

EFL Learners' Pre-Listening Strategy Use

KORAPIN PARANAPITI

*Department of Western Languages, Faculty of Humanities,
Kasetsart University, Bangkok, Thailand*

Author e-mail: fhumkpp@ku.ac.th.

To investigate pre-listening strategy use of Thai EFL learners, the pre-listening strategy use questionnaire and the listening quiz paper were administered to collect data from 48 Thai EFL learners. The quantitative data indicated that the participants were well aware of the strategy of finding out about the task and were certain of using it. However, the participants may not be well aware of the other strategies and may not perceive using these strategies at their best effort. The qualitative data seemed to indicate correspondingly. The findings of the present study can be used as springboard for listening activity design as well as for further research.

Keywords *pre-listening strategies, metacognitive strategies, strategy use questionnaire, Thai EFL learners*

INTRODUCTION

Listening plays an important role in daily life communication as Richards (2008, as cited in Esmaeili, Taki, & Rahimian, 2017) rationalizes that listening is the most widely and frequently used language skill. This also holds true for English as a foreign language (EFL) learning practice. As Owolewa and Olu (2017) point out, listening comes first before speaking, reading, and writing in the process of acquiring a language. Naturally, learners perform a receptive skill of listening receiving input before they perform a productive skill of speaking or writing (Esmaeili, Taki, & Rahimian, 2017). Considering the aforementioned natural order, the development of listening can take part in refining other language skills (Bei & Xinguang, 2017). In addition to its being the first skill in the order of language acquisition, listening can also be said to furnish a substantial source of language input for not only children or young learners but also adults (Owolewa & Olu, 2017). Therefore, listening is a fundamental skill for communicators and by all means for EFL learners.

Regrettably, mastery of listening skill for EFL learners comes by no means easily (Bei & Xinguang, 2017). Esmaeili, Taki, and Rahimian (2017) comment based on the claim of Arnold (2000, as cited in Esmaeili, Taki, & Rahimian, 2017) and Goh (2000, as cited in Esmaeili, Taki, & Rahimian, 2017) that the desire for improvement in listening causes many language learners feeling of dissatisfaction and based on Graham's (2011, as cited in Esmaeili, Taki, & Rahimian, 2017) report that only a very small number feel the otherwise in their listening skill. The source of the problems may partially come from how listening is taught in EFL classroom. Contrary to its justified importance of being a fundamental language skill and a substantial source of language input, listening is not taught in class and, instead, assumed to develop automatically in concurrent with the development of other language skills (Vandergrift & Goh, 2012, as cited in Chou, 2017). Ironically, when it comes to language instruction, listening is hardly



perceived valuable (Owolewa & Olu, 2017) and may, therefore, not receive as much attention as other skills.

Owolewa and Olu (2017) describe the practice of teaching listening in a classroom as “embarrassing”. They describe that in a listening task, students may appear to be listening through their ears while their brains may not know what to do with those aural input their ears take in. Needless to say, this brings about frustration to not only students but also language teachers who are in need of how to better the situation (Owolewa & Olu, 2017) for mastery or progress, to start with, in students’ listening skill which potentially contributes to the development of other language skills (Oxford, 1990, as cited in Esmaeili, Taki, & Rahimian, 2017). One alternative to ameliorate the issue is the instruction and use of listening strategies as Bei and Xinguang (2017) express that difficulties in listening can be overcome by the use of listening strategies enhancing not only students’ listening ability but also confidence in themselves.

Considering the importance of listening skill and the problems that barricade its progress and mastery, evident becomes the urge to find a way to dissolve such barriers both in terms of instruction and research. As a result of their study, Owolewa and Olu (2017) recommend that both language teachers and curriculum planners embrace the new light that listening is no longer a skill simultaneously developed along with other language skills and that it deserves its own and equal place as other language skills not only in curriculum but also in teaching practice, hoping that students’ listening ability will be enhanced. In addition to instruction and curriculum planning, more research into listening instruction as well as strategy use is still insufficient and, thus, merits further investigation (Chou, 2017; Jin & Xu, 2017).

In a similar fashion as in many EFL contexts, listening skill of EFL learners in Thailand demands more attention in order that they could function more effectively as language learners as well as valuable global citizens. Unfortunately, to the knowledge of the researcher, listening has not been as extensively researched as other language skills in this particular context. Therefore, this study set an initial aim to in due course achieve such a greater goal by investigating into pre-listening strategy use of Thai EFL learners to determine whether or not the students have already possessed such a fundamental potential aspect of listening enhancement prior to outlining a roadmap that would be most suitable for the context.

LITERATURE REVIEW

Listening

To communicate effectively, one must resort to not only a productive skill as speaking but also a receptive skill as listening. Vandergrift and Goh (2012, as cited in Chou, 2017) classify listening tasks broadly into one-way listening and two-way interactive listening. While the benefit in developing the ability to achieve two-way interactive listening tasks seems to prevail, the development in the ability to achieve one-way listening tasks is not to be disregarded. Rost (2011, as cited in Chou, 2017) points out that interactive activities that

language teachers contribute class time for students to participate in may not guarantee the improvement in the listening ability as speaking, rather than listening, tends to receive more attention. On that account, the ability to achieve one-way listening tasks which might be more common in EFL contexts and, therefore, became the focus in the present study deserves an increasing attention to solidify the basis for the development in the ability to achieve two-way interactive listening tasks in due course.

