

A Meta-Analysis on the Effects of Listening Instruction Across School Levels in Korean Context

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Many studies have reported on the effects of listening instruction in the Korean context, but the reported results are not conclusive. Therefore, this study aims to investigate the overall effect of listening instruction for Korean L2 learners. This study also aims to examine the effects of listening instruction dependent on the different listening approaches, listening types, and individual activities across school levels. Through a comprehensive search on multiple electronic data bases, 138 primary studies were selected and 153 samples were coded into CMA software to calculate effect sizes by computing Hedge's *g*. The results of this meta-analysis showed a medium effect on listening instruction for Korean L2 learners ($ES = .594$). Both the top-down and the bottom-up approaches have medium effects on listening instruction for Korean L2 learners. All types of listening (extensive, intensive, reactive, and selective listening) also have medium effects on listening instruction. The most effective activity of listening instruction in Korean context was found to be a shadowing activity. Detailed findings and pedagogical suggestions are also discussed.

[meta-analysis/listening comprehension/listening approaches/
listening types/listening activities/메타분석/듣기이해/듣기에 대한 접근법/
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I. INTRODUCTION

Listening is a key initial skill for successful communication. Olshtain and Celce-Murcia (2001) insisted that listening is a critical skill for L2 learners to improve their communicative competence and developing listening skills is a fundamental step for successful communication. Nunan (1999) asserted that L2 learners can improve their communicative abilities effectively through high levels of exposure to comprehensible listening input. As these researchers stressed, listening is a very important skill for L2 learners to acquire, and thus many researchers and teachers have continued to study how to teach listening effectively over the past few decades.

Several scholars including Brown (2001) suggested some practical principles for effective listening instruction (Hedge, 2000; Lynch, 2009; Rost, 2011; Wilson, 2012). According to them, a variety of activities focusing on listening should be included in listening instruction. The listening instruction has to engage with authentic language and real-world tasks, which enable students to see the relevance of classroom activity to their long-term communicative goals. Teachers should encourage students to practice listening strategies, which can become a highly significant part of enhancing listening comprehension. In addition, both bottom-up and top-down listening approaches need to be included for successful listening instruction.

Since English has been taught in the public schools in Korea, Korean scholars are very aware of the importance of listening to successful communication, and many studies on effective listening instruction have been carried out. For example, several studies reported that dictogloss or dictation activities are very effective for building listening capacity (H. J. Cho, 2005; H. I. Chung & D. B. Jeong, 2010; T. W. Han, 2008; C. Hwang, 2011; E. H. Jang, 2012; H. J. Jeon & K. S. Ko, 2012; W. S. Jung, 2007; M. S. Lee, 2011; Y. Lee, 2006; Y. H. Oh, 2011; G. Y. Park, 2008; M. Park, 2008; S. Park, 2012; Y. Park, 2007; M. J. Won, 2010). Some have reported positive effects of teaching learners listening strategies on L2 listening comprehension (J. H. Choi, 2013; S. Kim, 2013; J. Ko, 2009; J. M. Lee, 2014; S. Oh, 2013; N. Seo, 2011). Others have reported the impact of watching dramas or movies for enhancing listening comprehension (A. N. Kim, 2009; M. Lim & K. Kim, 2012; S. M. Yang & Y. H. Kwon, 2012). However, these positive results were investigated across various settings (e.g. elementary, middle and high school and college level) and there have been negative results regarding the effects of the same listening activities across the same context. These conflicting and inconclusive results can confuse teachers when they try to develop efficient teaching models and syllabi for effective listening instruction.

Furthermore, despite a great deal of accumulated results of various activities used in listening instruction, studies that summarize and synthesize the results have been sparsely conducted. J. H. Lee, Y. W. Park, M. S. Han, and S. H. Seo (1996) collected 239 articles

on the elementary school English education, classified them according to the subjects of the research, and suggested the future direction of research on elementary English education. E. J. Kim (2007) collected 219 studies dealing with listening comprehension for elementary school students and examined them according to research methods, major themes, content, results, and suggestions. However, both studies were conducted only in the elementary school context and their findings were difficult to apply in secondary and college school contexts. Moreover, the studies have not clearly demonstrated and compared the different effects of listening instruction.

Therefore, this study aims to provide an overall picture of the effects of listening instruction in the Korean school context by synthesizing findings of previous research conducted in Korea inclusively and systematically. This study also aims to examine the effects of listening instruction depending on different listening approaches, listening types, and activities across school levels. For these aims, the following research questions guided the present meta-analysis:

- 1) Is listening instruction effective in the Korean context? And does the effect vary across school levels?
- 2) What listening approach is more effective in listening instruction for Korean L2 students across school levels?
- 3) What listening type is more beneficial in listening instruction for Korean L2 students across school levels?
- 4) What activities are effective for enhancing Korean L2 students' listening comprehension across school levels?

