to guess the meaning of unknown words in an utterance.

Linguistic inferencing was employed in all the observed listening classes. For example, in the lesson talking about vegetable price in Taiwan, the students struggled with new words. The instructor reminded the students that they could guess the meaning of words based on the context, the relationship between sentences, and the composition of compound words. The instructor explained that the compound word "产量" was made of "产 (produce)" and "量 (amount)" as referred to "production volume". Another word "回稳" means "stabilized" because "回" means "return" and "稳" means "stable". This word should not baffle the students because they learned the characters "回" in "回去 (going back)" and "稳" in "稳重 (steady)" in previous lessons. Thus, understanding the characteristics of word composition in Chinese enabled students to inference the meaning of a new word based on the characters they previously learned.

The instructor also integrated voice and paralinguistic inferencing strategies in his listening instruction. During listening, he encouraged the students to pay more attention to the speaker's tone and asked them about what it implied. For example, when listening to the article "Pet Dog Diagnoses Diseases", the instructor asked the students to identify the speakers' attitude toward the research result of pet dog's ability based on the speaker's tone such as supporting or opposing. The students listened and found that the speaker was very objective to the result, but showed a little doubt about the result at the end. The instructor reminded the students that if they heard the speaker raised his/her

voice, he/she might be angry. On the other hand, if the speaker intended to emphasize something, he/she might slow down his/her speaking.

Grouping. The instructor integrated grouping technique in his instructions when explaining vocabulary and text structures of listening materials. When introducing new words, he encouraged the students to recall previously learned words and make connections between new words and learned words. For example, in the lesson "Pet Dog Diagnoses Diseases" , "辨别 (distinguish)" was a new word for the students. The instructor explained the word with a couple of its synonyms such as "辨认 (identify)", "区别 (distinguish)", and "识别 (identify)". Another observed example showed that the instructor integrated grouping strategy by asking the students to group the words that indicated the benefits of drinking tea. The students together came up with a group of words like "减肥 (lose weight)", "降血压 (lower blood pressure)", "保健 (health care)", "血液循环 (blood circulation)", "消化 (digestion)", "胆固醇 (cholesterol)", and "排毒 (detoxification)".

Regarding the structures of listening texts, the instructor introduced common attributes of text structures in news reports so that the students could understand how this type of listening text was organized, thereby helping the students approach to better comprehension. For example, the instructor vividly described the text structure in a news report as a "倒三角 (upside-down triangle)", which illustrated that the beginning part of news report was more condensed and informative than the rest of it.

Summarization. Summarization strategy refers to making a mental or written summary of language and information presented in a listening task (Vandergrift, 1997). The instructor encouraged the students to summarize what they heard by using one or two

sentences. According to the instructor, the reason that he required conciseness for summarization was that he intended to train students to quickly identify important information rather than listening to every detail to draw conclusion. The instructor believed that quick summarization helped students speed up their information processing and enhanced their working memory capacities.

Deduction/induction. This strategy refers to consciously applying learned or self-developed rules to understand the target language (Vandergrift, 1997). One observed example indicated that students mastered this strategy and applied it in their listening class. For instance, during listening to an article in the title of "World Sleep Day", the instructor asked the students what "失眠 (insomnia)" meant. Don quickly replied with correct meaning. The instructor asked him how he processed his answer. Don reported that the character "失" means "lose" and the character "眠" means "sleep". He added that he learned the words "失明 (lose eyesight)", "失学 (lose school)" before, so he could guess "失眠" meant "insomnia". This example indicated that students could employ deduction/induction strategies to assist them in learning vocabulary.

Resourcing. The instructor encouraged students to seek reference sources of information from Chinese online learning sites to help them understand existing listening materials. According to the instructor, resourcing fostered learner autonomy by actively learning target language and solving problems independently. The instructor suggested that when students listened to challenging materials and got stuck, they should search online for related articles on similar topics. The resourcing strategy could help students understand listening materials more efficiently, especially when they studied alone outside of the classroom.

Additionally, the instructor often recommended useful Chinese learning websites for students. For example, in a lesson about introducing a health program, the instructor recommended a Chinese radio website "www.qingting.fm" for students to listen more about the topic on health in target language. He further encouraged students to listen to Chinese news on the same topic in VOA (Voice of America) and BBC (British Broadcasting Corporation) websites in Chinese. Students felt that resourcing was an useful approach to expanding knowledge to achieve successful listening results. At the focus group session, Marleen stated, "now I have the option that I can read something about this. If I don't know anything about this, I should just go somewhere else and read something about this. I can get a little prepared for what it is going to be about."

Top-down and bottom-up strategies. The data showed that the instructor employed a great deal of top-down and bottom-up strategies in every observed listening class. For the first listening, he encouraged students to use top-down strategy to draw main idea of listening text. When employing this approach, the instructor emphasized that the first sentence and the first paragraph usually contained main idea and essential information. For the second listening, the instructor suggested students to pay attention to the details that supported the main idea such as key words, sentence patterns, and the relationship between sentences.

The instructor believed that top-down strategies were more crucial than bottom-up strategies in terms of understanding the main content and training students' global thinking skills. He stated, "If students are inclined to bottom-up strategies, they can only focus on details, which are fragmented information that might not help them reach main idea. In addition, students are easily stuck in details by sticking to certain words or

isolated words. In this situation, no matter how many times they listen, they may not be able to get main idea. Thus, students need to prioritize important information during listening." Shirley supported that top-down strategy was more important for her. She said,

> I think that one of my biggest problems is figuring out what the main idea of the passage is, as opposed to picking out little details. So now I think that I have a better sense of how to analyze and determine which parts are important and which parts are unimportant and just add to the main point. So I've been trying to focus more on the big picture, as opposed to picking out little details at this point.

Ian felt the same way with Shirley. He reflected that he liked to write down everything he heard, but a lot of times it turned out that they were details which weren't important for him to understand the main idea. He realized that details were needed when answering specific questions; otherwise, the most important thing for listening is to understand main idea.

The instructor further pointed out that top-down strategy helped understand the organization and structure of aural text, which was vital for students to find main idea. For example, the instructor explained the structure of the news report as "upside-down triangle" to indicate the importance of the beginning part in the aural text. Nevertheless, the instructor concluded that students also needed bottom-up strategies such as paying attention to key words and important grammatical structures to have more clues for drawing main idea. The classroom observations showed that the instructor repeatedly encouraged students to search key words, and analyze the structures of long and complicated sentences in listening texts.

Similarly, Woody claimed that bottom-up strategies were important for him. During the focus group session, he stated, "if you hear something like '可是 (but), ...的 (….of)', you know a long modifier before that. They said all of these things and you

didn't recognize any of those words but then you'll hear '…….的情况 (the situation of)'. Then you know they're talking about the situation or the circumstances. It's saying 'this is the case, BUT…'. I can get the meaning despite what they said before." Woody's testimonial underscored that paying to the structures of grammar patterns assisted him in successfully comprehending the content of the listening materials.

Social-affective strategies

The data indicated that the instructor incorporated a variety of motivational strategies or social-affective strategies to engage and motivate the students in learning. The motivational strategies that the instructor employed during listening included collaborative learning, peer teaching and modeling, integration of skills, and lowering anxiety.

Collaborative learning. The data showed that the instructor consistently integrated collaborative learning strategies in his listening instruction. In the observed listening classes, he provided ample opportunities for pair or group work. In those activities, instead of relying on the instructor, the students checked, verified and corrected their comprehension by talking to each other. Particularly, in monitoring process, the instructor encouraged students to exchange ideas on the strategies they employed to comprehended listening content and tackle problems during listening.

According to the instructor, when students worked collaboratively, they were more motivated to delve into listening materials. In addition, pair/group work provided great opportunities for students to learn from each other and foster independent thinking rather than waiting for instructors' spoon-feeding. Moreover, some student might be shy to speak before the whole class, but would feel more comfortable to share their views

with their peers individually, thereby lowering their anxieties from the listening. Yates supported pair/group work activity by commenting that "I particularly like to talk to the person that is next to you and get a sense of where the other person is at… and opening up your mind to see how they are thinking, like preparation, that was helpful. And then saying, maybe I should be thinking along those lines."

Woody concurred with Yates and believed that pair work helped him verify his understanding of listening materials. He stated, "It's not just discussing that I missed that or I didn't hear that, but when you discuss the problems you face and how you overcame the problems. The other person might have had the same problem or they might say, this is how I got over that problem." With collaborative efforts, Woody felt that he could learn from peers how to overcome difficulties in listening tasks.

The data further revealed that the instructor provided more opportunities for group discussions among students, which usually happened near the end of class. The discussions usually encompassed the topics related to the new lessons. As the students were at the second semester of Chinese basic course, their discussion topics mainly focused on social, cultural and political issues in China. For example, when listening to a report about college entrance exam, the instructor facilitated discussions on current issue that college entrance exam determined students' destiny in China. Based on the context provided in the listening text, students discussed the reason for this phenomenon and commented on testing systems in China. The instructor believed that group discussions helped students extend content knowledge, foster higher order thinking skills, and prepare for better comprehension in future listening tasks.

Peer teaching and modeling. The instructor also provided peer teaching and modeling activities to encourage students' independent learning ability. For example, in the lesson about sorting Beijing's trash, students were divided into three groups. Each group was assigned one news clip to prepare for reporting their findings. Students first worked in their own groups listening to their news clip, asking questions, and discussing solutions, and finally reported their findings before the other two groups. For instance, Woody's group discovered that a company needed people to solve trash problems and created jobs for five thousand people. Ian's group concluded that high living standard caused more trash. Marleen's group found that recycling could convert trash into usable resources to reduce pollution. Students felt that peer teaching and modeling allowed them to develop their mental processing abilities and self-regulation skills.

Integration of skills. The data showed that the instructor integrated multiple language skills in his listening instructions. According to Shen and Xu (2015), integrating listening, speaking, reading and writing in the instructional activities enabled students to actively transfer learned knowledge into different skills. The instructor encouraged the students to read the script of the recording after listening and reminded them to mark key words, important sentences, and unfamiliar grammatical structures. By doing so, students were able to visualize listening text so as to make connections between words and sound. Particularly, strong visual learners felt very helpful if they could read the script after listening, which helped them build phonological and semantic connections. Yates highlighted that she liked to read scripts to look at what she missed if the recording was "super-fast" and she could not get it.

Another skill-integration activity that the instructor facilitated was reading related articles. After listening, the instructor provided an article that had related content to the current listening material for students to read. For example, after listening to the news report “Pet Dog Diagnoses Diseases”, the instructor passed down an article on the topic of a dog’s special nose, which provided further information about special functions and unique features of a dog’s nose. The instructor asked students to read the article and encouraged them to search for related information. Students looked very interested in reading about the dog’s nose. At the end of the class, students expressed that this extended reading activity not only enhanced their understanding of the current lesson, strengthened their memorization of new vocabulary, but also expanded their existing knowledge about the current lesson.

Furthermore, the researcher observed that sometimes the instructor asked students to write a summary of a listening material to develop their organization and critical thinking skills. It was also noted that speaking activities were often aligned with listening tasks. In all the observed classes, right after listening, the instructor facilitated pair/group discussions on the listening materials, which allowed students to be actively engaged in producing output rather than passively receiving input.

Lowering Anxiety. The data showed that the instructor tried to reduce students’ mental unease by using a variety of techniques which made them feel that they were competent of performing a listening task. For example, he provided prompts before listening so that students could have orientation on what they should focus on. Additionally, pair/group work helped reduce students’ anxiety brought up by listening. Sometimes, when the recording was very speedy, the instructor utilized media player’s

function to slow down delivery speed so that students could feel easier and more comfortable to understand the content.

Moreover, the instructor repeatedly emphasized the importance of orchestrating a variety of strategies to tackle listening problems, which could lower students' anxiety level. For instance, the instructor reminded that the first sentence should receive more attention because it usually conveyed main idea, and the last sentence normally revealed the speakers' point of views. Sometimes, if the instructor observed that students expressed confusion or difficulties about a listening task, he suggested them to take a deep breath first before starting to listen and then keep saying "I can do it" in heart. Such motivational strategies might help students boost their confidence in handling listening tasks.

During the focus group discussion, Ian mentioned that after receiving the strategy training, he knew what was important in listening and understood how to listen, which helped him relax a lot during listening. He also stressed that self-confidence was very helpful for him. Similarly, Don believed that knowing how to listen helped him calm down during listening even though he felt difficult to comprehend when the listening material had abundant information. Marleen echoed the same problems that she was very nervous when listening recording was fast and had rich information, but she felt that using strategies was "a sort of empowering in a sense because I don't have to be nervous if it is such rich material".

Effective post-listening strategies and activities

The post-listening phase is also named as self-reflection phase in this study. At the end of listening class, the instructor spent about 10 minutes to ask students to reflect

on their own learning processes. At this phase, the strategies identified as effective included self-evaluation and self-satisfaction.

Self-evaluation

Self-evaluation refers to comparisons of self-observed performances against some standard such as one's prior performance, another person's performance, or an absolute standard of performance (Zimmerman, 2002). At the end of listening tasks, the instructor guided students to assess their own learning processes, asked them to reflect on what problems they encountered during listening, which strategies they used, and how they solved their listening problems. For example, in a lesson about airdropping supplies to an area that suffered from a natural disaster, after completing listening activities, the instructor asked students to reflect on three questions: "What strategies did you use for understanding this listening material? What problems did you encounter during listening and how did you fix them? What would you do next time when you encounter the same problems?" Students worked in groups to reflect on their listening processes.

