

## **CHAPTER II**

### **LITERATURE REVIEW**

#### **A. Listening Comprehension in the Classroom**

One important method that helps ESL/EFL learners to control their learning is using strategies. Vandergrift (1999) showed that “strategy development is important for listening training because strategies are conscious means by which learners can guide and evaluate their own comprehension and responses”. So, Listening Comprehension Strategy (LCS) can be defined as “a sequence of steps (mental or behavioral) taken deliberately by listeners (always conscious) in a specific order (depending on the task complexity), to enhance the ability to perceive, and internalize as well as comprehend the listening input” (El Sayed, 2002). Most of the previous researches on L2/FL listening refer to three types of strategies to overcome difficulties with LC: cognitive, metacognitive and socio-affective strategies.

#### **1. Cognitive Strategies in Listening Comprehension**

“Cognitive strategies are mental activities related to comprehending and storing input in working memory or longterm memory for later retrieval” (Buck, 2001, p. 104). These type of strategies are behaviors, techniques or actions used by learners in order to facilitate acquisition of knowledge or skill (Ratebi, 2013). This strategy is a problem-solving technique used by the learners to deal with the learning task and the acquisition of knowledge becomes easier for them (AzmiBingol, 2014). Language learners use this kind

of strategy as a help for processing, storing and recalling new information (Goh, 1998). There exist different types of cognitive strategies: cognitive formal practicing strategy (previewing, resourcing, note taking, remarking the key ideas), cognitive translation, cognitive bottom-up strategies (deduction, repetition, segmentation, transfer), cognitive top-down strategies (listening for the main ideas, inferencing, thinking in English, elaborating) but bottom-up and top-down strategies are the most popular strategies between researchers for more investigation.

## **2. Metacognitive Strategies in Listening Comprehension**

According to Rubin (1987), metacognitive strategies are management techniques that learners use to control their learning through planning, monitoring, evaluating, and modifying (cited in Abdalhamid, 2012). Based on the definition of metacognitive strategies by scholars, ThanhHuy (2015) divided metacognitive strategies into three sets: concerning learning (paying attention), arranging and planning learning, and evaluating it. Using metacognitive strategies consciously, gives the opportunity to learners to get back their focus when they lost it (Oxford, 1990). There exist two types of metacognitive ability: knowledge of cognition related to learners' awareness of what is going on (i.e., knowing what) and the other is regulation of cognition (i.e., knowing how) which concerned with what learners should do to listen effectively (Baker & Brown, 1980).

### **3. Socio-Affective Strategies in Listening Comprehension**

The last category of strategies is socio-affective, which is defined by Vandergrift (2003) as the techniques listeners use to collaborate with others, to verify understanding, or to lower anxiety. Gardner and MacIntyre (2013) maintained the important role of effective strategies which is employed to control learning experiences, because it is directly related to learning context and learners' social-psychological factors. Ratebi (2013) believes that socio-affective strategies are a collection of strategies for controlling resource, time, effort and support.

Over the past three decades, several studies manage to show that learners can gain benefits from use of strategies for developing their listening comprehension (Underwood, 1989; Willing, 1989; Mendelsohn, 1994; Thompson and Rubin, 1996; Vandergrift, 1997). These studies searched the importance of listening strategy instruction with focus on various features, including teaching students to become strategically smart, enabling them to develop meta-strategic awareness, teaching them to plan for the successful completion of a listening task, teaching them how to monitor their comprehension during a listening task along with the teaching of evaluation processes and the use of checklist for learners' development. Thompson and Rubin's (1996) study was a thorough work which analyzed a large number of listening strategy studies in order to answer the prime question that "can strategy instruction improve listening comprehension?" in general.

## **B. Students' Experiences on Learning**

Conceptions are the cultural, familial, social, and individually derived lenses through which we view the world; they colour our interpretations of events, and therefore they form the basis of our actions. Teaching conceptions are the lenses through which educators view their students, learning, curricula, themselves, and their pedagogical actions. An important strand of research over the last several decades has begun to uncover the importance of educators' conceptions of teaching practice (Carberry 2014; Freire and Sanches 1997; Hativa 2000; Hativa, Barak, and Simhi 2001; Kagan 1992; Kember and Kwan 2002; Montfort, Brown, and Shiness 2014; Pajares 1992; Samuelowicz and Bain 1992, 2001). What educators think about the teaching and learning enterprise is the basis of their teaching decision-making. Therefore, if our intent is to make improvements in engineering courses and other learning experiences or the manner in which they are designed and taught, it is incumbent upon engineering educators to examine their own thinking. This paper explores the viability of using a research-derived set of teaching conceptions as a tool to guide the personal reflections of four educators on their previous pedagogical decisions (Borgford et al., 2017).

Several education scholars have suggested that an inconsistency can exist between educators' claimed teaching conceptions and their actual teaching practices (Argyris and Schon 1978; Murray and MacDonald 1997; Samuelowicz and Bain 1992). That disjuncture is often implicit or hidden from those educators

and is therefore difficult to recognise and change. Murray and MacDonald suggested ‘a way of closing this gap could be to encourage a systematic reflection on the process of learning and teaching’ (1997, 345).

To reflect on teaching conceptions requires that we look back at ourselves, that we examine our past activities and choices in order to discover or ascertain the personal beliefs, values, and theories that have guided our decision-making and actions. Brookfield (1995) described this reflection activity as hunting for the assumptions that implicitly guide our thinking. To do this in a manner that has the possibility for exposing important aspects of our thinking often requires that we look back from a different perspective – a perspective gained through dialogue. Brookfield suggested that there are three forms of dialogue: dialogue with another person, as in a critical incident conversation; dialogue with a text, wherein a reader is exposed to new ideas; and dialogue with themselves, which can manifest in personal writings such as a philosophy statement.

