Teaching And Learning Listening In English As A Foreign Language (Efl) Classroom: A Constructivist Approach

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Abstract

This paper aims to identify the effectiveness of the constructivist approach in teaching, learning and listening amóng EFL learners, using a sample of international students from INTI International College Penang. Four main purposes of listening: comprehensive, critical, appreciative and therapeutic listening were investigated in relation to the constructivist approach. In order to identify the efficiency of constructivism in teaching and learning listening in EFL context, various tests, questionnaire and classroom activities have been conducted. The results were compiled and recorded to analyse the significance of constructivist approach in teaching and learning listening skills in EFL classroom. The results were analysed through mean score and standard deviation. The results from the YLLS questionnaire and classroom observation reveal that listening and speaking become their preferred learning style while the pre-test and post-test show that the EFL learners improved well in their listening skills through constructive approach in listening classroom. In conclusion, constructivist learning theory that consists of prior knowledge, social interaction, motivation and construct meaning that relate to real world truly helps the students to progress with their listening skills.

Introduction

Listening is a communication channel that is most frequently used, but surveys show that listening skills are the least developed (Galvin et al., 1992). Conaway (1982) also states that listening has been regarded as the most widely used language skill in the

classroom, and that it plays an important role in one's academic success, moreso than reading skills or academic aptitude.

A listening course for English as Foreign Language (EFL) learners is a difficult task, but it can be made easier by activating prior knowledge, assisting students to identify the purposes for listening and using well-structured speaking tasks (Brown, 2006). There are various types of purposes in listening, such as discriminative, comprehensive, evaluative, appreciative, emphatic, relationship, reflective, interpersonal and many other. (Thompson et al., 2004; Weisglass, 1990; Rost, 2002).

The focus of this study will be only on four major types of listenin:; comprehensive, critical, appreciative and therapeutic listening (Kline, 1996). This is because teaching and learning listening among EFL learners is more to listening for understanding, gathering main ideas and supporting details, constructing meaning, integrating with people (either support or argue) based on a topic of the listening and also listening for enjoyment.

Flowerdew (1994), who agrees with Brown (2006), Weisglass (1990) and Rost (2002), suggests that to be a successful academic listener, a student needs a relevant background of knowledge, the ability to distinguish between important and unimportant messages, and appropriate skills such as note-taking. These recommended criteria are from the constructivist learning theory.

The constructivist approach allows students to construct meaning based on their prior knowledge and integrate with people. This approach is merely on students' active participation in problem-solving and critical thinking regarding a learning activity, which they find pertinent and applicable to the real-world context. According to this learning theory, the learners 'construct' meaning based on their prior knowledge and experience to apply them in new situations and integrate the new knowledge gained with pre-existing constructs (OTEC, 2007).

Definitions

Listening

Listening is an active process to receive, create meaning, and respond or react to spoken and or non-verbal messages that were delivered (Emmert, 1994; Underwood, 1989; Zhang, 2007). Rost (2002) defines listening by categorizing into four perspectives: receptive, constructive, collaborative or transformative. Listening as a receptive process

means receiving what the speaker actually says. It means listeners receive the transfer of images, impressions, thoughts, beliefs, attitudes and emotions from a speaker. A constructive listening means constructing and representing meaning from a speaker. Collaborative listening means negotiating meaning with the speaker and responding to it, whereas transformative listening is defined as creating meaning through involvement, imagination and empathy.

In a nutshell, listening is an active process to receive, construct meaning and to respond, infer or interpret the messages from the speaker with own background and linguistic knowledge (Underwood, 1989; Emmert, 1994; NCLRC, 2004).

Constructivist Learning Theory

Piaget (1976) defines the constructivist approach as an educational philosophy, which holds that learners ultimately construct their own knowledge that then resides within them (Ernest, 1995). He also states that it is a process where an individual constructs new knowledge from their experiences. This theory describes learners as a unique individual. Constructivism emphasizes:

- Learners' social interaction with other knowledgeable people

- learners construct their own understanding – they look for meaning and regularity and order in the events of the world even in the absence of full or complete information

- the level and source of motivation for learning.