After the students completed reflection, the instructor asked them to report what they had discussed. Yates stated that she felt easier to understand the listening text if the topic of the material was familiar to her. Ian claimed that background knowledge helped him a lot understand the current content. For Marleen, she paid more attention to the key sentences because she needed to know which part of information was more important and which part was not. Don discovered that repeating words in the listening material was helpful for him. On the other hand, Woody liked to use top-down strategies to catch main idea in the first-time listening and use bottom-up strategies to retrieve more details from the second-time listening. Interestingly, Shirley mentioned that she seldom took notes

while listening because she could be distracted. Through the self-evaluation process, the students had a better understanding of their listening processes so as to help them better prepare for future listening tasks.

Self-satisfaction

Self-reflection phase also involved self-satisfaction activities. According to Zimmerman (2002, 2013), increases in self-satisfaction enhance learners' motivation that leads them to feel satisfied, which in turn sustains their efforts to learn, whereas decreases in self-satisfaction lead to lowering learners' self-efficacy level and discouraging them from further efforts to learn. During the intervention period, at the end of each training phase, the instructor reviewed the strategies he taught so that students' next steps in learning could be grounded on known concepts which resulted in positive affect. For example, at the end of forethought phase training, the instructor summarized the strategies used for pre-listening activities such as brainstorming new words, predicting structures and contents of new materials, and setting learning goals for future tasks. The strategy review helped students strengthen their knowledge about strategy use and possibly transfer their skills to future listening tasks.

In addition, when students encountered difficulties in listening materials, the instructor always reminded them to use strategies to overcome difficulties. For example, when listening to a news report "Skateboard Has Become A New Transportation Means", students felt that there were a lot of unknown words which affected their comprehension such as "滚动轮 (rolling wheels)" and "感应器（sensor)". The instructor indicated that some unfamiliar words in the listening text might not affect students to draw main idea and could be ignored. He suggested that the keys words and sentence structures which

referred to main idea should be focused on.

Sometimes, the instructor provided an additional authentic video clip related to the listening material taught in class. Students built more confidence and self-satisfaction if they discovered that they were able to understand most of it. For example, in a lesson about the women's world cup soccer, after completing all the listening tasks, the instructor played a radio broadcasting about a soccer game during the Olympic Games in Rio, Brazil. After listening, students told the instructor that they felt much easier to understand it because the vocabulary and the content were so familiar to them. Shirley commented that "it was very beneficial to listen to another one afterwards because it helped review and refresh what we just learned". Don agreed that "we could use the same methods for other classes". These comments indicated that students' self-satisfaction and confidence in handling listening difficulties appeared to be increased.

Research Question Two

What are the students' perceptions of the strategy-integrated listening instruction in a Chinese as a second language classroom?

All student participants expressed their positive views on strategy-integrated listening instruction at the focus group session. Four generative themes emerged from their responses in regard to students' perceptions of the strategy-integrated listening instruction. The themes were (1) usefulness of the strategy instruction, (2) improvement of listening skills, (3) awareness of using listening strategies, (4) increases of self-confidence in listening.

Usefulness of the strategy instruction

The data from the focus group discussions revealed that all the participants were positive about strategy-integrated listening instruction. They felt that they learned new strategies that they did not know in their previous foreign language learning. Yates commented: "It is of great help. From the beginning to now, I learned a lot of listening methods." Marleen agreed that strategy-integrated instruction was very useful although this type of instruction was new to her. She believed that utilizing listening strategies allowed her to engage in active learning by using effective ways to comprehend the materials and tackle the problems while listening.

Marleen mentioned that she was a metacognitive person. When she studied Spanish at college, her teachers mainly focused on reading and speaking skills. She felt that strategy-integrated listening instruction was new to her. Woody also concurred that integrated listening strategies were useful for him and suggested, "I really hope that in every class the strategies are incorporated in listening class." Marleen further stated:

> because we are learning Chinese for the sake of our future workplace, I think it is important to use strategies while listening because it is easier for us to analyze our listening activity. It is not enough just to listen. It's like you're drowning. You know it's a very difficult task and you're sort of drowning in it trying to figure it out. But if you're taught about how you ought to think about it then it removes the anxiety. You know, I think what we're being asked to do is too difficult to do without some guidance.

Marleen's testimonial seemed to represent all the students' views on the usefulness of the integrated-strategy listening instruction.

Improvement of listening skills

At the focus group session, all the participants expressed that they learned a lot of strategies during the intervention which helped them enhance their listening skills. They

said they knew better about how to listen and how to handle different situations. Especially, they learned how to deal with listening materials and tackle listening problems when they studied on their own.

Better understand text structures

The students felt that strategy-integrated listening instruction helped them better understand the text structures of listening materials. For example, Yates mentioned that she never paid attention to the text structures or the genres of aural texts. After receiving strategy instruction, she learned to look for text structures during listening and she felt that her listening skills improved a lot. She stated, "it is really helpful to know what to look for in a news report, the structure, the format. Key words are important too. Not only just figuring out new words, but if you can't, then all you have to rely on is what you do know."

Better prepare for listening tasks

Strategy-integrated listening allowed students to better prepare for listening tasks. Don mentioned that after receiving the strategy instruction, he learned how to make strategic planning for listening tasks. He identified that knowledge activation activity was very helpful for him to well-prepared for listening such as brainstorming related words before listening. He also noted that paying attention to key words was a useful technique that provided contextual clues for him to get ready for understanding the content. Shirley stated, "While listening to current events, I felt very difficult, but now I understand what is more important and which part I need pay attention to. For example: the first sentence is very important. So my listening comprehension has improved now."

No longer rely on vocabulary list

During the interventional strategy training, the instructor did not provide new words definition list for the students as he usually did before the intervention, which was considered as a radical change for both the instructor and the students. Ian said that before the intervention, he greatly relied on new vocabulary study before listening. He felt that unless he studied the new vocabulary, he could not understand what they were saying during listening when the listening text consisted of a lot of new words. After he was taught listening strategies, he no longer relied on vocabulary study to comprehend listening text. Woody also felt that his listening skills improved. For example, after the strategy training, instead of studying new words in advance, he was able to utilize text organization and sentence structures of aural texts to arrive at his comprehension. He said that knowing the text structures was that "you can kind of compartmentalize and you will know which part is more important and what it is talking about."

Be able to handle difficult tasks

After the interventional strategy training, the students noted that they were able to know how to deal with difficult listening tasks. Marleen believed that knowing listening strategies provided the guidance for her to comprehend listening materials better, especially when the materials were difficult to understand. She felt that she could handle more difficult tasks after receiving listening strategies training.

Woody resonated with Marleen that before the intervention, he easily got lost while listening, but after knowing the strategies, he could "pick up a few words to get sort of an idea". Woody admitted that he could transfer strategy knowledge to different listening materials. He claimed that "pretty much everything we've worked on can be

used in some situations or another."

Improve self-study skills

During the focus group discussion, students expressed that they knew better about how to self-study after receiving strategy training. Ian mentioned that from the strategy-integrated listening class, he learned how to make preparation before coming to class by searching for the resources with similar topics and then he felt much more confident about the new listening materials. Ian also realized that he could utilize online resources to practice listening at home by applying the strategies he learned in class. He highlighted that reading scripts was very helpful when he got stuck while listening, which could help him visualize what he heard and make phonological and semantic connections about the listening text.

Awareness of using listening strategies

The data showed that the interventional strategy training helped students foster awareness of using strategies during listening. Ian mentioned that previously, he thought "listening is listening and there is nothing that we should do", but after receiving the strategy training, he learned to employ listening strategies to solve listening problems. He stated, "it really does help when you just think how you listen and what you need pay attention to."

Woody also felt that he learned to use strategies in his listening such as utilizing background knowledge and knowing text structures of listening materials to assist his comprehension. He said that he began to pay more attention to how the structure was set up in the first-time listening and focused on the details in the second-time listening. For example, for a listening material about sports news, he used background knowledge and

top-down strategies to catch the main idea, and used bottom-up strategies to track the scores between two teams.

Marleen agreed that the strategy-integrated listening class allowed her to raise awareness of using listening strategies and learn to apply listening strategies while listening. She remembered that her Spanish teacher at college mentioned metacognitive approach, but her class was not guided on how to use metacognitive strategies. However, after receiving this interventional strategy training, she had better understanding of cognitive, metacognitive and social-affective strategies. During the focus group session, students agreed that strategy training helped them raise awareness of strategy use and learned to cope with listening problems through orchestrating appropriate strategies.

Increases of self-confidence in listening

The data revealed that all the participants agreed that strategy-integrated listening instruction increased their confidence in listening. Marleen mentioned that before the strategy training, she was very nervous during listening, especially when there were a lot of unfamiliar words in listening materials. She remarked that if she did not study new vocabulary list, listening was "just like a hopeless endeavor" for her. After receiving the strategy training, she felt that her self-confidence greatly increased in listening class. Instead of relying on new vocabulary list before getting into listening tasks, she tried to use listening strategies to comprehend listening text. Shirley also felt nervous during listening if not studying vocabulary in advance, but she claimed, "now I have more confidence in listening. I believe in myself more. I can trust myself to hear more things without looking at the vocab list."

Don stated that previously he absolutely avoided listening to authentic materials which he considered difficult. However, after the strategy training, he was no longer afraid of authentic materials; instead, he felt confident in listening to authentic materials and did not feel difficult to understand the listening texts. He commented that his successful listening experience was attributed to orchestrating appropriate strategies during listening. He confidently remarked, "I can turn my hat around and say: let's do this!". When listening to an authentic material about population issue in China, Don successfully predicted the content based on the title of listening text. He explained that the title "一胎化 (one child policy)" provided contextual clue for understanding the content, and "you can know it could be talking about China's birth control policy, then have better preparation for that." From his comment, Don seemed more confident in handling authentic materials.

Similarly, Ian felt that strategy training definitely helped him overcome his weakness. He mentioned that his biggest problem was self-confidence. He constantly compared himself to other students in his class and realized that he was not the best listener. Although his classmates encouraged him not to think in that way, he felt it was natural for him to say "Man, they all hear this and I'm not hearing it". He reported that previously, when he was not able to make connections with details to get main ideas, he lost his self-confidence. After receiving strategy training, he did not feel diminished anymore because he had more confidence and relaxation in making connections. Ian strongly believed that "self-confidence helps a lot".

On the other hand, Yates believed that self-encouragement helped her calm down and gave her confidence in being capable of listening. She learned a useful strategy from

the instructor that she repeated to herself that she was able to listen well. Marleen further pointed out that knowing using strategies made her feel more confident in listening. For instance, previously, she was very emotional when she encountered listening difficulties, but now she became more calm and confident because she learned how to identify problems and use strategies to solve the problems. Woody reported that he was also emotional when missing some parts during listening, but now he became confident in handling the situation by focusing his mind on recuperating his missing information.

Research Question Three

What are the instructor's perceptions of the strategy-integrated listening instruction in a Chinese as a second language classroom?

After the interventional strategy-integrated instructions ended, the researcher interviewed the instructor about his perceptions of the strategy-integrated instruction. There were four generative themes on the instructor's perceptions emerging from the interview data. The themes were (1) more systematically using listening strategies, (2) fostering autonomous and self-regulated learners, (3) improving teaching quality, (4) challenges of implementing strategy-integrated instruction.

More systematically using listening strategies

The instructor stated that before the intervention, students had more or less used some strategies in their previous listening class, but they might employ strategies subconsciously, sporadically and unsystematically. In other words, they were not aware of strategy use, or if they used any, they could not name what strategies they had used. After receiving the strategy training, students discovered that some strategies were very effective for their listening comprehension and they learned how to choose their best

strategies for successful comprehension through practice.

Additionally, the instructor pointed out that during the intervention, students were given ample opportunities to practice strategy use. Thus, they had more experience of using effective strategies to solve their listening problems. He further mentioned that before the intervention, he always prepared a vocabulary list and explained every single word to the students, but during the intervention, he intentionally avoided teaching vocabulary list. Instead, students were instilled with a variety of strategies to attain the meaning of new words. The instructor believed that incorporating strategies in listening instruction could have students become independent learners.

Finally, the instructor added that as the strategy instruction continued, students not only began to systematically used strategies, but also had a deeper understanding of strategy use. He found that students became more willing to discuss their learning processes and strategy use with peers. They appeared to know more about how to tackle listening problems and to become more proficient in controlling their listening process. The instructor also observed that during the intervention period, students were able to understand listening materials faster than before. Overall, the instructor felt that the students was able to use listening strategies more consciously and systematically.

Fostering autonomous and self-regulated listeners

The data showed the instructor perceived strategy-integrated listening instruction as effective in fostering autonomous and self-regulated listeners. He observed that students were greatly influenced by listening strategy instruction and demonstrated better understanding of listening processes and listening strategies. The instructor believed that the strategies he taught helped develop self-regulated learning among students. However,

he agreed that students needed teachers' assistance and guidance on strategy use, especially at the beginning stage of listening strategy intervention. The instructor highlighted that through intervention, students would gradually adapt to using listening strategies to regulate their learning process and become independent learners.

The instructor further pointed out that before intervention, students were passively involved in listening by paying attention to the prepared questions and answering questions. However, during intervention, students were trained with listening strategies that allowed them to actively engage themselves in their learning processes such as setting learning goals, planning strategies, monitoring performance, identifying problems, and reflecting on strategy use.

The instructor believed that self-reflection in post-listening phase was very important for students to become self-regulated learners. He mentioned that most teachers only paid attention to the first step such as schemata activation and the second step such as monitoring, and then checked comprehension. The instructor asserted that teachers seldom asked students to reflect on their learning processes. He believed that self-reflection allowed students to identify their advantages and disadvantages during listening, which could lead to strategy adjustments for better listening. In addition, he believed that through self-reflection, students should be able to better understand the materials with similar topics in future listening tasks.