II. LITERATURE REVIEW

Listening is an active process in which listeners select and interpret information in order to define what is going on and what the speakers are trying to express (Rubin, 1995). Many other scholars have stressed the importance of listening for successful communication. Brooks (1964) emphasized the priority of listening, saying that we cannot communicate with each other properly without understanding other's speaking. Rivers (1981) and Vandergrift (1999) also regarded listening as a preparatory step for improving all of the other language skills. According to Rivers, listening is used far more than any other single language skill in normal daily life, and speaking does not by itself constitute successful communication without comprehending what is said by another person. Rivers asserted, therefore, that L2 learners should be sufficiently exposed to listening activities for successful communication. Winitz and Reeds (as cited in M. Jo, 2002) stressed that

listening comprehension should be developed prior to oral expression in foreign language learning and they also inferred that sufficiently improved listening skills can lead to reading skills development. In summary, it seems that listening is the most fundamentally required skill for successful communication.

Teachers can apply two different listening approaches in listening instruction. One is the bottom-up approach, which is based on discrete units of language in the text (Brown, 2001). In other words, this approach focuses on the decoding of the smallest units such as words, phrases, clauses, sentences, and intonation patterns to lead listeners towards the meaning of listening texts (Wilson, 2012). The bottom-up listening approach can be implemented through performance of reactive listening and intensive listening types in the class. Reactive listening involves brief choral or individual drills that focus on pronunciation or the surface structure of the listening texts (Brown, 2001). This kind of listening requires little meaningful processing. Practicing pronunciation of unfamiliar words or phrases emerging in the listening texts and singing or chanting can be included in the activities of reactive listening types. Intensive listening focuses on discrete components such as phonemes, words, intonation, and discourse markers (Brown, 2001) in order to decode the input. The ability to listen intensively for specific details is essential for the development of higher level listening proficiency (Rost, 2011). Dictation, dictogloss, elicited repetition, shadowing, word or error spotting, and grammar processing are activities widely used for performance of intensive listening type.

The other listening approach is the top-down approach which focuses on getting the gist, main idea, topic, situation, or setting of what is said by others. This approach also emphasizes the use of learners' background knowledge to predict content (Wilson, 2012). In other words, listeners can infer meaning from contextual clues and makes links between the spoken messages while accessing their prior knowledge through the top-down listening approach (Hedge, 2000). Contextual clues to meaning come from knowledge of the topic or purpose of the spoken text and from knowledge of what has been said earlier. Prior knowledge has been termed schematic knowledge (Carrell & Eisterhold, 1983), which consists of the mental frameworks we hold in our memories for various topics. The top-down listening approach can be implemented through performance of selective listening and extensive listening types in the class. Selective listening refers to listening with a planned purpose in mind and often gathers specific information to perform a task (Rost, 2011). Note-taking is an activity which is commonly used as a selective listening task. Rost also asserted the important aspect of selective listening in the pre-listening stage, in which teachers can implement various activities of activating schema and help to practice strategies for better listening. Extensive listening refers to the use of background knowledge in understanding the meaning of a message. It aims to develop global understanding of spoken language (Brown, 2001). Extensive listening could include

listening for pleasure-watching English dramas or movies, listening to pop-songs as well as taking English lectures.

Listening comprehension is a multilevel, interactive process of meaning creation (Hedge, 2000; Rost, 2011; Wilson, 2012). When good listeners are involved in any types of spoken discourse, many processes work on various levels simultaneously to produce an understanding of the incoming speech (Peterson, 1997). The top-down processes are driven by listeners' expectations, understanding of the context and the topic, and the nature of text. The bottom-up processes are triggered by the sounds, words, and phrases which the listener hears when he or she attempts to decode speech and infer meaning.

For proficient listeners, top-down and bottom-up processes interact, so that a lack of information at one level can be compensated for by checking against information at another level (Peterson, 1997). For instance, advanced listeners can use their lexical knowledge and schema to interpret the confusing sounds in the speech and to aid in word recognition. Moreover, they can use their basic decoding skills to check the progress of the argument and to determine whether the discourse is going in the direction they predicted. At beginning proficiency levels, however, bottom-up operations require great amounts of conscious attention, so little capacity remains for top-down operations (Rost, 2011). After skills for bottom-up processes were practiced sufficiently and can be performed automatically, the learners' attention on bottom-up operations can be finally reduced for top-down operations (McLaughlin, Rossman, & McLeod, 1983). Therefore, teachers need to understand their students' language proficiency and include a variety of the bottom-up listening activities and the top-down listening activities accordingly for effective listening instruction (Nagle & Sanders, 1986).

III. METHOD

1. Collecting Data

The studies for this analysis were collected through multiple electronic databases such as RISS, DBpia, KISS, KYOBO Scholar, and National Assembly Digital Library with key words such as listening activity, listening task, listening exercise, listening learning and teaching, and listening comprehension. Only studies conducted in Korean contexts have been included in this meta-analysis because the purpose of this study is to investigate the effects of listening instruction for Korean learners. Although there were studies summarizing the trends in Elementary English listening research in the mid-1990s (J. H. Lee, Y. W. Park, M. S. Han, & S. H. Seo, 1996) and in the mid-2000s (E. J. Kim, 2007), as noted in the introductory section, they did not examine and compare the effects of listening

instruction directly. Therefore, this study collected listening instruction research on all school levels (from the elementary school level to the college level) for the last ten years (from 2005 to 2014) in Korean context and then explored the effectiveness of each and investigated the overall pattern of listening instruction across school levels. The flow chart in Figure 1 shows the numbers of studies retrieved initially and the number of studies subsequently excluded, as well as the reasons for exclusions.