Pre-listening

Generally, a one-way listening task involves three phases: pre-listening, while-listening, and post-listening (Brown, 2018). Among these, the pre-listening is considered the most influential as it plays an important role in determining the success of the task (Chastain, 1988, as cited in Rajaei, 2015). Primarily, the pre-listening phase aims at activating schematic knowledge (Newton & Nguyen, 2018) which tends to influence the task success or facilitate the comprehension (Zohrabi & Sabouri, 2015). Evidently, listeners equipped with background knowledge were found to outperform listeners lacking such knowledge in listening comprehension tests (Rajaei, 2015; Zohrabi & Sabouri, 2015). Unfortunately, background knowledge was said not to be available to L2 listeners (Long, 1990, as cited in Zohrabi & Sabouri, 2015). Without background knowledge, listeners were found likely to inaccurately understand the listening input (Hohzawa, 1998, as cited in Zohrabi & Sabouri, 2015). In addition to activating schematic knowledge, the pre-listening phase also aims at activating linguistic component required to comprehend the text (Rajaei, 2015). The aforementioned aims of the pre-listening phase collaboratively facilitate listening comprehension as Bei and Xinguang (2017) conclude that the connection between linguistic information and background knowledge is what sought for when listening takes place.

Effective listening requires not only linguistic and schematic knowledge. It also requires a positive listening attitude (Owolewa & Olu, 2017). To begin with, listeners should be equipped with attentiveness and stay focused. Listening cannot be effective if listeners lack interest and the ability to sustain attention. In addition, attitudes about the listeners themselves, the listening environment, and the purpose or the goal of the listening take part in determining success in listening tasks. Therefore, the pre-listening phase should also serve to enhance a positive listening attitude.

Listening strategies

To succeed in a listening task, one must resort to all kinds of strategies. Especially in the pre-listening phase, listeners can exercise metacognitive strategies which are used to plan in advance on how to achieve a task. Metacognitive strategies, commonly referred to as thinking about thinking (Goh, 2018), enhance listening performance (Öztürk, 2018) by assisting listeners in considering the process of listening comprehension and promoting comprehension ability (Bozorgian, 2012). The strategies trigger listeners to activate schematic and linguistic knowledge so that the connection between them can be made to facilitate comprehension in the while-listening phase as well as to prepare for a positive listening attitude. Evidently, it was found in many studies as cited by Öztürk (2018) that generally good listeners used more



metacognitive strategies than their counterpart. It was also found that students who frequently used metacognitive strategies when listening to lectures in English, a type of one-way listening tasks, scored higher in the listening test (Selamat & Sidhu, 2013).

Oxford (1990) divides metacognitive strategies into three main categories with subcategories as follows:

1. Centering your learning

- 1.1. Overviewing and linking with already known material
- 1.2. Paying attention
 - 1.2.1 Paying direct attention concentrating on a task and tuning out distractors
 - 1.2.2 Paying selective attention to specific aspects of linguistic features

2. Arranging and planning your learning

- 2.1. Finding out about language learning
- 2.2. Organizing for optimal learning conditions such as a comfortable and peaceful setting
- 2.3. Setting goals and objectives
- 2.4. Identifying the purpose of a language task
- 2.5. Planning for a language task anticipating language elements, situations, and functions of the task

3. Evaluating your learning

- 3.1. Monitoring learning by identifying errors and learning from such errors
- 3.2. Evaluating learning progress

In the scope of the present study, pre-listening strategies to be used in the pre-listening phase encompass metacognitive strategies, which are used to plan in advance on how to achieve a task, adopted with a slight adaptation from Oxford's (1990) construct of metacognitive strategies and previous questionnaires relevant to listening strategies belonged to a number of scholars cited by Jin and Xu (2017), Kassaian and Ghadiri (2011), and Liao (n.d.). They are made up of the following:

1. Overviewing and linking with already known material

Listeners should try to recall what they have already known about both the related language or linguistic knowledge and the topic or the schematic knowledge to assist in making connection, interpretation, and comprehension of the listening text.

2. Paying attention

Listeners should always direct their attention and recover their concentration when distracted while preparing in the pre-listening phase. Listeners should also selectively plan ahead and anticipate certain linguistic features such as particular tenses, descriptive words and related lexical terms, discourse markers, stress and intonation. Such a set of predetermined

linguistic features would help listeners skim over the listening text so listeners would have a smaller repertoire of linguistic features to focus on while disregarding less relevant or unimportant information.

3. Finding out about the task

Listeners should try to find out about what to do or how to accomplish the particular listening task. For example, they should ensure their understanding about what exactly they need to do during the listening process whether they can take note, for instance, and/or whether they need to answer yes/no questions, choose from multiple choices, or write longer stretch opinion answers after the listening text ends.

4. Organizing

Listeners should try to organize physical environment, as much as possible, for effective listening. For example, at the very least, they should organize their desk or table space and make necessary stationary items available so as to allow them to take note conveniently and effectively in a timely manner.

5. Setting goals and objectives

Regardless of the goal of a listening task, listeners should also set their own goal so as to be determined to achieve it. Without a clear goal, concentration during preparation process might not be maintained.

6. Identifying the purpose of the listening text and planning for the listening task

Listeners should predict the category of the listening text (e.g. conversation, lecture, or advertisement), the purpose or function (e.g. to persuade, inform, or request), the topic, and the information that might be included in the listening text. Listeners should also plan for what kind of information to be noted down and how to solve problems when they arise. To be able to do this, self-monitoring and self-evaluation from previous listening experience can be facilitative as student listeners could better plan for solutions if they could anticipate potential problems concretely.