Overall, the constructivist approach is one in which learners play an active role in the learning process. They make meanings through interactions with each other and with the environment. Thus, knowledge is a product of humans and is socially and culturally constructed (Ernest, 1995).

The Purposes of Listening and Constructivist Approach

Learners become effective listeners when they are aware of the different kinds of listening, the purposes for listening and the qualities of good listeners. Kline (1996) has suggested four different kinds of listening: Comprehensive (informational), critical (evaluative), appreciative (aesthetic) and therapeutic (empathetic). Listening requires specific purpose and the goals of listening relate to 'types' of listening (Pekin, n.d., Kline, 1996).

Comprehensive or Informative listening means listeners listen for the content or the information of the message. Critical or evaluative listening refers to making judgements from the message that was delivered whereas appreciative listening is defined as listening for pleasure or enjoyment. Finally, therapeutic or empathetic listening means listening in order to support the ideas of the message that was received by the listener.

Teaching learners listening purposes through constructivist approach is efficient because it facilitates them to construct meanings and ideas, express feelings, provide clearer thinking skills and the ability to memorize and make decisions from the sender of a message (Weisglass, 1990).

a. Comprehensive Listening

Teaching and learning comprehensive listening involves understanding the content of the message that was received by a listener (Kline, 1996; Weisglass, 1990; Thompson et al., 2004). Kline (1996) suggests three key variables that are related to comprehensive listening: vocabulary, concentration and memory.

i. Vocabulary

Learners carefully comprehend a message via constructing their understanding of the message and meanings that they have gathered from what they had heard and also by activating their prior knowledge (Glasersfeld, 1989). In order to grasp a message, learners must be able to construct or infer meanings of unfamiliar words (vocabulary) using contextual clues, which will increase the potential of better listening (Kline, 1996; Thompson et al., 2004). According to constructivist approach, learners have to be actively involved in perceiving the message of a speaker in the process of listening (Brooks, 1993)

ii. Concentration

Kline (1996) says that concentration during the while listening is difficult. He further states that short span of listening is due to lack of curiosity, energy, or interest or maybe refuse to discipline themselves and lack of motivation to accept the responsibility for good listening. Von Glasersfeld (1989) emphasizes the essential of motivation in learning process. He says that motivations build confidence among learners on their capabilities and potential for learning. Vygostky (1978) says that learners gain confidence and motivation to embark on learning process through challenging tasks such as consciously

attend to, collect and accurately distinguish verbal and non-verbal messages using all the senses (Thompson et al., 2004).

iii. Memory

Memory is a crucial variable in comprehensive listening because one would be unable to process information without bringing back or retrieving memory into play, which means prior knowledge of the learners. Memory or past experiences help the learners to achieve comprehensive listening by applying their knowledge to the others in a class discussion (interaction), establishing firm decision and an ability to understand and communicate a speaker's message with existing concepts and ideas that they have (Kline, 1996).

b. Critical Listening

Critical listening plays a major role in effective listening. Critical listening requires students to analyse and evaluate speaker's arguments and the value of ideas. According to Pekin and colleagues (n.d) and Rost (2000), to be an effective listener, students need to analyse the message, speaker, speaker's evidence or reasons and emotional appeals. Critical listeners must be able to understand the reliability of the speaker whether the speaker is credible, trustworthy, expert or dynamic (Kline, 1996). Constructivist learning theory emphasizes that thinking skills are developed through accurate understanding on what they had heard (Glasersfeld, 1989). Students are encouraged on intuitive thinking by learning to discover principles, concepts and facts from a message (Brown et al., 1989). Hence, it can be said that constructivist approach plays an important role in learning critical listening where students are regard as active participants.

c. Appreciative Listening

Appreciative listening is defined as listening for enjoyment or pleasure (Kline, 1996). He also states that the quality of appreciative listening depends on three factors: presentation, perception and previous experience. Presentation means enjoy hearing good speakers, admirable speakers and have great deal of expertise. Sometimes it is our perception of the presentation that influences our listening. It means our expectation and attitudes that determine the way we react and interact with the speaker's message. Previous experience means the expertise and knowledge that we have determines whether we enjoy listening (Kline, 1996). These factors agreed with constructivists that learning is a process of express and work through feelings that are interfering with

clearer thinking (Weisglass, 1990). It means listener communicate with interest, caring and acceptance.