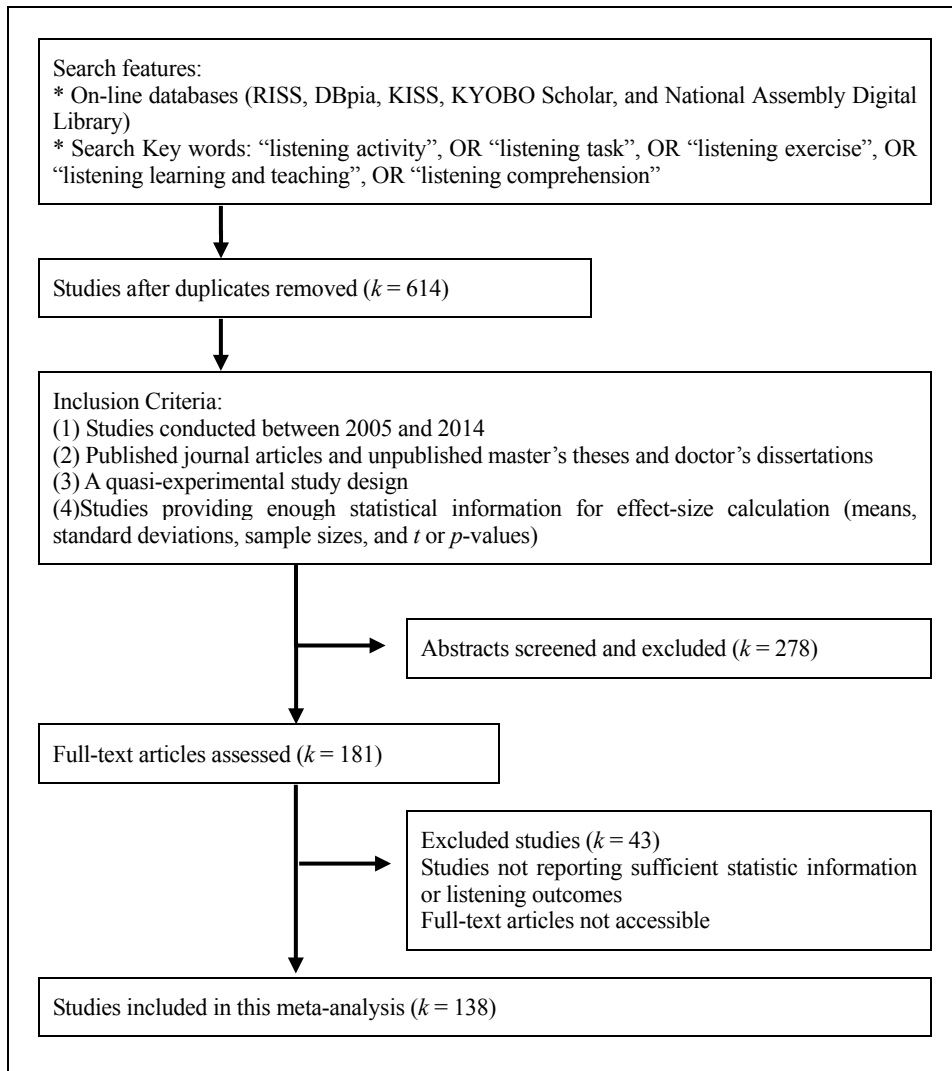


FIGURE 1 Flow for Collecting Data

There were 614 studies initially collected by screening reference lists on the on-line

databases. Then, abstracts of the candidate studies were screened, and only quantitative research papers, which were accurately reporting sufficient statistical information to calculate effect sizes, were chosen. As a result, 153 samples (57 elementary, 82 secondary, 14 college) from 138 primary studies (43 academic journals, 94 master’s theses, 1 doctor’s dissertation) were finally selected and analyzed for the meta-analysis to avoid issues related to publication bias.

2. Coding and Analyzing Data

All selected studies were organized according to the following groups of variables: school levels, listening approaches, listening types, individual activities, and their outcomes. Table 1 shows the data coding scheme.

TABLE 1
Data Coding Scheme

Variables	Values
1. Study name	Author (year)
2. School Levels	1) Elementary school 2) Secondary (Middle & High) school 3) College
3. Activities for listening instruction	1) Bottom-up approach 1) Reactive listening 2) Intensive listening 2) Top-down approach 3) Selective listening 4) Extensive listening
	Phonological awareness, Singing or chanting Dictation, Dictogloss, Listening repeatedly, Shadowing, Listening with reading the text Activating schema, Note-taking, Training listening strategies Listening English news, Taking English lectures, Watching dramas or movies, Listening pop-songs
4. Outcome	Listening comprehension test 1) Standard Test (TOEIC, PELT) 2) National Test (Achievement Test) 3) Others (i.e., tests made by teachers or book companies)

Individual activities for listening instruction were divided into the bottom-up and the top-down listening approach in order to examine the effects of listening instruction. Then, the activities in each approach were classified into different listening types according to the criteria of Brown (2001) and Rost (2011) as shown in Table 1. Study names, statistical information, and moderate variables were coded into the Comprehensive Meta-Analysis 3.0 software program, and effect sizes were calculated by computing Hedge’s *g* (Borenstein, Hedges, Higgins, & Rothstein, 2009). A *Q*-test was used to identify the homogeneity of a given predictor, and based on this result, a fixed or random effects model was selected to estimate the effect sizes of listening instruction. Additionally, “a funnel plot

was used in order to check for publication bias, and Duval and Tweedie's Trim and Fill was used to reduce the variance of the effects and to yield the adjusted effect size" (Borenstein et al., 2009, p.286).

