Reception Strategies in Interactive Listening Activities in Japanese EFL Classrooms
Reception Strategies in Interactive Listening Activities
in Japanese EFL Classrooms

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by
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Acknowledgements

Now I remember that day when I entered this university, Hyogo University of Teacher Education, two years ago. It was the day when we proposed what we would like to research in front of our teachers. I proposed I would like to write a thesis not only for me but also Japanese English Education. Now I know I was reckless. I also raised my hand then to ask a question about a proposal made by one of the freshmen. Professor Ohshima, the moderator nominated me once. I raised my hand again to ask another question. Professor Ohshima then said to me, somewhat embarrassed, “This question time is not for the students but for the teachers.” Now I know I was rude. I guess the teachers thought that a funny student had entered this university and worried about whether such a funny student could write a master thesis in English. But thanks to many people's help I was able to complete my thesis.

I would like to thank all those who have helped me with this thesis.

First and foremost, I would like to express cordial gratitude to Associate Professor Tatsuhiro Yoshida, my seminar supervisor, for his invaluable spiritual and academic advice, valuable suggestions, sincere guidance and kind assistance at every stage of this thesis, even though he was very busy due to the arrival a cute new baby in the fall. His thoughtful advice and generous support were indispensable for the development and completion of this thesis. Without his constant and generous support, this thesis could not have been completed. There is one more thing I can not forget about Mr. Yoshida. That is the coffee made from his roasted coffee beans. It was delicious and I was always looking forward to having the coffee in his seminar. It encouraged me a lot.

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Last, but not at least, I would like to express my deep appreciation to my wife, Shiori, two daughters, Takane and Nanami and the other family members who supported and encouraged me throughout these two years.

Sadaaki TOGAWA

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Abstract

This paper focuses on interactive listening activities done by Japanese junior high school learners of English as a foreign language. In interactive listening activities, a listener uses various skills to understand what the speaker is communicating, acknowledging the speaker’s intention. Those skills or strategies are called reception strategies.

Listening is one of the most important skills to acquire in language learning, especially for learners at the first stage level. Kadota and Noro (2001) suggested it is not effective in learning any foreign languages when reading and speaking are taught prior to listening. Listening comprehension enhances learners reading skills in any foreign languages especially during the early stage. However, EFL learners often tend to be passive and easily give up when they have difficulty in comprehension especially in transactional one-way listening activities. To solve this problem, we propose that, if we give learners listening activities in which listeners can react to the speakers or use reprises, more active listening activities that enhance learners' effort, they will be likely to lead EFL learners to acquire a foreign language more effectively.

The present study consists of 5 chapters. First, we describe some components of listening comprehension and present the definition of reception strategies which we use when reacting to a speaker or clarifying the meaning as parts of communication strategies. Vandergrift (1997a) divided communication strategies into two categories; one is production strategies and the other is reception strategies. Production strategies are
compensation for lack of linguistic knowledge for speakers, such as "circumlocution", "fillers" and "paraphrasing", etc. On the other hand, reception strategies are regarded as listeners' communication strategies such as "clarification of meaning" and "continuation signals." We look at Rost and Ross's (1991) and Vandergrift's studies in which they investigated types of reception strategies used by EFL learners and formulated typologies of them. Vandergrift categorized reception strategies into six types, such as "Global Reprise", "Specific Reprise", "Hypothesis Testing", "Kinesics", "Uptaking", and "Faking". Global Reprise is a reception strategy a listener uses when he/she asks for repetition, rephrasing, or simplification of preceding utterance. Specific Reprise is a strategy used when the listener asks a question referring to a specific word, term or fragment that was not understood in the previous utterance. Hypothesis Testing is used when the listener asks specific questions about facts in the preceding utterance to verify that he or she has understood and/or what he or she is expected to do. Kinesics is used when Listener indicates a need for clarification by means of kinesics and/or paralinguistics. Uptaking is used to indicate to the interlocutor to continue, that he or she understands. Faking is used when listener sends uptaking signals or noncommittal responses in order to avoid seeking clarification, and admitting to the interlocutor that he or she has not understood. Vandergrift concluded that novice-level speakers relied largely on kinesics and there was gradual decline in frequency of kinesics used at the three increasingly advanced novice sublevels.

Secondly, an experimental project was carried out in order to examine whether Japanese junior high school EFL learners would also use some of
the reception strategies and whether there would be some specific features on how to use reception strategies according to their listening proficiency level. Three kinds of reception strategies, uptaking, global reprise and specific reprise were instructed to 44 second year junior high school students, and specific features of the subjects' performance were identified according to their levels of listening comprehension. The present study is also designed to observe how to increase students' motivation and their level of English listening comprehension with several reprises in reception strategies as an effective means of communication in class. And we evaluated subjects' motivation and willingness towards communication in English through questionnaires and their self-evaluations after completing listening practice. Those questionnaires and self-evaluations were then analyzed to understand what parts of the listening activity, with use of reception strategies, had played a major role in bringing about a positive influence on subjects' listening comprehension. To examine the effects of listening comprehension activities with reception strategies on transactional listening abilities, we compared the scores of the pre-test and the post-test.

Finally, we considered the relations between listening comprehension strategies in one-way listening and reception strategies in interactive listening, and discussed the possibilities that skills in reception strategies transfer to listening comprehension strategies that then lead EFL learners to enhance listening comprehension skills. We then conclude with some suggestions for further research.
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Chapter 1
Introduction

The purposes of this study are to investigate whether interactive listening with reception strategies would effectively enhance learners' listening ability and their motivation, and to examine whether different patterns of strategy use would be observed according to their proficiency levels. In interactive listening activities, a listener uses various skills to understand what the speaker is communicating, and the listener acknowledges the speaker's intention. Those skills or strategies are called reception strategies. It is argued here that interactive listening activities are effective methods for Japanese EFL learners to improve their listening ability in English, because the actual listening process is not one-way but two-way, or interactive, and learners should experience similar processes in the classroom (Koike, 1993). However, listening activities are usually done with CDs or cassette tapes in classrooms, and students tend to easily give up when they have difficulties in comprehension.

In investigating how to increase students' motivation and their level on English listening comprehension we will argue that reception strategies that utilize several reprises are effective means of communication in class. In Chapter 2, we first discuss what interactive listening is, referring to previous studies. In chapter 3, we report our research project on how Japanese junior high school English learners use reception strategies and identify specific features in their activities. In chapter 4, the data obtained in the research are analyzed from the following three view points. First, specific features according to subjects' listening comprehension level are analyzed in both qualitative and
quantitative ways. Second, we focus on learners' motivation, looking at reception strategy activities through questionnaires, and analyze what aspects of reception strategies influence the subjects' motivation towards listening activities from the learners' self-assessment sheets. Third, we investigate how the instruction of reception strategies facilitates listening abilities, both interactive listening abilities and transactional listening abilities. Transactional listening is one of the types of listening. Galvin (1985) proposed that the general purpose of transactional listening is learning new information. Listening to a lecture is an example of transactional listening, and the ability of solving the questions of a listening test, especially listening to a passage and comprehending the content could also be regarded as transactional listening. Finally, we discuss the relationship between reception strategies and learning strategies and conclude with suggestions for directions in further research.
Chapter 2
Listening Activity with Reception Strategies

In this chapter we overview the processes of listening comprehension and previous studies of communication strategies, with a focus on reception strategies.