Furthermore, learner autonomy was another aspect that the instructor perceived as fostering self-regulated learners. He mentioned that after learning listening strategies, students was able to know how to listen and how to study on their own. He believed that listening strategies empowered students to take control of their own learning so as to

achieve their final learning goals. For example, he introduced resourcing strategy to encourage students to overcome listening difficulties when they studied at home by searching for similar or related articles to read so as to better understand the new listening materials. He concluded that strategy training was like teaching students how to fish instead of giving them fish.

Improving teaching quality

During the interview, the instructor discussed the benefits of implementing strategy-integrated instruction in his listening class. He believed that this type of strategy instruction could help improve overall teaching quality to benefit students' learning. He took himself as an example, "For me, because of this training, my teaching methods have totally changed, so does my mindset on teaching methods. For example, before intervention, I usually prepared a new vocabulary list for students to study before listening because I thought they would not understand listening text without knowing the meaning of new words, but during intervention, I noted that students was able to use strategies to understand listening materials without relying on vocabulary list, so now I don't need to prepare for it anymore."

The instructor further added that he didn't know much about cognitive, metacognitive and motivational listening strategies before participating in this study. He admitted that he learned more about listening strategies from the researcher's trainings that were specifically provided for him. He felt that his overall teaching quality improved a great deal because of the trainings he received from the researcher and the listening strategy instructions he provided for students . He observed that his students showed strong motivation and appreciation for his quality teaching during and after intervention.

The instructor also noted that the six student participants not only mastered learning strategies from listening strategy training, but also started to influence their classmates who were not involved in this interventional strategy training. The instructor suggested that strategy-integration listening instruction should be introduced to all the students, which made every student be able to take control of their learning and become proactive learners in their learning processes.

Finally, the instructor suggested that his teaching team should start implementing strategy-integrated listening instruction to gain more experience and hoped to transfer their experience to other teams and classes. He said that his suggestion was in line with his school's mission that students should be developed as autonomous learners to achieve higher level language proficiency. To accomplish this mission, traditional teaching methods should be eradicated and superseded by transformational approaches, thereby teaching quality could be fundamentally improved. Nevertheless, the instructor stressed that teachers needed to be informed of the benefits from strategy-integration instructional approach and professional strategy trainings should be provided for teachers as well.

Challenges of implementing strategy-integrated instruction

Regarding teaching quality, the instructor brought up the needs to promote strategy-integrated instruction in Chinese basic course program. However, he pointed out the challenges that his school would face if implementing strategy-integrated instruction. First, some teachers might not be ready for changes due to their individual factors such as competence of accepting new concepts, commitment level, and busy working schedules. Second, some teachers might resist new methods because they believed that their current ways of teaching were sufficient for students and there was no room for

changes and growth. Thirdly, considering the fast pace of intensive Chinese basic course, some teachers might be concerned that it was time-consuming to integrate strategy training in regular listening class because both teachers and students were busy with the completion of listening materials in a 50-minute class. In this situation, if teachers taught strategies in regular class, instruction time might be taken away from listening activities. The instructor raised another concern that some teachers might not understand learning strategies themselves and resisted to incorporate them into regular instructions.

Finally, the instructor mentioned that implementation of strategy-integrated instruction was restricted by listening materials. He said that some materials were organized and structured, so teachers found it easy to integrate strategies into their instructions. However, some materials, such as a dialogue, which he thought was sporadic and unorganized, might not be suitable for incorporating learning strategies. Especially, when the listening material was challenging, teachers might not like to integrate learning strategies.

Summary of the Findings

The data from the classroom observations, the focus group session with the students, and the interview with the instructor provided in-depth information to answer the research questions in this study. Overall, the findings of this study showed that the strategies and activities employed in listening instructions helped promote self-regulated learning among adult learners of Chinese as a second language and enhanced their listening abilities. In addition, listening strategy instruction helped students raise awareness of utilizing effective strategies and activities to regulate their own learning and solve listening problems.

The findings showed that some of cognitive, metacognitive, and social-affective strategies and activities were identified as effective in promoting self-regulated learning among learners of Chinese as a second language. At forethought phase (pre-listening), strategic planning and knowledge activation greatly assisted learners to better prepare for incoming listening tasks. At performance phase (during-listening), metacognitive monitoring and evaluation, cognitive strategies including inferencing and elaboration, and social-affective strategies such as collaborative learning and self-encouragement were considered effective in assisting learners to achieve their learning goals during listening. At self-reflection phase (post-listening), self-evaluation and self-satisfaction were considered useful for learners to reflect on their performance and make subsequent learning goals for future listening tasks.

The findings also indicated that all student participants perceived strategy-integrated listening instruction as helpful for them to enhance their language abilities. The students stated that after listening strategy training, they had better understanding of preparing for listening tasks, coping with listening problems, and improving their self-study skills. Additionally, the students stated that listening strategy training helped them raise awareness of strategy use during listening and increased their confidence level as well.

The findings further revealed that the instructor had positive views on the strategy-integrated listening instruction. The instructor claimed that students should be able to systematically apply strategies during listening after they received listening strategy training. He asserted that listening strategy training not only could empower students to control their own learning processes so as to become self-regulated listeners

in and outside of the classrooms, but also could help teachers improve their teaching quality. Moreover, the instructor addressed the challenges of implementing strategy-integrated listening instruction at the researched school where some instructors might be reluctant to accept new approaches or might not have the competence of training students to be self-regulated listeners.

CHAPTER V

DISCUSSION, IMPLICATIONS, RECOMMENDATIONS AND CONCLUSION

Overview

This chapter presents a summary of the study and important conclusions drawn from the data presented in Chapter 4. It consists of six sections. The first section provides a summary of the study including an overview of the research problem, the need of the study, the purpose statement, research questions, theoretical framework, and the methodology. The second section includes a summary of the findings. The third section involves a discussion of the research findings. The fourth section addresses the implications for practice. The fifth section discusses recommendations for future research. The final section provides the conclusion of the study.

Summary of the Study

The recent research trend in second language acquisition has shifted the focus of listening instructions from listening outcome to listening process. The findings of previous studies on learning strategy indicated that teaching students listening strategies could help them foster awareness of strategy use, and enable them to employ appropriate strategies to solve listening problems. However, previous studies mainly investigated the listening strategies used by proficient learners versus less proficient learners, and the relationship between listening strategy use and listening achievement (Chen, 2013; Graham, 2006; Graham & Macaro, 2008; Rahimirad, 2014; Rahimirad & Shams, 2014; Siegel, 2013; Vandergrift & Tafaghodtari, 2010).

Previous research mainly investigated listening strategies for students of English as a second/foreign language. Only a limited number of listening strategy research studies

were related to learning Chinese as a second language (Jiang & Cohen, 2012). The past research merely investigated listening strategy use and the relationship between strategy use and academic achievement in Chinese as a second language (Bai, 2007; Di, 2007; Zhang, 2007; Zhou, 2004), and did not look into the impact of strategy instruction on the listening strategy use among beginning- and intermediate-level Chinese L2 learners (Jiang & Cohen, 2012; Yuan, 2005).

Moreover, past research indicated that self-regulated learning was crucial for students' academic achievement (Latifi, Tavakoli, & Dabaghi, 2014; Maftoon & Tasnimi, 2014; Zimmerman, 1990; Zimmerman & Schunk, 2001). However, previous research mainly examined self-regulated learning impact on academic performance and explored students' and instructors' perceptions of learning strategy instruction among learners of English as a second/foreign language (Chen, 2013; Siegel, 2013). Thus, this study aimed to fill the gap in the literature by identifying effective instructional strategies and activities in listening instructions through the lens of self-regulated learning concepts and gain insights into students' and instructors' perceptions of the strategy-integrated listening instruction among adult learners of Chinese as a second language.

The purpose of this study was to identify effective listening instructional strategies and activities that promoted self-regulated learning among adult learners of Chinese as a second language, and to explore students' and instructors' perceptions of the effectiveness of the strategy-integrated listening instructions. The study employed social cognitive theory (Bandura, 1986) and Zimmerman's (2000) three-phase cyclical model of self-regulated learning as the theoretical framework to guide the study. Social cognitive theory emphasizes social influence on learners' development of self-regulation (Schunk,

1989; Zimmerman, 1989) and views human functioning as a series of reciprocal interactions between behavioral, environmental, and personal variables (Bandura, 1986; Schunk & Zimmerman, 1997). Zimmerman's self-regulated learning model includes three cyclical processes: forethought phase, performance phase, and self-reflection phase. In this study, the strategy-integrated listening instructions followed Zimmerman's three phases of learning processes and involved listening strategies and activities in a Chinese L2 classroom. This study addressed the following three research questions:

1. What are the effective instructional strategies and activities that promote self-regulated learning in strategy-integrated listening instruction in Chinese as a second language?
2. What are the students' perceptions of the strategy-integrated listening instruction in a Chinese as a second language classroom?
3. What are the instructor's perceptions of the strategy-integrated listening instruction in a Chinese as a second language classroom?

To answer these questions, this study employed an interpretive case study research method. The data collection involved classroom observations, focus group discussions with the students, and a face-to-face, semi-structured interview with the instructor. Before the intervention, the researcher observed the instructor participant's regular listening instructions one period per day for 5 periods. During the intervention, the researcher observed the instructor's listening instructions integrated with listening strategies one period per day for 20 periods. The classroom observations allowed the researcher to identify effective strategies and activities that promoted self-regulated learning among adult learners of Chinese. Right after the intervention, the researcher

facilitated a focus group session with the students and conducted an interview with the instructor to elicit the students' and the instructor's perceptions of the strategy-integrated listening instructions. All the data was synthesized and analyzed to answer the research questions.

Summary of the Findings

The data from the classroom observations, the focus group session with the students, and the interview with the instructor provided in-depth information to answer the research questions in this study. Overall, the findings of this study showed that the strategies and activities employed in the listening instructions helped promote self-regulated learning among adult learners of Chinese as a second language and enhanced their listening abilities. In addition, the listening strategy instructions helped students raise awareness of utilizing effective strategies and activities to regulate their own learning and solve their listening problems.

The findings showed that some of cognitive, metacognitive, and social-affective strategies and activities were identified as effective in promoting self-regulated learning among students of Chinese as a second language. At the forethought phase (pre-listening), strategic planning and knowledge activation greatly assisted the learners to better prepare for the incoming listening tasks. At the performance phase (during-listening), metacognitive monitoring and evaluation, cognitive strategies including inferencing and elaboration, and social-affective strategies such as collaborative learning and self-encouragement were considered effective in assisting the learners to achieve their learning goals during listening. At the self-reflection phase (post-listening), self-evaluation and self-satisfaction were considered useful for the learners to reflect on their

performance and make subsequent learning goals for the future tasks.

The findings also indicated that all the student participants perceived the strategy-integrated listening instruction as helpful for them to enhance their language abilities. The students stated that after the strategy training, they had better understanding of preparing for listening tasks, coping with listening problems, and improving their self-study skills. Additionally, the students stated that the strategy training helped them raise awareness of strategy use during listening and increased their confidence level as well.

The findings further revealed that the instructor had positive views on the strategy-integrated listening instructions. The instructor claimed that the students should be able to systematically apply strategies during listening after receiving strategy training. He asserted that the strategy training not only could empower the students to control their own learning processes so as to become self-regulated listeners in and outside of the classrooms, but also could help teachers improve overall teaching quality that eventually benefited students' learning. Moreover, the instructor addressed the challenges of implementing the strategy-integrated instruction in the research school setting where some instructors might be reluctant to accept the new approach or might not have the competence of training students to be self-regulated listeners.

Discussion

The discussion section of this chapter is divided into four subsections that highlight the themes of changing the way of teaching listening, integrating effective listening strategies, increasing learners' confidence and self-efficacy, developing learner autonomy and self-regulation, and challenges and implementation. The discussion attempts to explain the results of the preceding findings and relates the current findings to

the literature and to prior research.

Changing the way of teaching listening

The findings in this study indicated that the strategy-integrated listening instruction intended to shift focus from conventional outcome-oriented listening instruction onto strategic and process-oriented listening instruction. The data revealed that there was a distinctive discrepancy between pre-intervention listening instruction and during-intervention listening instruction. Before intervention, the listening instruction focused on how much the students understood the aural texts rather than exploring the process by which they comprehended listening input. The listening instruction was mainly accompanied by students answering listening comprehension questions followed by the provision of the correct answers and finishing with an explanation of the meanings of the transcripts (Chen, 2013; Field, 1998; Goh, 2008; Goh & Taib, 2006; Rahimirad, 2014). In this regard, major activities of listening instruction before intervention were considered as comprehension check and test-oriented instruction.

The disadvantage of the test-oriented listening instruction is that teachers only focus on what students have learned by checking comprehension through answering the questions or summarizing the text with no attention to the process by which students learned to comprehend while listening (Chen, 2013; Rahimirad, 2014). With this approach, teachers tend to test listening rather than teaching listening. On the other hand, students rely passively on teachers' instruction and seldom realize that they themselves must be active in their listening and learning to listen (Chen, 2010; Goh & Taib, 2006; Rahimirad, 2014; Vandergrift, 2003, 2004). According to Chen (2013), this outcome listening may inhibit students from being active listeners, reducing their interest and

motivation to learn how to listen (p. 82). She suggests that the remedy for fixing this problem is to change the outcome-oriented listening instruction to strategic and process-oriented listening instruction which can help students develop their listening strategies and learn how to listen actively (Richard, 2005).

