

## **Portfolio-Combined Listening Strategy Instruction at an EFL University\***

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Teaching listening skills including listening strategies has attracted a large number of researchers in the last decades. Recently, using portfolios in teaching a language has been implemented as a new attempt. The current study has explored how the combination of teaching listening strategies and portfolio engagement affected college students' listening strategy use and listening comprehension along with their perception on such a new method to learn listening skills. A total number of 54 college students participated in this study. Both quantitative and qualitative data were collected: students' listening strategy questionnaires, listening comprehension tests, and reflection on both portfolios and listening strategy use. Based on the analysis using SPSS *t*-tests and QSR NVivo 10, the results indicate that their listening comprehension as well as their listening strategy use enhanced numerically after the instruction. Particularly, students' metacognitive strategy use increased most. Most of the participants appeared to be satisfied with portfolio-combined listening strategy instruction employed in this study. Pedagogical implications and suggestions are also discussed.

[portfolio/listening/listening strategy/  
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## I. INTRODUCTION

Listening was considered less important than other skills such as speaking, writing, or reading once. However, it is now regarded as needed to be taught like other language skills. Especially, as EFL learners have less chance of listening to English in everyday situation than ESL learners, teaching listening in classroom setting is important for EFL learners in order for them to acquire English. Not to mention that listening is used far more than other skills in reality, developing one's listening skill is significant in Communicative Language Teaching as well. In short, listening is a very important skill for EFL learners to acquire; therefore, many researchers and teachers have continued to investigate how to teach listening effectively over the past few decades (H. J. Kim & U. K. Maeng, 2016).

When teaching listening skills, exposing learners to a variety of listening strategies and helping them to use the strategies appropriately can benefit them. In particular, learning strategy instruction can bring certain benefits: learners are likely to be more effective and eventually to become autonomous (H. J. Chung, 2002). Based on the idea that teaching listening strategies helps students to improve listening skills, there have been a large number of studies on strategy instruction and its effects on learning. Not only that listening strategy instruction can lead to better listening skills (e.g., Carrier, 2003; Y. Kim & B. B. Im, 2013; Moradi, 2013; Thompson & Rubin 1996; Zhang 2012), but learners can be also aware of their weaknesses while being involved in the instruction (Chen, 2013). In addition to this, such instruction can contribute to the learners' having better attitude and more interests in learning English (S. C. Kwon, 2004).

Portfolio assignment was chosen for this study as a way to provide listening strategy instruction. Portfolios are commonly used for assessing students' achievement in education; however, it is highly probable that it can be utilized as a learning tool (Y. H. Choi, 1999; E. Han, 2012). Using portfolios in teaching English can make a positive impact on one's learning process since it is learner-centered (D. Kim, 1999) and process-oriented (Y. H. Choi, 1999; D. Kim, 1999). By engaging in portfolio work, learners can take more responsibility for their learning process. They can reflect their learning as well as monitor their performance (Vavrus, 1990, as cited in Y. H. Sim, 2002). Hence, like listening strategy instruction, using portfolios can lead to the learners' better understanding of both their strengths and weaknesses along with enhancing other skills such as critical thinking (Y. H. Sim, 2002). For instance, a learner can find strength in collecting and organizing materials, which leads to better academic achievements. In another example, by reviewing the artifacts in one's portfolio, the learner can find a specific area including grammatical or spelling mistakes and see if they are consistent or not; this can allow him or her to pinpoint a weakness and overcome it. In particular, the studies combining listening and portfolio work confirmed their positive effects on students' listening comprehension

and positive attitude toward their learning English in conjunction with portfolio engagement (Y. H. Choi, 1999; K. Yoon, 2006).

In order to look into the effects of teaching listening strategies using portfolio assignment, this study attempts to discuss the following research questions with 54 college freshmen. The three research questions are as follows:

- 1) How do students perceive portfolios in listening strategy instruction?
- 2) Are there any differences in students' listening strategy use after a portfolio-based listening strategy instruction?
- 3) Are there any differences in students' listening comprehension after the instruction?

## II. LITERATURE REVIEW

### 1. Using Portfolios in Learning and Teaching

A portfolio, in general, is a purposeful collection of students' artifacts to display their efforts, growth, and achievements to not only themselves but also teachers, parents, and other stakeholders (Genesee & Upshur, 1996). Portfolios can be categorized into several ways; for one example, O'Malley and Pierce (1996) classified portfolios into three types including showcase portfolios, collections portfolios, and assessment portfolios. Showcase portfolios are usually used to show a student's best work. Collections portfolios include all of a student's work that shows the ways of his or her handling everyday class assignments. Assessment portfolios are for assessment based on collections of student work, student self-assessment, and teacher assessment. Also, portfolios can be classified by their purpose (S. J. Hwang, 2010): portfolios for assessment, portfolios for career, learning portfolios, and teaching portfolios (E. Han, 2012).

