AN INVESTIGATION INTO LISTENING STRATEGIES OF EFL STUDENTS WITHIN THE HIGH SCHOOL SETTING

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ABSTRACT

The contribution of listening strategy use in EFL listening classes to improve English listening comprehension has been empirically studied and reported in literature. However, there has been relatively little analysis of listening strategy use of high school students on listening comprehension in a Vietnamese context. This paper aims to examine learners' use of listening strategies focusing on three main aspects: the listening strategy groups and the individual listening strategies used by EFL learners, the correlation between the extent of use of listening strategies and English listening ability, and the differences in the ways the listening strategies were used by effective and less effective listeners. In order to achieve these objects, a study was conducted on 82 learners at a high school in the Mekong Delta. Two instruments including a questionnaire and a listening comprehension test were used to collect quantitative data. The findings demonstrated that the participants were aware of listening strategies at the average level. Among six listening strategy groups, the frequent use of memory strategies was highest (M= 3.27, SD= .48); and that of the strategies in terms of social group was lowest (M= 2.81, SD= .65). Moreover, two individual listening strategies, translating (M= 3.77, SD = .74) and repeating strategies (M= 3.70, SD = .83) were used by learners at high level of frequency, and taking notes was the least frequently used strategy (M= 2.52, SD = .95).

Keywords: Listening strategies, listening strategy groups, individual listening strategies**.**

INTRODUCTION
Background to the study

With the integration of the world economy, the relationships among countries become closer and closer. Therefore, English considered as the role of an international language is more and more essential, which strongly affects the language learning in a great number of countries. However, language learning in general and language skills learning in particular are not always easy to all learners. Especially, one of the most difficult language skills learners need to acquire is listening skill (Teng, 1997; Chen, 2002). For this reason, research on listening strategy (LS) use to facilitate listening comprehension process has attracted growing interests in second or foreign language learning. Thus, the use of listening strategies (LSs) will be discussed in two aspects: theoretical consideration and practical consideration.

Theoretical Consideration

According to Rankin (1928), when we communicate with others, we spend the largest proposition of time, about 45% in listening, but only 30 % in speaking, 16 % in reading, and 9 % in writing. Moreover, Underwood (1989) states that if students do not learn to listen effectively, they will be unable to take part in oral communication. Meanwhile, Anderson (1996) points that children have months of listening to their native language before they ever utter their first words. Although many researchers realize the importance of listening in learning language (Rubin, 1995), it remains the most neglected and the least understood

aspects of language teaching (Arnold, 1999; Carrier; 1999; Buck, 2001). Therefore the final aim of many studies on listening skill is to explore the good way to help learners be effective in their listening. One of the most effective ways for studying listening skill explored by several language researchers (Tarone, 1981; O'Malley, Chamot & et al, 1985; Oxford, 1990) is using LSs. In fact, there are many types of LSs used by language learners. Each type has its own effectiveness on studying listening skill. Some language researchers such as O'Malley, Chamot and Kupper (1989), Vandergrift (1997), Teng (1997), and Liu (2008) found out that there are differences in using LSs between effective students and less effective students. It is evident that effective listeners use more LSs frequently or appropriately than less effective listeners (Nunan, 1997, 2003; Shu, 2005). In addition, it is important to note that LS use becomes more useful to learners. Since it was proved that there is a positive correlation between LS use and listening comprehension ability (Chen, 2002; Vandergrift, 2003, and Bidabadi, 2011). For those reasons, training learners' LS use plays more and more important role in language teaching. Nunan (2003) stated that learners should be trained to apply appropriate LSs for specific listening tasks.

In brief, the literature confirms that LS use strongly affects learners' results in their studying of English listening skill.

Practical Consideration

From theoretical consideration, it cannot be denied that listening is the most communicative activities in daily life. However, the reality of teaching and learning listening at a rural high school where this study was conducted has revealed that most learners have problems in learning listening. The reasons for these problems can be explained in terms of listening skill testing, English listening skill teaching, and learning time as well as learner' awareness of English listening skill learning.

Firstly, tests are considered as measurement devices in our daily lives such as rulers used for measuring distance, scales for weight, and so on. The aim of test is diagnosing student' strengths and weaknesses as well as identifies what they know and what they do not know through the tests. Also, students' language competence can be measured, and the teacher may know how far his students have gained previously taught knowledge. It is clear that when taking the test, students are getting feedback on how well they perform on it. Nevertheless, testing of listening seems to be ignored by both the teachers of English and the administrators. For example, English test contained many parts such as listening comprehension, writing, reading comprehension and grammar are taken by students every semester. However, each English test designed pays little attention to listening skill because the total scores of English test are 10 including 0.5 marks for listening comprehension part. As a result, learners' perceptions towards learning listening skill are not favourable.

