

## Appendix C

Learner Account 1.1 English Version
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Laszlo immigrated to the United States from Hungary, where he had begun his English studies on his own. Once in the United States, he began to work. At the time of the interview which formed the basis for this account, he was also taking formal courses in English for seven hours a week while he continued to work.

I didn't learn English in school. I learned it in a private way, so I had problems with my spoken English and the practical way of expressing my thoughts to put the ideas into forms was my problem. I understand by reading much more than speaking. In the first [when he had arrived in the United States], I couldn't catch [what] other people said because it was very strange for my ear.

After reading...it's difficult. I couldn't speak to anybody...my problem [is] I understand a lot of words... that is only the passive way of improving my knowledge...But ...here I have [the] opportunity to speak more to practice the theoretical knowledge I acquired in Hungary... I had some improvement.

In Hungary I read and I learned alone... I didn't have a good method though... a system. I bought a book. It's English, a verb book. Then I went through it...four lessons. I learned the verbs, the grammar, but one of my deficiencies was I didn't resolve the exercises. I only accumulated a great deal of the words and expressions. I didn't take the trouble. I was impatient...in a short time I wanted to ... [acquire] a very large quantity of knowledge.

*When you found something you didn't understand. How did you deal with it?*

I looked it up in the dictionary. I had a good dictionary though it was English-Hungarian so I didn't eliminate the Hungarian language. Here I have an English dictionary...Webster's...so the explanation of the word is in English; it's much better. I don't have to think in my native language.

I came here in March...so two months I spent in Ohio. I worked. I got a job... I was [an] aluminum polisher. I didn't have the chance to speak. I was silent all day. That was not pleasant.

After work, I had some friends...Americans. Whenever I didn't understand anything, I asked, I inquired and they explained. I was not ashamed to ask. That was the main point. I tried to overcome the shame...this fear and ...This is the only way to

learn to ask always ... learn....

*What did you do after they explained it to you?*

I kept it in mind. I practiced... I tried to keep it in my mind.

*You tried to remember it?*

Yes, [to] memorize and to recollect it more times in a day... and to use it to build a sentence by myself and in conversation.

*Did you have any other ways to figure out the meaning?*

Sure... the word is not isolated. It's in the environment of other words. Sometimes I inferred the meaning. Sometimes I didn't ask because I found it on my own...

*What do you do when you want to say something in English? Do you plan before?*

When I talk... I try to eliminate my native language so the idea and the word are almost simultaneous. I concentrate on what I say but I don't formulate it from the Hungarian language. I remember in Hungary three years ago, at the very beginning I used the method when I connect the English word to the object and not to Hungarian word, so I made an associative relation---the objects and the English word...I think of the idea, the image and not the Hungarian word.

Of course, when I talk, I always have the feeling that I'm making a mistake, so I ask my friends to correct me.

*After they corrected you, what did you do?*

I noticed... I kept in mind. I fixed it in [my] mind. I try to remember. I think about the meaning. I never imitate without understanding. There is always movement in my mind. Sometimes I try to figure out my mistakes myself by connecting the word or phrase to the situation where I learned it.

It's a good way to learn from those kind of mistakes...good because I learned by that. I became aware of my mistakes. [But] ... that's not a good feeling to know how little I know and how much I have to improve to reach a good level...[but] it gave me power, it gave me energy to get over these difficulties and at the same time it was despairing how much I have to learn but usually it gave me an energy and a motivation to work [on] these problems.

*What about when you don't know how to say something, for example ordering a sandwich in a restaurant? What do you do?*

I hear how others ask... Not that I couldn't [ask myself] but it wouldn't sound American. My version wouldn't be the highest level. So I always pay attention to people's speech. My mind is always open to accept information about the language. I

always concentrate because I have to learn.

I plan to acquire this language perhaps in another ten years.

Learner Account 1.2 English Version
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Ilse, who had learned English in high school in Austria, spent a year or more living and traveling in the United States shortly after completing her high school. The she returned home.

I came here in May mostly to learn English and study the language where I can watch the culture and background.

I think it's easier to learn the language when you can watch the culture and the people and everything. I especially want to take the habits from the people when I'm in this country. I want to learn everything, all customs and everything.

I suited eight years in high school—but only one or two lessons a week. You don't profit of it because most things are spoken in German; you only learn grammar.