IV. RESULTS

1. Results of Overall Analysis

Table 2 presents that results of the funnel plot (see Appendix 1) and Duval and Tweedie's Trim and Fill. According to the results, there was no publication bias in the studies on effects of listening instruction in Korean contexts. In addition, since there were no adjusted studies as shown in Table 2, the effect size (*ES*) calculated from the sample studies can be considered valid (Borenstein et al., 2009).

TABLE 2
Duval & Tweedie's Trim and Fill

	Fixed effects				Random effects			<i>Q</i> value
	Studies Trimmed	<i>ES</i>	Lower limit	Upper limit	<i>ES</i>	Lower limit	Upper limit	
Served values		.465	.429	.502	.594	.518	.671	611.748
Adjusted values	0	.465	.429	.502	.594	.518	.671	611.748

TABLE 3
Effect Models

Model	95% CI					Heterogeneity			
	<i>k</i>	<i>ES</i>	Lower limit	Upper limit	<i>p</i>	<i>Q</i>	<i>df</i>	<i>p</i>	<i>I</i> ²
Fixed effects	153	.465	.429	.502	.000	611.748	152	.000	75.153
Random effects	153	.594	.518	.671	.000				

To verify the overall effect of listening instruction in Korean contexts, the average effect size of listening instruction was measured by calculating Hedges' *g* for 153 samples from 138 studies. A homogeneity test of all *ES*s was also conducted and the result is shown in Table 3. According to the results, the value of *Q* is 611.748 ($p = .000$), which is statistically significant. This shows that there was no homogeneity among the primary studies used to calculate the average effect size of listening instruction in Korean contexts and thus, a random effects model is more reliable for computing the overall summary effect. The

results in Table 3 show that the total *ES* of listening instruction in Korean contexts is .594, which represents a medium effect based on Cohen’s scale (1988).

The overall effect of listening instruction across school levels was also measured as shown in Table 4. *ES*s of listening instruction at elementary school level and secondary school level are .514 ($p = .000$) and .606 ($p = .000$) respectively, representing medium effects based on Cohen’s scale. *ES* of listening instruction at college level is .858 ($p = .000$), which also indicates a medium effect. Among the different school levels, a statistically significant difference was not found ($Q = 4.681, p = .096$). This result means that listening instruction helps to enhance Korean L2 learners’ listening comprehension at all school levels.

TABLE 4
Effects of Listening Instruction Across School Levels

School Levels	95% CI				Heterogeneity		
	<i>k</i>	<i>ES</i>	Lower limit	Upper limit	<i>p</i>	<i>Q</i> -between	<i>p</i>
Elementary	57	.514	.396	.632	.000	4.681	.096
Secondary	82	.606	.505	.706	.000		
College	14	.858	.555	1.161	.000		

2. The Effects of Listening Approaches

This study also examined the effects of both the top-down approach and the bottom-up approach in listening instruction. The results are shown in Table 5. According to the results, statistically significant difference between the top-down listening approach and the bottom-up listening approach was not found ($Q = .202, p = .653$). The *ES* of the top-down approach is .615 ($p = .000$) and that of the bottom-up approach is .582 ($p = .000$), which show medium effects based on Cohen’s scale. This result indicates that both approaches are effective for cultivating listening comprehension skills.

TABLE 5
Random Model: The Effects of Listening Approaches

Approaches	95% CI				Heterogeneity		
	<i>k</i>	<i>ES</i>	Lower limit	Upper limit	<i>p</i>	<i>Q</i> -between	<i>p</i>
Top-down	60	.615	.515	.716	.000	.202	.653
Bottom-up	93	.582	.475	.689	.000		

Table 6 also shows the difference between effects of the top-down listening approach and the bottom-up listening approach of listening instruction across school levels. The

results indicate that the effects of the top-down approach differ across learners' school levels (Q -between = 11.872, $p = .003$). In fact, the ES of the elementary school level is .399 ($p = .000$), which represents a small effect based on Cohen's scale. The ES of the secondary school level is .626 ($p = .000$) and this result shows a medium effect. The college level has the ES of .997 ($p = .000$), which indicates a very large effect based on Cohen's scale. That is, as school levels go up, the effect of the top-down listening approach increases. These results imply that the top-down listening approach is useful for college students to cultivate their listening comprehension skills more effectively than elementary and secondary school students. Therefore, this difference needs to be considered in planning and implementing listening instruction.