According to Taylor (1991), there are some functions of using portfolios in education. First of all, it is possible for students to evaluate the class material or content of the course that they are taking. They can also have a chance to reflect their learning, which allows them to see their progress over time. In addition, they can have ownership of their learning and are more likely to become active learners; the engagement in portfolio work can help them to feel more confident in learning. On the other hand, for teachers, using portfolios can provide direct evidence of students' progress and improvement. It can be also used for program or course evaluation, modification, and development.

Portfolio work has been extensively employed in teaching writing for the last three decades (Lam, 2014). One study conducted by Beers (1985) reported that the majority of the students involved in developing portfolios found the engagement quite useful.

Entwistle and Ramsden (as cited in Beers, 1985) argued that freedom, motivation, and perceived self-relevance are related to using portfolios in their research. In other words, portfolio work may deepen and broaden students' involvement in course materials. H. Jung (1999) investigated how to implement English writing with portfolios in EFL writing classes; in her study, students can learn how to cooperate with one other by developing their writing with assistance of the discussion and from their classmates. Shameem (2004) looked into the use of portfolios to improve writing ability among pre-university students and wrapped up his research with the conclusion that the writing portfolios seemed to help the students to develop confidence in writing and decrease anxiety towards the subject.

Compared to the number of the studies on combining teaching writing skills with portfolio development, there has been not much research involving listening skills; however, some of the fairly new attempts have been made when teaching aural skills. One of the studies on the effects of teaching listening skills with portfolio work to college students was conducted by Y. H. Choi (1999). Among three groups in her research, one group engaging in self-assessment-based portfolios showed better listening ability than the other two groups; this result was more salient particularly in the low-proficiency group. Thus, the researcher asserted that the positive effects of using self-assessment-based portfolios were evident in that the students put their efforts by collecting their work in the portfolios and had more positive attitude toward learning English.

K. Yoon (2006) also explored the impact of using portfolios on teaching English listening with high school students. Two experimental and two control groups respectively participated in this study; the experimental groups were involved in listening activities with portfolio-relevant materials such as listening strategy checklists, self-checklists, goal cards, and listening logs. After the experiment, the experimental groups showed higher mean scores than the control ones on their listening comprehension test. Besides, interviewed students revealed positive attitude toward the English classes with portfolio work.

In short, using portfolios in teaching listening skills can be beneficial for learners. Since engagement in portfolio work is an ongoing experience, students can directly see their progress. In addition to this, they can take part in the process of their learning, so they can be more involved in and have more control over it. It is also probable that they can have positive attitude toward learning English (Y. H. Choi, 1999; K. Yoon, 2006). In spite of the advantages that using portfolios can bring to teaching English, there have been few studies on teaching listening strategies with portfolio work so far. Therefore, this study has attempted to combine listening strategy instruction with portfolio engagement as a way to enhance students' listening comprehension by exposing students to a variety of listening strategies, encouraging them to practice using them not only in class but also on their own and allowing them to reflect on their strategy use and listening process.

## 2. Listening Strategy Instruction

Ho (2006) defined listening strategies as “skills or methods for listeners to directly or indirectly use in order to achieve the purpose of listening comprehension input” (p. 25). In another definition, listening strategies refer to the listener’s active and intentional thinking or action in order to comprehend the information during listening (M. K. Lim, 2006). In short, listening strategies are the actions or techniques that a learner takes as a way to comprehend the incoming information in listening.

There are some classifications of listening strategies. O’Malley and Chamot (1990) classified listening strategies into three: metacognitive, cognitive, and socioaffective strategies. Metacognitive listening strategies include planning, monitoring, evaluation, and attention. Cognitive listening strategies are as follows: elaboration, translation, inferencing, repetition, transfer etc. Socioaffective listening strategies have two different domains: one is asking for help or clarification and the other is controlling one’s emotion by reducing anxiety. Oxford (1990) classified listening strategies into two big categories, which are direct and indirect. Each category has three sub-strategy groups: direct strategies (memory, cognitive, compensation) and indirect strategies (metacognitive, affective, social).

Since listening is a complex process in which a listener decodes what a speaker says with assistance of his or her background knowledge not to mention the social and cultural milieu around him or her (Nunan, 2003; Vandergrift, 1999, 2003), Rost (2002) insists that instructing listening strategies can be one significant area of research. Thus, the use and development of language learning strategies has been one of the most important topics in second language research for more than two decades (Berne, 2004). Many researchers agree that language learning strategies are an important factor for learners to accomplish autonomy; it is an ultimate goal as language learners (Brown, 2007; Oxford, 1996; Rahimi & Katal, 2012; Skehan, 1998; Wenden, 1991; Yang, 1998). As Oxford (2003) asserts, strategies are considered one of the main contributors that determine how well learners acquire a second or foreign language.

