

		titles.					
	21	I can guess the meaning based on the context.					
	22	I try to think in English instead of Arabic.					
	23	While listening, I form pictures mentally to help me comprehend texts.					
	24	I collect the contents of listening to my personal experiences.					
Social Affective Strategies	25	I hope teachers can teach me more skills to improve my listening comprehension.					
	26	If I don't understand what someone says in English, I ask them to repeat what they said.					
	27	After listening, I ask my classmates or teacher questions I don't understand.					
	28	While listening, I can keep calm and not be nervous.					
	29	I am confident in understanding the whole contents.					
	30	I encourage myself through positive-self talk.					

		could understand.					
	10	I will write down the words I don't know after the listening tests and look up the dictionary.					
Cognitive Strategies	11	I will practice English listening actively in daily lives, such as listening to English Radio, English songs, talking to foreigners.					
	12	While listening, I try to translate words or sentences into Arabic.					
	13	While listening, I can apply the new vocabulary, phrases, or grammar I have learned to understand the content.					
	14	While listening, I will notice the information questions with who, how, when, where and what in the content.					
	15	While listening, I try to understand each word.					
	16	While listening, I repeat words or phrases softly or mentally.					
	17	While listening, I piece things together from the details.					
	18	While listening, I judge the meaning based on the speaker's stress, intonation and pitch					
	19	I listen for main ideas first and then details.					
	20	I predict or make hypotheses on texts by					

Appendix A

A Questionnaire for Using Listening Strategies

Gender: **Age:** **Grade:**

Strategy Type or	No	Items	Strongly Agree	Opinion No	Disagree	Strongly Disagree
Metacognitive Strategies	1	clarify the objectives of an anticipated listening task and/or propose strategies for handling it.				
	2	Before listening, I prepare my mind to concentrate.				
	3	Before listening, I request myself to make progress.				
	4	While listening, I don't understand if I am unfamiliar with speakers' accents.				
	5	While listening, I will check what part of content I don't understand				
	6	While listening, I will double check again for my answer.				
	7	I am aware of my inattention and correct it while doing listening test.				
	8	After listening, I reflect on my problems, such as the key words that I don't understand.				
	9	After listening, I evaluate how much I				

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utilization of strategies appropriately will benefit students not only in participating in listening exams but also in dealing with communication in real lives confidently and wisely.

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application of pre-listening planning, while-listening monitoring, and post-listening evaluating strategies. In addition to making progress in basic skills such as vocabulary, grammar and sentence structure, it is more essential to promote students' learning motivation and build up their learning autonomy. In terms of cognitive strategies, bottom-up strategies seems to be applied more often than top-down strategies. For social and affective strategies, most students are eager to learn more listening strategies; however, they seldom ask questions and hesitate to ask for assistance from their teachers, especially for low-intermediate learners. Hence, further research is needed to explore the relationship between learning strategies and learning performance. Hopefully, by understanding learners' using of listening comprehension strategies, the study can shed light on some directions for instructors to construct the effective EFL listening instruction. Consequently, the

Table 8: Affective Strategies

No.	Item	Significant Degree	Percentage
28.	While listening, I can keep calm and not be nervous.	3.44	%68
29.	I am confident in understanding the whole contents.	2.75	%55
30.	I encourage myself through positive-self talk.	4.05	%81

contents (sig.=2.75). It revealed that even while students felt they were ready for listening exams, most of them were not sure about if they could do well in the exams. For understanding the contents, scholars implied that topic familiarity and background knowledge could facilitate listening comprehension and result in their improvement.

6. Conclusion

This study investigated the listening strategies employed by EFL university level students, and the findings implied that for the metacognitive strategies, there still left lots of space for students to improve among their

In affective strategies, the results showed that most students indicated that they would encourage themselves through positive-self talk (sig.=4.05) and keep calm and not be nervous (sig.=3.44). Carrier (2003) stated that deep breathing, and positive statements had contributed to a great extent in encouraging the subjects to feel relaxed and elevating their self- confidence. He believes that as learner's awareness of using strategies grows, they developed more confidence to encounter situations they needed to comprehend a listening task in real life. However, students didn't feel confident in understanding the whole

Table 7: Social Strategies

No.	Item	Significant Degree	Percentage
25.	I hope teachers can teach me more skills to improve my listening comprehension.	4.25	%85
26.	If I don't understand what someone says in English, I ask them to repeat what they said.	4.05	%81
27.	After listening, I ask my classmates or teacher questions I don't understand.	3.85	%77

taking their emotional temperature (Nakata,1999). For statement 27, students showed their conservative attitude in actively asking classmates or teachers questions when they didn't understand (sig.=3.85).

