

Fostering EFL Learners' Motivation: Quick and Narrow Listening Strategies

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Abstract

Listening comprehension is an essential language skill, as well as a prerequisite for oral proficiency. There are crucial factors influencing success in listening comprehension, among all these factors, motivation is the most important of them. Motivation is regarded as an influential element in the success of any activity. The present study concentrates on the impact of extensive and repeated listening strategies on EFL learners' motivation at Baft English language institutes. It was a quantitative experimental study in nature. In order to see the impact of repeated and extensive listening strategies on EFL learners' motivation, a questionnaire was used. It was designed based on the questionnaires of Salimi, 2000; Dornyei, 2002 ; and Csizar and Dornyei ,2005. The results showed that implementing repeated listening strategy, but not extensive listening strategy has the potentiality of increasing EFL learners' motivation.

Keywords: Motivation, Repeated listening strategy, Extensive listening strategy, EFL learners

Introduction

Foreign language listening comprehension is a crucial process in the development of foreign language competence; yet, the importance of listening in language learning has only been recognized relatively recently (Celce-Murcia, 2001; Rost, 2002). Nunan (1998) believed that listening is the basic skill in language learning. Without listening skill, learners will never learn to communicate effectively. In fact over 50% of the time that students spend functioning in a foreign language will be devoted to listening. Listening in foreign language is a task at high level of difficulty in cognitive terms, and therefore demands full attention (Vadegrift, 1997). Foreign language teaching mainly focuses on speaking, reading and writing, and listening considered a passive skill is often neglected (Morely, 1990& Rivers, 1981).Ranandya and Farrell (2010) explained some aspects that differentiate listening from other skills they stated that listening is fast, variable, with blurry word boundaries and has to be processed in real time. All these characteristics make this skill challenging to students.

Rubin (1975) was the first researcher in the field of second language acquisition who saw a direct relationship between good language learners and learning strategies. Rubin's (1975) study paved the way to strategy based approach of L2 teaching and learning. Rubin (1975) concluded that good language strategies produce good language learners. Other studies after Rubin, such as Nairnan, Frohlich, Stem and Todesco (1978), concluded that good Strategies were related to effective listening acquisition skills (Chamot, 1995). Mendelsonhn's observation (1984, 1994 as cited in Chamot, 1995) is relevant to teaching pedagogy because in order for teachers to help their students learn as a second language, L2 teachers need to know how to teach effective strategies and provide

practical exercises to help language learners acquire a second language. There is no doubt that teaching listening is even more challenging than teaching reading, writing, or speaking.

In foreign language learning context, there are various factors that influence the learning process such as motivation, attitudes, anxiety, learning achievements, aptitudes, intelligence, age, personalities, and etc. (Gardner, 1960; Lehmann, 2006 cited in Shams, 2008). Krashen (1982) indicated the importance of attitude in language learning confirming affective filter hypothesis. Dorney (2001) and Hurd (2008) considered the affect as the emotions, feelings, and attitudes that everybody bring to learning situation and the role these play in motivation.

In addition, Lambert and Gardener (1972) have concluded that the ability of the students to master a second language is not only influenced by the mental competence or, language skill, but also by the students' attitudes and perceptions toward the target language. Dorney (1998) stated motivation provides the primary impetus to initiate learning the second language and later the driving force to sustain the long and often tedious learning process. Skehan (1989) defined motivation as an internal force that gives more energy and also shows the way to behavior; put simply, affect refers to emotions or feelings. Brown (2006) mentioned that the effective domain is the emotional side of human behavior. Melendy (2008) claimed that motivation refers to a process that starts with a need and leads to a behavior that moves an individual towards achieving a goal.