d. Therapeutic (Emphatic) Listening

Therapeutic listening is students listen to improve relationships (Kline, 1996). It means listeners listen to see, hear and feel the speaker or react appropriately to a sender. Obviously, to be an effective emphatic listener, one must have more experience. In constructivist learning theory, the emphasis on the expression of feelings is based on the belief to reduce stress and also to construct new meaning, which means making sense in the world (Weisglass, 1990). It provides a place for the expression of emotions.

Effective listening involves interaction, clarification and precise understanding of a message that was received from a speaker. In order to be an effective listener, one should be able to identify the purpose of listening. Hence, the researcher used constructivist-learning theory in teaching and learning listening skills because the purposes of listening and constructivist approach are intertwined.

Teaching and Learning Cycle

Young Learners' Language Strategy Use Survey (YLLS)

Young Learners' Language Strategy Use Survey (YLLS) Questionnaire was designed by Cohen & Oxford (1990). The questionnaire is used to determine students' interest and capabilities in order to form appropriate lesson plans for them. The adapted version of this questionnaire consists of listening, vocabulary, speaking and translation strategies. These four categories became the main concern in teaching and learning listening skills. This is because constructivist approach emphasises on active or effective listener, which means to receive, comprehend, interpret, evaluate and respond to message (Thompson et al., 2004). This shows a relation between constructivist approach and the four strategies. The questionnaire is designed to give information about the way one tackle the tasks of learning a foreign language. It is also used all over the world and can give more information about learning techniques, once one have filled in all the questions.

Pre-Listening

According to Kline (1996), the purpose of having pre-listening is to provide the listeners with certain backgrounds of knowledge on particular subjects before the listening

process. This is because students must have a specific purpose for listening. It is also an attempt to ascertain speaker's purpose and to minimize distractions in communication especially during while-listening.

While-Listening

The objective of while-listening is to complete attention to listening task and demonstrate interest, look for meaning from the message that was heard, constantly check their understanding of message by making connections, confirming predictions, making inferences, evaluating and reflecting, take more meaningful notes, distinguish message from speaker, consider the context of the message, withhold judgement until comprehension of message is complete and finally follow up on presentation by reviewing notes, categorizing ideas, clarifying, reflecting, and acting upon the message (Underwood, 1989). She further states that learners also would be able to recognize the pronunciation of words, stress, rhythm and intonation so that they can employ them for their own speech.

Post-Listening

Post-listening refers to activities that are related to a particular subject of listening. It is done after the listening is completed. The main objectives of conducting post-listening in teaching listening is a practise for exams and the activities of post listening can reflect the performance of students whether they have failed to understand or missed some parts of the listening message (Underwood, 1989).

Pre-Test and Post-Test

The pre-test is to measure students' listening skills before they are exposed to teaching and learning listening skills through the constructivist approach, whereas the post-test is used to analyze students' performance at the end of the teaching and learning listening skills. These tests are employed to gauge the effectiveness of constructivist approach in classroom listening.

Methodology

Research Questions

The researcher raised up two research questions on this study and they are:

    i.   What are the relations between the purpose of listening and constructivist approach?

