

## 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.