2.1 Components of listening comprehension

At one time English teachers in Japan often used the terms “hearing” or “hearing tests” in the context of English education. These days, however, they seldom use those terms, because the idea that comprehending verbal language is not hearing and, instead, the term “listening” has become commonly accepted. The word “hearing” implies a process somehow passive; on the other hand, “listening” implies processes more active processes and it entails some interpretation processes. Underwood (1989:1) mentions that “listening is the activity of paying attention to and trying to get meaning from something we hear. To listen successfully to spoken language, we need to be able to work out what speakers mean when they use particular words in particular ways on particular occasions, not simply to understand the words themselves”. Listening is never passive; it is an active process.

Rost (1991:3-4) lists the necessary components of listening processes as follows.

- discriminating between sounds
- recognizing words
- identifying grammatical groupings of words
- identifying ‘pragmatic units’ - expressions and sets of utterances which
function as whole units to create meaning

- connecting linguistic cues to paralinguistic cues (intonation and stress) and non linguistic cues (gestures and relevant objects in the situation) in order to construct meaning
- using background knowledge (what we already know about the content and the form) and context (what has already been said) to predict and then to confirm meaning
- recalling important words and ideas

When a listener participates in interactive listening activities, he/she tries to comprehend the meaning actively. The listener's listening comprehension process becomes active, especially when they are 'identifying pragmatic unit', 'using background knowledge' and 'recalling important words and ideas'. On the contrary, if a listener can't participate in listening activities interactively, they easily give up when they have a comprehension breakdown. This indicates some of their listening comprehension components are not yet activated. We suppose students' listening comprehension will be facilitated if "listeners' interaction can both resolve immediate comprehension problems and facilitate long-term language learning" (Vandergrift, 1997a:494). Listening activities with reception strategies make listeners active and interactive with communication partners. The concrete definition of reception strategies will be presented in the following section.

2.2 "Reception Strategies" classified as Communication Strategies.

Reception strategies have been discussed within the context of a
communication strategies’ study. Dörnyei and Scott (1997) reported Selinker had coined the term “communication strategy” in his seminal paper in 1972. Tarone (1977:195) defined that “conscious communication strategies are used by an individual to overcome the crisis which occurs when language structures are inadequate to convey the individual’s thought”. This conceptualization suggests communication strategies constitute a subtype of L2 problem-management efforts, dealing with language production problems, and that they are separate from other types of problem-solving devices such as requesting and providing clarification.

Dörnyei and Scott (1997) also reported Tarone (1980) introduced an interactional perspective and defined communication strategies as “tools used in a joint negotiation of meaning where both interlocutors are attempting to agree as to a communicative goal (420)”. Rost and Ross (1991) extended the scope of communication strategies taxonomy to include interactional trouble shooting mechanisms and studied their teachability and the taxonomy of listeners’ communication strategies as strategies in interaction.

2.3 Rost and Ross’s study (1991)

Rost and Ross (1991) assert that interacting with fluent speakers is important for L2 listeners because it provides “breakthrough points” for learners to make up for their lack of communication abilities and they studied types of clarification strategies used by Japanese EFL learners at three colleges and formulated a typology of them. In their study, the Japanese learners listened to a three minute narration and they were encouraged to ask questions in order to make summary of the narration that they listened to. They discerned important
patterns of conscious interaction strategies through the study. Table 1 is a summary of the typology of interaction strategies Rost and Ross found in their study (cited in Vandergrift, 1997a).

Table 1: Categories of reception strategies (Rost and Ross, 1991 [cited in Vandergrift (1997a)])

<table>
<thead>
<tr>
<th>Strategy</th>
<th>Definition</th>
<th>Speaker Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>Global Reprise</td>
<td>Listener asks for repetition, rephrasing, simplification, or simply states that nothing was understood.</td>
<td>Repeat or rephrase entire utterance or segment.</td>
</tr>
<tr>
<td>Continuation Signal</td>
<td>Listeners request no elaboration or repetition and indicates current status of understanding with an overt statement or a nonverbal gesture.</td>
<td>Continue</td>
</tr>
<tr>
<td>Lexical Reprise</td>
<td>Listener asks a question about a specific word; may include repetition of word with questioning intonation.</td>
<td>Repeat or rephrase entire utterance or segment.</td>
</tr>
<tr>
<td>Fragment Reprise</td>
<td>Listener asks a question about a specific part of the previous discourse; may include repetition</td>
<td>Repeat or rephrase specific part of utterance.</td>
</tr>
<tr>
<td>Lexical Gap</td>
<td>Listener asks a question about a specific word or term, often requesting a repeat for the word.</td>
<td>Same response as above.</td>
</tr>
<tr>
<td>Positional Reprise</td>
<td>Listener refers to a position in the previous utterance that was not understood.</td>
<td>Same response as above.</td>
</tr>
<tr>
<td>Hypothesis Testing</td>
<td>Listener asks specific questions to verify what was heard and indicates a propositional understanding (or misunderstanding) of the utterance.</td>
<td>Confirm if hypothesis check is true or plausible. Provide other information if listener's hypothesis is false.</td>
</tr>
<tr>
<td>Forward Inference</td>
<td>The listener overtly indicates current understanding by asking a question using established information given by the interlocutor.</td>
<td>Answer question, confirm assumption if consistent with story/conversation, modify assumption or add information to clarify misunderstanding.</td>
</tr>
</tbody>
</table>

According to Rost and Ross's study on the English language students at colleges in Japan (1991), forward inference and continuation signals were strategies that the “high” proficiency listeners use. Lexical reprise and global reprise were more likely to be used by the “lower” proficiency listeners. They
also suggested it was possible to teach learners how to ask for lexical clarification.

2.4 Vandergrift's Study (1997a)

In this section we will elaborate on reception strategies and the relationship between communication strategies and reception strategies. Vandergrift (1997) divided communication strategies into two categories: one is production strategies and the other is reception strategies (Figure 1). Production strategies are compensation for lack of linguistic knowledge for speakers, such as "circumlocution", "fillers" and "paraphrasing", etc. On the other hand, reception strategies are regarded as listeners' communication strategies such as "clarification of meaning" and "continuation signals." The "clarification questions associated with learners" in Rost and Ross's study (1991) can be regarded as reception strategies.