Accordingly, to prepare for a listening task in the pre-listening phase, listeners should apply the aforementioned pre-listening strategies in order to fill the void in their linguistic and schematic knowledge as well as to create a positive listening attitude. Therefore, this research paper aimed to investigate Thai EFL learners' pre-listening strategy use to make an accurate decision on how to subsequently improve EFL learners' listening ability.



METHODOLOGY

Participants

The participants in the present study were 48 EFL first year undergraduate students from the Faculty of Forestry enrolling in an intact class that the researcher was teaching in the first semester of the academic year 2017 among the total of 70 classes and 2,942 students. The class belonged to the course entitled Foundation English II which was said to be an intermediate level. It was one of the required courses for every non-English majored undergraduate student at Kasetsart University. One of the course objectives was for students to develop English listening along with the other three communicative skills namely speaking, reading, and writing. The course text book *Stretch 3* (Stempleski, 2014) equipped with listening material briefly introduces one listening strategy in each unit as follows:

Unit	Listening Strategy
1	Listening for tenses: Listen for the verb tenses and verb endings speakers use to know if they are talking about now or the past.
2	Listening for details: Details are facts, examples, explanations, and specific information. They help you to understand main ideas.
3	The course did not include this unit.
4	Inferring setting from context: Listen for specific details and words of places. They tell you where the speakers in the conversation are.
5	Listening for key words: Listen for key words to help understand main ideas. They are often nouns and verbs related to the main ideas.
6	Listening for clues to make inferences: Listen for important clues – words that describe activities and feelings – to make inferences.
7	Predicting content: Predict content by guessing what speakers will talk about. This helps you to pay attention to what you hear.
8	Listening for descriptive words: To identify people, listen for descriptive words such as adjectives and nouns that the adjectives describe.
9	The course did not include this unit.
10	Asking yourself questions: When you know the topic, ask yourself questions about it before you listen. This helps you prepare to listen.

To make the connection between the strategies in the course text book *Stretch 3* (Stempleski, 2014) and the pre-listening strategies under the present study's framework, listening for tenses (Unit 1) can be considered part of the pre-listening strategy of paying selective attention, and predicting content (Unit 7) and asking yourself questions (Unit 10) can be

considered part of the pre-listening strategy of identifying the purpose of the listening text and planning for the listening task. Although listening for key words (Unit 5), clues (Unit 6), and descriptive words (Unit 8) also seem related to the pre-listening strategy of identifying the purpose of the listening text and planning for the listening task, they focus on the while-listening phase and lack the planning in the pre-listening phase. Prior to doing listening activities in each unit, the aforementioned listening strategy statements corresponding to each unit were simply read through without being explicitly taught. The participants were not explicitly asked to anticipate anything. They were simply given time to read the questions (statements) before listening to the audio input.

Research instruments

Two research instruments were developed to investigate EFL learners' pre-listening strategy use.

1. Listening quiz paper

The listening quiz paper was divided into two parts.

Part 1 : Before you listen

Part 1 informed the participants to write down what they would be thinking or doing in the 5-minute preparation time in the pre-listening phase prior to listening to the 1.43-minute long audio clip of four monologues. The open-ended format was chosen to allow the participants to think about or do things freely without being influenced by any form of guidance.

Part 2 : While you are listening

Part 2 informed the participants that they would be listening to the 1.43-minute long audio clip of four monologues with a 1-minute pause after each monologue to take note and/or write true or false in front of the four statements directly adopted from the listening activity 1D in Unit 10 of the course text book *Stretch 3* (Stempleski, 2014) as follows:

1. Paul Cezanne studied to become a lawyer
2. The man came from Silver Rush
3. The man wants to marry the woman
4. The story takes place in the future

2. Pre-listening strategy use questionnaire

The pre-listening strategy use questionnaire was developed based on Oxford's (1990) constructs of metacognitive strategies and previous questionnaires relevant to listening strategies belonged to a number of scholars cited by Jin and Xu (2017), Kassaian and Ghadiri (2011), and Liao (n.d.). The questionnaire consisted of ten items corresponding to the conceptualized six pre-listening strategies requiring the participants to report their pre-listening strategy use in the aforementioned listening quiz. The questionnaire items were sent to three EFL instructors who obtained a doctorate in related fields as well as many years of teaching experience at a university level for the instrument validation process. Afterwards, the questionnaire items were revised accordingly. Then the questionnaire items were translated into Thai which was the participants' first language. The translated version



was sent to another EFL instructor with a doctorate in a related field as well as another person outside the academic realm to examine whether the questionnaire items could be easily understood by not only professionals but also lay-people.

The 6-point Likert scale ranging from ‘strongly disagree’ to ‘strongly agree’ was opted for over the dichotomous scale of yes/no to avoid the acquiescence bias (Dornyei, 2003) and to capture the variance in participant responses which may encompass degree of certainty in awareness and/or effort put forth. To elaborate, some participants may not be familiar with the pre-listening strategies listed on the questionnaire and, thus, may not be certain whether each strategy exactly reflected their behavior. In addition, the variance in strategy use may include the degree of effort put forth. By opting for the Likert scale, the participants were allowed to choose the responses closest/closer to their true perception rather than being forced to choose either yes or no which may disrupt the analysis and lose the opportunity to capture the variance in participant responses. The even-number scale omitted the ‘undecided’ so that the direction the participants were learning toward could be addressed (Taylor-Powell, 1998 as cited in Terzakis, 2017).