    ii.   How does the constructivist approach help efficiently in teaching and learning listening among EFL learners?
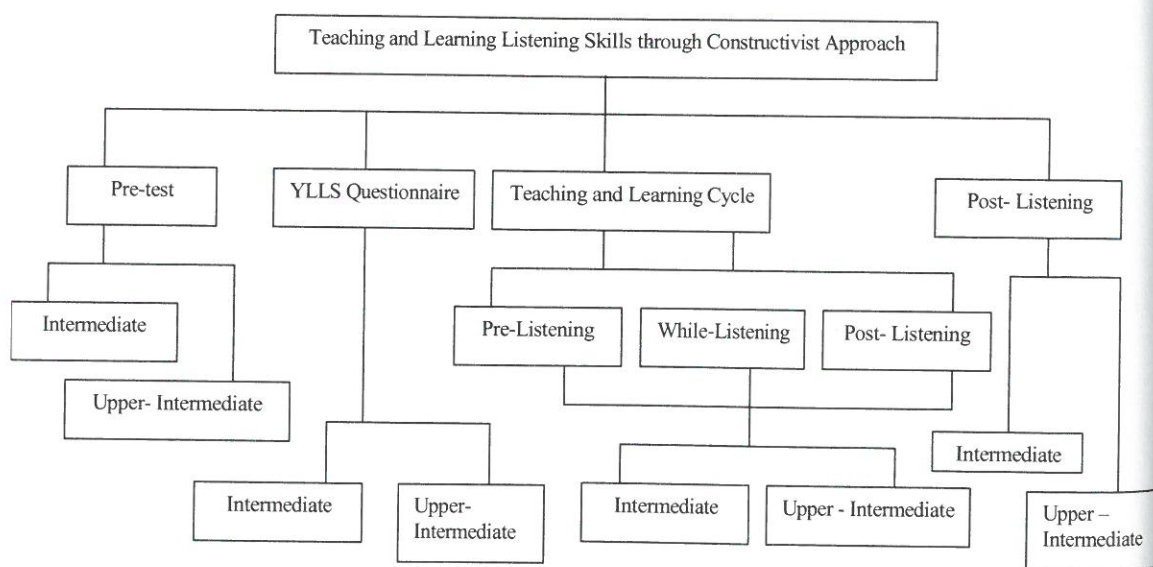
Research Design

Figure 1: A Flow-Chart of Teaching and Learning Listening Skills through a Constructivist Approach.

Pre-test questionnaires and activities that were conducted during teaching and learning listening skills (pre-listening, while-listening and post-listening) and finally post-test were used to determine learners' performance in a listening classroom (Figure 1).

The questions in the pre-test consist of multiple choice, arranging the main ideas in correct sequence, completing sentences based on pictures and arranging the pictures

in correct order, whereas the post-test comprises writing true or false statements, fill in the missing gaps and filling in information in tables. The questions were developed based on purposes of listening and also from the perspective of constructivist learning theory, which involves more thinking skills and activation of existing knowledge to infer or construct the meaning of the message. Different kinds of questions help to determine subjects' capabilities in answering various questions in different context. Two sets of pre-test and post-test papers were designed for both intermediate and upper-intermediate learners and the papers were moderated and verified by two English lectures before given to the learners.

Besides the tests, EFL learners were also measured through YLLS questionnaire (Cohen & Oxford, 1990). This questionnaire is divided into four categories: Listening Strategy, Vocabulary Strategy, Speaking Strategy and Translation Strategy. A sample of the questionnaire can be referred to Appendix 1.

Teaching and learning of listening skills were taught by classifying into three categories: pre-listening, while listening and post-listening. Pre-listening activities like decipher and talk based on pictures, list of items, making list of possibilities, ideas and suggestions, reading comprehension, labelling and informal talk and class discussion (Underwood, 1989) were conducted in the classroom. These kinds of activities enable students to make predictions about lexis and content, create awareness of topic features and also able to provide information that would be available or related in the real world (Withnall, n.d).

Activities like marking or checking items in pictures, putting pictures in order, arranging items in patterns, form or chart completion, labelling, true or false statements, multiple-choice questions, text completion, spotting mistakes predicting, seeking specific items of information were conducted in while-listening to help learners develop the skill of extracting messages from a sender (Underwood, 1989). She also asserts that these tasks allow learners to achieve the difficulty of listening text and exploit the purpose and value of the text.

Post-listening activities such as form or chart completion, extending notes into written responses, summarizing, using information for problem-solving and decision-making activities, identifying relationships between speakers, establishing the mood, attitude and behaviour of the speaker, role-play and dictation (Underwood, 1989) were used in order to receive authentic responses from learners.

All the above-mentioned activities are based on the topics from the textbook and the supplementary materials that were employed. Students were required to identify the purpose of listening in each activity and the ideas of those activities were taken from Underwood's (1989) recommendations. These activities also pertinent to constructivist approach for learners to construct meaning, develop understanding on a message and interact to make decision, problem solving and evaluate.

