Empirical Research On Listening Strategy Training In Different Stages For Vocational Business English

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ABSTRACT

This research focuses on the training of listening strategies for students in vocational colleges. The training is carried out by stages. It is to find out the effective strategies confirmed by students, the effective training modes and to find out the problems which influence the listening abilities in different stages. The results prove that the training can improve the listening comprehension. The preview and grasping the key words are the most effective strategies approved by the students. The students have different listening problems on different stages. The main problems at the end of training stages are the weak learning consciousness, the lack of vocabulary and the training of metacognitive strategies, which are to be solved in the future.

Key words: Listening strategies, stage training, effective strategies, training mode.

INTRODUCTION

English listening comprehension is a complicated process of linguistic cognition. Different materials such as phonetics, vocabulary, syntax and texts should be processed simultaneously. Linguistic, contextual and pragmatic knowledge are required in the real-time processing of linguistic material. Due to its complexity, the process of listening comprehension has been studied from the aspects of neurology, linguistics, psycholinguistics, pragmatics and pedagogy (Rost, 2002). Three of the listening comprehension models have been widely accepted: “top-down” model, “down-top” model and “interactive” model (Flowerdew and Miller, 2005). Anderson (2000) holds that listening comprehension can be divided into three stages: perception, analysis and application. The perception stage is the original perception process of sounds or written information. Listeners focus on the listening material and memorize the obtained information. In perception stage, discourse is divided into words or phrases according to sentence structure or semantic clues. Then based on rules of language structure and semantic principles, meaningful mental representation is established as to the text. Analysis stage is the application of the mental representation by the listeners. The listeners connect the mental representation to the text meaning with the declarative knowledge of long-time memory. The process is realized by expanding, activating the joint in the long-time memory and new message. These three stages correlate with one another in continual circulation. This opinion divides the process of completing the listening comprehension instantly into three operable stages. It offers the theoretical basis for training listening ability by stage.

Poelmans (2003) argues that listening comprehension is a combination of four processes or modules which are listening to sound, classifying sound, recognizing vocabulary and understanding. This comprehension model is based on the reasoning process of perceptual clues, and also emphasizes the connection between these processes and modules. The dealing of sound signal and the segmentation of sound flow are the fundament of listening comprehension. One must be equipped with certain phonetic knowledge in order to improve listening comprehension. According to “top-down” model (Shannon and Weaver, 1949), listeners start from understanding acoustic information. From phonemes, words, phrases, clauses, sentences to texts, different kinds of knowledge required in the process of listening comprehension are utilized in a linear, hierarchical manner. Rumelhart (1975) argues that language processing is performed
simultaneously at different levels and that phonemes, syntax, meaning and pragmatics interact. Kenneth (1976) concludes that sound recognition (voice, intonation, sound quality) is the first step in listening comprehension and requires that the perceived sound be translated into information. No matter what kind of processing, it is based on the processing of phonetic information; phonetics is the first step of understanding. Listening comprehension is the processing of phonetic materials in stages. Therefore, listening strategy training is based on phonetic knowledge to carry out phased training and learning on listening comprehension.