I saw I knew very much grammar [when I came to the United States] but I couldn't speak a word. I didn't dare to speak a word. I couldn't express myself in the right way, so I was afraid to speak. But when you are forced to speak, it comes at the time. That's the benefit of studying in the country.

In school in you country, you can study a long time [and never learn]...because you have to translate everything into your language. But here, as far as I'm concerned after some time I began to think also in English.

When I first came, I spent most of my time walking. I only walked and listened to the people speaking and went to museums and interesting places. I wanted to know where I was... Little by little I lost the fear of everything foreign and I became accustomed to the sound. It's very important to get the sound and to keep it and to transfer everything to thinking.

I watched a little TV too. I didn't understand the TV news very well at the beginning ... a few words but it didn't give me the content. It was very difficult and boring. I didn't get what they spoke. But I tried to understand to get the main idea... according to the few words I understood. Maybe there were more words that I knew, but the sound was difficult. It was too fast.

Maybe I didn't increase my vocabulary much, but I got used to the sound. Now I understand with the same vocabulary.

I also listened to people's conversations. Of course, some idioms, those that are very unusual, you can't understand at the beginning. But they are used very often and

you ask one day what it is and what it means. Then you know it and get it into your vocabulary. But some things are hard to use because the conversation goes so fast.

Exercises in class were very useful. When the teacher notices the classes didn't understand something, then we repeat it over again and I see if what I thought before was not right and then I compare it. I just don't take it as it comes. I change it in my mind. There's always a movement. You don't recognize it exactly. You only know that it becomes better.

When I read, I try to look up as little as possible. I try to avoid memorizing vocabulary. I try to get it out of the context and to get it by using it. When I don't understand a passage, I read more and more and I look up only the words that are really important. Then I try to remember the meaning in English and not to translate everything into German.

Sometimes I try to find other examples for it---other meanings to explain the word in English. That's what I mean by using. It's better for thinking in the language, because when you look up every word, you are always in thinking in your language... But when you try to remember it and try to get it out of the context, you begin to think in English. I think this is very important because some words don't have the same meaning in different languages. Some have only a meaning in one language. You couldn't translate it because it wouldn't sound very good, so I don't try.

I'm also taking Spanish classes. That's a good way to learn because I also have the exercise in English that I told you about---listening to the people and putting the sound in my mind. I do that there too. Of course Spanish is very different from English. In Spanish you speak like you write. In English pronunciation is different from the writing. But it's not so very difficult. It's difficult but also I compare. Some words are similar in English and Spanish and completely different in German. Some words in German and Spanish are similar and completely different in English.

So when you compare those you also learn because you remember it more easily. This is also an example of using. Using is better than memorizing only.

Appendix D  
Listening Comprehension Strategies Questionnaire  
(English Version)

First Part: Pre-listening strategies

1. Before listening, I preview the materials or the main idea of the content.
2. Before listening, I prepare to focus my attention on the listening.
3. Before listening, I prepare myself to concentrate.
4. Before listening, I decide in advance to listen for specific aspects of texts.
5. Before listening, I tell myself to listen or to think only in English.
6. Before listening, I predict what the content will be about or try to anticipate the possible listening questions.
7. Before listening, I don't do anything but wait and see.
8. What other pre-listening strategies do you use? Please name them. \_\_\_\_\_.

Second Part: While-listening strategies

9. While listening, I try to keep up with the speed.
10. While listening, I ask myself what I am listening to, or what I have understood.
11. While listening, I check my comprehension to see whether it is right or wrong.
12. While listening, I am aware of any shift in my attention and I refocus when I starts to wander.
13. While listening, I evaluate how much knowledge I have about this topic.
14. While listening, I try to translate words or sentences into Chinese.
15. When practicing listening comprehension, I use the dictionary to look up new vocabulary, phrases, or grammar first and then listen.
16. When practicing listening comprehension, I listen again to unclear items.
17. I put the details together to comprehend texts.
18. While listening to the text, I listen to each word one at a time.
19. I try to understand each word.
20. While listening, I focus on the details.
21. While listening, I repeat words or phrase mentally.
22. I use intonation to segment words or phrases.