As expected, during the intervention period, the listening instruction in this study was integrated with listening strategies which put emphasis on the listening processes that included pre-listening, during-listening, and post-listening (Vandergrift & Goh, 2012). Throughout these three processes, cognitive, metacognitive and social-affective strategies were integrated into listening instructions to guide students through their learning process. The pre-listening process prepared learners to make strategic planning for a listening task and consider how to cope with problems that may arise during listening. The planning activities enabled learners to guess the vocabulary, the content, and cultural context before listening so as to activate their schema or prior knowledge about the topic (Goh & Hu, 2014). The during-listening process involved metacognitive monitoring and evaluation by which students monitored their comprehension process, identified listening problems, and orchestrated their strategies accordingly. The post-listening process allowed students to reflect on their listening process which could lead to learners' more active and appropriate planning for the future listening tasks (Goh, 2008; Goh & Hu, 2014). Unlike traditional listening instruction, strategy-integrated listening instruction approach allowed learners to participate actively in their learning process and control over their own learning.

In addition, the findings showed that strategy-integrated listening instruction had benefits of enhancing learners' listening abilities, fostering their awareness of listening

strategies, and increasing their confidence and self-efficacy. The findings further indicated that throughout the intervention, students became more capable of orchestrating their strategy repertoires and taking charge of their learning processes while listening.

The current findings were consistent with previous research which investigated the effectiveness of integrating cognitive, metacognitive and social-affective strategies in listening instruction of English as a second/foreign language. In O'Malley and Chamot's study (1990), the participants were divided into three groups: the first group that received instruction in cognitive, metacognitive and socio-affective strategies, the second group that received instruction in cognitive and socio-affective strategies only, and finally the third group that received no strategy instruction. The results of the study revealed that the performance of the first group's participants on the tests was significantly better than the other groups in terms of listening comprehension improvement. The second group that received only cognitive and socio-affective strategy came in second and the third control group was ranked last.

Another study conducted by Yuan (2005) also investigated whether listening strategy instruction could influence the strategy use by beginning- and intermediate-level learners of Chinese as a second language. The content for strategy instruction consisted of three types of strategies: basic listening strategies, cognitive strategies, and metacognitive strategies. Instruction was delivered in a chronological order for a total of three months. After each strategy instruction session, a posttest was administered to evaluate the strategy instruction by comparing results with those in the pretest. In the end, the results of the tests were in favor of the intervention.

Following this line of intervention studies, Goh and Taib (2006) undertook a

study which examined the effects of listening strategy instruction for young learners. The lessons followed a three-stage sequence: listen and answer– reflect–report and discuss. The data were analyzed from students' self-reports and listening test scores. Students reported increased metacognitive knowledge, increased confidence, and better strategy use for dealing with task demands and comprehension difficulties.

It seemed that the results in previous research were in agreement with the findings in this study, which supported the effectiveness of integrating listening strategies in the regular listening curriculum. As Oxford (1990) points out, strategy training succeeds best when it is woven into regular class activities on a normal basis. She further advocates that integrated strategy instruction should teach students "when and how to transfer the strategy to new tasks" (2011, p. 181). Some researchers also support that listening strategies should be integrated into regular language course, embedded within listening tasks, and taught through existing curriculum and materials (Chamot, 2004; Goh, 2008; Siegel, 2013). By doing so, students can become more confident in listening performance, better control over their learning processes, and optimize their learning to achieve greater success (Chen, 2010).

While strategy-integrated listening instruction received recognition of its effectiveness from previous studies and the present study, some experts believed that direct and separately-taught "learning to learn" course was more effective than direct strategy instruction integrated into regular L2 instruction. Flaitz and Feyten (1996) conducted a study that involved consciousness-raising and strategy use for foreign language learners at a U.S. university. The treatment group of 130 students of Spanish received a single 50-minute session of "metacognitive awareness raising" training,

including a brief strategy presentation, a brainstorm activity about their current strategies, and a lively, visually interesting strategy handout for students, while control group of 99 students of Spanish did not receive any strategy training. The results showed that Spanish achievement for the treatment group was significantly higher than achievement for the control group. In addition, the questionnaire for the classroom teachers of the treatment group indicated that the treatment had a discernible effects on the students' learning. The findings suggested that a separately-taught strategy instruction could be effective in enhancing students' language performance.

Regarding the concerns about whether the strategy instruction is delivered separately or embedded into regular listening course, Chamot (2004) argues that strategies learned within a language class for certain tasks might be less likely to transfer to other tasks. Additionally, Goh (2008) asserts that some L2 teachers are not prepared to integrate strategy instruction into the regular course, and it takes significant time and effort to teach them how to do so. Furthermore, Goh points out that integrated strategy instruction may not be preferred by motivated adult learners who are capable of applying the principles and practice on their own. Nevertheless, many experts promote the explicit and direct teaching of strategies within the context of the L2 curriculum because this approach can give students the chance to practice the strategies with real L2 learning tasks (Chamot, 2004, Grenfell & Harris, 1999; Oxford, 1990, 2011). In this respect, the current findings are in line with the previous studies where learners could benefit from the explicit and integrated strategy instruction.

Integrating effective listening strategies

This study intended to integrate listening strategies into regular listening instruction to identify effective listening strategies that promoted self-regulated learning among adult learners of Chinese. The data showed that metacognitive, cognitive, and social-affective strategies were systematically incorporated into listening instruction, which trained the learners to better control their learning process and become self-regulated learners. Although there were a variety of strategies under each category, the instructor only selected the strategies that were appropriate for learners of Chinese at second semester to enhance their listening comprehension and foster self-regulated learning.

For instance, at pre-listening phase, the data showed that metacognitive planning strategies such as advanced organization, selective attention, self-management, and knowledge activation were introduced to help students to make strategic planning before listening to the aural text. For example, the instructor asked the students to predict the vocabulary, the content, and the genre of the text based on the topic of the listening task. The students were also taught to use selective attention strategy to pay special attention to the first sentence, key words, grammatical structures, and the speaker's tone to help them comprehend the main idea and the content of the listening text. These findings are consistent with the previous studies on listening strategies. In Vandergrift's (1997) study, selective attention was reported as the significant strategy for successful listeners. In addition, Graham & Marco (2008) believe that prediction stimulates schemata and simultaneously lightens the cognitive load by reducing the total number of possible propositions to consider.

At the during-listening phase, the instructor integrated metacognitive comprehension monitoring and problem identification strategies in listening instruction which could develop self-regulated learning among the students. Comprehension monitoring allowed learners to check, verify and correct their understanding during listening whereas problem identification enabled learners to identify the problems that they encountered so that they could orchestrate appropriate strategies to tackle listening problems. For example, the students identified that new vocabulary, rapid delivery speed, complex sentence structures, unfamiliar topics, and limited working memory capacity contributed a great deal to their listening difficulties. They mentioned that they easily broke down during listening when they encountered those difficulties. Some students felt difficult in getting the main idea of the listening text.

Similarly, in Chen's (2013) study, unfamiliar words and rapid speech rate were also identified by the Taiwanese college learners of English as the most frequent listening problems. The study also found that students had difficulties in making association between sounds and written words due to the conventional instructional methodologies where students were merely required to memorize word meanings and spellings. In fact, this problem often occurs among learners of Chinese due to the complexity of the Chinese homonyms, homophones and heteronyms. Graham's (2006) study further revealed that the main listening problems reported by foreign language learners were related to the speed delivery of text leading to failure in identifying and recognizing words in a stream of input. These reported problems imply that leaners have limited knowledge of dealing with listening input and little awareness of the strategies for solving these problems (Chen, 2013; Goh, 2000; Graham, 2006). Thus, it is imperative to

guide and assist learners to process listening tasks more efficiently and effectively in order to overcome obstacles that occur during listening process.

At the post-listening phase that took place at the end of the instruction, the instructor guided the students to evaluate and reflect on their listening processes. The data showed that the participants frankly reported the difficulties they had encountered during listening and the strategies they used to tackle the problems. Compared to other two phases, self-reflection phase highlighted the prominent feature of strategy-integrated listening instruction which could prompt learners to become self-regulate listeners. As the instructor mentioned during the interview, teachers usually facilitated pre-listening activities such as schema activation by asking related questions about upcoming listening task, or ask students to monitor their listening comprehension during listening, but they seldom provided opportunities for students to evaluate and reflect on their learning processes.

Reflection was also used in Goh and Taib's study (2006) which allowed the participants to report on the factors that influenced their listening and strategy use. The participants reported 21 factors that influenced their abilities to listen well and answer comprehension questions. The most prominent factors among them included explicitness of information, speech rate, content of listening text, repetition, and voice clarity of the speaker that affected learners' listening comprehension. Thus, post-listening reflection activity provided opportunities for learners to examine their listening process, identify their listening problems, and learn to orchestrate effective listening strategies to achieve their listening goals.

Regarding selecting appropriate strategies to teach second semester learners, level-appropriate strategies and activities were taken into account during the intervention in order to tailor the needs of the students at this level. For example, translation method was not adopted in listening instruction because it was identified as a lower-level strategy and might not foster self-regulated learning among learners of Chinese at second semester. In addition, the findings showed that the instructor seldom encouraged students to take notes of what the teachers said or what they listened to from the listening text. One reason was that the nature of listening speed would not allow students to have enough time to jot down while listening. Some students mentioned that they would forget what they heard if they took notes while listening. Another reason was that the instructor intentionally trained students to retain memory of what they heard to enhance their working memory capacity. Graham & Marco (2008) also claim that very little explanation indicates that note-taking might actually develop the skill of listening in the long term.

Moreover, previous research on listening instruction put more emphasis on cognitive and metacognitive strategies and seldom paid attention to the role of motivational strategies in listening process. However, this study not only integrated cognitive and metacognitive strategies into listening instruction, but also instilled a number of motivational or social-affective strategies including cooperative learning, peer teaching and modeling, integration of skills, and self-encouragement into listening instruction to help reduce learners' anxiety thereby boosting their self-confidence and self-efficacy during listening.

Furthermore, the findings revealed that the instructor frequently employed inferencing strategy to encourage the students to guess the meaning of unknown word. Inferencing is a cognitive strategy for processing information by using contextual clue (Vandergrift, 1997). A Chinese word can consist of one, two, three or more characters, but bi-character words constitute 80% of the Chinese vocabulary corpus (Lin, 1971). Thus, knowing the composition of Chinese compound words helps learners better process listening input with inferencing technique. During listening strategy instruction, the instructor demonstrated for the students how to inference the meaning of unfamiliar or new words in listening text based on the characteristics of bi-character words. The instructor pointed out that understanding the linguistic properties of Chinese compound words was especially useful for learners of Chinese to memorize and expand vocabulary, thereby better assisting them in comprehending listening text.

Increasing learners' confidence and self-efficacy

The findings of this study further indicated that the strategy-integrated listening instruction had great impact on learners' confidence and self-efficacy. According to Bandura (1986), self-efficacy refers to perceptions about one's capabilities to organize and implement actions necessary to attain designated performance of skill for specific tasks. Graham (2011) suggests that self-efficacy is defined as the beliefs in one's abilities to carry out tasks successfully, is crucial to the development of effective listening skills, and that listening strategy instruction has the potential to boost self-efficacy. In addition, high levels of self-efficacy appear to be specifically important in maintaining motivation in the face of difficulties and failure (Bandura, 1995; Dörnyei, 2001), and allowing students to have better control over and knowledge of effective strategy use (Chamot et

al., 1999; Vogely, 1995; Victori, 1999; Yang, 1999). On the other hand, self-efficacy for listening can be developed and increased through teaching of listening strategies (Graham, 2011), with which learners' motivation can boosted as well.

Graham and Marco (2008) investigated the effects of listening strategy instruction on listening performance and self-efficacy among 68 learners of French in England. The results of the study showed that learners who received listening strategy instruction not only performed significantly better on a listening post-test than those not receiving strategy instruction, their self-efficacy for listening also improved more. The findings in this study supported the findings of Graham and Marco's (2008) study. The data showed that the integration of listening strategies into listening instruction enormously enhanced learners' self-confidence and self-efficacy. The participants reported that knowing the listening strategies allowed them to overcome nervousness during listening and build more confidence in dealing with listening tasks. They mentioned that self-encouragement helped them calm down and brought them confidence in being capable of listening. The students highlighted that after the intervention, they were more self-motivated in exposing to different kinds of authentic listening materials and became more confident in coping with listening difficulties with a variety of strategies.

The data also indicated that teachers' and peers' scaffolding and modeling, and pair/group work enormously assisted learners to reduce their anxieties in listening which helped increase their self-efficacy and sense of control. Graham and Marco (2008) believe that scaffolding plays an important role in increasing learners' self-efficacy and sense of personal control, particularly when learners receive feedback on strategy use, in which learners' attention is drawn to the link between the strategies they have used and

their learning outcome (p. 755). Graham (2011) further states that if learners can discuss the strategies and tackle the listening tasks in pairs/groups, or through peer modeling, they can eventually select strategies that are appropriate for certain tasks and certain situations thereby enhancing their sense of control.

According to Vygotsky (1978), the goal of learning is to develop an independent, self-regulated, problem-solving individual and this can occur only with the help of "more capable others" including teachers and more competent peers. This assistance is metaphorically known as "scaffolding", the external structure that supports and holds up a building that is under construction. The "*more capable other*" removes the scaffolding bit by bit from the individual learner as the learner becomes increasingly independent and self-regulated. Through social interaction with more competent learners in the environment and with the right assistance, the learner can internalize learning strategies such as analyzing, synthesizing, and evaluating and gradually become an autonomous and self-regulated learner (Oxford, 1999).

The findings of this study supported the important role of scaffolding in the learners' development of listening skills. For example, the students reported that pair/group work allowed them to collaboratively tackle listening problems and learn from "*more capable other*", thereby lowering their anxieties and boosting their motivation during listening. The instructor stated that teachers' facilitation and guidance on strategy use were needed for learners before they gradually became self-regulated learners. For instance, before intervention, the instructor used to pass out a vocabulary list with English definition so that students could understand the meaning of the new words before they listened to the text. During intervention, the instructor scaffolded the students with

listening strategies such as predicting, inferencing, and selective attention strategies to comprehend the new words in context. After the intervention, the students reported that they surprisingly discovered that they could understand new words and listening texts without studying the new vocabulary ahead of listening.