5.3.2 Affective Strategies:

The percentage for each item are shown in table 8:

Among social strategies utilized by students, they relied more on teacher's instruction in improving their learning outcome (sig.=4.25), and asked English-speaking persons to repeat what they didn't understand (sig.=4.05). Actually, researches proved that after the strategy training, subjects used significantly more effective strategies on lowering their anxiety, encouraging themselves, and

still need more guidance in developing top-down strategies.

As top-down processing goes from meaning to language, the background knowledge required for top-down processing might be previous knowledge about the topic of discourse, situational or contextual knowledge, or knowledge in the form of “schemata” or “scripts”- plans about the overall structure of events and relationships between them . It is quite natural for learners to choose their familiar ways to process information in terms of “trying to think in English instead of Arabic”.

5.3 Social / Affective Strategies:

5.3.1 Social Strategies:

The percentage for each item are shown in table 7:

Top-down skills are also essential strategies in listening comprehension, and they were evaluated from statements 19 to statement 24. The results indicated that most students were good at applying guessing the meaning based on the context (sig.=4.45) but not familiar with trying to think in English instead of Arabic (sig.=3.35). Other top-down skills were applied by students in improving their listening comprehension. For example, predicting or making hypotheses on texts by titles (sig.=4.35), listening for main ideas first and then for details (sig.=4.25) and collecting the contents of listening to my personal experiences (sig.=3.7). Generally speaking, it is concluded that students

how to break the content down into its components and then combine them together. However, learners need a large vocabulary and good working knowledge of sentence structure to process texts bottom-up. Traditionally, the exercises of dictation, cloze listening, the use of multiple-choice questions after the texts etc. are applied to process the bottom-up strategy.

5.2.3 Top-down Strategies:

The percentage for each item are shown in table 6:

details together to understand what the sentences mean, especially noticing the information of who, how, when, where, and what (sig.=4.85), piecing things together from the details (sig.=3.55), trying to understand each word (sig.=3.5), and judging the meaning based on the speaker's stress, intonation and pitch (sig.= 3.43). However, the skills of repeating words or phrases softly or mentally are comparatively not used by most students (sig.=3.1).

Actually, for applying the bottom-up processing, it is necessary to learn

Table 6: Top-down Strategies (Cognitive Strategies)

No.	Item	Significant Degree	Percentage
19.	I listen for main ideas first and then details.	4.25	%85
20.	I predict or make hypotheses on texts by titles.	4.35	%87
21.	I can guess the meaning based on the context.	4.45	%89
22.	I try to think in English instead of Arabic.	3.35	%67
23.	While listening, I form pictures mentally to help me comprehend texts.	4.2	%84
24.	I collect the contents of listening to my personal experiences.	3.7	%74

study in the English classroom only, and they lack the passion to utilize any facilities around them to improve their listening comprehension.

5.2.2 Bottom-up Strategies:

The percentage for each item are shown in table 5:

content in the article (sig.= 4.25) and they like to translate words or sentences into Arabic in order to understand them (sig.= 3.5). However, not so many students showed their strong motivation in learning and practicing listening comprehension in daily lives (sig.= 3.43).

These results illustrate that most students

Table 5: Bottom-up Strategies (Cognitive Strategies)

No.	Item	Significant Degree	Percentage
14.	While listening, I will notice the information questions with who, how, when, where and what in the content.	3.55	%71
15.	While listening, I try to understand each word.	3.5	%70
16.	While listening, I repeat words or phrases softly or mentally.	3.1	%62
17.	While listening, I piece things together from the details.	4.85	%97
18.	While listening, I judge the meaning based on the speaker's stress, intonation and pitch	3.43	%68

words or phrases of the content. The results clarified that listeners used to put

With bottom-up strategies, students tend to understanding details such as

students showed their conservative attitude in it (sig.= 3.85).