Dornyei (1994) in SLA stated that it refers to the attempt and desire to learn a language and positive attitudes toward learning it. Studying motivation is important to many SLA researchers because it is believed that without ample motivation, even learners with the most notable abilities cannot achieve long-term goals. In other words, appropriate curricula and good instruction might not be enough to guarantee success (Guilloteaux and Dörnyei, 2008). According to Ebata (2008), motivation produces successful second language (L2) learning even after they fulfill a specific goal. Johnstone (1999) considered motivation as a stimulant for achieving a specific target similarly. According to Ryan and Deci (2000), to be motivated means to progress or to be in motion to do something. Crump (1995) believed that excitement, interest, keenness, and enthusiasm towards learning are the main constituents of motivation. Motivation is a basic and essential part of learning (Brewer & Burgess, 2005). Gardner (1885) believed that with the intention of being motivated, the learner necessitates, requires, and needs to have something to anticipate, foresee, expect and long for a reason, principle, or rationale having to do with aim or target. Thus, this study aims at investigating the impact of extensive listening strategy and repeated listening strategy on EFL learners' motivation in English listening classes.

Literature Review

Four skills of English language learning

The four basic language abilities are commonly regarded as speaking, listening, reading and writing. However, there are times when a person is not speaking, listening, reading or writing but is still using language (Baker, 2001). In real life, it is not so easy to separate these four skills, as most language skills are preceded or followed by different skills. This integration is constant and confusing for language learners to understand and practice themselves.

Godman (1983) viewed reading as a "guessing game" which the reader constructs as best as he can, a message which has been encoded by a writer. Godman's perception of reading seen as an active process comprehending that students need to be taught strategies to read more efficiently. Paron (1991) opposed Godman's view of reading as an activity involving constant guesses that are later rejected or confirmed. This means that one doesn't get all the sentences in the same way, but relies on a number of words—or cues to get an idea of what kind of sentences and explanations is likely to follow. Since reading is a complex process, Grabe (1991) argued that many researchers

attempt to understand and explain the fluent reading process by analyzing the process into a set of component skills. EFL/ESL writing is a difficult, complex and challenging process (Alsamrani, 2010). This difficulty and complexity in EFL/ESL writing includes discovering a thesis, developing support for thesis, organizing, revising, and finally editing the thesis to ensure an effective, error free piece of writing (Langan, 2005).

Speaking is an interactive process of constructing meaning which consist of producing, receiving, and processing information (Burns & Joyce, 1997). Joyce and Burns (1997) argued that speaking is often spontaneous, open-ended, and evolving. Speaking is at the heart of second language learning.

Underwood (1989) defined listening simply as the activity of paying attention to and trying to get meaning from something one hears. Teng (1992) defined listening strategies as the mental processes that are activated by listener to understand new information from utterances are referred to as listening comprehension strategies. Learners can improve their listening comprehension by practice in perception of selected sounds, content words, pronunciation of new words, but practice is not sufficient they also adopt listening strategies to enhance their comprehension; these strategies include cognitive, metacognitive, and socio-affective strategies (Goh, 2000). Among the four skills in English language learning, listening plays the most important role in communication in real life: listening accounts for 40-50% of communicating, with speaking at 25-30%, reading at 11-16%, and writing at 9% (Mendelsohn, 1994).

Approaches in Teaching of Listening

Pearl and Cynthia (2012) indicated 5 approaches in listening teaching:

The bottom-up approach acknowledges listening is a process of decoding sounds, from the smallest meaningful units to complex texts, inclusive of the main four processing levels as follows: a) phonemes, b) individual words, c) The semantic content, and at last, d) literal understanding.

The top-down approach employs background Listeners employ their background of knowledge the Context and situation to interpret what they hear. They make use of the knowledge of the topic at hand, speakers, and their personal correlation with the situation to enhance their understanding. It emphasizes the way various kinds of knowledge are used to help understand the message coming from the ears but it is not arranged into any fixed order because all the forms of prior knowledge interact and Influence each other.

Interactive theory shows another way to overcome the approaches to listening comprehension. It emphasize the importance of acoustic input, suggesting that listening comprehension is a process of interaction among the acoustic inputs, different types of linguistic knowledge, details of the context and general world knowledge and so forth (Gilakjani & Ahmadi, 2011). English teachers in their classroom instruction can combine both bottom-up and Top-down approaches to help students work on their ability in Listening comprehension (LC), making complex and simultaneous processing and interpretation much easier.

