

References

- Ames, C. (1986). Effective motivation: The contribution of the learning environment. In R. Feldman (Ed.), *The social psychology of education: Current research and theory* (pp.235-236). Cambridge: Cambridge University Press.
- Bark, C. (2000). *Cultural studies: Theory and practice*. London: Sage.
- Berne, J. E. (1992). *The effects of test type, assessment task, and target language experience on foreign language learner's performance on listening comprehension tests*. Dissertation, University of Illinois at Urbana.
- Bialystok, E. (1981). The role of conscious strategies in second language learning. *Modern Language Journal* 65, 24-35
- Boyle, J. P. (1984). Factors affecting listening comprehension. *ELT Journal*, 38 (1), 34-38.
- Brown, G. (1978). Twenty-five years of teaching listening comprehension. *English Teaching Forum*, 25, 11-15.
- Brown, H. D. (1989). *A practical guide to language learning: A fifteen-week program of strategies for success*. New York: McGraw-Hill.
- Buck, G. (1991). The testing of listening comprehension: An introspective study. *Language Testing*, 8, 67-91.
- Burley-Allen, M. (1982). *Listening: The forgotten skill*. New York: John Wiley & Sons, Inc.
- Byrnes, H. (1984). The role of listening comprehension: A theoretical base. *Foreign Language Annuals*, 17(4), 317-329.
- Cairns, L. G. (2003). Examining Place, Agency and Mindfulness in Learners Managing Their Own Learning, *Visiting Professorial Lecture*, Middlesex

University, London.

- Carrier, K. A. (2003). Improving high school English language learners' second language listening through strategy instruction. *Bilingual Research Journal*, 27(3), 383-407.
- Chao, C. (2007). Toward an understanding of computer-mediated EFL writing experience through Vygotskian perspectives. *Taiwan Journal of TESOL*, Monograph Series, No. 1.
- Chen, S. C. (2005). *The effects of test question preview on junior high school students' English listening comprehension: A case study*. Unpublished master's thesis, National Chengchi University, Taiwan, ROC.
- Cohen, A. D. (1984). On taking language tests: What the students report. *Language Testing*, 1, 70-81.
- Cohen, A. D. (1990). *Language learning: Insights for learners, teachers and researchers*. Boston: Heinle and Heinle.
- Daniels, H. (2001). *Vygotsky and Pedagogy*, London, Routledge Falmer.
- Donato, R., & McCormick, D. (1994). A sociocultural perspective on language learning strategies: The role of mediation. *The Modern Language Journal*, 78, iv: 453-464.
- Ehrman, M., & Oxford, R. (1989). Effects of sex differences, career choice, and psychological type on adult language learning strategies. *Modern Language Journal* 73, 1-13.
- Ellis, R. (1994). *The study of second language acquisition*. Oxford: Oxford University Press.
- Frawley, W., & Lantolf, J. P. (1985). Second Language Discourse: A Vygotskian Perspective. *Applied Linguistics*. 1985; 6, 19-44.

- Gardner, R. C. (1985). *Social psychology and second language learning: The role of attitudes and motivation*. London: Edward Arnold.
- Gardner, R. C., & Lambert, W. E. (1965). Language aptitude, intelligence, and second language achievement. *Journal of Educational Psychology*, 56, 191-199.
- Gardner, R. C., & Lambert, W. E. (1972). *Attitudes and motivation in second language learning*. Rowley, M.A.: Newbury House.
- Gardner, R. C., & Tremblay, P. F. (1994). On motivation, research agendas, and theoretical frameworks. *Modern Language Journal* 78, 359-368.
- Guiora, A. Z. (2005). The language sciences—the challenges ahead: a farewell address. *Language Learning*, 55, 183-189.
- Hall, S. (1992). The question of cultural identity. In S. Hall, D. Held, & T. McGrew (Eds.), *Modernity and Its Futures* (pp. 273-325). Cambridge: Polity Press.
- Henderson, R. W., & Cunningham, L., (1994), Creating Interactive Sociocultural Environments for Self-Regulated Learning. In D.H. Schunk, & B. J. Zimmerman (Eds.), *Self-regulation of learning and performance: Issues in educational applications*. Hillsdale, New Jersey, Lawrence Erlbaum Associates.
- Horwitz, E., Horwitz, M., & Cope, J. (1986). Foreign language classroom anxiety. *Modern Language Journal*, 70, 125-132.
- Horwitz, E., & Young, D. (Eds.) (1991). *Language anxiety: From theory and research to classroom implications*. Englewood Cliffs, NJ: Prentice-Hall.
- Hsiung, W. L. (2002). *An analysis on listening comprehension difficulties in junior high school students*. Unpublished master's thesis, National Kaohsiung Normal University, Taiwan, ROC.
- Huang, T.L. (2003). *The effect of listening strategy instruction for junior high school students in Taiwan*. Unpublished master's thesis, Taiwan Normal University,

Taiwan, ROC.