5.2 Cognitive Strategies:

5.2.1 Cognitive Formal Practicing Strategies:

The percentage for each item are shown in table 4:

From statements 8 to 10, the results demonstrated that most students found out the problems by checking the key words (sig.=5.75) and contents (sig.=4.7) they didn't understand. However, for furthering their study by looking up the words in the dictionary, we found that

Table 4: Cognitive Formal Practicing Strategies (Cognitive Strategies)

No.	Item	Significant Degree	Percentage
11.	I will practice English listening actively in daily lives, such as listening to English Radio, English songs, talking to foreigners.	3.43	%68
12.	While listening, I try to translate words or sentences into Arabic.	3.5	%70
13.	While listening, I can apply new vocabulary, phrases, or grammar I have learned to understand the content.	4.25	%85

learners utilized the new words, phrases, or grammar to comprehend the

In this category of evaluating learners' cognitive strategies, most

5.1.3 Post-listening Evaluation Strategies:

The percentage for each item are shown in table 3:

Table 3: Post-listening Evaluation Strategies (Metacognitive Strategies)

No.	Item	Significant Degree	Percentage
8.	After listening, I reflect on my problems, such as the key words that I don't understand.	4.75	%95
9.	After listening, I evaluate how much I could understand.	4.7	%94
10.	I will write down the words I don't know after the listening tests and look up the dictionary.	3.85	%77

Table 2: While-listening Monitoring Strategies (Metacognitive Strategies)

No.	Item	Significant Degree	Percentage
4.	While listening, I don't understand if I am unfamiliar with speakers' accents.	4.3	%86
5.	While listening, I will check what part of content I don't understand	4.05	%81
6.	While listening, I will double check again for my answer.	4.45	%89
7.	I am aware of my inattention and correct it while doing listening test.	3.7	%74

While listening, most students were aware that they did not concentrate on listening, and correct it immediately (sig.=4.45). However, the speakers' accent, stress and speed would influence their mind. In statement 4, most of the listeners were confused about what they heard because of the speakers' accents (sig.=4.3). The unfamiliar accents might hinder listeners from understanding the contents.

Comparatively, students showed low interests of willing to check the parts they didn't understand (sig.=4.3) and did not often check again their answers when they finished the test (sig.=3.7) either.

Table 1: Pre-listening Planning Strategies (Metacognitive Strategies)

No.	Item	Significant degree	percentage
1.	clarify the objectives of an anticipated listening task and/or propose strategies for handing it.	3.55	%71
2.	Before listening, I prepare my mind to concentrate.	4.55	%91
3.	Before listening, I request myself to make progress.	3.95	%79

mind to concentrate (Sig.= 4.55) and requested themselves to make progress (sig.= 3.95) rather than clarify the objectives and propose strategies (sig.- 3.55).

Well-prepared pre-listening strategies can help build up confidence and facilitate listening comprehension. From statement 1 to 3, we can conclude that most students could prepare their

5.1.2 While-listening Monitoring Strategies:

The percentage for each item are shown in table 2:

questionnaire was adapted from Cheng (2002), and some adjustment was made according to the specific needs, viz. validity, reliability and discriminability. The validity of the questionnaire has been fulfilled by presenting it to a panel of jurors. The reliability and discriminability of the questionnaire have been computed after conducting a pilot study. The questions have been scored on a five-point scale with ‘strongly agree’, ‘agree’, ‘no opinion’, ‘disagree’, and ‘strongly disagree’ accordingly.

5- Results and discussion:

In this study, different strategies used generally by university level students were investigated; these strategies were divided into three parts as shown in appendix (A). Statements 1 to 10 were under the Metacognitive strategies, which consisted of pre-listening planning strategies, while-listening monitoring strategies, and post-

listening evaluation strategies. Statements 11 to 24 were designed to evaluate students’ cognitive strategies (cognitive formal practicing strategies, bottom-up strategies and top-down strategies). For social affective strategies, statements 25 to 30 were investigated.