23. I use pausing to understand the content.
24. I listen for structures.
25. I use my knowledge of grammatical rules to understand texts.
26. While listening, I relate new words to known words.
27. I listen for main ideas first and then details.
28. I think only in English.
29. I predict or make hypotheses about what the content will be and then verify my anticipation.
30. I guess unknown words from the content or intonation.
31. While listening, I use knowledge about the topic that I already had.
32. I relate new information to personal experience or world knowledge.
33. While listening, I use my knowledge about English to comprehend texts.
34. While listening, I imagine a picture to comprehend texts.
35. While listening, I take notes.
36. While listening, I classify words that I've heard according to their attributes or properties.
37. While listening, I use words of other languages (such as French, German, Spanish,...etc.) that I've learned to comprehend English.
38. While listening, I try to summarize the main ideas mentally or in written form.
39. When I don't understand a speaker's English, I ask him /her to repeat what he or she has just said. .
40. When I meet items that are unclear to me, I ask my classmates or teacher to help me understand them.
41. While listening, I reassure myself "I'm right" or "I know it" to calm myself.
42. While listening, I take a deep breath, relax, or think about something funny to reduce my anxiety.
43. What other strategies do you use while listening? Please name them -----  
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### Third Part: After-listening strategies

44. After listening, I summarize the main ideas mentally or in written form.
45. After listening, I review what I just heard and take notes.
46. After listening, I reflect on my problems or difficulties.
47. After listening, I look up the words or phrases that I don't understand.
48. After listening, I memorize the important words, phrases or idioms.

49. After listening, I use the new words or phrases to make sentences.
50. After listening, I try to use the new sentences in daily conversation.
51. After listening, I discuss the content with my classmates and ask about parts I didn't understand.
52. After listening, I evaluate how much I could understand.
53. After listening, I reflect on how I made progress.
54. After listening, I ask others about ways to improve my listening comprehension.
55. After listening, I predict the possible questions that might be in the tests and prepare for them.
56. After listening, I don't do anything.
57. After listening, I will do something else like-----  
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## Appendix E

## The Questionnaire on Listening Comprehension Strategies

## 英語聽力策略調查問卷 (中文版) (Group)

親愛的同學：你好！

這是一份關於學習英語聽力的研究，其目的在於瞭解國中生利用聽力策略學習英語及其所遭受的困難，以作為日後改進英語教學的參考。你的答案只提供學術研究之用，無所謂對錯，不會影響你的成績，且對外保密，請你依據自己的經驗誠實回答每個問題，不要遺漏了。非常感謝你的合作。

國立政治大學英語教學研究所 指導教授 招靜琪博士  
 研究生 張立宛 敬啟  
 中華民國九十四年九月

作答說明：請你依據自己的實際經驗選出最適當的答案，除了標明『可複選』的題目之外，一律之選一個答案，如果選項中沒有你想要的答案，請勾選 其他，並在畫線處填寫你的答案。

個人基本資料

就讀學校：\_\_\_\_\_ 性別：\_\_\_\_\_ 座號：\_\_\_\_\_ 號

第一部份：英語學習背景調查

1. 你幾歲開始學習英語？
2. 你是否曾經補習英語：
  1.  否
  2.  是：我曾參加  一對一家教  英語會話班 如：科見，何嘉仁  
 一般補習班  其他：-----
3. 承上，你補習的時間已經多久？ \_\_\_\_\_ 年 或 \_\_\_\_\_ 個月
4. 你是否曾經住過以英語為母語的國家？
  2.  否
  3.  是：我曾住過 \_\_\_\_\_，從 \_\_\_\_\_ 歲到 \_\_\_\_\_ 歲
5. 請將英語的聽、說、讀、寫 依其重要性列出（從最重要排到最不重要）。
  1. \_\_\_\_\_ 2. \_\_\_\_\_ 3. \_\_\_\_\_ 4. \_\_\_\_\_
6. 承上，請你將你在這四方面的能力從最好到最差加以排列。（例如：讀的能

力最好，寫的能力次之，聽的能力再次之，最差的是說的能力，則列為

(1.讀 2.寫 3.聽 4.說)

1. \_\_\_\_\_ 2. \_\_\_\_\_ 3. \_\_\_\_\_ 4.