The purpose of strategy-based-instruction (SBI) is for learners to become more aware of the strategies they can use to learn more effectively, to monitor, and to evaluate their listening process (Zhang, 2012). Based on a number of studies on listening strategy instruction, the benefits of listening strategy instruction in teaching listening are as follows. Firstly, systematic instruction of using strategies could result in one’s listening comprehension enhancement (e.g., Carrier, 2003; Y. Kim & B. B. Im, 2013; Moradi, 2013; Selamat & Sidhu, 2013; Thompson & Rubin 1996; Zhang 2012). Listening strategy instruction can also help students to become aware of their weaknesses and problems of previous strategy use and they can use higher level strategies later (Chen, 2013). In other words, strategy instruction can positively develop students’ abilities to solve problems

relevant to their strategy use and it can also provide increased confidence in completing listening tasks. Lastly, listening strategy instruction can increase both students' interests and foster positive attitudes toward learning English (S. C. Kwon, 2004).

Some researchers have been particularly interested in finding effects of teaching metacognitive strategies (e.g., Goh & Taib, 2006; Graham, Santos, & Vanderplank, 2008; Grenfell & Macaro, 2007; Murray 2007; Y. Seo, 2000; Vandergrift, 1998) since these strategies are considered to be one of the determiners of successful language learning in listening (H. J. Chung, 2002, 2006). The studies regarding the effects of metacognitive strategy use indicate that teaching metacognitive strategies can make a positive impact on listening comprehension, so it is important that teachers help students to develop metacognition. In addition to assisting in one's learning, learners are more likely to play active roles in their learning process (Chari, Samavi, & Kordestani, 2010; Rahimi & Katal, 2012). Furthermore, not only that metacognitive awareness helps students to take charge of their learning so that they can develop autonomy in learning, but the students were also found to decrease their stress level during the metacognitive strategy instruction (Vandergrift, 2002, 2003).

### III. METHOD

#### 1. Data Collection

A total number of 54 students from three different classes participated in this study; all of them were freshmen from a university in Seoul. The three classes consisted of 19 male students in the Electronics Department, 13 students (11 females and 2 males) in the Nursing Department, and 22 students (19 females and 3 males) in the Knowledge and Management Department, respectively. All of the participants were enrolled in a required English course for one semester. The three groups differed in their proficiency levels based on TOEIC score that they had taken when entering the university according to their university's policy. Thus, although the total number of the participants was just 54, the current study included three different majors, both genders (30 females and 24 males) and different proficiency levels (from high beginner to low advanced).

A series of 12 listening strategy instruction sessions were provided in class; the participants received listening strategy training for approximately 30 minutes per session. Each listening strategy instruction session included one or two listening strategies relevant to the students' textbook, *NORTHSTAR 2 Listening and Speaking* (Frazier & Mills, 2009), which is designed to enhance listening and speaking skills. The strategies instructed in this study were chosen as a way for the students to understand listening text in their textbook

better, so the listening strategy instruction sessions were interwoven with the regular curriculum in this study.

In an attempt to obtain quantitative data, before and after the treatment in this study, the students engaged in a listening comprehension test and a listening strategy questionnaire. Each listening test included 20 questions from a TOEIC test preparation book from *ETS Tactics for the TOEIC test* (Trew, 2007). The content in this book was authorized by ETS and contains official TOEIC test items. Along with the listening comprehension test, a 30-listening-strategy-item questionnaire based on Oxford's (1990) Strategy Inventory for Language Learning (SILL) was given to all participants to identify the students' listening strategy use.

In conjunction with taking listening strategy instruction sessions, the students were also asked to develop their own portfolios. These portfolios belong to collections portfolios since the students were asked to collect all the class materials including extra assignment and at the same time they are learning portfolios because they were used for the students' learning listening strategies. In order to help students engage in their own portfolio work, an orientation session for portfolio development was provided for them. After each class, the students were asked to keep records of listening strategy instruction reflection. Their reflection allowed them to do two things: one is to evaluate their listening performance and listening strategy use and the other is to think about some ways to improve their listening comprehension based on that day's instruction. During the first session, the students were instructed how to write their own reflection and were presented some examples.

At the end of the semester before submitting their portfolios, every student was asked to write a portfolio reflection paper along with a portfolio checklist. Their portfolio reflection paper included three parts that they needed to reflect: to look at their portfolio and write down what they learned and felt, to reflect on the best thing that they learned by collecting their work in class, and to reflect on their portfolio work in terms of any progress or growth that they perceived. Table 1 presents the portfolio development schedule of the current study. The listening strategy questionnaires, all the handouts used during the instruction with their listening strategy instruction reflection, extra listening assignment worksheets, and portfolio reflection papers along with portfolio checklists were supposed to be collected by the students for their portfolio work. When working on their own portfolios, the students were asked to include certain components like the ones in Table 1; however, there was no specific format recommended in order for them to have freedom of developing portfolios on their own.

**TABLE 1**  
Portfolio Development Schedule

Week	Content
Week 1	Listening Strategy Questionnaire
Weeks 2-15	Handouts Including Listening Strategy Instruction Reflection
Weeks 2-15	Extra Listening Assignment (Listening Strategy Instruction Special)
Week 16	Listening Strategy Questionnaire, Portfolio Reflection Paper, Portfolio Checklist

In this study, eight students were randomly chosen; each of them was every fifth student on the attendance sheet in different classes. Three students took an English class with one of the researchers in this study. Out of the eight students, five students were male and three were female. They differed in their English proficiency, from high beginner to low advanced; their majors were also from different classes. They were asked to verbally report on how they perceived listening strategy instruction with portfolio engagement. This method was utilized in an attempt to elicit more information about the students' perception of the instruction used in this study.

