



**Research Article**

**LISTENING COMPREHENSION STRATEGY INSTRUCTION:  
A REVIEW OF PREVIOUS STUDIES**

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**ABSTRACT**

*The article aims to review empirical studies on the effects of listening strategy instruction on the learners' listening comprehension and their uses of listening strategies. This review is particularly interested in studies dealing with types of strategies used by English learners and the differences between the learners at the end of the research. The studies to be reviewed are those in the world and in Vietnam. Based on the review, some major conclusions and suggestions for further study in this field are provided.*

**Keywords:** listening instruction, listening strategies, listening strategy use.

**1. Introduction**

In spite of receiving minimal concern in the teaching and learning of English as Second/ Foreign Language (ESL/ EFL); listening comprehension is one of the most important skills in language learning (Bern, 1998; Oxford, 1993). This skill not only affects other related academic subjects of the students such as speaking, presentation or interpreting in English, but it also has lots of impacts on their professional practice. Being aware of the importance of mastering this skill, the author of this study, who is also a teacher, has spent much time reviewing literature related to methods to improve her students' listening skills and found that there is a need to train them how to listen effectively (Gramham & Maccaro, 2008; Vandergrift & Tafaghodtari, 2010). Listening strategy instruction has been widely recognized as an effective way in improving learners' listening proficiency across a range of settings (Berne, 2004; Chamot, 1993; Vandergrift, 1997).

Given the importance of listening in ESL/ EFL learning and teaching, there has been a growing body of literature on how listening strategy instruction influences the learners' listening comprehension (Ana, 2010; Naoko, 2000; Yi, 2014). Participants of these studies were both ESL and EFL learners at college or high school level in the United States, Japan,

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Turkey, Thailand, and Vietnam. As suggested by O'Malley and Chamot (1990), explicit instruction can be beneficial to the learners by informing them about the purpose and the essence of strategies to be used, helping students maintain the strategy use over time and transfer the strategies learned into new tasks.

This paper aims to review what researchers have studied about the effects of listening strategy instruction on the learners' listening comprehension and their strategy uses. It is hoped that this review may provide some directions for teaching listening skills and facilitate future studies by finding out some gaps.

## **2. Concepts related to listening strategy instruction**

### **2.1. Listening comprehension**

According to various researchers, listening comprehension is viewed as active and problem-solving processes in which learners construct meanings from aural passages and relate what they hear to existing knowledge (Anderson, 1985; Chamot & Kupper, 1989; O'Malley & Rost, 1990; Scarcella & Oxford, 1992).

Anderson (1985) summarized listening comprehension process by a three-stage model called perceptual processing, parsing and utilization.

In perceptual processing, learners focus their attention on the text and the sounds of the text are retained in short-term memory. During this period, the language begins to be analyzed and the learners transfer some of the text into meaningful representations. They mainly focus on the key words to comprehend the whole text.

In parsing, learners first understand the words by matching the aural pattern of the word with its representation in the declarative knowledge. Segments or chunks of the language (words/ phrases) are necessary to decode the meaning. The length of the phrases/ segments processed depends on the learners' knowledge of the language, the topic and the speech of the aural texts.

In utilization process, the learners relate a mental representation of the meaning to declarative knowledge. When a new text meaning comes in, declarative knowledge is activated. Utilization is the key to comprehend the texts because comprehension happens when the knowledge the learners already have well matches with the new knowledge.

### **2.2. Learning strategies**

Learning strategies are commonly defined as a thought process or behaviors that individuals engage in to comprehend, learn or retain new information (O'Malley & Chamot, 1990; Oxford, 1990; Rubin, 1987; Wenden, 1983).

Many researchers agree on the following features of learning strategies:

- Some learning strategies are observable (e.g. note taking, cooperation), while some others cannot be observed (e.g. monitoring, interference) (Abraham & Vann, 1987; O'Malley & Chamot, 1990; Oxford, 1990; Wenden, 1987).

- At the early stages, learning strategies may be performed consciously and later unconsciously when the strategy application becomes automatic through practice (O'Malley & Chamot, 1990; Oxford, 1990; Wenden, 1987; Rubin, 1987).

- Learning strategies can be taught because they are amenable to change. The results of various studies have shown that the students who practice using strategies process information more effectively and appropriately than those who do not use them (O'Malley & Chamot, 1990; Oxford, 1990; Wenden, 1987).