Figure 1. Vandergrift's definition of CS

<table>
<thead>
<tr>
<th>Communication Strategies</th>
<th>Production Strategy; compensation for lack of linguistic knowledge.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reception Strategy; receptive side of communication strategy.</td>
<td></td>
</tr>
</tbody>
</table>

In Vandergrift's study, twenty high school French learners aged 16 and 17 (7 males and 13 females) were interviewed in French using the Oral Proficiency Interview to ascertain their levels of language proficiency. The participants were told that they would be interviewed and that they were to answer in French as
correctly and fluently as possible and they were encouraged to ask questions. Their interviews were video recorded and rated by the investigator and then rated independently by a trained examiner. He grouped the subjects into five proficiency levels, such as novice low, novice mid, novice high, intermediate mid and intermediate high, from the result and then he analyzed what types of reception strategies were used by the subjects while they were engaged in an interactive listening task and what was the frequency of L2 learners' strategies use. As a result of his analysis of the use of reception strategies, Vandergrift categorized reception strategies into six types slightly different from those of Rost and Ross (Table 2). For example, although he didn’t observe forward inferencing, he recognized clearly that the subjects were sending nonverbal messages that facilitated further input from their interlocutor. These continuation signals, also included as backchanneling cues, were coded as ‘uptakes’ (nods, “mmm”, etc.) or ‘faking’ (a noncommittal response in spite of obvious non-comprehension). Vandergrift argued that they were an important component of strategy use.

Second, global reprise (request for repetition or rephrasing of a complete utterance) and hypothesis testing were coded separately for the target language and the native language in order to reflect the emerging use of the target language. Third, the listeners used some form of kinesics to show their lack of comprehension indirectly. Lastly, since it was difficult to distinguish the four local questioning strategies such as lexical reprise, fragment reprise, lexical gap and positional reprise identified by Rost and Ross (1991), Vandergrift grouped them into one category called ‘specific reprises’ (request for repetition or rephrasing of specific part of an utterance). In his typology, ‘uptaking’ includes
kinesics and some nonverbal signals for a continuation signal. On the other hand the strategy 'kinesics' is used only in the case of necessity of clarification.

Table 2: Taxonomy of reception strategy by Vandergrift (1997).

<table>
<thead>
<tr>
<th>Strategy</th>
<th>Definition</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>Global Reprise:</td>
<td>Listener asks for repetition, rephrasing, or simplification of preceding utterance. This may be a statement that nothing was understood.</td>
<td>I'm not sure what you mean</td>
</tr>
<tr>
<td>(English and French)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Specific Reprise:</td>
<td>Listener asks a question referring to a specific word, term, or fragment that was not understood in the previous utterance.</td>
<td>Where? You said ~. What's that?</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hypothesis Testing:</td>
<td>Listener asks specific questions about facts in the preceding utterance to verify that he or she has understood and/or what he or she is expected to do.</td>
<td>So you mean ~. Right?</td>
</tr>
<tr>
<td>(English and French)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Kinesics</td>
<td>Listener indicates a need for clarification by means of kinesics and/or paralinguistics.</td>
<td>Shake head, Throw arms in the air.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Uptaking</td>
<td>Listener uses kinesics and verbal or other nonverbal signals to indicate to the interlocutor to continue, that he or she understands.</td>
<td>Yes. I see. Nodding</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Faking</td>
<td>Listener sends uptaking signals or noncommittal responses in order to avoid seeking clarification, and admitting to the interlocutor that he or she has not understood.</td>
<td>Agreeing without comprehension</td>
</tr>
</tbody>
</table>

He concluded that the novice-level speakers relied largely on kinesics and there was gradual decline in frequency of kinesics used at the three increasingly advanced novice sublevels. More detailed data can be seen in Table 3, and it shows the mean numbers of reception strategies observed by ACTFL Oral Proficiency Level.
Table 3: Mean Number of Reception Strategies observed by ACTFL Oral Proficiency Level

<table>
<thead>
<tr>
<th>Strategy</th>
<th>Low (n=4)</th>
<th>Mid (n=5)</th>
<th>High (n=4)</th>
<th>Total</th>
<th>Mid (n=4)</th>
<th>High (n=3)</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Global reprise (L1)</td>
<td>6.5</td>
<td>2.4</td>
<td>2.5</td>
<td>3.69</td>
<td>0.25</td>
<td>0.00</td>
<td>0.14</td>
</tr>
<tr>
<td>Global reprise (L2)</td>
<td>0.75</td>
<td>2.4</td>
<td>2.0</td>
<td>1.77</td>
<td>2.0</td>
<td>0.00</td>
<td>1.14</td>
</tr>
<tr>
<td>Specific reprise</td>
<td>0.50</td>
<td>0.8</td>
<td>0.25</td>
<td>0.54</td>
<td>0.5</td>
<td>0.33</td>
<td>0.43</td>
</tr>
<tr>
<td>Hypothesis test (L1)</td>
<td>5.5</td>
<td>3.2</td>
<td>1.5</td>
<td>3.38</td>
<td>0.0</td>
<td>0.0</td>
<td>0.0</td>
</tr>
<tr>
<td>Hypothesis test (L2)</td>
<td>0.75</td>
<td>1.8</td>
<td>1.25</td>
<td>1.31</td>
<td>3.25</td>
<td>1.33</td>
<td>2.43</td>
</tr>
<tr>
<td>Uptakes</td>
<td>7.0</td>
<td>8.6</td>
<td>17.25</td>
<td>10.77</td>
<td>51.0</td>
<td>27.67</td>
<td>41.0</td>
</tr>
<tr>
<td>Faking</td>
<td>1.0</td>
<td>3.4</td>
<td>2.5</td>
<td>2.38</td>
<td>2.0</td>
<td>0.33</td>
<td>1.28</td>
</tr>
<tr>
<td>Kinesics</td>
<td>35.25</td>
<td>31.8</td>
<td>22.0</td>
<td>29.85</td>
<td>10.75</td>
<td>0.67</td>
<td>6.43</td>
</tr>
</tbody>
</table>

The previous studies such as Rost and Ross (1991) and Vandergrift (1997a), suggest that learners with various proficiencies utilize reception strategies differently. A question raised here is whether learners at the lower level such as Japanese junior high school English learners can improve their listening abilities by learning strategies which learners at upper levels are more likely to use. Also we would like to examine whether the learners increase their motivation for listening when they are able to use reception strategies, because enhancing motivation would surely assist in reducing the propensity of EFL learners abandoning listening comprehension even when experiencing difficulties.
Chapter 3
Research Project

3.1 Research questions

In the previous chapter, studies on listening and reception strategies were briefly reviewed. In this chapter we will investigate which reception strategies Japanese EFL learners at the junior high school level can use in listening comprehension and to what degree the activities with reception strategies could enhance Japanese junior high school EFL learners' listening ability.