Secondly, in the Vietnamese classroom context, English teaching at a high school has not been improved significantly because there are many reasons, such as time pressure, learner-centered method, and lack of learners' motivation. Specifically, some of my colleagues consider that listening skill teaching is a challenging job for many Vietnamese English teachers because it requires not only high language competence from teachers, but also careful preparation at home. Moreover, due to little attention to testing listening skill, time pressure in teaching, learners' desires to get good results in examinations, teaching listening skill is not paid much attention to. In other words, English teachers spend less time teaching listening than reading and writing.

Thirdly, the time for listening lessons is typically limited; therefore, learners receive little practice in listening English. For instance, of 42 hours of English per semester (18 weeks), 6 hours is allocated for teaching learners to listen. Within this time constraint, it is not denied that learners have difficulties in listening. Moreover, exchanging experiences with the colleagues in school, the researcher finds that learners are not highly aware of learning listening skill because of the following reasons. Most students are not highly motivated in learning to listen to English. Since, they have just focused more on studying English grammar, vocabulary and writing skill so that they can pass the English examination at school or be able to take the high-school diploma. Besides, English listening skill is the most difficult for high school students to learn. They think that they are not able to listen to the native speakers' voice because they do not have enough vocabulary and skill to comprehend the recordings. Thus, the listening skill itself is difficult to achieve. In fact, learner's awareness of learning listening skill and the time learning limitation may affect learners' ability in listening.

In general, coming from the practical needs of developing society and the desires of helping his high school students improve their listening skill as well as considering theoretical framework, the current researcher would like to conduct this study on examining what extent high school students use LSs, the relationship between the learners' extent of use of LSs and their listening comprehension ability, and the differences between the effective learners' and the less effective learners' use of LSs. Two research instruments, listening strategy questionnaire and listening comprehension test, are used for collecting data. From that, the researcher hypothesizes that learners' use of LSs in the researcher's school could examined. Moreover, among six listening strategy groups (LSG) such as *memory, cognitive, metacognitive, affective and social,* the *memory strategies* could be the most frequently used and the least frequently used could be the *social strategies*. In addition, the LSs found could help learners improve their listening ability.

Aims of the Research

The purpose of the present paper is three folds: (a) to investigate listening strategies used by EFL students with the setting of a high school in a rural area, (b) to find out whether there is a correlation between the use of strategies and their listening ability, and (c) to examine the differences between the effective learners' and the less effective learners' use of LSs.
Do students use listening strategies? To what extent do they use:

(a) Memory listening strategies,
(b) Cognitive listening strategies,
(c) Compensation listening strategies,
(d) Metacognitive listening strategies,
(e) Affective listening strategies,
(f) Social listening strategies?

LITERATURE REVIEW

Listening Strategies among Language Learning Strategies
In this section, definition of LSs and types of LSs will be discussed.

Listening Strategies

LSs can be understood to be similar to all other LLS, and they have the same characteristics as other language strategies. Specifically, in studies into LSs, some researchers have

proposed even more specific definitions of LSs. For example, Weinstein and Mayer (1986) propose that LSs are behaviors and thoughts that a listener engages in during listening that are intended to influence the listener encoding processing. In 1987, Rubin indicates that LSs are techniques or activities that contribute directly to the comprehension and recall of listening input. O'Malley, Chamot and Kupper (1989), and Vandergrift, (1997) define listening comprehension strategies as steps taken by learners to help them acquire, store, retrieve, and/or use information. Among the researchers' definition above, Vandergrift's definition (1997) seems the easiest to understand but not to be general. Consequently, LSs in the current study adapted from Vandergrift (1997) are considered as devices that individuals use not only to facilitate acquisition, store, retrieve and use information but also to achieve the purpose of listening comprehension of spoken input.