Developing learner autonomy and self-regulation

The findings of this study suggested that strategy-integrated listening instruction helped foreign language learners develop learner autonomy and self-regulation. Oxford (1999) defines learner autonomy as the ability and willingness to perform a language task without assistance, with adaptability related to the situational demands, with transferability to other relevant contexts, and with reflection, accompanied by using appropriate learning strategies. According to Oxford, learner autonomy leads to greater achievement or proficiency. On the other hand, self-regulation refers to an active, constructive process whereby learners set goals for their learning and then attempt to monitor, regulate, and control their cognition, motivation, and behavior (Pintrich, 2000). In this regard, the goal of this study aimed at fostering self-regulated learning among adult learners of Chinese by incorporating listening strategies in listening instruction so that the students could be cultivated to regulate their learning processes and became autonomous and self-regulated learners.

As Oxford (2011) asserts, effective strategy instruction never involves merely transferring or transmitting the strategies; instead, it transforms learners from passive learners to be active participants. Macaro (2001) concludes that "across learning contexts, those learners who are pro-active in their pursuit of language learning appear to learn best." (p. 264). Mareschal's (2007) study found that a low-proficiency and a high-

proficiency group of learners of French exposed to the listening strategy instruction during 8 weeks of intensive language training were better able to regulate listening processes. The results showed that the listening training beneficially influenced the listeners' self-regulatory ability, strategy use, metacognitive knowledge, and listening success.

The findings of this study supported the results of Mareschal's (2007) study. During the focus group session, the student participants reported that they became more aware of listening strategies and would apply them in the listening tasks in and outside of classrooms. Particularly, they mentioned that they had more understanding of controlling the learning process such as setting learning goals, planning strategies, monitoring their performance, identifying problems, reflecting on their strategy use, and eventually solving the problems. The instructor emphasized that before the intervention, students merely listened passively by paying attention to the prepared questions and answering them, but during the intervention, students were trained with the strategies that allowed them to actively engage themselves in the learning processes.

Challenges and implementation

The findings of this study indicated that strategy-integrated listening instruction would better assist language learners to take control of their learning processes and become autonomous and self-regulated learners. Thus, it is indispensable for language instructors to understand self-regulated learning concepts and implement them into their regular teaching, which could benefit learners to enhance their language abilities. However, the findings showed that implementing strategy-integrated instruction would face possible challenges from classroom instructors. One possible challenge is that some

teachers might be in paucity of knowledge about learning strategies. As the instructor participant claimed, if he did not participate in this study, he would not have opportunities to receive trainings on self-regulated learning concepts and integrate listening strategies into regular curriculum.

Another possible challenge is that some teachers might resist integrating strategies into regular instruction because they may not perceive this approach as effective in helping learners to learn. As observed in Lau's (2011) study, it was difficult to fully incorporate the principles of self-regulated learning into Chinese language class because the traditional beliefs seemed to be deeply rooted in both teachers' and students' minds. Thus, both teachers and students did not embrace changes and implementation of new approaches.

In light of the challenges for implementing strategy-integrated instruction, it is suggested that language instructors should be informed of language learning strategies and they need to be provided with training opportunities on learning strategies in their field. As the instructor participant admitted, he felt his teaching was much enhanced after receiving the training, especially after practicing integrated strategy instruction in this study. Therefore, teacher training and professional development in learning strategies should be put on an agenda in any foreign language schools. With this initiative in line, teaching quality can be improved among language teachers.

Implications for Practice

The present study indicated that both instructors and students could benefit from the implementation of strategy-integrated listening instruction. Pedagogically speaking, this study allowed the instructors to raise awareness of integrating listening strategies into

daily instruction to train students how to listen. Similarly, this study enabled the students to foster awareness of strategy use and learn to apply effective strategies in listening so as to take charge of their own learning and become self-regulated listeners. Thus, by integrating strategies in listening instruction, instructors can fundamentally enhance their teaching quality and provide ample opportunities for students to learn how to listen so that they can transfer their skills to their future learning. To achieve this goal, curriculum also plays an important role and should be aligned with the requirement for developing learners' self-regulated learning. This study illustrated three pedagogical implications for classroom teachers, learners, and curriculum developers.

Implications for teachers

The present study provides implications for second/foreign language teachers to have a better understanding of classroom teachers' role. The findings of this study suggested that teachers were expected to employ self-regulated learning approach in teaching listening comprehension so as to train students to control their learning process and become self-regulated learners. To accomplish this goal, teachers need to change their mindset on listening instructional method. However, the findings of this study revealed that a majority of teachers fell into the sequence of comprehension check by asking students to answer the content questions for the listening text (Chen, 2013; Goh, 2008). According to the instructor participant, some teachers considered it cumbersome and time-wasting to tap into learners' learning process in listening class, especially when listening materials needed to be completed within 50-minute class; some teachers might resist to integrate listening strategies in the instruction because they believed that teaching strategies was not necessary. In this situation, implementing strategy-integrated

listening instruction requires foreign language teachers' reception and adaptation to the pedagogical change.

Additionally, professional trainings on self-regulated learning concept and listening strategies are needed for teachers who are involved in second/foreign language teaching. The instructor participant mentioned that a lot of teachers lacked of the knowledge of listening strategies and self-regulated learning concept. The instructor stated that he would not have known all the listening strategies and self-regulated learning concept if he was not involved in this study. Thus, to achieve the goal of training students to become self-regulated learners, it is indispensable that teachers should get trained or go through professional development on learning strategies and the ways of integrating strategies into listening instruction. In this sense, this study exemplified for foreign language teachers how strategy-integrated listening instruction was facilitated among adult learners of Chinese as a second language at second semester and this implementation of listening strategy integration should be applicable in any foreign language classes.

Furthermore, teachers' role can be manifested by creating a social environment in the classroom where students are engaged in collaborative learning. According to Bandura's (1989) social cognitive theory, self-regulation is not only determined by personal processes, but also influenced by environmental and behavioral factors in mutual ways. Based on the social cognitive learning theory, Zimmerman (1989) defines self-regulation as the degree to which students are "metacognitively, motivationally, and behaviorally active participants in their own learning process" (p.1), which implies the reciprocal relationship among person, behavior and environment. The findings of this

study revealed that the students comprehended listening materials better if they were engaged in collaborative learning environment such as pair/group work because they could learn and support from each other. Most importantly, they felt their anxiety for listening was reduced and their confidence was enhanced if working with peers. As Dörnyei (2001) asserts, cooperative learning is a prominent aspect of group motivation which can maximize student collaboration and is superior to most traditional forms of instruction in terms of producing learning gains and student achievement and energizing learning (p. 40). Thus, instructors are responsible for building a collaborative learning environment where students can enhance their control of learning and maximize their learning outcome.

Implications for students

The present study also has implications for second/foreign language learners to strengthen their learning abilities and guide them toward the goal of self-regulated learning in listening comprehension. To achieve this goal, learners need to change their conventional way of learning. Instead of passively receiving listening input and answering comprehension questions, learners should experience the processes of planning, monitoring, evaluating and reflecting on their performance, which help learners identify their listening problems and orchestrate appropriate strategies to tackle these problems during listening. The findings of this study showed that the students had a range of listening problems including speedy delivery of text, unfamiliar words and sentence structures, and lack of background knowledge leading to failure in comprehension in a stream of input (Graham, 2006). According to Chen (2013), the reason that foreign language learners find listening more difficult is that they may have limited knowledge of

the strategies of dealing with the listening input and little awareness of actual problems occurring during their online processing (p. 85). Thus, learners need to know their problems first and then employ appropriate strategies to cope with the problems so as to transform themselves from passive listeners to active and self-regulated listeners.

The self-regulated listeners can be developed via strategy-integrated instruction that can help them take charge of their learning process, improve their language proficiency on their own, and eventually become autonomous and self-regulated learners (Latifi, Tavakoli, & Dabaghi, 2014). However, one time strategy training may not help learners achieve the goal of self-regulation. More practice and activities of strategy use are needed for learners to have better understanding of strategy use and orchestrate effective strategies to tackle their listening problems. In addition, learners need to employ self-regulated learning concepts for out-of class listening practice in which they can record which strategies they applied, reflect on what outcomes they led to, and make plan for future strategy use. Through these processes, students should be able to strengthen their understanding of how listening outcomes can be controlled, see themselves as the agents of their own learning, and develop their independent skills (Graham, 2011).

Implications for curriculum developers

The findings of this study signaled that appropriate listening curriculum was vital for students' successful listening experience and self-regulated learning. However, according to the participants, listening curriculum in their school did not include any listening strategies or any activities investigating students' learning process and fostering self-regulated learning; instead, listening textbook and supplementary materials emphasized solely on comprehension outcome. As a result, instructors facilitated the

listening instruction only by playing sound files and checking comprehension questions. Thus, there is an urgency of developing listening activities wherein listening strategies can be introduced and integrated into the existing curriculum so that any instructors can follow the innovative strategy-integrated curriculum to promote learner autonomy and self-regulated learning.

Additionally, some instructors may be reluctant to integrate strategies into listening instruction if the curriculum does not require them to do so. The findings showed that some teachers might resist to integrate listening strategies because they could not realize the importance of strategy integration in listening instruction or even considered it unnecessary. Moreover, some teachers might not be capable of teaching listening strategies. As Goh (2008) asserts, some teachers may not have such capacity of integrating listening strategies into their instruction. In fact, the instructor participant in the this study was not quite clear about integrating self-regulated learning concepts and listening strategies at the first week of intervention, albeit the researcher provided training for the instructor before the intervention. Thus, there is a need to develop a curriculum that provides step-by-step guidance on the strategy integration.

On the other hand, foreign language learners need a curriculum that can provide ample opportunities for guided practice in listening so that deployment of appropriate cognitive and metacognitive strategies become automatic before, during , and after the listening activity (Vandergrift, 1997). The inclusion of listening tasks and activities in textbooks encourages learners to participate actively in their learning process and better prepare themselves for self-regulated learners.

Lastly, the findings of this study showed that using level-appropriate authentic materials for listening comprehension could be beneficial for learners to improve their listening comprehension. The present study mainly adopted authentic listening materials suitable for learners of Chinese at second semester. The authentic aural texts taught during the intervention included different genres such as news reports, interviews, and TV programs. The findings of this study revealed that the participants felt a little more challenging by listening to authentic materials, but considered helpful when authentic materials were taught with listening strategies. Therefore, curriculum developers are recommended to utilize authentic materials for designing listening curriculum to maximize learners' listening abilities. Incorporating authentic materials not only can lead to listening comprehension improvement, but also can compensate for learners' lack of exposure to the real life situation (Latifi, et al, 2014).

Recommendations for Future Research

To explore the effectiveness of the strategy-integrated listening instruction among adult learners of Chinese as a second language, four recommendations for future research are subsequently presented. The first recommendation for future research concerns about the duration of the listening strategy instruction. This study only provided five weeks of listening strategy interventions for the learners of Chinese. Although data collection took about three months, the strategy instructions were actually conducted intermittently due to the instructor's annual leave and the school activities. Thus, future research should allow learners to expose to strategy interventions for the whole semester, which can be 18 weeks longer so as to generate more objective findings.

Secondly, this study mainly employed classroom observations, interview, and focus group session instruments to help identify effective listening strategies and activities and the perceptions of the strategy-integrated listening instruction. For future research, reflective diaries or journals are suggested to evaluate the effectiveness of the strategy-integrated listening instruction so as to elicit more objective and comprehensive findings. Previous research showed that it was more effective to employ reflective diaries or journals to record the learners' learning processes (Chen, 2009). Reflection diaries and journals not only encourages students to self-assess and self-direct their own listening processes more systematically, but also provides teachers with deeper insights into students' problems or efforts in learning to listen. Thus, using this type of instrument can close the gap between what is taught and what learners need.

Thirdly, this study was an interpretive case study that was carried out in a classroom-setting, and involved one instructor and six student. For future research, a mixed-method study which includes both qualitative and quantitative research designs is recommended. Additionally, a variety of larger learner samples and pre- and post-tests deserve investigation so as to objectively differentiate effective listening strategies and activities through self-regulated learning strategy instruction (Chen, 2009; Mareschal, 2007).

Lastly, future study can examine the effectiveness of providing learning strategy trainings for teacher profession development. As the findings of this study showed, implementing strategy-integrated instruction faced challenges and resistance from teachers. Providing training opportunities for instructor would help change teachers'

beliefs and mindsets as well as their teaching quality. Thus, future study can explore the impact of teacher training on teachers' thinking and classroom instructional practice.

Conclusion

The present study aimed at raising students' awareness of their listening strategy use so as to guide them to employ effective strategies for listening tasks and in turn to empower them to take charge of their own learning when they study Chinese as a second language. Previous studies mainly investigated listening strategy use by proficient learners versus less proficient learners, and the relationship between listening strategy use and listening achievement. In addition, few studies examined the effectiveness of integrating self-regulated learning strategies into listening instructions and explored students' and instructors' perceptions of listening strategy instruction. Thus, this study intended to address the gaps in the literature by identifying effective instructional strategies and activities in listening instructions through the lens of self-regulated learning and gaining insights into students' and instructors' perceptions of strategy-integrated listening instruction among learners of Chinese as a second language at college level.

Based on the findings of this study, the following conclusions can be drawn regarding effective strategies and activities promoting self-regulated learning among adult learners of Chinese as a second language and the perceptions of strategy-integrated listening instruction.