For the classification of foreign language listening strategies, most studies use the meta-cognitive strategies, cognitive strategies and social/emotional strategies frameworks of O’Malley and Chamot (1990). Metacognitive strategy refers to organization, supervision, regulation and other activities, including planning, testing, assessment and so on by the learners in order to promote learning. Cognitive strategy refers to the processing of input information, including reproduction/restatement, conclusion, reasoning and refinement. Social/emotional strategies refer to the collaboration with others, the control and regulation of emotions during the learning. Three strategies appear in different stages of information processing. Vandergrift (1999) emphasizes the teaching of metacognitive strategies. Other experts pay more attention to the research of cognitive strategies. Field (1998) emphasizes that listening teaching should focus on the training of sub-listening strategies. Micro-skills are something native speakers have but second language learners need to practice and master. Bacon (1992) and Goh (2002) describe the foreign language listening strategies in more detail and outline a set of strategies. Bacon (1992) examines factors that affect the listening such as gender, treatment strategies, cognition and emotions. Goh (2002) studies macroscopic listening strategies and specific skills through ESL students’ vocal mindset and diary. Mendelsohn (1994) emphasizes strategies for predicting, inferring strategies and helping listeners determine the subject matter of the material they are listening to. Scholars discuss the strategies from various perspectives. According to the information processing stage during listening comprehension, in view of the wide range of listening strategies, based on the English proficiency of vocational students within a limited time, taking into account that the strategies should be easy to operate and quick in teaching, the key training strategies are determined. The plan selects the cognitive strategies (predicting, catching keywords, taking notes, signal words, following to read the texts, group listening, reasoning, information redundancy, sentence patterns, background knowledge and stylistic structure), metacognitive strategies (planning, supervision, self-assessment), social/emotional strategies (cooperation and exchange/asking for advice, reducing anxiety), a total of 16 strategies. The strategies will be adjusted according to the research results during the strategy training.

Strategy training is often divided into three kinds: centralized training, decentralized training and individual training (Yang Jianding, 2003). Many actual situations of learning strategies training show that the combination of strategy training and daily teaching activities works best. The purpose of listening strategy training is how to make students master learning strategies (Wu Zengsheng, 1994). This study adopts explicit training method. Su Yuanlian (2003) put forward a six-step training mode based on Oxford’s eight-step training, which is more pertinent and feasible. The steps are as follows:

1) Learn the students’ strategic needs.
2) Choose the strategies to be taught.
3) Prepare a strategy training plan.
4) Conduct a controlling strategy training.
5) Evaluate a strategy training plan.
6) Revise the strategy training plan.

Zhu Xianghua (2010) combines the training of strategic awareness with the cultivation of language skills. The combination of in-class and out-of-class training will be adopted to eventually develop students’ independent learning ability, self-evaluation ability and self-regulation ability to further verify the feasibility of listening strategies. The model consists of six steps:

1) Evaluate students’ listening ability through tests and questionnaires to acquire the listening difficulties and the use of the strategies.
2) Learn the students’ strategic needs according to the questionnaire results and determine the strategies to be taught.
3) Write strategy training plans according to students’ listening comprehension materials.
4) Implement controlling strategy training, each of which consists of 5 steps: a) preparation, b) demonstration, c) practice, d) evaluation, e) consolidation.
5) Evaluate strategy training effect through test questionnaire, self-assessment report and interview.
6) Amend or improve the strategy training based on the training results.

The above two training modes are firstly to obtain the students’ listening level and the main problems in the students’ listening comprehension and then to determine the strategies to be taught and finally to formulate, implement, evaluate and improve the strategy training programs. All of the listening training is based on the students’ actual listening level and needs. Based on the above modes, this study adopts the following steps:

1) Determine the strategies to be trained by acquiring the students’ listening ability and problems in listening comprehension which can be learned from tests,
questionnaires and self-question statements.
2) Determine the strategies to be taught.
3) Develop a training plan.
4) Measure the effectiveness of the training.
5) Improve the training plan of the listening strategy.

According to the above steps, this study conducts training on listening strategies for students. The difference between this research and Su Yuanlian's and Zhu Xianghua's lies in the first step: it is conducted on the basis of fully acquiring the students' level and listening needs, and get a thorough comprehending of the students' listening level. The training procedure for each strategy adopts Pearson and Dole's training mode (1987). The main steps are:

1) Demonstrate a strategy and explain its usage and importance in theory.
2) Instruct students to practice this strategy.
3) Consolidate this strategy.
4) Practice this strategy by students independently.
5) Combine strategies with classroom materials to integrate language tasks in an explicit manner.