- Learning strategies can be transferred to new, similar tasks if they are practiced (Jones et al., 1987; O'Malley & Chamot, 1990; Oxford, 1990).

- Learning strategies can be investigated by many research methods such as observation, interviews, questionnaires, think- aloud, learners' journals (Cohen, 1987; O'Malley & Chamot, 1990; Wenden, 1987).

### **2.3. Learning strategy taxonomy**

Rubin (1975) divided learning strategies into four types: learners' psychological characteristics such as risk- taking and tolerance for ambiguity; learners' communication strategies; learners' social strategies such as seeking opportunities to use language; learners' cognitive strategies such as guessing and inference.

Naiman, Frohlich, Stern and Todesco (1978) identified five strategies of a good learner which are a) actively involving himself in learning and practice; b) developing an awareness of language as a system; c) engaging in real communication; d) monitoring one's interlanguage; e) dealing with the affective demands of language learning.

Oxford (1990) and O'Malley and Chamot (1990) adopted the information processing theory of cognitive psychology by Anderson (1985) which divided long- term memory into declarative knowledge and procedural knowledge. They divided learning strategies into three categories, metacognitive, cognitive and social/ affective strategies. Under these three categories of strategies, there are 22 learning strategies (Looking at the Table 1).

**Table 1.** *Classification of learning strategies by O'Malley & Chamot (1990)*

<b>Three types of learning strategies</b>	
Metacognitive strategies	Planning; directed attention; selective attention; self-management; self-monitoring; self-evaluation
Cognitive strategies	Repetition; resourcing; grouping; note-taking; deduction/reduction; substitution, elaboration; summarization; translation; transfer; inferencing
Social/affective strategies	Questioning for clarification; cooperation; self-task; self-reinforcement

### **3. Previous studies on listening strategy instruction**

#### **3.1. Findings of previous studies**

Various studies have been focusing on investigating the effects of listening strategy instruction on the learners' listening comprehension and most of them were experiment or quasi-experiment research. The results of these studies have shown that listening strategy training really helps learners perform better in their listening lessons.

Gramham & Macaro (2008) measured the long-termed effects of strategy instruction on both the listening performance and self-efficacy of 68 lower-intermediate learners of French in England. The study was implemented in two phases. The first phase was to investigate the kinds of difficulties encountered by the students with the help of think-aloud procedures. The result of this phase showed that the students rarely used their prior knowledge and strategies to listen to the tasks. The pre-intervention investigation of the problems and the strategies used by the learners in phase 1 forced them to decide to apply a cluster of listening strategies as the intervention for high-scaffolding group and low-scaffolding group in phase 2. The participants were tested for listening proficiency for each phase, using different audio-recordings on the same topic which consisted of a number of short passages. In order to investigate the self-efficacy of the learners, an adapted questionnaire was administered.

Overall, the results of the strategy intervention programme revealed that the learners' listening proficiency and their confidence about listening in the treatment groups significantly surpassed those in the control groups. In addition, the positive result in listening comprehension appeared to be closely linked to changes in the self-efficacy.

Vandergrift (2003) compared listening comprehension strategies of Canadian French students ranging from more-skilled to less-skilled levels. Students were instructed to think-aloud while listening to several French texts. Vandergrift found that the more skilled listeners used more metacognitive strategies like monitoring or evaluating than the less skilled listeners. The less skilled students were found to use more translation strategy as they were listening. There were differences in the strategy use between the more proficient learners and less proficient ones.

A mix-method study under the design of a quasi-experiment was conducted by Nantikarn (2016) among 161 participants in Thailand to compare the changes in the listening comprehension, the strategy use and self-efficacy of the two experimental groups and the two control groups. The participants were assigned to two lower-proficiency level groups and two intermediate level groups. The study focused on the metacognitive and cognitive strategies as the taxonomy of listening strategies by Macaro (2006). Pre-test and post-test, Metacognitive Awareness Listening Questionnaire (MALQ) adapted from Vandergrift (2006), Vandergrift & Tafaghodtari (2010) and stimulated-recall protocol (interview) were

employed as the data collection instruments of the study. The results of the study showed that although the self-efficacy of all participants was not improved, the listening comprehension of the treatment groups was much higher than that of the control groups regardless of their level of proficiency. In addition, the students in the intervention groups did use more listening strategies than those in the control groups. The author of this study came to conclusion that strategy instruction can improve listening comprehension and suggested that the teachers can adopt a strategy based approach to help improve the learners' level of listening comprehension and self-regulated motivation such as self-efficacy.