Data collection

To investigate Thai EFL learners’ pre-listening strategy use, a cross-sectional survey research was conducted collecting data at one point towards the end of the first semester of the academic year 2017. Up until the data collection date, the participants received no other formal intervention than regular instruction. This research design was chosen with the aim to avoid manipulation or interference to gather preliminary data for making an accurate decision on how to subsequently improve EFL learners’ listening ability and provide springboard for future research. The schedule of data collection was as follows:

Week	Related instructional content	Research procedure	Objective
11	Unit 7’s vocabulary	1. Distribute the listening quiz paper	To familiarize the participants to the pre-listening task
14	Unit 8’s vocabulary	2. Give instructions	
		3. Give five minutes for preparation	
16	Unit 10’s vocabulary	1. Distribute the listening quiz paper 2. Give instructions 3. Give five minutes for preparation 4. Distribute the pre-listening strategy use questionnaire	To collect data

Distribute the listening quiz paper

After covering the preceding vocabulary part of the course text book Stretch 3 (Stempleski, 2014) in each unit, the participants were distributed the listening quiz paper. Similar to the listening quiz paper for Unit 10 as previously described, the listening quiz papers for Units 7 and 8 were designed in like manner including “Part 1: Before you listen” and “Part 2: While you are listening”. The only exception was the four statements in Part 2 that were adopted

form Units 7 and 8 from the course text book Stretch 3 (Stempleski, 2014), respectively.

Give instructions

The participants were instructed and explained as follows:

- To look at the listening quiz paper that there were two parts
- To look at “Part 1: Before you listen” that the participants were to note down, in Thai and/or English as they saw fit, what they would think about or do in the 5-minute pre-listening phase to prepare for the upcoming listening text
- To make the most out of those five minutes of preparation in the pre-listening phase as the aural input would be played only once
- To answer truthfully, feel at ease, and consider the quiz merely as a practice since what they would be noting down would not affect their grade in any way to put the participants at ease and increase willingness to give data
- To look at “Part 2: While you are listening” that there were four statements that the participants were to identify if the statements were true or false based on the upcoming listening text

In addition to the aforementioned instructions, the participants were not provided any other guiding questions (e.g. What techniques would they use to prepare for the quiz? What was their feeling?) to avoid manipulating or interfering with the data.

Give five minutes for preparation in the pre-listening phase

The participants were asked if they had any question and, then, given five minutes to prepare for the upcoming listening text which was long enough considering there were only four statements on which the participants could base their prediction.

Distribute the pre-listening strategy use questionnaire

Immediately after the five-minute preparation period ended, the pre-listening strategy use questionnaire was distributed with hope that the participants could complete the questionnaire based on their actual strategy use in the pre-listening phase. The participants were given ten minutes to complete the questionnaire before both the quiz paper and the questionnaire were collected.

Data analysis

The obtained data were analyzed both quantitatively and qualitatively. Primarily, the quantitative data obtained from the pre-listening strategy use questionnaire were analyzed by means of descriptive statistics being mean scores and standard deviation. The mean scores and the corresponding response choices are shown as follows:



Mean score	Response
0 - 1.5	Strongly disagree
1.51 - 2.5	Disagree
2.51 - 3.5	Slightly disagree
3.51 - 4.5	Partly agree
4.51 - 5.5	Agree
5.51 - 6	Strongly agree

Then, content analysis was applied with the qualitative data obtained from the listening quiz paper to triangulate the quantitative analysis.

FINDINGS

1. Quantitative findings

The quantitative data obtained from the pre-listening strategy use questionnaire were analyzed. The mean scores and standard deviation are shown in Table 1. The grand mean score ($M = 4.21$, $SD = 1.09$) as well as the average mean scores for most strategies fall in the response choice of partly agree, which is the higher end of the 'undecided' response choice. This may indicate that while the participants perceived using the strategies, they may either not be well aware of the strategies or not perceive themselves using the strategies at their best effort. On the other hand, the mean score for the strategy of finding out about the task falls in the response choice of agree ($M = 4.96$, $SD = .74$). Its mean score is also the highest. This may indicate that the participants were well aware of the strategy and perceived themselves using it at their very best effort applying the strategy as extensively as necessary.

When examined closely, the mean score of the sub-strategy of paying direct attention (I always concentrated on preparing for this listening task) under the strategy of paying attention falls in the response choice of agree ($M = 4.56$, $SD = 1.17$). This may indicate that the participants were well aware of the strategy and found themselves apply the strategy at their very best effort staying concentrated on preparing for the listening task for most of the time. This may also affect the other sub-strategy of paying direct attention (I always recovered my concentration when I lost focus) whose mean score falls in the response choice of partly agree ($M = 4.21$, $SD = 1.03$). The participants may not perceive using the latter strategy extensively as they seemed to manage to stay focused for most of the time. As for the other sub-strategy dealing with paying selective attention (I had certain keywords or pronunciation to pay special attention to), its mean score falls in the response choice of partly agree ($M = 4.13$, $SD = 1.27$). This may indicate that the participants may not be well aware of the strategy or did not apply it at their best effort despite the fact that the strategy of listening for tenses was covered when studying Unit 1 in the course.