We recognize from Rost and Ross's study that Japanese EFL learners at colleges can use reception strategies and that the specific features of their strategy use vary according to their proficiency. We also ascertained specific features of French learners in Canada (Vandergrift. 1997a). In both studies, the subjects were somehow advanced learners. Turning our attention to Japanese English education, students begin to study English at junior high schools and listening activities are quite important at those early stages. This leads us to ask whether EFL learners at the beginning stage, such as Japanese junior high school EFL learners, can also use some of the same reception strategies and whether there are specific features of these strategies that are dependent upon listening proficiency. If the learners try hard to complete listening comprehension tasks with reception strategies, we can hypothesize that they will be more motivated to communicate in English. Furthermore, if the activities enhance their transactional listening abilities as well as their skills with reception strategies, such activities would be an effective teaching method to enhance both students' communicative competence and listening test scores.
The questions we pursue in our study take the above issues into consideration and are summarized here:

a) Are there any specific features on use of reception strategies by junior high school EFL learners in Japan, according to their listening proficiency levels?

b) Can interactive listening activities with reception strategies enhance students' motivation toward listening to English?

c) Can interactive listening activities with reception strategies enhance learners' transactional listening ability?

3.2 Study

The present study is designed to observe how to increase students' motivation and their level of English listening comprehension using several reprises in reception strategies as effective means of communication in class. Firstly, three kinds of reception strategies, uptaking, global reprise and specific reprise were instructed to 44 second year junior high school students, and specific features of the subjects' performance were identified according to their levels of listening comprehension. Secondly, we evaluated subjects' motivation and willingness towards communication in English through questionnaires and their' self-evaluations after completing listening practice. Those questionnaires and self-evaluations were then analyzed to understand what parts of the listening activity, with use of reception strategies, had played a major role in bringing about a positive or negative influence on subjects' listening comprehension. Thirdly, to examine the effects of listening comprehension activities with reception strategies
on transactional listening abilities, we compared the scores of the pre-test and the post-test of a listening test.

3.2.1 Subjects

The subjects for this project were 48 eighth grade students in two classes in Wakayama Prefecture. For analysis, however, the data of 4 students who did not take all the lessons during the research project were excluded.

First, a listening test, which was taken from the STEP fourth grade test, was administered to identify the subjects' listening proficiency. Based on the scores, the students were divided into three groups: the upper, the middle and the lower groups. Table 4 indicates the number of the subjects, the average scores and the standard deviations of the three groups.

<table>
<thead>
<tr>
<th>Group</th>
<th>n</th>
<th>M</th>
<th>S.D.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Upper</td>
<td>15</td>
<td>15.93</td>
<td>2.15</td>
</tr>
<tr>
<td>Middle</td>
<td>15</td>
<td>11.60</td>
<td>0.51</td>
</tr>
<tr>
<td>Lower</td>
<td>14</td>
<td>8.47</td>
<td>2.00</td>
</tr>
</tbody>
</table>

3.2.2 Tasks and procedure

We conducted two kinds of listening tasks with reception strategies: the teacher-centered task and the pair work task. In the teacher-centered task, a teacher read a listening script in front of all the students in a class and the students listened to it. The teacher gave opportunities to the students to
interrupt when they had difficulties so that they could use reception strategies freely when necessary. When one of the students used a global reprise or a specific reprise, the teacher reacted to it to meet the request and the other students also appreciated it. After that the teacher asked some questions to the students in Japanese as comprehension check. In the pair work task, the students made pairs and while one of each pair read a script, the other student listened to it using reception strategies if necessary and they took turns. Comprehension checks were also given by the students in almost the same way as in the teacher centered task.

Now we explain the procedures of the study. In the first session, a questionnaire was given to the subjects as a way of understanding their motivation toward learning English and then a proficiency listening test was given to see students' listening abilities, and this was then followed by eight more sessions as detailed in Table 5.

In session 2, three kinds of reception strategies, uptaking, global reprise and specific reprise were instructed, and a listening activity using those strategies was demonstrated by the Japanese teacher of English (JTE) and an ALT (Assistant Language Teacher) in front of the students. In that demonstration the JTE listened to the ALT reading a listening script and the JTE used three kinds of strategies with somewhat exaggerated gestures so as to let the students recognize the definition of those strategies and their effects. The reason why those three reception strategies were introduced was due to the suspected ease of use and their utility for J.H.S learners.

In session 3, the ALT read a listening script in front of the subjects and they
tried to comprehend it, with reception strategies, all together. At the end the JTE asked three questions in Japanese for comprehension check. This is a teacher-centered task as explained above. Session 4 was as the same as session 3.

In session 5, two kinds of listening scripts were prepared (script A and script B). The students were paired and one of each pair was given script A and the other of was given script B. The ALT taught the students how to read the script of script A and they practiced reading it. The JTE taught the other students how to read the script of script B and they practiced reading it in another room, so as to prevent their partners from listening to the script before the activity. After the separated reading practice in different rooms, the pairs got together and students with script A read the script and their partners listened to it using reception strategies when necessary. Students with script A reacted to their partners' reception strategies. After the comprehension check in Japanese the roles were reversed, with the B script student reading while the other listened. This is a student-centered task explained above. Session 6 was the same as session 5.

In session 7 and 8, each individual student was invited to another room and did the activity one on one with the JTE while the others were studying English with the ALT in a classroom. The activities were tape-recorded and their performances were analyzed later for this study.

In session 9, as the final session, the researcher gave a questionnaire and the post-test, which was the same as the pre-test, to the students and finished the research (Table 5).
Table 5: Procedure of the research project.

<table>
<thead>
<tr>
<th>Session</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Questionnaire and pre-test</td>
</tr>
<tr>
<td>2</td>
<td>Teaching reception strategy</td>
</tr>
<tr>
<td>3</td>
<td>Practice of reception strategy all together</td>
</tr>
<tr>
<td>4</td>
<td>Same as session 3</td>
</tr>
<tr>
<td>5</td>
<td>Practice of reception strategy with pairs</td>
</tr>
<tr>
<td>6</td>
<td>Same as session 5</td>
</tr>
<tr>
<td>7</td>
<td>Practice of reception strategy one on one with the researcher</td>
</tr>
<tr>
<td>8</td>
<td>Same as session 7</td>
</tr>
<tr>
<td>9</td>
<td>Questionnaire and post-test</td>
</tr>
</tbody>
</table>
Chapter 4
Data Analysis

In this chapter, the subjects' use of reception strategies, the conversations recorded in the activities, and the subjects' self-evaluation through the activities will be analyzed to understand the effects of the activities on listening ability.

4.1 Analyses of strategy employment according to proficiency level.

Since the performances of the subjects were audio-recorded, we couldn't analyze subjects' kinesics "uptaking"; we only counted the frequency of specific reprises and global reprises (See Table 6, Figure 2, and Figure 3).