Listening strategies in English Language Teaching

Even though listening is now recognized as an active mental process, it is still difficult to describe (Vandergrift, 2011). However, what researchers have been able to determine is that for aural information to be understood, it requires effective use of strategies on the part of listener. This is of particular significance in second language learning because without effective strategies, students' listening comprehension becomes challenging, problematic, and ineffective (Mendelsohn, 2006). Therefore, since the early 1980's researchers have been studying the learning strategies used by effective learners and recommending to teachers that one of the main goal in the designing listening lessons should be to instruct students how to go about listening and how to handle information that is not 100% comprehensible (Mendelsohn, 1994).

This method calls for a strategy based approach, and empowers students to become autonomous learners by teaching them how to become aware of the strategies that work for them (Mendelsohn, 1994; Chamot, 1985). In this context, strategies are specific actions, behaviors, steps, or techniques students use – often consciously – to improve their progress in apprehending, internalizing, and using the L2 (Oxford, 1990, as cited in Oxford 1994). Chamot(1995)explained that the classification system that best captures the nature of learners’ strategies and the process associated with listening as an active skill is based on the distinction in cognitive psychology between metacognitive strategies and socio / affective strategies (Chamot, 1995). This tripartite classification lists the strategies that researchers have identified in L2 contexts (Lynch& Mendelsohn, 2009). Metacognitive strategies deal with monitoring of learning, and assessing learning. Cognitive strategies include the activation of schema, classifying, inferring, and note-taking. Social affective strategies include for clarification, positive self- talking, and confidence building (Chamot, 1995).

Rasouli, Mollakan, and Karbalaei (2012) investigated the Effect of metacognitive listening strategies training on EFL learner’s listening comprehension. Participants the in the study were selected from six intact classes consisting of 120 intermediate students studying English in zabansara English Institute in Gorgan, Iran .A listening comprehension test, pre test and post test Standardized measures of listening comprehension, and metacognitive listening Strategy questionnaire were administered to the experimental and control group the training program period was hold for experimental group within one week after pretest. The instructor taught the metacognitive listening strategies included in metacognitive awareness listening questionnaire based on CALLA instruction model. Paired – sample t-test was utilized for the purpose of data analysis. The Results of this study showed that metacognitive strategy training can advance Iranian EFL learners from the beginning level to a higher level of listening comprehension.

Khoii and Aghabeig (2009) investigated the effect of using computer soft ware on the improvement of elementary EFL students listening comprehension based on a listening on a listening pretest40 participant out of 64 were random selected to form the experimental and control groups of the study. The same Instructor taught the listening skill to both groups using computer soft ware for the experimental groups were post -tested after the instruction.The result of the study indicated that there was a statistically significance difference at $p < 0.05$ between the two groups. Therefore, it was concluded that the use of computer software could improve the students’ listening skill.

Mohajer and Pourgharib (2014) investigated the effect of captioned videos on the listening comprehension of advanced EFL students, 44 advanced participants were selected from among 75 EFL students from Iran Language institution in Gorgan, Golestan, they were homogenized based on the Results of a pre -test which was the listening comprehension part of Cambridge IELTS test. They were then randomly assigned into control and experimental Groups each of which had 22 subjects the experimental group received treatment in which the participants were exposed to captioned videos while the control group had the same traditional method for playing videos without captions. As the treatment of this study, three ABC news with captions were used. They were played in Separate sessions and the captions were used in comprehending the content. Final a post –test consisting of the listening comprehension section of Cambridge, IELTS test was administered. Using both descriptive and inferential statistics as the means for data analysis, the results indicated that using captioned videos has a significant effect on the listening comprehension of Iranian EFL students.

Hayati (2009) investigated the effect of cultural knowledge on Improving Iranian EFL Learners’ listening comprehension. To achieve this purpose, out of three hundred and twenty pre-

intermediate language learners were selected based on their scores on a listening comprehension test and were randomly assigned to four groups. Each group was exposed to a certain condition as follows: TC (target culture), ITC (international target culture), SC (source culture), and CF (Culture free). At the end of the experiment, to see whether or not any changes happened regarding their listening proficiency, a post-test was administered to four groups. The results suggested that the participants performed differently on the post-test indicating that familiarity with culturally-oriented language material promotes Iranian EFL learners' listening proficiency.