EMPIRICAL RESEARCH

Research subjects

The subjects are a natural class of business English major in our college. The number of students enrolled is 42. At the end of the first semester, seven students transferred to the other departments and 35 remained. Some of the students did not take part in the CET-4 pre-test or post-test. The final valid data is 28.

Research questions

The effectiveness of the phased training model should be tested. Can it improve listening comprehension? Suitable listening strategies for vocational students should be determined. What are the main problems in the early stage and at the end of training?

Research method

Based on the students’ listening level test and research, the training strategy is determined and the explicit training is taken. The first phase (first semester) focuses on phonetic knowledge and individual strategy training. The second phase (second semester) focuses on comprehensive application of strategies. Students at different stages would take the CET-4 test, for its high reliability and validity. Data is processed by SPSS (17.0). Two tests will be taken each semester. Because of military training in the first semester, from the end of the college entrance examination to the first class in early October, students have no contact with English for nearly four months. The first test, questionnaire and survey would be taken one month after the start of the class, which conducts four weeks of phonetic training and thus facilitates students to find their own problems in listening. Eight weeks of individual strategy training are followed. The first questionnaire investigates students’ assessment of phonetic training and their use of listening strategies. Because short passages of CET-4 test are too difficult for vocational students, the first test only chooses eight short dialogues, seven long dialogues, eight filling in the blanks, a total of 23 questions, one point for each question. Students’ listening self-statements mainly reflect the major problems in their listening comprehension. The questionnaire of the first semester is to acquire the overall effectiveness of strategic training and evaluation on strategic training. The college entrance examination scores are counted to learn the status of students’ English proficiency. The second phase (second semester) includes 14 weeks’ training, and in the CET-4 test, there are ten more questions of short passages, one point for each question, a total of ten points. The second strategy questionnaire includes the strategy training mode and effect evaluation, evaluation of each strategy, the presentation of major listening problems on final stage.

Training contents

As phonetics is the basis of listening, basic training takes first, focusing on liaison, weak forms, omission, assimilation, blasting and so on. Then single strategy training is carried out, mainly by explanation, practice and consolidation. When each individual strategy is introduced, a simple theory explanation is supplemented to facilitate students to understand the reasons behind the strategy, and make them take the initiative to accept the use of new strategies. Through the corresponding exercises, the teacher demonstrates the usage of the new strategy, and provides more exercises for students after class to consolidate the experience of new strategies. In this process, students are constantly solicited opinions on the strategic teaching mode, in order to improve and achieve the best teaching results. In the second semester attention will be paid on comprehensive application of listening strategies into dialogue and essay practice. During the training, teachers should remind students to focus on the use of multiple strategies or let students discuss their strategy usage so that other students can learn more from each other. CET-4 test is conducted before and after the semester and a questionnaire survey is carried out in the last week.

RESULT ANALYSIS

Pre-investigation

English level before entrance to college

The survey collected 28 valid questionnaires (Table 1). The
The first phase (the first four weeks, the preparatory phase)

Survey on listening strategy application and students’ self-report on listening difficulties. After four weeks of study, students generally have an initial opinion on the training assessment of phonetic knowledge, the application of listening strategies and the listening problems. Students believe that the explanation of phonetic knowledge is necessary and the training is effective, but some students just have a general review after class and do not master the knowledge solidly. As to the training mode, the teacher’s explanation, practice and the way of summarizing work well. About the explanation of each point of knowledge, some students think that it should be collected together to explain and others think that it should be scattered in different classes. The opinions are divided. The results of the survey on the application of listening strategies are as follows:

1) Most students think that listening comprehension is difficult, and therefore guidance and assistance are necessary.
2) The processing of new words: Almost all students guess the meaning of words according to the context, rarely based on word-building knowledge. Only a few students do not know how to deal with new words.
3) Note taking: Most students take the initiative to take notes and it can help memorize a great deal of information in conversations, especially with numbers. However, nearly half of the students still have only temporary information about the conversation. The practice of short dialogues did not show the effectiveness of this strategy.
4) Social/Emotional Strategies: The vast majority of students have no apparent stress, anxiety, or fear. This may be related to the personal character of the family single child, but moderate anxiety can help to increase concentration.
5) The use of signal words: Some students think it is not useful, only used occasionally. However, this strategy helps to understand the relationship between the statements, to grasp the direction of the speaker’s thought.
6) Sentence features: Students cannot obtain the core of critical information by using it proficiently. In fact, the use of sentence features can help get the core information quickly.
7) Following the speakers: A small number of students can take the initiative to use it, most students occasionally do. Following the speakers help to focus and experience the phonetic changes.
8) Communication: One-third of students exchange information when they encounter problems, and the remaining students occasionally or never share listening problems with their classmates. Communication between each other can ease the pressure of learning and help find solutions to problems. Students’ self-report mainly include problems, such as vocabulary and fast speed of speech. They have a lack of vocabulary. They can understand written materials but not the audio ones, and they cannot spell the vocabulary accurately. Fast speed of speech makes them cannot keep up with the speakers. Slow response to the content affects the understanding of the following sentences.

The first phase (the end of the first semester) investigation

The test results: contrast of CET-4 scores: According to the CET-4 paired samples test in the first phase, the mean value on short conversations is -0.5000, which shows post-test score higher than the previous one (0.50 points). However, t statistic \( t = -1.210, p > .05 \) shows that there is no significant change in the short dialogues after the experiment, without significant improvement in the scores (Table 2). Within the 95% confidence interval, the average difference is not significant. Therefore, although the mean value of the short conversation increases, the score change is not significant. Short conversations’ average score increases rapidly, but after-the-test results do not significantly improve. The reasons may be the weak foundation of the student’s English. After the first semester, students’ attitude toward study is also not so positive as before. T statistics of the total score \( t = 2.334, p <0.05 \), long conversations \( t = .235, p > 0.05 \), blank filling \( t =

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### Table 1: English level before entrance to college

<table>
<thead>
<tr>
<th>Score Segment (Points)</th>
<th>&gt;110</th>
<th>&gt;100</th>
<th>&gt;90</th>
<th>&gt;80</th>
<th>&gt;70</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of Students</td>
<td>6</td>
<td>11</td>
<td>6</td>
<td>3</td>
<td>2</td>
</tr>
</tbody>
</table>

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total score is 150 points of English in entrance examination with the highest score of 128 and the lowest score of 73 and an average of 100.54. There is a large gap between the English levels of students, a difference of 55 points. Some students have better foundation while others are quite weak in English. In view of the classroom teaching of large level differentiation, it poses challenges in terms of teaching contents, teaching methods, teaching objectives and so on. It puts forward new requirements for teaching process and the need to make students’ English listening progress at different levels as possible. Therefore, listening strategies should be trained in different phases and by degree of difficulty.
Table 2: the test results contrast of CET-4 scores before and after the first phase

<table>
<thead>
<tr>
<th>Paired Samples Test</th>
<th>the difference of paired samples</th>
<th>95% confidence interval for the difference</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Mean Value</td>
<td>Standard Deviation</td>
</tr>
<tr>
<td>P 1 Total score before – after CET-4</td>
<td>1.64286</td>
<td>3.72394</td>
</tr>
<tr>
<td>P 2 Short conversations Score before – after CET-4</td>
<td>-.50000</td>
<td>2.18581</td>
</tr>
<tr>
<td>P 3 Long Conversations Score before – after CET-4</td>
<td>0.07143</td>
<td>1.60851</td>
</tr>
<tr>
<td>P 4 Blank Filling Score before – after CET-4</td>
<td>2.07143</td>
<td>1.80388</td>
</tr>
</tbody>
</table>