While 12 listening strategy instruction sessions were held, the students were encouraged to do extra listening assignment. It was a voluntary activity, in which the students were able to practice listening strategies that they had learned in class. This special assignment is in line with the idea that strategies can be used outside as well as in classroom, so they can potentially assist further learning (Grenfell & Macaro, 2007). When doing this assignment, the students could choose any listening materials including the chapters in the textbook that they had not studied in class; guidelines for this extra listening task were provided at the beginning of the semester. A total number of 20 students participated in this special assignment voluntarily.

## 2. Data Analysis

A pretest and posttest of listening comprehension and a pre-semester and post-semester questionnaire comprised the quantitative data in this study. By means of SPSS *t*-tests (Version 18), students' listening comprehension was compared based on their responses on a modified TOEIC test before and after the instruction; independent and paired sample *t*-tests were made use of in order to identify any difference in mean scores. Their responses on the questionnaires were also analyzed with SPSS *t*-tests in the following order: the overall strategy use before and after the instruction and their use of three different types of listening strategies (metacognitive, cognitive, and socioaffective).



The qualitative data in this study included students' reflection on their strategy use, portfolio reflection papers, portfolio checklists, and extra listening assignments, along with the meetings with 8 students. QSR NVivo 10 was employed in order to analyze them; in particular, it was adopted to classify the students' responses according to strategy types and to look into their perception on portfolio development in listening classes. The coding process was conducted based on the steps introduced by Robin (as cited in Merriam, 1998); to make a tentative hypothesis, to choose an instance of the phenomenon in order to check if the hypothesis is correct, and to reformulate the hypothesis if it is not right. After taking the three steps, QSR NVivo 10 was employed so that the coding process could be easier and more efficient. In an effort to increase the coding reliability, a few teachers with more than ten years of experience in teaching English reviewed some coding samples. In addition, the coding comparison was conducted by means of QSR NVivo 10 and the agreement was approximately 90%. Most of the students wrote their reflection in Korean, so their remarks presented in this study were translated into English after the analysis.

## IV. RESULTS AND DISCUSSION

### 1. Students' Perceptions on Using Portfolios in Listening Strategy Instruction

In this study, a total number of 54 students completed their portfolio reflection papers along with portfolio checklists. Their portfolio reflections and 8 students' verbal reports in regard to portfolio work were analyzed using QSR NVivo 10.

#### 1) Portfolio Reflection

By means of QSR NVivo 10, each node with its references was classified and the result, in general, revealed the students' positive perception on portfolio work, which is presented in Table 2.

It is likely that the students, in general, were able to evaluate their learning and concentrate on class activities as manifested in Table 2. Developing their own portfolios seemed to help their listening comprehension by allowing them to organize their study, compare their work, and internalize listening contents. A couple of students noticed their enhancement in speaking or writing and even thinking skills. In short, the students' portfolio reflections clearly reveal a wide range of advantages of developing their own portfolios, which led to improved listening comprehension. Furthermore, although it was mentioned by quite a few, portfolio work, as confirmed in previous studies, enabled a learner to find one's weakness and seemed to have potential to be used again since it is new

and can be a way for various learning.

**TABLE 2**  
Students' Perception on Use of Portfolios

Node	Meaning	References
Improve	improved listening	44
Evaluate	evaluate their learning/class work	43
Concentrate	good for concentration	39
Comprehend	good for comprehension	34
Compare	able to compare work	21
Organize	working on portfolios was useful for organizing study	20
Predict future success	could predict the next learning outcome	2
Internalize content	better understand the spoken information	2
Communicate with teacher better	communicate with a teacher better	2
Work in groups	engaged in group work	2
Helpful for learning	helpful for learning	2
Improve other skills	could improve other skills such as speaking or writing	2
Check my weakness	reflect on learning and find their weakness	1
Develop better thinking skill	improved thinking skills	1
Efficient way to study	more efficient way to study	1
Summarize	easy to summarize what I learned	1
Useful for learning	useful for learning	1
Various learning	a way for various learning	1
Good for preview	good for previewing	1
New experience	new experience	1

## 2) Portfolio Checklist

When filling out their portfolio checklists, 52 students out of 54 agreed that their portfolios showed progress. Likewise, all the students agreed on the usefulness of developing their own portfolios, which are specifically indicated in Table 3.

**TABLE 3**  
Students' Responses Regarding Usefulness of Portfolio Development

Useful Area	Responses	Number of Students
For listening comprehension	Enhance comprehension	54
	Concentrate better	20
	Remember information from listening longer	8
	Listen more carefully	7
For overall learning	Easy to review	16
	Check one's progress	14
	Good for organizing one's study	13
	Find one's weakness	10
	Interesting	9
	Direct one's learning	6
	Good for test preparation	6
	Various ways of learning	5
More organized learning	5	

The students' responses above were matched with the aforementioned nodes in Table 2, discussed previously: "improve," "evaluate," "concentrate," "comprehend," "organize," "internalize content," "helpful for learning," "check my weakness," "more efficient way to study," "useful for learning," and "various learning." Thus, the students, in general, appeared to be aware of usefulness of using portfolios in listening classes for their learning as well as their listening comprehension; their awareness was clearly revealed in portfolio reflection papers as well as portfolio checklists.