Table 1
Participants' response in the pre-listening strategy use questionnaire

Questionnaire item	<i>M</i>	<i>SD</i>	Response
Overviewing and linking with already known material			
I thought back to what I already knew to predict about what I was going to hear.	3.81	.91	Partly agree
Paying attention			
I always concentrated on preparing for this listening task.	4.56	1.17	Agree
I always recovered my concentration when I lost focus.	4.21	1.03	Partly agree
I had certain keywords or pronunciation to pay special attention to.	4.13	1.27	Partly agree
Average mean:	4.30	1.17	Partly agree
Finding out about the task			
I understood what I needed to do for this listening task.	4.96	.74	Agree
Organizing			
I organized the physical environment so that I could do this listening task effectively.	4.19	1.21	Partly agree
Setting goals and objectives			
I had a set goal for this listening task.	4.19	.91	Partly agree
Identifying the purpose of the listening text and planning for the listening task			
I predicted the information to be included in the listening text and its function.	4.60	1.07	Agree
I planned on the kinds of things I would be noting down.	4.02	.86	Partly agree
I planned on what to do if I would have problems when listening.	3.42	.94	Slightly disagree
Average mean:	4.01	1.07	Partly agree
Grand mean:	4.21	1.09	Partly agree

As for the strategy of identifying the purpose of the listening text and planning for the listening task, its sub-strategies were reported being used with variation. The mean score for predicting the information to be included in the listening text and its function falls in the response choice of agree ($M = 4.60, SD = 1.07$). This may indicate that the participants were well aware of the strategy and perceived using them at their very best effort. This might be because the participants were exposed to the strategies of predicting content, listening for key words, clues, and descriptive words when studying Units 7, 5, 6, and 8, respectively. However, the mean scores for planning on the kinds of things to note down and things to do when encountering problems in listening fall in the response choices of partly agree ($M = 4.02, SD = .86$) and slightly disagree ($M = 3.42, SD = .94$), respectively. This may indicate that the participants may not be well aware of the strategies and may not apply them at their best effort. They may use the strategies only at the superficial level without explicitly spelling out the kinds of things to note down or things to do when encountering problems in listening.

2. Qualitative findings

The qualitative data obtained from the listening quiz paper were analyzed by means of content analysis to triangulate the quantitative analysis. The aforementioned data were analyzed by means of manual coding on a hard-copy print out to identify the parts that were closely related to the pre-listening strategies. As it is unlikely that data can be coded perfectly the first time (Saldana, 2008), the data were later coded in the second cycle dur-

ing which some reclassification and consultation with a colleague were applied to ensure reliability in the coding process. Finally, the data were classified into the conceptualized pre-listening strategies as displayed in Figure 1.

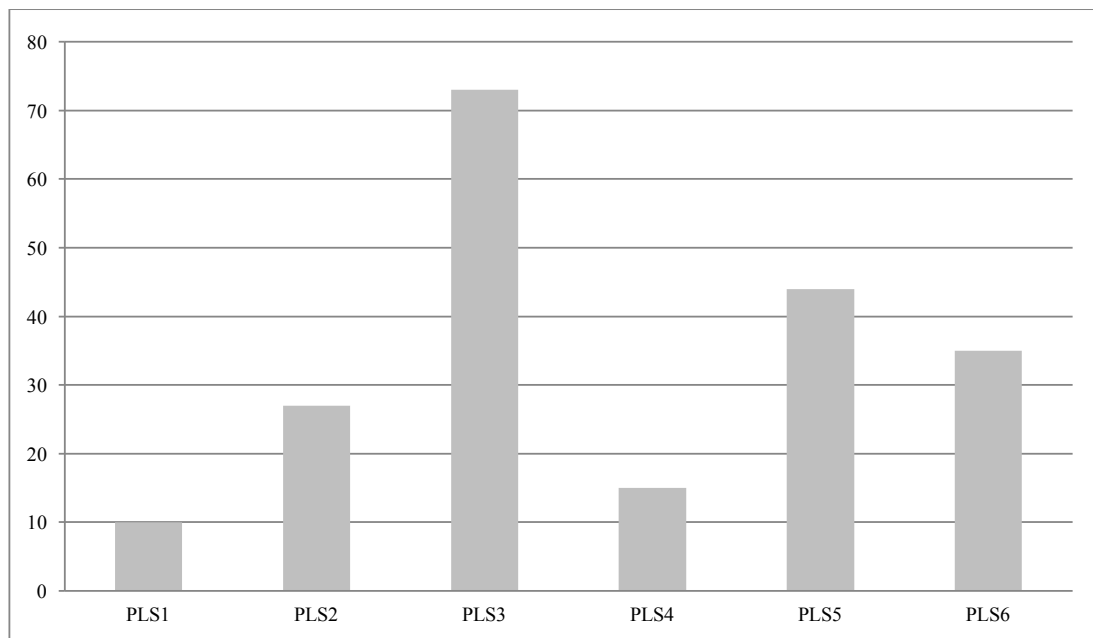


Figure 1 Participants' response in the listening quiz paper

Note. PLS1 = Overviewing and linking with already known material; PLS2 = Paying attention; PLS3 = Finding out about the task; PLS4 = Organizing; PLS5 = Setting goals and objectives; PLS6 = Identifying the purpose of the listening text and planning for the listening task

As displayed in Figure 1, the qualitative data obtained from the listening quiz paper indicated that the strategy of finding out about the task seemed to be applied by the majority (73%) of the participants (35: N = 48) while the strategy of overviewing and linking with already known material appeared to be utilized by the least number of the participants (5: N = 48). As for the other strategies, they were mentioned by less than half of the participants. Most of the data were reported in the participants' first language, Thai. To provide concrete examples, the aforementioned data were translated into English by the researcher. Following is elaboration upon each of the pre-listening strategies with examples of the participants' responses.

2.1 Finding out about the task

The use of this strategy was most noticeable as the related data were produced by 73% of the participants (35: N = 48). Such data encompassed reading instructions and question items as well as looking up or guessing for the meaning of the unknown words and translating.