First, this study concluded that strategy-integrated listening instruction could cultivate adult learners of Chinese to become self-regulated listeners with effective listening strategies and activities in the classrooms. Unlike traditional outcome-based

listening instruction, the strategy-integrated listening instruction focused on students' learning process through forethought phase (pre-listening), the performance phase (during-listening), and the self-reflection phase (post-listening), where appropriate cognitive, metacognitive and social-affective strategies were employed to train students to take control of their own learning and become self-regulated.

Second, this study concluded that all student participants perceived strategy-integrated listening instruction as helpful for them to learn how to listen to enhance their language abilities. Strategy-integrated listening instruction not only helped students raise awareness of listening strategy use, change their way of learning, increase their self-confidence and self-efficacy, but also foster learner autonomy and self-regulated learning among learners of Chinese as a second language.

Finally, this study concluded that strategy-integrated listening instruction could help improve overall teaching quality that eventually benefited students' learning. However, implementing new practice would face possible challenges from classroom teachers. In light of the challenges, teacher training on learning strategies and instructional practice of integrating strategies into curriculum should be provided.

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APPENDICES

APPENDIX A

IRB APPROVAL LETTER FROM THE UNIVERSITY OF SAN FRANCISCO

UNIVERSITY OF SAN FRANCISCO

IRBPHS - Approval Notification

To: Yue Li
From: Terence Patterson, IRB Chair
Subject: Protocol #682
Date: 05/26/2016

The Institutional Review Board for the Protection of Human Subjects (IRBPHS) at the University of San Francisco (USF) has reviewed your request for human subjects approval regarding your study.

Your research (IRB Protocol **#682**) with the project title **Exploring Self-Regulated Learning (SRL) and Listening Strategy Instruction in a Chinese L2 Classroom** has been approved by the IRB Chair under the rules for expedited review on **05/26/2016**.

Any modifications, adverse reactions or complications must be reported using a modification application to the IRBPHS within ten (10) working days.

If you have any questions, please contact the IRBPHS via email at IRBPHS@usfca.edu. Please include the Protocol number assigned to your application in your correspondence.

On behalf of the IRBPHS committee, I wish you much success in your research.

Sincerely,

Terence Patterson, EdD, ABPP

Professor & Chair, Institutional Review Board for the Protection of Human Subjects

University of San Francisco

irbphs@usfca.edu

https://www.axiommentor.com/pages/home.cfm

APPENDIX B

IRB APPROVAL LETTER FROM THE DEFENSE LANGUAGE INSTITUTE FOREIGN LANGUAGE CENTER (DLIFLC)

DEPARTMENT OF THE ARMY
DEFENSE LANGUAGE INSTITUTE FOREIGN LANGUAGE CENTER
PRESIDIO OF MONTEREY
MONTEREY, CALIFORNIA 93944-5006

July 18, 2016

Office of Commandant

Institutional Review Board (IRB)
Office of Human Research Protection
University of San Francisco
2130 Fulton Street
San Francisco, CA 94117-1080

To Whom it May Concern:

This letter is to express our willingness to grant for Ms. Yue Li, a doctorate student at the University of San Francisco, permission to recruit prospective subjects for her dissertation research project tentatively titled, "Exploring Self-Regulated Learning and Listening Strategy Instruction in A Chinese L2 Classroom". Ms. Li's proposal was reviewed by our Scientific Review Board and acquired the Board's support. It is our pleasure to support this qualified academic research activity that is relevant to our institute's mission.

The site permission is contingent on the University of San Francisco IRB review and DLIFLC's administrative review. Per our understanding, the University of San Francisco IRB will conduct the institutional review and will maintain oversight for this research project. Following the IRB approval at the University of San Francisco, DLIFLC's Human Research Protection Program (HRPP) Office will conduct an administrative review in accordance with DoD requirements for supported research regardless of its exempted status. The administrative review ensures compliance with DoDI 3216.02, "Protection of Human Subjects and Adherence to Ethical Standards in DoD-Supported Research" in addition to "the Common Rule." Recruiting or data collection shall begin after DLIFLC completes the administrative review.

If you have any questions, please contact Dr. Heejong Yi, Scientific Review Board Chair, (831) 242-7245 or heejong.yi@dliflc.edu, or Ms. Marzenna Krol, HPA, (831) 242-3655 or marzenna.krol@dliflc.edu.

Sincerely,

Phillip J. Deppert
Colonel, U.S. Army
Commandant

APPENDIX C

INFORMED CONSENT FORM

UNIVERSITY OF SAN FRANCISCO

CONSENT TO BE A RESEARCH SUBJECT

Purpose and Background

Yue Li, a doctoral student in the School of Education at the University of San Francisco is conducting a study on self-regulated learning and listening strategy instruction among adult learners of Chinese as a second language who are currently enrolled in a 64-week Chinese basic course at a military language institute in northern California.

The purpose of this study is to identify effective listening instructional strategies and activities that promote self-regulated learning among adult learners of Chinese and to explore students' and instructors' perceptions of the effectiveness of strategy-integrated listening instruction.

Procedures

If I agree to be a participant in this study, the following will happen:

1. The researcher will be present in the classroom five day a week for five weeks.
2. I will be observed by the researcher five days a week for five weeks during the listening class.
3. I will participate in an interview with the researcher, during which I will be asked about the effectiveness of listening strategy instruction and the perceptions of the listening strategy instruction. The interview will take about 30-45 minutes and I will be asked to review a transcript of the interview for accuracy.
4. I will process, reflect on, and answer the interview questions.
5. If I agree, audio recordings will be made of these conversations for data collection.

Risks/Discomforts

1. If some of the questions asked during the interviews may make me feel uncomfortable or upset, I am free to decline to answer any questions I do not wish to or to stop the conversation at any time.
2. Confidentiality: Participation in research may mean a loss of confidentiality. Study records will be kept as confidential as is possible. No individual identities will be used in any reports or publications resulting from the study. Pseudonyms will be used to protect the participants. Study information will be coded and kept in locked files at all times. Only study personnel will have access to the files.

Benefits

While there will be no direct benefit to you from participating in this study, the anticipated benefit of this study is a better understanding of the listening strategies of learning Chinese as a second language and possible improvement in listening comprehension performance, but this cannot be guaranteed.

Costs/Financial Considerations

There will be no financial costs to me as a result of participating in this study.

Reimbursement

I will not be reimbursed or paid for my participation in this study.

Questions

I have talked to Yue Li about this study and have had my questions answered. If I have any further questions about the study, I may call her at (831) 242-7107 or email her at yli116@dons.usfca.edu.

If I have any questions or comments about participation in this study, I should first talk to the researcher. If for some reason I do not wish to do this, I may contact the IRBPHS, which is concerned with protection of volunteers in research projects. I may reach the IRBPHS office by calling (415) 422-6091 and leaving a voicemail message, by e-mailing IRBPHS@usfca.edu, or by writing to the IRBPHS, Department of Psychology, University of San Francisco, 2130 Fulton Street, San Francisco, CA 94117-1080.

Consent

I have been given a copy of this signed consent form to keep.

PARTICIPATION IN RESEARCH IS VOLUNTARY. I am free to decline to be in this study, or to withdraw from it at any point. My decision as to whether or not to participate in this study will have no influence on my present or future status as a student or an employee at the Defense Language Institute Foreign Language Center.

My signature below indicates that I agree to participate in this study.

_____ _____

Participant's Signature Date of Signature

_____ _____

Signature of Person Obtaining Consent Date of Signature

APPENDIX D

LISTENING INSTRUCTION COURSE CONTENT

Pre-Intervention Instruction

	Topics
Week 1-1	Listening Book: Lesson 35 Exercise 10-12
Week 1-2	GLOSS Listening: Example of Traditional Chinese Marriage (https://gloss.dliflc.edu/)
Week 1-3	Main Textbook: Lesson 36 Using Chinese in Context Activity 6-7
Week 1-4	Listening Book: Lesson 37 Exercise 1-3A
Week 1-5	Supplementary Listening: Lesson 37 Presentation 2

During-Intervention Instruction

	Topics (https://gloss.dliflc.edu/)
Week 2-1	GLOSS Listening: Police Take Action against Problem Drivers
Week 2-2	GLOSS Listening: Dreams of Ordinary People
Week 2-3	GLOSS Listening: Traveling
Week 2-4	GLOSS Listening: Shanghai Private Car Owners Learn to Save
Week 2-5	GLOSS Listening: Sorting Beijing’s Trash
Week 3-1	GLOSS Listening: Reducing Salt in the Diet
Week 3-2	GLOSS Listening: An Unusual Phenomenon in Taiwan
Week 3-3	GLOSS Listening: Skateboard
Week 3-4	GLOSS Listening: At the Tea Shop
Week 3-5	GLOSS Listening: Pet Dog Diagnoses Disease
Week 4-1	GLOSS Listening: World Sleep Day

Week 4-2	GLOSS Listening: VOA Health Program Introduction
Week 4-3	GLOSS Listening: Ginger Sprouts
Week 4-4	GLOSS Listening: First SARS Patient in Guangdong Discharged
Week 4-5	GLOSS Listening: Vitamin Supplements and Dementia
Week 5-1	GLOSS Listening: 1. Five-Flower Tea 2. Eating and Drinking Essentials for Preventing Epidemics
Week 5-2	GLOSS Listening: Another Suspected SARS Case
Week 5-3	GLOSS Listening: First Airdrop of Supplies
Week 5-4	GLOSS Listening: Thirty Million Men Cannot Find Wives
Week 5-5	GLOSS Listening: Women's World Cup

APPENDIX E

LIST OF LISTENING STRATEGIES AND INSTRUCTION SEQUENCE

List of Listening Strategies

Metacognitive strategies:

1. Planning
    a. Advanced organization
    b. Direct attention
    c. Selective attention
    d. Self-management
2. Monitoring
    a. Comprehension monitoring
    b. Auditory monitoring
    c. Double-check monitoring
3. Evaluation
    a. Performance evaluation
    b. Strategy evaluation
    c. Problem identification

Cognitive strategies:

1. Inferencing
    a. Linguistic inferencing
    b. Voice and paralinguistic inferencing
    c. Kinestic inferencing
    d. Extralinguistic inferencing
    e. Between parts inferencing
2. Elaboration
    a. Personal elaboration (prior knowledge personally)
    b. World elaboration (knowledge gained from experience)
    c. Questioning elaboration (using a combination of questions and world knowledge)
    d. Creative elaboration
3. Imagery
4. Summarization
5. Translation
6. Transfer
7. Repetition
8. Resourcing
9. Grouping
10. Note-taking
11. Deduction/induction
12. substitution

Motivational strategies

1. questioning for clarification
2. cooperation
3. lowering anxiety
4. self-encouragement
5. take emotional temperature
6. Resource management (share the work with others)
7. Causal attribution (beliefs about the cause of one's errors or success)
8. Action control (e.g. "This is an important task, listen carefully.")
9. modeling
10. Feedback

Listening Strategy Instruction Sequence

Pre-listening

1. Goal setting
2. Strategic planning
3. Self-efficacy
4. Outcome expectations
5. Task interest/value
6. Goal orientation

During listening

1. Self-instruction
2. Imagery
3. Attention focusing
4. Task strategies
5. Metacognitive monitoring
6. Self-recording

Post-listening

1. Self-evaluation
2. Causal attribution (beliefs about the cause of one's errors or success)
3. Self-satisfaction/affect
4. Adaptive/defensive

APPENDIX F

RUBRIC FOR IDENTIFYING EFFECTIVE STRATEGIES AND ACTIVITIES

Instruction Phase	Criteria
Forethought (Pre-listening) Phase	*1. Goal-setting and Strategic Planning (GS):* • The instruction should make learning goals clear before the listening so that learners can actively gauge their progress toward the goal. *2. Self-efficacy, task value and interest (SE):* • The instructional strategies and activities should stimulate students' learning interests and curiosity so that they will actively engage in learning activities. *3. Knowledge activation (KA):* • The instructions must relate to students' prior knowledge and personal experiences so that they can actively make connections and associations with new materials.
Performance (During-listening) Phase	*4. Observational learning (OL):* • The instructions should help develop students' mental learning by modeling and providing problem-solving activities in which students create learning and thinking strategies so that they actively learn how to learn. *5. Metacognitive Monitoring(MM):* • The instructions should encourage students to track their own performance processes and outcomes during listening. *6. Integrated Skills (IS):* • The instructional activities must provide opportunities for students to use the modes of speaking, listening, reading, and writing so that they can actively transfer learned knowledge into skills. 7. *Collaborative Learning (CL)*: • The instructions should provide opportunities for peer interaction and cooperation so that students learn how to reach group decisions through positive interdependence, individual accountability, and constructive interaction. *8. Self-control (SC):* • The instructions should present learning materials in an organized fashion and model how to organize learning materials so that learners understand how organization can reduce intrinsic cognitive load and facilitate cognitive processing of learning materials.
	9. Self-evaluation (SE): • The instructions must guide students to assess their own learning

Self-Reflection (Post-listening) Phase	process and results so that they learn how to monitor their own learning and move toward goals based on feedback from assessment. 10. Self-satisfaction (SS): • The instructions should include review as part of learning so that students' next steps in learning are grounded on known concepts which results in positive affect.

APPENDIX G

INTERVIEW QUESTIONS

Interview Questions for the Instructor:

1. To what extent do you think that this strategy-integrated listening instruction allows your students to improve their listening skills? Can you provide individual examples?

2. What strategies provided in your listening instruction do you think can promote self-regulated learning among your students?

3. What activities provided in your listening instruction do you think can promote self-regulated learning among your students?

4. Do you plan to adopt this strategy-integrated listening instruction method in your listening class after this study? Why?

5. Do you plan to promote this type of instruction to other colleagues in your department? What are the challenges for the instructors to integrate self-regulated learning components into the listening instruction in your school?