### 3) Students' Verbal Report on Using Portfolios in Listening Strategy Instruction

In order to look into students' perceptions on portfolios in listening classes, eight students were asked to verbally report their perception on such instruction. While most of their comments presented positive attitude toward portfolio development, there were some negative comments mostly related to managing portfolios or collecting all class materials. Table 4 summarizes their remarks on using portfolios in listening strategy instruction.

**TABLE 4**  
Students' Responses Regarding Portfolio Development

Positive Comments	Negative Comments
Enhance concentration in class	Only useful in class
Enhance participation in class	Difficult to manage, collect materials
Check one's progress/achievement easily	Need time to get used to doing it
Check one's learning process easily	
Enhance listening comprehension	
Remember contents longer	
Self-check, self-evaluation, self-reflection	

Based on the comments above, it seems that the eight students recognized the usefulness of developing their own portfolios as a way to enhance listening skills. The aforementioned positive impact of portfolios in this study was congruent with some of the findings discovered in the students' portfolio reflections.

Three of the eight students took the listening and speaking class with one of the researchers before, so they had experience in portfolio work. In light of their comments, it is probably that by redoing portfolio work the three students benefitted from it. First of all, they got accustomed to developing their portfolios, so they knew what to do when they had the second chance. Besides, they recognized the impact of portfolio development on their learning; they were more likely to participate in portfolio assignment. In another case, since they had found their weakness or had difficulty in portfolio work, they attempted to overcome it when given another chance.

## 2. Students' Listening Strategy Use

All students in this study participated in strategy use questionnaire surveys before and after listening strategy instruction sessions. Their responses were compared and analyzed using SPSS *t*-tests.

### 1) Changes in Listening Strategy Use

Based on the quantitative analysis, students' overall strategy use increased in general. Table 5 indicates that their strategy use seemed to increase by approximately 0.47. According to Oxford (1990), when it comes to one's strategy use in a survey using the 5-point Likert scale, the mean scores between 1.0 and 2.4 can be described as "low" strategy use, 2.5 and 3.4 as "medium," and 3.5 and 5.0 as "high." After the instruction, the students' overall strategy use could be described as "medium-high"

**TABLE 5**  
Overall Strategy Use

	<i>M</i>	<i>n</i>	<i>SD</i>	<i>t</i>	<i>p</i>
Pre	3.04	54	.46	-11.200	.000*
Post	3.51	54	.39		

\**p* < .05

Three different types of listening strategies according to O'Malley and Chamot's (1990) taxonomy, which are metacognitive, cognitive, and socioaffective strategies, were analyzed

before and after the instruction in terms of their use.

As Table 6 shows, the mean scores of metacognitive strategy items on the questionnaire increased most among the three types of listening strategies by about 0.57 from 3.02 to 3.59. It is highly probable that students' portfolio development could encourage them to use more metacognitive strategies than the other types of listening strategies. For example, portfolio work including reflection could lead to students' thinking deeply; metacognition refers to thinking about thinking, where the learners can reflect themselves (O'Malley & Chamot, 1990). Organizing portfolio components and regulating their learning in process of portfolio work can allow students to think about their learning. Accordingly, the portfolio work in this study appears to have encouraged the students to use metacognitive strategies more, so has their use increased most.

**TABLE 6**  
Three Types of Strategies Before and After the Instruction

Meta	<i>M</i>	<i>n</i>	<i>SD</i>	<i>t</i>	<i>p</i>
Pre	3.02	54	.52	-4.901	.003*
Post	3.59	54	.33		
Cog	<i>M</i>	<i>n</i>	<i>SD</i>	<i>t</i>	<i>p</i>
Pre	3.04	54	.43	-9.212	.000*
Post	3.47	54	.43		
So/Affec	<i>M</i>	<i>n</i>	<i>SD</i>	<i>t</i>	<i>p</i>
Pre	3.05	54	.56	-4.820	.009*
Post	3.54	54	.38		

\* $p < .05$

## 2) Listening Strategy Instruction Reflection

The 54 students' reflections in their portfolios involve two parts: listening strategy use reflections after each listening strategy instruction session and portfolio reflections written at the end of the semester. The students' reflections on their strategy use were analyzed according to three types of strategies based on O'Malley and Chamot's classification (1990). Table 7 shows some excerpts regarding metacognitive strategy use found in the students' reflections with their references using QSR NVivo 10. The students' reflection on their metacognitive strategy use was coded as the following words: self evaluation, directed attention, monitoring, selected attention, problem identification, and self

management.

