
Appendix A

Strategies for L2 Listening Comprehension With Examples From Learners

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

Advance organization:

Clarifying the objectives of an anticipated listening task and/or proposing strategies for handling it.

- *I read over what we have to do.*
- *I try to think of questions the teacher is going to ask.*
- *I have two months to prepare for my listening paper.*

Self-management:

Understanding the conditions that help one successfully accomplish listening tasks, and arranging for the presence of those conditions.

- *I try to get in the frame of mind to understand French.*
- *I put everything aside and concentrate on what she is saying.*
- *I need to be more focused.*

2. Focusing attention: Avoiding distractions and heeding the auditory input in different ways, or keeping to a plan for listening development.

Directed attention:

Attending in general to the listening task and ignoring distraction; maintaining attention while listening.

- *I listen really hard.*
- *I pick out the words that are familiar so that . . .*
- *I tried to concentrate on carrying out my plan.*

Selective attention:

Attending to specific aspects of language input or

- *I listen for the key words.*
- *I pay special attention to adjectives.*

situational details that assist in understanding and/or task completion.

- *Because I hear “also,” then I concentrate on the words after “also.”*

3. Monitoring: Checking, verifying, or correcting one’s comprehension or performance in the course of a task.

Comprehension monitoring:

Checking, verifying, or correcting understanding at the local level.

- *There’s one word I didn’t hear. Er . . . the something is . . . er . . . protects eyes, some other I can’t remember.*
- *But actually I know this meaning, but it does not make sense to me in this sentence.*

Double-check monitoring:

Checking, verifying, or correcting understanding across the task during the second time through the oral text.

- *If I could listen the next sentences, the following sentence, then maybe I can have the correct choice.*
- *Sunny in the morning, that’s not making sense . . . (earlier) it sounded like a cold front, something doesn’t make sense to me anymore.*

4. Evaluation: Checking the outcomes of listening comprehension or a listening plan against an internal or an external measure of completeness, reasonableness, and accuracy.

Performance evaluation:

Judging one’s overall execution of the task.

- *How close was I? (at end of a think-aloud report)*
- *I was saying to myself, mm . . . did I guess right? How can eyebrow protect the ultra-violet light to our eyes . . . I think what I know influence my understanding and comprehension.*

Strategy evaluation:

Judging one’s strategy use.

- *I don’t concentrate too much to the point of translation of individual words because then you just have a whole lot of words and not how they’re strung together into some kind of meaning.*

Problem identification:

Identifying what needs resolution or what part of

- *Okay, I’m wrong, so I need to be more attentive and see what’s going on . . .*

the task still needs to be completed.

- *So I need to think about what I missed, um, how I can, hear it, and kind of keep trying again.*
- *I just memorise the word in my mind, how the word is pronounced, and when the teacher says it again, or in some other time, I will sometimes, I will ask the teacher.*

Substitution:

Selecting alternative approaches, revised plans, or different words or phrases to accomplish a listening task.

- *That way of listening didn't help me. I'm now watching many video recordings instead.*
- *I should stop translating so much . . . maybe guess more.*
- *Sometimes in Chinese I need to repeat the sentence in my, in my thinking, but in English, I have no time, so I have to think about a picture.*

5. Inferencing: Using information within the text or conversational context to guess the meanings of unfamiliar language items associated with a listening task, to predict content and outcomes, or to fill in missing information.

Linguistic inferencing:

Using known words in an utterance to guess the meaning of unknown words.

- *I use other words in the sentence.*
- *I try to think of it (the word) in context and guess.*
- *(Heard "adiposity") Is it means, again means the store, it gives out energy? . . . Deposit. I thought of . . . it's a word used in banking . . . I think there is some relationship, I guess.*
- *I use the sound of words to relate to other words I know.*

Voice and paralinguistic inferencing:

Using tone of voice and/or paralinguistics to guess the meaning of unknown words in an utterance.

- *I listen to the way the words are said.*
- *I guess, using tone of voice as a clue.*

Kinesic inferencing:

Using facial expressions,

- *I try to read her body language.*

body language, and hand movements to guess the meaning of unknown words used by a speaker.

- *I read her face.*
- *I use the teacher's hand gestures.*

Extralinguistic inferencing:

Using background sounds and relationships between speakers in an oral text, material in the response sheet, or concrete situational referents to guess the meaning of unknown words.

- *I guess on the basis of the kind of information the question asks for.*
- *I comprehend what the teacher chooses to write on the board to clarify what she is saying.*

Between parts inferencing:

Using information from different parts of the text to guess at meaning.

- *Because in the beginning she said "race," so maybe it was a horse race . . .*
- *You pick out things you do know and in the whole situation piece it together so that you know what it does mean.*

6. Elaboration: Using prior knowledge from outside the text or conversational context and relating it to knowledge gained from the text or conversation in order to embellish one's interpretation of the text.

Personal elaboration:

Referring to prior experience personally.

- *I think there is some big picnic or a family gathering, sounds like fun, I don't know . . .*
- *You know . . . maybe they missed, because that happens to me lots just miss accidentally and then you call up and say, "Well, what happened?"*

World elaboration:

Using knowledge gained from experience in the world.

- *When I heard the first sentence talk about the animal, I looked for the information in my memory about this. So with this information I listened.*
- *I guessed that it might be the beach. Because I know that it is a problem with the beaches there's too much ultra-violet light.*

Academic elaboration:

Using knowledge gained in academic situations.

- *[I know that] from doing telephone conversations in class.*

- *I relate the word to a topic we've studied.*
- *I try to think of all my background in French.*

Questioning elaboration:

Using a combination of questions and world knowledge to brainstorm logical possibilities.