All the subjects' scores and performance were recorded and analyzed. Their scores on tests and results from questionnaire were recorded in mean score and standard deviation to perceive on the learners' performance and the effectiveness of constructivist approach in listening skills.

Test Instruments

The researcher used New Headway (Intermediate and Upper-Intermediate by Liz and John Soars, 2003) as a main textbook to teach listening skills for EFL learners. The book consists of listening, reading, grammar and writing. However, only the aspects of listening and speaking were focused to conduct the teaching and learning process. Since this book is mainly consists of while listening and post listening activities thus, other supplementary materials were used to support in teaching and learning listening skills.

Besides that, the main equipment used for teaching listening in a classroom are cassette players, televisions and persons. According to NCLRC (2004), teaching listening in an EFL classroom involves sender (i.e. a person, radio, television) to send message, and receiver (the listeners). Wong (2005) says that listening courses are a combination of paper-based materials in the form of a course book, and sound-based materials in the form of audio on tapes/compact discs. In addition, students' performances and preferences were identified through an adapted YLLS questionnaire, pre-test and post-test.

Test Administrations

Listening class is conducted six hours per week. The research was done for one semester among 24 foreign students. The students were from intermediate and upper-intermediate levels with various nationalities like from Middle East countries, Korea, Mongolia, Myanmar, Thailand, Japan and China. The students' performances were observed, recorded and analysed during the classroom activities (pre-listening, while- listening and post-listening activities) and also the results that were obtained in tests and

questionnaire. The researcher was assisted with another facilitator to conduct the study. The researcher employed upper-intermediate students whereas the facilitator was in charged of intermediate class. The activities and tests that were given to these two classes are different based or equivalent to their levels of proficiency in English. A listening class is conducted with pre-listening, while-listening and post-listening (Kline, 1996; Underwood, 1989).

a. Pre - Listening

Fundamentally, in a listening class students would be introduced to certain topics through pre-listening activities as discussed earlier. They will be given an opportunity to express and share their existing knowledge. In pre-listening activities, students were exposed to purpose of listening either listening for information, appreciation, emphatic or to evaluate. The purpose of listening can be one, combination of two or more. This will enable them to gain a clear picture about a particular topic before the process of while-listening.

b. While-Listening

After the pre-listening activities, the researcher would play a cassette player or a video player based on a particular topic that was done in the pre-listening activities. The facilitators would play the whole listening text of a topic for the very first time for the students. Later, they would be questioned about their understanding. After that, the facilitators would play the same text again with pauses at this time. The reason is to give some time for the students to perceive, evaluate and think about the message and they carry out these activities with the given exercises.

In learning through watching a movie, the facilitators would play 20 minutes of the movie. Then the researcher would replay the main ideas of that movie. After that, the facilitators would go through or discuss the exercises that they had done while watching to a particular movie. The students play essential role in giving answers. Students' participation are observed and recorded to identify the students' capability to construct the meaning and interact based on the message that they had listened.

c. Post-Listening

Finally, the facilitator would conduct post listening activities to ensure that they have understood that particular topic. They would act based on what they have heard to clarify meaning and extend their thinking through the activities that was mentioned earlier (Underwood, 1989) In order to make the class more interactive, lively and interesting, various types of listening activities were conducted in the classroom. Participation of students is essential in teaching and learning listening skills through constructivist approach.

d. Questionnaire and Tests

A questionnaire that was adapted from YLLS was given to the students in the beginning of the second week of the semester to identify students' interests and the solutions to overcome the barriers of listening through constructivist approach. The students were given 20 to fill up the questionnaire. Students were only required to mark the statements that best describe them.

In addition, pre-tess and post-tests were conducted. The pre-test was conducted in the first week of the semester whereas post-test was done during the last week of the semester. For each test the researcher would play a cassette player for two times for the students and they have to complete the test in 45 minutes.

Results And Findings

Students' performances were gauged through four tasks: Questionnaire, pre-test, post-test and classroom survey (pre-listening, while-listening and post-listening).