Table 6: A summary of strategy use by the three groups

<table>
<thead>
<tr>
<th>Group</th>
<th>The number of the subjects that uses reprises</th>
<th>Frequency of reprises</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Global Reprise</td>
<td>Specific Reprise</td>
</tr>
<tr>
<td>Upper</td>
<td>10</td>
<td>9</td>
</tr>
<tr>
<td>Middle</td>
<td>13</td>
<td>3</td>
</tr>
<tr>
<td>Lower</td>
<td>8</td>
<td>5</td>
</tr>
</tbody>
</table>

Figure 2
From the analysis, different features of strategy use were observed in each group. The upper group used specific reprises most often of all groups. It is suspected that they had only a few unfamiliar words in the script which they could easily detect and ask for clarification with specific reprise. In most cases the unfamiliar words they clarified with specific reprise were the keywords of the scripts. This clearly coincides with what O’Malley et al. (1989) pointed out about L2 learners’ listening strategies. According to O’Malley et al. (1989: 429), “in general the effective listeners seemed to be listening for larger chunks, shifting their attention to individual words only when there was a breakdown in comprehension, and in contrast ineffective listeners seemed to approach listening as a task primarily requiring comprehension on a word-by-word basis.”

The subjects in the middle group used global reprise most often and on the contrary the fewest specific reprises were observed. The striking difference between the two strategies was partly caused by their relatively weak vocabulary compared with the subjects’ in the upper group. The subjects were not able to focus on words for specific reprises and therefore they instead used global reprises.
Another possible reason is they may have less ability and/or confidence to pronounce unfamiliar words when they wanted to use specific reprise and they may have used global reprise instead of specific reprise; or their inability to remember unfamiliar words may have prevented them from use of specific reprises.

The fact that the number of the subjects (5 out of 14) who used neither global reprise nor specific reprise in the lower group is the most among three groups is clearly supported by O'Malley et al's study (1989) in the sense that ineffective listeners tended to easily give up when there was a comprehension breakdown. In this research, however, there were quite a few subjects in the lower group who utilized both global reprise and specific reprise and more subjects used the specific reprise than those in the middle group. Unfortunately three students in the lower group could not comprehend the scripts despite their use of the strategies. The reasons for this will be explained in a qualitative analysis in the next section.

4.2 A qualitative analysis of individual performance.

We will first examine two typical patterns of strategy use by the upper group subjects. Both of them used global reprise first and then did specific reprises; however, they seemed to use the strategies differently. Look at Extract 1.

*Extract 1.*

21Tester: Let's make a barrier free society. That's all.
22A: *Eehh...nanka attano...* One more time please.
23Tester: Do you know Ototake Hirotada? He has no arms or legs.
24A: Yes.
25Tester: Sometimes he has a hard time without them.
26A: Yes.
But he can move around in his wheelchair. People may think that he is not happy.

Yes.

But he can move around in his wheelchair. People may think that he is not happy.

Yes.

But he says, “I’m not sad at all, I enjoy my life every day.”

Yes.

People in wheelchairs can’t use stairs.

Sensei, stairs.

Stairs. People use stairs.

roka?

No, no. Go down or go up.

kaidan?

That’s right. People in wheelchairs can’t use stairs.

When subject A finished listening to the script for the first time, she said to herself, “There was something” in Japanese (Line 22). She was trying to recall some unfamiliar words she heard in the script but she couldn’t, and then she used a global reprise asking the tester to read the whole text once again. Although the utterance by A (Line 22) was a global reprise, it clearly indicates that she had been searching for a certain unfamiliar word in her memory. As soon as A heard the word that she was searching for (Line 34), she stopped the tester and used specific reprise for a clarification of the meaning of the word “stairs”.

On the other hand, subject B’s global reprise might be another kind. Look at Extract 2. Subject B used a global reprise (Line 8) as soon as the tester finished reading the script. And when the tester finished reading the script second time, he used specific reprise (Line 10).

Extract 2.

My name is Nikaw. I’m from Kenya. I was born in Nairobi the capital city of Kenya. I came to Japan as an exchange student. I’m learning Japanese and Japanese culture. Some Japanese asked me, “Do you live in a jungle? Or “Do you see lions near your house?” I think some Japanese have a fixed simple image of
Africa. My hometown Nairobi is as big as Tokyo. I can see lions only in a national park far away. We have to drive many hours to go there. I hope Japanese people will learn more about Africa. That's all right.

8B: Mo ikkai. Please once more.

9Tester: OK. My name is Nikaw. I'm from Kenya. I was born in Nairobi the capital city of Kenya. I came to Japan as an exchange student. I'm learning Japanese and Japanese culture. Some Japanese asked me, "Do you live in a jungle? Or do you see lions near your house?" I think some Japanese have a fixed simple image of Africa. My hometown Nairobi is as big as Tokyo. I can see lions only in a national park far away. We have to drive many hours to go there. I hope Japanese people will learn more about Africa.

You said bo... 

10B: You said bo....

11Tester: Born. For example, I was born in Wakayama in 1964. So maybe you were born in Kainan, right?

It is suspected that subject B probably used a global reprise to let the tester reread the script so that B could understand the gist of the script more clearly or more in detail.

As we mentioned above, both of them first used global reprise, and then they used specific reprise. Subject A used global reprise while searching for the unfamiliar words. On listening to the script the second time, as soon as the unfamiliar word was read, subject A stopped the tester and immediately used a specific reprise. On the other hand, subject B used global reprise and listened to the script again to the end without specific reprise. Taking those aspects into consideration, we can probably conclude that subject A's global reprise focused on a more micro level (word or phrase level) and in contrast subject B's focused on a more macro level (context level), which leads us to divide global reprise into two types. One is "micro global reprise" and the other is "macro global reprise".

When a listener uses a micro global reprise, he/she has almost completed constructing a mental model for comprehension but missed some important information. When a listener uses a macro global reprise, he/she is still
constructing a mental model or restarts building the model from the scratch.

Next we will examine some performances in the lower group. Three of the five subjects in the lower group used specific reprise, but didn’t succeed in comprehension. There are three possible reasons that can explain this. One is because the unfamiliar words the students used specific reprise for had less or no significance to the overall meaning or gist of the script. Look at extract 3.

Extract 3.

5Tester: OK, good, let’s get started. Stevie Wonder is an African American musician. He is known to everyone. He was born in 1950. He soon lost his eyesight. When Stevie was a little boy, he usually enjoyed listening to music on the radio. He used spoons to keep rhythm with the music. He became very good at playing the drums, the piano and so on. People who listened to his music were amazed. That’s it.

6C: Owari?

7Tester: Yes, that’s all.

8C: Once more please.

9Tester: OK, Stevie Wonder

10C: Ab, You said Stevie Wonder?

11Tester: Yes.

12C: What’s that?

13Tester: So Stevie Wonder is a musician. Singer.

14C: Singer.