6.076, p <0.05) are positive. The after-test average scores decrease; the after-test results are not as good as the pre-test scores. All in all, there is no significant change in the first phase of training. All these indicate that it is difficult to achieve an overall improvement in CET-4 listening tests in a short period of time. Targeted exercises can improve scores, but not significantly. Strategy training is a gradual and long-term process. It requires not only teacher’s explicit explanation and strategy presentation, and also the students’ experience in listening practice (Ma Gang and Wang Juan, 2010). The first semester mainly focuses on the training of phonetic knowledge, pays attention to the compaction and practice of basic knowledge and especially focuses on some strategies for short conversations, such as special sentence patterns and previews. These strategies are important and effective in students’ mind.

Survey on single strategy training

Questionnaire includes phonetic knowledge, training of single listening strategy, listening strategy training mode and effect evaluation, specific application of listening strategies, stage gaining, existing problems, a total of 40 questions.

Fairly good strategy training mode

Listening strategy training is conducted according to the order of pronunciation, single strategy, short conversations, long conversations and dictation. The students evaluate that the final result is good, and the training procedures accord with the development of students’ cognitive abilities. From easy to difficult, from shallow to deep, the training mode are easily accepted by students. In self-evaluation, students find strategy training effect is unremarkable, which is consistent with the result of CET 4 test in the first semester. It also shows the reason why the score does not change significantly.

Weak strategic awareness

For practice in class, students argue that teachers need to be reminded of the use of listening strategies, indicating that the students did not develop awareness of the use of the strategy, strategy unskilled, inactive use of the strategy. For the reasons, on the one hand, the training time is short on the other hand the students cannot take the initiative to consciously and pertinently practice the class-based strategies after class, which may also result in insignificant changes as to listening comprehension in the first phase.

Single strategy gaining

Listening by meaning group, repeating, basic phonetic training, introduction of the theme structure are very helpful to improve listening comprehension. Especially, phonetic training, note taking, and paying attention to the signal words help to focus their attention. Usually more practice and careful listening can improve the dictation of words and sentences. Previewing the material to associate, listening to remember keywords can improve the ability to memorize material information. Students may experience anxiety, nervousness and fear in listening practice but not obviously. Half of students find this phenomenon only
occurs occasionally. They often rely on self-encouragement, self-regulation, finding relevant information or talking to peers, listening to the teacher’s explanation when encountering problems in learning.

**Insufficient learning initiative**

When using the strategy, students still require the teacher to remind them, and sometimes they cannot take the initiative to use strategies, and only exchange learning methods with their classmates occasionally. And they cannot reflect on their own listening strategies assessment. Except completing the homework assigned by the teacher, most students do not have any other listening practice. In terms of learning programs, teachers are needed to help guide the development of listening planning and timely monitor their implementation. A very small number of students take initiative to develop learning programs.

**Students’ self-problem statement**

After 12-week strategic training in the first phase, students approved the strategy training mode that it has a certain positive effect. The main problems are listed as follows. The students have a lack of vocabulary, forget the word quickly, and do not understand the meaning of the words; they cannot identify the meaning of a polysemy according to the contexts; the grammatical structure of long sentences is not clear, thus cannot be accurately understood; students do not understand the connection of paragraphs in article which is lengthy, time-consuming; contents of the listening materials are too boring and that make the students lose interest; large amount of information is contained and students find it hard to catch the key information; the lack of relevant background knowledge is also obvious. Compared with the questions before training, the students now have more specific answers to their questions, some of which will last a long time. This is also a problem that is mainly reflected in listening comprehension. Meanwhile, students also analyze their own progress and reasons. They now are equipped with increased vocabulary, the ability to understand the long conversations, enhanced spelling accuracy, keeping up with the speed, faster response and the article can be understood. The improvement mainly lies in the teacher’s explanation of the methods in class, students’ practicing methods and techniques after class, applying the suggestions of the teachers and students to the exercises after class, listening carefully in the extracurricular activities and reviewing the contents of the class in time; using a variety of strategies together, such as sentence features, catching keywords and signal words, taking notes, repeating the audio materials, previewing and guessing the theme, listening by meaning groups, strengthening phonetic knowledge, focusing, listening and practicing more, aiming at their own problems. Students have found the listening strategies which suit their situation most. However, the purpose of strategy training is not only to help students master the strategy itself, but more importantly, to raise awareness of strategy and develop self-learning ability, which ultimately can improve listening comprehension (Yang Jianding, 2003).