Type of Listening Strategies

As discussed above, Oxford's classification system of LLS applied not only in learning language, but also in learning language skills such as reading, listening, writing and speaking, is divided into two general types of strategies, direct strategies and indirect strategies. In the current study, the two general types of strategies are also analyzed and applied to learning listening skill. The types of LSs will be illustrated in detail in Table 2.1

Oxford's Strategy Classification System (1990, Pp 18-22)

Strategy Group	Strategy Set	Specific Strategies
Memory Strategies	Creating mental linkage	Grouping Associating/ Elaborating
	Applying images and sounds	Semantic mapping
Cognitive Strategies	Practicing	Recognizing and using formulas and patterns Repeating
	Receiving and sending message	Getting the idea quickly
	Analyzing and reasoning	Analyzing contrastively (across language) Transferring Translating
	Creating structure for input and output	Note-taking Summarizing
Compensation Strategies	Guessing intelligently	Using other clue Using linguistics
Metacognitive Strategies	Centering your learning Arranging and planning your learning	Paying attention Setting goals and objectives
	Evaluating your learning	Self-monitoring Self-evaluating

Affective Strategies	Lowering your anxiety	Using progressive relaxation, deep breathing, or meditation
	Encouraging yourself	Listening to your body
	Taking your emotional temperature	Discussing your feelings with someone else Making positive statements
Social Strategies	Asking questions	Asking for clarification or verification
	Cooperating with others	Cooperating with peer

Memory strategies

Memory strategies were used to enter new information into memory storage and for retrieving it to help learners be able to link one L2 item or concept with another. Memory strategies are categorized into 4 sets: *creating mental linkage, applying images and sound, reviewing well and employing action*. The two sets, *creating mental linkage and applying images and sound* are mentioned in the current study. Specifically, the *creating mental linkage* includes two specific strategies associating and grouping. For example, using associating, learners can link what they know with what they hear, and know how to connect sound and picture to remember words with grouping use. Meanwhile, semantic mapping is used to help learners to remember the location of words when listening.

Cognitive Strategies

Cognitive strategies were used to help learners to obtain knowledge, understand of linguistic system, for example, learners could understand the meaning of words from contexts, link new information with existing schema. Particularly, cognitive strategies are classified into four sets such as *practicing, reviewing and sending messages, analyzing and reasoning, and creating structure for input and output*. The first set of strategies (*practicing*), consisting of two strategies: recognizing and using formulas and patterns, and repeating, helps learners use what they hear to facilitate the retrieval of appropriate information from long-term memory. For instance, using repeating strategy, listeners could repeat information to facilitate the retention. Moreover, listeners could recognize familiar patterns and use them for guessing the meaning. The second set (*sending and receiving message*) which could help listeners get the idea quickly by focusing the main ideas and detail ideas while listening. The third strategy (*analyzing and reasoning* strategies) was used to construct words or compare and contrast words or expressions between the target language and the native language to make listening learning easier. This set which comprises three related strategies translating, analyzing contrastively and transferring helps learners use words, concepts or structures from learners' primary language to understand the target language. The final strategy (*creating structure for input and output*) including two strategies; note-taking and summarizing, helps learners synthesize what they hear to facilitate retention of the information. With taking notes strategy, learners could write down what they hear and summarize basing on their notes to help their understating better (summarizing strategy).

Compensation Strategies

Compensation strategies could help listeners make up for missing knowledge when they do not hear something clearly. Therefore, they could use clues to guess meaning of words or pieces of information. Hence, compensation strategies are considered as a tool for ''guessing

intelligently'' (Oxford, 1990) because listeners guess ''systematically'' by using clues without listening to every word. The two specific strategies of compensation strategies are using *linguistic clues* and *other clues*. For instance, using *linguistic clues* including word order, word stress could help listeners understand the unfamiliar words. Unlike *linguistic clues*, listeners can get useful information from *other clues* such as situational contexts, background noise to guess what is going.

Metacognitive Strategies

Metacognitive strategies are divided into three sets: *centering your learning, arranging and planning your plan,* and *evaluating your learning*. The first strategy (*paying attention)* could help listeners focus their attention on listening tasks, materials, activities. The second strategy, *arranging and planning your plan* could aid listeners organize and gather materials, plan for an L2 task, and arrange a study space like setting goals and objects. For example, using setting goals and objects strategy could assist students to know what their purposes are while listening (listen for idea, listen for identify speakers' attitude). The final sets, *evaluating your learning* include two specific strategies such as *self-monitoring and self-evaluating*. These specific strategies could offer the listeners a holistic view of the ongoing listening process to avoid making their mistakes which they had before and check comprehension a text to verify that a task has been completed.