15Tester: Yes. Singer. African American musician. OK? He is known to everyone. He was born in 1950. He soon lost his eyesight. When Stevie was a little boy, he usually enjoyed listening to music on the radio. He used spoons to keep rhythm with the music. He became very good at playing the drums, the piano and so on. People who listened to his music were amazed. OK?

16C: OK.

Subject C asked what Stevie Wonder was with specific reprise (line 10 and 12). Even though Stevie Wonder is a famous singer, she seemed not to know him. As “Stevie Wonder” was a person’s name, it could not be a key word for comprehension for those who do not know Stevie Wonder at all, because the script was a descriptive passage about Stevie Wonder. Thus her specific reprise could
not lead to comprehension of the content of the script.

Another reason is due to a subject's inability to explain a word for specific reprise to the speaker. Look at extract 4.

*Extract 4.*

4D: OK.
5Tester: OK, good. Listen. My name is Nikaw. I'm from Kenya. I was born in Nairobi the capital city of Kenya. I came to Japan as an exchange student. I'm learning Japanese and Japanese culture. Some Japanese asked me, "Do you live in a jungle? Or, do you see lions near your house?" I think some Japanese have a fixed simple image of Africa. My hometown Nairobi is as big as Tokyo. I can see lions only in a national park far away. We have to drive many hours to go there. I hope Japanese people will learn more about Africa. That's all.

6D: *Uuuun, nantonaku wakattakedo, nantoka nantoka te agattatoko saigonotoko wakaran.*
7Tester: Do you live in a jungle?
8D: *So.*
9Tester: Jungle.
10D: *Janguru wa janguru ka...*
11Tester: Do you live in a jungle or do you see lions near your house? Japanese people often asked me like this. OK?
12D: OK.

Subject D tried to explain which word he wanted to ask in Japanese (Line 6). However, he failed and the tester misunderstood and picked up another word. We don't know what word subject D wanted to ask with the specific reprise. At any rate the reprise did not lead to the comprehension of the script.

A third possible reason is due to an adherence to the Japanese translation of some words too much and couldn't understand the definition within the context. O'Malley et al (1989) mentioned that ineffective listeners tended to comprehend what they heard on a word-by-word basis like this. See Extract 5.
Extract 5.

10E: Once more please.
11Tester: All right. In 1961 an astronaut in Russia became the first person to see the earth from the space. It was a very exciting event, but it was a shock for a lot of Americans. They thought Soviet became No1 and America became No2 in space science. In 1969 Mr. Armstrong became the first person to walk on the moon. People around the world were surprised at the news.

12E: Huun.
13Tester: Today sixteen countries including Japan are building a spaceship hand in hand. The international cooperation is very important now.

14E: You said building.
15Tester: Yes.
16E: What’s this?
17Tester: Oh, building. Building, ah, like making.

18E: Tsukuri?
19Tester: Yes.

20E: You said “space science”.
21Tester: Yes, “space science”.
22E: What’s this?
23Tester: So you know “science”?
24E: rika?
25Tester: Yes, yes. So space science. Science about the space.
26E: uchu?
27Tester: That’s right. Science about the space.
28E: uchu no rika? Wakaran.
29Tester: So making a space shuttle is a kind of space science.
30E: Tsukurareta mono? Space science? Uchu no rika? Wakaranai

In line 20 and 22, subject E tried to comprehend the definition of ‘space science’, but couldn’t understand the meaning in the context, and clung to the image of the word ‘science’ as it is one of the subjects that were taught at school.

On the other hand the subjects in the upper group used specific reprise quite effectively. Look at other extracts.

Extract 6.

1Tester: So F, are you ready?
2 F: OK.
3Tester: Listen to me carefully. My name is Nikaw. I’m from Kenya. I was born in Nairobi the capital city of Kenya. I came to Japan as an exchange student. I’m learning Japanese and Japanese culture.
Some Japanese asked me, "Do you live in a jungle? Or do you see lions near your house?" I think some Japanese have a fixed simple image of Africa. My hometown Nairobi is as big as Tokyo. I can see lions only in a national park far away. We have to drive many hours to go there. I hope Japanese people will learn more about Africa. That's it.

4F: *Owari?*
5 Tester: Yes, that's it.
6 F: You said *ex* exchange?
7 Tester: Yes. Exchange student. Like students from a foreign country. For example from America, came from Australia, came from Kenya. And came to Japanese school and study with Japanese students.
8 F: *Ah Ah.*
9 Tester: Did you get it?
10 F: OK.
11 Tester: So Nikaw-san is an exchange student from Kenya. OK?
12 F: OK.

In line 6, subject F used a specific reprise. Though she couldn't pronounce the word "exchange" clearly, she indicated that she didn't understand the word "exchange". Understanding the meaning of the word lead her to comprehension of the script. She figured out the reason why Nikaw came to Japan. Let's see another example.

*Extract 7.*

1 Tester: Good morning, G.
2 G: Good morning.
3 Tester: So let's get started. Stevie Wonder is an African American musician. He is known to everyone. He was born in 1950.
4 G: *Uh?*
5 Tester: He soon lost his eyesight. When Stevie was a little boy, he usually enjoyed listening to music on the radio.
6 G: *Hun.*
7 Tester: He used spoons to keep rhythm with the music. He became very good at playing the drums, the piano and so on. People who listened to his music were amazed. That's it.
9 Tester: OK. Stevie Wonder is an African American musician. He is known to everyone. He was born in 1950. He soon lost his eyesight. When Stevie was a little boy, he usually enjoyed listening to music on the radio. He used spoons to keep rhythm with the music. He became very good at playing the drums, the piano and so on.
People who listened to his music were amazed.
That's it.

10 G: You said "eyesight". What's this?
11 Tester: Ah, he lost his eyesight. He lost his eyesight. He can't see.
12 G: Oh.
13 Tester: OK?
14 G: OK. OK.

In line 10, subject G used a specific reprise to understand the meaning of the word "eyesight". The tester explained what 'lost eyesight' meant, which let him understand that Stevie Wonder is a blind musician. Before listening to this script, he didn't know who Stevie Wonder was at all, just like subject C. In this case, however, to know that the main character of the story is a blind singer is a good clue to understand the gist of the script.

In the next session we will study how these activities with reception strategies influenced subjects' motivation.

4.3 Motivation toward communication in English through listening activities with reception strategies.

Figures 4 to 7 are the results of the questionnaire given to the students after the interactive listening activities. The responses to the statements represented in each graph were numerically ordered from 1 to 5, the meaning of these numbers is as follows: 1 = I strongly think so.(100%), 2 = I think so. (more than 60%), 3 = I think so a little.(more than 30%), 4 = I don't know. (less than 30%), and 5 = I don't think so at all (0%).

Figure 4 shows that about seventy percent of the subjects thought that they became more active on listening activities. More than half of the subjects felt more familiar with listening activities as we can see in Figure 5. Figure 7 shows more than seventy percent of the subjects became able to infer the gist of the
scripts read to the students.