- *Something about 61, restaurant, 61. Maybe it's the address.*
- *Um, he said he started, probably fixing up his apartment, something about his apartment. Probably just moved in, um, because they're fixing it up.*

Creative elaboration:

Making up a story line, or introducing new possibilities into an event.

- *Sounded like introducing something, like it says here is something but I can't figure out what it is, it could be like . . . one of the athletes, like introducing some person or something.*
- *I guess there is a trip to the Carnival in Quebec so maybe it is like something for them to enter a date, to write, or draw . . .*

Visual elaboration:

Using mental or actual pictures or visuals to represent information.

- *I make pictures in my mind for words I know, then I fill in the picture that's missing in the sequence of pictures in my mind.*
- *I have known something about camel, so you talk about hump, just like a picture showing before me, I can see two humps . . .*

7. Prediction: Anticipating the contents and the message of what one is going to hear.

Global prediction:

Anticipating the gist or the general contents in a text.

- *I can understand this sentence because I have known something about camel . . . if you don't say anything more I will still know what you're going to say . . .*

Local prediction:

Anticipating details for specific parts of a text.

- *Because in the first sentence it says the hump . . . maybe the next sentence is on what the use of the hump, what's the*

importance to the camel, so it also helps me to understand.

8. Contextualization: Placing what is heard in a specific context in order to prepare for listening or assist comprehension.

Linguistic contextualization:

Relating a word or a phrase heard to an environment where the word has appeared before.

- *I don't know the word's exact meaning, but I remember the word is on the road—"hump"*
- *Theoretically? Is it related to theory?*
- *(Heard "insulates") I think of grammar. I think it's a verb, "insurates" . . . to protect. Insure, does it mean to protect?*

Schematic contextualization:

Relating a clue to some factual information in long-term memory.

- *And the last sentence, "It can store food" and that's something at the back of the camel, so I can relate to former sentence and the meaning, even though the word and the whole sentence I didn't know.*

9. Reorganizing: Transferring what one has processed into forms that help understanding, storage, and retrieval.

Summarization:

Making a mental or written summary of language and information presented in a listening task.

- *I remember the key points and run them through my head, "What happened here and what happened here?" and get everything organized in order to answer the questions.*

Repetition:

Repeating a chunk of language (a word or phrase) in the course of performing a listening task.

- *I sound out the words.*
- *I say the word to myself.*

Grouping:

Recalling information based on grouping according to common attributes.

- *I try to relate the words that sound the same.*
- *I break up words for parts I might recognize.*

Note taking:

Writing down key words

- *I write down the word.*

and concepts in abbreviated verbal, graphic, or numerical form to assist performance of a listening task.

- *When I write it down, it comes to my mind what it means.*

10. Using linguistic and learning resources: Relying on one's knowledge of the first language or additional languages to make sense of what is heard, or consulting learning resources after listening.

Translation:

Rendering ideas from one language to L1 in a relatively verbatim manner.

- *I . . . this word came to my brain, that is "shou duan, fang fa, shou duan." It's mechanism. The way . . . the strategy.*
- *I'll say what she says in my head, but in English.*
- *A little voice inside me is translating.*

Transfer:

Using knowledge of one language (e.g., cognates) to facilitate listening in another.

- *I try to relate the words to English.*
- *I use my knowledge of other languages: English to understand German and Portuguese (primarily sound) to understand French.*

Deduction/induction:

Consciously applying learned or self-developed rules to understand the target language.

- *I use knowledge of the kinds of words such as parts of speech.*
- *I think it is an adverb or a verb . . . I think this word was not very important.*

Resourcing:

Using available reference sources of information about the target language, including dictionaries, textbooks, and prior work.

- *I think usually I just listen on, and I remember that word, and I'll go consult the dictionary later, but I will not stop at this point.*

11. Cooperation: Working with others to get help on improving comprehension, language use, and learning.

Seeking clarification:

Asking for explanation, verification, rephrasing, or examples about the language and/or task.

- *I'll ask the teacher.*
- *I'll ask for a repeat.*
- *I heard "designed by a committee." What's the meaning of "designed by a committee"?*

- *I didn't know what the nurse said, then I asked, I asked someone beside me translate it to me.*

Joint task construction:

Working together with someone other than an interlocutor to solve a problem, pool information, or check a learning task.

- *I like doing listening lessons with Mary. We talk a lot and help each other understand the difficult parts.*
- *I learnt from the other students how to improve my listening.*

12. Managing emotions: Keeping track of one's feelings and not allowing negative ones to influence attitudes and behaviors.

Lowering anxiety:

Reducing anxiety through the use of mental techniques that make one feel more competent to perform a listening task.

- *I think of something funny to calm myself down.*
- *This time, the strategy that I induct is to be relaxed . . . don't be nervous . . . just continue.*

Self-encouragement:

Providing personal motivation through positive self-talk and/or arranging rewards for oneself during a listening activity or upon its completion.

- *I try to get what I can.*
- *O.K . . . my hunch was right.*
- *I tell myself that everyone else is probably having some kind of problem as well.*

Taking emotional temperature:

Becoming aware of, and getting in touch with, one's emotions while listening, in order to avert negative ones and make the most of positive ones.

- *Okay I'm getting mad 'cause I don't understand.*
- *In my listening practice, I keep myself relaxed and calm.*
- *I was very anxious because I had to speak on the phone in English . . . I wrote down some words first.*

Based on Goh (2002b), O'Malley & Chamot (1990), Oxford (1990), Vandergrift (1997)