Affective Strategies

Affective strategies could help listeners handle their feelings, emotions, motivation or attitudes in learning listening skills. The three sets of affective strategies were *lowering listeners' anxiety, encouraging themselves, and taking their emotion temperature*. The first specific strategy of *lowering listeners' anxiety* in using progressive relaxation enables listeners to keep calm when listening. The second is encouraging themselves in making positive statement helps listeners increase their confidence in finishing listening task. The last set (*taking their emotional temperature*) consists of two specific listening strategies, listening to the body and discussing with someone helps listeners recognize their feelings and exchange their feelings with their friends.

Social Strategies

Social strategies could help listeners work together and understand the target language as well as the language. Social strategies include two sets: *asking for question* and *cooperating with each other*. Particularly, asking for question (asking for verification), for instance, or verification from their teacher or their friends could help listeners clarify what they are not clear. While, *cooperating with each other* like cooperating with peers aid listeners to share information and to check comprehension or to solve questions.

Research on the LSS Used By EFL Learners

Since 1980, there have been a great number of studies conducted by several researchers (Goh, 1997; Lee, 1997; Teng, 2006; Kao, 2006) involving the listening comprehension strategies used by EFL learners. A study using a diary of performing listening tasks with 40 students from the People's Republic of China learning English in Singapore was conducted by Goh (1997). The subjects were asked to keep a diary about their thoughts concerning learning to listen and how they practiced their listening after class. The results indicated that the subjects

were extensively aware of LSs, both for assisting comprehension and developing their listening. Moreover, this study strongly implied that keeping listening diary would not only raise learners' metacognitive awareness but also observe cognitive process in their listening.

Additionally, Lee (1997) examined the LSs used by Taiwanese junior college students, using O'malley and Chamot's classification of learning strategies to develop a questionnaire. As a result of that, she showed that the socio and affective strategies were in relative frequency, followed by the metacognitive and cognitive strategies. The three strategies such as asking classmate to clarify comprehension, trying to understand each word, and self-questioning for comprehension were used a lot. However, the two strategies of low usage were deciding in advance to listen for specific aspects of texts and listening for structures.

Meanwhile, the EFL listening comprehension strategy use was investigated by Teng (1998) in Taiwan. She used Oxford's strategy inventory (1990) for language and a listening test as the research instrument to examine the listening comprehension strategies used by 126 freshmen at a National Yunlin University of Science and Technology. Findings proved that compensation strategies were used most frequently, followed by cognitive and affective strategies. Moreover, the frequency of each strategy use was concerned, translation strategy was used most frequently, and followed by repetition. Furthermore, she found that effective listeners applied more strategies than ineffective ones.

In another study by Kao (2006), he investigated into EFL listening comprehension strategies used by 494 freshman students at the Southern Taiwan University of Technology. He examined the difference in preferred EFL listening comprehension strategy use of South Taiwan University of Technology (STUT) students, basing on the research instruments such as a listening comprehension test selected from Longman Preparation series for the Toeic Test (1996) and a survey questionnaire adapted from Teng (1998). The findings indicated that the memory strategy for EFL listening comprehension was the most frequently used, followed by cognitive, metacognitive, compensation, affective strategies, and the social strategies were the least employed. The results also showed that EFL effective listeners applied more memory, cognitive, compensation, and metacognitive strategies in EFL listening comprehension than effective listeners. Besides, the individual LSs such as using key words, taking risks wisely, translating, representing sounds in memory, paying attention, using music, highlighting, associating/ elaborating, semantic mapping, and using progressive relaxation, deep breathing, or mediation were frequently employed by STUT students.

It can be summarized that a common point which all researchers share influential theories is the vital role of use of LSs in assisting listening comprehension though populations, research environment and research instruments are different.

METHOD

The current research is a descriptive quantitative study. The descriptive study aimed to describe the data and characteristic about what is being studied. The quantitative method, including a listening comprehension test, a brief report about the participants' background as well as a LS questionnaire, was utilized. The listening test was utilized to measure the participants' English listening ability to clarify them into the effective groups and the less effective groups. The brief report of the participants' background information aimed to find out the participants' prior experience with listening course and their learning attitude toward listening classes. The LS questionnaire was adapted to examine the participants' use of LSs.

After data collection, Statistics Package for the Social Science (SPSS) version 11.5 was used to compute the data analyses of the study.