These figures clearly show that by experiencing the interactive listening activities the subjects were motivated towards listening to English and became more active listeners. Next we will see some subjects' comments. Some examples of students' opinions or self-evaluations are shown in Table 7.
Table 7: Some comments on interactive listening activities (originally written in Japanese).

<table>
<thead>
<tr>
<th>Subject</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>H</td>
<td>I originally liked listening activities, but I have come to like them better through this activity with reception strategies. Though I only took notes during listening so far, I recognized that reactions to a listener are important and doing such things allowed me to memorize the content easier. I would like to challenge listening activities as much as possible from now on.</td>
</tr>
<tr>
<td>I</td>
<td>I was happy to be able to use uptaking and reprises, but I sometimes felt it was hard to comprehend scripts. I enjoyed this activity because it was not one way communication but interactive one.</td>
</tr>
<tr>
<td>J</td>
<td>I had never experienced listening activities with my partner like this. First I felt shy, however pair work was a lot of fun. I used reprises and it made me recognize some clues to comprehend the scripts. When I found some clues, I came to like listening activities. I felt comfortable when I understood what my partner said in English. I would like to increase my vocabulary more.</td>
</tr>
<tr>
<td>K</td>
<td>I thought listening activities were very difficult. However I became very patient even when I got some unfamiliar words, because I thought I could use reprises later. Now I can use reprises naturally and would like to use them more from now on.</td>
</tr>
<tr>
<td>L</td>
<td>The word &quot;Listening&quot; sounded difficult for me, but I recognized even lists of multiple choices in a listening test could be good clues to understand the content of a script. I came to think that paying attention to the end of a script was very important even when I found some unfamiliar words. First, I was not used to reprises, but I thought if I could use them more naturally, I could enjoy conversation with many kinds of people. I want to get used to English conversation more.</td>
</tr>
<tr>
<td>M</td>
<td>I learned how to communicate in English. In pair work activities, I used a lot of strategies to comprehend when I was a listener. When I was a speaker, I tried to read the script as clear as possible to let my partner understand it easily. I was not good at listening to English, but I'm becoming better.</td>
</tr>
<tr>
<td>N</td>
<td>I became more active on communication. I recognized a little that communication in English was very important as well as one in Japanese.</td>
</tr>
</tbody>
</table>

Some subjects emphasized some processes of communication, such as "communication", "reaction", "conversation" etc. That indicates listening activities with reception strategies are more likely to be regarded as real...
communication and the students can become active on listening. Thus these activities may be perceived to be similar to authentic conversation. Furthermore subject M mentioned that she tried to read a script as clear as possible to let her partner understand it easily. When the subjects became the speakers in the activities, they tried hard to read the scripts to let their partner understand the contents. That means the speakers became more active participants in the activity as well as the listeners. These aspects clearly show that the students became highly motivated to communicate in English, especially listening to the scripts.

4.4 Effects on listening ability from the activities with reception strategies.

At the end of the project we gave a post test (Table 8 and Figure 9). It is clear the average scores in all groups got higher with the post-test than the ones at the pre-test, especially in the lower group.

Table 8: Comparison of the scores of pre- and post-test.

<table>
<thead>
<tr>
<th>Group</th>
<th>n</th>
<th>Pre Test</th>
<th>Post Test</th>
<th>M Delta % (change)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>M</td>
<td>S.D</td>
<td>M</td>
</tr>
<tr>
<td>Upper</td>
<td>15</td>
<td>15.93</td>
<td>2.15</td>
<td>16.67</td>
</tr>
<tr>
<td>Middle</td>
<td>15</td>
<td>11.60</td>
<td>0.51</td>
<td>13.20</td>
</tr>
<tr>
<td>Lower</td>
<td>14</td>
<td>8.47</td>
<td>2.00</td>
<td>12.07</td>
</tr>
</tbody>
</table>

Figure 9.
For ethical reasons, we couldn't have a control group to contrast with the experimental groups. Thus, it is difficult to conclude that this activity itself caused the improvement of the subjects' listening comprehension. However, it is safe to suggest that the activity positively affected the subjects' performance, especially the scores of the middle and lower groups.

There are three reasons for the improvement that will be explored here. Firstly, the subjects got used to the patterns of the activity in the project. Secondly, as the result of the post questionnaire showed, the subjects tried hard even when they encountered unfamiliar words or unlearned words in the middle, potential breakdown points. Lastly, learning strategies acquired through the activities with reception strategies were used in transactional listening comprehension. “Learning strategies are techniques which students use to comprehend, store, and remember new information and skills” (Chamot and Kupper 1989:13). Chamot and Kupper reported effective use of strategies appeared to lead to more effective learning strategies such as self-monitoring and elaboration. It would not be unreasonable here to suggest that there is a possibility that listening activities with reception strategies activated subjects' learning strategies. In the next chapter we overview listening strategies and consider the possible connections between learning strategies and reception strategies.
Chapter 5
Listening Comprehension Strategies and Reception Strategies, and Conclusion

5.1 A definition of listening comprehension strategies

Listening comprehension strategies are considered to be parts of learning strategies which focus on listening comprehensions. "The learning strategies are the special thoughts or behaviors that individuals use to help them comprehend, learn, or retain new information. Usually in the context of second language acquisition it focuses on the application of learning strategies to second language acquisition by students learning a second language" (O'Malley and Chamot, 1990:1). According to O'Malley et al (1989), learning strategies are concerned with language acquisition, while production and communication strategies relate to language use. Production strategies are for accomplishment of communication goals, and communication strategies (including reception strategies) facilitate to compensate for lack of communicative competence. On the other hand, learning strategies are mainly categorized into two types. One is metacognitive and the other is cognitive. Chambot and Kupper (1989) define that metacognitive strategies are self-regulatory strategies in which learners are aware of their own thinking and learning, and plan, monitor, and evaluate their own learning endeavors. They define cognitive strategies as strategies in which learners work with and manipulate the task materials themselves so as to complete the task. O'Malley and Chamot (1990) typologise listening comprehension strategies (meta cognitive strategies and cognitive strategies) from their study and Vandergrift (1997b) listed them (Table 9).
Table 9: Listening Comprehension Strategies and their Definitions with representative Examples. Vandergrift (1997b) adapted from O’Malley and Chamot (1990)

### Metacognitive Strategies

<table>
<thead>
<tr>
<th>Strategy</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Planning</strong></td>
<td>Developing an awareness of what needs to be done to accomplish a listening task, developing an appropriate action plan and/or an appropriate contingency plans to overcome difficulties that interfere with successful completion of the task.</td>
</tr>
<tr>
<td><strong>Monitoring</strong></td>
<td>Checking, verifying, or correcting one’s comprehension or performance in the course of listening task.</td>
</tr>
<tr>
<td><strong>Evaluation</strong></td>
<td>Checking the outcome of one’s listening comprehension against an internal measure of completeness and accuracy.</td>
</tr>
<tr>
<td><strong>Problem Identification</strong></td>
<td>Explicitly identifying the central point needing resolution in a task or identifying an aspect of the task that hinders its successful completion</td>
</tr>
</tbody>
</table>