**The second phase (second semester) investigation**

The test results: contrast of CET-4 scores (Table 3). The mean value on short conversations is -.75000. The mean value of short passages is -.39286. Both are higher than the

### Table 3: The test results: contrast of CET-4 scores before and after the second phase

<table>
<thead>
<tr>
<th></th>
<th>Mean Value</th>
<th>Standard Deviation</th>
<th>The Standard Error of the Mean</th>
<th>95% Confidence Interval for the Difference</th>
<th>Paired Sample Test</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>P 1 Total score before - after</td>
<td>.25000</td>
<td>4.63980</td>
<td>.87684</td>
<td>-1.54913 – 2.04913</td>
<td>.285 27 .778</td>
</tr>
<tr>
<td>P 2 Short conversations score before-after</td>
<td>-.75000</td>
<td>2.10159</td>
<td>.39716</td>
<td>-1.56491 –.06491</td>
<td>-.1888 27 .070</td>
</tr>
<tr>
<td>P 3 Long conversations score before-after</td>
<td>.14286</td>
<td>1.77877</td>
<td>.33616</td>
<td>-.54688 – .83259</td>
<td>.425 27 .674</td>
</tr>
<tr>
<td>P 4 Short passages score before-after</td>
<td>-.39286</td>
<td>2.40892</td>
<td>.45524</td>
<td>-1.32694 – .54123</td>
<td>-.863 27 .396</td>
</tr>
<tr>
<td>P 5 Blank filling score before-after</td>
<td>1.25000</td>
<td>1.99304</td>
<td>.37665</td>
<td>.47718 – 2.02282</td>
<td>3.319 27 .003</td>
</tr>
</tbody>
</table>

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Table 4: The overall level: contrast of CET-4 scores

<table>
<thead>
<tr>
<th>Paired Sample Test</th>
<th>the Difference of Paired Samples</th>
<th>95% Confidence Interval for the Difference</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Mean Value</td>
<td>Standard Deviation</td>
</tr>
<tr>
<td>P 1</td>
<td>-6.71429</td>
<td>4.68929</td>
</tr>
<tr>
<td>P 2</td>
<td>-1.07143</td>
<td>2.24316</td>
</tr>
<tr>
<td>P 3</td>
<td>-.71429</td>
<td>1.35693</td>
</tr>
<tr>
<td>P 4</td>
<td>.35714</td>
<td>1.44566</td>
</tr>
</tbody>
</table>

The overall level: contrast of CET-4 scores

Paired sample test results shows in Table 4 that the total points, points of short conversations and long conversations are higher than those of the pre-test scores, which are 6.71 points, 1.07 points and 0.71 points respectively. There is no change in blank-filling part. Dictation requires students’ solid mastering of vocabulary. Within the 95% confidence interval, the average difference between the total score, short conversations and long conversations is significant. The total score t statistic (t = -7.577, p <.001) reveals that there is a significant improvement in the post-test. Listening strategies training can indeed improve listening comprehension, which is consistent with the studies by Zhu Xiaoshen and Deng Juntao (2011); Yang Jianding (2003); and Zhu Xianghua (2010). The final test shows that after 26 weeks of training and learning, the level of students’ listening comprehension has improved significantly. This improvement cannot be completely attributed to the training of listening strategies. But listening strategies can promote the progress of English listening.