RESULTS
The listening strategy groups and individual listening strategies used by the participants

The overall listening strategies used by the participants
A *Descriptive Statistics Test* was run to check for the overall LSs used by the participants. The results of the test were presented in Table 4.1.

The Overall Listening Strategies Used By The Participants

Variables	N	Min	Max.	Mean	MD	SD
Use of LSs	82	2.61	3.91	3.10	.09	.32

The total mean scores of the participants' use of LSs (*M= 3.10*) are higher than the scale 3 in the five-degree scale. This means that the participants' use of LSs is at average level.

Listening Strategies Groups Used By the Participants

Listening strategy groups	Mean	SD
Memory Strategies	3.27	.48
Cognitive Strategies	3.18	.35
Affective Strategies	3.12	.47
Compensation Strategies	3.12	.68
Metacognitive Strategies	2.91	.54
Social Strategies	2.81	.65

The participants showed a medium usage, with *memory strategy category* (*M= 3.27*) as their most frequent use, followed by *cognitive (M= 3.18)*, *affective (M= 3.12, SD= .47)*, *compensation (M= 3.12, SD= .68)*, *metacognitive (M= 2.91)*, and the least frequent use was *social category* (*M= 2.81*).

DISCUSSIONS
Listening Strategy Groups and Individual Listening Strategies Used By the Students

The findings from the questionnaire data revealed that the participants were generally strategic listeners. Their awareness and perceive of use of LSs in listening comprehension were at the average level (*M= 3.10*). This can be explained that they were conscious of LS use to assist their listening comprehension, their awareness was slightly high. As a result, the students' ability in their listening comprehension was rather low. This finding in the current study is consistent with Goh's findings (1997), which indicated that students showed their extensive awareness of learning strategies, both for assisting comprehension and developing their listening.

Additionally, it was found in the current study that the most frequently used was *memory strategies* (*see Appendix 2*). The result was consistent with the findings from previous studies conducted by Politzer (1983) and Kao (2006), who reported that Asian students preferred memory strategies. As Duong (2009) stated that memorization is traditionally popular in language classes as well as many other content subjects in Vietnam and in many other Asian countries. The fact that the students in the researcher's school used more *memory category* than any other categories was understandable. This could be explained that they tried to memorize as much as possible to help them get information; however, they easily forgot what mentioned before. Furthermore, the results of the current study identified that the least frequent use was *social strategies* (*see Appendix 2*). This result was consistent with that of the previous studies by Noguchi (1991) and Kao (2006), which proved that the *social strategies* were used the least frequently. One reason for the least frequent use of social strategy could be explained that the students in the researcher's school were afraid of making mistakes or being laughed by their friends. Thus, they were not eager to ask for clarification from their teachers or cooperate with their partners. Lee (2003) also stated that ''Asian students generally resist using participating in social interaction as a mean to learn their second and foreign language'' (p.25).

Finally, among twenty three individual listening strategies, *translating* and *repeating* were strategies of frequent use *(M= 3.77 and M= 3.70)* (*see Appendix 3*). The current study suggested that students often used their native language, i.e. Vietnamese, to assist English listening comprehension. For instance, *translating* was most often employed among twenty three strategies. Besides, *repeating strategy* was used by the students at a high-frequency level. This could be assumed that the students had habit to repeat the words they did not understand one or more times to guess the meaning. Meanwhile, the least frequent use was *note-taking strategy (M= 2.52)*. The finding demonstrated that the students in the researcher's school were probably not familiar with taking notes. This may be explained that the students did not have enough time to take notes because they needed to concentrate on their listening.

Implications

The results of the study allow significant implications in teaching and learning listening skill of English. It is suggested that promoting students' awareness of using listening strategies contribute to their listening learning process. Therefore, listening strategies training should be implemented in a language classroom to help students become more autonomous both inside and outside of the classroom (Thompson & Rubin, 1996; Vandergrift, 1999). For example, teachers should add more listening strategy activities to their teaching such as listening to an English song and fill in the blank (listen for detail information-cognitive group), people talking about their work to recognize their job (listen for gist-cognitive group), people asking where the things are (listen for location-memory group), the customers talking to the order (listen for attitude-compensation group), and etc. Moreover, teachers help learners be able to identify and use different kinds of listening strategies. At first, one listening strategy is chosen to teach learners in a listening lesson. Gradually, many types of listening strategies are introduced to learners in many different kinds of listening tests. As a result, learners' awareness of using listening strategies would be raised day by day.