There have been lots of studies on metacognitive listening strategies on the EFL learners' listening comprehension and their perceptions of metacognitive awareness.

One of those was a quasi-experimental designed research was conducted in Iran (Maryam & Mohammad, 2014), focusing only on the effects of metacognitive strategies on the EFL learners' listening performance and their metacognitive awareness. Like the ditto study, this one employed MALQ questionnaire, IELTS tests as pretest and posttest, and interview as the data collecting tools. The participants of the study were 50 students of English literature at the state university of Qom, Iran. The metacognitive listening strategies applied to the experimental group were adapted from the models proposed by Vandergrift & Tafaghodtari (2010). The treatment group, after the experiment, significantly outperformed the control group in the posttest. The findings of the questionnaire and interview also proved that the metacognitive awareness of the students in the experimental group was much improved than that of the control groups.

In a similar vein, another quasi-experiment study (Khaled, 2012) was carried out in Iran in order to investigate the impact of listening strategy instruction on academic lecture comprehension among 58 EFL learners. The treatment group received a 14 hours of listening strategy training consisting of the presentation, practice, and review of the strategy use while the control group received no strategy instruction. The analyzed data showed that the participants in the treatment group dramatically outperformed those in the comparison group in the listening posttest. The findings of the study shed more light on the effects of listening strategy instruction on listening comprehension.

Additionally, a similar study carried out by Birjandi (2012) to explore the effect of metacognitive strategy instruction on the listening performance of 62 EFL university students in Iran. After screening the participants, they were assigned into the experimental group who received the strategy training following the models proposed by Vandergrift and Tafaghodtari (2010) and O'Malley and Chamot (1990) while the comparison group got no instruction. The listening test of TOEFL was utilized to measure the listening performance of the participants before and after the treatment. The result of the study showed that the

gains in listening ability of the intervention groups were higher than those of the comparison groups. It can be concluded that listening strategy training helped better the listening ability.

In another EFL setting, Ross and Rost (1991) conducted an informative two-phase listening strategy study with Japanese college students learning English as a foreign language. They first identified listening strategies that high-proficiency students used in successful video listening, and then taught those strategies to low-proficiency students. Their results showed that “specific listening strategies can be taught to learners of all proficiency levels” (Ross & Rost, 1991).

Naoko (2000) applied listening strategy instruction for female EFL students in Japan to examine listening strategies which the students frequently used and identify the differences in the strategy use between the low and high scorers on a listening test. The research also introduced the unfamiliar strategies to the students and evaluated their effectiveness from various perspectives. The study consisted of two phases. In the first phase, the questionnaire and interview were administered to find out the strategy use of the students. The pretest was also used to assign students into control group and treatment group. In the second phase, the listening strategy instruction was implemented as the intervention. The findings from posttest, questionnaires, guided journals and self-evaluation sheets revealed that the listening comprehension ability, strategy use, the transfer and durability of the strategies and the student’s attitudes toward the instruction significantly improved.

Karen (2003) conducted a study among ESL intermediate learners in the United States to test the hypothesis that targeted listening strategy instruction in the ESL classroom results in improve listening comprehension that can be useful in English language learners’ academic content classes. The participants of the study were the high school students who were native Spanish and native Albanian speakers immigrating the US with their parents. The theoretical framework for the study was based on the cognitive theory and strategy research (Anderson, 1983; 1985). The study employed the two pretests to measure the students’ bottom-up listening skills and top- down listening skills respectively. The two posttests followed the format of the pretests with different information. After receiving the treatment of listening strategy instruction sessions, the students were found to improve their video listening ability and note- taking ability. The study suggested that listening strategy instruction should be a part of the ESL curriculum.

To add affirmation to the literature of metacognitive strategy training, Abdullah (2010) conducted an experiment among 40 beginner students of ESL in Turkey. The primary data collection instrument of the study was the pretest and posttest from the test booklet of the course book which were similar to the listening activities into which the strategy training was embedded. The secondary collecting tool of the research was the MALQ questionnaire adapted from that of Vandergrift & Tafaghodtari (2010). CALLA strategy training phases

(Robbin, 2000) including preparation, presentation, practice, evaluation and expansion was adapted for each listening task. In spite of the lack of the pre-test, the results of the research revealed that the experimental group made significant gains over the comparison group.