Focus Group Discussion Questions for the Students:

1. What do you think of the listening instructions in the past four weeks? Is it helpful for you?

2. What strategies did you learn from the listening class in the past four weeks?

3. Which activities do you like most and which activities do you like the least? And why?

4. What would you do differently in your future listening tasks? Will you be using the strategies that you learn from the listening class?

5. What factors do you perceive as having influenced your listening performance?

APPENDIX H

TRANSCRIPTION OF FOCUS GROUP INTERVIEW WITH STUDENTS

Researcher: You learned the strategies for four week, what do you think of this type of instruction?

Yates: I think it is of great help. From the beginning to now, I learned a lot of listening methods.

Researcher: Don, What is your opinion?

Don: Although not everything helped me, there were still a lot of things that did help me. I really like writing down words (words that we might appear in the listening activity) before we listen. It is very helpful. Also pay attention to the key words and commonly used words in that type of setting. Listening to the key words also helps a lot.

Shirley: while listening to current events, I felt very difficult, but now I understand what is more important and which part I need pay attention to. For example: the first sentence is very important. So my listening comprehension has improved now.

Marleen: Because we are learning Chinese for the sake of our future workplace, I think it is important to use metacognition while listening because it is easier for us to analyze our listening activity. It is not enough just to listen. It's like you're drowning. You know it's this very difficult task and you're sort of drowning in it trying to figure it out. But if you're taught about how you ought to think about it then it removes the anxiety. You know, I think what we're being asked to do is too difficult to do without some guidance.

Researcher: Have you used this metacognitive strategy before your teacher taught this to you?

Marleen: I'm a metacognitive type of person. I studied Spanish in college and the teachers focused on reading and speaking instead of listening. They did not pay much attention to listening skills like us. So this kind of strategy-integrated listening instruction is new to me.

Researcher: This method is useful for you. Not simply listen, you have to use a certain method to listen. Ian, what is your opinion?

Ian: Before we started, I thought, "listening is listening". There is nothing that we should do. Unless we study vocabs, I cannot understand what they are saying because there are a lot of new words. We just need to study the vocab before listening. After our teacher taught us how to solve the problems, we don't even look at the words before we listen. It really helps a lot. Although I don't understand everything, it does help. It really does

help when you just think how you listen and what you need pay attention to. I honestly thought that it didn't have much influence when you listen, but if you don't understand the words, how are you going to understand it?

Researcher: think about the real life. When you go to some event or participate in some activities, no one will prepare a vocabulary list prepared for you. You have to deal with the situation yourself.

Woody: I really enjoy the part about the sentence structure different sources and everything, I know it won't always help because you won't always have background knowledge and know what type of structure is going to be set up. Like Torres was saying you can really use that knowledge to understand a sentence or a piece of news that you might have not been able to figure out without it. And in doing this, knowing the structure and how it is going to be presented to you, you can kind of compartmentalize and say that this part is important it's kind of an introduction, so we know that it's got a lot of information here. (Or) This next part has more details, maybe it's an interview, and you might have additional information. You might not incorporate everything; you might just be able to pick up the details. That part is often the most hard to understand. So if you know that you can grasp the first part, the part at the beginning and have a good idea. It really helps to listen. I've also realized… For example today we did a sports listening one and using background know and kind of saying okay, this is going to have a certain structure. The first time I heard it I kind of got how the structure was set up. When I was there to listen to it the second time it just made it a lot clearer; like okay oh this is exactly what they're talking about or you know, you might miss small stats or scores.

Researcher: In the future when you listen to some new materials, you will know what you will do and know how to deal with it.

Woody: I feel like the way we did it when we were in class today, you have this sort of instruction. You have this strict- high pressure instruction and you have a good teacher you have a… group around you that was willing to participate it kind of helped. I feel like if you would've have thrown this into a class in the beginning or a school that is taught in English, you know, drop that knowledge. You get the most benefit when you can really see it and incorporate it in the class at that time.

Researcher: I hope that all the teachers will be like your teacher and give such excellent instruction. You will benefit a lot and will become a good listener.

Researcher: What strategies did you learn from the listening instruction in the past four weeks? Can you think of some of specific strategies you have learned in the past few week?

Yates: I like the first part, warm-up, to get our brain ready for what words we need to pick up, the structure ,

Researcher: You mean the planning part, the brainstorm?

Yates: Yes, the brainstorm. After the brainstorming, we move on to listening once, with nothing other than trying to get the main idea out of the first listening. I think what was very helpful was when we started doing the boxes (filling out the boxes) where it was the main idea and looking to where our problems were. Listening and getting another chance to listen to it again for details and seeing how we assist where our problems were… it was helpful in that way. Then listen again, try to get the details. Throughout this active way of knowing where the problems are, try to consistently work towards fixing it while you're listening to it… because while you're listening… you have to change your thought process.

Don: Pretty much, each time you listen you may have a different type of problem. We might have a different reason why it may or may not have been clear to us. You have to analyze what you could have more problems with. For example we had one person who said they had difficulty with the speed, or rich information. I think that the process of "A.) Before you listen to it, figuring out what problems you might have and also preparing what problems you may have had after you listen to it." helps to know what you are looking for. It's a good process.

Shirley: I think that one of my biggest problems is figuring out what the main idea of the passage is, as opposed to picking out little details. So now I think that I have a better sense of how to analyze and determine which parts are important and which parts are unimportant and just add to the main point. So I've been trying to focus more on the big picture, as opposed to picking out little details at this point.

Researcher: so now you have a clearer sense of how to figure out the main idea which part is important than before. Marleen, you just mentioned the metacognitive strategies. Can you give me some specific strategies that you think are very helpful?

Marleen: Kind of along the lines of what Don was saying… being able to identify the different types of problems we may have…with different abilities. For me, typically emotionally, this isn't about my ability, it's like this is difficult because of this, and this is difficult because of this. And so, it helps you to know that you approach that differently. You don't approach everything that we listen to in the same way. And I think I didn't really have a good sense of that before. It was much more like, I either know enough words or I don't. You know, like I know enough about this or I don't. And so I think having strategies will…. I guess it's sort of empowering in a sense, because I don't have to be nervous if this is such rich material. Now I have the option of, oh I can just read something about this. You know? If I don't know anything about this I should just go

somewhere else and read something about this. I can get a little prepared for what it is going to be about. Now I can identify that this is about being rich material as opposed to being really fast material. I can relax my mind and instead of listening word for word I can just relax and listen sentence by sentence. That was really helpful for me… not just trying to grab the few words that I knew and guess what those were, but relaxing into the sentence and the short passage... you know… hanging onto words that are important and letting stuff that's not important go.

Ian: I think the most useful one for me was that before… before I had to solve them (without the words) if I didn't understand the words, I could not make myself make sense of what they were saying. So I would write down the words that I didn't understand, that I could hear were stressed or that sounded like they were important. Even though I didn't know them I would write them down and try to figure out, "what could this mean?" A lot of times it turned out that they were details, and they weren't important. They didn't help me understand what the main concept of listening was. So, I stopped writing down words that I didn't know and instead focused on what I did know. Not just what I did know, but also what was easier to figure out. I didn't spend a lot of time writing things down that just weren't going to help me. So, I think that along with what Shirley said, writing a lot of details down… in the end the details don't matter as long as you get the big picture. Unless questions are very specific then, yes, you want details. But I think the most important thing when doing the listening is to understand the main idea. I always thought that, it's news… it should have something shocking. It should have something really important; I didn't hear anything important. So sometimes that's my problem, is understanding the big picture. Why would they tell us if it's not big news? So I think letting go of things I didn't understand… stop writing words that I didn't understand and also not worrying so much about hearing all of the details but more so, understanding the main topic....why we were given this information. (That's most important.)

Woody: I guess more specific strategies and stuff you can do… even on test time when you read a title or something… on our tests a lot of times it's like, "what connection does this man have with this woman?" It will kind of give you a brief glimpse of what the thing is about. That's the same way we've done the ICPT, a proficiency test. It almost always introduces it like, "This is a clip from a conversation at this place. This is a news clip from something." Using that little bit of information you get there, you can put it into the process. Then you can say, "I can expect this sort of structure and expect this sort of news". For me it kind of prepares my mind. When I'm hearing things, while I know I might miss things, it will flow with a certain way that I am expecting… or at least can follow. And if it's not exactly what I am expecting, I know it will still have a pattern where I can at least track it. It gets you around some of the rough spots when you're missing details and everything. I also like another one which is paying attention to small grammar points. That's another strategy that I use. When you hear things like "可是…"

and “要不然” there is something important surrounding that… or maybe not important, but just important to that specific sentence.

Researcher: how does grammar help you comprehend?

Woody: Often if you hear something like “可是…”， or the simple“…...的”，you will get stuck in a long modifier before that. They said all of these things and you didn’t recognize any of those words but then you’ll hear “…….的情况”. And then it’s like, okay, they’re talking about the situation or the circumstances. Or “可是…”， it’s saying… “this is the case, BUT…”. (And I know) okay, now I really need to listen. I can get the meaning despite what they said before.

Researcher: which activity you like most and which activity you like least?

Yates: I particularly like to talk to the person that is next to you and get a sense of where the other person is at… and opening up your mind to see how they are thinking, like preparation, that was helpful. And then saying, “Maybe I should be thinking along those lines.”

Researcher: That is right. When you talk to someone, you can tell what you missed, can stimulate your thought.

Marleen: The immediate preparation that we were given to come up with vocabulary that we already knew that was related, I felt, was so vital. You start the listening with knowing. I already know a lot of vocabulary, I already have a background for this. When you’re prepped to hear things that they’re most likely going to say, you didn’t have to discover them the first time. You’re already expecting to hear that stuff. It made it easier to grab a hold of the parts that maybe you didn’t immediately know.

Shirley: I think along the lines of what Marleen said, when we watched the video before… just a little something about what the video or the listening passage was on really helped a lot. Even though it might be harder or easier than what we were about to listen to, it just helped a lot to hear familiar words… to get us thinking about what we could hear in the video or the listening clip.

Researcher: Today we taught the “Women’s Soccer World Cup.” We have the GLOSS which is pre-prepared materials. Then afterwards, our teacher gave you another supplementary video that helps you to review and refresh the vocabulary and the content.

Shirley: I think it is beneficial to listen to them both before and after.

Don: In addition to that, I like that the second video is usually a more current one. The first video was authentic, but not the most recent one. For example if they’re talking about the Italian Earthquake, it shows that… even the stuff we’re learning now… even

though it's authentic and may not be the most current, when you watch the second video you can see that it really is current. You know, we could still use the same methods for the most current video.

Ian: We only did it a few times, the exercise where our teacher put some words on the board, without English translation, some may have pictures, or based on the characters we know, put together what you might think they mean. That helped a lot. We did it a few times. I think it helps a lot. Not just because it gets to know these words, like preparation, starting thinking about the words that have to do what we're about to listen to. That helped a lot.

Researcher: also connect the meaning of the words to the context to predict the content about what you are going to listen to (all students agree with me).

Woody: I'd like to go back to the, "discussion with somebody else (method)". It's not just discussing that I missed that or I didn't hear that, but when you discuss the problems you face and how you overcame the problems. I have this problem, I couldn't hear this. The other person might have had the same problem or they might say, "This is how I got over that problem. If you do that between two listening, that could really change the way you hear the second time… it could more cement that different idea that you could need to verify what you heard what you before or understand what you didn't understand.

Researcher: after 1st listening, we discuss and exchange ideas, then 2nd time, we will change our thought. What would you do differently in the future?

Woody: I think it really depends on the situation. If it's during test time obviously you can't sit and discuss with the person next to you. I know At the same time, you can't get online and search during test time. But you can use some of the smaller stuff like really quickly reading the question. (And know), okay, this is the type of question it's asking. This particular passage might deal with this. You can kind of organize it. I can listen for the key vocab. At the same time if I'm just at home listening to news… just supplementary stuff… (if I think) I have no idea they just said there and I am completely lost… I can pick out a few words to get sort of an idea. Or I can use the title to search it somewhere else. If you just copy and paste the title you can search it on another website to get some sort of news that's similar. So, I really think it depends on the situation. Pretty much everything we've worked on can be used in some situation or another.

Researcher: ….know how to use strategies in different situation in different context.

Ian: I will definitely use the biggest one that I think is the most helpful… the DLPT is extremely important, but that's only one test that we do on one day. In preparation for that, all these days that we have leading up until then… I would listen to GLOSS and listen to things that have to do with the similar topic, listening files or news. I think that

besides those small preparation of activities we do, that is probably the most helpful to me. I think that in preparation and in our own free time when we listen on our own or outside of class, that that's really helpful. Outside of class there are many times you can just listen to something over and over again. Like our teacher said, that's not always the best method. So I think that the most important one for me is to find things outside of class that have to do with the same topic (that we are learning/hearing) or similar topics.

Researcher: in the future, teachers will facilitate the class, in class or at home, what would you do differently, if taught by others, what would you do differently?

Marleen: After we started doing these classes, I did start paying more attention to the orientation questions, both in listening classes and on tests. I started using those to anticipate what I am going to hear. That's been very helpful. Before, if I did not see the vocabulary list, I didn't want to attempt it. I thought it would be no way for me to understand. It just felt like a hopeless endeavor. And now I don't want to see the vocab first, I want to see how much I can get first. I know that I know that I have enough already. Especially if I have that orientation, it's something that tells me that we're about to listen to something along these lines. I want to anticipation to see how much I get first and at the end, look at vocab. It has radically changed my mindset.

Researcher: so in the future, you will get rid of the vocabulary list. In DLPT test, you will definitely encounter some vocabulary that you never learn from the textbook.