7. 你認為國中英語課訓練聽力的時間應該多少（以一節課為單位）？

25 分鐘以上  15--25 分鐘  10--15 分鐘  5 分鐘以下

8. 你希望上英語課時如何訓練聽力？（可複選）

只聽老師念單字、課文、句子  聽錄音帶配合課本  和老師練習對話  
 和同學練習對話  看英文錄影帶或電影  聽英文歌曲  學習英語聽力策略  其他：

9. 除了學校英語課之外，你如何訓練英語聽力？（可複選）

收聽英語廣播節目  看英語電視節目  聽英語歌曲  聽英語錄音帶  
 參加英語會話班  收聽英語娛樂廣播電台（如 ICRT） 看英語電影  
 觀看英語錄影帶（如 MTV） 練習看 DVD 電影並把字幕去除  
 和外國朋友交談  和同學、朋友用英語交談  利用網路上的英語新聞（如 BBC）  
 利用英語聽力訓練的光碟（CD-ROM）練習聽力  
 看網路上的電影預告片  參加英語查經班  其他：

10. 在一個星期內，你會花有多久的時間來訓練英語聽力（包含課本練習及其他課外訓練）？

少於半小時  1--2 小時  2—3 小時  3—4 小時  多於 4 小時

## 第二部分: 英語聽力策略問卷 (中文版)

總 是	經 常	有 時 候	很 少	從 不
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### 第一部份：聽前策略

1. 在聽前，我會先預覽試題或內容的大意。
2. 在聽前，我把自己安頓好準備聽力活動。
3. 在聽前，我準備好自己要專心一意。
4. 在聽前，我事先決定好要聽哪一個特定的部分。
5. 在聽前，我告訴自己只用英文思考。
6. 在聽前，我會先預測內容並問自己一些聽力考試可能會出的問題。
7. 在聽前，我什麼也不做。
8. 在聽前，我還會使用一些其他的策略，如：  
\_\_\_\_\_。

### 二部份：聽力活動進行時之策略

9. 在聽力進行時，我試著跟上速度。
10. 在聽力進行時，我問自己在聽的是什麼，並看看自己已經瞭解的有多少。
11. 在聽力進行時，我檢查自己的瞭解程度，並看看自己的認知是否有誤。
12. 在聽力進行時，我會注意到自己是否不專心，並把自己的心思拉回來。
13. 在聽力進行時，我評估自己對這個主題的知識有多少。

14. 在聽力進行時，我試著把聽到的字或句子翻譯成中文。
15. 在練習聽力時，我會先把生字、文法都查好後再去聽。
16. 在練習聽力時，我會重複的聽某些不懂的片段。
17. 我會把所有細節加起來瞭解整篇文章。
18. 在聽力進行時，我會一次只聽一個字，逐字的聽。
19. 在聽力進行時，我試著瞭解每一個字。
20. 在聽力進行時，我把焦點放在細節部分上。
21. 在聽力進行時，我在心中默唸重複生字及句子。
22. 我利用語調來區分生字或片語的片段。
23. 我會利用語氣停頓時來瞭解內容。
24. 我會聽文章的架構。
25. 我會利用我的文法規則及知識來瞭解所聽的內容。
26. 我把新的單字和舊的單字作連結。
27. 我會先聽大意然後才注意聽細節。
28. 我只用英文來思考。
29. 在聽力進行時，我會先猜測或假設內容是什麼，  
再查對鑑定自己的想法
30. 我會從內容中來猜測不懂的新字。
31. 在聽力進行時，我會利用對這個主題已有的知識來瞭  
解內容。
32. 我把新的知識和我個人的經驗及其他背景知識連結。
33. 在聽力進行時，我利用對英文的知識來瞭解內容。

34. 在聽力進行時，我在心中想像一幅畫面以瞭解內容。
35. 在聽力進行時，我會做筆記。
36. 在聽力進行時，我會根據生字本身的特性分類它們。
37. 在聽力進行時，我會利用其他語言（如：日語、法語）      
來瞭解內容。
38. 在聽力進行時，我試著在心裡做一個總結或寫下大綱。
39. 當我不了解別人說話的內容時，我會問他或請他澄清、      
說清楚一些。
40. 當我有聽不懂的地方，我會問同學或老師。
41. 在聽力進行時，我會告訴自己；『我是對的』、      
『我知道的』來放鬆自己。
42. 在聽力進行時，我會深呼吸、放輕鬆或想一些有趣的       
事情來減少焦慮。

43. 在聽力進行時，我還用了這些策略，如：

### 第三部份：聽後策略

44. 在聽完之後，我試著在心裡做一個總結或寫下大綱。
45. 在聽完之後，我重新複習我剛聽過的內容並做筆記。
46. 在聽完之後，我會檢討自己不懂的問題及困難。
47. 在聽完之後，我會把不懂的字或句子用字典查出來。
48. 在聽完之後，我會記住有用的或重要的單字、片語、      
句子。
49. 在聽完之後，我試著用新的生字來造句。