In a similar context of ESL, Yi (2014) implemented a quasi-experiment to examine the effects of explicit listening strategy instruction on the listening comprehension of 82 ESL students. The participants were the immigrating students studying at a community college in Northern California (USA). The strategies in the Cognitive Academic Learning Approach (CALLA) model by Chamot and O'Malley (1990) was employed to design the lesson plan framework including five steps of the study. Besides, the study also used the listening strategy taxonomy of Vandergrift (1997) which consisted of three types of strategies namely metacognitive strategies, cognitive strategies and socio-affective strategies. A variety of data collection instruments including pre-intervention observation, interview, pretest, post-intervention interview and posttest were used to compare the changes in the listening comprehension of the intervention group and comparison group. The analysis of the collected data showed that explicit listening strategy instruction improved the strategy use of beginning-level ESL students, their listening comprehension performance. Moreover, after experiencing the intervention, the students were more aware of the usefulness of listening strategies.

Aiming at investigating the effects of listening strategy instruction on listening comprehension, oral proficiency and metacognition on ESL learners, Ana (2010) conducted a quasi-experiment using the Minnesota Language Proficiency Assessment (MLPA)'s Contextualized Listening Assessment (CoLA) to assess listening comprehension, the Stimulated Oral Proficiency Interview (SOPI) to measure oral proficiency and the Metacognitive Awareness Listening Questionnaire (MALQ) (Vandergrift, Goh, Mareschal, & Tafaghodtari (2006) to determine the use of metacognitive strategies.

Findings of the research showed statistically significant differences between the experimental and the comparison groups on the oral proficiency variable. Thus, students who were exposed to the explicit listening strategy instruction were impacted by the program. This study also provided teachers with materials and guidelines on how to implement a strategy-based programme in a second language classroom.

Although most studies are found to have a design of a quasi-experiment or experiment, there are several action researches in this field.

An action research was carried out with an intermediate EFL class of 37 students at a public university in Ecuador by CARO (2013). Realizing that the students performed very poorly on the listening tests, the author decided to implement some simple strategies namely listening for gist, listening for details, and reading the questions carefully before the listening task, alongside a number of metacognitive strategies. The period of the action lasted 90 hours

in the extensive English program According to the results of five quizzes, their scores on the listening section improved significantly. However, as recognized by the author of the research, few strategies were applied as the intervention to the students; thus, the results of the study cannot be used to generalize to a larger population.

In another action research in Sweden by Tina (2017) which was found to be more similar to an experiment, the author was inspired by metacognitive listening instruction based on a metacognitive pedagogical sequence of L2 listening instruction suggested by Vandergrift and Goh (2012). The participants of the research were 37 ESL students in a vocational program in the South of Sweden who were low-motivated in learning English. During the period, the treatment group received training of metacognitive listening strategies and the control group did not receive that. The PET listening test, the listening segment of the Swedish National test of English and the Metacognitive Awareness Listening Questionnaire (MALQ) were employed to obtain the data. The result showed that both groups improved their results on the listening aptitude test; however, the gains of the intervention group were not more statistically significant than those of the control group. Additionally, the students of both groups reported to using fewer strategies and to increasing listening anxiety after the instructional period, but the level of anxiety less in the treatment group. Thus, the results of the study did not support the effectiveness of the metacognitive listening strategy consequence.

Through his personal reflection in teaching at a private university in Japan and his consulting relevant literature on second language listening, Siegel (2015) coordinated an action research with three phases using listening strategy instruction in a 15- week semester to help his students. In his book, he reviewed some theories as the framework for his study including the top-down and bottom-up processing (Buck, 2001; Helgesen & Brown, 2007 cited in Siegel, 2015) and Anderson's (2005) three sequential stages of listening. The focus of the study was on the listening strategies approach provided by Mendelsohn (1998) and the taxonomies of listening strategies categorized by O'Malley and Chamot (1990) including metacognitive, cognitive, social/affective strategies. However, in this research, no socio-affective strategies were included while it only focused on investigating the cognitive and metacognitive aspects of listening.