Table 1 shows the results of pre-test and post-test from intermediate and upper-intermediate students whereas Figure 1 depicts the subjects' overall scores in both pre-test and post-test. The grading scale of the results is Grade A (80% - 100%), Grade B (66% - 79%), Grade C (50% - 65%) and Grade D (0% - 49%). The passing marks are from Grade A to Grade C whereas Grade D is known as failed.

Table 2 depicts the results that were obtained from the questionnaire. The table is divided into four categories based on language learning strategies: listening strategies, vocabulary strategies, speaking strategies and translation strategies. The questionnaire indicates the subjects' interests and the way they learn language in general or their preferred learning style.

Table 1: The Percentage of Subjects' Scores from Intermediate and Upper-Intermediate in both Pre-test and Post-test

Grades	Tests (Percentage % of Subjects' Scores)			
	Pre test		Post-test	
	Intermediate	Upper-Intermediate	Intermediate	Upper-Intermediate
A	15.38	27.27	53.85	36.36
B	0	18.18	30.77	27.27
C	53.85	18.18	15.38	27.27
D	30.77	36.37	0	9.10

Table 2: The Mean and Standard Deviation of the Four Categories As Used by Intermediate and Upper-Intermediate Students.

Category	Level	High		Medium		Low		Total	
		Mean	S.D	Mean	S.D	Mean	S.D	Mean	S.D
Listening	Intermediate	5.62	3.78	9.15	3.21	3.23	2.31	6.00	3.10
	Upper Intermediate	6.45	3.83	8.45	3.17	3.09	2.34	5.99	3.11
	Total	6.04	3.81	8.8	3.19	3.16	2.33	5.99	2.97
Vocabulary	Intermediate	1.15	1.21	4.15	2.03	2.69	2.21	2.66	1.82
	Upper Intermediate	2	1.67	2.55	1.57	3.45	2.11	2.67	1.78
	Total	1.58	1.44	3.35	1.80	3.07	2.16	2.94	1.89
Speaking	Intermediate	3	2.61	6.46	3.41	3.54	2.96	4.33	2.99
	Upper Intermediate	3.27	2.24	6.82	2.32	2.91	2.34	4.33	2.30
	Total	3.14	2.43	6.64	2.87	3.23	2.65	4.63	2.70
Translation	Intermediate	1.31	1.03	1.92	1.19	0.77	0.83	1.33	1.02
	Upper Intermediate	0.64	0.67	1.91	1.45	1.45	1.21	1.33	1.11
	Total	0.98	0.85	1.92	1.32	1.11	1.02	1.33	1.06

Note: *1) High - Always or almost always used, usually used,*
2) Medium – Sometimes used,
3) Low – Generally not used, never or almost never used.
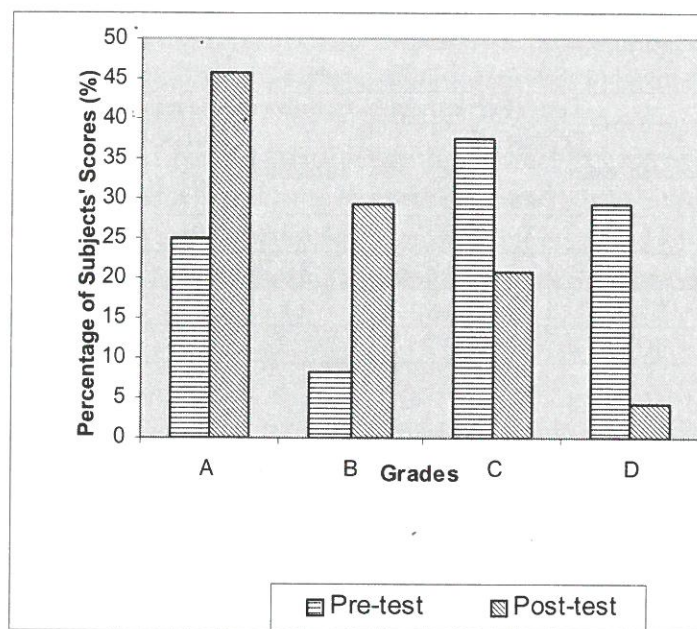
Figure 2: The Percentage of Subjects' Scores in Pre-test and Post-test

