

A Serial Ordering of Listening Comprehension Strategies Used by Advanced ESL Learners in Hong Kong

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This study investigated the possible existence of a sequence of use of listening comprehension strategies by advanced ESL learners. Eighteen university-level Chinese students in Hong Kong participated in this study. Data was collected by think-aloud procedures, in which the students reported whatever came to their minds while listening to three audio texts selected from commercial ESL textbooks. The think-aloud reports were taped, transcribed, and coded for the identification of listening comprehension strategies against a twenty-item coding scheme. Results of the implicational scaling analysis revealed that these students had a similar pattern of strategy use regardless of their gender and English achievement. A follow-up qualitative analysis of the representative protocols uncovered a sequence of strategy use in the processing of aural information. The systematicity of listening strategies might inspire language professionals to develop innovative strategy-based instruction courses which focus on strategy use at different stages of listening.