The participants of the study were students of upper intermediate level and educators of English as a Second Language. The study employed a mixed-methods approach with multiple types of data collection instruments. In detail, questionnaire and interview were used as the primary tools and pretest, posttest, journals and classroom observation were secondary tools. The findings from questionnaire, student interview and classroom observation showed that students perceived the listening strategy instruction positively. They highly appreciated the value of listening, the variety of listening strategies as well as



the teacher modeling, listening materials and corresponding activities. The students participated in the listening strategy instruction course much as expected and were able to apply the selected strategies. In order to examine the students' listening improvement, four various data sources that were questionnaires, student interviews, test scores and teacher interviews were cross-referenced. The scores from the TOEFL listening tests of the students together with the teachers' acknowledgement indicated that the students' listening comprehension and their credibility strengthened further. Three other instruments aiming to assess teacher perceptions of listening strategy instruction: teacher interviews, the research journal and the class observations triangulated with each other. Specifically, they all ascertained the positive behaviors of the students and suggested that the listening strategies were structured in a scaffolding, supportive manner that learners found useful.

Up to now, to my knowledge, there have been only two studies in Vietnam on listening strategy instruction which surprisingly had many common things. One study was conducted by Ngo Thi Hang Nga (2015) aiming at insights into listening strategies of EFL learners in Tay Bac University. The other study was conducted by Le Thi Hang (2006) in Thai Nguyen University to investigate the strategies use of EFL learners. Both of these two studies shared the common conditions of similar setting of regional universities and the proficiency level of the pre-intermediate sophomore EFL learners. Although the two studies investigated the strategies used by the learners, the former used questionnaire and in-dept interview while the latter employed think-aloud protocols and questionnaire to achieve the data. In her study, Ngo Thi Hang Nga (2015) used a listening comprehension strategy taxonomy adapted from the approaches of Goh (cited in Ngo, 2002), O'Malley and Chamot (1990) and Vandergrift (1997) which categorized listening strategies into metacognitive, cognitive and socio-affective strategies. The participants in her study were 30 sophomore students of pre-intermediate level. After analyzing the data, Ngo Thi Hang Nga came to the conclusion that the students used listening strategies but did not employ a wide range of them in combination flexibly. In terms of metacognitive strategies, the participants focused only on planning, selective attention and directed attention. Furthermore, they also used only strategies for translation, note taking and imaging though cognitive strategies play a key role in processing a language. The students in this study were found to use social/ affective strategies more frequently than other kinds of strategies. In addition, this study also found that the students frequently used repeated listening and using resource strategies that were not covered in the listening strategy taxonomy. Finally, the author concluded that the influential factors affecting their use of strategies, according to her, came from the cultural characteristics and teaching and learning approach of Vietnamese context.

Using think-aloud protocols and questionnaire as the data collection instruments, Le Thi Hang (2006) found out that unsuccessful listeners dominated their successful counterparts in the utilization of all the three strategy categories and used greater variety of strategies. Moreover, the successful listeners used fewer listening strategies but more effectively than those who were less successful. This finding was against most studies in this area claiming that it seems to have reported a greater use of listening strategies by successful students (Wharton, 2000; Green & Oxford, 1995, cited in Le Thi Hang, 2006). The finding, to some extent, supported Tokeshi's (2003), Kiely's (2002) which reported that the higher level students appeared to use fewer strategies. "This is because the higher level students comprehended for the most part the literal meaning of the utterances, unconscious strategy use was thus not available" (Tokeshi, 2003, cited in Le Thi Hang, 2006), while the lower level students had "more problems to solve".

Results also revealed that metacognitive and cognitive strategies were used with the first and second highest frequency, which demonstrated that the students in this study relied heavily on metacognitive and cognitive strategies to comprehend oral messages. This is a significant difference from the study by Ngo Thi Hang Nga (2015).

### **3.2. Commonalities of previous studies**

First, previous studies (Abdullah, 2010; Ana, 2010; Maryam, 2014; Nantikarn, 2016) commonly used the Metacognitive Awareness Listening Questionnaire (MALQ-Vandergrift) as the data collection instrument to measure the students' use of strategies. This instrument seemed to be an effective tool to understand the learners' use of listening strategies.

Second, results showed that the students in studies were more aware of the usefulness of listening strategies. They perceived listening improvement in academic listening and real world listening situations; raising strategy awareness, increasing confidence in English listening abilities (Khaled, 2012; Yi Guan, 2014; CARO, 2013; Abdullah, 2010; Le Thi Hang, 2006). After strategy instruction course, the students are found to use more listening strategies than before the course (Nantikarn, 2016; Vandergrift, 2003).