- John-Steiner, V., Panofsky, C., & Smith, L. W. (Eds.). (1994). *Sociocultural approaches to language and literacy. An interactionist perspective*. Cambridge: Cambridge University Press.
- Kozulin, A. (1990). *Vygotsky's psychology, A Biography of ideas*. Cambridge: Harvard University Press.
- Krashen, S. (1981). *Second language acquisition and second language learning*. New York: Pergamon.
- Larson-Freeman, D. (1991). Second language acquisition research: Staking out the territory. *TESOL Quarterly*, 25, 315-350.
- Lin, H. H. (2005). *A preliminary study on the effects of "note-taking" strategy on different proficiency levels of junior high school students*. Unpublished master's thesis, National Chengchi University, Taiwan, ROC.
- Lin, S. H. (2000). *A study of listening comprehension strategies used by senior high school students in Taiwan*. Unpublished master's thesis, National Kaohsiung Normal University, Taiwan, ROC.
- Lin, Y. J. (2003). *A case study on the effects of applying authentic materials as listening comprehension supplements for EFL senior high school students*. Unpublished master's thesis, National Taiwan Chengchi University, Taiwan, ROC.
- Little, D., (2000). Learner autonomy and human interdependence: some theoretical and practical consequences of a social-interactive view of cognition, learning and language. In B. Sinclair & I. McGrath & T. Lamb (Eds.), *Learner autonomy, teacher autonomy: Future directions* (pp. 15-23). Harlow: Longman.
- Long, D.R (1990). What you don't know can't help you: An exploratory study of

- background knowledge and second language listening comprehension. *Studies in Second Language Acquisition*, 12, 65-80.
- Ma, Y. M. (2005). *The effect of different approaches to repetition strategy instruction on the listening comprehension of junior high school students in Taiwan*. Unpublished master's thesis, National Chengchi University, Taiwan, ROC.
- MacIntyre, P. D. (1994). Toward a social psychology model of strategy use. *Foreign Language Annals* 27, 185-195.
- MacIntyre, P. D., & Noels, A. K. (1996). Using social-psychological variables to predict the use of language learning strategies. *Foreign Language Annals*, 29, (3), 373-386.
- Mantle-Bromley, C. (1995). Positive attitudes and realistic beliefs: Links to proficiency. *The Modern Language Journal*, 79, 372-386.
- McCombs, B. L. (1990). Putting the self in self-regulated learning: The self as agent in integrative will and skill. *Educational Psychologist*, 25, 51-69.
- Mead, George H. (1934). *Mind, self and society*. Chicago: University of Chicago Press.
- Mendelsohn, D.J. (1995). Applying learning strategies in the second/foreign language listening comprehension lesson, In D. Mendelson and J. Rubin (Eds.), *A guide to the teaching of second language listening*. San Diego: Dominic Press.
- Mendelsohn, D. J. (1998). Teaching listening. *Annual Review of Applied Linguistics*, 18, 81-101.
- Murphy, J. M. (1985). Oral communication in TESOL: Integrating speaking, listening and pronunciation. *TESOL Quarterly*, 25 (1), 51-73.
- Nystrand, M., Wu, L. L., Gamoran, A., Zeiser, S., & Long, D. A. (2003). Questions in time: Investigating the structure and dynamics of unfolding classroom discourse.

Discourse Processes, 35, 135-198.

- O'Malley, J. M. (1987). The effects of training in use of learning strategies, In A. Wenden, and J. Rubin (Eds.), *Learning strategies in language learning*. UK: Prentice Hall.
- Omaggio, A.C. (1990). *Teaching language in context: Proficiency-oriented instruction*. Boston, M.A.: Heinle & Heinle.
- O'Malley, J. M., & Chamot, A.U. (1990). *Learning strategies in second language acquisition*. New York: Cambridge University Press.
- Oxford, L. R. (1990). *Language learning strategies: What every teacher should know*. Boston, M.A.: Heinle & Heinle.
- Oxford, L.R. (2001). The bleached bones of a story: Learners' constructions of language teachers. In M. P. Breen (Ed.), *Learner contributions to language learning: New directions in research* (pp. 86-111). New York: Longman.
- Oxford, L. R., & Crookall, D. (1989). Research on language learning strategies: Methods, findings, and instructional issues. *Modern Language Journal*, 73, 404-419.
- Oxford, R., & Nyikos, M. (1989). Variables affecting choices of language learning strategies by university students. *Modern Language Journal*, 75, 292-300.
- Pederson, B. (n/d). Significant others. Retrieved on May 31, 2007 from <http://www.umt.edu/sociology/Pedersen/soc%20101%20Chapter%204%20key%20terms.htm>
- Richards, J. C. (1983). Listening comprehension: Approach, design, procedure. *TESOL Quarterly* 17, 219-240.
- Rubin, J. (1975). What the "good learners" can teach us. *TESTOL Quarterly* 9, 41-51.
- Samuels, S. J. (1984). Factors influencing listening: Inside and outside the head.