Discussion

Listening involves a great deal of effort of focusing on hearing input, creating meaning and relating the message to existing knowledge (Redmon 1996; Hasan 2000), whereas the constructivist approach emphasizes thinking skills that are developed through accurate understanding of the message that they hear. Thompson et al. (2004), Weisglass (1990), Rost (2002) and Flowerdew (1994) affirm that listening is an active process that involves interaction and activation of prior knowledge. Thus, it can be said that listening and constructivist learning theory are inter-related and it can help the students to make meaning and perceive a message by activating their existing knowledge. Listening comprehension allows listeners to effectively interpret the message being presented.

Figure 2 shows the percentage of subjects' scores in both pre-tests and post-tests. The result reveals that 71% passed and 29% failed in the pre-test. However, with the constructivist approach in teaching and learning cycle in listening produced 96% passed in the post-test with only 4 failures. The main reason of high failures in the pre-test was the subjects had difficulties in understanding the message from the sender. However, at the end of the course they have learned to infer and construct the content of the message, interact and convey the meanings and identify the purposes of listening. Their well

performance can be referred to the scores in the post-test. The result shows that 46% of the subjects scored an A compared to 25% in the pre-test.

This reveals that teaching and learning listening through the constructivist approach is essential to allow listeners to employ their thinking skills related to the messages that they received. Richards (1983), states "many micro-skills are required for academic listening: ability to identify the purpose and scope of a lecture, the ability to identify the topic of a lecture and follow topic development, the ability to identify the role of discourse markers in signalling the structure of a lecture." In order to be effective listeners, they need to focus more specific than just attending to what is said. Therefore, Dyer and Thomas (2005) define that effective listening is a skill that can be achieved through study and practice.

The mean score of listening strategy (5.99) is higher than vocabulary (2.94), speaking (4.63) and translation strategy (1.33), as shown in Table 2. The results depict that both intermediate and upper-intermediate students always or usually use listening and speaking in the learning process compared to other strategies. The mean score for listening and speaking under the category of high is 6.04 and 3.14 respectively. This is because these two strategies become core units in learning listening skills. The data also reveals that the subjects have difficulties in vocabulary and translation strategies to perceive and convey message.

However, the four strategies (listening, vocabulary, speaking and translation) are essential in teaching and learning listening among EFL students. All these strategies are inter-related with the purposes of listening: comprehensive, critical, appreciative and therapeutic listening. These are exposed through the pre, while, and post listening activities and exercises, where subjects are required to convey, interpret, and construct the message using the above strategies. The result from the YLLS questionnaire indicates the significance of the four strategies for the subjects to interact and transact the meaning of the message to the class and also to the facilitators. This shows the relevance between the four strategies and constructivist approach that stresses on social interaction and construction of an understanding (Brooks et al., 1993; Weisglass, 1990; Kline, 1996; Zhang, 2007).

Based on the classroom observation for the first four weeks, students performed average in pre listening, while listening and post listening activities. This was because they had difficulties in interpreting and conveying the message because of lack of vocabulary. They also had problems putting on the words in correct sentences. Thus, many of them

were unable to respond effectively during the listening class. There were also some students who would ask assistance from friends of the same nationality to explain or convey the ideas. These students would attempt to participate in classroom discussion and also in other kinds of activities although they were not good in speaking. However, there were some students whose lack of confidence in sharing their knowledge and fear of making mistakes were quite obvious. Thus, the researcher had more discussion (open-talk) and role-plays to get the students involved in the classroom activities. Besides that, motivation is the main source to make the students join the classroom activities.

Subjects performed better at the end of the semester. They became more interactive and tried to interact the meaning of a message by relating to the events that happened in the world that day. They shared their existing knowledge to the whole classroom and managed to break the listening barriers that they had before. When the students were asked about their progress in listening skills, most of them answered that motivation and various kinds of activities helped them to improve. This revealed that teaching and listening through the constructivist approach really improved the subjects' listening skills and also managed to build self-confidence in them. They also became capable of identifying the purpose of listening and determining main ideas.