Third, higher scorers were found to use more strategies than lower scorers, especially metacognitive strategies (Naoko, 2000; O'Malley et al, 1985; Vann & Abraham, 1990). Low scorers used cognitively simple strategies such as translation, resourcing, and rote memorization very often (Cohen & Apeh, 1980; Mangubhai, 1991; Naoko, 2000; O'Malley et al, 1985; Oxford, 1990). There was appearance of socio-affective strategies. However, low scorers rarely used the socio-affective strategies. Asian students barely used questioning for clarification in English and cooperation (Naoko, 2000; Politzer & Mc Groarty, 1985).

Forth, there has been emergence of combined strategy use. High scorers used a combined strategy of note taking and other strategies like planning, directed attention, and elaboration. Low scorers did not use other strategies while using note taking (Naoko, 2000; Yi, 2014).

Fifth, some studies discovered that there was appearance of repeated listening (listen again and again to comprehend what is heard) and using other sources (dictionary), which were not listed in the learning strategy taxonomy (Ngo Thi Hang Nga, 2015; Naoko, 2000).

### **3.3. Inconsistencies of previous studies**

First, research have shown that high-proficiency listeners used more metacognitive strategies like monitoring or evaluating than the low-proficiency listeners (Green & Oxford, 1995; Naoko, 2000; Vandergrift, 2003; Wharton, 2000). This type of listeners also got more improvement after the strategy training course (Vandergrift & Tafaghodtari, 2010). However, in his research, Nantikarn (2016) argued that the intervention participants showed improvement in strategy use regardless of their level of proficiency, and the improvement was of a similar nature across the proficiency groups. Ross and Rost (1991) also supported this point when they first identified listening strategies that high-proficiency students used in successful video listening, and then taught those strategies to low-proficiency students. Their results showed that “specific listening strategies can be taught to learners of all proficiency levels”.

Second, Le Thi Hang (2006) found out that unsuccessful listeners dominated their successful counterparts in the utilization of all the three strategy categories and used greater variety of strategies. Moreover, the successful listeners used fewer listening strategies but more effectively than those who were less successful.

Third, in his study, Naoko (2000) pointed out all students rarely used metacognitive strategies such as planning, directed attention, selective attention and self-evaluation. Nevertheless, in a recent research conducted in a university in Vietnam, Ngo Thi Hang Nga (2015) contradicted Naoko by concluding that among metacognitive strategies, planning, selective attention, directed attention were reported most frequently used strategies.

## **4. Conclusion**

After reviewing, comparing and contrasting the similarities and inconsistencies among previous studies, some conclusions are reached as follows:

Listening strategy training is proved to be beneficial to improve learners' listening comprehension; thus, listening strategies should be integrated into the listening curriculum. Besides the theme-based lessons, the educators should include the strategy-based ones so that the learners know how to apply the strategies in a long term.

There is still debate on the learners' use of listening strategies. There is a need for more research on what kinds of listening strategies are the most effective for each kind of students. Their English proficiency levels and factors affecting their use of strategies should be taken into more consideration.

Most of the studies were conducted as quasi-experimental or experimental research while there have been very few studies on listening strategy instruction that employ design of action research. This kind of research is popular with and beneficial for the teacher researchers.

In Vietnam, there have been very few studies on applying listening strategy instruction in order to help students improve their listening comprehension ability. This fact paves the way for further research in the aspect of teaching EFL listening skills.

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## HƯỚNG DẪN CHIẾN LƯỢC NGHE HIỂU: TỔNG QUAN VẤN ĐỀ NGHIÊN CỨU

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*Ngày nhận bài: 10-3-2019; ngày nhận bài sửa: 01-6-2019; ngày duyệt đăng: 16-7-2019*

### TÓM TẮT

*Bài báo nhằm mục đích tổng hợp những nghiên cứu có giá trị về hiệu quả của việc hướng dẫn các chiến lược nghe đối với khả năng nghe hiểu và cách thức sử dụng các chiến lược này của người học. Bài báo tập trung phân tích những nghiên cứu liên quan đến các loại chiến lược nghe của người học và sự khác biệt của họ sau quá trình nghiên cứu. Những nghiên cứu được nhắc đến trong báo cáo này đã được thực hiện ở Việt Nam và trên thế giới. Dựa trên so sánh, đối chiếu các nghiên cứu, bài báo đưa ra một số kết luận sơ phạm và gợi ý cho hướng nghiên cứu trong tương lai đối với lĩnh vực này.*

**Từ khóa:** hướng dẫn nghe, các chiến lược nghe, cách sử dụng chiến lược nghe.