Subcategory	Example of the participants' verbatim response
Reading instructions and question items	<ul style="list-style-type: none"> • “Read instructions to understand what to do and read the question items to identify what would be asked to find out to be able to listen for the right information to understand the main ideas” (S11) • “Write true or false” (S38)
Looking up or guessing for the meaning of the unknown words and translating	<ul style="list-style-type: none"> • “Look for the meaning” (S13) • “Look for the meaning of the words hardly been seen” (S18) • “Look for the meaning of the unknown words” (S33)

2.2 Setting goals and objectives

The related data were produced by 44% of the participants (21: N = 48). Such data encompassed setting goals and objectives to be mentally prepared or ready to pay attention to the listening input, to understand the listening input, and to be able to answer the questions.

Subcategory	Example of the participants' verbatim response
To be mentally prepared or ready to pay attention to the listening input	<ul style="list-style-type: none"> • “Must focus, concentrate, and not distract” (S23) • “To be ready to listen and to answer the questions” (S50; S62)
To understand the listening input	<ul style="list-style-type: none"> • “To understand the listening as much as possible” (S14; S18) • “To be able to catch the words in the listening” (S38)
To be able to answer the questions	<ul style="list-style-type: none"> • “To answer the questions” (S23; S46) • “To be able to do it” (S32) • “To finish the task within the time” (S59)

Although the first example of the participants' verbatim response (“Must focus, concentrate, and not distract” (S23)) may seem related to the strategy of paying direction, it was considered the strategy of setting goals and objectives. This is because the modal verb “must” suggests setting goals of what to do in the following while-listening phase rather than what is being done during the pre-listening phase.

2.3 Identifying the purpose of the listening text and planning for the listening task

The qualitative data related to this strategy were produced by 35% of the participants (17: N = 48). This strategy was divided into three subcategories.

2.3.1 Predicting the information to be included in the listening text and its function

The related data were produced by 21% of the participants (10: N = 48). Half of the data related to this subcategory revealed vague prediction while the other half revealed more precise prediction about certain topics or direct to the question items.

Subcategory	Example of the participants' verbatim response
Vague prediction	<ul style="list-style-type: none"> • “Read the questions and think about what the conversation will be about” (S21) • “Guess the storyline” (S64)
Somewhat precise prediction	<ul style="list-style-type: none"> • “Might be about education” (S20) • “Might be about movies” (S24) • “Might be about genres of movies” (S69)
Precise prediction	<ul style="list-style-type: none"> • “Make a guess whether the answer would be true or false” (S45) • “Would the person listed in the statement be studying or have finished studying?” (S51)



2.3.2 Planning on the kinds of things to be noted down during the listening task

The related data were produced by 10% of the participants (5: N = 48). Most of the related data revealing somewhat imprecise planning mentioned noting down keywords and main ideas showing no explicit list of what exactly to be noted down.

Subcategory	Example of the participants' verbatim response
Imprecise planning	<ul style="list-style-type: none"> • "Would be noting down important keywords and main ideas in the listening input" (S22; S36; S64)

2.3.3 Planning on what to do if problems occur when listening

The related data were produced by 6% of the participants (3: N = 48). While some of the responses revealed some planning possibly to avoid arriving at incorrect answers, the other simply acknowledged potential problems without showing concrete means to solve the problems.

Subcategory	Example of the participants' verbatim response
Planning	<ul style="list-style-type: none"> • "Not to rush but to listen until the end and then answer" (S55)
Problem	<ul style="list-style-type: none"> • "Think about what to do to be able to catch the meaning of the listening" (S62)

2.4 Paying attention

The data related to this strategy were produced by 27% of the participants (13: N = 48). This strategy was divided into three subcategories.

2.4.1 Paying direct attention to the preparation task

Although the related data were produced by only 6% of the participants (3: N = 48), this may signify that the participants may have actually been doing something to prepare for the task rather than simply reporting that they were paying attention.

Subcategory	Example of the participants' verbatim response
Paying direct attention to the preparation task	<ul style="list-style-type: none"> • "Concentrate, do not distract, and prepare" (S19) • "Prepare to listen" (S21) • "Fill in Part 1: Before you listen" (S39)

2.4.2 Recovering concentration during the preparation for the listening task

The related data were produced by 10% of the participants (5: N = 48). Unfortunately, rather than mentioning how or when they recovered their concentration, the participants seemed to be distracted mentioning information irrelevant to the listening task.

Subcategory	Example of the participants' verbatim response
Being distracted	<ul style="list-style-type: none"> • "I am hungry and I want to sleep" (S15) • "I will practice dancing very hard, I will study every day from now on, and I will pay attention to studying English in class" (S48) • "I am studying English, I will participate in my Faculty's activity, and I will start preparing for my exams, but I have never been able to do so" (S58) • "What should I do now?" (S62)

2.4.3 Paying selective attention

The related data were produced by 13% of the participants (6: N = 48). Such data encompassed mainly paying selective attention on keywords presented through both self-reported statements and behavioral evidence.

Subcategory	Example of the participants' verbatim response
Self-report statements	<ul style="list-style-type: none"> • "Select keywords to listen for based on the given question items" (S40) • "Select keywords to find the answers" (S18)
Behavioral evidence	<ul style="list-style-type: none"> • The words "Silver Rush," "marry," and "future" in the provided statements were underlined. (S56)

2.5 Organizing

The related data were produced by 15% of the participants (7: N = 48). Such data encompassed organizing physical environment namely stationary and physical position or posture.