Conclusion

Many studies (Glasserfeld, 1989; Weisglass, 1990; Brooks, 1993 & Rost, 2002) concurred that constructivist-learning theory plays an essential role in teaching and learning listening skills. Moreover, data and studies show that the ideas of constructivist approach truly related to purposes of listening. It means learners are required to interpret, feel, express, evaluate, convey, construct, interact and understand the meaning of the message that they have received.

The results show that initially the subjects had low self-confidence, and an inability to speak and express their ideas or perceive messages, and many other barriers to learning, but they managed to progress through the exposure of the constructivist approach in teaching and learning listening skills. The researcher agrees with Dyer and Thomas (2005) that lessons and activities are important in developing listening skills among learners. The researcher also agrees with Weisglass (1990) that learning listening skills through the constructivist approach will help learners to think critically, comprehend messages, and express feelings that make sense in our society or world by triggering their prior knowledge.

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APPENDICES

YOUNG LEARNERS' LANGUAGE STRATEGY USE SURVEY

Instructions to students:

Below are a series of statements about language learning.

In the blank . . .

Mark a plus (+) if the statement really describes you.

Mark a check (") if the statement is somewhat like you.

Write a minus (-) if the statement isn't like you.

LISTENING STRATEGIES

What I do to listen more:

___ 1. I listen to the radio in the language.

___ 2. I watch TV shows in the language.

___ 3. I go to movies that use the language.

___ 4. I listen to the language if I am in a , or go see movies in the language.

___ 5. If I hear people speaking the language, I listen.

Add anything else you do to listen more:

What I do to understand sounds:

___ 6. I find sounds in the language that are like sounds in English.

___ 7. I try to remember unfamiliar sounds I hear.

___ 8. I ask the person to repeat the new sound.

____ 9. I listen to the rise and fall of sounds (the music of the language).

Add anything else you do to understand sounds:

_____

What I do to understand what I hear:

____10. I listen for the important words.

____11. I listen for what seems interesting.

____12. I listen for words that are repeated.

Add anything else you do to understand the meaning:

_____

What I do if I still don't understand what someone says:

____13. I ask the person to repeat.

____14. I ask the person to slow down.

____15. I ask a question.

____16. I guess the meaning from the person's tone (such as angry or happy).

____17. I guess the meaning from how the person moves or stands.

____18. I guess the meaning from what I heard before.

Add anything else you do to if you still don't understand what someone says:

_____

VOCABULARY STRATEGIES

What I do to memorize new words:

____19. I group the words by type (e.g., nouns, verbs, adjectives).

____20. I match the sound of the new word with the sound of a word I know.

___21. I use rhymes to remember new words.

___21. I make a picture of new words in my mind.

___22. I write the new word in a sentence.

___23. I write the new word on a card.

___24. I go over new words several times at first.

___25. Later I go to remind myself about words I learned earlier.

Add anything else you do to memorize new words:

_____

SPEAKING STRATEGIES

What I do to practice speaking:

___26. I make the sounds of the language until I can say them well.

___27. I imitate the way native speakers talk.

___28. I say new expressions over to myself.

___29. I practice using new grammar forms when I talk.

Add anything else you do to practice speaking:

_____

What I do to talk with other people:

___30. I start conversations.

___31. I change the subject if I don't have the words I need.

___32. I plan what I am going to say.

___33. I ask the other person to correct me when I talk.

Add anything else you do to talk with other people:

When I can't think of a word or phrase I want to say:

____34. I ask the person to help me.

____35. I try to say it a different way.

____36. I use words from my own language.

____37. I use words from my own language but say them with sounds from the new language.

____38. I move my hands or body so the person will understand me.

Add anything else you do when you can't think of a word or phrase you want to say:

_____

TRANSLATION STRATEGIES

What I do when I translate:

____71. I plan what I want to say or write in my language and then translate it into the new language.

____72. I translate when reading to make sure I understand it.

____73. While I am listening to someone, I translate parts of what they say into my own language to help remember it.

Add anything else you do when you translate:

_____

What I do to think in the new language:

____74. I put my language out of my mind.

____75. I try to understand without translating.

Add anything else you do to think in the new language:

_____