Eltawila (2009) explored the reasons for the neglect of listening skills by Egyptian English language teachers. Therefore, the researcher decided to interview ten colleagues at school to find out the reasons why they did not teach listening. Based on the results of this questionnaire and the researcher's reading on the teaching of listening, the researcher made a set of recommendations for Egyptian teachers of the English and their supervisors of English regarding the teaching of listening in this context.

Motivation in Language Learning

The word "motivation" is derived from a Latin verb "movere", and it usually explains the reason for human's desires, needs and actions. Motivation can also be defined as one's direction to behavior or what causes a person to want to repeat a behavior and vice versa (Elliot & Covington, 2001). Johnstone (1999, p. 146) considered motivation as a stimulant for achieving a specific target. Similarly, according to Ryan and Deci (2000), to be motivated means to progress or to be in motion to do something. Crumps (1995) believed that excitement, interest, keenness and enthusiasm towards learning are the main constituents of motivation. The level and kind of motivation in any individual are different from others (Cook, 2000). Moreover, he proposed that there are three main factors, which concern and influence the second language acquisition. These three factors are age, personality, and motivation, he further claims that among the above three issues motivation is the most significant one in second language acquisition.

Ellis (1994) considered motivation as the attempt which learners make for learning a second language because of their need or desire to learn it. Lightbrown and Spada (2001) identified motivation in second language acquisition as a complex phenomenon which can be defined in terms of two factors: learners' communicative needs and their attitudes towards the second language community. They believed that when learners think that they need to speak the second language with the aim of achieving specialized and dedication desires and goals, they will be stimulated and inspired to obtain expertise and skill in it.

Danesh and Amiri (2001) investigated about the use of mobile technology including interest has an important role in foreign language learning. This study aimed to investigate if there is any significant relationship between the use of mobile applications in Iranian EFL university classes and the students' motivation to learn English. To test this hypothesis a questionnaire developed by Binnur (2011) was distributed among a group of 60 Iranian EFL university students. Data gathered were analyzed statistically. The result indicated that Iranian EFL university students had a positive attitude toward the use of mobile applications in their English classes.

Elias (2011) investigated the relationship between students' perceptions of classroom environment and their motivation in learning English language. The sample of the study was 140 from four students in a secondary school in Malacca. The data were collected using questionnaires. The finding indicated that majority of the students perceived their classroom as having affiliation and they were extrinsically motivated. The finding also revealed that students' affiliation and task orientation in classrooms were positive and significantly correlated with their motivation where as students' motivation was negatively correlated with their motivation.

Wong (2013) investigated about how different school forms are related to motivation to learn English. - subject is particularly important in Hong Kong school context because the English proficiency of newly arrived Hong Kong (NAHK) students was assessed once they arrive Hong Kong and the results showed which school grade level they will attend. Gardner (2009) investigated students' motivation and achievement in English and their relation to teachers' motivation and strategy use in the classroom. Research participants were 31 teachers in Catalonia (Spain) and 694 Students in their classes. The unit of analysis was the English class. The result of the study showed that teachers' motivation is related to teacher use of motivating strategies, which in turn are related to student motivation and English achievement. Thus, any change in the educational system that promotes higher level of teacher motivation should result in improved level of education of the students.

Motivation in second language acquisition (SLA) refers to the attempt and desire to learn a language and positive attitudes toward learning it (Dornyei, 1994). Motivation in SLA has been extensively investigated in different contexts (Feng & Chen, 2009; Wu&Wu, 2008; Melendy, 2008; Wang, 2007; Lamb, 2007). Still, more research seems necessary to shed light on this area because of the Potential impact of motivation on SLA.

Methodology

Participants

In this study, the population was the intermediate female EFL (14-17 years old) students in English language institutes located in Baft. All intermediate (based on Cambridge placement test and Cambridge listening level test) female EFL students in an institute located in Baft were selected as the sample of this study. They were 45 students, all female with the age range 14-17 years old. These 45 intermediate students were divided into three groups of 15(control and two experimental groups).