- Theory into Practice*, 23, 183-189.
- Schieffelin, B., & Ochs, E. (Eds.). (1986). *Language socialization across cultures*. Cambridge, England: Cambridge University Press.
- Seo, K. (2002). Research note: The effect of visuals on listening comprehension: A study of Japanese learners' listening strategies. *International Journal of Listening*, 16, 57-82.
- Sherman, J. (1997). The effect of question preview in listening comprehension tests. *Language Testing*, 14(2), 185-213.
- Shohamy, E., & Inbar, O. (1991). Validation of listening comprehension tests: The effect of text and question type. *Language Testing*, 8, 23-40.
- Sullivan, H. S. (1947). *Conceptions of modern psychiatry*. Washington, D.C.: W. H. White Psychiatric Foundation.
- Teng, H. C. (1996). An investigation of EFL listening comprehension strategies used by college freshmen in Taiwan. Research report submitted to the National Science Council (NSC 85-2418-H-224-002).
- Teng, H. C. (1997). An investigation of EFL listening strategies by Taiwanese college students. Paper presented at the Sixth International Symposium on English Teaching, Taiwan, ROC.
- Teng, H.C. (1998a). The effect of text and question type on English listening comprehension. *English Teaching*, 23(19), 5-18
- Teng, H. C. (1998b). An investigation of learning strategies used by EST students in Taiwan. Research report submitted to National Science Council (NSC 87-2411-H-224-002).
- Teng, H. C. (1998c). 聽前活動對英語聽力理解之成效探究。教育研究資訊，6卷2期，頁133-141。

- Tharp, R., & Gallimore, R. (1991). *The instructional conversation: Teaching and learning in social activity*. Washington, D.C.: Office of Educational Research and Improvement.
- Thompson, I., & Rubin, J. (1996). Can strategy instruction improve listening comprehension? *Foreign Language Annuals*, 29 (3), 331-342.
- Vandergrift, L. (1996). Listening strategies of core French high school students. *Canadian Modern Language Review*, 52 (2), 200-223.
- Vandergrift, L. (2003). Orchestrating strategy use: Toward a model of the skilled second language listener. *Language Learning*, 53 (3), 463-497.
- Wang, W.Y. (2002). *Effects of gender and proficiency on listening comprehension strategy use by Taiwanese EFL senior high school students-- A case from Changhua, Taiwan*. Unpublished master's thesis, National Changhua University of Education, Taiwan, ROC.
- Wang, W.Y. (2002). Senior high school students' listening comprehension strategy use. *The proceedings of the Nineteenth International Conference on English Teaching & Learning* (pp. 77-89). Taipei: Crane.
- Webster, M., & B. Sobieszek (1974). *Source of self-evaluation: A formal theory of significant others and social influence*. New York: Willey.
- Wertsch, J.V. (Ed.). (1985). *Culture, communication, and cognition: Vygotskian perspectives*. Cambridge: Cambridge University Press.
- Weir, C. (1993). *Understanding and developing language test*. Hemel Hempstead, UK: Prentice-Hall.
- Wu, J. R. (2005). *The effects of pictures at different time periods on the listening comprehension of junior high school students in Taiwan*. Unpublished master's thesis, National Chengchi University, Taiwan, ROC.

- Yang, N. D. (1996). *Second language learner's beliefs about language learning and their use of learning strategies: A study of college students of English in Taiwan*. Ph.D. dissertation, University of Texas.
- Yang, N. D. (2003). Integrating portfolios into learning strategy-based instruction for EFL college students. *International Review of Applied Linguistics in Language Teaching*, 41(4), 279-291.
- Yang, Tai-hsiung. (1995). How to test listening comprehension: With reference to TOTEL and G-TELP. *Selected papers from the ninth conference on English teaching and learning in the Republic of China*. Taipei: Crane.
- Zhengdong, G., Gillian, H., & Hamp-Lyans, L., (2004). Understanding successful and unsuccessful EFL students in Chinese Universities. *The Modern Language Journal*, 88(2): 229-242.
- Zuengler, J., & Millar, R. Elizabeth (2006). Cognitive and sociocultural perspectives: Two parallel SLA worlds? *TESOL Quarterly*, 40 (1), 35-58.
- Zimbardo, P. G., & Leippe, M. R. (1991). *The psychology of attitude change and social influence*. Philadelphia: Temple University Press.