50. 在聽完之後，我試著在日常生活或對話中使用新學到的句子。

51. 在聽完之後，我會跟同學討論內容或自己不懂的地方。

52. 在聽完之後，我會評估檢視自己到底懂了多少。

53. 在聽完之後，我會看看自己的聽力有沒有進步。

54. 在聽完之後，我會詢問別人有關增進聽力的辦法。

55. 在聽完之後，我會猜測有可能會考的問題並做準備。

56. 在聽完之後，我什麼也不做。

57. 在聽完之後，我還會做一些其他的策略，

例如：\_\_\_\_\_。

## Appendix F

### Interview Items

(English Version)

(Group and Individual Interview)

#### **First part: Learner's background and beliefs**

1. How many years have you studied English?
2. Have you ever lived in another country or joined a study group to go abroad?  
For how long? What was your experience of that?
3. What's your feeling about English? Do you find it easy or hard? Do you enjoy learning English? If yes/ no, which part do you like/ dislike most? Why?
4. Do you think your English is good or not?
5. What do you think makes a good learner?
6. Do you go to English cram school? What do you think about the learning there?  
Do you like it? What can you learn most in English cram school?
7. Which skill do you think is the most important in learning English?
8. Do you think listening is important to you when you are learning English?  
Why?
9. Do you listen to an English program like A+, Studio Classroom or Live ABC at home everyday or usually? If yes, do you like these programs? Do you find them hard or easy? Why?
10. Do you prefer listening to the interpretation from the radio/ CD ROM or using MP3 on the computer and enjoying the video while listening to the broadcast at the same time?

#### **Second Part: Learners' listening strategies**

11. How do you prepare yourself for listening?
12. What do you usually do when you are listening to English? Do you usually pay attention? Or do you do other things at the same time? What are they?
13. Do you do anything to train your listening ability? Do you listen to English music, or watch TV, movies, or anything else?
14. Before listening, do you usually set goals in advance, or plan to listen?
15. Before listening, do you decide in advance to listen for certain parts of the

- context? If yes, which part do you usually decide to listen to? Why?
16. While listening, are you aware of any shift in your attention?
  17. While listening, how do you evaluate your comprehension of the content?
  18. After listening, do you usually evaluate your comprehension of the context?
  19. What technique or methods do you use to facilitate your listening comprehension?
  20. Do you usually listen for the main gist?
  21. Do you try to listen for the details?
  22. Which do you listen to first, the main idea or the details? Why?
  23. Do you usually use knowledge or experience that you already have to comprehend English?
  24. Do you usually use known words to help you understand new or unfamiliar words?
  25. What do you do when you come across an unfamiliar word?
  26. Do you usually make use of pausing or intonation to comprehend English?
  27. Do you usually use grammatical rules to comprehend English?
  28. While listening, do you usually use certain techniques to remember some content or words? If so, what are they?
  29. After listening, do you usually summarize the main ideas or take notes?
  30. What do you do when you don't understand or when you meet unclear items? Do you ask your teachers or classmates for help?
  31. Are you nervous when listening? If so, what do you do?
  32. What are your common problems when doing listening activities or tests? How do you deal with them?
  33. Which strategy works best or least for you, and why?
  34. What's your general principle for language learning that can guide your choice of strategies?
  35. What's your understanding of about listening strategy instruction?
  36. What kind of listening comprehension tasks do you like best or least? Why?



## Appendix G

## Teaching Plan (Inferencing)

Material:

1. Some film or clips or some videotapes of advertisements for movies.
2. Amplifier, projector, notebook and an audio & video room.

Procedure:

**Section 1: Diagnosing and revealing which strategies the learners need to learn.**

1.
  - a. First play the film or video for five minutes.
  - b. Then the students think back and write down the problems they had in understanding segment.
  - c. Then they write down what they did to help them understand.
  - d. Repeat the procedure two or three times.
2. Then, continue with the showing of the video, using the following procedure:
  - (i) Stop every 30 seconds.
  - (ii) Then the students write down what they are thinking at the moment. They should number their reports.
3. Collect both types of reports and analyze them for the strategies that students reported using to help themselves understand.
4. Special notes:
  - a. Show the students what to do when they are asked to write down what they were thinking.
  - b. They can also give an oral report of what they wrote.
  - c. The teacher can demonstrate the think-aloud procedure. Or she can also write down her thoughts on the blackboard.