TABLE 6
The Effects of Listening Approaches Across School Levels

Approach	School Levels (SL)	95% CI				Heterogeneity	
		k	ES	Lower limit	Upper limit	p	Q -between p
Top-down	Elementary (E)	16	.399	.284	.514	.000	11.872 .003
	Secondary (S)	36	.626	.505	.747	.000	
	College (C)	8	.997	.566	1.427	.000	
Bottom-up	Elementary (E)	41	.563	.405	.721	.000	.112 .945
	Secondary (S)	46	.592	.435	.749	.000	
	College (C)	6	.619	.257	.981	.001	

In the bottom-up approach, the effect sizes for elementary school, secondary school, and college levels present .563 ($p = .000$), .592 ($p = .000$), and .619 ($p = .001$) respectively, which show all medium effects based on Cohen's scale. Although the effect gradually increases as a school level goes up, the difference is not statistically significant ($Q = .112$, $p = .945$). This result means that the bottom-up approach is effective for Korean L2 learners to improve their listening comprehension skills regardless of their school levels.

3. The Effects of Listening Types

This study further investigated the difference among different types of listening for Korean L2 learners. The results are shown in Table 7. According to the results, there was no significant difference among the different listening types in listening instruction for Korean L2 learners ($Q = 1.843$, $p = .606$). The ES of extensive listening is .597 ($p = .000$),

that of intensive listening is .623 ($p = .000$), that of reactive listening is .514 ($p = .000$), and that of selective listening is .629 ($p = .000$), which indicate all medium effects on Cohen’s scale. This result means that all types of listening (extensive, intensive, reactive, and selective listening) are effective for enhancing listening comprehension skills.

TABLE 7
Random Model: The Effects of Listening Types

Listening Types	95% CI					Heterogeneity	
	<i>k</i>	<i>ES</i>	Lower limit	Upper limit	<i>p</i>	<i>Q</i> -between	<i>p</i>
Extensive	27	.597	.464	.729	.000	1.843	.606
Intensive	60	.623	.475	.771	.000		
Reactive	33	.514	.389	.640	.000		
Selective	33	.629	.480	.778	.000		

Table 8 also presents different effect sizes of listening types in listening instruction across school levels. As shown in Table 6, in the selective listening, there was meaningful difference across learners’ school levels ($Q = 7.582, p = .023$). The *ES* of elementary school level is .404 ($p = .000$) and that of secondary school level is .630 ($p = .000$), which means medium effects on Cohen’s scale. Whereas, at the college level, the *ES* of selective listening is 1.070 ($p = .000$), which shows a very large effect on Cohen’s scale. This result implies that selective listening makes a greater effect to college students than to elementary school students in enhancing learners’ listening comprehension.

TABLE 8
The Effects of Listening Types Across School Levels

Listening Types	SL	95% CI					Heterogeneity	
		<i>k</i>	<i>ES</i>	Lower limit	Upper limit	<i>p</i>	<i>Q</i> -between	<i>p</i>
Extensive	E	4	.383	.082	.683	.013	2.724	.256
	S	21	.625	.471	.779	.000		
	C	2	.765	.354	1.176	.000		
Intensive	E	23	.572	.334	.810	.000	.272	.873
	S	31	.656	.447	.865	.000		
	C	6	.619	.257	.981	.001		
Reactive	E	18	.537	.396	.678	.000	.195	.659
	S	15	.478	.259	.697	.000		
	C	12	.404	.274	.533	.000		
Selective	E	12	.404	.274	.533	.000	7.582	.023
	S	15	.630	.427	.832	.000		
	C	6	1.070	.505	1.635	.000		

In the extensive listening, *ES* of elementary school level is .383 ($p = .013$), which shows a small effect. Whereas, *ES*s of secondary school level and college level are .625 ($p = .000$) and .765 ($p = .000$) respectively, which represent medium effects based on Cohen’s scale.

This result indicates that extensive listening is more effective at the upper school levels than at elementary school level, however, no statistically meaningful difference among the effects across school levels seems to exist ($Q = 2.724, p = .256$). In the intensive listening, a significant difference was not found across school levels ($Q = .272, p = .873$). The *ES* of elementary school students is .572 ($p = .000$), that of secondary school students is .656 ($p = .000$), and that of college students is .619 ($p = .001$) respectively. This result shows medium effects based on Cohen's scale. In the reactive listening, *ESs* of elementary school and secondary school students are .545 ($p = .000$) and .485 ($p = .000$) each. Based on Cohen's scale, both of them showed medium effects, which means that reactive listening performance is helpful and effective to improve elementary and secondary school students' listening comprehension. However, studies on the effects of reactive listening were not found at the college level.

4. The Effects of Individual Activities

ESs of individual activities utilized in listening instruction for Korean L2 learners were also examined, and the results are shown in Table 9. The value of *Q*-between is 39.107 and the *p*-value of it is .000, which shows that there is a statistically significant difference. In other words, this result means that effects of each activity vary for enhancing Korean L2 learners' listening comprehension.