### Cognitive Strategies

<table>
<thead>
<tr>
<th>Strategy</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Inferencing</strong></td>
<td>Using information within the text or conversational context to guess the meaning of unfamiliar language items associated with a listening task, to predict outcomes, or to fill in missing information.</td>
</tr>
<tr>
<td><strong>Elaboration</strong></td>
<td>Using prior knowledge from outside the text or conversational context and relating it to knowledge gained from the text or conversation in order to predict outcomes or fill in missing information.</td>
</tr>
<tr>
<td><strong>Summarization</strong></td>
<td>Making a mental or written summary of language and information presented in the listening task.</td>
</tr>
<tr>
<td><strong>Translation</strong></td>
<td>Rendering ideas from one language to another in a relatively verbatim manner.</td>
</tr>
<tr>
<td><strong>Transfer</strong></td>
<td>Using knowledge of one language (e.g., cognates) to facilitating in another.</td>
</tr>
<tr>
<td><strong>Repetition</strong></td>
<td>Repeating a chunk of language (word or phrase) in the course of performing a listening task.</td>
</tr>
<tr>
<td><strong>Resourcing</strong></td>
<td>Using available reference sources of information about the target language, including dictionaries, textbooks or prior work.</td>
</tr>
<tr>
<td><strong>Grouping</strong></td>
<td>Recalling information based on grouping according to common attributes.</td>
</tr>
<tr>
<td><strong>Note-taking</strong></td>
<td>Writing down key words and concepts in abbreviated verbal, graphic, or numerical form to assist performance of a listening task.</td>
</tr>
<tr>
<td><strong>Deduction/Induction</strong></td>
<td>Consciously applying learned or self-developed rules to understand the target language.</td>
</tr>
</tbody>
</table>
5.2 Previous study on listening comprehension strategies.

In order to use background knowledge effectively (what we already know about the content and the form) and context (what has already been said) to predict and then to confirm meaning effectively, we need to acquire some of the cognitive and metacognitive strategies. Vandergrift (1997b) investigates specific features of how to use listening comprehension strategies according to learners' listening comprehension levels through think-aloud protocols. In his study the 36 participants were high school Core French students (16-17 years old) from four different course levels (year one and year two of a three-year program; year five of six-year program; and year eight of a nine-year program). Later the students were interviewed individually in French using the ACTFL/ETS Oral Proficiency Interview for their levels of language proficiency to be evaluated. And according to the results, they were grouped into six levels, such as novice 1, novice 2, novice 3, intermediate 1, intermediate 2 and intermediate 3.

According to his study, Novice listeners reported more surface-processing strategies such as translation, transfer, and repetition. Intermediate listeners reported more use of deep-processing, metacognitive strategies such as "comprehension monitoring" and "problem identification". We consider that those metacognitive strategies are key factors to enhance novice level EFL learners' listening comprehension.

5.3 Possibilities that reception strategies enhance listening comprehension strategies.

Though O'Malley et al (1989) drew a line between communication strategies, including reception strategies, and learning strategies, we consider that they
closely related to each other. Look at figure 10.

**Figure 10:** Listening comprehension strategies in transactional listening related to reception strategies in interactive listening

<table>
<thead>
<tr>
<th>Interactive Listening</th>
<th>Transactional Listening</th>
</tr>
</thead>
<tbody>
<tr>
<td>Global reprise</td>
<td>monitoring, elaboration problem identification</td>
</tr>
<tr>
<td>Specific reprise</td>
<td>monitoring, elaboration problem identification, repetition,</td>
</tr>
<tr>
<td>Uptaking</td>
<td>monitoring</td>
</tr>
</tbody>
</table>

When listeners use global reprise in interactive listening activities, they simultaneously check their comprehension in the course of the listening task. This is 'monitoring'. We also identify the central point necessary for problem resolutions in a task. This is 'problem identification'. When they use specific reprise, they repeatedly focus on a segment of language in a script, in addition to 'monitoring' and 'problem identification'. Highly proficient learners may use 'elaboration' when they use either global reprise or specific reprise. When uptaking is used, so that interlocutor can continue, they simultaneously check their comprehension of a script. As they use those listening comprehension strategies while using reception strategies in interactive listening activities, those skills are activated and enhanced and both interactive listening strategies and learning strategies work complementarily. We argue that they may be transferred even in transactional one way listening activities. Thus, the scores of the post-test in this study improved from the scores of the pre-test.
5.4 Conclusion

We can now formulate the following conclusions through this study. Reception strategy instruction is effective as a method to improve Japanese junior high school EFL learners' listening skills because it can accelerate the transactional listening abilities and improve their motivation towards listening activities. We also recognized even among the first stage learners such as junior high school EFL learners in Japan, some specific features appeared according to their listening proficiency level. The students in the upper group used strategies most frequently and effectively.

Lastly, we would like to address the future direction of this study. In this research project, the improvement of listening comprehension was identified by comparing the scores of pre- and post-test. Due to a lack of time and preparation, we were unable compare the groups with a control group and thus we can't conclude the use of reception strategies themselves purely enhanced learners' transactional listening abilities. We would now like to go on to explore whether instruction and use of reception strategies enhance their listening abilities by having appropriate experimental designs. We will also investigate, by using think-aloud protocol techniques and questionnaires, whether EFL learners employ listening comprehension strategies, especially problem comprehension monitoring and problem identification when they use reception strategies.
Works cited


Appendix
Questionnaire

（1）今回のリスニングの活動を通して、次の質問についてあなた自身がどの程度あてはまるか、①～⑤の中で一番適切と思う番号に○を付けてください。

①非常に当てはまる（当てはまる割合100％）
②当てはまる（60％以上） ③少し当てはまる（30％以上）
④どちらとも言えない（30％未満） ⑤全然当てはまらない（0％）

1．より積極的に英語を聞く態度が身に付いた。
   ①  ②  ③  ④  ⑤

2．リスニングをより身近に感じるようになった。
   ①  ②  ③  ④  ⑤

3．聞こえてくる英語が何についてのものか、予測して聞くようになった。
   ①  ②  ③  ④  ⑤

4．難しい英文を聞いて、わからない原因が何か考えるようになった。
   ①  ②  ③  ④  ⑤

5．少しずつわからない単語が出てきても、最後までわからないようになった。
   ①  ②  ③  ④  ⑤

6．英語で話すとき、話し相手に反応することは大切だと思うようになった。
   ①  ②  ③  ④  ⑤

7．英語でコミュニケーションすることに、より興味を持つようになった。
   ①  ②  ③  ④  ⑤

（2）その他、感じたことを何でもいいから書いてください。