After collecting and analyzing data statistically by computing the significant degree and percentage for each item, the results are as follow:

5.1 Metacognitive Strategies:

5.1.1 Pre-listening Planning Strategies:

The percentage for each item are shown in table 1:

Gabr (2006) states that socio-affective strategies are those which are nonacademic in nature and involve stimulating learning through establishing a level of empathy between the instructor and student. They include considering factors such as emotions and attitudes (Oxford, 1990). It is essential for listeners to know how to reduce anxiety, feel confident in doing listening tasks, and promote personal motivation in improving listening competence (Vandergrift, 1997). According to O'Malley & Chamot (2001), among the four types of strategies: management strategies, social strategies, cognitive strategies, affective strategies in listening comprehension, both the social and affective strategies influenced the learning situation immediately.

4- Methodology:

4.1- Population and Sample:

A sample of 239 students from the Dept. of English / Collge of Education / University of Mosul have been participated in this study. They were chosen randomly from the four academic grades. The sample included 110 males and 129 females .

4.2 Instruments:

A questionnaire have been utilized in this study to collecting data.

The questionnaire consists of two parts, the participants' personal information and the second includes (30) questions about the strategies that participants apply in their listening comprehension tests. In the first part (personal information), subjects were supposed to fill out the gender, age and class. In the second part, (30) questions were designed to include metacognitive strategies, Cognitive strategies, social / affective strategies and three phrases of listening comprehension. The

can be discussed through pre-listening planning strategies, while-listening monitoring strategies, and post-listening evaluation strategies.

The cognitive strategies are related to comprehending and storing input in the working memory or long-term memory for later retrieval. They are investigated from the aspects of bottom-up strategies, top-down strategies. The former refers to using the incoming input as the basis for understanding the message. Comprehension begins with the received data that is analyzed as successive levels of organization-sounds, words, as a process of decoding. Henner-Stanchina (1987) points out that effective listeners are good at using their previous knowledge and experience to raise hypotheses about a text, integrating new information into their ongoing interpretations, making influences to bridge gaps, assessing their interpretations, and modifying their

hypotheses, if necessary. The top-down processing goes from meaning to language (Richards, 2008). Learners can try to predict what will utter by the signal. However, Chiu (2006) claims that listening comprehension is neither only top-down nor bottom-up processing. Simultaneously, Lu (2008) sums up that scholars believe that listeners not only utilized bottom-up but also top-down processing models. Furthermore, Thompson & Rubin (1996) indicate the effects of metacognitive and cognitive strategy instruction on the listening comprehension performance of learners who receive strategy instruction in listening to video-recorded texts improve significantly over those who have received no instruction.

As for social/ affective strategies, Vandergrift (2003) defines them as the techniques listeners use to collaborate with others, verify understanding or lower anxiety. Habte-

transferred quickly to the long-term memory to process the sounds for meaning. The parsing process reorganizes the messages into a meaningful word that can be stored in short-term memory. Listeners utilize long-term memory to link the incoming message to their original knowledge. When the new information is linked with existing knowledge, comprehension occurs.

3.2 Strategies for Listening Comprehension

One of the methods learners can become actively involved to control their own learning is by using strategies. Vandergrift (1999:31) states that, "Strategy development is important for listening training because strategies are conscious means by which learners can guide and evaluate their own comprehension and responses". O'Malley, Chamot, Stewner-Manzanares,

Kupper, and Russo's study (1985) indicate that strategy training can be effective for integrative language tasks. Moreover, Nakata (1999) study shows that the effect of listening strategy training is more discernible on perception than on comprehension, especially for those students who receive low scores on the definite test.

Among all the strategies for listening, O'Malley and Chamot (1990) present three main types of strategies: metacognitive, cognitive and social strategies. The metacognitive strategy is a kind of self-regulated learning. It includes the attempt to plan, check, monitor, select, revise, and evaluate, etc. For example, using metacognitive planning strategies, learners would clarify the objectives of an anticipated listening task, and attend to specific aspects of language input or situational details that assist in understanding the task (Vandergrift, 1999). Generally, it

behaviors that learners used to help them comprehend, learn, or retain information (O'Mally & Chamot, 1990). Researchers show that strategies and the ability to use them effectively are particularly important in foreign language listening.

Listening is the most fundamental language skill and plays an important role in our daily communication. Howatt and Dakin (1974) define listening as the ability to identify and understand what others are saying, and involves understanding a speaker's accent or pronunciation, his grammar and his vocabulary, and grasping his meaning.