TABLE 9
Random Model: The Effects of Activities

Activity	95% CI				Heterogeneity	
	<i>k</i>	<i>ES</i>	Lower limit	Upper limit	<i>p</i>	<i>Q</i> -between <i>p</i>
Activating schema	11	.869	.536	1.202	.000	
Dictation or dictogloss	41	.559	.457	.662	.000	
Listening English news	1	.937	.296	1.578	.004	
Listening pop songs	4	.449	.206	.692	.000	
Listening repeatedly	1	.512	.034	.990	.036	
Listening along with reading the listening text	7	.117	.099	.334	.289	
Memorizing the listening text	1	.032	.480	.544	.902	39.107 .000
Note-taking	4	.814	.231	1.398	.006	
Phonological awareness	18	.540	.334	.745	.000	
Shadowing (Reading aloud)	12	1.459	.819	2.100	.000	
Singing or chanting	13	.511	.357	.664	.000	
Taking English lectures	3	.517	.337	.697	.000	
Training listening strategies	18	.429	.318	.539	.000	
Watching dramas or movies	19	.657	.467	.848	.000	

The activity indicating the most effectiveness was found to be a shadowing activity, which had a very large effect based on Cohen's scale ($ES = 1.459$, $p = .000$). The ES of activating schema is .869 ($p = .000$), which also has a large effect. In addition, the ES of watching dramas or movies is .657 ($p = .000$), which showed a medium effect. These results imply that shadowing, activating listeners' schema, and watching dramas or movies are effective to cultivate L2 learners' listening comprehension.

Meanwhile, the most frequently used activity in listening instruction for Korean L2 learners is dictation or dictogloss. The ES of dictation and dictogloss is .559 ($p = .000$), which had a medium effect on Cohen's scale. This indicates that dictation or dictogloss is also useful to improve Korean L2 learners' listening comprehension.

More specifically, this study also picked out the four activities which show better effects than the others and compared the effects of them across school levels in Table 10 below.

TABLE 10
Random Model: The Effects of Activities Across School Levels

Activities	SL	95% CI				Heterogeneity		
		<i>k</i>	<i>ES</i>	Lower limit	Upper limit	<i>p</i>	<i>Q</i> -between	<i>p</i>
Shadowing	E	4	1.562	.269	2.856	.018	3.530	.171
	S	7	1.245	.463	2.026	.002		
	C	1	2.710	1.394	4.026	.000		
Activating schema	E	1	.872	.300	1.444	.003	15.267	.000
	S	8	.676	.351	1.000	.000		
	C	2	1.572	1.247	1.897	.000		
Watching dramas or movies	E	4	.383	.082	.683	.013	3.503	.174
	S	14	.749	.509	.989	.000		
	C	1	.645	.111	1.180	.018		
Dictation or dictogloss	E	12	.581	.440	.721	.000	.318	.853
	S	24	.561	.356	.767	.000		
	C	5	.505	.284	.726	.000		

The ES of shadowing for elementary school students is 1.562 ($p = .018$), that for secondary school students is 1.245 ($p = .002$), and that for college students is 2.710 ($p = .000$). In shadowing, a statistically significant difference among school levels was not found ($Q = 3.530$, $p = .171$). This result indicates very large effects based on Cohen's scale. In activating listeners' schema, there was a statistically significant difference among the effects across school levels ($Q = 15.267$, $p = .000$). The ES of secondary school students is .676 ($p = .000$), which shows a medium effect. The ES s of elementary school students and college students are .872 ($p = .003$) and 1.572 ($p = .000$) respectively, which indicate large effects. In other words, activating learners' schema activity plays a more effective role to enhance listening comprehension skills of elementary school students and college students than those of secondary school students. In the activity of watching dramas or

movies, the *ES* at elementary school level is .383 ($p = .013$), that at secondary school level is .749 ($p = .000$), and that at college level is .645 ($p = .018$), which show all medium effects. Though the *ES*s increase as a school level goes up, a statistically significant difference is not found ($Q = 3.503, p = .174$). Finally, this study also examined if there is a difference among the *ES*s of dictation or dictogloss across school levels and a significant difference was not found ($Q = .318, p = .853$). The *ES* at elementary school level is .581 ($p = .000$), that at secondary school level is .561 ($p = .000$), and that at college level is .505 ($p = .000$), which show all medium effects on Cohen's scale. This result can be concluded that dictation or dictogloss can be used at any school levels.

V. DISCUSSION

This study explored the effects of listening instruction in Korean context and investigated if the effects vary depending on different listening approaches, listening types across school levels. This study also examined the effects of each activity used in listening instruction. Firstly, overall listening instruction for Korean L2 students had medium effect ($ES = .594$). A significant difference was not found among different school levels. This result means that listening instruction plays an important role in enhancing Korean L2 students' listening comprehension. However, this result also suggests that only letting learners engage in listening instruction is not enough to maximize Korean L2 learners' listening comprehension ability. In other words, there might be other factors for Korean L2 students to improve their listening comprehension more effectively. Rubin (1995) asserted that the listener characteristics of proficiency, memory, attention, affect, age, gender, background schemata, and even learning disabilities in the L1 all affect the process of listening. In addition, in more recent research, the role of strategic factors has been emphasized in successful listening comprehension. Therefore, additional research is needed to investigate other variables such as the various listener characteristics and strategic factors which help to enhance Korean learners' listening skills in order to find more effective ways on teaching and learning listening in Korean contexts.