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APPENDIX 1
QUESTIONAIRRE

(On Learners' listening strategy use)

English version

Student name: _____. Class:_____

Gender: □ Male   □ Female   Age: ………………

Directions: This questionnaire aims to investigate what learners do when they listen to an academic listening text in classroom. It consists of 23 questions and printed into 5 pages.

Please read each item carefully and circle the appropriate description (1-5) for what you actually do when you listening to English.

1: means "I never do this"

2: means "I occasionally do this"

3: means "I sometimes do this"

4: means "I usually do this"

5: means "I always do this"

Remember, there is no right or wrong answers to these items. The information you give will be used for research purposes only. Thank you for your co-operation.

Memory listening strategies					
When hearing a new word, I connect the sound of the new word and an Image or picture on the word to help me remember the word.	1	2	3	4	5
1. never 2. occasionally 3. sometimes 4. usually 5. always					
I remember new English words or phrases what has been heard by remembering their location.	1	2	3	4	5
I think of relationship between what I already know and new things I	1	2	3	4	5

hear in English					
Cognitive listening strategies					
While listening , I pay attention to English patterns to understand the text better.	1	2	3	4	5
I look for words in my own language that are similar to new words in English that have been heard to help me understand better.	1	2	3	4	5
First, I focus to listen for main ideas, then for detail ideas.	1	2	3	4	5
While listening, I write notes, messages, down my notebook before giving an answer.	1	2	3	4	5
I pay attention to starting conversations in an English listening text to guess its meaning.	1	2	3	4	5
While listening, I try to translate words into Vietnamese to understand better.	1	2	3	4	5
1. never 2. occasionally 3. sometimes 4. usually 5. always					
I repeat English words which I do not understand several times	1	2	3	4	5
I try to make summaries of information that I hear to understand the whole text.	1	2	3	4	5
Compensation listening strategies					
To understand unfamiliar words I hear, I make guesses	1	2	3	4	5
While listening, I use situational context (e.g. noise, speaker's voice,…) in order to understand the text better.	1	2	3	4	5
Metacognitive listening strategies					
While listening, I consciously pay attention to information I need.	1	2	3	4	5
When listening, I had clear goals (listen for main ideas, listen for detail ideas or listen for identifying speakers' attitudes)	1	2	3	4	5
I think I am able to finish tasks in the listening	1	2	3	4	5
While listening, I notice the mistakes which I had from listening texts and use that information to help me do better.	1	2	3	4	5
1. never 2. occasionally 3. sometimes 4. usually 5. always					
Affective listening strategies					
I encourage myself to concentrate on listening English even when I can't hear anything.	1	2	3	4	5
I notice if I am tense or nervous while listening	1	2	3	4	5

. I share my feeling with my friends when I am listening English	1	2	3	4	5
. I try to keep calm and not be nervous while listening.	1	2	3	4	5
Social listening strategies					
. I ask the teacher for clarification what I do not understand.	1	2	3	4	5
. When listening, I exchange the information with friends to help me understand the text better.	1	2	3	4	5

APPENDIX 2
List of Listening Strategy Groups Used By the Participants from Most to Least Frequently

Listening Strategy Groups	Mean	SD
Memory Strategies	3.27	.48
Cognitive Strategies	3.18	.35
Affective Strategies	3.12	.47
Compensation Strategies	3.12	.68
Metacognitive Strategies	2.91	.54
Social Strategies	2.81	.65

APPENDIX 3
List of Individual Listening Strategies Used By the Participants from Most to Least Frequently

Individual Listening Strategies	MEAN	SD
Translating	3.77	.74
Repeating	3.70	.83
Semantic mapping	3.38	.71
Progressing relaxion, deep breathing or mediation strategy	3.34	.63
Recognizing patterns	3.33	.86
Discussing feeling with someone	3.32	.80
Other clues	3.29	.82
Linguistic clues	3.28	.82
Listening to your body	3.24	.82
Analyzing contrastively	3.23	.88
Paying attention	3.20	.94
Transferring	3.17	.64

Grouping	3.10	.86
Summarizing	3.07	.90
Cooperating with peers	3.05	.61
Self-monitoring	2.99	.79
Associating	2.96	.83
Setting goals and objects	2.89	.94
Getting the idea quickly	2.61	.99
Making positive statements	2.57	.90
Asking for clarification	2.57	.94
Self-evaluating	2.56	.85
Note-taking	2.52	.95