**TABLE 7**  
Examples of Metacognitive Strategy Based Reflection

Node	Examples	References
Self evaluation	<i>It was hard to infer the meaning at first, but I listened again and again, then finally understood it. (KHN, session 8/ week 10, spring, 2012, Listening Strategy Instruction Reflection)</i>	577
Directed attention	<i>My goal was to try to concentrate while listening. I think I did my best. It was quite easy to understand the good mood food today. (JSL, session 7/ week 9, fall, 2014, Listening Strategy Instruction Reflection)</i>	139
Monitoring	<i>Since the first a few words were easily comprehended, the whole listening process went smoothly. Based on the inference and prediction, I could understand readily. (GEC, session 5/ week 7, fall, 2014, Listening Strategy Instruction Reflection)</i>	120
Selected attention	<i>I tried to listen to adjectives and what Roger said in class because I had to figure out how Roger felt in prison. It was useful to listen to (SMO, session 10/ week 12, spring, 2012, Listening Strategy Instruction Reflection)</i>	75
Problem identification	<i>I could find that I did not concentrate in class. While listening, concentration was not always easy. (DKP, session 6/ week 7, spring, 2012, Listening Strategy Instruction Reflection)</i> <i>When I listened to some difficult words while listening, it was hard to concentrate and understand the content. (JYK, session 4/ week 5, spring, 2012, Listening Strategy Instruction Reflection)</i>	58
Self management	<i>In order to understand better, I made my own guideline while listening. (HJL, session 2/ week 3, spring, 2013, Listening Strategy Instruction Reflection)</i>	57

Different cognitive strategies were revealed among the students; they seemed to use various cognitive strategies while listening and later reflected on their strategy use in their portfolios. Their reflection regarding cognitive strategy use was coded as the following words: note taking, repeat, choose important information, memorize words, elaboration, predict, summarize, categorize, inference, imagine, and resourcing.

Most of the strategies presented in Table 8 were learned in class; however, some were not explicitly instructed in class. “Memorize words” was one of them; it indicates some students memorizing words relevant to listening topics. Several students showed increased use of this strategy, which is similar to one of the strategies (try to remember words, phrases, and idiomatic expressions for improving English) on the listening strategy questionnaire. In addition to this, the strategies like “categorize” and “summarize” were not instructed overtly in class, but it seems quite common for college students to categorize or summarize information when studying. Besides, summarizing is closely related to taking notes and these two skills sometimes take place together, so their summarizing listening materials was reflected as well. Lastly, some of the students made use of available

references such as dictionaries, textbooks, handouts, or other devices; this technique is one example of a “resourcing” strategy. In short, the strategies instructed in class seemed to be acquired and other strategies, although not explicitly taught in class, were picked up by a few students.

**TABLE 8**  
Examples of Cognitive Strategy Based Reflection

Node	Examples	References
Note taking	<i>I took notes while listening in order to write down important information about offbeat jobs. (SKK, session 1/ week 2, spring, 2012, Listening Strategy Instruction Reflection)</i>	117
Repeat	<i>To understand the reasons why interviewees felt that way, I listened repeatedly. (SWP, session 8/ week 10, spring, 2012, Listening Strategy Instruction Reflection)</i>	50
Choose important information	<i>I needed to get the main idea. So I tried to choose important information while listening. (JYH, session 6/ week 8, fall, 2014, Listening Strategy Instruction Reflection)</i>	35
Memorize words	<i>While I was listening to good mood food, I could memorize food-related words with ease. (HJP, session 7/ week 9, spring, 2012, Listening Strategy Instruction Reflection)</i>	27
Elaboration	<i>I reviewed what I heard last class. It was Roger’s sad story. This pre-listening activity helped me to remember what I learned last class. (MJC, session 4/ week 5, fall, 2014, Listening Strategy Instruction Reflection)</i>	20
Predict	<i>I looked at the picture before listening. My group members and I discussed what we would listen next. (CEC, session 5/ week 6, fall, 2012, Listening Strategy Instruction Reflection)</i>	19
Summarize	<i>Staying healthy was the topic today. My group members and I listened to the topic. Then we were asked to summarize what we listened to and present our summary. (HTK, , session 11/ week 13, spring, 2012, Listening Strategy Instruction Reflection)</i>	16
Categorize	<i>One of the listening activities was to fill in the chart. In order to fill in the chart, I categorized what I heard with my group members. (KHS, session 7/ week 9, spring, 2012, Listening Strategy Instruction Reflection)</i>	15
Inference	<i>After listening to the last part of Listening 1, we were asked to guess the intention of the speaker. (YJJ, session 9/ week 11, spring, 2013, Listening Strategy Instruction Reflection)</i>	15
Imagine	<i>We were asked to imagine how Roger felt. (MHH, session 3/ week 4, fall, 2014, Listening Strategy Instruction Reflection)</i>	15
Resourcing	<i>I looked at the handouts in order to remember what I listened to last week. (JIL, session 4/ week 5, spring, 2013, Listening Strategy Instruction Reflection)</i>	10

Socioaffective strategies comprise two different parts: interacting with others or controlling one’s affective state in order to assist his or her learning and to accomplish a given task. The students in this study seem to have used these two different types of socioaffective strategies and their use was reflected in their reflection, which is presented

in Table 9.