2- Aim of the Study:

This study is aimed to investigate the listening strategies that university level students apply in their listening comprehension. The listening strategies in the questionnaire consist of the following categories: metacognitive

strategies, cognitive strategies, social/affective strategies.

3- Theoretical study:

3.1 The Process of Listening:

Studies indicate that listening comprehension consists of several procedures. First, listeners distinguish the sound, stress, intonation and pitch of the language. After being aware of the entire information that the speakers said, listeners keep the information in their memory until it can be understood. Then, they unscramble the information from what they heard which forms the output or the utilization process (Brown, 1995; Chastanin, 1975). Clark & Clark (1977) conclude that there are three parts of the process of listening comprehension: the perceptual, parsing, and utilization processes. During the perceptual process, listeners receive the sounds from a speaker and form an image in their short-term memory, then the image is

1- Introduction:

Listening comprehension means the process of understanding speech in a second or foreign language. It is the perception of information and stimuli received through the ears (Richards, Platt, & Platt, 1992). Listening is an important part of foreign language learning process, and it has also been defined as an active process during which listeners construct meaning from oral input (Bentley & Bacon, 1996). Listening skill developed faster than the other three skills and can affect reading and writing abilities in learning a new language (Scarcella & Oxford, 1992; Vandergrift, 1997). According to Feyten (1991), in daily communication, people allot 45% of time to listening, 30% to speaking, 16% to reading, and only 9% to writing. The listening skill is not only a skill of language but also an evaluative instrument for acquiring second and

foreign language skills. For foreign language learners, it may easily cause confusion and misunderstanding if they cannot comprehend what people intend to express. In Lu's (2008) study, the result illustrates that 93.8% of the students considered the listening skill as more important than the other three skills.

Actually, there are a variety of factors that affect listening comprehension. According to Yan (2006), experts classify them into linguistic factors and non-linguistic ones. Linguistic factors include: pronunciation, vocabulary, pattern drills, while the psychological, cultural factors are the non-linguistic ones. For example, many people who come from different countries pronounce English as their second language, and they have particular accent influenced by their mother tongue which is hard for people to imitate. Strategies are the thoughts and

Listening Strategies used by EFL Students at University Leve

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Abstract:

Listening ability is one of the important skills in foreign language learning. Among the four language skills, researches show that listening skill is employed most frequently. Therefore, strategies for listening and the ability to use them effectively are particularly significant in language learning. This study is intended to investigate the listening strategies employed by university students at the Dept. of English/ College of Education. (239) students have participated in this study. The questionnaire consists of 30 items covering the metacognitive strategies, cognitive strategies, social and affective strategies. The findings have indicated that most students are still unable to use the strategies properly in EFL listening and need guidance from teachers. The results of this study will be beneficial for both teachers and learners to evaluate their teaching and learning listening exercises in the classroom.

الملخص:

تعد قابلية الإصغاء من المهارات الأساسية لتعلم اللغة الأجنبية. وقد لاحظ الباحثان أن البحوث في هذا المجال قد أثبتت أن مهارة الإصغاء تستخدم كثيراً من قبل الطلبة. لذلك تعد استراتيجيات الإصغاء والقابلية على استخدامها بشكل فعال ضرورة في تعلم اللغة الأجنبية. تبحث هذه الدراسة في الإستراتيجيات التي يستخدمها طلبة قسم اللغة الانكليزية في كلية التربية / جامعة الموصل. تكون مجتمع البحث من طلبة قسم اللغة الانكليزية / السنوات الأربع للعام الدراسي (2017 / 2018). وتكونت عينة البحث من 239 طالب و طالبة. تم استخدام استبياناً مكوناً من 30 فقرة ضمت استراتيجيات ما وراء المعرفة. الاستراتيجيات المعرفية , والاستراتيجيات الاجتماعية. و اظهرت النتائج ان معظم الطلبة لا يزالون غير قادرين على استخدام الإستراتيجية المناسبة لاستيعاب اللغة الأجنبية وهم بحاجة الى توجيه من قبل مدرسيهم. . إن نتائج هذه الدراسة قدمت جهداً متواضعاً للمدرسين و المتعلمين الذين يدرسون التمارين الاستيعابية في حجرة الصف.