

Thesis Abstract

No. _____

Registration Number:	<input type="checkbox"/> "KOU" No.	<input type="checkbox"/> "OTSU" *Office use only	Name:	Yunlong Liu
Title of Thesis:				
The Use of Listening Comprehension Strategies to Facilitate Recall: The Effects of Learner L1 Background and Proficiency				
Summary of Thesis:				
<p>A plethora of studies have been conducted to investigate second language (L2) listening strategies (e.g., Vogel, 1995; Vandergrift, 1997; Chang, 2008); however, the way in which L2 learners use listening strategies to recall the content of academic lectures has not received much attention. In order to examine how learners' proficiency levels and first language (L1) backgrounds play a role in listening comprehension strategies and note-taking can be used to recall information on the TOEFL listening comprehension subtest, two groups of learners of English from different L1 backgrounds (Japanese and Chinese) at two different proficiency levels (intermediate and advanced) were investigated.</p> <p>The results of the study showed that the advanced level learners tended to recall the gist of the lecture, make use of linking words to grasp the main idea, and make better use of their notes as compared to their lower proficiency level counterparts. The study also revealed differing patterns between Japanese and Chinese learners in terms of how they recalled the lecture information, as well as the quality and quantity of notes they took. To be specific, the Chinese participants used more words and characters in their L1 to take notes than their Japanese counterparts. It is argued that the similarities and differences between English and participants' L1 in terms of syntactic structures may have affected how Chinese and Japanese participants took notes. In addition, the different types of language training received by Japanese and Chinese learners of English in their own countries might have been partially reflected in the differing strategies they used in the current study.</p>				
Keywords: Listening comprehension strategies; recall; note-taking				