**TABLE 9**  
Examples of Socioaffective Strategy Based Reflection

Node	Example	References
Cooperation	<i>My group members got along very well, so we helped each other and made up for our weaknesses in class including LSI. (SEL, session 11/ week 13, spring, 2013, Listening Strategy Instruction Reflection)</i>	49
Self-encouragement	<i>I learned this topic last semester, so I encouraged myself by saying that I can do it. (MHJ, session 7/ week 9, fall, 2014, Listening Strategy Instruction Reflection)</i>	32
Control emotion	<i>I tried to feel less nervous before listening. (SHJ, session 7/ week 9, fall, 2014, Listening Strategy Instruction Reflection)</i>	11
Communicate with teacher	<i>It was easy for me to communicate with my teacher. Whenever I had questions or difficulty in class, I could ask her with ease. (BRL, session 11/ week 13, spring, 2013, Listening Strategy Instruction Reflection)</i>	1

Table 9 above illustrates some remarks made by the students in this study with regard to socioaffective strategy use. Along with the aforementioned strategies, a couple of students were trying to encourage themselves with their own tactics such as taking a deep breath or relaxing themselves.

### 3) Overall Listening Strategy Reflection Pattern

In the 54 Students' reflections on their listening strategy use, four patterns were revealed. Table 10 summarizes the patterns of their strategy use based on the results from the qualitative analysis using QSR NVivo 10.

**TABLE 10**  
The Patterns of the Listening Strategy Reflection

Pattern	Number of Students
Metacognitive > Cognitive > Socioaffective	43
Metacognitive > Socioaffective > Cognitive	5
Metacognitive > Cognitive (No Socioaffective)	4
Cognitive ≥ Metacognitive > Socioaffective	2

Among 54 students, 43 of them reflected on their metacognitive strategy use most. The students in this study reflected upon their class goals which they had set in class together or



on their own and evaluated their listening and listening strategy use. Besides, since developing one's own portfolio allows students to reflect on their learning and evaluate it including listening strategy use in this case, this pattern does not seem so surprising. Cognitive strategies are the second-most mentioned in most of the students' reflections; they include a wide range of cognitive strategies learned in class. Socioaffective strategies were least-mentioned and reflected upon in the 43 students' reflections among the three types of listening strategies. The lack of socioaffective-strategy-based reflection in this study seems to be relevant to either students' less cooperation in class activities or their less frequent use of reducing-anxiety tactics. Interestingly, there were four students who did not mention any use of such socioaffective strategies in their reflection: except for those students, all the other students reflected upon their use of socioaffective strategies in their reflection. Furthermore, there were four students whose socioaffective-strategy-based reflection exhibited a higher percentage than that of cognitive strategies.

#### 4) Students' Verbal Report on Listening Strategy Instruction with Portfolio Work

In order to elicit how students perceived listening strategy instruction with portfolio work, eight students were chosen and asked to express their opinion. Except for one student, the other students recognized the positive impact of this type of instruction, which is indicated in Table 11.

**TABLE 11**  
Positive Effects Mentioned by 8 Students

Number	Positive Effects	Number of Students
1	Improve listening comprehension	7
2	Aid in developing speaking skills	3
3	Increase motivation to study more	2
4	Enhance vocabulary	1
5	Improve long-term memory	1
6	Enhance pronunciation	1
7	Foster autonomy in listening	1
8	Reduce anxiety	1
9	Easy approach to listening	1
10	Able to listen on my own	1

With regard to one of the questions asked to them, “among the strategies instructed in class, which one do you think is the most improved?” the students were requested to select three strategies on the strategy questionnaire for this question. Among the 24 chosen strategies, five strategies were repeatedly mentioned: “predict what will listen,” “guess the intention of the speaker,” “watch English programs or listen to English songs,” “read questions before listening and choose important parts” and “try to concentrate on the topic.” All of them were explicitly taught during the listening strategy instruction sessions.

### 3. Students’ Listening Comprehension

A total number of 54 students took a listening comprehension test including 20 TOEIC questions before and after the treatment in this study. By means of SPSS *t*-tests, their listening performance was compared. As indicated in Table 12 below, the mean score changed from 9.74 to 13.02 out of 20. In general, the students’ listening comprehension seemed to be improved numerically after the instruction. Although the number of the students who took part in this study was small, it appears that the students benefitted from the portfolio-combined listening strategy instruction provided in this study, which indicates that such instruction can make a positive impact on students’ listening comprehension not to mention their listening strategy use previously discussed.

**TABLE 12**  
Overall Mean Scores of Pretest and Posttest

	<i>M</i>	<i>n</i>	<i>SD</i>	<i>t</i>	<i>p</i>
Pre	9.74	54	3.14		
Post	13.02	54	3.53	-11.299	.000*

\**p* < .05

### 4. Extra Listening Assignment

Among 54 students, 20 students participated in an extra listening task as part of their portfolio component; they voluntarily *completed* their listening assignment. The goal of this task was to allow students to use instructed strategies by themselves. Not all the participants recorded detailed description but some handouts submitted by them included rich information about their listening process. Table 13 exemplifies some of their reflections on listening strategy use.