The strategy training evaluation in the second phase

Students realized that the training mode works well and the mode is accepted by the overwhelming majority of students with great achievement. The problems reflected in the first phase have been basically solved. Students now know how to deal with various problems encountered in listening. Students evaluate each strategy as follows:

1) One-third of students consider phonetic practice very useful for speech training, and one third consider it useful.
2) Two-thirds of students think that cultural background knowledge is of great help in listening comprehension.
3) Discourse practice, and introduction to a variety of styles and theme structures are very helpful to improve the understanding of the passage.
4) The most effective strategies for understanding short conversations are previewing and capturing keywords; strategies such as signal words, note taking, sentence features, reasoning analysis, etc., are endorsed by a few.
5) The most effective strategy for understanding long conversations: Taking notes and catching keywords are highly recognized by students.
6) The most effective strategy for understanding the passage: They are to take notes, preview options, grasp the key points to guess, make use of signal words and background knowledge.
7) Blank filling: Students need more practice at leisure time. Shorthand and grammar knowledge are more effective.
8) New words: The initial problem is concentrated on vocabulary. And now most students believe that new words only affect the understanding occasionally, and they can take advantage of the context, ignore it or use other methods to solve. Vocabulary is no longer an obstacle to
listening comprehension.

**New problems in the second stage**

The research shows students are lack of initiative in learning. They have no more listening exercises in addition to homework, even if they do the exercises, it is difficult for them to keep on listening. There is very little exchange of learning methods with classmates after school. And it shows no obvious change in how to improve memory. In terms of short conversations, the rate of speech is too fast to respond. Long conversations and passages carry large amount of information, thus the students cannot grasp the key information or remember valid information. Vocabulary spelling is not accurate. Compared with the original questions, vocabulary is no longer the main problem and how to memorize valid information needs to be solved.

**CONCLUSION**

Listening strategy training can improve the listening comprehension ability, especially the basic knowledge of phonetic training. It has a prominent role in improving listening ability in the later period. Staged training mode is recognized by students and the effect is obviously conducive to improving the level of listening. The general adapted strategies are to preview the given listening materials and grasp the key words, but the effectiveness of other strategies varies from person to person. Most students have different degrees of progress, but that how much the progress is made and the reasons are different. Each student has different method of effective learning and listening. In short, students can master the use of strategies, such as preview, speculation, grasping the key words, shorthand, followed-reading, signal words, taking notes. They now have adapted to speed of speech, improved response ability, and increased understanding rate. They are no longer afraid of listening and can concentrate on listening calmly, not impatiently. Their vocabulary expanded.

To improve the listening ability, students think the class should listen carefully to the teacher’s explanation and practice more after class, especially aiming for their own problems, consciously enlarge the vocabulary, strengthen the practice of phonetic knowledge in earlier stage. All of these are what the students highlighted in the questionnaire and feedback. Cognitive strategies, social and emotional strategies have achieved the desired results. The planning, monitoring and self-evaluation of metacognitive strategies should be strengthened. Rost (2002) argues that surveillance and assessment are generally accepted listening strategies for successful students. Therefore, it is the key to improve the training of listening strategies by changing the students’ attitude to listening comprehension, enhancing the awareness of self-learning and strengthening the monitoring of self-learning process and effectiveness (Yu Senlin et al, 2008).

**SUGGESTION**

However, this study is limited to only one class and cannot form a teaching effect contrast. Students in listening encounter various problems and each has their own problems. Teachers should focus on the following problems: lack of vocabulary; poor spelling of vocabulary; lack of extra-curricular listening exercises; weak foundation; poor self-control; tactical skills are not well grasped. During the exercises in the classroom, teachers should pay more attention to skills practice and increase the number of targeted exercises; make sure that the amount and difficulty of explaining contents are moderate, and explain in detail when it comes to specific problem; add textbook-related knowledge; require students to repeat the sentences, recite the new words, review homework promptly, write answers on the blackboard and so on.

**REFERENCES**