Subcategory	Example of the participants' verbatim response
Organizing physical environment	<ul style="list-style-type: none"> • "Prepare pens to be ready to listen" (S63) • "Prepare pencils to write what could possibly be understood" (S68)
Organizing physical position or posture	<ul style="list-style-type: none"> • "Sit in a relaxing posture" (S24)

2.6 Overviewing and linking with already known material

The use of this strategy was least noticeable as the related data were produced by only 10% of the participants (5: N = 48). Such data encompassed checking the previously learned vocabulary and recalling its definition, however, with no sign of linking with already know material beyond what was taught in class.

Subcategory	Example of the participants' verbatim response
Checking the previously learned vocabulary	<ul style="list-style-type: none"> • "Check the vocabulary in the course text book" (S41)
Recalling definition	<ul style="list-style-type: none"> • "Translate the words that I cannot remember" (S65) • "I guess "biography" (Unit 10's vocabulary) means หนังสือประวัติ (the word's definition in Thai)" (S52)

CONCLUSION AND DISCUSSION

To investigate of pre-listening strategy use of Thai EFL learners, the pre-listening strategy use questionnaire and the listening quiz paper were administered to collect data from 48 Thai EFL learners at Kasetsart University. The data collected seemed to suggest that most participants were well aware of the strategy of finding out about the task. Most participants seemed to already be equipped with the aforementioned strategy, understanding exactly what to do to achieve the listening task: carefully read instructions and question items. They also tried to guess, look up, or translate words possibly to better understand what they were required to do. To the knowledge of the researcher, the use of the strategy of finding out about the task has not been investigated in any recent research. While the participants in this research seemed to already be utilizing it, whether the strategy is widely used among other EFL learners is still undetermined.



As for the other strategies, most participants may not be well aware of and/or may not use them at their best effort. To start with, the qualitative data seemed to signify that less than half of the participants set goals and objectives clearly such as to be mentally prepared or ready to pay attention to the listening input, to understand the listening input, and to be able to answer the questions. However, this strategy may not be used widely among the majority of the participants. This finding was consistent with what Alhaisoni (2017) found from administering Vandergrift, Goh, Mareschal, and Tafaghodtari's (2006) Metacognitive Awareness Listening Questionnaire with 104 Saudi EFL learners. Alhaisoni's (2017) study showed that the participants averagely used the strategy of setting goals and objectives. Therefore, it might be worth raising awareness in the strategy use for those who may not already be well aware of it.

As for the strategy of identifying the purpose of the listening text and planning for the listening task, the qualitative data revealed that the strategy was used by even a smaller number of the participants. Furthermore, although the qualitative data suggested that the participants seemed to know that they should make some prediction, there was almost no sign of concrete but vague prediction. They simply knew that they should predict but did not actually predict anything explicitly despite the fact that the strategies of predicting content, asking oneself questions, listening for key words, clues, and descriptive words were introduced to the participants in the course text book. Therefore, it might be worthwhile giving elaborate instruction and practice regarding setting plans before listening, making prediction, and taking note which were the strategies used by Chen's (2017) advanced EFL participant. Upon encountering problems while listening, Chen's (2017) advanced EFL participant also made inferences for unknown words based on the general ideas from the listening text. The participant also confirmed prediction, monitored accuracy, and made evaluation examining the satisfaction in the ability to understand and identify problems to reflect and think of ways to do better next time. As only a few participants revealed planning how to solve problems when listening, perhaps reflecting on their listening experience and identifying listening problems should be taught (Bozorgian, 2015) so that they could take responsibility in their learning and plan for ways to improve their own listening.

Regarding the strategy of paying attention, the qualitative data seemed to suggest that some participants may have difficulties paying direct attention and recovering concentration during the pre-listening phase. They seemed to be distracted thinking about things beyond the listening task at hand. As for paying selective attention, the qualitative data seemed to show that the participants employed this strategy such as by paying attention to keywords. However, there are other linguistic features such as verb-ending pronunciation and grammar which were considered by Chen's (2017) advanced EFL participant. Therefore, EFL learners, especially less-skilled learners who were found to receive greater benefit from strategy instruction compared to their more-skilled counterpart (Bozorgian, 2015), should be further trained to pay selective attention to benefit their listening comprehension.

As for the strategy of overviewing and linking with already known material, the qualitative data seemed to signify that a very few participants used the strategy and relied exclusively on previously learned vocabulary and translation. The participants could have exerted the strategy further making connection to the topic knowledge based on life experiences to

come up with an extended list of vocabulary beyond what previously learned and/or written in the question items. For example, the participants could try using background knowledge which was performed by the advanced EFL participant in Chen's (2017) study or recalling similar listening texts which was reported to be used by Saudi EFL participants in Alhaisoni's (2017) study.

RECOMMENDATION

The study has its limitations. The first drawback was the small sample size from only one field of study. Therefore, the findings may not be a true representative of the larger population of Thai EFL learners. Secondly, although focusing on one particular task allowed the participants to answer the questions based on the actual listening experience, it may not yield a representative conclusion on the pre-listening strategies used in other listening situations. Finally, by using the questionnaire and the open-ended format of the quiz paper, only information on the use of the strategies was available while the rational for using and not using the strategies was not assessable. Therefore, it remained indefinite whether the absence of the strategy use was due to the lack of awareness in the strategy use or the lack of necessity to use the strategies. Consequently, further research should include a larger sample from various fields of study and different levels of English proficiency. Further research should include different types of tasks and/or modes of questions beyond true/false statements. Think aloud protocols and interview could also be incorporated to gain insight into the rational for the presence and/or absence of the strategy use.