**TABLE 13**  
Students' Remarks from Extra Listening Assignment

Number	Students' Remarks
1	<i>When I did extra listening homework for my portfolio, I really enjoyed listening by myself because I could choose the topic I like. I was more interested in listening, so I could study happily. (HYK, portfolio, spring, 2012)</i>
2	<i>While I was looking at the key words, I could imagine what I would listen next. This was really helpful for me to understand the listening content. (SWP, portfolio, spring, 2012)</i>
3	<i>First of all, I read the title and subtitle. Then I looked at the pictures. After that, I made a prediction on what I would listen. While I was listening first, I closed my eyes; this helped me to concentrate better. (GEC, portfolio, fall, 2014)</i>
4	<i>It was useful for me to comprehend the content as I checked it following the steps and listening to it repeatedly. It was easier when I paid attention to key words and the intention of comprehension questions rather than when I tried to understand everything at once. (MRK, portfolio, fall, 2014)</i>
5	<i>Since I learned that the pictures or titles should have some kind of connection to the listening material, I looked at them carefully and made my own prediction before I started listening. When my prediction and the actual listening comprehension were matched, I felt some kind of achievement. (ELJ, portfolio, fall, 2014)</i>

The above examples indicate that some students in this study used the instructed strategies by following guidelines and evaluated their strategy use on their own. It is highly probable that they showed enhanced autonomy in listening by voluntarily participating in extra listening assignments at home. As one of the students suggested in his reflection, allowing students to make choices in selecting what to listen to can also lead to students being more motivated and having better attitudes toward listening.

## V. CONCLUSION

This study attempts to explore the effects of listening strategy instruction with portfolio assignment. In an attempt to examine the effectiveness, a total number of 54 college students participated in twelve listening strategy training sessions and 16 weeks of portfolio assignment. Both quantitative and qualitative data were collected and analyzed in this study.

Based on the 54 students' reflections on portfolios including portfolio checklists and verbal reports from 8 students, most of the students appeared to find portfolio assignment useful. Their positive comments on portfolio use were manifested in their portfolio reflections; 53 students out of 54 admitted that portfolio development in listening classes was beneficial for their listening. It is evident that the portfolio development in learning listening strategies contributed to the students' better listening comprehension by allowing them to not only check their learning progress but also evaluate it on their own not to

mention concentrating or participating better in class. A couple of students remarked on some positive effects of the instruction on other skills such as speaking, writing, and vocabulary. The verbal reports elicited from 8 students also revealed their positive attitude toward using portfolios in listening strategy instruction, which is congruent with the students' reflections.

The students' strategy use increased after the instruction in this study; the most significantly enhanced were metacognitive strategies. It is clear that metacognitive strategies can facilitate one's learning and the importance of developing one's metacognition is undeniable. In this study, using portfolios in teaching listening strategies seem to have led to better metacognition, which eventually enables learners to take charge of their learning, so that they can be more likely to be autonomous in learning (Vandergrift, 2002, 2003).

Based on the qualitative analysis, among the three types of listening strategies (metacognitive, cognitive and socioaffective strategies), the majority of the students reflected on metacognitive strategies most. Although most of the instructed strategies belonged to cognitive strategies, portfolio development conducted in this study seemed to contribute to the students' more metacognitive-strategy-based reflection than the other two types.

Not only did the students' listening strategy use increase, but the changes made between the pretest results and the posttest results also showed that students' listening skills improved numerically as the mean score of the posttest increased by 3.28 out of 20.

This study has a few pedagogical implications. One of them is that EFL students like many Koreans can benefit from strategy instruction in the classroom. Also, listening strategy instruction including portfolio engagement can be easily integrated in the regular curriculum. In addition, this type of instruction can be used as a reference when material or curriculum developers create a course or design course books including listening skills.

There are several limitations of this study. First of all, this study has been conducted with a limited number of students; the participants were involved in the study for only one semester. The results can differ according to not only students' proficiency levels and ages but also their personality and learning styles. Also, this study was conducted with 54 college students in Seoul. Therefore, future studies with larger numbers of students with different backgrounds and proficiency levels can lead to different findings. Further empirical studies involving listening strategy instruction with portfolio assignment are necessary to assure its effectiveness on students' improvement in listening. When combining portfolios with teaching English, a needs analysis and careful planning are recommended; then the teacher can design the proper syllabus for his or her students. Integrating regular curriculum and portfolio-combined listening strategy training can be considered since this method has potential to be easily interwoven in the regular

classrooms. This can allow the students to accept and receive the strategic approach readily. In addition to this, using E-portfolios with the Internet access can be a more student-friendly way, which allows students to engage in portfolio work more handily and more manageably. Lastly, a handbook for a portfolio can be a reference for students to develop their portfolios more conveniently.

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**예시언어(Examples in): English**  
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