Secondly, according to the result of this study, the top-down approach is more effective for enhancing listening comprehension of secondary school and college students than that of elementary school students. This result is due to the following reasons. Listeners use contextual clues and links between the spoken messages and various types of prior knowledge to fully understand listening texts through the top-down listening (Hedge, 2000). Learners are usually able to build more prior knowledge as their school level goes up through various learning experiences. Thus, secondary school and college students might have much more background knowledge than elementary school students, and

secondary school and college students seem to be better at performing activities of the top-down listening approach than elementary school students.

For the bottom-up listening approach, this study indicates that it is still effective at the secondary school and college levels as well as at the elementary school level in order to improve learners' listening comprehension. In other words, the bottom-up approach is effective for low-proficiency students regardless of learners' school levels. In fact, many studies reporting significant effects of the bottom-up approach were conducted for low-proficiency students (C. Hwang, 2011; M. S. Lee, 2011; Y. Lee, 2006; Y. H. Oh, 2011; M. Park, 2008; S. Park, 2012; Y. Park, 2007; J. S. Shim, 2013). As Wilson (2012) pointed out, most errors in listening comprehension are caused by students mishearing individual words. Low-proficiency students might not be good at listening for individual words in listening texts and they might have trouble in fully understanding the texts. Thus, it is necessary that the bottom-up approach should be frequently utilized for low-proficiency learners focusing on individual discrete units of listening texts. The finding of this study also supports that the bottom-up approach is very important for low-proficiency students to enhance their listening comprehension regardless of their school levels.

Thirdly, according to the results, all types of listening (extensive, intensive, reactive, and selective listening) are effective in improving Korean learners' listening comprehension. However, in the extensive listening, the number of studies for elementary school and college students involved in this analysis are relatively small compared with that for secondary school students. This may cause small-study effect, which means that the effect size may be larger in small studies (Borenstein et al., 2009). In other words, since the number of studies on extensive listening for elementary school ($k = 4$) and college students ($k = 2$) are small, the effect sizes may be overestimated. In addition, studies in the effects of reactive listening are not found at the college level. Therefore, in order to clearly verify the effects of extensive and reactive listening, additional research needs to be conducted.

Meanwhile, selective listening is more helpful to secondary school and college students than elementary school students. Selective listening refers to gathering specific information to perform a task, which often requires much background knowledge for students to listen well (Rost, 2011). Students usually have more opportunities to build prior knowledge through various learning experiences as their school level goes up, and thus it seems that secondary school and college students utilize their background knowledge more effectively than elementary school students in performing selective listening tasks.

Finally, this study examined what activities are more effective for enhancing Korean L2 learners' listening comprehension. Shadowing activity was found to be the most effective ($ES = 1.459$) and each effect of shadowing depending on school levels was also very large. However, as the number of studies for elementary school ($k = 4$) and college students ($k = 1$) can be rather insufficient to determine the effects, additional research for those school

students is needed. Nonetheless, this result means that shadowing is a very effective listening activity which helps Korean L2 learners to cultivate their listening skills effectively. This result is considered to be caused by the following reasons. Shadowing is a technique of language learning in which learners repeat what is heard immediately while they listen. When reading listening texts aloud many times, learners are able to pick out manageable clusters of words in the texts and get used to the factors such as stresses, rhythm, and intonation of the speech which can hinder L2 learners from comprehension (Brown, 2001). Thus, shadowing can give learners opportunities to be ready for what they will listen to. In addition, shadowing can develop the self-monitoring function which can affect the improvement of learners' listening comprehension (Swain, 1995). Therefore, shadowing activity can be beneficial to improve their listening comprehension skills and the findings of this study can support this idea.

Activating learners' schema was also highly effective for improving listening comprehension at all school levels ($ES = .869$). More specifically, the ES for secondary school students was medium, whereas the ES for elementary school and college students were large. However, as the numbers of studies for elementary school ($k = 1$) and college ($k = 2$) students are small, additional research needs to be conducted to determine the effect. Nonetheless, according to this study, activating schema still has a good effect on secondary school students. Activating students' schema reminds the students of the topic and helps them to develop their expectations of the input. When listening, students understand and interpret what they heard by using their background knowledge immediately (Brown, 2001; Hedge, 2000; Lynch, 2009; Rost, 2011; Wilson, 2012). Therefore, activating learners' schema with a variety of activities should be included in the pre-listening stage in order to help students expand their background knowledge and develop their listening performance at all school levels. The finding of this study can be the evidence that activating schema serves as an effective activity in listening instruction for Korean L2 students.

Watching dramas or movies was effective for Korean L2 learners to improve their listening comprehension ($ES = .657$), too. Though there were no statistically significant differences among the ES s of different school levels, watching dramas or movies had a good effect on all school levels. However, the studies for elementary school ($k = 4$) and college ($k = 1$) students have not been conducted sufficiently to determine the effect. Harmer (2009) asserted that listening instruction utilizing video materials such as movies and dramas is often encouraged because it enables learners to see "language in use". For instance, learners can see how intonation matches facial expressions and what gestures accompany certain phrases, and they can pick up a range of cross-cultural clues through video materials. Many studies in this analysis reported that watching dramas or movies made a difference in listening comprehension (Y. Ha, 2007; M. Jeong, 2007; D. Kim & H.