Nevertheless, is it hoped that the findings of the present study can be considered another contribution to the field of listening instruction and strategy use as well as shed some light guiding teachers who used to feel "embarrassed" not knowing what to do when teaching listening. Although the findings of the present study may not be generalizable and teachers should teach suitable strategies based on their students' actual situations, teachers may consider explicitly teaching the pre-listening strategies in the pre-listening phase when teaching listening. Teachers are also encouraged to conduct research or informally investigate pre-listening strategy use to finally arrive at the most suitable ways of teaching strategies to enhance listening skills in their own contexts.

ACKNOWLEDGEMENT

I would like to thank Dr. Nantikarn Simasangyaporn, Dr. Siriporn Lerdpaisalwong, Dr. Chayata Viriya, and Dr. Intira Bumrungsalee for their assistance in validating the research instrument. I would also like to thank my students for participating in the study.



THE AUTHOR

Korapin Paranapiti is currently an English language instructor at the Department of Foreign Languages, Faculty of Humanities, Kasetsart University, Thailand. She has taught at a university level for 10 years. She holds a doctorate in English as an International Language, and her research interests include learning strategies and communication strategies.

fhumkpp@ku.ac.th

REFERENCES

- Alhaisoni, E. (2017). Metacognitive listening strategies used by Saudi EFL medical students. *English Language Teaching*, 10(2), 114-122.
- Bei, Z. & Xinguang, S. (2017). A study of Chinese college students' English listening strategies. *Advances in Social Sciences Research Journal*, 4(2), 75-82.
- Bozorgian, H. (2012). Metacognitive instruction does improve listening comprehension. *ISRN Education*, 1-6.
- Bozorgian, H. (2015). Less-skilled learners benefit more from metacognitive instruction to develop listening comprehension. *International Journal of Research Studies in Language Learning*, 4(1), 3-12.
- Brown, S. (2018). Task-based approach to listening. In *The TESOL encyclopedia of English language teaching* (eds J. I. Lontos, T. International Association and M. DelliCarpini). Retrieved from doi:10.1002/97811118784235.eelt0613
- Chen, I. (2017). Listening strategy use for different text types. *World Journal of English Language*, 7(2), 31-38.
- Chou, M. (2017). A task-based language teaching approach to developing metacognitive strategies for listening comprehension. *International Journal of Listening*, 31(1), 51-70.
- Dornyei, Z. (2003). *Questionnaires in second language research: Construction, administration, and processing*. Mahwah, NJ: Lawrence Erlbaum Associates.
- Esmaeili, Z., Taki, S. & Rahimian, Y. (2017). EFL learners' metacognitive strategy use in academic listening tasks. *Journal of Applied Linguistics and Language Research*, 4(3), 254-268.
- Goh, C. C. (2018). Metacognition in second language listening. In *The TESOL encyclopedia of English language teaching* (eds J. I. Lontos, T. International Association and M. DelliCarpini). Retrieved from doi:10.1002/97811118784235.eelt0572
- Jin, B. & Xu, W. (2017). Strategy use awareness in academic listening practices relative to L2 motivation among Chinese tertiary students. *Journal of Language Teaching and Research*, 8(4), 722-730
- Kassaian, Z. & Ghadiri, M. (2011). An investigation of the relationship between motivation and metacognitive awareness strategies in listening comprehension: The case of Iranian EFL learners. *Journal of Language Teaching and Research*, 2(5), 1069-1079.
- Liao, S. (n.d.). *Listening strategies and applications in EFL classroom*. Retrieved from http://english.tyhs.edu.tw/xoops/html/tyhs/teach_source101/02plan.pdf
- Newton, J. & Nguyen, C. (2018). Integrating listening and speaking. In *The TESOL encyclopedia of English language teaching* (eds J. I. Lontos, T. International Association and M. DelliCarpini). Retrieved from doi:10.1002/97811118784235.eelt0602
- Owolewa, O. O., & Olu, O. (2017). Effects of listening strategies' instruction on students' attitude to listening. *European Journal of Education Studies*, 3(7), 624-642.
- Oxford, R. L. (1990). *Language learning strategies: What every teacher should know*. Boston: Heinle & Heinle.
- Öztürk, B. (2018). Listening skills development in teaching Turkish as a foreign language and the usage of metacognitive strategies. *Journal of Education and Training Studies*, 6(6), 41-47.

- Rajaei, Z. (2015). The role of pre-listening activities on EFL learners' listening comprehension. *International Journal of Foreign Language Teaching and Research*, 3(10), 35-43.
- Saldana, J. (2008). *Coding manual for qualitative researchers*. Los Angeles, CA: Sage Publications.
- Selamat, S. & Sidhu, G. K. (2013). Enhancing Listening Comprehension: The Role of Metacognitive Strategy Instruction (MetSI). *Procedia - Social and Behavioral Sciences*, 90, 421-430.
- Stempleski, S. (2014). *Stretch 3*. Oxford, England: Oxford University Press.
- Terzakis, M. (2017). *The novel as textbook: Using literature as a teaching material to teach Greek as a foreign language to adults* (Master's thesis). Flinders University, South Australia.
- Vandergrift, Goh, Mareschal & Tafaghodtari. (2006). The Metacognitive Awareness Listening Questionnaire: Development and Validation. *Language Learning*, 56(3), 431-462. Retrieved from <https://doi.org/10.1111/j.1467-9922.2006.00373.x>
- Zohrabi, M. & Sabouri, H. (2015). The Impact of Pre-Listening Activities on Iranian EFL Learner's Listening Comprehension of Authentic English Movies. *International Journal on Studies in English Language and Literature*, 3(2), 42-56.