Instrumentation

To see the effect of repeated listening strategy and extensive listening strategy on EFL learners' motivation, the researcher utilized quantitative research method. The instrument applied in this study was a questionnaire. The motivation questionnaire was divided into two parts (instrumental and integrative one). The questionnaire was translated into Farsi for ease of administration.

The reliability of the translated motivation questionnaire in pre and post test used in this study was .938. & .971. It was obtained through Cronbach 's Alpha. To ensure the validity of the questionnaire, a sample of ten university professors as experts of teaching English field were asked to leave their comments on the redundant items to mark unclear parts in the questionnaire. Then the answers were analyzed based on the Content Validity Ratio Formula (CVR). In accordance with Lawsche (1975), questions whose CVR was more than 0.62 were chosen as the main items

Procedure

This study was conducted in an English language institute located in Baft .It was a quantitative quasi experimental study. In this study, the independent variables were repeated and extensive listening strategies, and dependent variable was motivation of EFL learners. To see the effect of extensive and repeated listening strategies on EFL learners' motivation, the researcher utilized quantitative research method. The instrument applied in this study was a questionnaire . The motivation questionnaire was developed based on the questionnaires of Salimi, 2000; Dornyei, 2002; and Csizar and Dornyei, 2005. The questionnaire was given to students in three groups (control group and two experimental ones) as the pre and post questionnaire with the permission of

the institute administer. Cambridge placement test and Cambridge listening level test were used to homogenize the participants as the intermediate, each group containing 15 students.

All groups received the same materials during the course considering the same teacher, the same book, and the same setting. All groups participated in the study for 12 sessions, and 10 listening comprehension audio clips were practiced in all groups. The researcher used the same audio clips for three groups. In control group through 12 sessions, 10 clips were played. And for each session, one clip was played not more than two times. In experimental group 1, (repeated listening strategy) through 12 sessions, 10 clips were played. And for each session, one clip was played and repeated four times. In experimental group 2, (extensive listening strategy) through 12 sessions, 10 clips were played. And for each session, 4 different clips on the same topic were played. The material was same for three groups.

Data Collection and Data Analysis

The data in this study was collected by asking participants (students) to fill in the questionnaire (pre& post). All the answers to the questions of motivation questionnaire were used as the data in this study. In analyzing the data, descriptive statistics, inferential statistics, statistical package for the social science (SPSS16) and EXCELL 2010 were used. In Descriptive statistics, frequency tables, bars and histogram charts were used. In inferential statistics, independent – paired-sample T test and Kruskal-Wallis test, and Post Hoc test were used to examine the research questions.

Results

Under this heading, data analysis results are presented and discussed

Q1: Is there any significant difference between pre test and post test motivation in control group?

To investigate the first question, the paired sample T test was used. Assuming the equal variance (P-V= 0.2) (Table 1). Regarding the P-Value that is more than 0.05, it can be said with more than 95% confidence that English learning motivation mean in pre and post test in control group was not different ($t = 1.47$, $df = 14$, $p > 0.05$).

Table 1. Paired sample T-test of English learning motivation in pre and post test in control group

Time	N	Mean	SD	T-Test	Df	P-Value
pre-test	15	2.87	0.7	1.47	14	0.2
post-test	15	2.86	0.69			

Q2: Is there any significant difference between pre test and post test motivation in repeated listening strategy (experimental 1) group?

To study the second question, the paired sample T test was used. Assuming the equal variance (P-Value =0.0005) (Table 2). Regarding the P-Value that is lower than $\alpha = 0.01$, it can be said with more than 99% confidence, that English learning motivation mean in experimental group (Repeated listening strategy) in pre and post test was significantly different ($t = -4.53$, $df = 14$, $p < 0.01$). Also comparison of means show that mean of English learning motivation in experimental group 1 (Repeated listening strategy) in post test was more than the mean before performing this strategy ($M_2 = 4.82 > M_1 = 4.01$).