**Section 2: Inferencing**

Material: Some videotapes in which the nonverbal features of communication are clearly highlighted. Since the video will be played without sound, it can be in any language. Tapes of mimes are especially well-suited.

Procedure:

1. Play a short segment of the video.

2. Pause and ask students to describe what is happening.
3. Ask how they know.
4. List the clues that the students used on the blackboard.
5. Repeat 1-4 until the various forms of nonverbal communication that serve to communicate meaning in the interaction they are viewing have been listed (e.g., facial expression, gesture) Students should also be helped to become aware of other clues to understand such as setting, world knowledge, and cultural knowledge.
6. Ask someone to describe the strategies he or she is using.
7. Help them to generalize the explanation and definition of the strategies on the blackboard.
8. Ask them whether they can give the strategies names.
9. Play another videotape to demonstrate how the strategies work, i.e., the teacher thinks aloud referring to the clues listed on the blackboard to come up with a possible meaning of what has been played.
10. Students listen and list the clues she refers to.
11. Other students think aloud to come up with the meaning of other segments while the rest of the class and note down the clues the student has used.
12. Students may also infer meaning from the oral/aural context.
13. The class organizes the clues listened to in the previous procedure into one list.

**Special notes:**

1. If videotapes are not available, use pictures that tell a story, making sure that there are no verbal captions under the pictures.

## Appendix I

## English Listening Comprehension Motivation Scale

The following statements are about your own attitudes towards concepts of learning English listening comprehension. Please answer in terms of how well the statement describes your actual experience while you are listening to English. Do not answer what you think you should do, or what others expect you to do. Please check off one answer that most corresponds to your understanding of your own situation.

1. I like English listening materials that can arouse my interest in learning.
2. I don't like to spend time trying to improve my English listening comprehension because it takes me a lot of time; in addition, I do not have confidence in learning it well.
3. I like to learn listening strategies that can improve my listening comprehension.
4. I think that a person who has a good level of proficiency in listening to English can find a well-paid job more easily.
5. I often feel bored when listening to English.
6. In order to improve my English listening comprehension, I will try to do the homework well and often spend time practicing it.
7. I often feel nervous, anxious, and uncomfortable when listening to English listening comprehension tests.
8. I often pay attention to the material and activities concerning English listening comprehension; for example, English programs on the radio, English listening materials and tapes, CDS, and various English listening comprehension tests.
9. I like to work on my English listening ability because it is very important.
10. I think that English listening comprehension will not be helpful to me in the future.
11. I like to know the culture and customs of other countries and often feel excited about getting new knowledge and information in English listening comprehension class.
12. I am often unable to concentrate on the content of the materials when practicing English listening.

13. I often actively show my ability in English listening and speaking class and I know that I can perform very well.
14. I believe I can learn to comprehend things well when listening to English as long as I make a great effort.
15. I have a sense of achievement when I perform better than others in English listening comprehension class.
16. Because my English is as poor as before, I don't like to attend English listening comprehension class now.
17. My purpose in developing my listening comprehension ability is to get good grades in tests and get compliments or rewards from my teacher and my parents.
18. I feel very excited if I found that I am the only person in my class that can understand the listening tests.
19. I hope I can perform better than others in English listening comprehension.
20. I hope the teacher and others will notice that my English listening comprehension is better than that of the other students.
21. When I can easily and smoothly understand some English when I listen to it, I feel satisfied and full of confidence.
22. I don't like difficult English listening materials because it will make me feel anxious.
23. I want to have a good level of proficiency in listening to English because I want to make friends with foreigners, and hope to be able to go abroad for advanced study in the future.

Appendix J  
Individual Interview

1. What are your goals for learning about listening strategies? What aspect do you want to improve most? How much time do you want to spend on it?
2. Do you have confidence that you will improve or do better on the listening test after having received the instruction?
3. What do you think about the instruction in how to use the different strategies? Do you find it important, useful, and easy or do you think it is redundant, hard, and unimportant?
4. What are the strategies you learned this week? Can you name them?
5. What's your feeling about the strategies you learned this week? Do you like them or not? Why?
6. What are the problems you encounter while using the strategies you were instructed in?
7. Do you find any ways to solve them? What are your special methods?
8. Which strategy do you think is more useful? Why?
9. What strategies do you like best or least? Why?
10. Do you think you learn a lot? Do you remember to use the strategies while you are practicing listening comprehension? What strategies do you use now after instruction?
11. What aspect of her instruction do you hope the teacher can improve?
12. What other strategies do you want to learn next week?