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| **Six Listening Strategies** | | |
| **Listening Strategy Name** | **Explanation** | **Example of a student thinking** |
| **1**  **Inferencing** | Using acoustic, vocal, or lexical information *within* the text, listening etc. to guess the meaning of unfamiliar words, or to fill in missing information | *It's like there are three people talking. So he’s a new person.*  *I heard a female voice at the end so that must be his wife*  *That must mean something negative* |
| **2**  **Elaboration** | Activating, or connecting new material to prior knowledge in order to understand or to fill in missing information | *I think about the course I took last year in High school about this.*  *I remember a move I saw about this.* |
| **3 Self-monitoring** | Checking, verifying, or correcting one's listening comprehension while performing a task to see if you’re right. | *I can't "catch" the meaning of the text*  *Er now I'm "sure" that she's talking about her husband…* |
| **4 Summarization** | Making a mental or oral summary of the information presented in a listening task up to that point and/or at the end. | *He's explaining the three sections in the lecture*  *He's sad, someone has died, and then, right, he’s talking to God…* |
| **5**  **Self-evaluation** | Checking your concentration or focus and assessing one's strategy use | *I wasn't concentrating then*  *I’m trying to use ‘note taking’ and ‘summarization’ now.* |
| **6**  **Toleration of Ambiguity** **(Uncertainty)** | Trying to accept the fact that many parts will be unclear or unknown and not allowing it become frustrating. | *Ok, I didn’t get that bit.*  *What?!? Oh well.*  *Ok, what I* ***do*** *know is …* |
| Based on research by O'Malley, Chamot, Küpper (1989) and Young (1997)  Definitions and examples adapted from Young (1997)  URL: http://helpwithenglish.pbworks.com/w/page/3839481/Listening%20Strategies | | |

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