Table 2. Paired sample T-test of English learning Motivation in pre and post test in experimental group of repeated listening strategy

Time	N	Mean	SD	T-Test	Df	P-Value
pre-test	15	4.01	0.51	-4.53	14	0.0005
post-test	15	4.82	0.29			

Q3: Is there any significant difference between pre test and post test motivation in extensive listening strategy (experimental 2) group?

To examine the third question, the paired sample T test was used. Assuming the equal variance (P-Value =0.1) (Table 3). Regarding that P-Value that is more than $\alpha=0.05$, it can be said with more than 95% confidence, that English learning motivation mean in experimental group of extensive listening strategy in pre and post test was not different ($t= 1.74$, $df=14$, $p>0.05$).

Table 3. Paired sample T-test of English learning motivation in pre and post test in experimental group of extensive listening strategy

Time	N	Mean	SD	T-Test	Df	P-Value
pre-test	15	3.22	0.32	1.74	14	0.1
post-test	15	3.20	0.32			

Q4: Is there any significant difference between post test motivation in three groups (control, repeated, and extensive strategy)?

To investigate this question, the researcher used Kruskal-Wallis test. The value of this test was equal to 30.18 ($\chi^2=30.18$, $df=2$). Regarding the P-value that was less than 0.01 (P-Value = 0.0005), it can be said with more than 99% confidence that motivation in three groups (control, repeated and extensive strategy) in post test was significantly different.

Table 4. Kruskal – Wallis test of English learning motivation in control group and repeated strategy group and extensive group in post test

Group	N	Mean Rank	Chi-Square	Df	P-Value
Control	15	13.30	30.18	2	0.0005
Repeated	15	37.93			
Extensive	15	17.77			

To determine the significant relationship of motivation in three groups (control, repeated and extensive strategy), the researcher used Tamhane's T2 test. It can be said that motivation was significantly different in control group and repeated strategy group, regarding the P-value that is (P-Value < 0.01). And also it can be said that motivation was significantly different in repeated strategy group and extensive strategy group, regarding the P-value that is (P-Value < 0.01). But motivation in control group and extensive strategy group was not significantly different, regarding the P-value that is (P-Value > 0.05).

Table 5. Tamhane's T2 test of English learning motivation of pair wise comparison of control group and repeated strategy group and extensive strategy group in post test

Group	N	Mean	Mean Difference	P-Value
Repeated	15	4.82	1.96	0.0005
Control	15	2.86		
Repeated	15	4.82	1.62	0.0005
Extensive	15	3.20		
Control	15	2.86	-0.34	0.3
Extensive	15	3.20		

Discussion and Conclusion

This study investigated the effect of two listening strategies, repeated listening strategy and extensive listening strategy on EFL learner's motivation. Considering the research hypotheses; H1: repeated listening strategy positively affects EFL Learner's motivation. According to the results (tables 1 - 5), there is a significant positive relationship between repeated listening strategy and EFL learners' motivation. Therefore, the research hypothesis is accepted. The present study in line with several other studies (Brown, 2004; Pica, Yong and Doughty, 1987; Chaudron, 1983 both cited in Carrier, 1999; Dupuy, 1999 cited in Krashen, 2004 b; and Tokeshi, 2005) found that repeated listening strategy is significantly effective in increasing EFL learners' motivation. But the present study contradicts studies presented by Sakae and Onoda, 2012; Millet, 2010; and Holden, 2008. It found that extensive listening strategy is not effective in increasing EFL learners' motivation.

The study was set out to explore the effect of repeated and extensive listening strategy on motivation of EFL learners. This study has used empirical findings to show that repeated listening strategy has positive effect on increasing motivation of EFL learners and decreasing their anxiety. But extensive listening does not have any positive effect on increasing motivation and decreasing anxiety of EFL learners. Krashen (1996) argued the value of repeated listening. Krashen (1996) defined repeated listening, a listening to a piece of authentic listening material about 2-3 minutes long over and over again until the listener has gained adequate comprehension. According to Krashen (1996), repeated listening will be most valuable to second language learners who find uncontrolled casual conversation too difficult to understand. Zajonc (1968) termed repeated exposure as a sufficient condition for enhancement of subject's attitude toward stimulus.

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