

Learners' Self-Reports on Comprehension and Learning Strategies for Listening

Christine C. M. GOH
Nanyang Technological University

This article reports the results of a questionnaire study conducted on 118 ESL learners from China to identify comprehension and learning strategies used for listening. The study also examined the interaction between gender and strategy use. The variables in the questionnaire were based on the strategies and their respective tactics identified from a qualitative study conducted with a similar group of learners. A strategy framework that comprised metacognitive, cognitive, social/affective categories was adopted. A distinction was made between comprehension and learning strategies. Whereas comprehension strategies refer to those used for facilitating understanding during listening, learning strategies are for improving listening ability in general. Out of 15 comprehension strategies, respondents reported using 5 strategies frequently. Of the 4 learning strategies, only one was used frequently. Some studies on strategy use have reported differences between male and female learners. The present study, however, showed differences to be small and none came close to any statistical significance. In fact, there were remarkable similarities between the two gender groups. Both groups reported a high level of use for 12 tactics and a low level of use for four tactics. These similarities suggest that factors other than gender might have had an influence on strategy choice. On the whole, the learners reported a moderate level of strategy use.