Shirley: I agree with what Marleen said. I think that even started doing the GLOSS together, I would be really nervous, now I have more confidence in listening. I believe in myself more. I can trust myself to hear more things. I think that has to do with our teacher slowly not letting us look at the vocab list. I think that really helps.

Researcher: Like today, you did not get a vocab list. Today, we trained you a kind of problem-solving skills. In the future, no one gives you a vocab list. After class, in order to know better, you still need to take a look.

Don: Like we said before, (I like the) "one-minute" where we write vocab beforehand and then you see that that is very important. Besides that, learning not to be as scared of GLOSS. Before this I just absolutely avoided GLOSS. I would definitely always go to find more authentic materials because, for GLOSS, sometimes the difficulty wasn't as advertised. But now that I have more stuff to tackle GLOSS, I can turn my hat around and say, "Let's do this!". For example, I'll read the title of the GLOSS beforehand. For example, from the title you can know it could be talking about, "一胎化". Besides that, one time our teacher said something that blew my mind. Before we watched a video, he said usually when you watch a video you pay too much attention to watching the video instead of listening to it. When I'm watching videos I will pay more attention to not actually watching the video but actually listening more too it. I feel like videos

sometimes give you too much information that would help you more instead of trying to figure it out yourself…

Marleen: …Or it's a distraction. Having all the colors and shapes, I'm not even hearing any words. I'm just like, "Oh what are they doing?"

Yates: I never pay attention to the news, or its structure. I think for me, personally, it is really helpful to know what to look for in a news script-structure, format. The key words are important. Not only just figuring out new words, but if you can't then all you have to rely is what you do know. Before listening, tell yourself that you are going to be able to hear this. This helps me calm down. I'm going to what I am capable of hearing. It's good to prepare but it is also good to make yourself relax before listening.

Researcher: What kind of factors may affect your listening comprehension?

Shirley: The speed is the biggest issue. Even if there are some words that you don't know and they are all said very fast, when you hear something you don't know you might get hung up on it. It's harder to pick out the words in between it if they just keep talking at that fast pace. Speed is the biggest problem, for me at least.

Marleen: Honestly the reason why having a system to apply has been so helpful is because I think 80% of it is emotional for me. If I hear it at the beginning and it is hard, all of sudden, I make a decision that I cannot hear it because it is too hard and it is too fast. If I know I have a way of approaching this, it makes it possible. Most of time, I can hear it. Just knowing that I have a system…

Researcher: …I have the same problems when I learned English. It is really a big factor.

Woody: I'm just going to go with what she (Marleen) said. I don't know if it is as emotional for me but I feel like when I start and I do miss that first part, especially when I don't know the structure. Then I'm just kind of sitting there and I feel like I'm just scraping the surface. Even when they start saying stuff that I recognize, it's almost like I'm not picking it up. I really don't know what they were talking about. Because it's just a sentence. I knew what they said but it doesn't really make sense in context. Now that I know the structure that I'm listening for I can use that and say, "I might have missed there but I still need to focus on all of this." They're probably going to recuperate what they said at the beginning. If what they say are important key words, they are going to repeat it multiple times. I don't need to worry if I missed a part that might or might not have been important because they're going to reinforce it. They're probably going to say it again.

Researcher: Ian, what is your problem, your biggest problem…

Ian: I think my biggest problem is outside of these, GLOSS classes and listening classes, when we do them with other teachers. A lot of times the teachers give us a sheet with bunch of questions about details, I see that and I always tried to focus on listening to the details.

The most important thing that our teacher taught us, what are they talking about? What is the main idea? And I think it is my problem. Even now it is so hard for me to make connections with details I hear, that I do hear, but I try to make connection to figure out what is the main idea. I think that also could be like self-confidence thing. I know that I am with our class's best listeners. I think I always constantly compare myself, and I know everybody tells me, "don't do that", but it is just natural for me. But I'm like, "Man, they all hear this and I'm not hearing it."

I think that helps a lot, just to relax, I just need to make connections with what I know, what I am given and what I understand to make connections to figure out what they are saying. Basically, self-confidence helps a lot.

Researcher: Yeats, what is your problem?

Yates: I definitely agree with Shirley. Speed is the biggest problem for me. You could put all of the words that we know in there and put a few words we don't recognize. If it is super-fast, I go back to read the script and realize I could understand all of this. Sometimes, I just need to get used to that speed.

Researcher: You guys are in the middle of second semester. You have knowledge in target language and culture. So the speed, or too much noise could hurt your comprehension.

Don: Sometimes it was rich information. There would be times where our teacher would slow it down because at first I thought that the speed was the problem. But when he slowed it down I still couldn't understand it. It wasn't the words or grammar that was the problem, it was just that they give you a lot of information. And for multiple choice problems you don't have to write stuff down too much. So I can really focus and stuff down at the same time. If it has rich information you feel like there's a lot of stuff in there so you really have to write this down or you need to focus on this. But you can't really focus on this rich stuff (group of rich information) and the next rich stuff at the same time. You will lose it.

Researcher: Sometimes, if the speaker talks in an organized way, it is easier to figure out. If the speaker talks here and there with lots of information, it is difficult to understand.

APPENDIX I

TRANSCRIPTION OF INTERVIEW WITH THE INSTRUCTOR

Researcher: To what extent do you think that this strategy-integrated listening instruction allows your students to improve their listening skills? Can you provide individual examples?

Instructor: Actually, they have used some of the strategies before, but the strategies they used are separate, sporadic, not systematic, and had no focus or follow certain principles. They could not judge what strategies they used or whether they used strategies or not. If they used, they did not use them consciously. They might use them subconsciously. After they received this training, the students may find some strategies very effective for them during listening and they know how to choose their best strategies for themselves. they can find effective strategies themselves through practice. Now, they have accumulated a great amount of experience because every time in class, students had opportunity to talk about how they listened and how they understood the listening materials. It is noted that they talked more about this process, and they feel more confident in listening and willing to discuss strategies with peers. Especially the pair work helps the students understand better and master more strategies during their exchanging information. It is also found that the students have a deeper understanding of the strategies than before when they talked about the learning process, and they become more clear about the structures of the aural texts and the whole listening process, they know more about how to tackle the listening problems and control the listening process. For instance, Before listening, I usually gave them a vocabulary list and explain every single word to them, but now I don't need to prepare such a list. The students does not rely on the vocabulary list any more before listening, which saves a lot of class time to be better utilized for content-based and task-based activities. Overall, their listening has improved and they can use the strategies more flexibly. Thus, this training is like teaching students how to fish instead of giving them fish.

Researcher: What strategies provided in your listening instruction do you think can promote self-regulated learning among your students?

Instructor: All the strategies in the three steps can cultivate their self-regulation such as planning, monitoring and reflection. At the beginning of the listening strategy intervention, students do need teachers' facilitation and guidance. Throughout the intervention, students gradually got used to these steps and automatically thought about the process. Before, students are passive learners, they only pay attention to the prepared questions and answer them. Sometime, the questions may not be well-designed, so students would not be able to comprehend well or grasp the main idea. Now, we train students to become active learners by teaching them the strategies. Traditionally, teachers

only pay attention to the first step such as schemata activation and the second step such as monitoring, and then do the comprehension check. Teachers seldom ask students to reflect on their learning process. I think the third step is very important. During reflection, students can identify their advantages and disadvantages during listening and then make adjustment of their listening strategies. In this process, students will figure out how to better comprehend the similar materials on the same topic next time. In addition, when students speak up their learning process, it helps them think how they can improve next time. Students can recognize what strategies they can use to listen well. 1.Top-down strategy: understand the structure of the text. 2. Linguistic elements: key words and word repetition which provide hint and clue can guess the related words, 3. sentence Pattern sentence structure. 4. Association: make good use of learned word or known words. This strategy is used for dealing with the new words, and how to process the information when you encounter something new. 5. Make use of background knowledge, content knowledge to help comprehension. 6. Previous listening experience: make use of previous listening experience, if you have listened to the same topic or you are familiar with the topic or content, you will feel more confident, emotional and psychologically feel at ease. 7. Speaker's tone, purpose, speed, delivery, repetition. 8. Self-study: When study at home challenging higher level materials, should search the similar or related articles to read in order to understand the materials better . The most frequently used strategies are top-down and bottom-up knowledge.

Researcher: which one do you think more important for listening comprehension?

Instructor: I usually tell the students: for first listening, use top-down strategy to get the main idea. Then for 2nd time listening, pay attention to the details. I think Top-down is more important: foster global thinking skills, it helps get the main idea, especially for the first time listening, top-down can help get the main idea. If students only master bottom-up strategies, they can only focus on details, which is fragmented information, and they don't have abilities to get the main idea. Sometimes, when students focus on the details and may not get out of it, only stick to certain words, or isolated words, no matter how many times he has listened, it is no use for them to figure out the main ideas. Therefore, students need to prioritize the purpose of the listening and the important information.

Researcher: What activities provided in your listening instruction do you think can promote self-regulated learning among your students?

Instructor: 1. pair work: they talk to each other to get the main idea and they don't need to rely on teachers to help them. The old way is that teachers give them questions and let them answer the questions. In real life, students need to master the skills of independent thinking. When they talk to each other, they can learn from each other. This practice is better than listening to the teachers or spoon-feeding. They are more motivated to try to figure out what it means. Some students may be shy to express their opinions before the

whole class, but they may feel comfortable to share their views with their partner or group members. 2. peer modeling: sometimes, when we have a very difficult material, only one or two students can understand it. In this case, we can ask this student to share his/her learning process and explain how he/she understands the materials, what strategies he/she used and what should be paid attention to. 3. peer teaching: They teach each other, which is kind of listening practice, also helps their listening. When we taught the lesson about Taiwanese Scenic spots, students taught each other and explain the content to each other. They learn from each other. 4. brainstorming: purpose: to activate schema, brainstorm vocabulary and content. It is not a linear processing, needs some mapping skills. Students first identify the issue, then brainstorm all kinds of possibilities by using background knowledge: What is the issue? How it happens? How is it resolved? 5.Summarization the main idea in one or two sentences within short time, listen with purpose. 6. Class Discussion: foster higher order thinking skills, extend content knowledge, prepare students for better comprehension in the future listening task, but no time to do it in current setting. 7. Strategy assessment: (authentic materials assessment) Use an authentic material to assess how students understand the materials with the strategies they just learned, to see how well they transfer their skills they just master to other materials.

Researcher: Do you plan to adopt this strategy-integrated listening instruction method in your listening class after this study? Why?

Instructor: In the future listening class, it depends on the requirement of the class. I will integrate some strategies in the instruction, but may not teach strategies step by step because of the time constraints in each class in our setting. Especially when there are too many materials to do in class, we cannot spend too much time on the strategies, or follow the three steps. In the past few weeks, we have done quite a few strategy instructions. Students were influenced by the instructions gradually. Every time, we introduced these three steps to the students and taught them the concepts or strategies about how to control their learning process, students had better understanding of the strategies. Currently, we only taught the strategies among these six students. We need to teach other students these strategies. We gained some experience of teaching strategies from this experimenting class and would pass these experiences to other classes. In the meantime, when these six students work with other students, they can influence others by passing these strategies to them.

Researcher: Do you plan to promote this type of instruction to other colleagues in your department? What are the challenges for the instructors to integrate self-regulated learning components into the listening instruction in your school?

Instructor: I think I will definitely promote it. We may start it from our teaching teams because our teachers are very familiar with the students' performance, progress, and their listening problems. In order to implement it, two things need to be done: organize a team meeting, indicate the purpose and benefits of the implementation, and provide training for the faculty and then gradually implement it. The challenges: if it is a formal training,

teachers may not…We are afraid that not all of the teacher will participate in such training or like to implement this approach. The reasons that some teachers may resist are:

1. Consider the pace of the course progress: this is an intensive course and fast-paced curriculum, it may not be realistic to integrate the listening strategies in the regular class because you have to finish the materials in a certain time.
2. It depends on what listening materials for this strategy-integrated instruction. For instance, some materials are organized and structured, easy to do this type of teaching, but some materials like listening to a dialogue, which is sporadic，may not be suitable for implementing this approach. If the materials are very difficult, teachers may not like to take this approach.
3. Need to emphasize to the teachers that they don't need to integrate the strategies in every listening class. Otherwise, they will probably resist it.
4. Some teachers may think the current way of teaching is good enough, better than the new approach, no need to change.
5. Unable to evaluate the effects of the strategy-integrated instructions. Teachers teach in different classes every day, some teachers may teach strategies, some do not, so it is hard to see the effects. Maybe only the proficiency tests can reflect the progress, can tell whether the students improve or not after the strategy training.
6. Some teacher may refuse to accept this concept and refuse to implement it due to the following reasons: educational background, working experience, dedication busy schedules, competence. I think it is troublesome and tedious to do this in class.

Researcher: What do you think of the significance of the strategy training is?

Instructor: Through this training, it will change overall the teaching methods. It can be promoted starting from teaching team to the whole department. This can help enhance the teaching quality and the students' learning. For me, because of this training, my teaching methods have changed, so does my mindset on the teaching methods. For example: for the vocabulary, I usually gave a vocab list to students before listening, but now I don't need to prepare the list. With strategies in mind, students should figure out the meanings without relying on the vocab. First of all, teacher should know these strategies, adjust the strategies and methods accordingly, monitor students' performance. For instance, I learn from the training that we don't need to spend a lot of time to prepare or teach the new words in each lesson. If there is more time available, at the last 10 minutes, it is better to provide a new material to listen. I will make more change on time management, know how to save time to design more effective activities, which will help students achieve higher level proficiency. It helps achieve 2+/2+initiative promoted by DoD. In order to achieve this goal, the traditional methods need to be changed. Currently, our school encourage teachers to experiment new approaches that intend to foster autonomous learners.