A. Jung, 2009; H. Y. Kim, 2011; M. S. Kim, 2012; Y. Lee, 2008; Y. T. Lee, 2007; M. Lim. & K. Kim, 2012; H. R. Park, 2006; W. Yoon, 2013). In other words, watching dramas or movies has become a good activity to learn English in the actual situation in Korean EFL contexts. However, teachers just letting their students experience a lot of listening is not always helpful to improve the students' listening comprehension. Since listening comprehension itself cannot be overtly observed, teachers sometimes incorrectly assume that the input provided in the listening class will always be converted into intake. Teachers can infer that certain things have been comprehended through students' verbal or nonverbal responses to speech (Brown, 2001). In fact, in the above studies reporting positive effects of watching dramas or movies, teachers modified dramas or movies depending on the level of their students and they applied the materials with various activities in listening instruction, carefully considering their students' responses.

According to the result, dictation or dictogloss was the most commonly utilized in listening instruction for Korean L2 students. These activities were useful to improve listening comprehension ($ES = .559$) at any school levels. In fact, dictation is very helpful for large classes and a multi-skilled activity, potentially involving writing, reading, and speaking as well as listening (Wilson, 2012). These features of dictation may fit in the Korean school context. Because English classes in Korea are mostly large and students can be active during and after the dictation. For these reasons, dictation was likely to have been frequently utilized in listening instruction for Korean L2 learners.

VI. CONCLUSION

Based on the results of this meta-analysis study, following suggestions related to the effects of listening instruction can be presented. First, both the top-down and the bottom-up approaches have medium effects on enhancing the listening comprehension of Korean L2 learners. The effects of the top-down approach vary across learners' school levels. The top-down approach is more effective for enhancing listening comprehension of secondary school and college students than that of elementary school students. In particular, when implementing listening instruction for secondary school and college students, teachers will be required to actively take advantage of the top-down approach.

For the bottom-up approach, it is effective for low-proficiency students regardless of their school level, and in the listening instruction of low-proficiency students teachers should be actively engaged with various bottom-up listening activities.

Second, all performance of listening types (extensive, intensive, reactive, and selective listening) are effective for enhancing Korean L2 learners' listening comprehension skills. Thus, teachers need to have their students experience various, valuable listening input

through all listening types, which contribute to improve their students' listening comprehension. Finally, shadowing, activating schema, and watching dramas or movies are more effective for enhancing listening comprehension of Korean L2 learners. Teachers should include those activities more often in their listening instruction.

This study attempted to provide a comprehensive picture of the effects of individual activities utilized in listening instruction for Korean L2 learners. However, there are some limitations in spite of the contributions of the aforementioned results. Though much research on listening instruction has been conducted, the studies for adults including college students have been conducted to a relatively lesser extent than those for elementary school and secondary school students. Accordingly, this study could not provide more specific data due to lack of primary studies at the college level compared to other school levels. In particular, even though the analyzed studies on shadowing, activating schema, and watching dramas or movies for college students show a large effect, the number of the studies was rather small to determine the effect. Therefore, in order to more clearly verify the effects of detailed activities utilized in listening instruction further studies on the issue need to be conducted.

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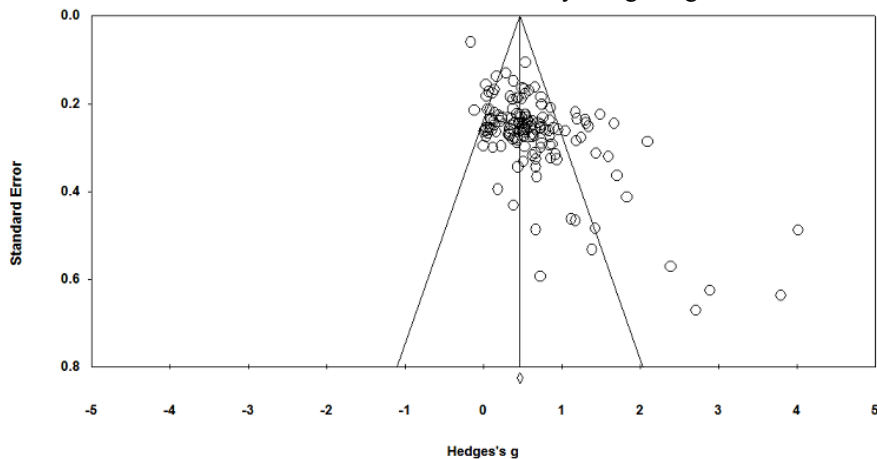
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APPENDIX 1

Funnel Plot of Standard Error by Hedges's g



A Meta-Analysis on the Effects of Listening Instruction Across School Levels in ...51

Examples in: English

Applicable Languages: English

Applicable Levels: Elementary/Secondary/Tertiary

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